

## **Content development following a standardized content knowledge workshop: what do teachers use?**

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### **Introduction and objectives**

Effective teaching is characterized by the selection and sequencing of developmentally appropriate tasks in such a way that students achieve an instructional outcome (Metzler, 2005; Rink, 2009). The goal of this study was to increase the amount of sequentially appropriate tasks (i.e., appropriate progression relative to the previous tasks) through a content knowledge workshop in crawl.

### **Methodology**

First, two secondary school physical education teachers each taught a 10-lesson crawl unit to a first year secondary school class (K7). Next, they received a 3-hour professional development workshop on content knowledge in crawl. Finally, they again each taught a 10-lesson crawl unit to a different first year secondary school class (K7). In total 62 children, comprising four classes participated. Teachers' content development in terms of instructional task progressions was analysed by trained coders as well as the congruence of the instructional tasks with the workshop and their sequential appropriateness.

### **Results and discussion**

The number of instructional tasks during the 10-lesson crawl unit increased from 41 to 59 for Jan and 43 to 52 for Sophie as a function of the workshop. Before the workshop, less than 10% of all tasks were congruent with the content knowledge workshop whereas after the workshop this figure increased to about 85% for Jan and 92% for Sophie. The average percentage of sequentially appropriate tasks increased from 12% to 73% for Jan and from 7% to 56% for Sophie.

### **Conclusions and perspectives**

This study demonstrated that (1) teachers' instructional repertoire increased after the content knowledge workshop, (2) teachers used at least 85% of the tasks provided in the workshop, and (3) the workshop impacted teachers' content development in terms of sequentially appropriate task progressions. Workshops designed for in- and preservice teachers should explicitly teach how to develop content through small, incremental steps as this is crucial for enhancing student learning.

### **References**

- Metzler, M. (2005). *Instructional models for physical education*. Scottsdale, AZ: Holcomb Hathaway.
- Rink, J. E. (2009). *Teaching physical education for learning* (6<sup>th</sup> ed.). Boston: McGraw-Hill.