



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Cooperative Learning in PE Dysgu Cydweithredol yn AG

“Students learning with, by and for each other”
(Metzler, 2005)

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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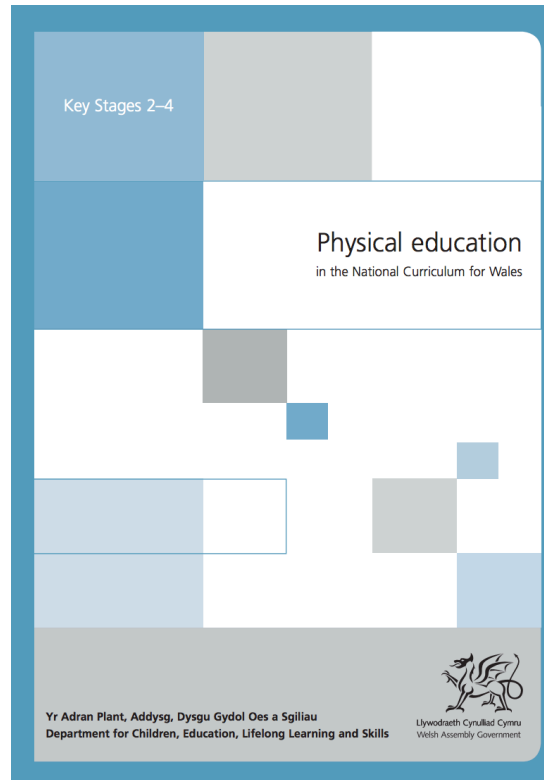
Module Recap...

Competitive Activities: A models based approach

What are competitive activities?

What is models based practice?

Competition in the Curriculum



Key Stage 2

4. Competitive activities

Pupils should be given opportunities to:

1. develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including sending (*throwing, tossing, bowling*); receiving (*catching, fielding*); striking (*hitting, batting, volleying, serving*); travelling (*with a ball or other equipment*); running (*different speeds*); jumping (*for height or length*); and throwing (*for distance*) 
2. improve the efficiency and effectiveness of these skills and specific techniques
3. explore the principles underpinning their different activities, e.g. *attack and defence; outwitting an opponent; maximising speed, distance, height or length*

and as their work develops:

4. determine success criteria for the development of their activity using key words related to their activity 
5. plan how to improve performance through setting targets, e.g. *a time, distance, goals, points* 
6. evaluate their own and others' performances and ask relevant questions in order to improve and make progress 
7. take part in, and design, small-sided, modified versions of their competitive activity
8. cooperate with others and observe the conventions of fair play, equality and appropriate conduct in individual and team activities. 

4. Competitive activities: activities that are learned for the purpose of competition between an individual, group or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical, such as game strategies and athletic tactics and involve competing against others.

and tactics. During these activities pupils need to understand why there is a need for rules in a competitive situation, and why they should take responsibility for their actions.

A variety of activities should be chosen to teach the programme of study, enabling pupils to learn the application of strategies

Key Stage 3

4. Competitive activities

Pupils should be given opportunities to:

1. develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities including sending (*throwing, tossing, bowling*); receiving (*catching, fielding*); striking (*hitting, batting, volleying, serving*); travelling (*with a ball or other equipment*); application of spin; attacking and defending (*possession, progression, scoring and change of possession*); running (*different speeds*); jumping (*for height or length*); and throwing (*for distance*) 
2. refine, adapt and apply their skills with consistent control and accuracy under competitive conditions
3. analyse and evaluate the effectiveness of increasingly complex strategies and tactics against a background of changing situations 
4. use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective 

5. adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship. 

- 4. Competitive activities:** activities that are learned for the purpose of competition between an individual, group or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical and involve competing against others.

A variety of activities should be chosen to teach the programme of study, enabling pupils to learn the application of strategies and tactics.

They should engage in these competitive activities against a background of changing situations that can be analysed.

Through their adoption of different roles such as leader, official or performer, pupils could choose to develop these roles in their lessons and competitions.

Coopetition defined...

“Competition consists of activities directed more or less consistently toward meeting a standard or achieving a goal in which performance by a person or by his group is compared and evaluated relative to that of selected other persons or groups.”

(Sherif, 1978: 82 in Leah & Capel, 2000)

Personal Reflection Task

Reflect on your primary and secondary school education. From the earliest age note when you were aware that you were in competition with others in your school or from other schools (at this stage try to consider more than just a physical education context). From these notes:

- Can you identify your feelings about being involved in competitive situations?
- Were you always successful?
- How did you respond to winning and losing?
- How did your 'opponents' respond?
- Did your attitude towards competition and competitive situations change over time from primary to secondary school? For example, did you find that at some point you rejected the idea of competition or did you enjoy competition throughout your time at school?

Compare your reflections with someone else

(Leah & Capel, 2000:139-140)

Cooperation defined...

“directly related to communication, cohesiveness, trust, and the development of positive social-interaction skills. Through co-operative ventures, children learn to share, to empathise with others, to be concerned with others’ feelings, and to work to get along better. The players in the game must help one another by working together as a unit – each player being a necessary part of that unit, with a contribution to make – and leaving no one out of the action to sit around waiting for a chance to play. The fact that children work together toward a common end, rather than against one another, immediately turns destructive responses into helpful ones: players feel that they are an accepted”

(Orlick, 1979: 6-7 in Leah & Capel, 2000)

Competition & Cooperation

Competition Approach

- Positives
- Negatives

Cooperation Approach

- Positives
- Negatives

Cooperative Learning



Brief History

- The effect of cooperation on performance has been investigated as early as the 1940's (Deutsch, 1949)
- Linked and used in education in 1970's (Dyson and Casey, 2012)
- Student Team Learning (Slavin, 1983)

Development

- Conceptual Approach
- Curricular Approach
- Structural Approach
- Complex Approach

(Dyson and Casey, 2012)

Theory and Rationale

- Motivational Theory
- Cognitive Theory
- Social Learning Theories
- Behavioural theories

(Metzler, 2005)

Theory and Rationale

“Cooperative Structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore, to meet their personal goals, group members must help their group mates to do what helps the group to succeed, and perhaps more important, encourage their group mates to exert maximum effort. (pp. 13-14)”

(Slavin, 1990)

CL as a Pedegogical Model

Teaching

Learning

Context

Subject Matter

Metzler (2005),
Haereens *et al.* (2011)

Student Team Learning (Slavin, 1983)

- 3 common attributes
 - Team Rewards
 - Individual Accountability
 - Equal Opportunities for Success

5 Non-Negotiables of CL as a Pedagogical Model in PE

- Positive Interdependence
- Individual Accountability
- Promotive Face-to-Face interaction
- Interpersonal Skills and Small-Group skills
- Group Processing

(Johnson, Johnson and
Holubec, 1994)

(Dyson and Casey, 2012)

Introductory Video (Goodyear, 2015)
<https://youtu.be/nW17a-YJ8R0>

CL

- CL encompasses a set of teaching strategies that share key attributes
- Learning Teams
- Task – Intra-Group, Inter-Group or Shared Group Performance

Role of the Teacher

1. Specify the instructional objectives
2. Make Pre-instructional decisions
3. Communicate task presentation and task structure
4. Set the cooperative assignment in motion
5. Monitor the cooperative learning groups and intervene as necessary
6. Evaluate Learning and Processing Interaction

(Johnson, Johnson and
Holubec, 1994)

Task

What are the advantages and disadvantages of using the Cooperative Learning Model in PE?

Why use CL as a model in PE?

- Social Skills
- Academic & Social Learning

Competition *VS* or *AND* Cooperation?



“Competition and cooperation are not mutually exclusive: they coexist within the physical education curriculum”

(Leah & Capel, 2000: 139)

CL Model - Definition

“A Pedagogical Model that, through its five elements, explores the social-cultural significance of human movement through the use of individual and group learning outcomes to enhance student development, interaction and task-mastery within physical, cognitive and affective domains”

(Casey and Dyson, 2012)

Cooperative Learning

- Value students' experiences ahead of outcomes

(Metzler, 2005)

Cooperative Learning

- If implemented accordingly it will promote the kinds of learning it is devised for
- Teachers be aware of potential problems and plan accordingly

(Metzler, 2005)

Teaching and Learning

- Directness and Inclusiveness
 - Content Selection
 - Managerial Control
 - Task Presentations (frame the problem)
 - Engagement Patterns
 - Instructional Interactions
 - Pacing
 - Task Progression

(Metzler, 2005)

Teaching and Learning

- Learning Tasks
 - Task Presentations
 - Task Structure
 - Student Teams-Achievement Divisions (STAD)
 - Team Games Tournament (TGT)
 - Team-Assisted Instruction (TAI)
 - Jigsaw
 - Group Investigation

(Metzler, 2005)

Student Teams Achievement Division (STAD)

- *Students help each other to learn to improve their team's performance*
- HOW TO:
 - All teams are given the same learning task
 - Each team is given a set time to learn and practice the task
 - All team members complete an assessment task
 - The scores for all team members are added together
 - Team scores are announced to the class
 - Teams repeat the practice task to try to improve their score
 - The assessment task is repeated
 - A team improvement score is calculated
 - Team improvement scores announced to the class

Team Games Tournament

- *Individual team members compete against those of similar ability from other teams.*
- HOW TO:
 - All teams are given the same learning task
 - Each team is given a set time to learn and practice the task
 - All team members complete an assessment task
 - Team members rank their performance 1st, 2nd, 3rd, 4th
 - The rank of each student is compared with the same ranks score of other teams e.g. all the students who were first are compared with each other and so on
 - Points are allocated for where each student finished in their ranked group e.g. for 1st 8 points for 4th 2 points.
 - Teams are allocated time to practice again
 - The assessment task is repeated and scoring procedures as above

References

Dyson, B. and Casey, A. (ed.) (2012) *Cooperative learning in physical education: A research-based approach*, Milton Park, Abingdon, Oxon: Routledge.

Metzler, M (2005) *Instructional Models for Physical Education*, Arizona: Holcomb Hathaway

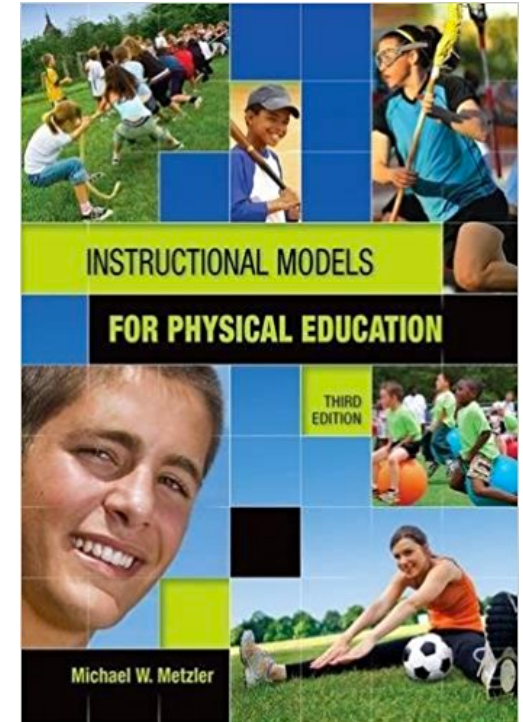
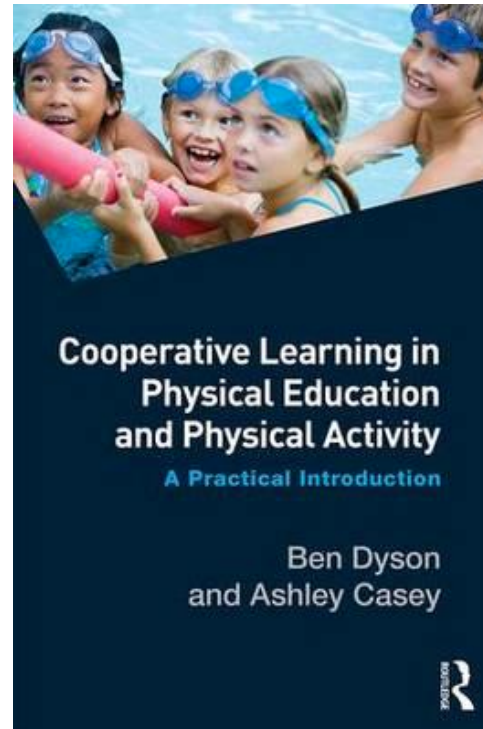
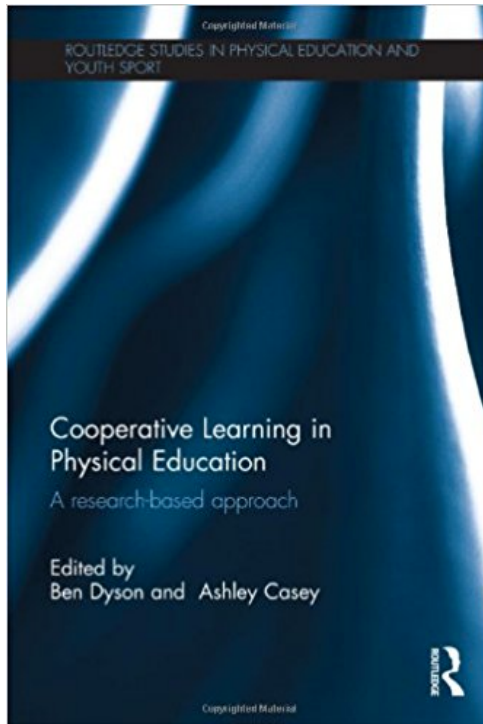
Slavin (1990) *Cooperative Learning: Theory, research, and practice*, Boston: Allyn and Bacon

Johnson, Johnson and Holubec (1994) *The new circles of learning: Cooperation in the Classroom and School*, Alexandria, VA: Association for Supervision and Curriculum Development

Haereens, L., Kirk, D., Cardon, G. and De Bourdeaudhuij, I. (2011) 'Toward development of a pedagogical model for health-based physical education', *Quest*, vol. 63, pp. 321-338

Deutsch (1949) 'A theory of cooperation and competition' *Human Relations*, vol. 2, pp. 129-152

Essential Reading



Reading for next week...

Leah, J and Capel, S. (2000) Competition and co-operation in physical education Capel, S. A., & Piotrowski, S. (Eds). Issues in Physical Education. London: Routledge.