

# “This Is a Picture Of...Exploring Pre-Service Teachers Experiences ‘Living a Hybrid Curriculum’



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## Introduction

Examination of pre-service teachers' (PSTs) learning and use of Models-Based Instruction (MBI) is a relevant direction in efforts to transform physical education through increased physical education teacher effectiveness. In an effort to help PSTs learn MBI, Oslin, Collier, and Griffin (2001) suggested physical education teacher education programs utilize a 'Living the Curriculum' approach allowing PSTs to experience MBI within their teacher education programs.

## Purpose

The purpose of this study was to explore PSTs' experiences living a hybrid curriculum that integrated a Tactical Games Approach (TGA) and Sport Education (SE) in a physical education teacher education (PETE) course.

## Method

Participants were 12 undergraduate PSTs (5 females, 7 males) enrolled in a required PETE course and one female PETE professor who developed and taught the course.

The 16-week hybrid curriculum combined a Tactical Games Approach and Sport Education models creating opportunities for PSTs to learn Net/Wall and Target games.

Data collection techniques included field notes from four teaching observations, four photo elicitation focus group interviews and photo collages. PSTs photographed personally meaningful events, representations, and activities they thought best represented their experiences in the course (Pink, 2007).

Data were analyzed using open and axial coding (Corbin & Strauss, 2008). Trustworthiness was established utilizing a researcher journal, triangulation, and a member check.



## Results

Four themes reflected PSTs' depictions and descriptions of the hybrid curriculum:

- PSTs experienced PE in new ways
- Ideas for becoming an effective teacher were created through content and pedagogy learned
- The professor's teaching approach
- PSTs' suggestions for the future

## PSTs Experienced Physical Education in New Ways

### Relationships

- I took a picture here of our team, we were called the Lumberjacks. We, um, pretty much got to create a bond... (Lia, p 1, lines 25-28)

### Problem Solving Together

- This is the picture I took when Emma was showing him (her teammate) how to do the Y form, and he got it down (Devon, p 3, lines 106-107)

### Skill Development & Game play

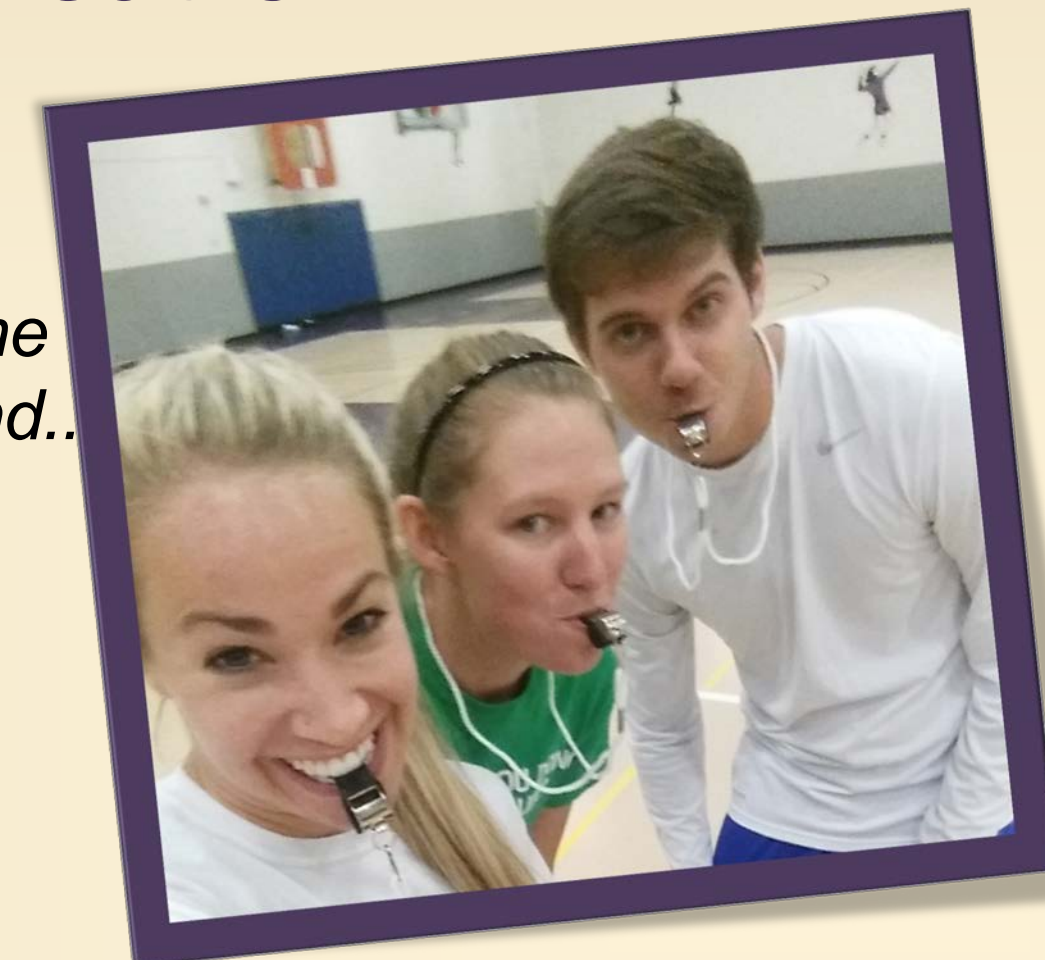
- This (pic) was learning golf...now I'm excited to go home and play golf with my friends (Mitchell, p 2, lines 69-74)

### Assessment & Technology

- This (pic) is when we went outside with the iPad mini's, and... analyzed our skills and evaluated...how our skills were progressing (Larry, p 1, lines 19-21)

### Motivation to Attend Class

- It was always an exciting class to come to... I never was like, aw I've got to go to class, I was like, oh guys I'm gonna go to class, this is the only class like I was like really really excited about (Rachel, p 6, lines 261-263)



## Ideas for Becoming an Effective Teacher Were Created

- I think it's effective in getting kids active, getting kids thinking, getting them in a team and giving a team atmosphere so they can, just, kind of explore how to, um, get past obstacles, or work as a team (Larry, p 6, lines 236-240)
- I feel like this class has really... showed me... good class management (Devon, p 4, Lines 155-157)
- I think that the tactical approach, should be used, like, for a gym class ... it opens up their (students) imagination, ...it also gives you (the teacher) the opportunity to observe them (students in game play) before and after being taught (Mary, p 4, lines 144-151)



## Results Continued

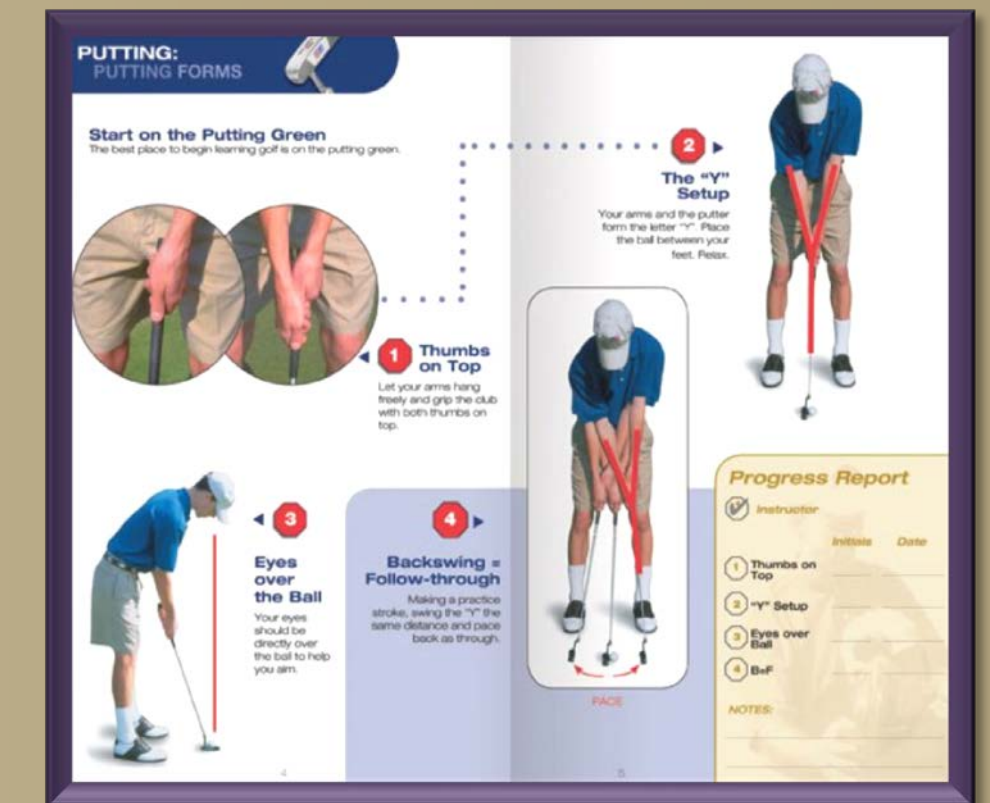
## The Professor's Teaching Approach= Tactical Games + Sport Education



- I think it was more of a change than anything, ....she's still teaching us but then we're also getting, having our teammates and our coach teach us too (Troy, p 8, lines 321-324)

- I like the tactical games approach worksheets that you made us write down what the problem was and how we were gonna solve it (Emma, p 1, lines 31-32)

- I took pictures...of the paper she (the professor) gave to us that demonstrated how to have the right technique. And then, this is her (the professor) demonstrating, ... how to do it (Tiffany, p 2, lines 43-46)



Self & Peer Assessment Worksheets

## PSTs' Suggestions

- So you're still on your same team the whole semester, but like, one day, or 30 minutes you get to play with a group of people you want to play with against other people (Emma, p 5-6, lines 39-40)

- One thing that, I liked, that I thought maybe could have been different ..have it to where, at the end of the semester...you would say this team got 1<sup>st</sup> place...(Larry, p 7, lines 296-300)

- I think that it should be...(referring to the hybrid curriculum model) in some of the KIN 100 classes (basic activity classes) (Mitchell p 5, lines 209-211)



## Conclusions/Discussion

- Findings support the use of a 'Living a Hybrid Curriculum' approach as a means to enhance PSTs' learning in physical education teacher education programs.
- Results also indicate that PSTs can be essential interpreters for illuminating powerful aspects of their own learning experiences through alternative modes of representation such as their own photo collages.
- This study reveals important information for further understanding PSTs' experiences as a means to transform the design of future PETE programs.

## References

- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3<sup>d</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Oslin, J., Collier, C., & Mitchell, S. (2001). Living the curriculum, *Journal of Physical Education, Recreation & Dance*, 72(5), 47-51.
- Pink, S. (2007). *Doing visual ethnography* (2<sup>nd</sup> ed.). London: Sage Publications.