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LEVEL 1

TEACHING METHODS



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TEACHING METHODS

It is the special way each instructor has to develop the syllabus, apply a method, organize the lesson and relate himself with the students (Dictionary of Educational Sciences).

The teaching method is made up of the following elements:

At technical level

- By global and analytical structures, and teaching resources

At socio-emotional level

- By the instructor's personality
- The type of relationships he encourages with and among students
- The creation of a positive atmosphere that will favour the adequate level of motivation in class

At organization level

- Location of the group on the terrain
- Security guidelines
- Decision-making and solutions suggested to unexpected events

TRADITIONAL METHODS They are teaching methods characterized by the instructor having more control over the decisions in the Teaching-learning process.

DIRECT COMMAND

It is a traditional method very much used in Physical Education which has its roots in military disciplines.

The instructor is responsible for the planning, and decision-making, start-up, performance rhythm and end of the exercise. He is the one that gives the instructions. All the student has to do is to perform all the instructor's directives. He does not take into consideration each individual student's differences. The organization of the lesson is very stereotyped.

OBJECTIVE

Repetition of the exercises to be performed under the command of the instructor.

Overall teaching.

Instructor's role:

- The instructor has all the performance planned following a linear scheme
- Control and discipline
- He proceeds to explain and show the gesture or exercise to be done by the group of students
- He works on the whole lesson

Student's role:

- He responds to the guidelines given by the instructor
- The students obey
- They do not have decision-making or autonomy

Planning and development of the lesson:

- Organization and control are very important, keeping students in sort of row lines with a strict rotation
- The position and evolution of the group is formal in geometric shapes
- The position of the instructor is leading and external to the group, under constant control
- Procedure of the lesson: Oral explanation and visual demonstration by the instructor, occasional rehearsal, repetition following the imposed dynamics, system of signs that regulate the action (beginning and end), and massive as well as general suggestions and recommendations

Assessment:

- Performance and recommendations (massive and delayed)

Contents:

- Tasks and exercises where the objective is the student's order and control
- Analytical exercises, localized tasks
- Performance of technical gestures

In the **Modification of the Direct Command** we can find the following variations:

- The organization is more flexible (semi formal)
- There is more flexibility in the evolution and position of the student /group and instructor
- Slight empowerment of the student and improvement on the emotional relationships between the instructor and the student

TRANSFERS TO THE SKI TEACHING DIRECT COMMAND CHARACTERISTICS

- Based on teaching through imitation or by means of a pattern to follow
- A clear task whose performance has been tested is approached
- Explanation-Demonstration is used. From here, the student performs. Next, by means of the student's feedback, objectives are set, if necessary, and performed again, minimizing the possibility of making mistakes. This cycle is repeated in an organized way throughout the lesson.
- This method is mostly used in our lessons when we teach progressions. It is frequently used in group or beginner's lessons, when there is little time available in all the teaching fields
- It is effective, dynamic and it makes student/s progress relatively fast
- Both global as well as analytical strategies can be applied
- Trial and error technique and imitation are used

Objectives

- To provide quick solutions.
- To supply the student with enough technical ability so that he can advance quickly and to make the understanding of complex tasks easy. This is very useful to speed up the automation of the gesture.
- To look for efficiency

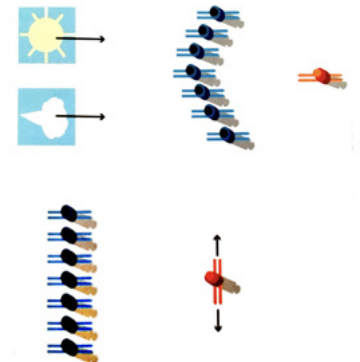
Instructor's role

- The instructor gives the student direct information, which has been tested beforehand for the student to perform it as accurately as possible, providing him with the solution to a problem. E.g.: How to stop.
- The instructor gives precise guidelines on the use of material and its characteristics. He also provides safety aspects. He represents a referential model who renders tasks to follow or imitate. E.g. When he teaches the Snowplow: Separate one ski, then the other one and try to form a triangle. "Watch how I do it" ... He identifies the arches of the feet, scraping and pushing outwards. He is the one who communicates, guides, orients and reeducates.
- The instructor coordinates and commands the dynamics of the lesson.

ORGANIZATION AND PLANNING OF THE GROUP

The instructor makes the decisions on the objectives, contents, activities and assessment, following a cyclic scheme: Explanation. Demonstration. Performance. Performance analysis. Feedback. Reeducation. Goals assessments. The organization must be integrated to the planning of the lesson, which is semi-formal.

In general, the organization is **in a row** in the beginners' lessons or **in a line** following the instructor's footprint. In the down slopes there is a set order and area where to do the activities, which provides security and control of the group. The type of organization is chosen according to the group, the terrain, the safety and the time available. It is necessary to provide clear, simple and accurate information. This applies to group or individual lessons. It can also apply to this style.



- **Organization of the group in a double line:** This implies the simultaneous performance of two students who start from two independent and parallel lines. This type of organization enables an important order and control of the group, it makes observation in the central area easy, it provides a greater dynamism in the performance and delimits a safe area to practise on. It is recommendable to try this organization beforehand.

INTERACTION AND PARTICIPATION WITH THE STUDENT

Even though the feedback is individual, it is characterized by a type of massive or generalized communication without letting students participate much. The information conveyed is frequently generalized for the group or person.

The position of the instructor is leading and external to the group. He is the main character of the T-L process. Communication is one-way, without much participation of the student.

ADVANTAGES AND DISADVANTAGES

When using this style.

- The student has a passive role in the teaching-learning process, he is the one who reproduces the gesture or activity with as much accuracy as possible.
- It is more difficult to individualize or personalize the teaching. The instructor is little considerate towards the rhythms of his students' learning and interests.
- He does not encourage the development of cognitive aspects in motor skills.
- It is an easy technique to apply. The learnings are fast and effective.
- An improvement of the technique and good handling of the material are looked for.
- The learnings are oriented to reach goals in a short term.
- The organization and control of the lesson is easy

TASK ASSIGNMENT

CHARACTERISTICS

It consists of designing general circuits where different gestures and abilities are practised. The circuits or tasks can have different levels of difficulty which adapt themselves to the student or group. Another alternative is, once the goals set at the beginning of the lesson have been reached, when the student moves with certain autonomy; he is given different tasks/activities as assimilation practice in and out of a circuit. E.g. Rotation tasks.

The **objective** is the repetition of exercises or activities to be done, under the instructor's coordination.

Regarding the student's **interaction and participation**, he becomes more responsible for his performance and he can adapt the task to his possibilities, speed, terrain position. This gives him a certain degree of choice and responsibility. The personal rhythm of learning is taken into account.

PLANNING AND ORGANIZATION OF THE LESSON

The instructor is released from leading the action, interacting with the students. He can use more time in feedback and reeducation.

This style is **centered in the organization of the task**. It starts from a very careful organization. The information given at the beginning is general. The explanation and demonstration of each activity to be done is used. The instructor provides safety guidelines and order in the group rotation. The lesson is dynamic. Assessment: The only responsible person is the instructor. The teaching technique used is training.

ADVANTAGES AND DRAWBACKS

The instructor can teach a large number of students, from different technical levels.

Drawbacks: The possibility of lack of control in the lesson if the suggested tasks are not much significant and motivating.

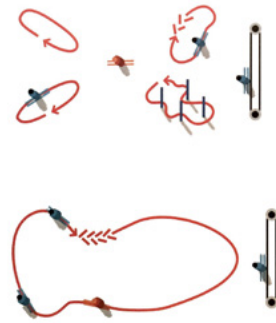
APPLICATIONS TO THE SKI TEACHING

Group lesson: Beginners 2 adults or adolescents

Terrain: Green run

Objective: VC Automation. To build a circuit with poles or cones.

To give different tasks. E.g. Hands over the waist, on the back, and so on.



See applications of style: Task allocation in children's teaching

- **Work by stations:** In each station a different activity is done.
- **Work by rotation:** or Workshop activities by workstations to be chosen. E.g. To build a circuit of abilities in order to teach different supporting gestures, combining direct descent, traverse skiing, scissors step, and so on.

COGNITIVE STYLES

They encourage the student to get involved in the T-L process. To get significant and active learnings through inquiry, experiencing, decision-making and participation.

- The basic cognitive functions are sensory perception, attention-concentration, the information processing, and memory. They make it possible to capture, encode, store and work with information coming from the outside and the inside.
- High cognitive functions: the thinking, the language, the performing functions, the learning, the creativity, and so on. They achieve the maximum level of integration and processing of information. Cognitive processes, what are they exactly? (Psicología Y Mente. com)
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GUIDED DISCOVERY

CHARACTERISTICS

This style consists of the instructor **giving clues** for the students to discover **only one valid response** (converging approach)

The objective is to lead the student to a process of internal investigation where he discovers solutions. Questions that lead to that only response are made. These make up the steps of the progressions (technical/methodical) which will be put into practice through movement.

Instructor's role

- To stimulate the student's cognitive dissonance, that is to say, to create a challenge where the student must use his movements and cognitive functions.
- To present the activity as a challenge or dare.
- To favour the necessary information to face the search. To guide the students' learning, but letting them investigate, make decisions and discover.
- To favour the necessary information to face the search. The students are guided through questions, clues and analogies.

Student's role

- The student gives answers he believes are correct, which carry an assessment in them.

How to put it into practice?

The activities will be suggested following these rules.

- Always wait for the student's answer.
- Always reinforce the correct answers or performance.
- Take into account progressions and methodological principles (Los estilos de enseñanza en educación física José Antonio Carbonell)

ADAPTATIONS TO SKI TEACHING

When teaching how to ski, we must consider the relationship person-material-snow as an integrated whole. Every movement or effort the student makes will have a direct impact on the material and the snowsliding.

This teaching method consists of guiding the student to discover the parts of his body, the sensations and efforts implied in the snow sliding. It is linked to sensorial or sensory perception learning.

For instance, the instructor will give sensorial references to identify where the supports are in direct descent, snowplow descent, traverse descent, traverse snowplow descent, in the turns and other movements. The instructor will provide oral explanations and tasks which will be the link that will drive the student to identify tactile, kinesthetic and vestibular information. Besides, they will enable him to connect himself with the sensations of his body in movement, and thus, discover how to keep his balance on the vehicle.

Examples: Identification of supports. Snowplow on the internal arches of the feet. In the scissors step on the internal edges of the feet in order to go up the fall line. Skating step, the same supports, but we use them to advance or slide. In side step and traverse step: Putting the skis across the fall line, I lean slightly on the ankles upwards and I find the supports on the uphill edges. In parallel: Internal foot External arch (from the smallest toe towards the heel) External foot. Internal arch (from the biggest toe towards the heel)

Visual information is provided by demonstrations. When the student starts to move, through visual anticipation, we teach him to discover how to organize his actions as regards space and time. *For instance, in the snowplow descent, through touch, kinesthetic information we can guide the student to relax his tension on the supports of his feet in order to make the sliding more smoothly.*

To discover how to dose the canting angle during the snowplow descent. "Now you know how to control the speed with the snowplow. How could you slide faster keeping the shape of the triangle? Now more slowly."

We use **vestibular information** constantly as we are in a permanent dynamic balance while we slide, we make compensatory movements.

When we steer the set of feet, legs and material towards a certain place, we are working on directionality (steering action)

Other characteristics in the use of this style are

- The use of analogies or symbolic language. *For instance: this is like... The snowplow is like a Triangle or letter A. What will happen if you do a smaller A? At the beginning of the basic turn, we relax and roll the arch of the internal foot... it feels like the smallest toe hides under the foot sole... It is like opening a door handle with the internal foot.*
- Support on significant (previous) learning If we ask a person to walk and turn raising the skis, he will manage to do so if we give him good sensory references. Thus, we are guiding him to perform a small sliding and the turning step.

The student puts into practice a great number of cognitive processes in order to perform the tasks we give him. It is an active learning that takes the student to the searching of solutions, to experimentation, and to discovery of his own learning. He is the protagonist of the process.

The instructor constantly interacts with the student. He guides, orients, helps, motivates the student. He asks the student where, when, how he felt? This will guide his teaching based on technical parameters.

RECOMMENDATIONS

- It is important for the instructor to acquire experience in discovering the sensations he should search for in the learning of each action and to know the consequences it will have on the material and the snow in order to get an effective learning which will give solutions. It is vital to plan the lesson and the activities.
- To enrich the sensorial vocabulary so that he can describe the sensations to find clearly.
- To combine this style with the direct Command modified to get a good organization and control of the lesson.

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Teaching styles in EF. Jose A Martinez Carbonell

LEARNING, ALWAYS.



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