Final Reflection Paper
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Being an effective teacher requires creating a safe learning environment to get the students willing and able to learn. It requires time, practice and lots of feedback. When teaching, you shouldn’t be afraid of failure or restarting. If you feel like the lesson isn’t going right, scrap it and make something new. Our goal is to teach the students games for understanding. The students should learn game domain specific knowledge to learn and master individual skills. It also requires the instructors to design learning experiences that give students some responsibility for their learning. (Kirk, 2005). Upon this recent teaching experience and the previous one, the instructor felt that they needed to provide more specific corrective feedback as well as hands on demonstrations. For example, they could have used themselves as well as students in a demonstration in order to increase the overall understanding for the class. The instructor in their final teaching experience was able to apply this to the lesson. To be an effective teacher, you need to be able to teach the students the content and observe them executing what is expected of them. TGFU is student centered. (Chow, Tan, Davids, 2012). The model enables the students to critically think of what they are going to do next as well as what sort of strategies they will apply. (Pearson, Webb 2012).

There was two teachings that the instructor constructed and taught. The lessons were constructed with the TGFU model, and the teacher followed effective teaching strategies when going over the lesson with the class. Every detail relied on how the instructor wrote their lesson, and also how they engaged with students. From the first teaching, the instructor did not give a lot of corrective feedback or called in the class when something needed to be fixed or explained further. This caused some confusion and the overall enjoyment of the game dropped. It is
important to motivate and give feedback to the students while they are in game like situations. It gives the students confidence and sets them in the right direction. Feedback influenced student behavior and affective outcomes. (Ostergaard, Curth 2014). When giving feedback, one should focus on corrective feedback rather than general. It enables the student to correct their form and improve on the goal at hand. (Lee 1993). During the instructor's second teaching experience they were giving more specific feedback and asking more questions that had the students critically think. Doing this they saw improvement in the students success rates and participation overall. When teaching handball, the students weren’t coming up with strategies. Instead they were all just trying to score and they weren’t critically thinking as much as they should have been.

In the final teaching, the instructor was able to establish rules and expectations. He wanted to focus more on teamwork within the students and to also work on a goal to accomplish together. Since the standard was an affective domain, the instructor could focus on having the students work on teamwork. The difference between an effective teacher and a novice one comes down to the way that teacher explains his or her content. The lesson breakdown and also how the information is laid out needs to be kept simple so the students can retain as much information as possible. Once basic rules are established, modifications help to challenge the students further. This challenges the teacher to really optimize their communication skills (Castaner, Camerino, Anguera, Jonsson 2013). The students are expected to do as the teacher says. If one can get the material out clearly the students will act out what they hear.

Kids want to have fun, and small sided games are more effective than skill based games. By using small sided games, the students grasp the concept and are forced to think outside the box. When the instructor had them playing the last activity , the students were forced to choose
who will play offense and who will stay back and defend. This required teamwork and established roles for everyone on the team. Studies show that when students work together and make decisions together, they are able to effectively manage their time. Working with multiple people to achieve the same goal gets the task accomplished quicker and there is room for communication and possible decision making on what to do next. (Woodfield, Kennie 2008).

Comparing the past teaching experience to the most recent one, the instructor noticed a big change in how they were teaching. Instead of mainly focusing on the students performing physical activity, they instead focused on their participation, and their teamwork. Time management was also a good indication that the teacher was learning how to effectively teach. As previously stated, having a student understand the content is crucial to their overall learning experience. If the student does not have a connection with the content it will diminish their goals (Dyson 2014). What the instructor has learned is that to be an effective and great Physical Education teacher, they need to have the energy, commitment, and dedication to their students and to the profession of teaching. Allocating time to planning, presenting tasks with clarity and able to differentiate content based on student ability as well as continuing to teach until the students have learned and grasped the content completely (Ennis 2014). By performing those concepts and giving positive feedback student performance is increased in the long run. What the instructor did different during the most recent teaching experience was to give positive feedback and also corrective feedback. It showed in the videos and during coding that the students that got the most feedback and clarification had the least errors. Positive feedback increases student enjoyment and participation, as well as increasing future participation in physical activity (Lens, Sideridis, Mouratidis, Vansteenkiste 2008).
References


