

Commissioned by PE Section, Curriculum Development Institute,  
Education Bureau

Hosted by Department of Health and Physical Education,  
The Hong Kong Institute of Education

# Summer School for PE Teachers 2011 (Conference)

## **Poster presentation:** **Reciprocal Teaching Style for** **Promoting Students' Whole Person Development**

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Date : 2 July 2011 (Saturday)

Venue : Yan Chai Hospital Wong Wha San Secondary School

## **The current PE problems:**

- teacher center
- no collaboration
- passive learning, play, practices
- more 38 students /class
- lack of PE equipment
- lack of communication
- physical training emphases,
- little collaboration
- and weak accountability of learning.
- end up with discipline problems and learning nothing.

# The action research

3 classes of 80 students (50 boys, 30 girls) from a secondary school were invited to participate in the study. 3 teaching units of gymnastics, swimming and handball were conducted in the form of reciprocal teaching suggested by Mosston respectively. Data consisted of students' reflective journals, interviewing of 16 pupils (10 boys, 6 girls), and teacher's reflection were collected at the end of each teaching unit.

Interview question:

1. How did you feel about your previous PE lesson?
2. What was your past experience?
3. What was /were your opinion?
4. Which teaching style you would prefer reciprocal or traditional one?
5. Which part of the PE lesson were satisfied your more?
6. Which part of the lesson were not satisfied your?
7. What did you get from gymnastics lesson: A, C and P?
8. How much influence would you have on adopting reciprocal teaching style in cater learning diversity, personal and social behaviour, responsibility and fun, beyond your own job?
9. What was the most difficult part of the lesson?
10. What is your comment about the unit?

# **Students' reflection on adopting reciprocal style**

- Learning without pressure

LI: I was under pressure to learn under the supervision of the PE Teachers. I have to follow the routine sometimes the requirement beyond my ability.

H1: I am proud to be observer to teach my partner. I am eager to try out without the the supervision of the teachers. I am satisfied with the reciprocal style.

M1: I am free to and have much opportunity in trying try out new ideas or procedures if prefer reciprocal teaching style. I prefer reciprocal teaching style.

L1: The learning atmosphere is much better, we feel more relaxing. I am not afraid to make mistakes. I am encouraged to learn from my classmates. gymnastics much more difficult to me.

**Conclusion: Reciprocal teaching is welcomed by most of the students**

# **Students' reflection on teaching and being a doer**

Interview:

H2: I take responsibility for being a observer. I can make great great improvement while teaming partner or being taught by partner

Questionnaire:

Q1: I am happy being a tutor or doer.I can learn lot of thing through teaching and learning

Q2: To take care of the classmate

Q15: I am proud of being a tutor

Q19: Both doer and observer can improve at the same time

## **Teacher's reflection on teaching behaviour**

Q25: Teacher always give positive reinforcement and encouragement

# **Game situation, fun and happiness**

Q4: Group activities and game competition

Q7: Competition

Q8: It's full of fun , I have confidence after the lesson

Q9: Happy and relaxing

Q10: Interesting

Q11; Q15: Enjoyable

Q12: Happy and well discipline

Q13: Improvement come after competition

Q16; 24: Very interesting

Q17: Really enjoy every PE lesson

Q20: Interclass competition

Q21: Competition come first

# **Compare with traditional teaching PE Method**

H1: To follow the instruction given by PE Teacher.

Student are not allow voice out their opinion

H2: PE lesson is routine

- Praise by classmates after demonstration
  - Be a observer, learning through observation
  - Enhance communication skills
- 
- Praise by classmates, learning through observation and communication



## **Greatest Satisfaction :**

Interview:

- To teach partner and promote mutual assist

M3: Learn how to help the students in needs

L1: With the support of the classmates, I can perform the forward roll correctly

M2: I owed my success to my classmates encouragement

L2: With the demonstration and teaching of my classmates, I can execute front scale

L3: I am happy to work with classmate

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Q3: Work and play together for succeed

Q6: Eager to demonstrate and teach

## **Skill learning:**

H1: Handstand, want to get satisfactions if I can do it

H2: Teaching classmates to perform handstand is one of mine greatest satisfactions

M1: Performing handstand is my greatest satisfaction

M2: I can do forward roll and handstand

M3: No

L1: Handstand I can manage it

# Dislike:

H1: Too easy, boring to learn the learnt item

M1: Can not perform the handstand too difficult

M3: Handstand I can not make it

L2: Handstand I cannot manage

L3: Succeed come with the help of the partner

# Communication

H1: To try every means to help partner to perform correctly demonstration

H2: To improve communication skill through teaching

L3: Mutual support

H1: I satisfied with teaching partner when he can perform correctly

H2: To support teammate

M1: To help the student in need.

M2: To help low achieve.

L2 : Communication skill can improve through teaching and learning

# Collaboration

M1: Collaboration pave the way to succeed, partner can execute correctly with the support of partner

L1: Improve collaboration skills, learning through teacher's demonstration. Partner will work hard under close supervision

M3: Cooperation

L1: Handstand is too dangerous teaching under pressure

H2: To teach

M1: To provide support

M2: Partner need help

## **Willing to try out and have confidence**

M2: Have confidence and willing to try out. Can put much dependence on my classmate

M3: Learn to support partner

## **Other comments?**

H1: I like reciprocal teaching style

H2: I hope the PE teacher would adopt reciprocal teaching style in next year

M1: I hope the teacher would put student under control since some of the students did not pay attention during class

M2: No

M3: No

L1: I like reciprocal teaching style. I like to talk with partner rather pay more attention in learning

L2: No

L3: Talkative. I like reciprocal teaching style. Relaxed. Teacher must strict with students

## **The benefit of adopting reciprocal teaching style**

- Create sound learning atmosphere: fun, comfortable, self-direct, self motivated
- Switch role: active participation
- Can maintain students' interest
- Cater learning diversity
- Work in pair
- Student can promote mutual understanding
- Enhance skills and techniques
- Student center
- Develop ACP through PE activities
- Self-actualization
- Positive communication and interpersonal relationship
- Design own learning program
- Sharing of knowledge

# Conclusion:

Reciprocal teaching can provide opportunity with active, positive and relaxed learning atmosphere. It is capable of promoting students' whole personal development. Students' worries may generate pedagogical implications on how reciprocal teaching can be implemented fully.



# Create sound learning environment

- To motivate students to learn in pair
- To increase students opportunities to learn (one to one)
- To promote student self-responsibility
- To foster accountability
- Enhancing self-esteem to managing student behaviour to organizing the learning environment. switch from teacher center to student centre
- To develop student's generic skill (communication collaboration and decision making and mutual respect)
- To develop whole person development through adopting the reciprocal teaching style in teaching PE

# Lesson Preparation

- Design the lesson plan and procedure
- To workout the expected learning outcome and performance indicators
- Pair up, group of 4 10 student/team
- Duty rooster (1 doer and 1 observer)
- Provide students worksheet
- Encourage student to employ own teaching strategies and creativities,
- Switch role
- Includes different of kind of sports
  - individual sports
  - team game sports
- Apply IT in learning

# Lesson starts

- One student will be designated as the “doer” and the partner will be the “observer”
- Allow time for each team to listen, discuss, and make decisions
- To have students work together to solve a problem
- Provide each team a worksheet
- Observer give immediate feedback
- Assessment of learning
- Learning to learn

# Teacher's Role

- Teacher walks around and corrects students when required.
- Praise students for their positive communication skills monitor the lesson flow.
- Have the students switch roles and start the game again.
- Praise them for working together during the activity.

# Assessment

- Design a “learning outcome framework”
- Select teaching notes----worksheet
- Formulate performance indicators
- Give immediate feedback
- Encourage communication and collaboration
- Employ formative assessment
- Summative: Rubrics

# Assessment

## Expected learning outcome framework

To have students rate each others' performance on a specific set of criteria, before the teachers rates them on the same criteria. The criteria must be understood by observer and doer. The criteria also indicate student 's position on a developmental sequence. Doer might approach the task in multiple ways. The observer gives feedback or suggestions to doer according to the criteria. The observer, and then the teacher would give a score in each space to indicate the doer's performance. The observer and the teacher would also make suggestions for improvement. It helps students to understand better and what is expected and how they can improve and the score of the worksheet would serve as a summative evaluation for an entire unit.