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## Content development following a workshop: what do teachers use?

Peter Iserbyt  
Van Eycken, C., & Martens, J.



## You want to teach the somersault

- Start with developing task progressions: from easy to complex  
= specialised content knowledge



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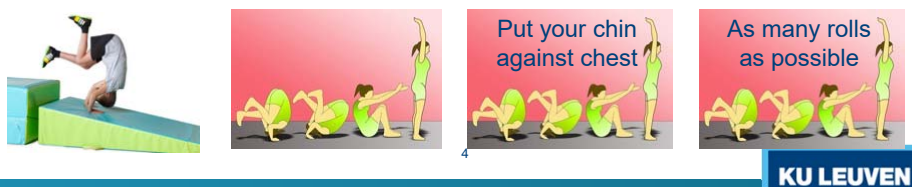
## You want to teach the somersault

- Sequencing tasks from easy to complex IN SMALL STEPS
  - = sequentially appropriate



## What tasks to develop content?

1. **INFORMING**: first task in progression
2. **EXTENDING**: easier/more difficult
3. **REFINING**: improving quality
4. **APPLYING**: applying the task to enhance skill trials, automatise the movement or for self-assessment



## Content development

*The selection and sequencing of instructional tasks, called content development in a developmentally appropriate way so that students achieve an instructional outcome is a critical skill in teaching*

(Ball, Thames, & Phelps, 2008; Rink, 2009; Siedentop & Tannehill, 2000; Ward, 2013; Ward et al., 2017).

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## Can teachers do this?

- Usually teachers **do not develop content** beyond the informing task (Kim, 2011; Ward et al., 2017; Iserbyt & Coolkens, 2019)
- Teachers have difficulties in developing content in a developmentally and sequentially appropriate way (Ward et al., 2018, Kim et al., 2018; Iserbyt & Coolkens, 2019)
  - Especially when they lack **CONTENT KNOWLEDGE**

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## Content knowledge in PE (Ward, 2013)

### Common content knowledge

- Knowledge of rules and etiquette
- Knowledge of technique and tactics

### Specialised content knowledge

- Knowledge of task progressions
- Knowledge of common errors

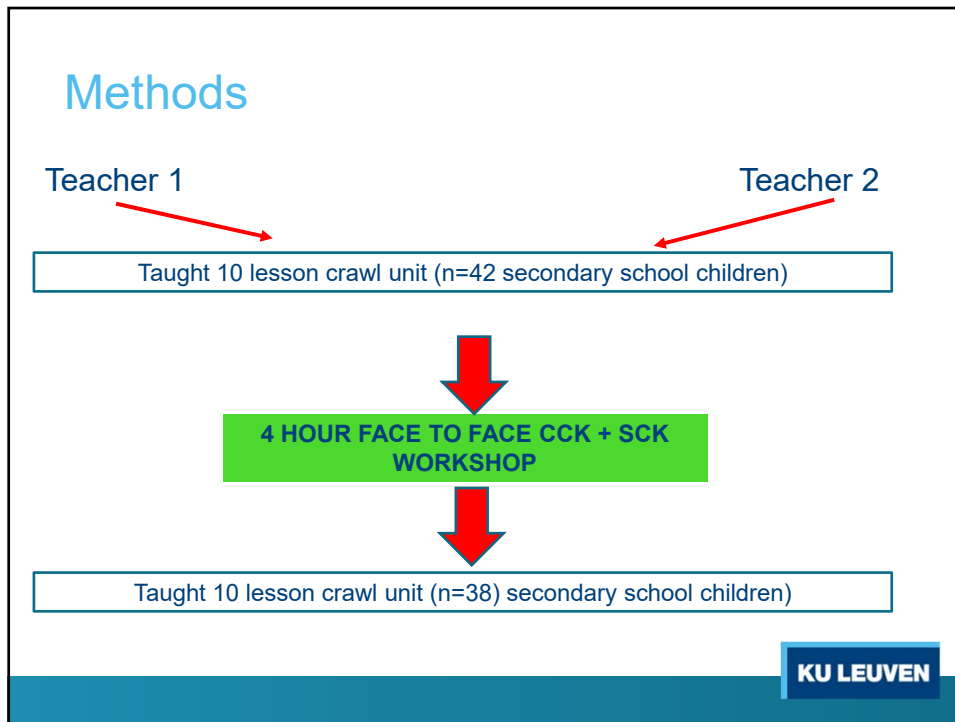


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## Goals of the study

- How does teachers' **content development** change as a function of a **content knowledge workshop**?
  - **What tasks** do teachers use and how many?
  - Are these tasks **congruent** with the workshop?
  - Are these tasks **sequentially appropriate**?

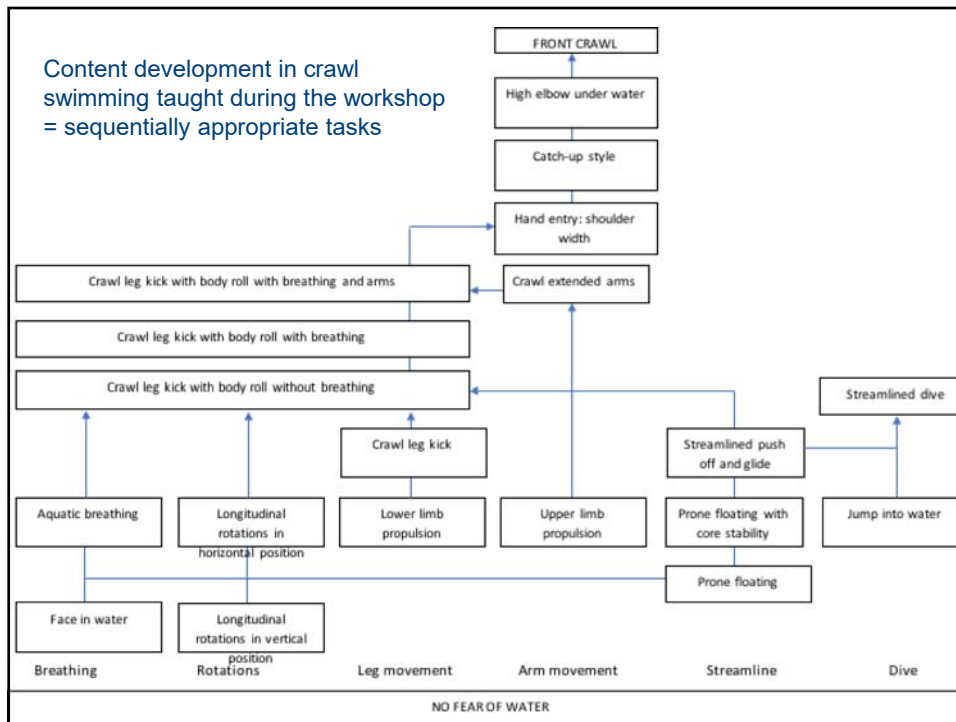




## Content knowledge workshop

- 4 hours content knowledge workshop in crawl
  - 2 hours in swimming pool
    - Task progressions: swimming (CCK)
    - Task progressions: teaching (SCK)
  - 2 hours in classroom
    - Content development in crawl swimming
    - Rehearsal of error corrections

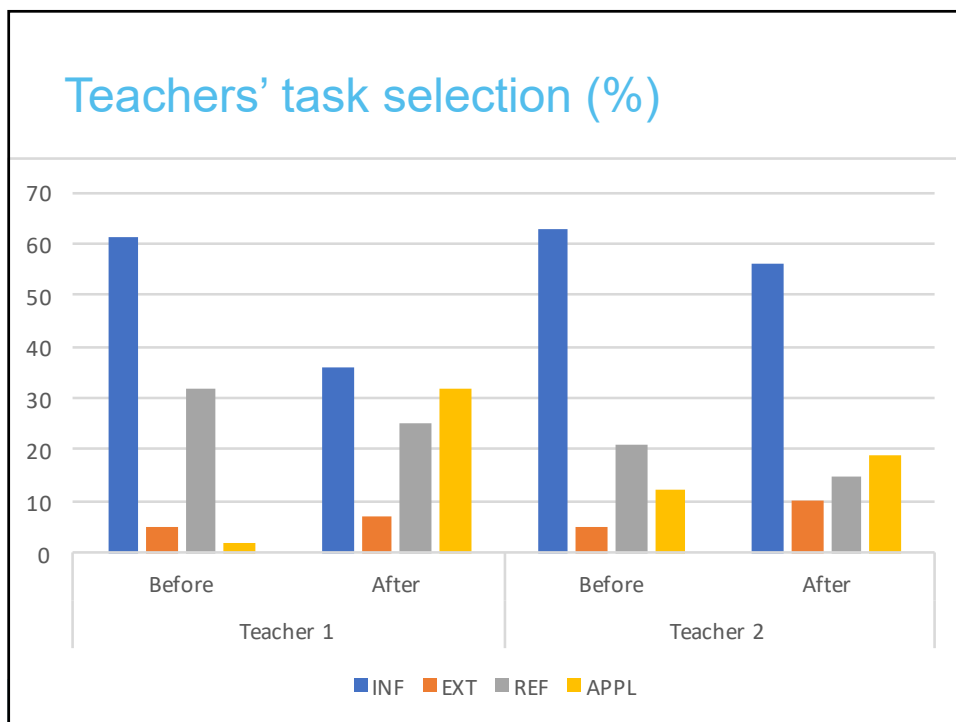
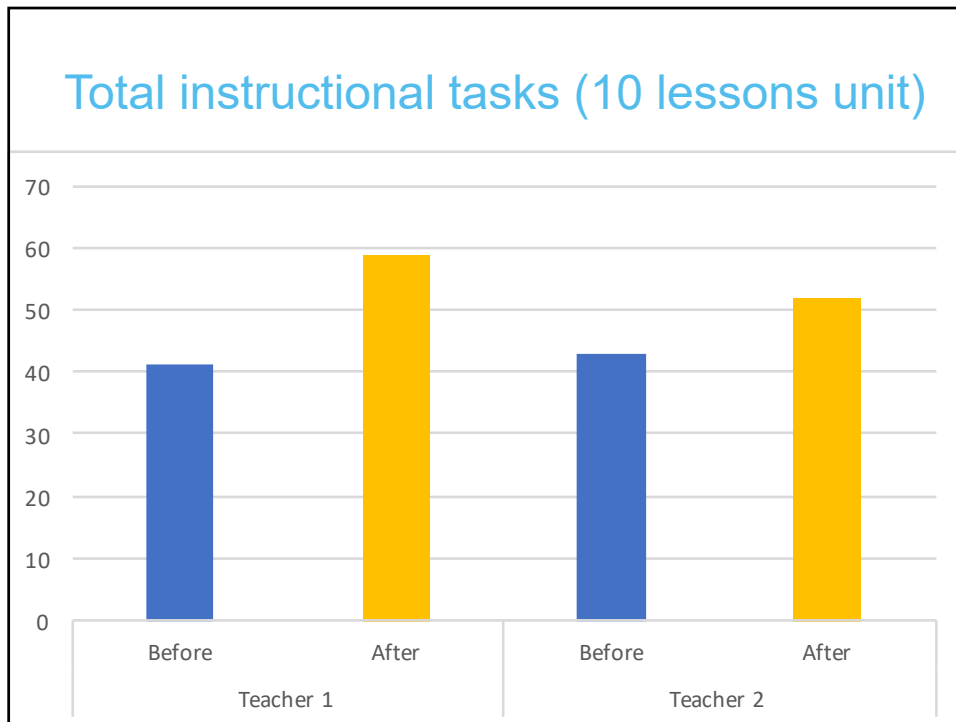


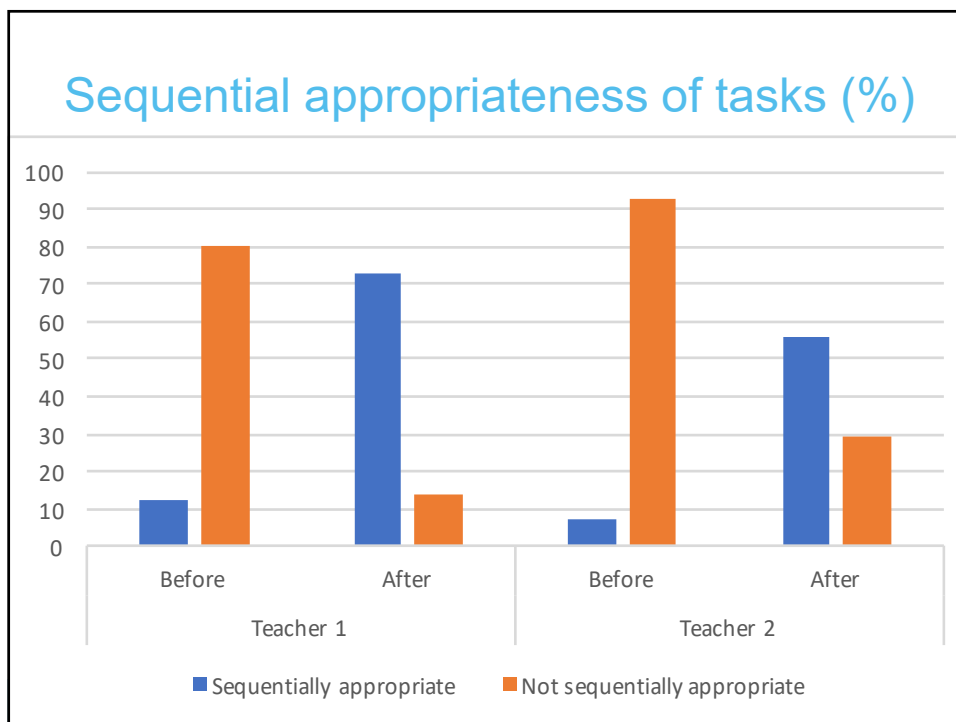
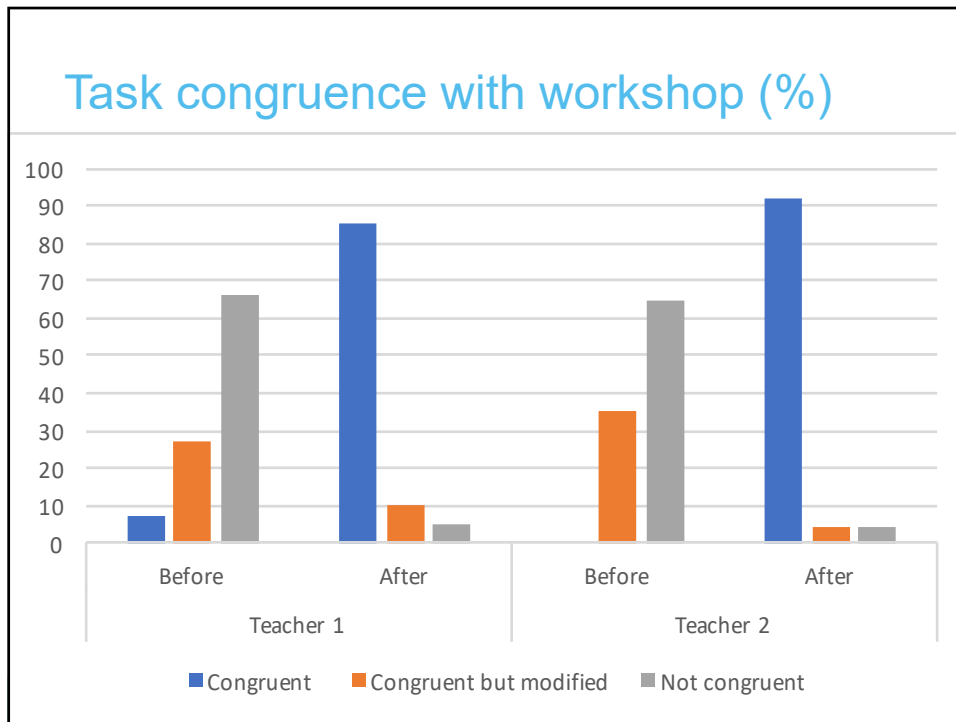


## Coding content development – Live observation

- Coders went through training process
- 33% of sample was checked for reliability









## Conclusion

- There is an increase in **teachers instructional repertoire after the CK workshop**
- Task selection changes as a function of a **content knowledge workshop**
- **After the workshop** the proportion of **sequentially appropriate tasks** increased substantially

Results from this study provide clear recommendations for the design of workshops with teachers.

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## Thank you

Peter.iserbyt@kuleuven.be

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