

HPE 476

Time Analysis Assignment Part I

Name Mike Radlbeck

Time analysis codes: (from AMTP Pedagogy Study Guide)

Waiting (W): Time when most students are not involved in other categories (e.g. group activity but only one or two are participating, waiting for a turn, off-task behavior, waiting for the teacher to give direction).

Activity (A): Time when most students are involved in physical movement of the planned lesson (e.g. catching a ball, throwing at a target)

Instruction (I): Time when most students are receiving information about how to move or perform a skill (e.g. how to move using all the space, watching a demonstration, listening to instructions).

Management (M): Time when most students are not receiving instruction or involved in lesson activity (changing activities, getting or putting away equipment, listening to behavior rules or reminder).

30 A	1 A	30 A	2 I	30 I	3 I	30 I	4 M	30 A	5 A	30 A	6 A	30 A	7 I	30 I	8 A	30 A	9 A	30 I	10 I
30 I	11 I	30 A	12 A	30 A	13 A	30 A	14 A	30 M	15 M	30 I	16 I	30 M	17 M	30 A	18 A	30 A	19 A	30 A	20 A
30 A	21 A	30 A	22 A	30 A	23 M	30 I	24 I	30 I	25	30	26	30	27	30	28	30	29	30	30

Total Wait Time = (# of W's × 30 seconds) = _____ minutes and _____ seconds

Percentage of Wait Time = (# of W's ÷ total # of **boxes** completed) = 0%

Total Activity Time = (# of A's × 30 seconds) = 14 minutes and 0 seconds

Percentage of Activity Time = (# of A's ÷ total # of **boxes** completed) = 58%

Total Instruction Time = (# of I's × 30 seconds) = 7 minutes and 30 seconds

Percentage of Instruction Time = (# of I's ÷ total # of **boxes** completed) = 30%

Total Management Time = (# of M's × 30 seconds) = 3 minutes and 0 seconds Percentage of

Management Time = (# of M's ÷ total # of **boxes** completed) = 12%

HPE 476
Student Teaching Seminar
Video Analysis of Teacher and Student Behaviors

Part II. Time Analysis Reflection

1. Total number of minutes per class: _____ 25 _____
2. Total number of meetings per week: _____ 2 time per week _____
3. Total number of lessons in unit: _____ 2 _____
4. Age/Developmental Level of Students: _____ 9th and 10th graders _____

5. Briefly describe the lesson that you recorded and conducted a time analysis. Make sure to include the objectives and the placement of the lesson within the entire unit (first lesson of a unit, last lesson, etc.)

This was the first of 2 lessons of ultimate Frisbee. The psycho motor objectives of the class were to be able to throw and catch the Frisbee with the given form. The cognitive objective was to be able to explain the difference between short and long passes. There were 27 students in class during this lesson.

6. Overall Lesson Reflection

- a) How did it go?

Overall the lesson went well. The lesson was supposed to be done outside but due to the wind, it had to be moved inside. This threw things off a bit. Also the motivation of the students was not very high, not sure why though.

- b) What worked well? Why?

The passing and moving activity worked well.

- c) What didn't work so well? Why?

For the first activity, I stayed in it for too long. I let it go on for too long which caused the students to lose interest and become off task. This may have contributed to the overall lack of motivation during the class.

- d) What basic changes will I make for next time? Why?

Next time I should have had a couple of extensions with in the first activity and should have not let it go on as long as I did. Both of these changes would have decreased boredom and increased interest and motivation.

I also should have had an objective within the objective. The objective of the passing and moving activity was to pass and move and work on those skills, but I needed a sub objective or goal to keep them focused. I could have said they need to count how many times they complete a successful catch, so they were more focused and motivated.

Using the Data from the **Time Analysis Sheet Assignment** please complete the following questions.

Total Wait Time	Total Activity Time	Total Instructional Time	Total Management Time
__0__%	__58__%	__30__%	__12__%

7. Which of the above percentages are appropriate?

The wait time of this lesson was appropriate.

8. Discuss in detail why the percentages are appropriate?

The wait time was appropriate because in most lessons the wait time should be under 5%. There is not much need for students to be waiting in class. Aside from recovering from fatigues during a fitness lesson, although if this was the case more than half of the students should still be active. This lesson was the first of its unit, so one of the main goals was to be able to perform a skill. Therefore there should be as much practice and activity time as possible and as little wait time as possible.

9. Which of the above percentages are inappropriate?

The instruction, management and activity times were all inappropriate.

10. Discuss in detail why the percentages are inappropriate?

The instructional percentage was too high. It was at 30 percent when it should be around 15 percent at the highest. You could argue that one of the major objectives of the lesson was a cognitive one, therefore in order to understand a concept, you not only need to put it to use, but also talk about it in some depth, which requires more instructional time. Although 30 percent is still double the amount of time it should be at.

The percentage of time managing the class was also too high. It was not anything concerning, but it was enough to take away from activity time. From looking at the video and not only the breakdown of time analysis, I would say that a large reason for the management time would have been the lack of motivation. The students were very slow and almost unwilling to cooperate. This all stems back to the lack of motivation during the lesson.

Lastly and most importantly, the percentage of time spent in activity was slightly low. This class spent 58 percent of time in activity. This is just shy of the low end of the recommended 60 to 85 percent of activity time. The purpose of physical education is so that students can learn through being active and the most amount of time possible should be spent doing just that. Also because this was the first lesson of a short unit so as much time should be spent performing the activity as possible. And I don't think that as much time was spent on physical activity as possible.

11. What changes to your unit, lessons, instruction, equipment, and management techniques, etc. could be made to improve this lesson and make the percentages of each category of your time analysis the most appropriate? Be specific and offer realistic and thoughtful alternatives focused on improving student learning.

My equipment management strategies were good. I had the Frisbees laid out for the students before class started, I handed out pinnines for the next activity during the previous one.

The largest improvement I could make would be to really put in effort to motivate the students. Starting at when they walk in the gymnasium, I could have been more enthusiastic about the lesson. Not to say that I was emotionless, but with a group of students like this I really need them to see some excitement, because if done correctly it can be contagious. This would have improved the quality of the lesson as well as the management time during the transitions. I was clear on what they had to do, but they were slow and unwilling to do it.

A change I could have made in the instruction would be to have an objective within the objective. For example the purpose of one of the activity was to practice passing and moving with a partner, but an objective within that would be to see how many times you can successfully complete a pass on the move. This would have kept the students more focused and motivated to do their best during the activity.

12. Find a professional resource that justifies your reflection and proposed changes. Attach the reference as well as the information/discussion that led you to make the changes. Briefly describe the resource here and explain why it justifies your reflection.

Teaching Children's Physical Education; Becoming a Master Teacher, is about geared towards elementary physical education although it gives some guidelines on what percentage of class should be spent in physical activity. This resource says that at least 60 percent of class should be spent in activity. This supports my proposed changes to increase the time spent in physical activity during my lesson.

Feedback Analysis Assignment Part I

Teacher's Name: Mike Radlbeck

Observer's Name: Jason Bakoulis

Activity Name: Fitness Walking

	Positive +	Negative -	Corrective ♥
Behavior Related	GGGGGGGGGGG GGGGGGGGGGG GGGGGGGGGGG	SS	SSSSSSSSSS
Total incidences	_____33_____	_____2_____	_____9_____
	Positive +	Negative -	Corrective ♥
Skill Related	GGGGGGGGGGG GGGGS GGSGGGG SGSGGSGSGSGGS GSGGGGGGGGGG GG	S	SSSSSSSSSSSSSSSSSSSS
Total incidences	_____49_____	_____1_____	_____18_____

USE "G" AND "S" ONLY IN THE BOXES...

G = GENERAL FEEDBACK S = SPECIFIC FEEDBACK

BEHAVIOR – Statement having to do with behavior of student

SKILL – Statement having to do with skill attempt

POSITIVE – Statement which indicated the teacher would like for the behavior to increase or stay the same.

NEGATIVE - Statement which indicated the teacher would like for the behavior to DECREASE.

CORRECTIVE – Includes information about how to get better, Prescriptive.

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Part II. Feedback Analysis Reflection

1. Total number of minutes per class: _40 minutes
2. Total number of meetings per week: 2 times per week
3. Total number of lessons in unit: _6
4. Age/Developmental Level of Students: 9th and 10th graders

5. Briefly describe the lesson that you recorded and conducted a feedback analysis. Make sure to include the objectives and the placement of the lesson within the entire unit (first lesson of a unit, last lesson, etc.)

This was a lesson about fitness walking and it was the 5th lesson out of a 6 lesson Exercise Program Design Unit.

- A) **Psychomotor:** As a result of this lesson students will demonstrate their value for physical activity through participation and demonstrate proper form when fitness walking.
- B) **Cognitive:** As a result of this lesson students will be able to demonstrate their knowledge by answering questions about misconceptions related to physical activity and also know some alternative choices of physical activity.
- C) **Affective:** As a result of this lesson students will be able express positive attitude towards self and others.

6. Overall Lesson Reflection

- a) How did it go?

The lesson went very well; the students were intrigued by the misconceptions. The students also enjoyed the alternative exercise games which related to the second objective to the lesson which was to find a way to enjoy exercise.

- b) What worked well?

Many of them got them wrong when I verbally asked them to say if it was true or false. And when I was explaining the correct answer to them I could tell they were interested by the way that

they were paying attention.

They like the conversation walk because they enjoy being social no matter what we are doing. This also served as a great example as a way to make exercise enjoyable.

c) What didn't work so well?

Occasionally some students tried to cheat and bring more than two items at one time. This happened from time to time which forced me to take time out of the lesson to talk to them privately. Also if I did not change up the rules within the game often enough, students would get bored with the activity and become off task.

d) What changes will I make for next time?

Make them switch partners after every question during the conversational walk. This would force them to get to know somebody they might not normally talk to.

During the cooperative game activity, I would have given more "reminders" to the class while the activity is going on about the rules. I found that even though I went through a check for understanding before we got going; students still forgot some of the rules like how many objects you can take at once.

Using the Data from the **Feedback Analysis Assignment** please complete the following questions.

Total # of Behavior Related Feedback Incidences

___44___

Total # of Skill Related Feedback Incidences

___68___

7. Which is higher? **Behavior Related Feedback** or **Skill Related Feedback**

Why do you suspect that type of feedback occurred at a higher rate?

The skill related feedback was higher than the behavior because at high school age students are very aware of what is considered right and wrong behavior, so any deviations from acting appropriately are either strictly impulsive or deviant, meaning skill related feedback should be higher.

8. Are the above numbers appropriate for the developmental level and age of students you were instructing?

I believe to a certain degree they are. Skill performance should be higher because at the high school level, we are now beginning to refine skills instead of introducing basic ones. And for an individual to refine skills, they need a lot of feedback.

Another large portion of the skill related feedback was motivational feedback. This is because at the high school level, students' motivation to participate is quite low. Therefore students need a lot of encouragement or motivational feedback to keep them going during activities.

The main reason why the behavior feedback was so high, was because the rules were somewhat confusing. I don't think I should have eliminated some rules or simplify them, but students had trouble following them. I was sure to check for understanding and give verbal reminders to the class during activity, but some students still had some trouble following them, resulting in more behavioral feedback.

Total # of Specific/Skill Related Feedback Incidences ___28___	Total # of General/Skill Related Feedback Incidences ___40___
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9. Which is higher? **Specific Skill Related Feedback** or **General Skill Related Feedback**

Why do you suspect that type of feedback occurred at a higher rate?

I believe that general feedback occurred at a higher rate because of the motivation of the students. This lesson was done on fitness walking, therefore the students had a hard time getting excited about the activity, which left myself to motivational aspect.

10. Are the above numbers appropriate for the developmental level and age of students you were instructing?

I would say yes and no. Earlier I said that high school physical education is where skills are refined therefore needing a lot of specific skill related feedback. But on the other hand, as I also mentioned earlier at the high school age motivation can be very low, especially in a lesson such as this one, which would require some more general skill related feedback.

Also the behavioral feedback could have been lower. Feedback towards the rules should never be this high. It would have also made the activity run smoother if the students had a better understanding of the rules and objectives.

11. What changes to your unit, lessons, instruction, equipment, management techniques, etc. could be made to improve this lesson and make the types and amount of feedback the most appropriate? Be specific and offer realistic and thoughtful alternatives focused on improving student learning.

To lower the behavioral feedback I would have had to look at my instruction. One thing I could have changed was given multiple demonstrations. Now that I have already done the lesson once, I could have done specific demonstrations based on some common mistakes students have made.

Another way to decrease some of the behavioral feedback is to stop the class and give corrective behavioral feedback to the entire class when I see one person make a common mistake. This would be a proactive method of giving feedback which would save me from giving the same feedback individually to multiple students.

12. Find a professional resource that justifies your reflection and proposed changes. Attach the reference as well as the information/discussion that led you to make the changes. Briefly describe the resource here and explain why it justifies your reflection.

