JOLAE
Journal of Arts and Education
Vol.1 No.2
December 200
ISSN: 2006_280X



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JOLAE

Journal of Arts and Education

A Publication of the Faculty of Education and Arts,
Ibrahim Badamasi Babangida University, Lapai, Niger State,
Nigeria

ISSN: 2006_2808

Vol. 1. No. 2. December 2007

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Editorial

JOLAE: Journal of Arts and Education is devoted to advancing knowledge and understanding in Arts and Education. Papers reporting original research efforts contributing to the growth of knowledge, discussion of fundamental practical factors or problems, critical synthesis of research, current theoretical and philosophical perspectives on various disciplines in Arts and Education are encouraged. JOLAE is, therefore, a forum for exchange of current ideas, theories, philosophies, and perspectives among scholars in Arts and Education, all over the world.

The papers in the present volume, contributed by scholars from within and outside Nigeria, are inspiring, challenging, and above all, relevant to current debates in various disciplines in Arts and Education. JOLAE is, therefore, recommended for all scholars, students, libraries, institutes, organisations, and all who care to learn new things everyday.

Special thanks to the Editorial Board and Editorial Advisory members for their efforts in keeping the flag flying and to the Management of BB University, Iapai, especially the Vice Chancellor who has continued to demonstrate his love for quality research and sustained regular publication of this journal.

A.S. Okegbile, Ph.D.

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COMPETENCY-BASED TEACHER EDUCATION PROGRAMME IN PHYSICAL EDUCATION

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Abstract

One of the millennium development goals is to achieve universal primary education by the year 2015. Sports and Physical education constitute an essential component of quality education. They promote positive attitudes, values and skills that have perceptible and lasting impact on young people. Such impact can be made only when physical education is taught with relevant skills and methods. This is possible when physical education teachers are adequately and appropriately trained in the content and methodology of physical education. This is mainly because of the fact that the impact of physical education on the lives of people depends mainly on those who teach it. The existing teacher training programmes have not been able to cope with a variety of problems. An attempt is made in this paper to suggest a model of undergraduate teacher education in physical education that can meet the new socio-cultural and economic demands. This model is based on the concept of competency-based teacher education, which emphasizes accountability in teacher education. Expected teaching competencies to be achieved by the student teachers are predetermined and a learning environment to develop these competencies is designed and appropriate evaluation procedures are suggested to determine the degree of achievement of the competencies by the student teachers. Remedial procedures are suggested when the student teachers fail to develop required competencies.

Introduction

Education is considered central to the achievement of all the millennium development goals. Sports and physical education have a natural place in education, whether used in formal, non-formal or informal formation in schools (UN Inter Agency Task force, 2005). Physical education in schools is an integral and inseparable component of quality education, and can be used to promote schooling among young people. Outside the classroom, sport is a school for life, teaching basic values and skills required for holistic development (Venkateswarlu, 1997, 1999). However, there has been a common perception among educators that academic performance in primary and secondary schools has been declining sharply (Collier and Herbert, 2004; Ducharme and Ducharme, 1996; Venkateswarlu, 1986; Venkateswarlu, 1985). This perceived decline is often attributed to poor teaching, and by extension, poor teacher preparation. In several countries, professional organizations outlined the inadequacies on the educational

process (National commission and Excellence in Education, 1983). Such attempts stimulated development of new models of teacher preparation in physical education (National association for Sport and Physical Education, 1995; Venkateswarlu, 1991). An attempt is made in this paper to discuss a model of undergraduate teacher education programme in physical education to meet the changing socio-cultural and economic needs and demands.

Increasing Cost of Education

The impact of education on the lives of people depends, to a large extent on those who teach it. If those who choose to teach are not people of sensitivity and ability, this impact will be minimal. However, some children will always be well educated in expensive private schools. But, to what degree will common schools continue to be a place where all children receive appropriate and adequate education and to what degree will that education be founded on a significant intellectual background? The answer depends to a large extent, on who is persuaded to teach in these institutions and what kind of education they receive.

The ever increasing cost of education, the declining budgetary allocation for education, the growing desire of governments to use sports as a vehicle to promote national pride and to reassert national superiority over other nations, their cultural values, economic systems and military force, and to strengthen and maintain political entity, and the emerging interest to promote the culture of people through the medium of physical education and sports have created new challenges to teacher education in physical education (Jaeger, 1985, Nixon, 1985). These challenges coupled with the declining remuneration and prestige in the teaching profession, have made today's students less likely people to aim towards a career in teaching than their counterparts were at any time during the last 40 years. (Atkim 1981). These conditions have created a marked change in the number of academically able people to teach in common schools. Studies have shown that students who plan to major in education were 43 points below the national average in verbal abilities (Kirst, 1981). Recruitment of more academically able students is now a major problem for education. The field of physical education and sports faces the dual problem of recruiting not only the academically able but also those who have the aptitude to acquire skills and to perform effectively as teachers and coaches. With rising costs of living, increase in tuition and diminished federal and state supports for higher education, education as a career choice is becoming less attractive to young people. These diverse challenges demand a teacher education programme that can effectively solve these problems and can be justified for its funding. An attempt is therefore made in this paper to suggest a model of undergraduate teacher education in physical education that can face the new socio-cultural and economic challenges and demands.

Competency-Based Teacher Education

Several new methods of training teachers to be competent have been developed recently as a result of increased emphasis on accountability in teacher education. One of such methods that has produced excellent results is what is called Competency-based Teacher Education. Expected teaching competencies to be demonstrated by the student teacher before graduating are predetermined in this teacher preparation programme.

A learning environment for developing these competencies is designed by the teacher training institution, and appropriate evaluation procedures are used to measure the degree of achievement of these competencies by each student-teacher. In designing the learning system, the students are assessed before they are registered in the programme to determine their present status. This is followed by the identification of learning conditions, like facilities and field experiences that will facilitate the achievement of the competencies. It is then that teaching strategies in the form of modules of instruction with enabling activities, that are necessary for learning, are determined. Finally post assessment procedures are determined to find out when the competencies have been achieved.

Students are first of all preassessed to determine their ability to know and to demonstrate the stated objectives or competencies. On the basis of the results of this diagnosis, the deficiencies of the students, if any, are determined. In the absence of any deficiency, they would then enter the next competency. If there are any deficiencies, they would be rooted through different learning experiences called "Enabling Activities", which help the students achieve the specific objective or competency. At the completion of the participation in the different learning experiences, they are post assessed to find out the level of proficiency on the objective. If their proficiency falls below acceptable standard, they are recycled back into different learning experiences. The normal acceptable standard is anything above 80% of the best possible performance. This practice continues until they are found competent on the objectives. Once competent, they move to the next objective or competency where they repeat the whole process. No student can graduate until they demonstrate acceptable proficiency in all competencies.

In this kind of pre and post assessment exercise, no letter grades are given. It is always stated whether a student is proficient or not proficient in a given competency. This system ensures that the products demonstrate proficiency in a given competency for the public to evaluate. It thus ensures that the products are really worthy of what they are, and avoid a situation in which a first class student may be found to be an incompetent teacher.

Screening and Admissions

All students who enter the undergraduate programme in physical education should meet the specific requirements, which may incluce school grades, physical fitness tests, and physical activities skills tests. Special emphasis is made on the proficiency shown by the students in sports skills. Even after they are admitted, their continuation in the programme will depend on the results of periodic evaluation of all students within the programme. Criteria for continuation include performance in different sports skills, academic achievement, communication skills, teaching ability and commitment. The most critical evaluation should take place during the first year through a series of planned learning experiences, which include skills in laboratory, introduction to physical education and introduction to research in physical education. These three courses, coupled with general education courses give the faculty an early indepth picture of the performance profile of each new student in regard to potential professional competency.

Programme Goals

It is expected that a competent physical education teacher has the following four major abilities:

1. Ability to comprehend the nature and importance of human movement involved in sports and games.
2. Ability to analyse and apply physical education subject matter to facilitate student learning.
3. Ability to extract and synthesize new information on physical education for its subsequent application.
4. Ability to objectively evaluate the effect of their teaching ability to make personal commitment to teach physical education and to improve opportunities to students to recognize and utilize sports as an essential part of their lives.

There are nine major goal statements in this model that are functionally related to the above five major abilities. These statements serve as the basis for the generation of specific performance objectives or competencies that are sequenced in the courses comprising the curriculum (Evans, and Clark 1988; Sparkes, 1989a). these goal statements are on foundations of physical education and their implications for teaching physical education on abilities to analyse, perform, and interprete sports skills, on abilities to provide planned curricular experiences by understanding the fundamentals of human growth and development and by promoting interaction of physical education in the total school curriculum and on abilities to show competence in sports specializations and teaching specializations (Ziegler, 1990; Venkateswarlu, 1991).

The Curriculum

To make any curriculum functional and effective, its content structure, sequence and organization should be congruent with the goals of the programme (Ziegler, 1990). To ensure this congruency, the curriculum suggested in this paper is based on the notion that the development of a teacher is a process in which students moving through the programme develop teaching related competence at four progressively complex levels. At level one, they develop specific teaching skills like demonstration skills. At level two, they become capable of making suitable selection of content and the process of instruction. At level three, they are able to sequence instructional objectives and to comprehend their relatedness to broader educational goals. At level four, they can identify situational factors, and choose such actions that have a bearing on the efforts to achieve learning goals (Cribb, 1986; O'Sullivan, 1990).

The programme suggested in this paper has four major curricular phases. Each phase is comprised of foundations, general education requirements, electives and teaching competency components, which is a continuum that goes through all the four major phases with specified goals within different learning experiences. It is thus that each component is dependent and functionally related to the one that precedes it (Sparkes, 1989b; Venkateswarlu, 1979).

All students should progress through the four phases. Though phases may overlap in some cases, generally the completion of competencies in one phase is required to proceed to the next phase. Phase I involves orientation to physical education. This is an orientation and evaluation phase for both faculty and student decisions on the continuation of the programme (Flimchum and Pese, Kirky (1988; Sparkes; 1989c; Venkateswarlu, 1987). Specific courses for this phase include skills laboratory, introduction to physical education, and introduction to research in physical education, which were mentioned earlier. This phase takes place during the first year of the programme.

Phase II involves study in the discipline of physical education and substantive teaching. This phase takes place during the second and third year of the programme. This phase includes different relevant core theory courses and specific methods courses. In the teaching courses, emphasis is laid mainly on skill analysis, identification and correction of performance errors, intervention strategies and safety.

Phase III involves generic teaching and internship. This phase occurs during the third and fourth year. During this phase, students go through field based internship experiences that gives them opportunities to try out teaching strategies in real life situations with elementary and secondary school students under controlled conditions.

Phase IV involves a full time student teaching experience, a professional seminar and a course in philosophy of physical education. This phase occurs in the later part of third year and during the fourth year.

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Major Features of the Programme That Meet the Socio-Cultural and Economic Demands

There are four features of the programme that have been modified to meet the socio-cultural and economic demands. These include the skills laboratory component, the substantive teaching component, the generic teaching component, and the student teaching component. In addition, alternative careers to teaching have been suggested. These are discussed below.

The Skills Laboratory Component

The suggested skills laboratory is a medium through which different important psychomotor, cognitive and affective goals are achieved. It is self contained module required of all new students for at least two semesters from the time a student is registered in the department. The programme contains 16 physical education activities, which are usually practiced in all schools. For these activities, 150 performance objectives have been determined. Every student is pre-assessed in each activity, to determine initial skill performance level that serves as the basis for subsequent programme evaluation. Students receive feed back on their pre-evaluation and are advised on the activities they should work on. Each student participates in each activity until he or she meets the designated competencies. It is only after meeting these competencies that one moves to another activity. Traditionally, a student moves from activity to activity on the basis of the number of hours spent and the letter grade obtained in each activity. This practice did not help to ensure that the student has achieved required proficiency which is 80% of the maximum proficiency, as a result of which the products of the programme, in most cases, have been incompetent teachers. The procedure suggested in this paper ensures that the student achieves the required competency in each activity, because he or she cannot move to another activity unless it is achieved. Moreover, as there are no letter grades in this procedure, it becomes challenging to the students to meet the required proficiency that makes them competent teachers (Almond, 1988, Grant, 1990).

In this programme, all those students who are found proficient in an activity may not participate in that activity as the major purpose of the skills laboratory is to expand the repertoire of skill competence for the perspective teacher. This method has several advantages over the traditional method of compelling every student to participate in all the activities, irrespective of their proficiencies in these activities. Firstly students have greater opportunities to learn new skills and to develop new attitudes towards activities outside their values system. Secondly, the shortage of qualified physical education teachers due to present economic constraints in teaching physical education can be overcome by utilizing

senior students, who have been found to be proficient in some activities, to teach those activities. This method helps the student to gain field experience to become competent teachers. Thirdly, this method also helps to maintain a better student-teacher ratio in teaching physical activities. Fourthly, as the skills laboratory is goal oriented and competency-based and as students begin at different levels of proficiency in different activities, several sports activities can be offered simultaneously, that helps in saving time, energy and expenditure.

The instructional staffs for the skills laboratory are equally innovative as the skills laboratory itself. The staff consists of a faculty member, who is in charge of the skills laboratory, two graduate assistants selected for their proficiency in teaching the activities and 8 10 final year students selected for the expertise in teaching certain activities. Each staff member is assigned one or two activities, who act as a resource instructor in promoting the achievement of predetermined objective by the students. Each student receives a skills laboratory manual that outlines all the outcome competencies along with techniques and knowledge related to the activities. The instructors help the students acquire the skills by providing necessary drills, evaluative feedbacks and make judgment for activity exit.

The skills laboratory serves a dual purpose. In addition to being a laboratory for laboratory skills and teaching development, it serves as a laboratory for motor learning, kinesiology and exercise physiology classes. The classes can utilize the laboratory to serve, measure, and study the principles and parameters of learning and teaching through live observation and video tape analysis. Since the skills laboratory enables the students share a common physical and intellectual skills learning experience for a long period of time, it helps them derive positive professional and social interaction benefits (Barrette and faigngold, 1985).

The Substantial Teaching Component

This component consists of methodology courses in specific activities that are taught by different faculty specialists. Each course meets for three hours a week for eight weeks and carries one and a half credits. Only those students who meet skill performance competencies through the successful completion of the skills laboratory can enter this component. The major emphasis in this component is on specific teaching competencies, like skill analysis, determination of stages of learning progression, strategies, use of equipment and safety. During this period, learning of skills, as in the skills laboratory, is shifted to directing skill acquisition. It is encouraged, depending on the cultural situation, to organize these courses, as coeducational courses, which may provide students with the opportunity to gain additional insight into the instruction of coeducational classes, which would also help them in the field based internship and student teaching (Conn, 1986, George and Kirk, 1988). Moreover, the emphasis laid on analysis, prescription, and intervention to change skills helps the faculty to

integrate theoretical concepts and scientific principles into the teaching repertoire of the students. In other words, it is not only how to teach a skill that is emphasised but also why a particular teaching strategy is utilized. This approach may help the students bridge the gap between theory and practices, and consequently promote the synthesis of knowledge.

Generic Teaching Component

Students are required to take three general teaching methodology courses, in addition to the substantive teaching courses, on different physical education activities. These courses include physical education in elementary schools, physical education for the handicapped and teaching methods in physical education. The latter course is designed as a culminating teaching method experience before students go on teaching practice, whereas the other two courses may be taken concurrently with the substantive courses during the second year. The teaching methods course contains twenty competencies relating to planning experiences according to the information about the community, provision of structure, organisation, explanation for each learning activity, record keeping for assigned classes, proficiency in language skills and communication, teaching strategies and analysis of skills, demonstration of the use of instructional aids and use of appropriate unit and lesson plan format to design learning progressions.

The main purpose of this component is to provide students with the opportunity to integrate knowledge, skills and the attitude in an internship teaching experience. This component provides the opportunity to evaluate the teaching related functions and the analysis in a school setting before the students go on teaching practice. All the three courses listed above are field based and complimented with classroom instruction. The elementary physical education is taught in any elementary school close to the university. Physical education for the handicapped is taught by the faculty specialist by utilizing different institution for the handicapped. These courses follow observations made in introduction to physical education course. The course on teaching methods in physical education is taught in schools close to the university. Students are encouraged to teach their own physical education class in these schools over an extended period of time. The students are aided and supervised by the regular physical education teacher, faculty members, and the coordinator of teaching practice. The entire staff involved in teaching practice work as a team in providing instruction in generic and substantive teaching areas and help the students to understand their teaching strengths and weaknesses.

Student-Teacher Component

Every student should successfully complete six major competency sets before qualifying for the seventh competency set in order to qualify for student teaching. These competency sets are subdivided into competency

clusters, each of which contains competency statements on different cognitive, affective, psychomotor and interactive teaching competencies.

The experience in this component is a culminating experience for the student, and is provided after the completion of the three phases of the curriculum. As the student has had several teaching experiences in different sports, he or she is relatively confident of doing well in the teaching practice experience.

Each student is assigned to two different 8-week teaching practice periods. One is at the elementary level and the other at the secondary level. During each of these periods, all the assigned students work on a fulltime basis: five days a week throughout the school working ours. Each student is provided with a competency manual that outlines the expectations and the assignments of the student teacher, and the expectations of the cooperating teacher. The manual also includes several teaching related competencies that the cooperating teacher evaluates. After the selection, all the cooperating teachers are invited to the faculty for an orientation and social gathering.

The faculty supervisors visit each student at least three times per experience or six times during the semester. They also act as a liaison with the cooperating teacher and participate in weekly seminars on student teaching held in the faculty.

Alternative Careers to Teaching

The field of Physical education and Sports has been expanding, providing new challenges and new demands. For example, physical educators are expected by the society to produce champion athletes. Sometimes, they are also expected to be health promoters and health educators (Colquhoun and Kirk, 1987, Kirk 1988, whitehead, 1988). In other situations, they are expected to serve as sports science specialists and fitness directors. The traditional undergraduate teacher education programme in physical education does not provide the student teacher with the opportunities to acquire skills required to meet these different demands. Therefore, several specializations have been created in the suggested model of undergraduate teacher education in physical education. These specializations include. adapted physical education, coaching of athletics, sports science, sports management, and health and fitness management. Any student opting for any of these specializations should successfully complete at least 32 credit units designed for that specialization in addition to completing 126 credit units required to graduate. This provision of specialization helps the student develop a better foundation to specialize at Master's level. In addition, it would also help meet the emerging socio-cultural challenges for physical education.

Curriculum Review and Evaluation

Each semester, every student is assessed on the basis of criteria, involving

physical skills, communication skills, teaching skills and academic ability. As stated earlier, the most important evaluation takes place during the first year in order to provide immediate feedback to the students on their status. In the system of evaluation, students are evaluated by the faculty and the faculty is in return evaluated by the students, through course evaluation and after graduation. When the students graduate, they prepare reports on the overall curriculum and experiences. The results of these evaluations and the information contained in these reports are used by the head of the department to provide feedback to the faculty to change course objectives, and if necessary, to modify the curriculum.

Summary

The emerging socio-cultural and economic challenges faced by the field of physical education have made the traditional undergraduate teacher education programme in physical education out of tune with the time. An attempt was made in this paper to suggest a model of undergraduate programme in Physical Education to meet these demands. The model suggested in this paper was based on the concept of competency-based teacher education which emphasizes accountability in teacher education. In this model expected teaching competencies to be demonstrated by the student teacher are predetermined. A learning environment for developing these competencies was designed and appropriate evaluation procedures were suggested to measure the degree of achievement of those competencies by the student teacher.

In this model, the students go through the pre-assessment exercise before they register to determine their present skill level and knowledge in different competencies. If a student shows proficiency in one competency during pre-assessment, he or she will move on to the next competency. If not, the student has to go through enabling activities till proficiency is achieved in that competency. If the student does not show proficiency in a given competency enabling activities, he or she is recycled through the whole process till proficiency is achieved which is determined by post assessment exercise. All students are admitted only after screening exercise, after which they go through different assessments to determine their progress.

The curriculum suggested was based on five (5) major abilities that the students are expected to develop, on the basis of which nine (9) major goal statements related to these abilities were made to serve as the basis for the generation of specific performance objectives or competencies. These competencies are sequenced in the courses to develop teaching related competencies at four (4) progressively complex levels. The four (4) major features of the curriculum suggested to meet the socio-cultural and economic demands included the skills laboratory component the substantive teaching component, the generic teaching component and the student teaching component. In addition, alternative careers to teaching

and the system of review and evaluation were discussed.

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