

WHAT CAN **RECIPROCAL STYLE-C** DO FOR ME?

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WHAT YOU WILL HEAR ABOUT IN THIS SESSION

- WHO WE ARE?
- WHAT WE DID AND WHY WE DID THIS?
- SOME ACARA ELABORATIONS WE ADDRESSED.
- WHAT RENA AND ISA DID?
- WHAT IS RECIPROCAL STYLE AND WHAT DOES IT LOOK LIKE?
- WHAT WERE THE EFFECTS ON THE STUDENTS?
- Q&A—YOUR CHANCE MAKE YOUR OWN CRITERIA SHEET AND TEACH OUR ‘CLASS’ AND CHANCE TO PICK EACH OTHERS BRAINS.

WHO WE ARE?

- **RENA**-HIGH SCHOOL TEACHER FOR 20 YEARS. CAVENDISH RD HIGH SCHOOL-13 YEARS
- **ISA**-HIGH SCHOOL TEACHER 14 YEARS. MANSFIELD HIGH SCHOOL 5 YEARS
- **BRENDAN**-HIGH SCHOOL TEACHER 20 YEARS (CAVENDISH RD HIGH SCHOOL). USQ 2 YEARS.

RECIPROCAL STYLE-C...WHAT DOES IT LOOK LIKE?

- THE TEACHER SELECTS THE SUBJECT MATTER TASKS AND PRESENTS THE **EXPECTATIONS FOR STUDENTS TO WORK WITH A PARTNER**. ONE STUDENT (**THE DOER**) PRACTICES THE TASK, WHILE THE OTHER STUDENT (**THE OBSERVER**) USES A **TEACHER PREPARED CRITERIA** (CHECKLIST) TO OFFER IMMEDIATE **FEEDBACK AND PERFORMANCE CLARIFICATION** TO THE DOER. WHEN THE TASKS ARE FINISHED, THE **STUDENTS SWITCH ROLES** AND CONTINUE TO THE NEXT SET OF TASKS. THIS EXPERIENCE OFFERS PRACTICE IN **GIVING AND RECEIVING IMMEDIATE FEEDBACK** ABOUT THE TASK AND PRACTICE IN DEVELOPING **COMPARING, CONTRASTING, COMMUNICATING, AND SOCIAL SKILLS**.

RECIPROCAL STYLE-C...GOOD FOR WHAT?

- **SOCIALISATION SKILLS,**
- **COMMUNICATION SKILLS,**
- **GIVING AND RECEIVING FEEDBACK FROM PEERS,**
- **DEVELOP EMPATHY AND MANNERS,**
- **BUILD TRUST** INTERACTING AND SOCIALISING WITH OTHERS,
- **EXPERIENCE THE REWARD OF SEEING OTHERS SUCCEED AND KNOWING YOU CONTRIBUTED,**
- **EXPERIENCE THE EFFECT YOU HAVE ON OTHERS FEELINGS AND LEARNING**
(MOSSTON & ASHWORTH, 2008).

THE SPECTRUM OF TEACHING STYLES?

- BEGAN IN 1966 WHEN MOSSTON DISCOVERED **THE SPECTRUM** OF TEACHING STYLES.
- THE SPECTRUM OF TEACHING STYLES WAS BASED ON THE PREMISE THAT **TEACHING IS A CHAIN OF DECISION MAKING**, I.E., WHO MAKES THE DECISIONS AND WHEN AND WHAT ARE THE INTENTIONS OR PURPOSE.
- BASED ON THIS DEFINITION, THERE ARE **11 TEACHING STYLES – STYLES A-K**.
- NO ONE STYLE IS BEST – **NON-VERSUS APPROACH**. STYLES ARE CHOSEN TO MEET OBJECTIVES.

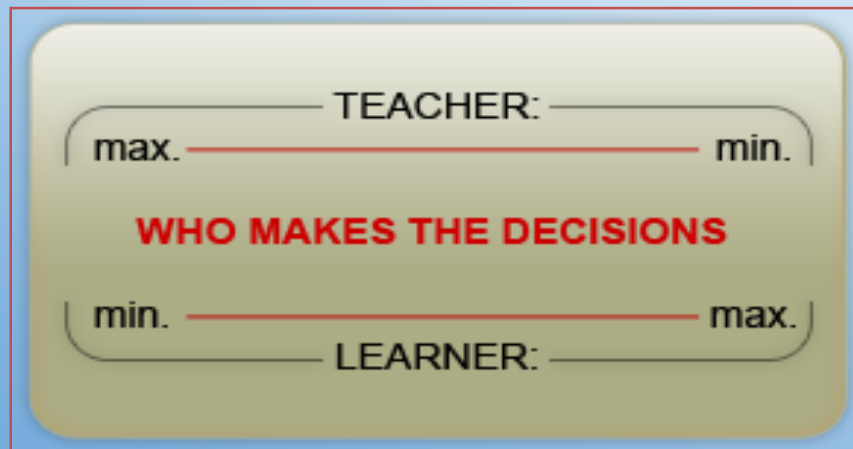
SPECTRUM OF TEACHING STYLE CLUSTERS

REPRODUCTION CLUSTER

- STYLE A – COMMAND
- STYLE B – PRACTICE
- STYLE C – RECIPROCAL
- STYLE D – SELF CHECK
- STYLE E – INCLUSION

PRODUCTION CLUSTER

- STYLE F – GUIDED DISCOVERY
- STYLE G – CONVERGENT DISCOVERY
- STYLE H – DIVERGENT DISCOVERY
- STYLE I – LEARNER DESIGNED INDIVIDUAL PROGRAM
- STYLE J – LEARNER INITIATED PROGRAM
- STYLE K – SELF TEACHING



WHY RECIPROCAL STYLE?

- ACARA (2016, P. 4) HAS 5 AIMS – THE SECOND AND THIRD AIM SUGGESTS WE NEED TO:
- "DEVELOP AND USE **PERSONAL**, BEHAVIOURAL, **SOCIAL** AND COGNITIVE SKILLS AND STRATEGIES TO PROMOTE A SENSE OF PERSONAL IDENTITY AND WELLBEING AND TO BUILD AND MANAGE RESPECTFUL RELATIONSHIPS"
- "ACQUIRE, APPLY AND **EVALUATE MOVEMENT SKILLS**, CONCEPTS AND STRATEGIES TO RESPOND CONFIDENTLY, COMPETENTLY AND CREATIVELY IN A VARIETY OF PHYSICAL ACTIVITY CONTEXTS AND SETTINGS"
- HOW WOULD WE TEACH THESE WITH PRACTICE STYLE (I DO, WE DO, YOU DO)?

ACARA – 5 PROPOSITIONS-HOW?

- “PRACTISE, CREATE, APPLY AND **EVALUATE THE KNOWLEDGE**, UNDERSTANDING AND SKILLS OF THE LEARNING AREA” (P. 5)
- STUDENTS AND THEIR COMMUNITIES CAN... "**IMPROVE THEIR OWN AND OTHERS' HEALTH**, WELLBEING, MOVEMENT COMPETENCE AND PARTICIPATION IN PHYSICAL ACTIVITY" (P. 5)
- "OPPORTUNITIES FOR STUDENTS TO **ENHANCE A RANGE OF PERSONAL AND SOCIAL SKILLS** AND BEHAVIOURS THAT CONTRIBUTE TO HEALTH AND WELLBEING" (P. 5)
- AGAIN....HOW? CRITICAL INQUIRY APPROACH?????

THE SUB-STRANDS - HOW?

- **COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING** - THE CONTENT DEVELOPS KNOWLEDGE, UNDERSTANDING AND SKILLS TO ENABLE STUDENTS TO CRITICALLY ENGAGE WITH A RANGE OF HEALTH FOCUS AREAS AND ISSUES. IT ALSO HELPS THEM APPLY NEW INFORMATION TO CHANGING CIRCUMSTANCES AND ENVIRONMENTS THAT **INFLUENCE THEIR OWN AND OTHERS' HEALTH, SAFETY AND WELLBEING** (P. 9).
- **UNDERSTANDING MOVEMENT** - THE CONTENT FOCUSES ON DEVELOPING KNOWLEDGE AND UNDERSTANDING **ABOUT HOW AND WHY OUR BODY MOVES AND WHAT HAPPENS TO OUR BODY WHEN IT MOVES**. WHILE PARTICIPATING IN PHYSICAL ACTIVITIES, **STUDENTS ANALYSE AND EVALUATE THEORIES, TECHNIQUES AND STRATEGIES** THAT CAN BE USED TO UNDERSTAND AND ENHANCE THE **QUALITY OF MOVEMENT** AND PHYSICAL ACTIVITY PERFORMANCE (P. 9).

THE SUB-STRANDS – HOW?

- **LEARNING THROUGH MOVEMENT** - THE CONTENT FOCUSES ON PERSONAL AND SOCIAL SKILLS THAT CAN BE DEVELOPED THROUGH PARTICIPATION IN MOVEMENT AND PHYSICAL ACTIVITIES. THESE SKILLS INCLUDE **COMMUNICATION**, DECISION-MAKING, PROBLEM-SOLVING, CRITICAL AND CREATIVE THINKING, AND **COOPERATION**. THE SKILLS CAN BE DEVELOPED AS STUDENTS WORK INDIVIDUALLY AND IN **SMALL GROUPS** OR TEAMS TO PERFORM MOVEMENT TASKS OR SOLVE MOVEMENT CHALLENGES (P. 9).

ELABORATIONS THAT STYLE C CAN ACHIEVE

- **LISTENING AND RESPONDING TO OTHERS** WHEN PARTICIPATING IN PHYSICAL ACTIVITIES TO ACHIEVE AGREED OUTCOMES (P. 13),
- RECOGNISING THAT **BEING KIND, FAIR AND RESPECTFUL TO OTHERS** CAN SUPPORT CLASS HEALTH AND WELLBEING (P. 13),
- PERFORMING A NEW MOVEMENT **TASK FOR OTHERS IN THEIR GROUP** OR CLASS (P. 16),
- DEMONSTRATING APPROPRIATE LANGUAGE WHEN **ENCOURAGING OTHERS** (P. 21),

ELABORATIONS THAT STYLE C CAN ACHIEVE

- DEMONSTRATING HOW TO **INCLUDE OTHERS** IN PHYSICAL ACTIVITIES WHEN COMPLETING MOVEMENT TASKS OR PRACTISING FOR PERFORMANCE (P. 21)
- EXPRESSING APPRECIATION AND **OFFERING ENCOURAGEMENT** USING A **VARIETY OF COMMUNICATION** TECHNIQUES (P. 21),
- UNDERSTANDING HOW A PERSON'S REACTION TO A SITUATION CAN AFFECT OTHERS' FEELINGS (P. 21),
- PARTICIPATING IN NEW AND UNFAMILIAR ACTIVITIES AND **DESCRIBING HOW THEY FELT ABOUT THE EXPERIENCE** (P. 23),
- WORKING COOPERATIVELY WITH A **PARTNER WHEN PRACTISING NEW SKILLS** (P. 24),

ELABORATIONS THAT STYLE C CAN ACHIEVE

- **ASKING FOR AND RESPONDING TO FEEDBACK FROM PEERS** OR TEACHERS ON THEIR PERFORMANCE (P. 24),
- EXPLORING FACTORS THAT **SUPPORT PERSONAL ACHIEVEMENT** AND DEVELOPMENT OF PERSONAL IDENTITIES, SUCH AS THE INFLUENCE OF FAMILY, FRIENDS AND SCHOOL (P. 27),
- SUGGESTING WAYS TO **RESPOND POSITIVELY** TO CHALLENGES AND FAILURE, SUCH AS USING SELF-TALK, EARLY HELP-SEEKING BEHAVIOURS, AND OPTIMISTIC THINKING (P. 27),
- **REFLECTING ON THEIR ROLE** AND ARTICULATING HOW THE ACTIONS THEY INITIATED IN THAT ROLE LED TO THE ACHIEVEMENT OF SUCCESSFUL OUTCOMES (P. 50),
- INVESTIGATING HOW THE BALANCE OF POWER INFLUENCES THE NATURE OF RELATIONSHIPS AND **PROPOSING ACTIONS THAT CAN BE TAKEN WHEN A RELATIONSHIP IS NOT RESPECTFUL** (P. 55)

ELABORATIONS THAT STYLE C CAN ACHIEVE

- USING **KNOWLEDGE OF RESULTS FEEDBACK** TO SUPPORT ANOTHER STUDENT IN PERFORMING A SKILL WITH GREATER ACCURACY OR CONTROL (P. 58),
- RESPONDING TO TEACHER AND **PEER FEEDBACK** TO ENHANCE PERFORMANCE (P. 58),
- USING ICT TO RECORD OTHERS' PERFORMANCE, AND **PROVIDING FEEDBACK** ON SYNCHRONICITY AND TIMING OF MOVEMENTS IN RELATION TO OTHER PEOPLE, OBJECTS OR EXTERNAL STIMULI (P. 58),
- **PROVIDING CONSTRUCTIVE FEEDBACK** ON THEIR OWN AND OTHERS' PERFORMANCE BY USING MOVEMENT-ANALYSIS SOFTWARE TO BREAK DOWN A SKILL OR SEQUENCE (P. 58).....THE LIST GOES ON!

PRACTICAL EXAMPLE- JAVELIN

WHY EXPLAIN THE ROLES?

- THINK-PAIR-SHARE PLEASE
- ANY QUESTIONS, QUERIES, COMMENTS OR CRITICISMS?



PRACTICAL EXAMPLE- JAVELIN

FEEDBACK

- 22 **MOTIVATIONAL FEEDBACK** COMMENTS MADE (GOOD JOB, YOU GOT THIS, YOUR DOING GREAT).
- 18 **SUBJECT SPECIFIC** FEEDBACK COMMENTS (GOOD TWIST OF YOUR TORSO).
- **40** PIECES OF FEEDBACK IN LESS THAN 5 MINUTES OR **ONE PIECE OF FEEDBACK EVERY EIGHT SECONDS!**

RENA'S STYLE C-VOLLEYBALL

RENA'S VOLLEYBALL

- FEEDBACK.....
- 18 FEEDBACK COMMENTS IN 3 MINUTES (180 SECONDS)
- 13 CONTENT SPECIFIC PIECES OF FEEDBACK
- 5 PIECES OF MOTIVATIONAL FEEDBACK
- 1 PIECE OF FEEDBACK EVERY 10 SECONDS

ISA'S STYLE C-PARAGRAPH

ISA'S PARAGRAPH

- FEEDBACK....
- **25 FEEDBACK** COMMENTS IN 2 MINUTES AND 50 SECONDS
- **21 PIECES OF CONTENT SPECIFIC FEEDBACK**
- **4 PIECES OF MOTIVATIONAL FEEDBACK**
- **1 PIECE OF FEEDBACK EVERY 7 SECONDS**

RENA'S STYLE C-PARAGRAPH

WHAT THE STUDENTS THOUGHT ABOUT STYLE C

- **QUESTIONNAIRE** TO STUDENTS USING A 5 POINT LIKERT SCALE. RESPONSES GROUPED TO SHOW PERCENTAGE OF STUDENTS RESPONDING *HERE & THERE – MOST OF THE TIME* (3-5)

QUESTION	ISA'S CLASS	RENA'S CLASS
<i>I LIKE BEING TAUGHT</i> USING THE RECIPROCAL STYLE	91%	81%
THE RECIPROCAL STYLE ALLOWED ME TO <i>RECEIVE A LOT OF FEEDBACK</i>	86%	95%
THE RECIPROCAL STYLE WAS USEFUL FOR ME TO <i>UNDERSTAND WHAT A GOOD RESPONSE LOOKED LIKE</i>	91%	90%
I ENJOYED <i>GETTING FEEDBACK</i> FROM MY PARTNER	91%	95%
I ENJOYED <i>GIVING FEEDBACK</i> TO MY PARTNER	95%	86%

WHAT THE STUDENTS THOUGHT ABOUT STYLE C

- QUESTIONNAIRE TO STUDENTS USING A 5 POINT LIKERT SCALE. RESPONSES GROUPED TO SHOW PERCENTAGE OF STUDENTS RESPONDING HERE & THERE – MOST OF THE TIME (3-5)

QUESTION	ISA'S CLASS	RENA'S CLASS
GAVE ME THE OPPORTUNITY TO LEARN HOW TO <i>GIVE AND RECEIVE</i> FEEDBACK	91%	86%
GAVE ME THE OPPORTUNITY FOR <i>MORE SOCIAL INTERACTION</i> THAN USUAL CLASSES	91%	66%

LET'S HAVE A GO AT STYLE C

- MAKE A TASK SHEET.
- IDENTIFY THE TEACHING CUES/SUB-ROUTINE DESCRIPTORS FOR THE STUDENT
- CHOOSE FROM A CHEST PASS, KICKING A BALL
- PUT THE “STUDENTS” IN GROUPS OF 3 (DOER, OBSERVER AND A HELPER).
- STUDENTS PERFORM/PRACTICE THE MOVEMENT TASK.
- “OBSERVER” GIVES FEEDBACK AS PER THE TASK SHEET.
- TEACHER ASKS THE “OBSERVER” *WHAT IS SOMETHING THE STUDENT (DOER) IS DOING WELL? HAVE YOU TOLD THEM?*
- *TEACHER SPEAKS ONLY TO THE OBSERVER AND GIVES FEEDBACK TO THE OBSERVER (GREAT FEEDBACK BRENDAN-VERY SPECIFIC!)*

WHAT HAS RESEARCH ON STYLE C FOUND?

- S'S SCORED **SIGNIFICANTLY HIGHER** IN **ATTENTION, SATISFACTION AND APPROPRIATE BEHAVIOURS** WHEN BEING TAUGHT DANCE. WHILE NOT SIGNIFICANTLY HIGHER, COGNITIVE LEARNING WAS HIGHER WITH THE EXPERIMENTAL GROUPS (CUELLAR-MORENO, 2016).
- S'S PERFORMING A **CHEST PASS** OUTPERFORMED THE CONTROL GROUP IN CHEST PASS **ACCURACY AND FORM** (KOLOVELONIS, GOUDAS AND GERODIMOS, 2011).
- S'S JUST **AS EFFECTIVE** AS STYLE B IN PERFORMING A **BADMINTON STROKE** (BABATUNDE, 2014).

WHAT HAS RESEARCH ON STYLE C FOUND

- S'S TAUGHT WITH A DEFINED DOER-OBSERVER RELATIONSHIP (AND ASKED TO SWITCH ROLES EVERY FIVE MINUTES WHEN PROMPTED BY THE RESEARCHER) **REMEMBERED AND RECALLED** ALL BASIC LIFE **SUPPORT SKILLS** BETTER THAN A CONTROL GROUP (ISERBYT, ELEN & BEHETS, 2010).
- S'S IN THE RECIPROCAL STYLE-C ARE ABLE TO PROVIDE ACCURATE **ERROR DETECTION** IN RELATION TO ROCK CLIMBING (HENNING, WALLHEAD, & BYRA, 2010).
- RECIPROCAL STYLE YIELDED RESULTS **AS EFFECTIVE IN TEACHING PSYCHOMOTOR SKILLS** AS THE OTHER TWO STYLES. RESEARCHERS CONCLUDED THAT USING THE RECIPROCAL STYLE-C WAS **HIGHLY EFFECTIVE** FOR WORKING WITH **LOW SKILLED FEMALE STUDENTS** (YONCALIK, 2009).

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