Introduction

Physical Education Teacher Education (PETE) is a core process for the curricular renewal in Physical Education (PE) teaching practices, however, there is a dearth of research in the assessment of student learning and concomitant development of preservice teachers’ content knowledge during PETE programs.

The Sport Education (SE) Model (Siedentop, 1994) and the Step Game Approach (SGA) have been playing a major role in this renewal, as they are student centred models, which arose from the need to approximate students into the center of the process. During the implementation of these models, it is intended that students are actively and creatively involved in their own learning and are able to work as a team to achieve common goals (Dyson et al., 2004).

Volleyball presents itself as a non-invasion collective game, and in the opinion of the majority of PE teachers, it is described as a unit difficult to teach, taking into account the technical mastery that is necessary for the consummation of the game objectives. Authors such as Araujo et al. (2016) had already demonstrated that the application of a SE-SGA hybrid model can bring benefits to students’ learning, with regard to their performance and involvement in the game.

Concerning the preservice teacher content knowledge, specifically the specialized content knowledge (SCK), which is translated into the capacity teacher has to tailor tasks and monitor them, while providing feedback that addresses student problems (Ward & Ayvazo, 2016). It can be measured related to the typology of the tasks presented by teachers (Ward et al., 2017).

Aim

➢ To analyze the effect of student participation in a hybrid SE-SGA volleyball teaching unit on students’ efficacy in four game components (service; reception; distribution and attack) and game performance;

➢ To analyze a preservice teacher SCK evidenced during the same PETE program.

Methodology

The present study was applied in a rural, middle school in Northern Portugal. An eighth-grade 18 students (10 girls, 8 boys; average age 13.3±0.69) of one class and their preservice teacher (aged 24) participated in the study. Instructional tasks were coded in every lesson plan, following the content maps suggested by Ward et al., (2017) and a SCK index was calculated by the formula indicated in the same study. The purpose was to show the most frequently used content development tasks during the unit and for comparison it is reported the number of instructional tasks in the first block of 5 lessons and in the second block. Regarding game performance, three formal game moments were recorded and coded in a 3 vs. 3 game format, using a scale adapted from Coleman (1995). This analysis allowed to examine the team and opponent performance in the form of “terminal” actions, by evaluating the direct consequence that a student’s action had on his/her team or on the opponent team.

Results

The main findings showed no statistically differences in game components, neither in overall game performance, however when we look at the values, there was an increase in game performance from the beginning (M=0.95±0.36) to the end of the unit (M=1.07±0.35) (see figure 1). Concurrently, no significant differences were found in what concerns the preservice teacher SCK index from the first block to the second block of lessons, even though it is visible a slight improvement (figure 2).

Conclusion

Collectively, the results obtained in this study demonstrate that preservice teachers can be taught to use their knowledge of content to design, select, and adapt instructional tasks to meet specified objectives for student learning. Although, more research is needed while preservice teachers are implementing different student centred approaches and teaching different contents.

In the present study, the integration of two students with disabilities may have conditioned students actions. This constraint also may had impact in the preservice teacher content development.

References


