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THE DEVELOPMENT OF A MODEL FOR ASSESSING QUALITY LEARNING EXPERIENCES IN ELEMENTARY PHYSICAL EDUCATION: AN INQUIRY

by

Jeanne Louise Johnston

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
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Approved by

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APPROVAL PAGE

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JOHNSTON, JEANNE LOUISE. The Development of a Model for Assessing Quality Learning Experiences in Elementary Physical Education: An Inquiry. (1977)
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A theoretical, movement learning model with major emphasis geared toward assessing quality in movement learning experiences in the entirety of elementary school physical education was developed for use in professional preparation. The completed model exhibited the reflective and reflexive knowledges in the nature of the thought processes involved in the creative process of model designing. Professional leaders in a number of disciplines, but particularly curriculum leaders, have indicated a need for models concerned with the processes of model designing.

The development of the model was based on a conceptualization of a quality, movement learning experience. Model components and subcomponents accrued primarily from curriculum literature in education and physical education. Thrusts from philosophy, psychology, and art were evident as well. New data or emerging knowledges which dealt with assessment and movement learning theory evolved through the functioning of personal meanings of the writer in relation to the distinctive philosophical stance of movement education (AAHPER:1975). The emerging knowledges within the study represented the capacity of the model to be extended.

The design of the model was indicated through literary symbolism generated from the underlying philosophy of physical education in the conceptualization. The open model centered on the thought processes of facilitator and learner as the core of a quality, movement learning experience. The conceptual and

qualitative model emphasized wholeness and experienced meanings in human movement learning concerns. The model indicated human movement relationships, interrelationships, and intra-inter interrelationships. Characterized as a professional preparation model of responsitivity and disclosure, the model differentiated personalization as the quality feature. The model was classified as a symbolic research model, qualitative in nature.

The movement assessment guidelines were composed of concept statements, concepts, and criteria generated from the developed model. An orientation procedure and rationale were provided to simplify the use of the guidelines. Two series of questions were formulated to provide a means for analysis to be utilized by personnel in education and physical education. The actual significance of the movement guidelines in practical application remains unknown presently.

Two sets of criteria, one external and one internal, were employed to evaluate the model. After analysis and discussion of the information in the two sets of criteria, the nature of the model development did indicate external and internal consistency between theory and practice in theoretical application. The developed model contained philosophical stability. The value of the theoretical model, the assessment guidelines, and movement learning theory with the philosophical movement framework in practical application is undetermined.

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Many, very special thanks go to Jan Hernandez, a media artist from the Instructional Resources Center, who, graciously and willingly, gave her time to photograph the model, arrange the graphic art with professional finesse, and complete the India ink drawings in the main text.

I express my kind appreciation to the following persons who aided in administering and supplying materials for the production of the film: Dr. W. Hugh Hagaman, Director, Instructional Resources Center; Mr. Duane S. King, Director, Electronic Maintenance; Mr. Henry Teague, Machinist Tool and Die-Maker, Department of Physics; Mr. Ed Courtney, Manager, Engineered Plastics, Inc., Greensboro; Mr. Harry Bowling, Cutter, Engineered Plastics, Inc.,

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DEDICATION

The writer of this study is committed to all children and facilitators who support movement education as a distinctive philosophical stance (AAHPER:1975). This study is based upon self-assessment of movement learning experiences and movement learning theory within a philosophical movement framework. With regard to self-assessment and movement learning theory, many eight-year olds and two-year olds would echo the words of Michelle Marie Johnston and Geoffrey Emerson Johnston.

Eight-year old Michelle (1976), in assuming responsibility for herself in learning, said:

Hey, what do you think you are doing?

Regarding learning and self-assessment, two-year old Geoffrey (1976) said:

I do it myself!

This study is dedicated to all Michelles and Geoffreys in elementary school physical education: the child in all facilitators; the facilitator in all children.

This study is committed to all learning in elementary school physical education: the moving learning of learners; the movement learning of moving learners.

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CHAPTER I

INTRODUCTION

Change is a constancy in the educational milieu. In elementary physical education there remains a need to develop professional preparation models which propose alternative sets of relationships and interrelationships among personal meanings and learning, components and subcomponents, recombining of components and subcomponents, concepts and criteria, and intuition and inference. There remains a need to develop professional preparation models which emphasize the importance of facilitation, sensitivity, support, care, regard, and success within the process of facilitation and learning. There remains a need to develop professional preparation models which describe the factual, conceptual, and qualitative processes of facilitator and learner as learners. There remains a need to develop professional preparation models which indicate wholeness, actuality, and reality within a quality, movement learning experience. "Progress in physical education," stated Jewett in a curriculum lecture in 1973, "may well depend upon the creative development of new models."

BACKGROUND AND SIGNIFICANCE

This study deals with the development of a conceptual and qualitative model for assessing a quality, movement learning

experience. A co-product of this conceptual and qualitative model manifests itself in the form of guidelines for the assessment of quality, movement learning experiences in elementary physical education. Relative to the developing model for the assessment of quality, movement learning experiences in elementary physical education, the following premises and perspectives are requisite to the study.

For a number of years this writer has embraced the idea that facilitation or teaching as well as learning come from within the facilitator and learner as learners. Facilitation is an internal expression of a facilitator's significant meanings transacted through basic beliefs. Facilitation, being an internal expression of personal meanings and learnings, has the consistency of an art form. When considering the internal expression of personal meanings and learnings in relation to an environment of movement, the rendering of professional positions accrues from an intuitive process. Dewey (1931:101) recalled:

> To my mind, Bergson's contention that intuition precedes conception and goes deeper is correct. Reflection and rational elaboration spring from and make explicit a prior intuition.

For a number of years this writer has embraced the idea that many, if not all, of the major curricular issues including learning experiences reside within the problem-solving skills of facilitator and learner. Within this capacity is the organization of symbolic representations and the transformation of abstractions

which are a part of the information processing of thought operations. Within this capacity transactions constitute a key aspect of all cognitions. Dewey (1931:100) designated:

> It is a commonplace that a problem stated is well on its way to solution, for statement of the nature of a problem signifies that the underlying quality is being transformed into determinate distinctions of terms and relations . . .

In interpreting progressivism with reference to curriculum for the Association for Supervision and Curriculum Development, Overton (1972:95-96) pointed out that Piaget's stages of intellectual development are based in the sensorimotor. Within the stages that Piaget proposes there is sufficient latitude to indicate that learners do display different levels of ability, knowledge, and skills. Based upon Piaget's findings, such differences may be accounted for through a function of individual rate and quality learning experiences.

If intelligence comes to be considered a problem-solving capacity as Hunt (1961:363) surmised, then learning experiences might need to be designed by facilitator and learner with reference to this point. Problem solving implies searching for answers, assuming responsibility, making decisions, applying the decisions, synthesizing decision content, and changing the decisions through choices available within the environment.

Making decisions requires a responsible facilitator who is able to cope with a variety of situations found in an alive school environment inhabited by living and moving human beings. Living and moving human beings in their environment suggest a broader way for a facilitator to consider movement knowledge. A living and a

moving human being is. A living and moving human being exemplifies various kinds of knowledge. A dynamic movement curriculum is established for living and moving human beings. Living and moving human beings become physically educated. Movement is inherent in human beings. Human movement is the substance of physical education. "Physical education," expressed Barrett (1973:47), "is movement education." If physical education as movement education is the art and science of human movement, then theory and practice need to become merged. Thus physical educators become facilitators as well as learners in the process of designing learning experiences characterized by quality. It is the quality, often hidden, that enables facilitators and learners to make decisions within a personal and meaningful, quality learning experience.

Dewey (1931:100, 102, 103, 104) determined:

> . . . But something presents itself as problematic before there is recognition of <u>what</u> the problem is. The problem is had or experienced before it can be stated or set forth; but it is had as an immediate quality of the whole situation.
>
> . . . . . .
>
> The logic of artistic construction is worth more than a passing notice . . . It illustrates by contrast the nature of such works as are genuine intellectual and logical wholes. In the latter, the underlying quality that defines the work, that circumscribes it externally and integrates it internally, controls the thinking of the artist; his logic is the logic of what I have called qualitative thinking.
>
> . . . . . .
>
> The logic of artistic construction and esthetic appreciation is peculiarly significant because they exemplify in accentuated and purified form the control of selection of detail and mode of relation, or integration, by a qualitative whole. The underlying quality demands certain distinctions, and the

> degree in which the demand is met confers upon the work of art that necessary or inevitable character which is its mark. . . . Artistic thought is not however unique in this respect but only shows an intensification of a characteristic of all thought. In a looser way, it is a characteristic of all non-technical, non-"scientific" thought. Scientific thought is, in its turn, a specialized form of art, with its own qualitative control. The more formal and mathematical science becomes, the more it is controlled by sensitiveness to a special kind of qualitative considerations. . . .
>
> The foregoing remarks are intended to suggest the significance to be attached to the term "qualitative thought." But as statements they are propositions and hence symbolic. Their meaning can be apprehended only by going beyond them, by using them as clues to call up qualitative situations. . . .

The preceding introductory remarks are pertinent to the entire study from the standpoints of curriculum and learning experiences, to the model to be developed in Chapter three, and to the assessment guidelines as an extension of a quality, movement learning experience found in Chapter four.

THEORETICAL PERSPECTIVES

Prominent to the entire study are the following perspectives:

1. The facilitator, learner as learners, learning experiences, and assessment are the internal curriculum and by nature are inseparable.

2. The relationships among the assumptions, among the assumptions and the curriculum, and among the assumptions and the model or theory are established qualitatively.

3. The analysis of relationships extends beyond to synthesis and indicates interrelationships of the model or theory.

4. The relationships among the philosophic stance of movement education, movement meanings, movement learning theory, and the art and science of human movement are established qualitatively.

5. The internal nature of intuitive and intellectual operations are established qualitatively.

6. The synthesis of interrelationships of the model or theory components and subcomponents extends beyond to new combinations and indicates the new data or emerging knowledges generated from the model or theory by the writer.

Two quotes set the tone for the educational, physical educational, and psychological significances of this study.

Rogers (1969:304) reiterated:

> A way must be found to develop, within the educational system as a whole, and in each component, a climate conducive to personal growth, a climate in which innovation is not frightening, in which the creative capacities of administrators, teachers, and students are nourished and expressed rather than stifled. A way must be found to develop a climate in the system in which the focus is not upon teaching, but on the facilitation of self-directed learning. Only thus can we develop the creative individual who is open to all of his experience; aware of it and accepting it, and continually in the process of changing. And only in this way, I believe, can we bring about the creative educational organization, which will also be continually in the process of changing.

Thelen (1968:216) declared:

> The task of theory is to identify some set of processes which constitute for us the essence of educational transactions.

The educational, physical educational, and psychological significances of this study are synonymous with the assumptions of the study. The assumptions are based upon the process aspects

of curriculum, of movement education content, of continuousness in learning, of extensions of a learning experience, and of the values of the humanistic psychologies.

In the model to be developed, the process aspects of curriculum refer to any learner's total mentations. Process aspects are contingent upon communication, purposes, planning, and perceiving as they derive from the facilitation-learning process.

Movement education content in the developing model refers to movement components as viewed by Barrett (1973:7) who said:

> . . . Using Laban's theory of movement as a model I view all movement as having four major components: the BODY or what the body can do, SPACE or where the body can move, EFFORT or how the body can move and RELATIONSHIPS or with what relationships the body can move. . . . It is from this structure that the content of physical education emerges and develops.

As it relates to the developing model, continuousness in learning refers to fluidness or ongoingness--a learner who wants to learn and is continually in the process of doing to learn. "The opportunity," said Rogers (1969:144), "to learn to be responsibly free."

Self-assessment is termed as an extension of a learning experience within the developing model. As an extension of a learning experience, self-assessment is paramount within the study. Self-assessment refers to assessment undertaken by a facilitator with regard to a learning experience or to assessment undertaken by a learner with regard to a learning experience.

Within the developing model, the values of the humanistic psychologies refer to the personal responsitivities of dignity,

worth, sincerity, trust, self-responsibility, self-knowledge, self-enhancement, and self-warmth in interpersonal relationships.

The assumptions of this study stem directly from the theoretical considerations of the study. The essence of a concept or the contextual relationship and the intuited essence of a concept or the phenomenological field relationship constitute the conceptual and qualitative substances of the theory in a quality, movement learning experience. The intellectual and experiential or the objective and subjective become merged. In other word terms, knowing and tacit knowing or knowledge and self-knowledge become merged. In a quality, movement learning experience, these mergings go beyond the reflective and reflexive aspects of the totality of the thinking processes.

Viewed in a larger context the conceptual and qualitative substances of the theory represent aspects of the aesthetic and scientific merged and beyond. In a movement education context, the conceptual and qualitative substances of the theory represent aspects of the art and science of human movement merged and beyond. Bolstering the theory is the metaphor "from virtual to actual" which is the assessment extension or the qualitative substance of the new data or emerging knowledges. The writer terms the "beyond" as qualitative prolation.

THE PROCESS OF MODEL DESIGNING

"A study in the process of model-building," commented Stogdill (1970:5), "can be regarded as a study in the intellectual

activities of the model-builder." Intellectual activities and skills include the processes of objective and subjective operations of the model designer. An objective operation is analyzing or using facts and drawing conclusions and is an intellectual activity or process. A subjective operation is intuiting or imagining and originating a concept and is an experiential activity or process. Learning to merge the intellectual and experiential processes is, in the sentiment of the writer, essential to quality decision-making and problem-solving skills. In this study the skill of decision making is defined as a conclusion drawn from personal problem solving which is subject to alteration. In this study the skill of problem solving is defined as a form of pure communication.

With regard to the term model, Stogdill (1970:11) related:

> . . . The term model may be regarded as an unpretentious name for a theory. . . . In any event, model-building and theory-building involve creative intellectual operations. . . .

The process of model designing is indicative of the continuousness in nature of the process of facilitation-learning. Within the continuousness there are signified permanence and change. From the process, insights emerge which lead to the development of a co-product. Consequently, whatever is designed, it is created as a nonpreconceived form within the immediacy of a spatial-temporal orientation. Whatever the form created, it is merely a place of departure for those facilitators and learners who follow. As departure, there is imparted only the immediacy of permanence, change, and ongoingness.

In the process of model designing is there an ideal, a real? Or, are there qualities--deep personal meanings, freedom for, aesthetic wholeness, continuousness, insight, uncertainty, imagination, integration for form, nurturing, consistency, unity, inquiry? Such qualities are internal and of an intuitive nature. Can any one of these qualities or all of them exceed themselves? Or, is the reality in the immediacy of personal meanings and their transcension?

Thus it is apparent that such qualities though observable and perceivable are incapable of being quantified. Assessment, for this purpose, follows another path. The other path, the alternative, refers to a critical selection of several sets of concepts and criteria, and, ultimately guidelines, which come from the "process within process" transactions of facilitator and learner. Hopefully the guidelines will be utilizable by personnel in the area of professional preparation in education and in elementary school physical education.

The purpose of the guidelines is to assess quality in a movement learning experience. Facilitators, in assessing quality in a learning experience in elementary physical education, may become more sensitive and responsive to the close relationship between theory and practice. To obtain quality from a learning experience in elementary physical education, a facilitator may need to consider the wholeness of a quality learning experience as well as the feelings and meanings of the learner. These considerations represent the insertion of the <u>more</u> of meanings within

a quality, movement learning experience by the facilitator. Through considering the more of meanings within a quality, movement learning experience, additional inquiry and transaction may be engendered for research in elementary physical education.

THE "PROCESS WITHIN PROCESS" MEDIUM

At the very heart of the facilitation-learning process is a facilitator, a learner, and a learning experience. The process of facilitation-learning features transactional involvement of facilitator and learner as they begin to engage, engage, and continue to engage in an experience in, within, and through movement.

Within this context, "process" as a term signifies a broad medium which encompasses the many transactional aspects or steps in the "process" utilized by a facilitator and learner prior to, during, and after a quality, movement learning experience. "Process" features the many transitions between and among the numerous transactions concerned with a learning experience. Specifically, "process" includes the internal and external facets and applications of facilitator and learner. What a facilitator and learner do and experience is an example of a "process" transaction. There are both an internal and external application by facilitator and learner. The external applications of the "process" are doing and experiencing. The internal application is learning that is continuous, meaningful, and ongoing. The internal and external facets constitute what may be referred to as "process within process." The integration of the internal and external facets through

personal movement meanings in a quality, movement learning experience may be indicative of change in a "process-oriented" learning experience. Perhaps all change is "process within process" change. This may be a distinguishing feature of a "process within process" movement learning experience.

With the emphasis on the wholeness of the learner, i. e., personally, aesthetically, conceptually, problematically, organizationally, perceptually, imaginatively--thus qualitatively--the whole emphasis moves from awareness to refinement in the process. In a quality, movement learning experience, the spaces or process steps between awareness and refinement include personal meanings, movement learning, self-assessment, and the totality of thinking of facilitator and learner.

Through emphasizing and utilizing personal meanings of the learner and nurturance by the facilitator in a quality, movement learning experience, a movement learning alternative may emerge. Such an alternative is projected within the conceptual and qualitative steps of the "process within process" medium of the developing model.

THE PROCESS OF QUALITATIVE LEARNING

Central to some alternative curricula and the humanistic psychologies are the tenets of self-understanding, self-choice, self-sensitivity, self-responsibility, self-beliefs, self-creation, and self-perception. In other words the emphasis rests with personal qualities of growth, meaning, development, enhancement, and

learning. These emphases pervade the whole person and are internal in nature.

After considering the implications of personality theory regarding learning, Combs (1959:9) commented:

> Modern perceptual psychology is helping us to see this problem of learning in a somewhat different way. Learning, we are coming to understand, is not simply a matter of motivation, repetition, presentation, stimulation, conditioning, and the like, although, of course, all of these things are part of the problem. Learning, we are coming to understand, is a problem of a total personality. It is a problem of an individual's personal discovery of meaning.

Within such an approach the process is paramount and tantamount to movement learning. The process of movement learning becomes the qualitative substance of the learner qua learner.

Dewey (1934:120) distinguished:

> . . . When there is genuine artistry in scientific inquiry and philosophic speculation, a thinker proceeds neither by rule nor yet blindly, but by means of meanings that exist immediately as feelings having qualitative color. . . .

Within the developing conceptual and qualitative model, the logic of the art of qualitativeness or intuition and the science of description or intellection leads beyond movement learning experience transactions. The reality lies within the "process within process" medium or within the immediacy of personal meanings within the felt experience itself.

After perusing the selected literature, it is evident that there is little writing regarding a conceptual and qualitative approach to quality, movement learning experiences. In the selected literature of physical education for children, very little of

the writing has focused on the essence of a quality, movement learning experience. In education in general, and, in physical education in particular, there is a sparsity of conceptualized models which attempt to reflect the intuited essence of the concept of a quality, movement learning experience. Not only is there a sparsity of models in conceptualized form, but also there are few models that contain as a purpose the assessment of quality in movement learning experiences through guidelines which evolve from the medium of "process within process." Moreover there are few conceptual and qualitative models geared to the philosophic stance of movement education that spring from a rationale depicting problem solving, signifying choice, sharing decision making, fostering independence, promoting responsibility, and emphasizing personalized learning through personal movement meanings. Alternatives to education and physical education require new and different ways of assessing conceptual, qualitative, and experiential data. Such alternatives may bring research a little closer to the aspects of the conceptual, the qualitative, the experiential, and the phenomenological field.

STATEMENT OF PURPOSE

The major purpose of this study will be the development of a conceptual and qualitative model for assessing quality, movement learning experiences in elementary school physical education in its entirety.

More specifically, this study will seek to answer the following questions:

1. What are the components and subcomponents within a quality, movement learning experience?

2. What are the relationships and interrelationships between the components and subcomponents?

3. Can guidelines for the assessment of quality, movement learning experiences be extracted from the conceptual model?

4. Can guidelines for the assessment of quality, movement learning experiences indicate a means for application?

5. Can the relationships and interrelationships of the components and subcomponents of a quality, movement learning experience coordinate the theoretical and practical concerns of the study?

DEFINITION OF TERMS

The following operational terms are defined by the writer to give clarity and consistency to the study. Additional terms defined by the writer will appear in the ensuing prose.

1. Components and subcomponents are conceptual integrators within the modeling process which denote levels of thinking.

2. A facilitator is a nurturant respondent in any transaction between or among persons, tasks, and tools within the wholeness of the facilitation-learning process.

3. A learner is a co-respondent in a reciprocal relationship in any transaction between or among persons, tasks, and tools

within any transaction between or among persons, tasks, and tools within the wholeness of the facilitation-learning process.

4. Learning is a personal process, internal in nature, reflecting personal change which emerges through perceptual choices and decisions.

5. A learning experience is varied transactions which are organized around concepts, criteria, principles, structure, movement meanings, movement content, and imagination.

6. Movement education is a broad physical educational stance in which learners clarify and extend for and to themselves throughout life, the how and why of their own personal movement meanings to actualize their own movement potential.

7. A model is a dynamic framework which indicates conceptual, qualitative, and theoretical relationships and interrelationships.

ASSUMPTIONS UNDERLYING THE RESEARCH

The following assumptions underlie this study:

1. In viewing the facilitation-learning process from the standpoint of wholeness, learning integrates experience and expression.

a. Facilitation and learning become personal, pervasive, internal in nature, and spatially-temporally oriented.

b. The advance of completeness and the advance of pervasiveness of meaningful human movement experience and expression derive from the human base.

2. In viewing the facilitation-learning process from the standpoint of wholeness, contextual actuality and personal movement meanings are mutually dependent, and, are interdependent in terms of movement learning theory.

a. Conceptualization and perception diffuse from the human base; description and synthesis diffuse from the human base; commonalities and differentiations diffuse from the human base.

b. Process becomes contextual; facilitation becomes conditional; learning becomes situational.

SCOPE OF THE STUDY

The major thrust of the study deals with the development of a model for the assessment of quality, movement learning experiences in elementary school physical education. With reference to a curricular framework, the model concerns movement learning theory as it relates to the philosophic stance of movement education. The generation of new data or emerging knowledges from the model by the writer discloses concepts and criteria forming the guidelines. The assessment of the guidelines by experts is, in essence, indicative of a theoretical application. The creative model expresses the conceptual and qualitative aspects of the writer's thought processes as the writer has viewed quality, movement learning experiences from the standpoint of wholeness. The entire study is an inquiry into the numerous process dimensions of model designing.

The nature of philosophic, descriptive, and qualitative model designing will serve to ensure the internal and external consistency of the model with reference to the operational and functional concerns of the study. As they follow, the procedural steps will serve to coordinate the multiple and complex concerns of meaningful, personalized quality learning experiences in movement learning in elementary physical education.

CHAPTER II

REVIEW OF LITERATURE

To give adequate consideration to the precision and scope of this study, the review of literature in this chapter will be derived from two particular areas. The areas include: (1) a description of learning experiences as related to educational, psychological, and physical educational curricula, and (2) a description of movement education as a philosophic stance including curricula as related to "concepts of skills" and "concepts of awarenesses."

DESCRIPTION OF LEARNING EXPERIENCES

Learning Experiences in Curriculum

In relation to the breadth and depth of the scope of this study, one salient feature of a learning experience, according to Ammons (1968:2), is for a facilitator to help a learner identify and describe his/her own personal progress toward a meaningful goal. Possibly a dual self-assessment alternative within a quality, movement learning experience rests with what happens to facilitators and learners before, during, and after the process steps within the learning experience.

From a comparative standpoint, relatively little has been written in the fields of curriculum, physical education, and

psychology concerning quality, movement learning experiences. In many instances those responsible for developing learning experiences have written about them in a very superficial manner, thus obscuring their development from a central core--the central core referring to the facilitator and learner. During the past, learning experiences have been formulated by a teacher who may have considered terminology, content, progression, and outcomes with reference to a particular subject for all members of a classroom or laboratory. In the past, personal concern regarding the learner was overlooked. In overlooking the learner and his/her personal concerns in learning experiences, there has been confusion with regard to what constitutes quality and how to obtain quality in a learning experience.

Education and psychology. Some authors in the fields of curriculum and psychology have presented documented and utilizable materials with regard to the development of learning experiences. One way of developing learning experiences is through their organization. In the field of curriculum, Tyler (1969:86) identifies three criteria for organizing a learning experience. The criteria are continuity, sequence, and integration. In order to achieve the criteria, Tyler (1969:86-98) utilizes elements, principles, and structure. Based upon the theoretical perspectives mentioned in the preceding chapter, Tyler's (1969) organizational plan is very important to this study for reasons involved with curricular relationships.

While defining curricular relationships, Ammons (1961:32) stated:

> Curriculum is an organization of educational objectives and exemplary learning activities which is intended to implement educational aims within the context of a specific educational institution and to suggest evaluative techniques appropriate to the determination of the success of the educational program.

The views of Tyler (1969) and Ammons (1961) have definite import for this study. Learning experiences, objectives, and assessment means are implanted within the curriculum in an organized context. Not only is the perspective of wholeness indicated, but also a perspective of qualitativeness through context. Thus a movement curriculum has an explicit qualitative background. A movement curriculum has an implicit qualitative background since a movement curriculum is composed of living and moving human beings. Dewey (1931:116) said:

> . . . the immediate existence of quality, and of dominant and pervasive quality, is the background, the point of departure, and the regulative principle of all thinking. . . .

It is this qualitativeness or wholeness which is paramount and tantamount to this study. The writer adopts the view of Dewey (1931) that the subjective should be given adequate consideration with reference to quality learning experiences in a movement curriculum. This point will be amplified in a later paragraph in this chapter as well as in the chapter to follow.

Similar to Tyler (1969), the late Hilda Taba (1962:211-228) has suggested that learning experiences are organized around concepts, major ideas, and selected factual knowledge. Taba (1962)

translated these three points to curriculum in terms of consistency between general objectives and their implementation and between the formulation of specific objectives and learning experiences.

A number of curriculum writers of the sixties included *learning*, *instruction*, and *learning experiences* as integral parts of curriculum development. Herrick (1965:109-110), in referring to learning experiences as organizing centers, has enumerated the qualities or characteristics of instructionally adequate organizing centers. Based upon his work in curriculum, Herrick (1965) presented five qualities of an organizing center:

1. significance,
2. accessibility,
3. breadth and scope,
4. capacity for organizing and relating, and
5. capacity for development.

Herrick (1965) was concerned that learning experiences have intrinsic value, coincide with the learner's understanding, account for group differences, perceive related wholes, and offer means for exploration for additional learning productiveness. It is evident that Herrick (1965) believed that a learning experience has the possibility for extension.

After considerable discussion of learning and learning experiences, Goodlad (1966:173) stated that ". . . <u>organizing centers determine the essential character of the curriculum</u>." He (1966:205-208) characterized organizing centers or learning

experiences by specifying guiding principles which:

1. encourage student practice of the behavior sought,
2. are economical of time,
3. encompass ability floors and ceiling of the group,
4. build on what has gone before and prepare for what is to come,
5. buttress and support other learning,
6. have educational significance in their own right,
7. are comprehensive,
8. have organizing capacity, and
9. have capacity for movement.

Goodlad (1966) determined that a learning experience should provide for the practice of the learner behavior sought, provide for the achieving of more than one educational objective, provide for learner differences within a group, provide for repetition and refinement of an idea, provide integration for the idea under consideration, provide for the utilization of several ideas, provide for meaningfulness to the learner, and provide for additional learning. Herrick (1965), Ammons (1961), and Goodlad (1966) believe that a learning experience has the possibility for extension.

All of the curriculum developers mentioned in the previous paragraphs were committed to the idea that an organized learning experience would add depth of opportunity for the learning of learners. All seemed cognizant of the fact that integration of time, space, place, and pace were vital to the organization and

development of adequate learning experiences.

Other curriculum writers state objectives or learning purposes, devise learning experiences, and designate evaluation with regard to functions in a curricular plan. One such writer is Ammons (1968:6), who, in discussing communication as a major curricular issue, has proffered that ". . . Objectives have as their function guiding teachers in selecting appropriate learning situations and evaluation techniques. . . ." Moreover Ammons (1968:1) has written the following about evaluation:

> . . . Historically, four classes of activity have been associated with curriculum development: 1) identification and formulation of educational objectives, 2) selection of learning activities, 3) organization of learning activities, and 4) evaluation. By definition these four activities are closely related, mutually dependent. Therefore, in order to discuss evaluation it is necessary to construct a context by defining objectives and activities and describing their relation to each other and to evaluation.

While Tyler (1969), Taba (1962), Herrick (1965), and Goodlad (1966) seem oriented toward teacher control of content and learner behavior, Ammons (1968), in an attempt to reduce determinism, sees objectives, as she does evaluation, from a broad point of view and related to curriculum. In her (1968) estimation, objectives help facilitators in determining learning experiences as well as an approach to evaluation. With reference to her own research endeavor, Ammons (1961:25) wrote that ". . . she has attempted to establish a framework within which educational objectives are not predetermined but within which choices can be more objectively and rationally made." The writer adds "subjectively" to the list in which choices can be made. With the

above considerations, evaluation or assessment as an extension of the learning experience is paramount within the context of this study.

One of the purposes of Ammons' (1961:27) investigation was ". . . to discover whether there is a relation between the quality of the process used to develop educational objectives and the quality of the objectives resulting from use of the process. . . ." Put in a succinct manner, Ammons (1961) questioned the methodology utilized by some curriculum writers as the determining factor of the quality found in an educational objective. The results of Ammons' (1961) research indicated that factors other than methodology accounted for quality in formulating educational objectives. As it follows the important point for consideration in this study is that educational objectives of a nonprescriptive variety do assist facilitators in planning for learning experiences.

Based upon a nonprescriptive variety of objectives or purposes, the writer accepts the position of Dewey (1931:254), ". . . that behavior itself is serial in nature." For purposes in this study, movement behavior which is serial in nature assimilates continuousness, continuity, direction, and permeation within a spatial-temporal orientation. Further reference to movement behavior which is serial in nature will be revealed in later chapters in connection with quality, movement learning experiences and assessment. This view of behavior corresponds with the definition of movement education found in Chapter one, especially the phrase "throughout life."

Ammons (1961:47-48) designed and described a process through which a curriculum writer could proceed to establish and assess educational objectives. The process includes six steps that a curriculum writer could follow to write educational objectives. Each step has a parallel criterion to be used to assess the objectives. The relevance of Ammon's (1961) steps and criteria for this study will become apparent as the writer will follow a similar though not identical plan in creating concepts and criteria to assess quality in movement learning experiences in elementary school physical education.

A few authors in the area of curriculum write about learning experiences under the broad heading of processes. In relation to process, and, while postulating a curricular and instructional conceptual system, Goodlad (1966:12) determined:

> The curriculum of an educational institution is a very real part of the total culture of that institution. . . . Both this curriculum and the processes used in developing it can be observed, described, and analyzed, just as the language of a people and processes by which it came into being and is being refined can be subjected to analysis. The field of inquiry which subjects these latter processes to scrutiny has come to be known as "linguistics." The field of inquiry which subjects curricula and curriculum planning processes to scrutiny is identified here as "curriculum."

Of the language Dewey (1934:106) said:

> All language, whatever its medium, involves <u>what</u> is said and <u>how</u> it is said, or substance and form.

Substance is qualitative and function follows created form. The writer accepts syntax as explained by Macdonald, Wolfson, and Zaret (1973:25) who interpreted:

> Our orientation de-emphasizes the concern with disciplines and their syntax; we are concerned with facilitating the student's free experiencing of his environment in a playful, self-expressive way as an initial aspect of the learning process. This approach is called either "fooling around," by its critics, or "exploring ideas" by its supporters.

In referring to the educative process as well as to the learning environment, Macdonald, Wolfson, and Zaret (1973:17) emphasized:

> . . . the conditions and the quality of the environment in which experiences develop rather than on preselection of learning activities to yield prespecified end products.

Macdonald, Wolfson, and Zaret (1973:17-18) acknowledge that a humane learning environment attests:

1. to self-choices, decisions, and responsibility,
2. to available opportunities for teachers, students, and services,
3. to judgment suspended until synthesis occurs,
4. to assessment of one's own purposes,
5. to flexible facilitation, and
6. to a rich range of learning opportunities.

As Macdonald, Wolfson, and Zaret (1973:9) discussed the concepts of a learning environment, they related:

> . . . This concept implies that the quality of the educational environment and the process of experiencing must supersede questions of quantity and end products of behavior.

Within this study, the term "process," which includes learning experiences, is highly significant. In actuality "process within process" is the medium through which the study transpires.

In addition the quality of the learning environment is a very important point in this study. It sets the climate for facilitation when viewing a quality, movement learning experience from the standpoint of wholeness.

With regard to wholeness, Dewey (1931:102) signified:

> . . . Language fails not because thought fails, but because no verbal symbols can do justice to the fullness and richness of thought. If we are to continue talking about "data" in any other sense than as reflective distinctions, the original datum is always such a qualitative whole.

Editing a collection of curriculum essays for the National Society for the Study of Education, Eisner and Vallance (1974:v) formulated five views of curriculum which have been a source of conflict--conflict over curricular goals, form, content--to those educators involved with curriculum discourse. The purpose of the formulations is to help curriculum personnel examine the assumptions and implications of each view. Editors Eisner and Vallance (1974) recognize that there are other ways to view curriculum orientations.

Eisner and Vallance (1974:5-14) designated the five common curricular orientations as:

1. curriculum as technology focused on process to conceptualize a technological means to a set of predefined, nonproblematic ends,

2. curriculum as the development of cognitive processes concerned with the refinement of intellectual operations and the "how" of education,

3. curriculum of self-actualization or consummatory

experience referring to personal integration, liberation, and discovery,

4. curriculum for social reconstruction-relevance emphasizing content within a larger social context and stressing societal needs over individual needs, and

5. curriculum as academic rationalism concerned with participants' acquisition of tools and great ideas to perpetuate Western cultural tradition.

Eisner and Vallance (1974:17-18), in reflecting on curriculum decisions, goals, content, and organization of the five orientations, summarized:

> . . . The model provides another way of revealing the ramifications of intellectual development in fields that . . . seemed removed from education. The ideas propounded by any given curricular argument can usually be traced to an established, well-articulated tradition of normative inquiry. It is imperative that educators recognize the larger philosophical differences that their conflicts so systematically reflect. It would seem that a sensitivity to intellectual history, particularly as this history reflects changing conceptualizations of the possibilities and limitations of learning, is an essential ingredient in curriculum analyses.

In an indirect way, Eisner and Vallance (1974) refer to learning experiences in a context of change from a historical perspective. Context is a key point in this study.

Writing for the Association for Supervision and Curriculum Development in its most recent publication geared to teaching strategies for children, Frazier (1976:3) challenged:

> . . . All children have the same right to do well in school. . . . All children have an equal right to profit fully from a broadly based school program.

Frazier (1976:3), in pointing out various learning positions adopted by educators between the early 1900's and the middle 1970's, suggests that elementary school children have been undertaught, overtaught, and mistaught. Frazier (1976:2), partial to a natural powers learning position, reiterated:

> . . . All children have a right to successful teaching. Equal access to successful teaching is the right to learn whatever it takes to keep options open to further learning. . . .

In planning for an "equal rights curriculum," Frazier (1976:27, 55, 85) proposes that adventuring, mastering, and associating be the elements of such a curriculum and that the elements become the content of learning experiences. By adventuring Frazier (1976:27-28) means giving children much freedom to explore. The exploration is planned and takes place in selected environments. By mastering Frazier (1976:55-56) means giving children choices or opportunities to gain from the world the most it has to offer. Mastering is accomplished through problem solving. By associating Frazier (1976:85-86) means reaching out naturally to others to grow in personal-social awareness.

Summary. In summarizing the organization of learning experiences with regard to curriculum, Tyler (1969) organizes learning experiences around criteria. Herrick (1965) organizes learning experiences around qualities. Taba (1962) organized learning experiences around concepts, major ideas, and factual knowledge. Goodlad (1966) organizes learning experiences around principles. Ammons (1976:lecture) organizes learning experiences around concepts, skills, and values. Frazier (1976) organizes learning

experiences around selected elements.

Ammons (1968), Goodlad (1966), Herrick (1965), Taba (1962), and Tyler (1969) see objectives, learning activities, and evaluation as interdependent within a curricular frame of reference. Where the learning experience or organizing center is involved, Ammons (1968), Goodlad (1966), Herrick (1965), Taba (1962), and Tyler (1969), generally speaking, are communication-curriculum oriented.

From a psychological frame of reference, Macdonald, Wolfson, and Zaret (1973) support a humanistically oriented model highlighting a learning environment concerned with choices and diverse opportunities to explore. In their model there is heavy emphasis on the process of experiencing in which educational transactions create learning situations.

Frazier (1976) advocates natural exploration of learning experiences in selected learning environments. Referring to learning experiences in an indirect manner, Eisner and Vallance (1974) present a model of five curricular orientations to assist educators in recognizing conflicting ideas of curriculum.

Elementary School Physical Education

After considering selected readings from curriculum, what are the references in the literature of elementary school physical education with regard to learning experiences? A careful examination of selected references pertaining to elementary school physical education including movement education has indicated that

learning experiences are organized primarily around terminology, content, progression, and outcomes. By comparison, the curricular literature indicated that learning experiences are organized frequently around criteria and concepts. After review of the selected literature in elementary school physical education in its entirety, it is readily discernible that very few writers dwell exclusively on the transactions of facilitator and learner functioning in the learning experience as its central core.

Learning experiences. Through the reading of the selected literature in elementary physical education, it is evident that there are many variations with regard to the design of learning experiences. In elementary school physical education, very frequently learning experiences are organized around terminology, content, progression, and outcomes. The material of the authors included in this section reflects such an organizational pattern.

Seefeldt and others (1972:5, 17) sequenced movement using the terminology of fundamental skills of early childhood, transitional skills of middle childhood to adulthood, and specific sport skills and dances of middle childhood to adulthood. Outcomes revolved around criteria for determining the motor skill stages of a child.

Sinclair (1973:10) said, ". . . movement is in itself educative and . . . essential to learning in early childhood." With children from the ages of two to six, she (1973:29-30) used movement tasks composed of basic locomotor movements such as walking, catching, climbing, creeping, throwing, rolling, and

many others. Sinclair (1973:12) judged the success of movement tasks on pre-set standards of performance. She (1973:41-42) utilized eight motor characteristics such as agility, balance, and total body assembly to assess movement.

In developing gymnastics learning experiences, Allen (1969:8) planned them around the movement factors of weight, time, space, and flow. She (1969:15-16) shaped her lessons around themes and movement ideas based progressively on the movement factors. Allen (1969:77) made full use of the voice to indicate outcomes.

With regard to learning experiences, Anderson, Elliot, and LaBerge (1972:7, 12, 22, 26) discussed movement exploration in terms of body awareness, body control, motor planning, and efficient movement. Body control deals with body awareness in space through using locomotor and nonlocomotor movements. Motor planning deals with problem solving. With the experience of motor planning, the child should be ready for efficient movement or ease of movement with minimal energy expenditure. The authors utilize the preceding elements to formulate learning experiences. According to Anderson, Elliot, and LaBerge (1972:26-27), locomotor movements are sequenced from simple to complex. The authors (1972:395) employ a variety of techniques to accomplish assessment. The techniques include discussion, performance, response, skill tests, and skill charts.

In her book on creative dance, Joyce (1973:23) offered that teaching creative dance, ". . . must be involved primarily

with movement education, exploration, and development. . . ." In her opinion, she (1973:1) viewed creative dance with the goal of communication in mind. To prepare a learning experience, Joyce (1973:2-4, 55-59) utilized body space, force, and time. She classified the preceding factors as elements of dance. The body has inner and outer parts; the body moves in several ways; and the body steps in locomotor fashion. In space the body makes shapes at various levels. In space the body describes direction, size, focus, place, and pathway of movement. Force contains sharp, smooth, strong, light, and tight movements which can flow or be checked. Time consists of beat, accent, speed, duration, and time combinations. Shapes and movement in space constitute progression in the first two lessons. In subsequent lessons both teacher and learners determine the order of progression. For Joyce (1973:21), assessment consists of the observation of variety in the children's movements.

Gerhardt (1973:xv) believed that physical education has moved from a game-oriented program to a movement education program. Movement learning experiences for Gerhardt (1973:3-13) centered around the attributes of space including size, shape, stability, motility, and location in reference to each other and to the perceiving learner. Movement contributes to a child's knowing through the movement relationship involved with sensory perception, imaging, thinking, and language. Assessment, according to Gerhardt (1973:xii), comes through the teacher's observations, questions to the children, analysis, and interpretation of

learning or space conceptualization in young children. Gerhardt places very great emphasis on the depth of understanding learning experiences by teacher and child.

Gallahue (1976:3-6) said that movement behavior in learning experiences is concerned with the categories of stability or nonlocomotor movements, fundamental locomotor movements or locomotion, and fundamental manipulative abilities or gross motor manipulation. Such categories are classified by stages of motor development. Gallahue's (1976:5) classification consists of reflexive behavior, rudimentary movement abilities, fundamental movement abilities, general movement abilities, specific movement abilities, and specialized movement abilities.

Gallahue (1976:viii) sequences learning experiences from simple to complex. Gallahue (1976:132, 180, 218, 261, 318) provides learning experiences which consist of individualized activities for enhancing fundamental movement skills, traditional games to enhance locomotor and manipulative skills, individualized movement experiences to enhance rhythmic, perceptual-motor activities, visual, tactile, auditory abilities, and low-organized games to enhance academic concepts. Gallahue (1976:68-69, 75-76, 103-105) gives several physical and motor fitness tests for teachers to use in assessing performance and efficiency. In addition he offers a checklist as well as selected tests for perceptual-motor development.

Summary. In summarizing learning experiences in the area of elementary school physical education, it is difficult to locate

commonalities with regard to the organization of learning experiences.

Seefeldt (1972) uses fundamental, transitional, and specific sport skills as physical education terminology as well as content. Progression, based on motor skills criteria, begins with early childhood and moves to middle childhood and adulthood. Outcomes revolve around meeting the motor skills criteria.

For Sinclair (1973), movement is educative and vital to early learning. Content consists of basic locomotor movements. Progression deals with pre-set standards of movement tasks. Eight motor characteristics are used to see if the standards for the tasks are accomplished.

Allen (1969) concentrates on gymnastics as physical education. She uses the movement factors of weight, time, space, and flow as content. Progression centers around themes and movement ideas based on the movement factors. She uses her voice to indicate outcomes of the learning experience to the learner.

With regard to learning experiences, Anderson, Elliot, and LaBerge (1972) refer to movement exploration within the experience. Body awareness, body control, motor planning, and efficient movement are the elements used by these authors to construct a learning experience. A simple to complex progression is used. Outcomes are determined through discussion and the use of skill charts which deal with movement efficiency.

Joyce (1973) utilizes creative dance as the development and exploration of movement education. Body, space, force, and

time are considered as content. Progression for the first two lessons are concerned with shape and space while the order for subsequent progressions are determined by teacher and learners.

Gerhardt (1973) refers to physical education as moving from the term of games-oriented activity to one of movement education. Content is concerned with space. Progression centers around movement in relationship to knowing about space through sense perceptions and the thought processes. Progress of outcomes is determined by observations and questions to the learners.

Physical education for Gallahue (1976) is motor development. Content categories include nonlocomotor and locomotor movements and fundamental manipulative abilities. Progression of movement goes from simple to complex. Motor fitness tests are used to determine performance and efficiency of movement. A checklist is used to determine perceptual-motor development. Performance and efficiency are assessed through physical and motor skill tests.

DESCRIPTION OF MOVEMENT EDUCATION

Movement Education as a Philosophic Stance

Approximately nine years ago, the Physical Education Division of the American Association for Health, Physical Education, and Recreation (1975:19) assembled a task force to examine the elementary school physical education literature with regard to the term "movement education." The task force, which became the

terminology committee (1975:19) of the American Alliance for Health, Physical Education, and Recreation, in declaring its findings reported:

> Terminology can be viewed as an evolutionary process; many terms change their meanings over time. "Movement education" is an outstanding example of this phenomenon. . . .

After reviewing numerous elementary physical education textbooks, the terminology committee (1975:19) summarized:

> . . .the term movement education is often used as implying only a unit of the total physical education program. In other texts, however, movement education is used as being synonymous with physical education. Yet, again, the term movement education is emerging in some instanses, when used by certain authors, as encompassing the total development of human movement potential, a much broader view of the term previously considered.

Moreover the terminology committee (1975:19-20), in expanding the concept of "movement education," identified:

> . . . in addition to the interpretations given above, the term movement education represents a distinctive philosophical stance that embodies the following beliefs, beliefs concerned with children, physical education, and education. Briefly stated, these can be summarized as follows.
>
> Physical education is in essence a child's education in and through movement. This idea represents a developing view about movement and the potential role it plays in the total education of a child. Children are seen as active experimenters and perennial learners in their own right with the need and ability for self-evaluated learning. Their individual rates of development and styles of learning are respected with belief that capacity for learning is related to confidence in self. All deserve the right to succeed and progress at their own rate.

Recognizing the report of the terminology committee (1975) reported above, two particular areas from the literature seem

conspicuous with regard to describing the concept of movement education as a philosophical stance. The first area is called "concepts of skills." The second area is called "concepts of awarenesses."

Each area seems similar with reference to elementary school program endeavor and to learner-centeredness. The areas seem different with reference to the following delineations:

1. the composition of movement content,
2. the utilization of movement content,
3. the design of movement learning experiences,
4. the implementation of movement learning experiences,
5. the nature of learning culminating from personal timing and personal beliefs,
6. the approach to learning based upon the timing and beliefs,
7. the way in which the curriculum is developed,
8. the makeup of the curriculum,
9. the implementation of the curriculum,
10. the nature of assessment,
11. the timing of assessment, and
12. the approach utilized for assessment.

"Concepts of skills." Alluding to a comprehensive view of elementary school physical education, Allenbaugh (1973:1) stated that movement education functions to serve the purposes of efficiency and understanding of human movement. It is Allenbaugh's

(1973:1) thinking that human movement revolves around the concepts of survival, discovery of the environment and self, understanding and control of the environment and self, and communicating and expressing of oneself.

Allenbaugh (1973:1-6), in her curriculum model for movement experiences, selects learning experiences around movement elements and dimensions, body awareness factors, fundamental motor skills, principles of human movement, and mechanical laws of motion. Movement task content is concerned with the movement elements of space, time, force, and flow; movement dimensions are involved with levels, ranges, and directions; and body focus of relationships is involved with leads, supports, and body control. Allenbaugh (1973) plans lessons around themes sequenced according to the movement elements and body focus of locomotor, nonlocomotor, object handling, small groups, and pre-described floor patterns. She depicts the development of a movement progression as consisting of five phases including movement tasks, fundamental motor skills, specialized motor skills, and specialization in selected activity skills. The writer infers that Allenbaugh (1973) supports self-assessment by learners.

In her textbook involving creating rhythms in elementary dance, Fleming (1976:ix) premised:

> It is refreshing to view children's creative rhythmic movement as an integral part of the total curriculum. . . .

The major parts of Fleming's (1976) book include movement, creativity, and rhythm. Throughout the book these components are

treated developmentally. "Children need opportunities," stated Fleming (1976:ix), "to develop and release their rhythmic and creative qualities. . . ."

Continuing her discussion of creative dance movement, Fleming (1976:4) interpreted:

> Creative rhythmic movement is the communication of one's thoughts and feelings expressed through the instrument of one's body. . . .

According to Fleming (1976:39), the content of creative rhythmic dance emanates from ". . . the body "speaking" with movement. . . ." Into a learning experience Fleming (1976:47-49) puts locomotor, nonlocomotor, and combinations of locomotor and nonlocomotor movements. These develop into dance steps; e. g., runs and hops equal a schottische. She (1976) relates space, time, force, and other elements to the preceding basic movement symbols. The spatial elements which Fleming (1976) includes are direction, range, floor patterns, levels, and focus. The rhythmic elements of time and force include tempo, duration, pulse, measure, accent, intensity, rhythmic pattern, and phrase. Other elements which affect movement are ideas, thoughts, feelings, hearing, seeing, touching, people, music, percussion, amount of space, scenery, props, and costumes.

To indicate movement progress, Fleming (1976:50-52) developed a dance continuum with a twenty-step range proceeding from exploration to composing. Fleming (1976:52) explained:

> . . . In a way, the process of developing dance competence is an evaluative one. Individuals develop

> skills, evaluate status, identify areas needing further development, and refine and extend skills.

Fleming (1976:62) uses another form of evaluation. She (1976) utilizes the development of concepts about movement based upon discussion and verbal description by the children.

After discussing progress and change in elementary school physical education, Schurr (1975:4), in describing movement education, acknowledged:

> . . . Movement education stresses development of basic movement patterns, an understanding of movement elements or structure, learning how to learn, and a recognition of the significance of movement to oneself. . . .

Regarding contemporary curriculum in elementary school physical education, Schurr (1975:40) explicated:

> The term "curriculum" is very broad indeed. For the purpose of this book it is defined as all the learning opportunities or experiences the child has that are supported by the school. . . .

Schurr (1975:42, 44-45) presented a framework for curriculum which shows areas of development in physical education based upon understandings, concepts, and skills. Movement mechanics, environmental factors, body capacity and effects of movement, and socio-psychological are considered to be concepts in the curriculum. These concepts become themes for learning. Movement mechanics involves the understanding of body actions to perfect locomotor skills, nonlocomotor skills, and the movements of throwing, striking, catching, weight bearing, initiating movement, receiving weight, and transferring weight. Environmental factors involve the understanding of mechanical principles, qualities of

movement, relationships, and objects. Body capacity and effects of movement involve motor fitness, health habits, and fundamentals of exercise. Schurr (1975) indicated that there is a relationship of basic movement to the forms of activity which include games and sport, dance, gymnastics, and aquatics. Schurr (1975) believed that basic movement is the core content of a physical education program at the elementary level.

With regard to evaluation, Schurr (1975:151) stated:

> Evaluation is a constant procedure of determining where an individual, a group, a program, or a process is in relation to established values and or goals, and the subsequent use of this information in redirecting efforts to reach the values or goals. . . .

Schurr (1975) advocates a broad variety of measurement techniques and skills both quantitative and qualitative in scope. In keeping with the accomplishment of objectives with regard to lessons, Schurr (1975:170-171) presents questions which the teacher can use to evaluate himself/herself and the lesson. In addition Schurr (1975:168) offers materials for self-evaluation by the learner.

Murray (1975:xiii), an early pioneer of dance in education and a foremost physical educator, stated:

> . . . Because the medium of dance is such an intimate one, its opportunities and successes are closely related to a child's positive acceptance of himself. . . .

To clarify dance terminology, Murray (1975:7) maintained:

> . . . A dance is movement put into rhythmic and spatial form, a succession of movements which starts, proceeds, and finishes. How complex this progression must be, or how simple it can be and still be called <u>a dance</u> may be a point of disagreement among terminologists. . . .

Giving further consideration to specific terminology such as the participle dancing, Murray (1975:7-8) espoused:

> . . . Dancing is moving in a "dancelikeway." This could include many activities not considered dancing at all . . . The goal of a program of movement education, now becoming an important part of many elementary physical education programs, is the mastery of body movement in all its infinite variety. The exploration of movement in such programs . . . will usually lead to the functional uses of movement discoveries, such as those characteristic of work, play, and sport, because teaching content and method are oriented in that direction. In this book, the experiences of exploration and discovery are described only in their "dancelike" connotations--which is to say those of organically aesthetic intent. . . .

In terms of the elementary dance education curriculum, Murray (1975:15) feels that dance, though closely related to movement education and growing from it in a number of ways, is separate as a curricular component.

For Murray (1975:39-51) the content of dance movement experience revolves around the motor learning concept of the least complex to the most complex. In a learning experience identification of body parts becomes important. Murray (1975) alludes to the properties of movement as set forth by Zirulnik (1971:4). Zirulnik's (1971) properties describe body actions or what the body can do, space aspects or where the body moves by itself or with others, and intrinsic components or how the body moves. Body actions include moving locomotorically and with combinations in general space, moving nonlocomotorically and with combinations in personal space, transferring, receiving, and supporting body weight, becoming elevated and initiating and terminating movement

actions. Space aspects entail personal and general space, differing directions, paths, levels, and differing dimensions. Intrinsic components include in time, with force, and in a sequential flow. In setting up a learning experience, Murray (1975) utilizes the movement forces inside and outside the body. These forces or movement qualities are movements which are sustained, percussive, swinging, vibratory, collapsing, and suspended. The activities suggested by Murray (1975:391-406) are not categorized by grade or age levels; however, standards for certain dance skills are presented.

Murray's (1975:71) evaluation takes place in the lesson through teacher observations and discussion with a child. In addition small group demonstrations serve as an evaluation technique.

An entrepreneur in the field of dance in education, H'Doubler (1968:ix) in her book philosophized:

> In essence, Dance: a Creative Art Experience is a discussion of the basic aspects and enduring qualities of dance, which are within the reach of everyone. Its main purpose is to set forth a theory and a philosophy that will help us to see dance scientifically as well as artistically. . . .

By artistically H'Doubler (1968) means expressive quality. By scientifically H'Doubler (1968) means systematized knowledge quality.

In her untiring efforts to put dance within everyone's reach in their education, she (1968:51) affirmed that ". . . the impelling force in art creation is to be explained by the psychology of feeling and by the need of communication. . . ."

H'Doubler's (1968:58) vital belief of education through dance for all is exemplified in, "No real intellectual, emotional, or artistic growth can take place save as it is built upon a foundation of innate capacities and impulses." According to Alkire (1961:course materials), H'Doubler's dance program and philosophy were built around the natural, rhythmical motions of the body.

In speaking of the artistic in human personality and the relation of the artistic to values in education, H'Doubler (1968:61) perused:

> . . . The higher aim of education today is the development to the fullest extent of the growth of the individual, based upon a scientific understanding of all his needs and capacities. In so doing we try to attune our own thinking to harmonize with the student's particular interests because we realize that in his interests lies the key to his needs and capacities. Education cannot supply individual capacities--these must be inborn; but it can stimulate and aid in their growth; it can educate the student by giving him the opportunity to develop himself.

Developing to the fullest extent is meant by H'Doubler (1968) as the reaching toward potential. The reaching toward potential is a humanist higher objective in education. By aiding in growth H'Doubler (1968) means facilitation. In affording an opportunity to develop himself, H'Doubler (1968) means self-responsibility and self-direction through expression within the experience. Such points of responsiveness illuminate this study.

While indicating the importance of dance training, Laban (1963:24) projected:

> Dance training is especially important as academic studies become more intense in order to balance increasing intellectual efforts with action efforts, so that the child develops

> as a whole, physically, mentally, and emotionally. Thorough effort training can be achieved only through dancing, as gymnastics, games, dramatics, and art are more concerned with the result of actions, and not with the action process itself.

That the result of actions has been a source of contention within the entirety of educational speculation is an oversimplification of the problem. It seems that the concept of aesthetics in the facilitation-learning process in education as well as in physical education has been misunderstood. As mentioned previously, Dewey (1931) has indicated that thinking, learning, and behavior are qualitative in nature first and serial in nature second.

"Concepts of awarenesses." To assist in establishing the tenor of awarenesses in the movement approaches to curriculum as well as to the developing model in Chapter three, excerpts from writings on the movement approaches are presented.

Russell (1975:5), in her book on creative dance for children, observed:

> Movement then is manifest both as a means of expression in itself and as a vehicle of expression in other arts. It follows that the scope is needed in the curriculum for the development of this aspect, and movement experience should not be limited to the functional activities only.
>
> . . . . . .
>
> . . . So we have cause to appreciate that through the rhythms and patterns of an individual's movement his inner life is revealed and expressed. It is in the human being himself that the source of the material is found.

Russell (1975) is indicating the personal nature of the

learning that takes place in a movement learning experience in the arts in general. In addition she (1975) refers to functional as that which conjures feeling.

Allen (1969:2), upon introducing movement in gymnastics, observed:

> Teaching methods are born of educational philosophy. They reflect belief in specific educational concepts. Educational Gymnastics was later recognized as an early product of a changing attitude which was spreading throughout the whole field of education. A new philosophy was taking shape. It produced a different set of values and objectives in which the primary educational aim was the development of the student as an individual. . . .
> . . . . . .
>
> Whatever we call it, we must try to understand the basic concepts on which it is founded. . . . Its educational value can only be assessed when results are examined in the light of the aims inherent in the work. . . .

In their work devoted to learning experiences in a program of movement education, Logsdon and Barrett (1969:4) reminded:

> . . . Programs are being developed to focus attention on having a child gain a deeper and more personal understanding of movement as it relates to himself, others and his changing environment. . . .

While developing gymnastics learning experiences, Bilbrough and Jones (1968:192) commented:

> . . . We believe, too, that the features of modern work are based on the sound educational philosophy that 'Education should fit the child rather than the child fitting the Education'. The current practice of describing this work as 'Educational Gymnastics' is not without some justification.

Mauldon and Redfern (1969:3), in discussing "games" in education said that ". . . the integration of doing, thinking and

feeling is becoming recognised as essential to the educative process. . . ."

In their gymnastics book, Mauldon and Layson (1965:xii) referring to the nature of the learner stated that ". . . Use is made of the child's innate love of moving, and his natural ease and fluency of movement are retained and developed. . . ."

While writing about effort qualities, Laban and Lawrence (1947:7) noted:

> Skill is acquired through the gradual refinement of the feel of the movement, and any training has indeed to promote this feel, which, in its essence, is the awakening of the sense for the proportions of motion factors. . . .

Jordan (1970:xvii), in referring to the experiencing of movement, stated:

> Slowly from working from the known to the unknown, teachers have come to understand that there is in human movement a common source from which spring the various activities familiar to them in physical education . . . The main responsibility of the teacher is to keep a balance and in this way ensure that children develop their powers in movement in a whole and harmonized way.

Bilbrough and Jones (1968:10, 53-54, 71) advocated a program of physical education composed of games, aquatics, dance, and gymnastics. Only gymnastics is considered in their book. Gymnastics content included in a learning experience entails a running, jumping, landing phase, and a group work phase. Movements include entire body movement, weight on hands, balancing, and class activity movement. Movement work develops from lesson to lesson and day to day. Bilbrough and Jones (1968:175) think that progression is an individual matter and can be obtained through

increasing the degree of limitation, combining movements into a pattern, connecting movements exhibiting flow, and cooperating with a partner or group. To appraise progress, the teachers ask themselves a variety of questions. Of physical education Bilbrough and Jones (1968:10) said that ". . . The foremost aim is the education of the 'whole' child. . . ."

Halverson (1971:33), who alludes to the learner, noted that a child ". . . needs to grow and learn as a whole being. . . ." Further, in discussing children and the teaching-learning process, Halverson (1964:3) stated that ". . . it is crucial to involve the child in the learning process." In a speech to prospective elementary physical education teachers, Halverson (1967:5), in referring to movement education, remarked:

> . . . education in movement, about movement, and through movement. . . . the total contribution made to an individual's development through any movement experience.

Halverson's emphasis on total contribution to the movement reference does lend itself to the wholeness of a quality, movement learning experience.

Similarly, as one who places great emphasis on a child's learning experience, Barrett (1973:48) viewed:

> . . . the child as an individual with a potential for his own unique development. He is a seeker and doer who learns most effectively when the experiences are personally meaningful.

Unique development of each learner and personally meaningful learning experiences are definitive keys to this entire study. Uniqueness and personal meanings, when considered from the

standpoints of context and phenomenological field, are curricular links between education and physical education. Uniqueness and personal meanings are the human link between facilitator and learner. Within the uniqueness of each learner there are personal meanings. Personal meanings are relationships between facilitator and learner. Phenomenologically, the meanings within the relationships and the relationships within the meanings are social reality.

Upon speculating about future physical education, Leonard (1975:148) provocated:

> The connection indeed seems clear. Any psychology or learning theory, to be complete, must include the body--what we eat, how we move, how we live. . . .

Barrett (1973:5-7), in discussing the writing of philosophy and program development in physical education, stressed:

> To develop educational experiences which could have value for children one has to have goals upon which to base his efforts. . . .

Describing a philosophical position and basing the goals of her position on the work of Ammons (1969), Gordon (1971), and Tyler (1969), Barrett (1973:5) stated five goals which she felt gave perspective for learning in elementary school physical education. The goals proposed by Barrett (1973) are:

1. decision-making skills involving choices,

2. an independent learner stressing the taking of responsibility,

3. the valuing of learning as a continuous learner,

4. competence in the feeling that the learner himself/herself can make a difference, and

5. self-worth in viewing himself/herself positively recognizing both strengths and weaknesses.

In addition to the preceding educational goals, Barrett (1973:5-6) specified three goals for elementary school physical education. The goals are:

> . . . A child should move skillfully, demonstrating versatility and dexterity in his ability to move. This implies how effectively and efficiently he can handle himself in movement situations that are both planned and unexpected.
>
> . . . A child should be aware of the meaning and significance that movement may hold for him. This implies an awareness of his own personal feelings about movement both while he is moving himself or while observing the movement of others.
>
> . . . A child should have knowledge about the principles which govern skillful movement. This implies what he knows about movement and how he uses this understanding. . . .

Moreover Barrett (1973:14), in discussing individual learning styles and in stressing the fact that content and method are different concepts, offered:

> . . . The more I examine the apparent relationship between method and content, the more I become convinced that specific methodologies are used because of what the teacher believes about children and the process of education, not because of what he believes the course content to be. . . .

In a quality, movement learning experience, the attitude of looking into movement methodology from a humanistic value orientation indicates that the question of methodology is highly personal for the learner. Consequently a facilitator, in helping

to design a quality, movement learning experience with the learner, needs to consider the aspect of uniqueness in the learner. Barrett (1976:3), in presenting such a methodological approach from material in an unpublished book, stated:

> . . . The learning experience is determined by the:
>
> 1. COMPONENTS of the task including movement content, knowledge content, and intra-inter personal opportunities,
>
> 2. number of CHOICES permitted the learner,
>
> 3. ABILITY of learners to make these choices,
>
> 4. extent the learner ACCEPTS RESPONSIBILITY for engaging in the experience, and
>
> 5. ABILITY of the TEACHER to analyze his response and to motivate the learner to examine his complete potential for fulfilling the components of the task.

Barrett (1973:9) structures learning experiences around movement components and subcomponents as adapted from Stanley (1969:39) and develops learning experiences through themes which revolve around movement ideas, feelings, and knowledges. The writer infers that Barrett (1973) supports self-assessment.

Tillotson (1969:11), in discussing theoretical considerations, content, and human movement in terms of learning experiences, added:

> . . . Movement education is based upon four broad concepts: one CONTENT concept and three PURPOSE concepts. An awareness, understanding, and ability to apply these concepts to movement performance is the task of each child through experiences managed by a teacher of movement education.

In connection with Taba's (1962) curricular plan, Gilliom (1970:12-26) has designed learning activities around concepts, major ideas, selected basic movement facts built into themes, and through a classification of criteria for problem types. She (1970:12) believes that children engage in self-assessment through their movement activity.

Following closely, though with a different organizational pattern, Stanley (1969:2, 25, 38-39), in viewing the learner and learning, stressed organizing lessons around the development of skill or concept, the application of skill or concept, and the conclusion or assessment. For assessment purposes, Stanley (1969:24) employs the observational astuteness of all learners to help each other.

Stanley (1969:25-26) considered games, dance, gymnastics, and aquatics to be areas of activity in physical education. Using Laban's (1960) movement components, Stanley (1969:211) designs themes and subthemes to develop meaningful and vigorous movement in the activity areas mentioned in the preceding sentence.

Bressan (1974:2), in an unpublished Master's thesis at The University of North Carolina at Greensboro, depicted instructional quality as a ". . . blend of content and method." She (1974) felt that the blend was derived, in part, from the theoretical aspects of a learning experience as it was related to the student in a personal manner.

Russell (1975:8-9), in patterning after Bruner's (1960) curriculum and learning experience ideas for her dance program,

believed in the importance of the process in education and learning for the insights it uncovers. She (1975) supported heartily the process of creativity in dance for children. Russell (1975) feels that creativity is important in the learning process because it involves knowledge of movement content, self-selection of the content, and reorganization of the content to a new dance. Russell (1975:6) incorporated Bruner's (1973:212, 413, 421-425) curricular ideas of structure in learning, readiness for learning, desire to learn, nature of intuition, and the nature of creativity. Russell's (1975) dance program for children encompasses the nature of the inquiry processes in movement.

In analyzing movement, Russell (1975:12) utilizes Laban's (1960) themes and observes movement in terms of the body, effort, space, and shape. Russell (1975:24) delineates two stages in the learning process. The first stage stems directly from young children's personal experience and action. The first stage involves total movement of the entire body. The second stage that Russell (1975:41) notes is the using of movement by children to absorb facts about their world and change them to solve movement problems. During the second stage the children invent their own dances and realize that there is a relationship between the body and "how" and "where" the body moves. At this second stage the children are becoming to relish group work. Using Laban's (1960) themes and movement components, Russell (1975) plans her lessons according to movement stages of the children. Assessment of progress is made by the teacher through an achievement checklist.

Summary. In summarizing the description of movement education as a distinctive philosophical stance, several points were evident. The authors whose work was presented organized their programs around theoretical considerations, comprehensiveness, content, methodology, and a range of assessment tools.

Allenbaugh (1973), Schurr (1975), Fleming (1976), and Murray (1975) are concerned with movement as it relates to curriculum. H'Doubler (1968), in describing educational dance, does so through theory dealing with the body's inherent rhythmical structure.

Allenbaugh (1973), Schurr (1975), Fleming (1976), and Murray (1975) subscribe to several different movement concepts, some general, some specific, in developing their programs. H'Doubler (1968) utilizes the rhythmic concept of movement to build a dance program for all learners.

To devise learning experiences Allenbaugh (1973), Schurr (1975), Fleming (1976), and Murray (1975) as well as H'Doubler (1968) employ a variety of movement elements. The elements encompass basic, fundamental locomotor, and nonlocomotor movements. Allenbaugh (1973) and Fleming (1976) include space, time, force, and flow as task contents. Schurr (1975) and H'Doubler (1968) utilize movement mechanics to perfect skills while Murray (1975) utilizes space and intrinsic components to accomplish task skills. Allenbaugh (1973) includes a body awareness factor, Schurr (1975) a socio-psychological factor, and Fleming (1976), Murray (1975), and H'Doubler (1968) a creative factor.

Each of the writers is concerned with content progression. Allenbaugh's (1973) progression covers themes and phases, Schurr's (1975) themes and basic movement, Murray's (1975) simple to complex, Fleming's (1976) degrees of progress on a dance continuum, and H'Doubler's (1968) creative forms.

Bilbrough and Jones (1968), Halverson (1971), Barrett (1973), Tillotson (1969), Bressan (1974), Stanley (1969), and Russell (1975) indicate that their movement programs, whether encompassing one movement form such as dance or several movement forms such as games, sport, gymnastics, and dance, are related to education, are based in curriculum, and are developed through a specific movement theory. These relationships involve the theoretical, developmental, motorical, and creative. All of the writers mentioned above are concerned with total program development in elementary school physical education.

Directly and indirectly, all of the above movement writers emphasize the process of movement learning in differing degrees. Bilbrough and Jones (1968) advocate that a learning experience fit the child. Halverson (1971) alludes to learning which involves the whole child. Barrett (1973) proposes personally meaningful learning experiences attuned to the whole of movement ideas, feelings, and knowledges. Tillotson (1969) expresses process through concepts of content and purposes. Gilliom (1970) designs learning experiences around concepts, major ideas, and selected basic movement facts. Stanley (1969) fashions movement lessons and their application around the major idea of skill or concept.

Bressan (1974) indicates that an "appropriate" learning experience is designed with concern for a blend of content and method.

Under the description of movement education, the assessment of learning experiences takes place only indirectly. A learning experience is appraised in very few instances. When a learning experience is appraised, it takes place from the standpoint of understanding through observations by the teacher, self-questions by the teacher, checklists devised by the teacher, and in one instance shared discussion by teacher and learner simultaneously. A large part of the assessment is skill assessment of the learner. In some instances there is shared teacher and learner assessment. Self-assessment is undertaken in some instances. In most instances assessment is both formative and summative in nature.

Through contrasting the work of all the authors, several differences are noticeable. The majority of the writers base their movement programs on Laban's (1960) theory of movement or modifications of the theory. Laban's (1960) theory stresses the inner nature of personal movement and is concerned with many movement awarenesses as indicated in his (1960) sixteen movement themes.

Although all of the movement programs are considered theoretical as curriculum points of departure, only Barrett's (1973) program, similar to H'Doubler's (1968) dance program, is attempted in philosophical orientation. This point constitutes a major difference.

Representing a third difference is Russell's (1975) program of dance. Only Russell (1975) as an individual writer, similar to Fleming (1976), Murray (1975), and H'Doubler (1968), distinguishes the process of creativity in her program thus lending balance to the approach of movement learning. The American Alliance of Health, Physical Education, and Recreation (1975:20) indicated that divergency is an obvious implication of the learning atmosphere within the distinctive philosophical stance of movement education.

With regard to the position mentioned above, the developing conceptual and qualitative model in Chapter three and the new data or emerging knowledges in Chapter four are part of that distinctive philosophical stance. This study is committed to the qualitative living, learning, extensions, and prolations addressed to that stance.

CHAPTER III

A CONCEPTUAL AND QUALITATIVE MODEL

In this chapter, a model will be developed for assessing quality in movement learning experiences. Major components and subcomponents will be identified. A characterization indicating model interrelationships will be symbolized.

Since the mid-sixties numerous members of the Association for Supervision and Curriculum Development have indicated the need for ways of conceptualizing such educational phenomena as instruction, curriculum development, teaching, and evaluation. One way of conceptualizing the facilitation-learning process is through the development of models. Why are conceptual models needed in education and physical education?

In projecting a partial answer to the preceding question, Crosby (1968:v), speaking for the Association for Supervision and Curriculum Development, stated:

> One of the great needs of teachers in the nation's classrooms is a knowledge of purpose behind decisions in the areas of curriculum and instruction. . . . The quality of education of today's children and youth is too critical . . . to provide anything but educational experiences deeply rooted in knowledge of the learner, of society, and of the nature of learning itself. . . .

Why is there need to develop models for assessing quality learning experiences within theoretical perspectives in elementary school physical education? Many of the acute learning concerns

are enmeshed within and around the process steps in facilitation and learning. For this study, the learning concerns reside in the "process within process" medium of a quality, movement learning experience and their self-assessment by facilitators and learners as learners. This writer maintains that many of the pressing learning concerns in the entirety of elementary school physical education can become meshed through identifying, specifying, and describing concepts of knowledge and knowing. Such meshing does occur within the developing conceptual and qualitative model in this study.

Goodlad (1966:2), in presenting his conceptual model for curriculum, designated:

> A conceptual system provides a bridge between general theory and specific practice. . . .

The preceding quotation by Goodlad (1966) has merit for this study. A conceptual and qualitative view of a quality, movement learning experience is considered a bridge between facilitator and learner.

THE DEVELOPING MODEL

How is a quality, movement learning experience conceptualized? Conceptually and qualitatively there are many considerations. The considerations concern the relationships and interrelationships among the major components and subcomponents within a quality, movement learning experience. Each major component is a relationship within itself. Each major component is related to

other major components. Each major component is interrelated to other major components. Each major component has subcomponents. Each subcomponent is complex, related, and interrelated to other major components as well as to other subcomponents. Because of their close relationships and interrelationships, there is considerable overlap among the components and subcomponents.

In explaining the developing model, many aspects of many qualities are evident. The qualities, their essences or substances, are embedded within the components and subcomponents. The components and subcomponents are considered to be concepts and subordinate concepts. For organizing purposes, the components have been placed into five categories. The subcomponents are discussed in the writing as the components are presented.

The major components that constitute a quality, movement learning experience are personalization, interpersonal relations, facilitator and learner, learning atmosphere, environs, beliefs about learners, meanings of learners, philosophy of education, philosophy of physical education, learning theory, curriculum theory, movement theory, structure of content, and development of content. All components are grouped within major organizing categories. The major organizing categories are psychological, environmental, functional, theoretical, and structural. The major categories, the major components, and their interrelationships are shown in Figure 1.

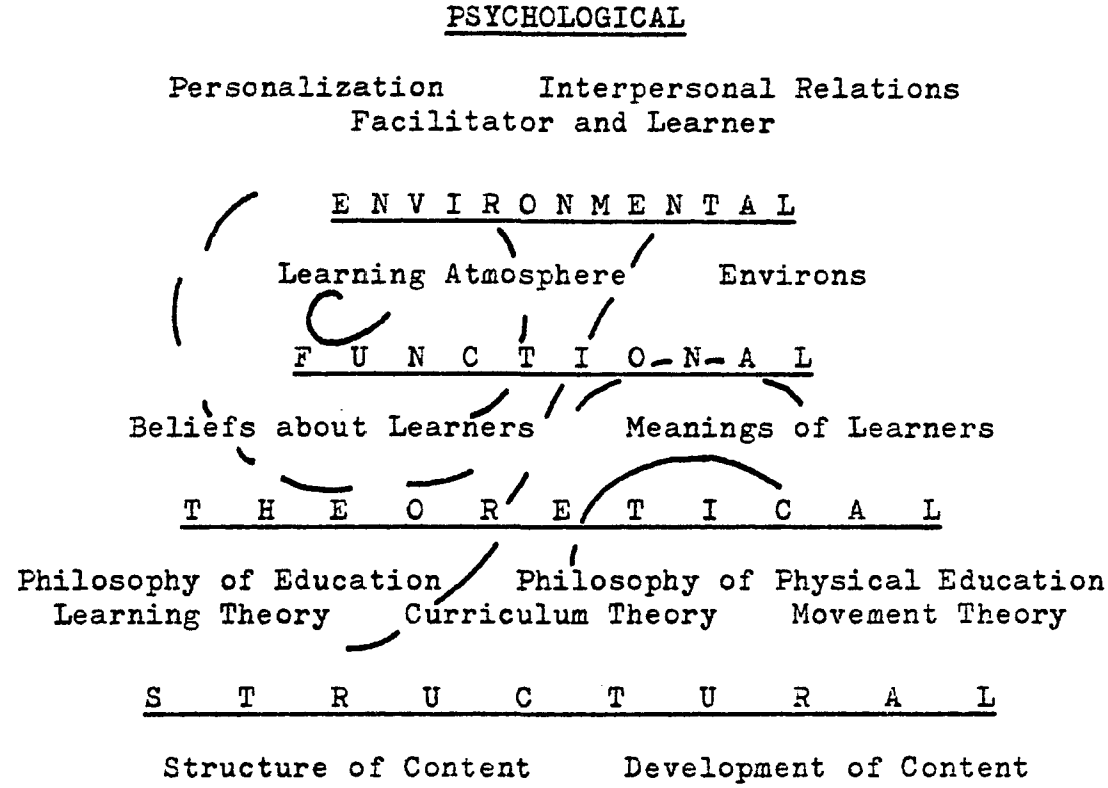


Figure 1

Major Categories, Major Components, and
Their Interrelationships

Major Category--Psychological

Personalization. According to Rogers (1961:398), becoming more aware of one's internal, spontaneous self which is personal affords learners the opportunity to learn to be responsible and free. Thus personalization is the quality feature; i. e., the wholeness of self-experience and self-expression through personal meanings which emerges from the learner in a spatial-temporal orientation. Conceptually, a quality, movement learning experience

is personalized when a facilitator observes a learner's movement expression from the learner's internal frame of reference. A personalized, quality, movement learning experience, one which has qualitative features, is one which is personally meaningful to the learner.

Goodlad (1975:111), who leans toward inner-directed learning, said that from the standpoint of value orientations, schools might well profit if the school applied an inner-directed approach to institutional change. At least Goodlad feels that schools should give the inner-directed or self-directed approach sufficient time to be explored.

Locke and Lambdin (1976:34), in writing about meanings of personalized learning, stated:

> Humanistic instruction is premised upon an explicit system of teacher belief and personal commitment which holds the basic nature of the individual to be good and the capacity of individuals for significant change and growth to be great. The assumption is made that individual students have a positive tendency toward self-development and personal fulfillment. With proper support and encouragement it is assumed that students are capable of rational self-direction in learning. Such self-direction is cultivated both because of its posited relationship to the quality and efficiency of learning and because of its essential role in nurturing autonomy and personal fulfillment. . . .
>
> . . . . . .
>
> Individualizing is not so much a method of instruction as it is a distinct way of thinking about learning and the respective roles of teacher and student. . . .

One of the major deterrents to the application of such personalized learning to education has been the doubts of some educators with regard to exaggerated rapport. Facilitation with

its balances of knowledges and knowing serves to counterbalance and far outweigh the doubts of a few with regard to exaggerated rapport. In actuality, the interrelationship between nurturance and rapport in the facilitation-learning process brings physical educators closer to the human movement concerns of the learner which are central to the art and science of human movement. Nurturance is defined by the writer as a process of universal, affective fostering characterized by emphases upon inner growth, freedom, choice, and responsibility.

Self-experience, self-expression, personal meanings, and nurturance are subcomponents under personalization. Other subcomponents under personalization are sharing, support, facilitator as a learner, and facilitator as a resource person. The latter subcomponents emphasize genuineness, trust, openness, care, worth of facilitator and learner, and freedom from undue authority. Quality features contained in the latter subcomponents help to maintain consistent exchanges in communication between facilitator and learner.

Interpersonal relations. From Hyman (1968) to Blumberg (1974), interpersonal relations have been included in the study of teacher-learner behavior as a noteworthy aspect of effective and appropriate teaching. Interpersonal relations between facilitator and learner, ultimately, serve as a springboard to open and genuine communication.

While indicating the importance of interpersonal relations

in teaching, Schwab and Klinckmann (1966:459-460) discussed:

> . . . We should notice that reciprocity of evocation and response requires a recognition of and liking for students as <u>individuals</u>; it also requires recognition of and liking for individual <u>qualities</u> of persons.
>
> This kind of interpersonal relationship cannot be established on the first day with all students. . . .
> . . . . . .
>
> It is difficult to describe accurately the quality of the initial establishment of a genuine interpersonal relation involving reciprocal evocation and response. . . .

Within a movement transaction which has meaning for the learner is the capacity of the facilitator to respect and recognize the individuality and uniqueness of each learner. A quality, *movement learning* experience has personal meaning for the learner as the learner is "I-centered" in his/her relationships to himself/herself, to others, and to his/her environment in general. Since there is a personal connotation in designing quality, movement learning experiences for each learner, a physical education facilitator needs to be sensitive to each learner's current movement capacity. In addition a physical education facilitator needs to be cognizant of each learner's future movement capabilities in relation to quality in learning experiences as they are designed and redesigned. With the design and redesign the emphasis concerns first the learner and his/her uniqueness and what constitutes a quality, movement learning experience for that learner.

To enmesh quality in a movement learning experience, there are several subcomponents under interpersonal relations which need consideration. The first subcomponent under interpersonal

relations which merits attention is the learner's movement--his/her present movement status and what he/she does with his/her body while moving. Very closely related to the first consideration is the facilitator, who, through his/her knowledges and understanding attempts to include the movement components and subcomponents necessary for any movement learning experience. Another concern is the facilitator and his/her degree of belief in and concern for the learner. In order to nurture human movement potential, an attitude of genuine respect and regard needs to be conveyed. Each learner needs to acquire the feeling that he/she is wanted and that his/her worth is equal to that of any other learner. What the learner is, does, feels, and seeks needs patient acceptance. A facilitator must have faith in learners.

Blumberg (1974:56-57), in discussing interpersonal relations in helping relationships, interpreted:

> . . . The concept suggests four essential factors by which a helpful interpersonal relationship may be analyzed and judged: the amount of regard as a person that one person sees himself receiving from another; the amount of empathy that characterizes the helper's behavior; the amount of unconditionality of regard that one person sees himself receiving from another; and the amount of congruence that characterizes the behavior of the helper. . . .

Blumberg's (1974:66-67) study seemed to indicate that the inclusion of the above-mentioned factors into interpersonal behavior fostered:

1. open communication,
2. professional worth,
3. group belonging,

4. personal worth,
5. opportunity for growth,
6. sense of freedom, and
7. courage to take risks.

The final subcomponent under interpersonal relations to be considered is the relationship between the facilitator and learner. This relationship is characterized by mutual transactional tendencies. Such tendencies involve personal meanings about movement, respect, trust, confidence, understanding, and independence. Both facilitator and learner transact as learners. When all the subcomponents have been established within the relationship, a projection of them needs to continue. There is an interrelationship between the quality of interpersonal relations and the quality of the learning.

Facilitator and learner. One emphasis in this study is in commerce with the "process within process" steps of facilitation and learning. This emphasis is dedicated to facilitation and learning in movement: the child in all facilitators; the facilitator in all children. Exemplary of the dedication is a commitment to learning: the moving learning of learners; the movement learning of moving learners.

Within a quality learning experience, facilitator and learner transact--exchanges in communication--and bring to the quality, movement learning experience as subcomponents the potential to move, feel, think, sense, intuit, perceive, symbolize,

imagine, create, and respond. As learners, the facilitator and learner compose a quality, movement learning experience. The facilitator and learner are the core of the quality, movement learning experience. At the very core of a quality, movement learning experience is the wholeness of facilitator and learner. Regarding wholeness, Dewey (1931:302) expounded:

> . . . the whole separation of knowledge and practice--all testify to the necessity of seeing mind-body as an integrated whole.

Considering the child as a whole being and an individual in his own right, Halverson (1971:33) admonished:

> . . . there is serious danger that we will not stop to really look at the small child--or, if we do look, we may fail to see him. There is danger that we will fail to understand that he needs to grow and learn as a whole being, not a self split into perceptual, conceptual, motor, affectual, and social pieces; that to develop he needs time, space, love and companionship; that to develop he needs to share experiences with other children, and also with concerned and interested adults.

In terms of the word "potential," the words of Dewey (1931) and Halverson (1971) are viable and provocative with regard to a quality, movement learning experience. Both educators place strong emphasis on the "whole" of a human-centered learning process. They allude to more than knowledge acquisition in learning. Dewey (1931) and Halverson (1971) are suggesting that learning continues beyond the human facets that facilitator and learner bring to a learning experience.

To a quality, human movement learning experience facilitator and learner introduce their natural, complex, and personal selves. A facilitator and learner influence a quality, movement

learning experience through the qualities of their comprehensive and complex personalities. These qualities are the holistics of their complex learning personalities. Particularly noteworthy is the idea that human movement is natural and inherent within the personality complex.

The "beyond" or prolation in a quality, human movement learning experience is the interrelatedness between awareness and comprehensiveness of facilitator and learner. In a quality, movement learning experience, the interrelatedness between awareness and comprehensiveness is indicative of the conceptual and qualitative learner meaning-values in potential movement learnings. The meaning-values interrelate movement meanings to facilitator and learner as learners within a quality, human movement learning experience. While speculating about values, Ammons (1961:33) determined:

> . . . Since the word "value" is used . . . to convey several different ideas . . . it is possible to indicate generally the meaning intended by this writer, and to show the ways in which the word is used, particularly in the theoretical framework. Values, then, are those qualities, acts, which are considered to be intrinsically desirable by the person or persons holding the value. . . .

The writer concurs with Ammons (1961) that meaning-values in a quality, movement learning experience are intrinsic qualities and that the quality, movement learning experience is a purposeful act. Thus values and meanings interrelate theory and movement learning experiences. In addition to facilitator and learner, the writer recognizes that other school personnel and community members

have value commitments within the total curriculum.

The major category of psychological concerns is summarized in Figure 2. Components and subcomponents of the psychological category are shown.

PSYCHOLOGICAL

Personalization	Interpersonal Relations
Self-experience	Movement status of learner
Self-expression	Facilitational knowledges and understandings
Personal meanings	Belief in learner
Sharing	Respect for learner
Support	Regard, empathy, unconditional positive regard, congruence
Nurturance	Faith in learner
Facilitator as learner	Transactional tendencies--attitudes of respect, trust, confidence, understanding, independence; facilitator and learner as learners through communication exchanges
Facilitator as a resource person	

Facilitator and Learner

Move	Think	Feel	Sense	Intuit	Perceive
Create	Symbolize	Imagine	Respond	Value meanings	

Figure 2

Major Category--Psychological with Corresponding Components and Subcomponents

Major Category--Environmental

Learning atmosphere. Within a quality, movement learning experience the tone of the atmosphere or classroom-laboratory

setting is considered to be pivotal with regard to the process of facilitation and learning. In a humanistic learning situation, the facilitator establishes the tone of the atmosphere or setting during the very first meeting with learners. The learning atmosphere is created for the nurture of each learner's human movement potential. A learning atmosphere conducive to the continuous nurture of present and future movement potential encompasses a learning environment which contains such subcomponents as positiveness, supportiveness, inclusiveness, and success. It is an atmosphere in which great observational and sensitive care are exhibited through such subcomponents as the recognition of limitations with regard to adult, peer, and environmental relationships. Such an atmosphere is vital to learning from a humanistic standpoint. In addition, necessarily, there need to be such subcomponents as felt warmth and responsiveness which lead to genuine communication. There is a learning interrelationship between relatedness interpersonally and the learning atmosphere.

Environs. The environs comprise the countless lesson tools which may be selected by facilitator and learner in a quality, movement learning experience. Examples of subcomponents of the environs include a drum, balls, mats, paddles, nets, racquets, balance beam, vaulting box, musical accompaniment by self and others, instruments, various kinds of recordings, hoops, floating devices, ropes, jumping stands, media devices, and many improvised kinds of tools. Other subcomponents include color, weight, size

textures, shapes, and construction as recommended by Mauldon and Redfern (1969:19).

Bilbrough and Jones (1968:153), in discussing the uses for various pieces of small apparatus, summarized:

> . . . apparatus will be used for one of three main purposes: (a) to increase skill in particular specified activities; (b) to give opportunity for exploration and for developing movements of a particular type; (c) for a completely free choice of activity, when the main aims are to test whether the training has produced a wide repertoire, or to discover the kinds of activities which are appropriate to age, inclination and ability of the class.

Bilbrough and Jones (1968:175) advocate the opportunity for the learner to increase movement potentials through free choice of activity. In addition they (1968:175) suggest the use of apparatus in the progression or development of a movement lesson from the standpoint of working with partners.

Mauldon and Redfern (1969:53-54) observed that the use of a variety of small games apparatus by children helps them adjust to the unexpected, the unpredictable, and the shifting of movement positions. Similar to Bilbrough and Jones (1968), Mauldon and Redfern (1969:62) believe that children should be given time to explore movement through many kinds of equipment.

Buckland (1970:8-15) considered gymnastic apparatus to be a very important part of lesson continuity and movement awareness of starting points and movement pathways. He (1970) believes that a variety of apparatus is basic to lesson progression.

Boorman (1969:94) utilized sound as a tool in giving children experience with dance. For Boorman (1969:95-101) sound

includes that which the voice and body produce, that which percussive instruments produce, and that which recorded music produces. She (1969) strives to have children blend movement and sound into a dance form. Moreover Boorman (1969) believes in having the children use words to describe their movement. Boorman (1969:95) stressed:

> . . . The important point is that from the outset both the teacher and the children are vitally aware of the importance of the interrelationship between words, sounds of the voice, and movement. . . .

Holbrook (1974:46-51) contended that floor and apparatus work challenge basic needs in children to move in relation to obstacles. She (1974) maintains that apparatus provides a way to create new spatial situations within the learning environment. Giving children the responsibility of arranging apparatus helps them to acquire an attitude of respect and awareness for the apparatus. Holbrook (1974:47) realized:

> . . . that the physical environment provided by the apparatus and its placement will in part determine the movement response. . . .

That there is a variety of lesson tools which can be assembled to complement a movement experience is recognizable. The subcomponents of the environs mentioned previously can be grouped into tools utilized by the body, tools employed in space, tools provided by media devices, tools created by facilitators and learners, and tools selected for sensory appeal.

All of the subcomponents of the environs have an interrelating function. Such subcomponents interrelate the skills and

awarenesses in movement, discovery, basic needs, choice, responsibility, flexibility in coping, continuity of content in present lesson development, and continuity of content in future lesson development to movement learning and to the movement potentials of learners.

Figure 3 indicates the components and subcomponents of the major category of environmental concerns. Since the number of environs or lesson tools is lengthy, only the groupings and one or two examples of subcomponents are presented in the material at the right in Figure 3.

ENVIRONMENTAL

Learning Atmosphere	Environs
Nurturance	Body tools--balls, musical instruments
Positiveness	Space tools--balance beam, mat
Support	Media tools--recordings
Inclusiveness	Created tools--block and cane
Success	Sensory tool complements--size, color
Observational and sensitive care	
Human relationship limitations	
Warmth and responsiveness leading to genuine communication	

Figure 3

Major Category--Environmental with Corresponding Components and Subcomponents

Major Category--Functional

Beliefs about the learner. Personal beliefs about the learner are germane to the developing model or theory within this study. "The most apparent foundation stones," provided Davis and Miller (1967:178), "of one's philosophy are his beliefs. . . ."

Humanism and the existential philosophies of Rogers (1969), Maslow (1970), Combs (1959), Snygg (1959), Purkey (1970), Axline (1964), and Moustakas (1956), to name but a few, highlight the dignity and worth of each individual. The learner-centered significance exemplifies the dignity and worth through care, respect, support, sharing, and strong emphasis on the very uniqueness of all learners. There is an internal attitudinal interrelationship between the value positions of humanism and the valuing beliefs exhibited toward learners by facilitators.

As it was mentioned in Chapter two, the very uniqueness of all learners is the sine qua non of movement meanings and movement serials or movement behaviors. The interrelationship between facilitator and learner uniqueness is the figure and ground context between movement serials or behaviors, movement meanings, and movement learning. There is an intra-inter interrelationship to the total communication process and interpersonal relations. The significance of uniqueness is personalized learning and facilitation within a quality, movement learning experience.

Imprinted within the developing model or theory is the belief that all learners are rational and basically good.

Rogers (1961:91-92) recognized:

> . . . the innermost core of man's nature, the deepest layers of his personality, the base of his "animal nature," is positive in nature--is basically socialized, forward-moving, rational and realistic.
>
> . . . . . .
>
> . . . the inner core of man's personality is the organism itself, which is essentially both self-preserving and social.

The preceding statements by Rogers (1961) imply that learners can and will make appropriate choices and adequate decisions for themselves within a consistent climate of trust where respect, care, and regard are practiced by facilitators. This belief further emphasizes that learners are capable of assuming self-responsibility, and with time and by degrees, can become self-directive. This prevailing climate applied to a quality, movement learning experience stresses the opportunities for freedom, exercising the imagination, flexibility, integration, openness, and small group harmony. These emphases are qualitative, personal, and purposeful to learners. All of the preceding points and emphases are indicative of aesthetic interrelationships between choices, decision making, self-direction and the process of creating, developing, and enhancing the self. There are intra-inter transitional interrelationships among learning processes in education, phenomenological field theory in psychology, and quality, movement learning experiences in physical education.

The learning atmosphere is kept unbounded by an attitude of "freedom for." The learning atmosphere resembles a democracy

where harmony and sharing among learners, the rights of learners, the rights of learners to cooperative enterprise within groups are respected. This belief of personal learning operating in a democracy is maintained through the fragile and subtle commodity of the learning environment called "freedom for." "Freedom for" is rooted in personal, subjective choice. Subjective choice emanates from perception, intuition, illumination, and creation. Great discoverers in science and great creators in art employed subjective, qualitative choices before their discoveries and creations became realities. Rogers (1961:398-399) commented:

> Thus we find ourselves in fundamental agreement with John Dewey's statement: "Science has made its way by releasing, not by suppressing, the elements of variation, of invention and innovation, of novel creation in individuals. . . ." We have come to believe that progress in personal life and in group living is made in the same way, by releasing variation, freedom, creativity.
>
> . . . . . .
>
> . . . the whole emphasis is upon process, not upon end states of being. . . . it is by choosing to value certain qualitative elements of the process of becoming, that we can find a pathway toward the open society.

The concept of the open society in democracy and its parallels, its touchstones in education and physical education, hints that science and humanism, although differing in purpose, are compatible traveling companions in the adventure of living and learning in an ongoing and changing world. Science provides tools and describes them through statements. Humanism or phenomenology provides experiences and describes them through expressions. In elementary school physical education, a quality, movement learning

experience provides experience and expression and describes them through prolation.

In a quality, movement learning experience, one which is humanistically oriented, meaningful experiences are personal and derive from the inner of the unique learner's world. Humanism or phenomenology respects science in that it provides idiologic tools which may or may not be utilized.

After discussing science and art, Dewey (1934:84-85) clarified:

> The poetic as distinct from the prosaic, esthetic art as distinct from scientific, expression as distinct from statement, does something different from leading to an experience. It constitutes one. . . . The poem, or painting, does not operate in the dimension of correct descriptive statement but in that of experience itself. . . . Prose is set forth in propositions. The logic of poetry is superpropositional even when it uses what are, grammatically speaking, propositions. The latter have intent; art is an immediate realization of intent.

In the movement world of the art and science of human movement, within a quality, movement learning experience, it is an intent that facilitator and learner become sensitive to selves, sensitive to each other, and sensitive to others through their human movement meanings. From an internal standpoint, through movement meanings there is mergence of experience and expression when a ball is struck in a flow of movement. Experience and expression merge when dancers create a dance in the whole of the movement world. As an internal expression this whole is oneness. There is fluid movement, joy, beauty, understanding, comprehension, and wholeness to the movement which is naturally inherent.

There are delicate intra-inter interrelationships to learning, learners, environment, democracy, and world among movement meanings, movement experience, movement sensitivity, and movement expression. Time is a key to the enhancement of these delicate intra-inter interrelationships in the process of facilitation and learning.

Meanings of learners. Phenix (1968:307-308), using the assumption that the play element is basic to all cultural creation, discussed education in relation to games based on Huizinga's play characteristics. In using the meanings as they were derived from the Greek, Phenix (1968:301) considered school and leisure to be synonymous. Phenix (1968:307) conceived:

> . . . If leisure is to be anything more than the absence of work--and what a dreary conception that is!--if it is to be a kind of activity in which genuinely humane qualities may grow and prosper, then there must be preparation for this creative sort of living through education conducted in the spirit of play. . . .

In searching for meaning structures and relationships among games, play, and daydreams, Sutton-Smith (1968:51) stated:

> . . . Up until the age of 10 years or so children play a variety of games . . . The largest group of these are the central person games. This group serves to bring out the contrasts to which we have to pay attention. . . . Developmentally . . . it is not hard to believe that dreams, daydreams, and stories precede games. They are a sort of experiential radar. The game involves the actual deployment of forces . . . like the sequence observed in preschool children's play as they move from onlookers to associate and then co-operative players. The game is like the last of these states.

In a philosophical approach to the significance of sport, Kleinman (1968:31-33), after pointing out the advantages and disadvantages of analysis and logical description to sport phenomena, considered:

> Seeing certain "strands of similarities" enables us to decide what is and what is not a game. Looking for elements in this light rather than establishing common properties insures . . . an open concept. . . . I suggest that engagement in game, sport, or art . . . and a description of this kind . . . enable us to come to know what game, sport, or art is on a level that adds another dimension to our knowing. Phenomenological description does this. . . .
>
> Experiential description renders significance to a concept different in kind from linguistic utility. . . .
> . . . . . .
>
> . . . Herzog sums up the significance of the experience for him which no theory about sport can ever hope to capture.
>
> In overstepping our limitations, in touching the extreme boundaries of man's world, we have come to know something of its true splendor. . . . I seemed to discover the deep significance of existence . . . I was saved and I had won my freedom. This freedom which I shall never lose, has given me the assurance and serenity of a man who has fulfilled himself. . . .

The preceding statement by Herzog (1953:12) represents experiential self-assessment. It is a personal and inner description of a movement meaning.

After contrasting logical and experiential description, Kleinman (1968:34) summarized:

> Logical description relies on investigating how the term is used in the language as a means of explaining, recognizing and finally knowing what constitutes the category we call sport. Phenomenology . . . maintains that experiential description gets closer to the heart of the matter by revealing the essence of sport which transcends both quantitative analysis and linguistic utility.

After studying the meaning structures of human movement, Stone (1975:10, 17) stated:

> As one reads the literature on the subject of meaning . . . one recognizes three major elements within the structure of meaning: something that means, the perceiver in whom the relating process . . . takes place, and the meaning referent itself. Thus, meaning is a relationship, or pattern of relationships, found by the perceiver between the stimulus pattern . . . and some idea, feeling, or action . . . either within the perceiver's experience or which is now created by the perceiver. It therefore may be understood as a function of the pattern of sensory data and of the self; one's perceptual/cognitive/affective style--with all that entails. While meanings may be formulated in a highly elaborated concept, they may also be experienced simply as undifferentiated felt awareness that orients the perceiver toward the source for closer examination.
>
> . . . . . .
>
> . . . human movement forms are structures of meaning--structures composed of meaning-bearers, perceivers, and relatednesses . . . discernible not only in the actual moving but also in the rules, conventions, organizations, equipment, and folklore which grow up around acts of moving.

Through a careful examination of the preceding material, several factors become discernible. The factors are:

1. The conceptual and qualitative or the objective and subjective are readily apparent.

2. The relationships of play to education, play to the culture, play to psychology, play to literary psychology, and play to creation are noticeable.

3. The significance of movement meaning is indicated.

4. The structure and function of movement meanings are elaborated for play and sport.

5. Philosophical and psychological consistency and inconsistency are evident.

6. The means for establishing movement categories are varied.

7. Theoretical and practical perspectives are extremely pertinent to the process of facilitation and learning.

What is the importance of the preceding considerations to the developing model or theory for assessing quality, movement learning experiences in elementary school physical education in its entirety? The first assumption of this study was concerned with learning and its integration of experience and expression. Herzog's (1953) personal assessment of his movement experience was, in its wholeness, experiential. The description of his movement serial or movement behavior was an integration of his total movement meaning. Self-assessment functioned between the experience and the expression. The self-assessed description of the movement serial or behavior was an immediate description. The experiencing of the movement serial or behavior and the expressing of the meaning of the experiencing is a concrete example of phenomenological description and the steps in the "process within process" medium. Change in a specific spatial-temporal orientation was just described. There are subtle intra-inter interrelationships between facilitator and learner, between movement and meanings, and between self-assessment and its description to interpersonal relations within a quality, movement learning experience.

Assumption two of the study concentrated on the actuality of context and personal movement meanings as interdependent in relation to the facilitation-learning process and movement learning theory. The subordinate parts of assumption two emphasized that conceptualization, perception, description, and differentiations as they diffuse from the human base are actual. With reference to humanistic learning, movement learning theory entails that which is personal and perceptual. Herzog (1953) was engaged in a very personal movement learning serial. His (1953) perception of that experience was conceptualized, described, and differentiated through the expression of his prior experiencing. The form and structure of Herzog's (1953) movement learning came from within his own internal base. The interrelationships of change within the experiencing and expression in a quality, movement learning experience transfer to the facilitation-learning process. The transfer takes place through form and structure. Thus descriptions are indicative of the integration of movement learning theory and the quality in the movement experience.

At this point in the inquiry, the question becomes: How do meanings function within experiencing to make differentiations possible? How does experiencing function within the "process within process" medium of the movement serial or behavior?

Answers for the above questions lie within the breadth and depth of the study's scope. Part of the scope of the study is philosophical because of the creative process of model designing. With the concentration on subjective personal meanings, part of

the scope of the study is psychological. The relationships between the creative process of model designing and subjective personal meanings provide the study with two sets of internal logic.

Making smooth transitions from one logic to another within the study requires the application of philosophical principles and their related characteristics. The philosophical forms or principles and related characteristics which were specified by Gendlin (1962:151-163, 208) apply to this study. These philosophical forms or principles indicate how meanings function in the experiencing process.

The forms or principles employed by Gendlin (1962:208) are:

1. countless possible meanings,
2. determinacy,
3. optional formulation,
4. open schemes,
5. assessment of schemes,
6. relativity of terminology,
7. functional equality, and
8. logical forms.

In describing how felt meaning functions with regard to the preconceptual nature of experiencing, Gendlin (1962:90) stated:

> . . . modes in which felt meaning functions together with symbols. In each mode many different symbolizations are possible. . . . modes are . . . entirely different ways in which symbols and felt meaning may function together. They are seven

> different definitions of the role of "symbols" as well as seven roles of felt meaning.
>
> . . . the seven kinds of relationships between symbols and experiencing are really seven fundamental conceptual models in terms of which human phenomena can be considered by theory.
>
> These different modes of relationship between experiencing and any events are not the result of already logical relationships. Rather, they are the modes by which meaning and logical order are first created. Thus, they are fundamental to all meaning, logic, and order in human phenomena.

Characteristics of the philosophical forms or principles as written by Gendlin (1962:151-153, 159-161, 163-167) are:

1. Experience is multischematic.

2. Experience is non-numerical.

3. Meanings are likenesses and likenesses are meanings.

4. The process of relations is possible in two directions.

5. Experience is multiple, relationships are multiple, meanings are multiple, and interrelationships are multiple, but different in logical functions.

6. All differentiations and concepts are many-faceted aspects of experienced meaning.

7. Any experience can be formed into meaning by another experienced meaning, or be formed into meaning by any other experienced meaning.

8. Any experience is capable of having an aspect of it formed into it by any other experience.

9. Creative regress or leaving the original meaning means calling up the felt or experiential meaning to create further

aspects of the new.

Gendlin (1962:138-140), in answering the question about conceptual meanings becoming totally arbitrary and lost in relativity, specified:

> . . . the relations between symbols and felt meaning are more fundamental than logic, for meanings and logical patterns are first formed in the interaction of symbols and felt meaning. Logic is . . . secondary and operates only after the formation of meanings.
> . . . . . .
>
> . . . one always refers to a very particular, finely determined felt meaning whose multiplicity of potential symbolic meanings is the opposite of arbitrary. A felt meaning is not anything you please. The multiplicity of its possible symbolizations . . . has a very complex determination. . . .

The principles and characteristics of philosophy as explained by Gendlin (1962) are in operation within this study. Direct analysis and comparison of the philosophical points with regard to the study will be foregone to concentrate on the major emphasis of the study which concerns how movement meanings function within a quality, movement learning experience. This study deals with the thought processes of facilitator and learner as a subcomponent in a quality, movement learning experience.

There has been question with regard to the relationships between experience, felt meaning, and the intellect. Based upon Gendlin's (1962) material, the question can be clarified. Meanings of learners in a quality, movement learning experience are manifested through the medium of felt meaning. Felt meanings for facilitator and learner are considered to be a stage in total

cognition. Total cognition includes concrete, abstract, and intuitive conceptualities. Thus through the specification of conceptualities, felt meaning is viewed as an early stage of preconceptual cognition. Gendlin (1962:220-221) stated:

> . . . how is it that things, perceptions, events, come to have meaning? Leibnitz put the question well in his example of the windmill. If you were walking about in the physical machinery of the body and brain, it would be like walking around in a windmill. You would see all the wheels turning, but you would not see meaning. Meaning, although somehow related to the operations of this machine, is something that occurs on another level of abstraction from these operations. The same is the case with external observations and perceptions. . . .

Thus for facilitator and learner within a quality, movement learning experience, external observations and perceptions bring about felt experiencing. Meanings come forth in symbolic interaction with felt experiencing. In functional relationships, symbols and feeling are inseparable. In movement, the symbolic function is the movement experience. Symbolically, movement expression is primarily nonverbal.

Nonverbally, movement is expressed through effort qualities of which the body is capable. Effort qualities will be considered in later sections of this chapter. Nonetheless the function of felt meaning is the medium between conceptuality and its relation to movement expression through the awarenesses of movement content as it is being experienced.

Gendlin (1962:100) specified that functional relationships include: (1) direct reference in which the feeling is the meaning and symbols point to the feeling, (2) recognition in which

symbols call forth a felt meaning, and (3) explication in which symbols exist and depend on felt meaning and select it. Direct reference, recognition, and explication are parallel functional relationships. Many symbols are appropriate to the three areas mentioned previously.

According to Gendlin (1962:113, 117, 127, 134), nonparallel functional relationships are specific to the creation of new data or emerging knowledges. Nonparallel categories are half symbolized since they contain old and new relationships simultaneously. Functional relationships considered by Gendlin (1962) to be nonparallel are:

1. metaphor which begets new meaning,

2. comprehension or acquiring new symbols to express the immediate experience,

3. relevance which means understanding the context, and

4. circumlocution which means creative modification and refinement of meanings to make many symbols understandable.

Thus a metaphor creates a new meaning and comprehension symbolizes the felt meaning already symbolized. Relevance and circumlocution refine further the two initial nonparallel categories. Many symbols are appropriate to the above-mentioned areas.

One additional philosophical principle applies to this study. Gendlin (1962:173-174) referred to it as The Principle of Universals or "IOFI" and explained its meaning as being "an instance of itself." In a general way, questions are asked in terms of the "what" regarding meanings. New meanings may arise

as a result of the questions being asked.

The background material presented by Gendlin (1962) can be applied to this study in two specific ways. There are functional and operational interrelationships among the philosophical and the psychological within the study. At another level, there are functional and operational interrelationships between meanings, learning experiences, and the creative process in a movement curriculum.

Whitehurst (1971:52), who has observed the young child in a variety of naturalistic settings, interpreted in a poignant way the meanings of movement from the young child's internal frame of reference. The meanings introduced by Whitehurst (1971) become subcomponents of this study under the section which deals with learner meanings.

With great sensitivity to children's movement meanings, Whitehurst (1971:55) offered:

1. Movement means life.
2. Movement is self-discovery.
3. Movement means discovery of the environment.
4. Movement means freedom.
5. Movement means safety.
6. Movement is a means of communication.
7. Movement is enjoyment and sensuous pleasure.
8. Movement means acceptance.

A specific example indicating how Whitehurst's (1971) meanings can be employed will be given at a later time in this

chapter under the heading of curriculum theory. These meanings are organizing aspects in a quality, movement learning experience.

There are interrelationships between facilitator and learner and beliefs about learners. There are interrelationships between facilitator and learner and meanings of learners. Among facilitator and learner, beliefs about learners, and meanings of learners, there are intra-inter interrelationships to movement expression, movement awarenesses, and movement transitions.

Summarized in Figure 4 are the components and subcomponents of the major category called functional. Meanings of learners are credited to Whitehurst (1971:55).

FUNCTIONAL

Beliefs about Learner	Meanings of Learners
Dignity, worth of learner	Life
Care, respect, support, sharing	Self-discovery
Uniqueness of all learners	Environmental discovery
Personalized learning democratized	Freedom
Learners rational, basically good	Safety
Trust, decision making, choices, self-responsibility, freedom, imagination, flexibility, integration, openness, small group harmony	Communication
	Enjoyment, sensuous pleasure
	Acceptance

Figure 4

Major Category--Functional with Corresponding Components and Subcomponents

Major Category--Theoretical

Philosophy of education. Subcomponents in terms of educational philosophy revolve around humanistic values of human beings. Such values encompass holistics, dignity, worth, uniqueness, naturalness, infiniteness, rationality, believability, potentiation, and basic goodness of facilitator and learner. With regard to humanistic values, the Association for Supervision and Curriculum Development (1962:yearbook) in its publication entitled Perceiving, Behaving, and Becoming expresses the humanistic stance with reference to curriculum theory and its relationships to human potentiation. Philosophically and psychologically the Association's work is comprehensive in curriculum theory. The nearest resemblance to the Association's exhortations is Langer's (1967a:1972b) works, Mind: An Essay on Human Feeling. In two volumes Langer (1967-1972) expresses the humanistic stance with reference to art theory and its relationships to the human mind. Philosophically and psychologically her (1967-1972) work is comprehensive in art. The writer, philosophically and psychologically, hopes to commence to utilize movement learning theory within a quality, movement learning experience to explicate the interrelationships among personal, human movement meanings, and human movement potentiations.

From a humanistic view, Macdonald (1969:40) affirmed:

> To develop human schools which do not alienate students demands the freeing of their own potential. . . .

Within a movement context through a movement environment there are provided unlimited aspects for the development of human movement potential. In a quality, movement learning experience, the process steps, how the steps are approached and what is contained in them, afford a beginning toward the development of human movement potential.

Langer (1967:32) wrote:

> Feeling stands . . . in the midst of that vast biological field which lies between . . . organic activities and the rise of mind. . . .
> . . . . . .
>
> That is why I make feeling the starting-point of a philosophy of mind. The study of feeling--its sources, its forms, its complexities--leads one down into biological structure and process until its estimation becomes (for the time) impossible, and upward to the purely human sphere known as "culture." It is what we feel, and everything that can be felt, that is important. The same concept that raises problems of natural science takes one just as surely into humanistic ones; the differences between them are obvious, but not problematical. . . .

The writer considers the psychical value concepts of the humanistic stance purveyed by the Association for Supervision and Curriculum Development in 1962 to be educationally adequate. Such adequacy is appropriate--philosophically, psychologically--and is purposeful in a quality, movement learning experience.

Macdonald (1969:42-45) said that the humanist tradition of knowledge is personal, uncertain, functional, and capable of being transcended. Within a quality, movement learning experience, since knowledge is accepted as being personal, uncertain, and functional, movement learners do go beyond that knowledge in the totality of

their movement experiencing.

Schooling may be a privilege, but the learner as a human being has a right to self-direction, self-responsibility, self-choice, self-decisions, and self-enhancement. Openness in communication between facilitator and learner distinguishes the educational philosophy within a quality, movement learning experience. Based on the writing of Hunt (1961), problem solving as a way of viewing intelligence alternatizes the educational philosophy. A learner is unique and has within him/her the capacity to solve problems when totally immersed in a learning experience. A learner by his/her nature is able to discern choices. Since learners can solve problems and discern choices, a facilitator needs to acquire an attitude of very deep commitment toward the learning of learners. The commitment is to the process of continuing development of the learner as a humane and whole person. The significance of the commitment lies within the dynamics of processing.

The inference to draw is that the facilitator helps the learner become all that he/she is and can become through the values, beliefs, and purposes within the educative philosophy. The continuing development of learner potential implies the integration of the social, physical, mental, neurophysiological, biopsychological, and spiritual aspects of the learner's holism and beyond the holism. There is a qualitative interrelationship between values in the philosophy of education and facilitator commitment through the many transactions within a quality,

movement learning experience.

Philosophy of physical education. Shakespeare envisioned: "unpath'd waters, undream'd shores." Although written three hundred years ago, how appropriate these words for a physical education philosophy in the twentieth century. Using Shakespeare's words as a backdrop, additional background material is needed to catapult a physical education theory into the future.

Davis and Miller (1967:267), in writing how to develop a philosophy in physical education, stated:

> One of the most valuable outcomes of the experience of formulating a professional philosophy is that the individual is led on and out into new territories of beliefs and ideas. . . .

Brown and Cassidy (1963:19), while presenting a descriptive overview of physical education theory, admonished:

> . . . theory would include a theory of human movement and a theory of program development and change, both interrelated in such a way as to describe "theory in physical education."

Davis and Miller (1967:113) reported that Dewey (1916) viewed the relationship between philosophy and education as general theory in education. ". . . In Dewey's thinking," stated Davis and Miller (1967:113), "the school should not be set apart from its social context but should be concerned with the issues of society." The philosophical and psychological are issues regarding learning in this study. Barrett (1970:lecture) pointed out that curriculum development emanates from a person's philosophy. As it was mentioned in Chapter two, movement curricular concerns are

tied to the problem-solving skills of facilitator and learner as they are involved with philosophy and psychology.

Regarding theory and change, Goodlad (1975:111) provided:

> There have prevailed two fundamentally different views or theories of change and both have spawned their share of models or strategies:
>
> There is one view which is inclined to say that . . . life alters or changes . . . when change is forced upon it. . . .
>
> But there is another point of view, which is that in life itself there is a centrifugal dynamism of sorts, not just in man but in all living creatures. It does not wait upon its environment, instead it intrudes . . . farther into it, experimenting on its own (Eisely, 1969).

Goodlad (1975:109) with full belief that the concept of school can make a difference with regard to future change designated:

> . . . During the process, it will be necessary to suspend many conventional rules and to legitimate the right to fail.

Moreover Goodlad (1975:112) stated:

> . . . What we must suspend . . . is the conventional paradigm for effecting and evaluating change, which adheres closely to the rationalist bias. This assumes that schools should be goal-oriented. It also assumes that they are. . . .
>
> I am not asking that such a view be condemned to oblivion (it is much too hearty to be affected by that); only that it be suspended long enough to give inner-oriented views a fair hearing. . . .

As it follows for this study, the two views designated by Goodlad (1975) and stated by Eisely (1969) are taken together and transcended in terms of theory and change. The transcendence is indicative of an intimate interrelationship between reviewing

philosophical literature in education and psychology, and the meanings of the writer refined and extended to the developing model within the study. Observing the opposing positions together within the developing model is an example of an interrelationship derived creatively and qualitatively through meanings internal to the model. The meanings are applied externally and internally within the developing model to show that change can occur flexibly, logically, and systematically both philosophically and psychologically.

For this study and from the standpoint of classification, the interrelationships of the concepts of theory and change become operational and functional with regard to the qualitative and conceptual underpinnings of the "how" and "why" of the developing model or theory and the theory assumptions. Practically, the "how" and "why" of the developing model or theory and its assumptions become the "what" of highly sophisticated, qualitative research in elementary school physical education in its entirety. Change and its extensions are classified as qualitative prolation within the developing model or theory.

Curriculum writers Conran and Beauchamp (1975:35) after reviewing an article by Eisner (1975:1) entitled "The Scientific-Aesthetic Evaluation Model Interface" reported:

> We are convinced that the interface condition between the aesthetic approach and the scientific approach to educational evaluation and research can be eliminated by treating the approaches as complements rather than alternatives.

In reporting on Eisner's (1975) work, Conran and Beauchamp (1975:37) stated:

> . . . The value of aesthetic evaluation . . . is that it permits a rendering of some educational phenomena which cannot be measured. . . .
>
> . . . scientific studies in education are more often defined by the form of research one has learned to use than by the substantive problem one believes to be significant. . . .

The writer concurs with Eisner's (1975) position that some educational phenomena surfacing within the facilitation-learning process, qualitatively, cannot be measured. Noting the imbalance of statistical approaches used currently in educational research and evaluation, Eisner (1975:1-9) proposed the application of connoisseurship and criticism as aesthetic, evaluative procedures.

Conran and Beauchamp (1975:37) stated:

> . . . The transition to educational connoisseurship and educational criticism is not difficult to imagine. . . . The qualities of the experiences of the connoisseur and critic as they interact with educational phenomena need to be described. . . .

Conran and Beauchamp (1975:39) have applied Eisner's (1975) model incorporating a time-series study model with mathematical reasoning and quantitative analysis. It seems that the aesthetics of the Eisner (1975) model have been misunderstood and misapplied. As Eisner (1974) pointed out, conflicting conceptions of curriculum occur because of a failure on the part of educators to examine closely conceptual bases.

As it was indicated earlier, the developing model or theory in this study has a conceptual and qualitative basis.

In this study model or theory refers to a framework which indicates concept interrelationships. A model or theory assists a model designer as well as others who have access to the model to assess quality in movement learning experiences. Philosophically there is a conceptual and qualitative interrelationship among the components and subcomponents of the theory, the scope and sequence of the theory, the assessment guidelines, the movement learning theory, and the actual assessment of the quality, movement learning experience. There is an interrelationship between the subjective and objective aspects of the model or theory.

Within the developing model, assessment refers to the self-acquisition of process-step information available to facilitator and learner through concepts and criteria or guidelines which are developed from the process steps. The guidelines signify a spatial-temporal orientation; i. e., generically, the guidelines are qualitative by nature. Qualitative means the wholeness and creativeness of the experiential aspects projected in the model. Conceptual means the components and subcomponents and combined knowledge aspects projected in the model.

The spatial-temporal orientation, as a subcomponent in a philosophy of physical education, needs special consideration. In a book devoted to evolutionary time, Bergson (1911) contended that time is a dynamic process. Felt time is qualitative and subjective. Felt time corresponds to the effort qualities of human movement. Observation of felt qualities in human movement is objective. The immediacy of the movement learning experience

is actual. It is qualitative and complex. One of the complexities is symbols in felt meaning. Time, growth, change, and awarenesses belong in four dimensions. Constant evolution suggests modes for spatial-temporal dimensions. One of the modes for space is logical to accommodate symbolic functions. Within the modes are complementary energy values to measure time and account for space. Time, growth, change, awarenesses, and evolutions belong in five dimensions.

By examining the synthesis of the conceptual and qualitative aspects of the model, relationships and interrelationships can be observed and described at several levels of sophistication. For example, within a quality, movement learning experience there are a facilitator and a learner. Utilizing the total communication processes, concepts become available through the descriptions of the transaction of facilitator and learner as they proceed through a quality, movement learning experience. Specifically: for facilitator--observing an effort quality of movement; for learner--responding through a contrast showing sudden or sustained movement; for facilitator and learner--greater depth, discovery, and sensitivity regarding immediate learning. Thus self-assessing within this context refers to the inquiry process emanating from the transactions of facilitator and learner in relation to tools--block and cane; quality learning experiences--specific themes and their transitions; and human criteria with regard to facilitator and learner--nurturance of laboratory or classroom climate, of considerations and decisions of facilitator and learner, of

learner movement serials, and of personal meanings of the learner within a movement serial. Many interrelationships are entwined in the immediacy of the inquiry process to the varying transactions within the quality, movement learning experience.

Keeping in mind the spatial-temporal orientation as a subcomponent, what are additional subcomponents of a philosophy of physical education? In commenting about the philosophic process, Davis and Miller (1967:265) stated:

> If one's philosophy is to be reasonably systematic it becomes necessary to select a satisfactory family of categories. . . .

There are two subcomponents serving as comprehensive categories for the philosophical framework or structure in this philosophy of physical education. These categories are: (1) the conceptual, and (2) the qualitative. Giving support to the philosophical structure are the working categories of psychological, environmental, functional, theoretical, and structural. These categories contain the components and subcomponents of the developing model.

Pepper (1966:flap), writing a world theory of philosophy, presented:

> . . . It takes purposive structure as its point of departure. For at this point man has access both to an immediate qualitative experience of an articulated process and to an objective scientific description of it which ties in with the whole conceptual system of the sciences. Here qualitative feeling and conceptual analysis meet. . . .

The purposive structure with this philosophy of physical education in the developing model is the dynamics of the process

steps within a quality, movement learning experience. Within the process steps facilitator and learner experience and express in the totality of themselves. The metaphor, or "point of origin," recalled Pepper (1966:3), in this developing model or theory is the springing backward and forward from "virtual to actual." As a subcomponent, "from virtual to actual" is the spiralling, spring-like structure of the developing model. The purpose of the designated metaphor is to give greater insight into the human movement and meaning aspects found within a quality, movement learning experience in the totality of elementary school physical education. The metaphor "from virtual to actual" is open, unlimited, and suggests one possible solution to the many and uncertain knowledges and human problems surfacing with regard to a movement curriculum in professional preparation. Because of its openness, its boundlessness, the structural metaphor will remain unlimited with regard to precision and scope. Thus there is an open interrelationship among the categories of the philosophy in the developing model, the metaphor, and the adequacy of the assessment evidence in terms of its precision and scope. Uncertainty will prevail with regard to categories of conceptual and qualitative in terms of objective and subjective knowledges. There is an interrelationship between the adequacy of the concepts and the concepts and criteria composing the assessment guidelines.

From historical and contextual perspectives, the curricular rationales of Ammons (1968) and Tyler (1969) need mention. In curriculum development in education, both writers included the

influences of history and context within their curriculum works. Context or contemporary contextualism as a subcomponent within the developing model needs definitional consideration. The late Irwin Edman (1956:12), a contextualist writer, discriminated:

> . . . So far from having to do merely with statues, pictures, symphonies, art is the name for that whole process of intelligence by which life, understanding its own conditions, turns them into the most interesting or exquisite account. . . .

There is an interrelationship between context and aesthetics to art, movement, and life connections. There is an interrelationship between movement meanings, the movement serial to aesthetics.

Within the developing model and accepting Edman's (1956) definition of contextualism as a timely one, it points to the interrelationship of the total humanist description of life to a basic aesthetic, contextual concept. As facilitator and learner plan, perceive, communicate, transact, assess, and prolate within the context of the experience, there is an interrelationship between the complexity of the experience to the expression of the experience itself.

Other subcomponents within this philosophy concern the bases or foundations on which the philosophy rests. There are five subcomponents comprising the base. The five-point base includes:

1. diversity or symbolic syntheses,
2. internal consistency or temporal syntheses,

3. external consistency or spatial syntheses,

4. conceptuality or concrete, abstract, and intuitive syntheses,

5. unity or affective syntheses of theoretical awarenesses.

Within the developing model, the humanistic philosophies including psychologies, as subcomponents in the study, subsume all, i. e., are comprehensive. The humanistic philosophies contain the conceptual and the qualitative. As philosophy, the position accounts for ideas and meanings. The position explicates operations and functions. Wholeness and personalization dominate the position.

The subcomponent of dynamics of processing stemming from the five-point base describes the intra-inter interrelationships of the "process within process" medium of a quality, movement learning experience. The dynamics of processing can be explained as constantly moving and changing, but described as having perception and complexity through order by the immediate conditions of the context.

The dynamics of processing lead to transprocessing as a subcomponent. Transprocessing is an in-process term defined by the writer to describe the transactions or interrelationships between the conceptual meanings of the term to a meaning of the term connoting the explosiveness of the in-learning process.

In an open model, the categories, components, subcomponents, and their interrelationships are based upon cybernetics.

Cybernetic concepts guide the direction of the thought processes. Transactions or exchanges in communications between facilitator and learner in the movement learning experience with many tools are explained in relation to these transactions. The interrelationships are composed of the relations between components and subcomponents. The components and subcomponents are related to the categories of the study.

Piaget (1971:155-156), who quoted Bertalanffy (1952), indicated that a philosophical structure has cybernetic concepts to firm that structure. For the developing model in this study, the concepts of the philosophical structure are characterized by: (1) openness, (2) dynamic processing and transprocessing, and (3) prolation. Through differentiation the relationships are linear, but the interrelationships are planar and spiralling. The interrelationships are maintained in terms of the structure of the thought processes. This is integration although beyond integration in terms of the levels of thinking.

In abstracting from the reality of context--abstraction from within a quality, movement learning experience--all of the dynamics of processing or the categories, components, and subcomponents of the philosophical structure are operating as parts of themselves. Each category contains within itself parts of the structure of the components as well as the subcomponents. With each transaction and transprocessing aspect in a quality, movement learning experience, a spatial orientation--logical, unframed space in the immediacy of time--is representing the concepts of

openness, dynamics, transprocessing, and prolation. Because of the transactions between facilitator, learner, and the learning experience setting and tools, the interrelationships--planar and spiralling--are interrelationships of disclosure.

In a quality, movement learning experience the process steps go from general, to specific, to more specific, to highly specific. Thus highly precise statements, concepts, and criteria--statements of disclosure or emerging knowledges--are not only possible abstractions but also very logical in unframed space in the immediacy of time.

Another subcomponent of the developing model is the principle of human variation within the movement meanings. The principle of human variation is the motor, the catalyst, the vehicle, the spring of the spiralling effect of transprocessing. It is the reality of the metaphorical intra-inter interrelationship of the entire developing model among many awarenesses and prolations. Human variation is the integrative factor. The uniqueness aspects of being human consociate reality and change. Human variation is the spiralling, qualitative referent to the constancies of time and change. It is a conceptual referent to the aspects of human evolution. It is the spring-like structure of the developing model that engenders prolational abstraction from the reality of the movement context. Human variation is uniquely personal. In a quality, movement learning experience, between facilitator and learner and movement experience and expression, personal movement meanings become interdependent in terms of movement learning

theory.

Pepper (1966:26-27) augmented:

> We shall draw up two lists, a qualitative and a conceptual list. Though closely parallel, they are not exactly the same concepts. For the qualitative list does not automatically gear in with the conceptual system of the natural sciences, while the conceptual list does. . . . both these lists are fully descriptive, in their own ways, of a purposive act. . . . We shall take each list equally seriously as a veridical description so far as observation has gone. . . . errors . . . are open to correction. . . . refinement of . . . concepts will always be possible.
>
> . . . the categories in both lists, the qualitative and the conceptual, are in themselves concepts. . . . the qualitative categories are so named because they refer directly to qualities and qualitative features immediately felt. The conceptual list refers to these only indirectly by way of an external observer reporting on the behavior of an organism. . . .
>
> . . . The bifurcation of nature into conceptual system and qualitative experience meet here at this point. Here is where the crotch of the fork is from which the bifurcation extends.
>
> . . . there is nothing wrong in this bifurcation. . . . we shall find it to be, not a source of division in our knowledge, but the very instrument for its comprehensive unification.

Two positions, though opposed, taken together take one on in a unifying manner rather than a verifying manner. At this point in the developing model, description as a subcomponent becomes the prolation of description as a subcomponent or another way of considering kinds interpretation, kinds of assessment, kinds of extensions, and kinds of activities as descriptive prolation relates to a quality, movement learning experience in the entirety of elementary school physical education.

After considering Pepper's (1966) comments, it becomes important to consider two theoretical perspectives mentioned in Chapter one. These considerations constitute an example of prolation as a relationship and an interrelationship. The essence of the concept of a quality, movement learning experience or a contextual relationship and the intuited essence of the concept of a quality, movement learning experience or a phenomenological field relationship can now be prolated one degree further to indicate an interrelationship between and within the concepts in an experience as the two concepts are juxtaposed in the developing model.

The dual relationship extends to a triumvirate interrelationship among historical context, phenomenological or experiential context, and the theoretical context. These contexts complement each other within the developing model. In the immediacy of the present within a particular spatial-temporal orientation, these contexts exemplify the second assumption of this study. In a quality, movement learning experience the historical and aesthetic of context mean that process becomes contextual. The intuited or inner essence of phenomenology specifies that facilitation becomes conditional. The essence of the concept of personal meaning of theoretical perspectives permits the continuousness of learning or learning becomes situational. The intra-inter interrelationships among the three concepts working operationally and functionally in a quality, movement learning experience, designate a mode of inquiry or a divergent type concept. The writer terms the mode as qualitative prolation.

Curriculum theory. Closely connected to the developing model of a quality, movement learning experience is a movement curriculum theory. Conceptually and qualitatively, the utilization of Laban's (1960) theory of movement leads naturally into a comprehensive movement curriculum. Facilitator and learner evolve a large part of the movement curriculum for learners though not to the exclusion of other personnel involved with the school.

Klein (1976:567), after reviewing audio tapes made by Tyler and Goodlad regarding curriculum and the future of American education, provided:

> Goodlad extended the Tyler rationale by considering it at three levels of decision making: societal (national, state, and local); institutional (the individual school); and instruction (the individual teacher). . . . Goodlad and some of his students have determined that the most neglected level of curriculum decision making is the institutional or individual school level where the total setting for learning by students is created. . . .

This observation by Goodlad (1976) and his students is an extremely interesting one. Especially it is interesting as it pertains to theory in a movement curriculum. Within any given school, there is a close interrelationship among administrative, facilitational, and learning levels and movement curriculum development and implementation. A large part of the success of movement curriculum implementation depends upon the positive blend of institutional and departmental proviso and blessing, facilitational interest and resourcefulness, and a commitment to learning emphases and cultivation of learning. Many times during the past, the goals, purposes, and meanings peculiar to each level have been

disparate. Full attention to genuine communication within the three levels happens intermittently. Thus there has been a curtailment of the "freedom for" issue so vital to the innovative spirit as a gateway to change.

According to Klein (1976:567), both Tyler and Goodlad, and consistent with the views of Macdonald (1973) on this issue, recognize the importance of lay participation in the school's future. This trend will lend another dimension to planning interrelationships in a movement curriculum. As a subcomponent in the developing model, planning interrelationships include much broader administrative goals, emphasis on the growth aspects in helping learners develop self-potentials, greater flexibility in accommodating the success-meaning-desires of learners, more open vertical curriculum organization, a concentrated effort to view learners as they are, inclusion of the aesthetic aspects of learning, and an intense effort by all concerned with the schools to examine again and again the complex nature of learners and their learning.

The planning aspect leads directly and naturally to another subcomponent of a movement curriculum. That subcomponent is communication. It includes such related subcomponents as verbal, nonverbal, observation astuteness, listening capacity, total sensory and perceptual organization, and creativity and sensitivity organization. There is an interrelationship between total communication and learning successes-meanings-desires to the aspects of psychical learning.

Ammon's (1968) statement regarding the historical classes of activity within the educational curriculum have an important organizational function with regard to a movement curriculum. Those classes of activity enumerated by Ammons (1968) are educational objectives, organization of learning experiences, development of learning experiences, and evaluation. These become subcomponents in a movement curriculum. Educational objectives are viewed in this study as Barrett (1973:lecture) described them--directional. Looking at objectives as directional is an attitude or a qualitative way of regarding them.

Within a quality, movement learning experience, directional objectives can be stated mutually by facilitator and learner, simultaneously by facilitator and learner, or independently by facilitator and learner. Directional objectives are meaningful, purposeful, and transitional. Directional objectives serve the immediate in a quality, movement learning experience, connect the learning experience to the overall curricular framework, and link the immediate to the succession of learning experiences. Writing directional objectives based upon movement meanings of learners is an attitudinal or qualitative way of approaching them. A qualitative approach to directional objectives emphasizes the perceptual process aspects of learning. Like movement, directional objectives are characterized by openness. Combs (1972:21-22) declared:

> . . . no information of whatever variety will affect behavior until the individual has discovered its personal meaning for him. . . . Attempts at curriculum reform . . . stress the importance of understanding <u>principles, interrelationships, and personal application</u> of knowledge. . . .

To illustrate the import of personal meanings, principles, interrelationships, and the structure and development of Laban's (1960) movement theory to a movement curriculum, the following example is given. According to Tyler (1969), an organizing element consists of an identification of key ideas; an organizing principle consists of an identification statement which relates the key ideas; and an organizing structure consists of identifying a framework around which the structure is organized. Specific to a movement learning experience, it becomes necessary to consider what movement means to a young learner. Whitehurst's (1971) movement meaning of discovery is employed. Discovery is considered to be an organizing element or key idea.

In addition, Laban's (1960) principles of movement or movement components and subcomponents adapted from Stanley (1969) by Barrett and Riley (1971:paper) need consideration. Only the movement components are used in the succeeding illustration:

1. awareness of the body,
2. awareness of space,
3. awareness of internal effort qualities, and
4. awareness of small group relationships.

The above movement components become organizing principles with regard to movement. ". . . A movement theme," wrote Barrett (1973:8), "can be considered a component or sub-component of movement. . . ." Based upon the preceding material, a movement learning experience needs to have a structure which identifies it. These structures include simple to complex, few to many, known to

unknown, age to age, and date to date. Utilizing Whitehurst's (1971) meanings, Barrett and Riley's (1971) modification of Laban's (1960) movement theory adapted from Stanley (1969), Tyler's (1969) organizing principles, and a movement learning experience as context within a curricular framework, a learning experience could include: (1) discovery or element, (2) awareness of body or movement component or principle, and (3) known to unknown or structure. More specifically, a movement theme as it relates to gymnastics might include: (1) balancing as the theme, (2) discovering or exploring gaining and losing balance as the element, (3) awareness of what the body does when exploring the gaining and losing of balance as the movement component or principle, and (4) realizing a balanced or unbalanced position can lead to varying movement possibilities or going from known to unknown as structure. ". . . The experience," said Barrett (1973:48), "serves as a starting point, a point from which a child and his movement potential . . . will grow. . . ."

As mentioned previously and according to Dewey (1931), it is the pervasive quality which is the regulative principle of all thinking. It is this qualitativeness or wholeness, the relationship between personal meanings and the expression of personal meanings in movement, which is paramount and tantamount to this study. The writer adopts the view of Dewey (1931) and the value premises of the humanists that the subjective or the qualitative should be given adequate consideration as well. The point will be amplified in the succeeding pages of this study.

The conceptual and qualitative processes are the substantive and behavioral subcomponents of a quality, movement learning experience. For this study and within the developing model another organizing structure becomes possible. The structure becomes possible through prolation or by meaning changes that continue to prolate or extend from within the developing model and thought process. This organizing structure is identified by the writer as "holistics to infinity." In curriculum organization, according to Tyler (1969), "holistics to infinity" can be described as a vertical relationship and be explained as a factor in continuity. A theme in curriculum organization is, based on Tyler (1969), called sequence. Sequence relates to continuity, but goes beyond it. Varying a movement theme by contrasting the effort qualities, e. g., of firm and fine touch in a quality, movement learning experience is an example of sequence. Sequence in a movement curriculum is a transitional link between continuity as a vertical relationship and integration, as Tyler (1969) presented it, as a horizontal relationship in curriculum organization. Integration is the advance of wholeness or that which is felt meaning within a quality, movement learning experience. For example, a learner can advance a theme, vary it, and create a movement form on a piece of apparatus or with the body in space. Meaning functioned to create form. Form functioned to extend the meaning. Within a quality, movement learning experience, experience and expression meet, merge, and prolate or extend. This is actuality because felt meaning becomes both operational and

functional. Concept and quality meet, merge, and prolate. The preceding example within a learning experience regarding movement is the epitome of the metaphor "from virtual to actual."

What was implicit in the meaning or feeling of the flow of movement becomes explicit through the new movement form created. The movement meaning or feeling relationship is the interrelationship between the movement content already in comprehension and the new movement form coming to be through personal, movement meanings within the quality, movement learning experience.

One part of the five-point base in the developing model is diversity. Diversity in the developing model means symbolic syntheses. Felt meanings and their extensions create the new movement form. This is an example of symbolic synthesis. In a movement curriculum it becomes extremely important to maintain an open, nonpredetermined vertical relationship. It is the transitional vehicle to the new. It permits divergency to occur. The experiencing of meaningful movement and its expression describe and explicate human movement meaning forms. From the open, vertical relationship within a movement curriculum, yet at another level, this same transition links movement meanings to the art-science and movement-life connections to far-reaching expression levels. Such transcension is personalization through movement meanings.

All of Tyler's (1969) curricular criteria become subcomponents in a quality, movement learning experience. Personalization is a subcomponent as well. Ammon's (1968) classes of activity are subcomponents. Barrett's (1973) directional objectives are subcomponents within a movement learning experience. Assessment

and movement learning theory are subcomponents in the study also.

Assessment as it is related to a movement curriculum is the major subcomponent in the study. Assessment in the developing model is the self-variety. It is formative in nature; i. e., facilitator and learner are experiencing each other in the immediacy of the experiencing where learning for both is continuous and meaningful.

A humanist premise alludes to learners becoming responsible human beings. Responsibility, as a subcomponent in the study, is a learner's engagement in self-directed learning. Rogers (1969:142) apprised:

> The evaluation of one's own learning is one of the major means by which self-initiated learning becomes also responsible learning. It is when the individual has to take the responsibility for deciding what criteria are important to him, what goals he has been trying to achieve, and the extent to which he has achieved those goals, that he truly learns to take responsibility for himself and his direction. . . .

Ammons (1968) indicated that facilitators assist learners to describe self-progress of personal purposes. As it was mentioned in Chapter one, self-assessment in the developing model is viewed as an extension of a learning experience. Self-assessment is undertaken by a facilitator, by a learner, or by a facilitator and learner with regard to a movement learning experience.

References were made in Chapters one and two stating that assessing quality in a movement learning experience proceeds through guidelines. The guidelines contain concepts and criteria to achieve the assessment purpose. In the developing model,

concepts reflect the wholeness of the learning experience. Wholeness points to personal meanings. Criteria, in the developing model, reflect the contents of the concepts derived from concept statements and function as a category specifying the basis for comparing what the learning experience contained in relation to what, in actuality, it provided. The formative nature of self-assessment in a quality, movement learning experience is composed of four levels. The first level is concerned with the immediacy of the experience. Level one is the design of the movement experience. The second level specifies the actuality of the immediacy of the experience. The actuality of the immediacy of the second level depicts what the learner is doing. Assessment levels one and two are "in-process" levels. Level three is a transitional link or an insight learning level. Abstractions are beginning to become noticeable within level three. Level three means that self-responses are evolving from the learning experience and leading toward fulfillment from within the experience. A fourth level is concerned with what the facilitator does. Personalized learning or facilitational learning is assistance rendered within the experience. The rendering of assistance or help occurs throughout the learning experience. Self-assessment of continuous learning is an eliciting of what is occurring during the learning process. Levels three and four are "in-learning" levels. For the study self-assessment is termed the mode of eduction.

There is an interrelationship between and among the assessment levels to facilitator, learner, and meanings. There are finely-determined interrelationships between the design of the movement experience and the actual occurrence of the experience. There are intra-inter interrelationships among the movement experience, facilitation, learning, meanings, guidelines, and change.

Included in the five-point base are internal consistency which means temporal syntheses and external consistency which means spatial syntheses. There are subtle intra-inter interrelationships among and within the assessment levels to internal and external consistencies.

The purpose of the guidelines is to detect and specify what qualities are contained in a movement learning experience. Through ascertaining the qualities within, inferences about the occurrences in the experience can be made. Self-assessment of this kind implies critical thinking. Through subjective meanings, inferences become objective because of the dynamics of the transactional processes.

Eisner (1975:6), as reported by Conran and Beauchamp (1975:37), projected:

> . . . The measure of adequacy of the criticism is its brightness of illumination; that is, the extent to which there are adequate referents in the object or event subjected to criticism. This brightness of illumination, or referential adequacy, determines the validity of the criticism.

Learning theory. Many of the psychological learning theories developed during the early part of this century and offshoots of them have maintained an air of respectability. Through the years these theories have influenced the facilitation-learning process with differing degrees of emphasis.

After a lengthy introduction to learning theory in education, Hergenhahn (1976:381) presented:

> There are no final answers concerning the nature of the learning process. . . .
>
> Where does this leave the student who is interested in learning about learning? The student has a smorgasbord of approaches to the study of learning before him. He can . . . choose the one that best satisfies his appetite . . . he can sample from all of them. . . . a student may . . . develop his own theory.

While discussing motor skills and learning, Stallings (1973:4-5) said:

> . . . As Gerard notes, the impressive phenomenon of all living systems is that they depend on epigenetic rather than performed mechanisms for growth and development; that is they depend on learning.

Halverson (1973:lecture) stated that learning is a part of development. She (1973) indicated that one learning area was concerned with the environment and another learning area was concerned with the organism.

After a discourse regarding developmental motor patterns, Wickstrom (1970:10) remarked:

> . . . Trends are usually indicated as changes in a particular part of the movement pattern over an extended period of time. . . .

> . . . Few longitudinal studies have been done in which skill development of the same children was followed for a period of several years. The latter type of study is particularly important in understanding the nature of the changes in developmental motor patterns. . . .

Halverson (1973:lecture) has been in the process of filming young learners' motor patterns in order to discover what changes occur in developmental motor patterns. Halverson's (1973) longitudinal study is, like those of other longitudinal researchers, still being conducted.

Stallings (1973:36), reporting on neurological theories in motor learning, commented:

> An integrated theory of neuromotor development has much to commend it. There seems to be general agreement among neurophysiologists that complex integrative mechanisms operating at subcortical levels accommodate the routine adjustments required for motor performance and that inhibition plays a major role in the learning process. . . .

Continuing the comparisons among neurological theories, Stallings (1973:37-38) indicated:

> For the practitioner, the primary argument against adopting either the reflex theory or the integrated theory, per se, is that by doing so he limits his teaching effectiveness. We are just beginning to appreciate the complexity of neural integration that appears to influence motor learning and performance . . .
>
> A dual theory of neuromotor development is possible which may have special merit for the practitioner. The theory . . . assumes that motor skills are developed both by differentiation of the mass movement characteristic of the infant and by the integration of specific reflexes.

In completing the discussion regarding a dual theory of neuromotor development, Stallings (1973:41) noted:

> . . . it implies a separation of integrated and reflex activity that may limit the extent to which the theory can accommodate new knowledge. . . .

"Gerard (1960)," said Stallings (1973:41), "emphasizes the importance of the dynamic properties of the human nervous system . . ." Stallings (1973:42), quoting Gerard (1960), indicated:

> . . . the nervous system uses an alphabetical language; that is, the same neural unit may participate, at different times, in a multitude of patterns of action. Thus performance capacity at any one time is determined by the physiological available neurons. . . .

With regard to the processes of instruction, Stallings (1973:122), alluding to the work of McConnell (1942), stated:

> . . . McConnell (1942 p. 271), in a synthesis of principles common to traditional learning theories, emphasized that the only effective goal is one which the individual wants to achieve "Responses are selected, eliminated, organized, and stabilized in terms of their relevance to the learner's goal. . . ."

Gentile (1972:22), who developed a skill acquisitions model which could be applied to teaching, summarized:

> During the early stages of skill acquisition, the type of movement involved (open or closed) affects some aspects of teacher behavior, such as the added complexity of structuring open skill environments. Other areas of teacher behavior during this first stage may involve very similar operations for both open and closed skills. However, during stage two, the nature of teacher behavior is very much determined by the type of movement to be learned. What may be an appropriate teacher strategy during acquisition of a closed skill may be inappropriate for, and even detrimental to, the acquisition of an open skill. Effective teaching thus requires analysis of the nature of the skill to be learned.

Whiting (1972:24-32), in speculating about information-processing systems in general, pointed out the difficulty in generalizing from theory culminating from a mechanist stance. In other words the skill acquisition model needs to be consistent with its underlying base. Eisner and Vallance (1974) discriminated the same point with reference to curriculum theory and practice. Whiting (1972:25), quoting Meredith (1964), elaborated:

> Any day you can witness men exposed to information who make decisions manifestly not necessitated by the information and often indeed incompatible with it. It is information selected and often transmuted and further augmented from our internal source, which shapes the decision.

From the brief, preceding sampling of excerpts in connection with selected readings from learning theory in education and physical education, there can be seen certain trends making their way into the educational scene. These trends include such approaches as the neurophysiological, cognitive, information-processing, and the application of principles in learning. The bases for tne study of learning theory are becoming broader while the scope for the study of learning is becoming more specific. The function and structure approach to the entire study of learning seems to be gaining prominence. Learners continue to exhibit different kinds of learning and different kinds of abilities. The notion of one kind of learning and one kind of ability seems to be escaping the learning horizons in education.

This study in relation to motor development leans toward the dynamic neurophysiological approach. The developing model

contains content, structure, and functions which can accommodate skills and awarenesses in movement. The study includes the cognitive or cybernetic concept approach to learning in the form of problem solving, decision making, choice, and emerging knowledges. This study applies principles of philosophy, psychology, curriculum, and movement in the development of a quality, movement learning experience. The emphasis is personalized learning which indicates the functioning of meanings in the movement learning experience.

Movement learning theory. With the preceding background information, what are the subcomponents of a movement learning theory? One subcomponent concerns learning as a part of potential development of learners as it was suggested by Halverson (1973:lecture). The rate of movement learning, the timing peculiar to the learner, the learning style of the learner, and the context of learning are subcomponents. Another subcomponent includes the conditions of the learning atmosphere. The learner as a unique individual and the learner as a unique individual in a small group are subcomponents in movement learning theory. Other subcomponents entail the structure and development of movement content.

Webster (1961:618) gives three definitions of development which are applicable to this study. The definitions of development include: (1) to change form of by applying point by point to a specified surface, (2) to open up to reveal unexpected qualities or potentialities, and (3) to expand, in logic, by

means of which all elements contained in a given expression are made explicit. The developing model is a model of change indicating the uniqueness of a learner's movement in relation to the learner's potential. The model or theory is interrelated both implicitly and explicitly to all components and subcomponents within the study. Read's (1960) book entitled The Form of Things Unknown captures well the underlying spirit of the developing model. ". . . we have to remember," uttered Heisenberg (1958:58), "that what we observe is not nature in itself, but nature exposed to our method of questioning. . . ."

The quotation from Heisenberg's (1958) book and the title of Read's (1960) book depict high level interrelationships, both conceptual and qualitative, in art and science among beliefs, meanings, movement learning, divergency, convergency, and assessment. The extract and the book title characterize the subtle intra-inter interrelationships between the human "how," "why," and "what" of quality movement learnings to the micro-macrocosm.

Another subcomponent of a movement learning theory is movement behavior or movement serial, as suggested by Dewey (1931), and mentioned in Chapter two. In the facilitation-learning process, movement behavior or the movement serial plays a leading part. The movement serial refers to a facilitator's accumulated time in helping learners clarify personal movement meanings in striving to reach potentials. There is a dual interrelationship between the processes of facilitation and clarification and the internal and external bases of the developing model.

Additional explanation about serial behavior comes from Murray and Kluckhohn (1955:10-11), who, in their book regarding personality theory, stated:

> . . . Many actions, though temporally discreet, are by no means functionally discreet; they are continuations of a shorter or longer series of preceding actions and are performed in the expectation of further activities of a similar sort . . . Of this nature are skill-learning activities and behaviors which are oriented toward some distant goal. . . . Such an intermittent series of proceedings . . . may be termed a serial. . . .
>
> . . . I . . . suggest . . . the term <u>proaction</u> (in contrast to <u>reaction</u>) be used to designate an action that is not initiated by the confronting external situation, but spontaneously from within. . . . If successful, a proaction may be said to be <u>superstatic</u> . . . as it results in the acquisition or in the production of something new. . . .

In relation to facilitation, proaction is a subcomponent of movement learning theory in a quality, movement learning experience. Taking into consideration the preceding comments by Murray and Kluckhohn (1955), there is an interrelationship between proaction or a movement serial and continuous learning, uniqueness, the immediacy of movement experience, the expression of the experiencing, and change.

Guilford (1964:176-182), in an article called "Frontiers in Thinking That Teachers Should Know About," developed a system for organizing intellectual abilities. Guilford (1964) named the system the structure of intellect. The system is composed of operations which include cognition, memory, divergent production, convergent production, and evaluation. Other structures of the

system are composed of products including units, classes, relations, systems, transformations, and implications. A third area in the system is termed contents. This area includes figural, symbolic, semantic, and behavior. "The major types of thinking," provided Guilford (1964:179), "as indicated by the structure of the intellect are divergent production, convergent production, and evaluation. . . ." The three major types of thinking that Guilford (1964) specified are subcomponents in movement learning theory.

To clarify the major kinds of thinking, Guilford (1964:176-177) stated:

> . . . In divergent production the goal is to produce a variety of ideas, all of which are logically possible in view of the given information. In convergent production the conclusion is completely determined by the given information, or . . . there is a recognized best or conventional conclusion. A . . . group has to do with evaluation, which, in more familiar ways of speaking, means critical thinking. We continually evaluate what we know, what we recall, and what we produce by way of conclusion.

Based on Guilford's (1964) definitions of the major kinds of thinking, it is apparent that there are applications of these kinds of thinking at various places within the study. Divergent production concerns the emerging knowledges in Chapter four. Convergent production refers to the application of curriculum and movement principles under curriculum theory in this chapter. Evaluation is concerned with the guidelines for assessing quality in a movement learning experience found in Chapter four. A philosophical movement framework in Chapter four summarizes in

applied form the major kinds of thinking found in this study and based on Guilford's (1964) structure of intellect.

Represented in Figure 5 and its continuation are the components and subcomponents under the major category of theoretical. Macdonald's (1969) view of knowledge appears under philosophy of education. Credits under curriculum theory are afforded Tyler (1969) for organizing elements, Ammons (1968) for classes of activity, Barrett (1973) for directional objectives, Goodlad (1966) for decision levels, and Laban (1960) for a theory of movement. Halverson (1973) for learning as part of development, Dewey (1931) and Murray and Kluckhohn (1955) for serial behavior, and Guilford (1964) for the kinds of thinking are acknowledged under learning theory.

THEORETICAL

Philosophy of Education

Humanist values--holistics, dignity, worth, uniqueness, naturalness, infiniteness, rationality, believability, potentiality, basic goodness of learner

Knowledge--personal, uncertain, functional, transcendence

Figure 5

Major Category--Theoretical with Corresponding Components and Subcomponents

THEORETICAL

Curriculum Theory	Philosophy of Physical Education
Decision-making levels	Spatial-temporal orientation
Planning levels	Conceptual
Communication	Qualitative
Directional objectives	Dynamics of process steps
Movement principles	Metaphor--"from virtual to actual"
Substantive and behavioral components	Contextual aesthetics
Organizing elements, principles, ideas	Five-point base--diversity, internal consistency, external consistency, conceptuality, unity
Continuity, sequence, integration	Transprocessing
Assessment levels	Principle of variation
Assessment guidelines--concept statements, concepts, criteria	Essence of the concept--contextual
	Intuited essence of the concept--phenomenological field description
	Qualitative prolation
	"Process within process" medium

Figure 5--Continued

Major Category--Theoretical with Corresponding Components and Subcomponents

THEORETICAL

Learning Theory	Movement Learning Theory
Learning in development	Learning as a part of potential development
Neurophysiological functioning	Rate of movement learning
Movement content, structure, functions	Timing peculiar to learner
Principles of philosophy, psychology, curriculum, movement	Context of learning
Personalized learning--meaning functions, learner meanings	Conditions of learning atmosphere
	Situations in learning
	Nature of learner uniqueness
	Learning style of learner
	Movement content--structure, development
	Knowledges--structure, development
	Movement serial or behavior

Figure 5--Continued

Major Category--Theoretical with Corresponding Components and Subcomponents

Major Category--Structural

Structure of content. MOVEMENT. ". . . learning to move . . . moving to learn. . . ." was the way the American Association for Health, Physical Education, and Recreation (1965:24) said it.

In commenting on the preceding statement, Halverson (1971:18) interpreted:

> Learning to move . . . involves continuous development in ability to use the body effectively and joyfully, with increasing evidence of control and quality in movement. It involves the development of the ability to move in a variety of ways, in unexpected and expected situations, and in increasingly complex tasks. This requires more than an automatic mechanical response. Learning to move involves trying out, practicing, thinking, making decisions, evaluating, daring and persisting.
>
> Learning through movement . . . implies using movement as a means to an end, but the end is not necessarily the end of improvement in the ability of the child to move effectively. It is a means through which a child may learn more about himself, about his environment and about his world.
>
> In actual movement experiences, we cannot clearly separate the two. Fortunately the child will not let us. Yet, as teachers, it is essential that we recognize that the emphases implied under learning through movement differ from those implied under learning to move.

Sharing her view regarding the Association's (1965) statement, Barrett (1973:116) indicated:

> . . . To experience the dynamic quality of this concept the idea of Learning to Move ← → Moving to Learn must be revisited. Learning to move implies that to learn to increase one's ability to move skillfully, experiences specifically designed for that purpose are essential. Moving to learn implies that movement has meaning and therefore is significant in its own right.

Based on the writing of Barrett (1973) with regard to the statement of the Association (1965), two distinct ideas are apparent. One idea is moving skillfully. The second idea is moving meaningfully. Both ideas are contained in movement education as a philosophic stance (AAHPER:1975).

Movement education as a distinctive philosophic stance (AAHPER:1975) is based upon Rudolf Laban's (1960) theory of movement. According to Redfern (1965:3-11), Laban's (1960) theory is founded on general movement principles which derive from the artistic as well as the scientific. Laban's (1960) general principles are of a personal nature since movement, as he (1960) observed it in many contexts of everyday living, springs from the inner life of the individual. For this study, and based upon Redfern's (1965) work, the principles were extracted since the relationships and interrelationships of movement components, subcomponents, and themes derive from them. For purposes of clarity and organization, the principles, as employed in this study, are termed general, specific, and working principles. The general principles include:

1. All movements of the human body are expressive.

2. Movement springs from the inner life and uniqueness of the learner.

3. Movement expression is purposeful and supersedes movement function.

4. Children's movement capacities and potentialities can be fostered and strengthened through movement.

5. Children's play enhances effort-quality potentials.

6. Movement expression is utilitarian.

7. Movement expression derives from the physical factors of time, weight, space, and flow--the relationships and interrelationships through inner effort qualities in combination and

transition with patterns and themes.

8. Movement expression concerns reciprocal influences of bodily actions and mental and emotional processes.

9. Movement expression is total integration.

10. Movement expression provides revitalization through movement as recreative and artistic activity.

11. Movement expression is cross-disciplinary.

12. Movement expression is exploratory in terms of play.

13. Movement expression entails variety and scope.

14. Movement expression entails order, discipline, precision, and entirety.

Stanley (1969:39), in presenting Laban's (1960) movement concepts, noted that Laban (1960) utilized the structural principles of the body which govern human movement and the internal effort qualities of the body which originate movement. Stanley (1969:37) wrote that when Laban (1960) viewed movement the body was used in relationship to the environment in and through space with internal effort expended in the movement. Thus body, space, relationship, and effort become the components and specific principles of movement. When Stanley (1969) did a concentrated analysis of Laban's (1960) theory, she indicated that the movement components of body, space, effort, and relationships were subdivided into further movement aspects.

For this study, the movement components and subdivisions by Barrett and Riley (1972-1973), who adapted from Stanley's (1969) movement framework, will be utilized. Barrett and Riley (1972-1973:15) included in the subdivision for BODY AWARENESS

the following:

1. whole body--stretch, curl, twist,

2. parts of the body--alone, in combination, initiating and following, stretch and curl and twist, meeting and parting,

3. weight bearing--support, transference of weight, balance,

4. actions--locomotion, elevation, turns,

5. body shape--round, narrow, wide, twisted, and

6. symmetrical and asymmetrical use of the body.

The subdivision for SPACE AWARENESS included:

1. general space,

2. personal space,

3. direction in space,

4. levels in space,

5. pathways in space--floor and air, and

6. extensions in space--far, near, large, small.

The subdivision for EFFORT contained:

1. time--sudden and sustained,

2. weight--heavy and light,

3. space--direct and flexible, and

4. flow--bound and free.

The subdivision for RELATIONSHIP accommodated:

1. with objects--manipulative and non-manipulative, and

2. with people.

Barrett and Riley (1972-1973) refer to the movement subdivisions as movement subcomponents. In a quality, movement

learning experience, the movement components and subcomponents become subcomponents with regard to the structure of content in the study.

Development of content. The working principles of Laban's (1960) theory of movement are contained in sixteen comprehensive themes. Each theme is bound to the movement components and subcomponents previously mentioned under structure of content. Barrett (1973:9) pointed out:

> . . . A theme is considered to have three interrelated aspects: movement ideas, movement feelings and movement knowledges. . . . Movement ideas, feelings and knowledges are all parts of a theme and serve as the means for its total development.

Barrett (1973:8), in her philosophy about movement education, suggested:

> . . . the program is divided into three specific forms of movement: dance, gymnastics and games/sports. . . . With appropriate facilities aquatics would be included as another form of movement. . . .

Specific forms of movement can be approached instructionally through corresponding themes for each movement form. Progression development of themes will vary with each facilitator in relation to facilitator and learner purposes and beliefs about learning. Progression in movement learning experiences can be accomplished through revisiting, varying, and combining themes.

Preston-Dunlop (1963:xiv), in her book which details Laban's (1960) sixteen themes in relation to dance, wrote that each theme was composed of definite movement aspects:

1. Theme I--moving to develop the kinesthetic sense--body awareness,

2. Theme II--moving which concentrates on attitudinal awareness of weight and time--qualities immeasurable,

3. Theme III--moving in environmental space--space awareness and spatial actions,

4. Theme IV--moving designed for the awareness of flow in space and time--formation of movement phrases,

5. Theme V--moving to introduce social awareness--flexibility in partner relationships,

6. Theme VI--moving for mastery means of the body--control and flow,

7. Theme VII--moving to become aware of the combinations of the basic effort actions,

8. Theme VIII--moving experientially and expressively to link working movement with creative movement--a transitional theme,

9. Theme IX--moving to become aware of pattern orientations in space,

10. Theme X--moving to progress from basic efforts into transitions from one effort quality to another effort quality,

11. Theme XI--moving to become aware of directional orientations in space--development of principles in Themes III, IX,

12. Theme XII--moving to become aware of shape and effort combinations of harmony and nonharmony--a transitional theme

integrating Themes IX, X, XI or form and content,

13. Theme XIII--moving to overcome gravity--elevation,

14. Theme XIV--moving to refine relationships--the natural whole,

15. Theme XV--moving to give form to refined relationships--mood, actions, and interplay between groups, and

16. Theme XVI--moving as a whole learner to express the whole integration of all Themes.

Preston-Dunlop (1963:155-156) suggested that Themes I through and including an introduction of Theme IX be included for elementary school children, ages five through twelve. The sixteen themes are appropriate for all children.

Barrett (1976:photocopy), in material to be published in the Spring of 1977, suggested the following games' themes be included for elementary school children, ages five through twelve. Themes for games include:

1. awareness of the body with emphasis on general locomotion and the use of body parts,

2. awareness of space with emphasis on general, personal, directions, and extensions,

3. awareness of weight and time with emphasis on using different amounts of force and speed,

4. awareness of the flow of movement with emphases on the integration of Themes 1, 2, and 3,

5. awareness of simple relationships, cooperative in nature,

6. awareness of the body with emphasis on specific locomotor and non-locomotor patterns,

7. awareness of space with emphasis on pathways and levels,

8. awareness of time, weight, and space combinations with emphasis on effective and efficient movement, and

9. awareness of complex relationships, cooperative and competitive in nature.

Based upon unpublished material which alludes to progression, Barrett (1976:photocopy), in that material, indicated:

> The basic difference between the progression suggested for a Kindergarten through Sixth grade program and the progression suggested for a Fourth through Sixth grade program is in the way the themes are introduced and developed. In the program beginning with the older children certain themes are introduced simultaneously (Themes One and Two; Themes Five and Six) with the actual overall progression slightly accelerated. However, all themes will probably need to be revisited often. . . .

Williams (1974:17-19), in her book specifying gymnastics themes for laboratory use, classified gymnastics themes as introductory, intermediate, and advanced. Each classification involved degrees of refinement in the progression of theme work.

Introductory work or themes, according to Williams (1974), are those involving the actions of starting and stopping. Controlling the body in starting and stopping serves as a safety factor with regard to using gymnastics equipment. Introductory themes are concerned with the dynamics of movement, i. e., the use of slow or fast movement in bodily actions. Introductory themes,

as determined by Williams (1974), include the locomotor actions of travelling and stopping, weight-bearing, weight transference, use of legs and feet, and changes of speed.

Based on Williams (1974), intermediate gymnastics themes are concerned with body parts. The purpose of the intermediate themes is to refine, clarify, and vary bodily movement actions in terms of spatial orientations. The use of body surfaces, flight, balance and overbalance, twisting and turning, use of hands and arms, body shape, levels and directions, and partner work compose intermediate gymnastics work themes.

Body movement is refined further through employing advanced themes. According to Williams (1974), advanced themes highlight the physical and aesthetic aspects of a learner's movement. Included as advanced gymnastics themes, as seen by Williams (1974), are the relationship of hands and feet, rhythmic patterns, tension and release, small and large group work, and symmetrical and asymmetrical shapes.

Preston-Dunlop (1963:136-137), in explaining the use of choreographic forms for abstract composition, noted:

> . . . development is implied. . . . (a) the full expression of something which was formerly only indicated and (b) the arrival of something new as the result of what has occurred. . . .

The two points offered by Preston-Dunlop (1963) imply divergency, convergency, and self-assessment. The two points correspond to the major kinds of thinking--divergence, convergence, evaluation--as set forth by Guilford (1964). There are interrelationships among meaningful movement themes, theme transitions,

movement experience, and movement expression to convergency, divergency, and self-assessment.

Laban's (1960) sixteen themes which include general, specific, and working movement principles become subcomponents of the development of content in a quality, movement learning experience. From the themes there follow the possibilities for learner exploration, integration, and going beyond to the expression of personal meanings. For facilitator and learner there are personal interrelationships among Laban's (1960) principles of movement, structure of content, development of content to meaningful themes and their expression and extension within a quality, movement learning experience in movement education as an evolving, distinctive philosophical stance in elementary school physical education (AAHPER:1975).

Figure 6 depicts the major category of structural. The movement components and subcomponents are listed as components and subcomponents of this major category. Works represented include a theory of movement by Laban (1960) in part reported by Redfern (1965), and structure of content by Barrett, Riley, and Rink (1972-1973) as adapted from Stanley (1969). Accreditations for theme development and progression include Preston-Dunlop (1963), Barrett (1976), and Williams (1974).

STRUCTURAL

Structure of Content

Laban's theory of movement--general principles
Movement components--specific principles
Movement subcomponents--more specific principles

Development of Content

Laban's sixteen themes--working principles
Dance themes--more specific working principles
Games' themes--more specific working principles
Gymnastics themes--more specific working principles
Progression

Figure 6

Major Category--Structural with Corresponding Components and Subcomponents

THE CHARACTERIZATION OF THE MODEL

Summary

Fifteen major components and over one hundred subcomponents composed the conceptualization of a quality, movement learning experience. The entire conceptualization as well as the study revolved around philosophic psychology. Within the conceptualization, a conceptual and qualitative model was developed for assessing quality in a movement learning experience. Guidelines for assessment and movement learning theory emerged as new data or new knowledges.

Inquiry within the study centered around the thought processes of facilitator and learner in the facilitation-learning process. Within the study, inquiry into the thought processes of facilitator and learner was called the "process within process" medium of a quality, movement learning experience. The research inquiry was qualitative in nature.

Interrelationships

For the study, the term model was defined as a dynamic framework which indicated conceptual, qualitative, and theoretical relationships and interrelationships. Relationships were based on meanings. Interrelationships were the result of syntheses of various kinds. Intra-inter interrelationships accrued from qualitative prolation. Figure 7 illustrates the qualitativeness of the model.

Two major interrelationships permeate the study. Seven additional interrelationships augment it. From the characterization, many other interrelationships become possible. Figure 8 connotes the major and additional interrelationships of the study.

RELATIONSHIPS

FACILITATING	INTERRELATIONSHIPS	EXPEDITES
EXPERIENCING		EXTENDS
CLIMATIZING		NURTURES
ENVIRON		EXPANDS
TRANSITION		CONSOCIATES
DIVERSITY		CATEGORIZES
STRUCTURALITY		ORGANIZES
CONCEPTUALITY		SYNTHESIZES
PROBLEM SOLVING		ALTERNATIZES
COMMUNICATION		UNITIZES
CHANGE		DISTINGUISHES
MEANINGFULNESS		DIFFERENTIATES
PERSONALIZATION		QUALIFIES

Figure 7

The Characterization of a Quality, Movement Learning Experience

Major Interrelationships

FACILITATION is to EXPERIENCE as MEANING is to LEARNING

EXPERIENCE is to LEARNING as MEANING is to EXPRESSION

Additional Interrelationships

FACILITATION is to EXPERIENCING as EXPEDITION is to EXTENSION

CLIMATIZATION is to ENVIRON as NURTURANCE is to EXPANSION

TRANSITION is to DIVERSITY as CONSOCIATION is to CATEGORIZATION

STRUCTURALITY is to CONCEPTUALITY as ORGANIZATION is to SYNTHESIS

PROBLEM SOLVING is to COMMUNICATION as ALTERNIZATION is to UNITY

CHANGE is to MEANINGFULNESS as DISTINGUISHING is to DIFFERENTIATION

MEANINGFULNESS is to PERSONALIZATION as DIFFERENTIATION is to QUALITY

Figure 8

Major and Additional Interrelationships
from the Characterization

CHAPTER IV

EMERGING KNOWLEDGES

Chapter four will contain a presentation of the refined knowledges as emerging co-products of the entire developed model. One aspect of refined knowledges pertains to self-assessment guidelines for determining quality in a movement learning experience. Another aspect of refined knowledges is concerned with movement learning theory. A third aspect of refined knowledges specified in this chapter will be the delineation of a philosophical movement framework.

The major area or co-product of the model concerns self-assessment. Self-assessment of a quality, movement learning experience will be accomplished by specifying a procedure for self-assessment. A set of guidelines composed of concept statements, concepts and criteria, and two series of questions for the purpose of analyzing the quality found in the movement learning experiences will be given. The criteria are interrelated to the concepts, are interchangeable with the concepts, and overlap the concepts. As it follows the developed model will be evaluated through the application of external and internal sets of criteria. A theoretical perspective and a rationale will be developed for applying the guidelines to a school setting. The means for application of the guidelines concerns the feasibility and the economy

in utilizing the guidelines. Evaluating the developed model should identify continuity in the "process within process" medium of a quality, movement learning experience. Internal theoretical continuity and external application continuity should ensue thus symbolizing a theory and praxis matching within the study.

SELF-ASSESSMENT OF LEARNING EXPERIENCES

A Perspective for Assessment

Assessment of quality in a movement learning experience is viewed as an extension of the curriculum and the learning experience itself. Such assessment is personal. Assessment represents one kind of thinking.

The assessment of a quality, movement learning experience is based upon communication, purposes, planning, and perceptions between facilitator and learner prior to the engagement, during the engagement, and through the engagement of the experience from the standpoint of wholeness of the experience. Because the conceptualized learning experience is viewed from the standpoint of wholeness, assessment of the experience is continuous and formative.

Self-assessment of a movement learning experience is defined by the writer as a restructuring of synthesis or a restructuring of the wholeness of the experience. Self-assessment of the experience is assessment by facilitator, by learner, or by facilitator and learner together. Assessment of the experience is a way of seeing if the experience provided broad enough coverage of the

experience for it to be personally meaningful for the learner. As it was mentioned in Chapter three, assessing for meanings in the learning experience is called the mode of eduction.

Self-assessing a quality, movement learning experience is characterized by:

1. complexity--of the thought processes of facilitator and learner, of personal meanings of learners, of purposes, of the assessment relationship to the overall curriculum,

2. dimensionality--spatial-temporal orientations, basic nature of curricular data sources, learning theory, facilitator and learner interpersonal relationships,

3. directionality--of purposes, of meanings, of attitudes, of reaching toward potential, of movement content and development,

4. naturality--of inherent movement qualities of learner, of the thought processes, of learning, of the uniqueness of each learner,

5. centrality--facilitator and learner are human beings first but the core of the learning experience, human movement meanings as the nuclei of the learning experience, self-assessment as an extension of the curriculum and a learning experience,

6. organicity--cross-disciplinary references, dynamic essences of many concepts, neurophysiological aspects of development, interdependence of functions of body systems, curricular data sources, wholeness of facilitator and learner as learners,

7. combinability--of thought processes of facilitator and learner, of the design of the learning experience, of knowledges

and movement content as they are structured and developed, of fluidness of human movement execution and expression, and

8. infinity--many kinds of thinking, many kinds of movement patterns, many kinds of movement qualities, many kinds of movement themes, many kinds of small group relationships, many facets of the power of the creative process.

A Rationale for Assessment

The rationale for the assessment of quality in a movement learning experience is derived from the background, significance, and assumptions of the study. Such a rationale revolves around specific theoretical perspectives which entail a facilitator and learner core of varied transactions, reciprocal meanings, and relevant meanings. Meanings are personal. Personal meanings are a differentiating factor in the rationale for assessment.

Consideration is given to the empirical and logical factors in the rationale for assessment. Empirical considerations deal primarily with the examination of curriculum, its underlying philosophy, and its qualitative research inquiry processes. Logical considerations refer to synthesis, the restructuring of synthesis in assessment, and syntheses in other logically divergent processes.

Other logically divergent processes concern a subordinate part of assumption two of the study. Part of assumption two deals with process as context, facilitation as conditional, and learning as situational. These transactional and process aspects are

concerned with the learning atmosphere, facilitator and learner core, trust, respect, sensitivity, responsitivity, perceptivity, available resource materials, and independent and reciprocal planning.

Emergence of learning experiences, as a factor in the rationale for assessment, is concerned with facilitator and learner communication and purposes, nature of the learner, and personal meanings of the learner. Extension of the experience is an extension from the curriculum, from the assumptions, and from the formative nature of self-assessment. Moreover extension of the experience is an extension from the formative nature of the thought processes, from the formative nature of the natural world itself, and from the formative nature of personal expansion of meanings by the learner during the continuousness of the experience and the learning processes.

Theory and praxis matchings encompass the internal and external consistency between philosophy and purposes of the underlying curricular theory. Internal and external consistencies exemplify the power of the learning experience and assessment to do what the philosophy and purposes indicate. Internal and external consistencies provide a consociational balance among underlying curricular theory, the learning experience, self-assessment of the learning experience, and movement learning theory. Theory and praxis matchings are inseparable from the art-life, science-life, and movement-life connections.

As it pertains to the rationale, behavioral and substantive aspects of a quality, movement learning experience are the many-faceted functions of the subjectivity of facilitator and learner, the functions of the objectivity of structure and development of movement content, and the functioning of the various curricular levels. The subjective and objective aspects of facilitator and learner are inseparable from the art-life, science-life, and movement-life connections.

Each of the preceding theoretical perspectives is related and interrelated to the five-point base of the developed model or theory within the study. Each aspect of the five-point base is interrelated to the assumptions and to the subordinate parts of the assumptions of the study. Assessment is to wholeness as learning theory is to the movement curriculum. Assessment is to the learning experience as meaning is to the learner.

GUIDELINES FOR SELF-ASSESSMENT OF LEARNING EXPERIENCES

The concept statements, concepts, and criteria composing the major part of the guidelines were generated directly from the process steps taken to develop the model. The guidelines are addressed to a balance between knowledge and knowing or a balance between the internal and external aspects of facilitator and learner in a quality, movement learning experience. External aspects in the facilitation-learning process are concerned with what a facilitator and learner do. Internal aspects in the

facilitation-learning process are concerned with continuousness in learning by facilitator and learner.

A Procedure for Assessment

The "process within process" perspective of a quality, movement learning experience was based upon a systematic orientation or re-combination of the components and subcomponents in the study. This systematic orientation is the methodology of the study, but the orientation is a divergent, adductive process. Alluding to the definition of the term model found in Chapter one, components and subcomponents were the integrating factors within the study. A systematic orientation of the integrating factors occurred when these integrators were re-shaped or re-organized. Thus new data or emerging knowledges ensued. Emerging knowledges were concerned with self-assessment of a quality, movement learning experience, movement learning theory, and a philosophical movement framework.

The two major integrators within the study were philosophy and psychology. From these integrators there came key concepts which dealt with the philosophical and psychological. Such key concepts provided consistency within the study and related the study to the emerging knowledges.

Idea integrators were concerned with personal identities and personal meanings. Meaning integrators were concerned with personal responsitivities to the movement environment. These philosophical and psychological integrators were external and

internal in nature. The idea and meaning integrators functioned to interrelate all concepts or ideas within the study.

As the study progressed, the re-shaping or re-organization of the concepts within the study permitted, according to Guilford (1964) and Arnheim (1969), divergent thinking or "type" concepts to occur. Self-assessment of quality within a movement learning experience was the major example of an emerging knowledge from the creative process of model designing. Movement learning theory is a second example of an emerging knowledge. The self-assessment of quality and movement learning theory interrelate movement theory to movement practice. Thus it follows that divergent thinking is many-dimensional. Figure 9 illustrates the philosophical and psychological canopy of the study. In addition Figure 9 indicates the divergent organization of the study.

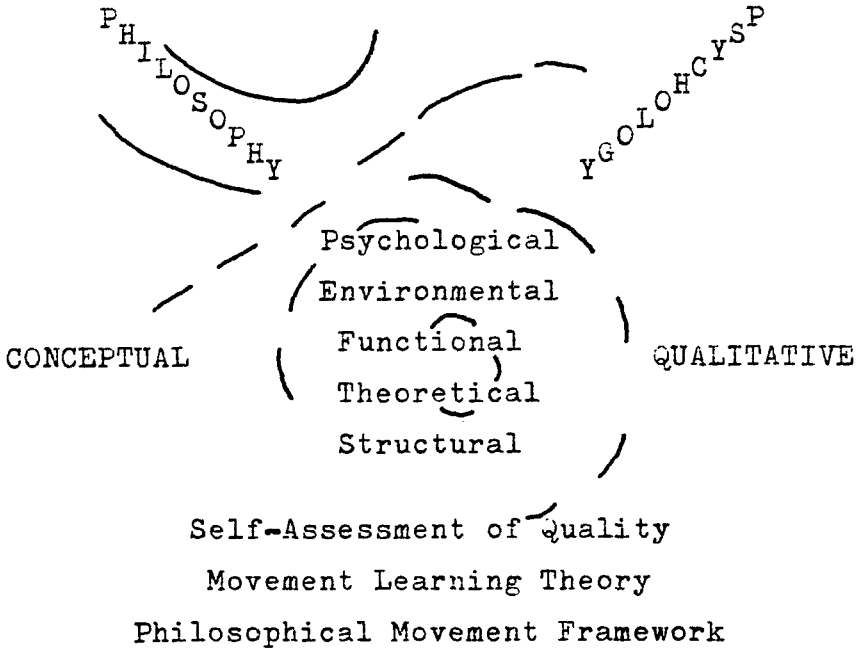


Figure 9

A Systematic Orientation of the Developed Model

Key Concepts from Integrators

The preciseness of the philosophical integrators is concerned with the facilitator and learner core within the humanistic psychologies. Personal identity of facilitator and learner in the facilitation-learning process is one specific philosophical integrator. Another specific philosophical integrator is concerned with personal meanings as they surface in the facilitation-learning process.

Psychological integrators are involved precisely with the personal responsitivities of facilitator and learner to their respective movement needs, interests, and desires in the process of learning. Regarding movement, the personal responsitivities of facilitator and learner to awarenesses of movement, according to Barrett (1973), are psychological integrators in learning for this study. Psychologically, the doings by facilitator and learner within the process steps develop learning insights. Personal meanings within the process steps foster divergent learning.

Environmental integrators are fundamental precisely to two particular areas. One environmental integrator concerns the consistency of positiveness within the facilitation-learning process. Positive consistency means care, respect, trust, regard, and acceptance between facilitator and learner. Continuousness in learning is dependent upon a success-based atmosphere--a learning atmosphere which is free from hyper-accentuated and forced learning means. Any symbolization which is connected with continuous harassment to threat, tension, and failure is incompatible

with real and scholarly learning regardless of the ages of the learners. A positive learning atmosphere which fosters self-worth and permits the development of inner freedom is conducive to continuous and permanent movement learning for learners. Consistent genuineness in interpersonal relations and a positive learning atmosphere aid in putting power and control into the perspective of the depth of personal uniqueness. The interpersonal and learning atmosphere aspects help to prevent the misapplication of power and control in learning. The second precise environmental integrator involves the environs or the numerous and meaningful movement lesson tools which are available to learners. The environs or lesson tools encompass sensory learnings. Personal meanings precede learner choices of the environs or lesson tools. Thus the environs contribute directly to responsibility and wholeness in the facilitation-learning process.

The preciseness of functional integrators includes the feelings of the facilitator with regard to beliefs about the learner. Meanings of the learner comprise a second functional integrator. The utilization of meanings of a learner is one way of initiating the facilitation-learning process. Meanings themselves are a context. As context, meanings represent a place of starting the learner where he/she is toward the reaching of his/her potential.

Structural integrators, which have a movement preciseness of their own, concern Laban's (1960) movement principles. Movement awarenesses and theme variations are specific structural

integrators. Learners make attempts to master movement awarenesses and skills which are naturally inherent. The doing of movement helps learners widen the complexity of their movement serials or movement behaviors.

All of the preceding integrators came from the conceptual and qualitative model in Chapter three. The integrators are concerned with synthesis and are fundamental to the entire study. Fundamentals are composed of qualities which come from the many kinds of uniquenesses of all learners. Personalization through learner meanings exemplifies the major uniqueness which permeates the total study. Uniqueness through personal meanings is the primary theoretical cohesive of all the fundamentals of the study. As a fundamental quality, not only is uniqueness a curricular and an overall theoretical link, but also it links facilitator and learner to a learning experience, movement learning theory, and philosophical movement framework. Thus self-assessment of quality in a movement learning experience, movement learning theory, and philosophical movement framework are interrelated. Self-assessment is to the learning experience as transfer of learning is to the learner.

Built into the developed model and thus into the systematic orientation are the following fundamentals or qualities. These fundamentals or qualities are links to the process of facilitation and learning. Philosophically and psychologically, the application of the fundamentals or qualities are catalytic perspectives to learning. Based upon this study, qualities in a

movement learning experience are:

1. designed with a success base,

2. changed with a desire to exceed success,

3. composed of learner uniquenesses--feeling about learning, meanings about learning, rate of learning, timing in learning, imagination in learning, knowledges of movement content, degrees of movement awarenesses, doing in learning as an insight developer in self-assessment, and wholeness in learning as an enhancing aspect of movement learning theory, and

4. regulated through consistency within interpersonal relationships and the learning atmosphere.

The emerging knowledges pertaining to self-assessment of quality in a movement learning experience and movement learning theory are interrelated to the systematic orientation of the creative process of the developed model. The above-mentioned emerging knowledges are interrelated to the philosophical movement framework. Self-assessment of quality in a movement learning experience, movement learning theory, and philosophical movement framework are intra-inter interrelated. Various kinds of syntheses and prolations explicate the intra-inter interrelationships in the study. A spiral rotating itself through itself describes the intra-inter interrelationships or many kinds of syntheses and prolations.

Concept Statements

The concept statements which follow indicate wholeness. As statements derived from the developed model, they are an

example of the reflective and reflexive merged within the experiencing of the process of model designing. The concept statements include:

1. Viewing the whole organizes complexity.

2. Reviewing the whole refines complexity.

3. Feeling the whole differentiates the complexity.

4. Conceptualizing the whole precedes representation of the learning experience.

5. Qualitative ordering precedes and continues to follow divergency during the process steps in a quality, movement learning experience.

6. Movement content mastery is requisite to the representation of learning within a quality, movement learning experience.

7. "Process within process" connotes internal and external transactions of facilitator and learner in a quality, movement learning experience.

"Process within process" connotes internal and external consociations between the developed theory and self-assessment in a quality, movement learning experience.

8. Cumulative transactions between facilitator and learner and between experience and expression with the learning experience specify balance, confidence, and transition within the totality of the quality, movement learning experience.

9. Movement exploration of awarenesses from exposure to movement components and subcomponents precedes invention or divergency.

10. Movement meanings of facilitator and learner are simultaneous with and continue to follow learner exploration of awarenesses.

11. Varying movements by the learner in relation to the movement components and subcomponents precede invention or divergency.

12. Varying movements by the learner in relation to the movement components and subcomponents integrate experience and expression in a quality, movement learning experience.

13. Thematic expansion of the movement components and subcomponents projects the experience and the expression in a quality, movement learning experience.

14. The quality of the learning atmosphere enhances movement experience and expression of the learner.

15. The quality of the environs including a variety of lesson tools enhances learner movement experience and expression and projects continuity into the learning experience.

Concepts

The preceding concept statements are categorized more specifically into highly selected concepts. The first three concept statements indicate the concept of wholeness. The many kinds of thinking under the fourth concept statement is exemplary of the concept of conceivability. The fifth concept statement is concerned with feelings or felt meanings as they gear with an expanded view of the affective domain of the human movement serial

or behavior. The concept for feelings or felt meanings is called qualitativeness. Concept statement number six is termed movement efficiency. This highly selective concept is involved with the depth of movement mastery and the depth of movement awarenesses as they derive from the movement meanings of learners. Because meanings are differentiating factors in the personalization of movement learning experiences, it follows that movement meanings become a highly precise concept. Indicative of the additional preciseness of this study is the concept statement of the "process within process" medium. The "process within process" medium becomes the concept of process dimensions. The eighth concept statement which deals with the personal in cumulative transactions in a movement learning experience becomes the very significant concept of personalization. As it was noted at the end of Chapter three, personalization is the qualitizing feature of the study. Concept statements nine and ten become the concept of awarenesses. This concept deals with movement and meaning astuteness. Concept statements eleven through fifteen compose the selective concept area of movement integration. This concept involves personal and movement transitions within a movement learning experience.

Criteria

Each of the preceding concepts has parallel criteria. The criteria derived from the concept statements and the concepts. Interchangeable with selected concepts, these criteria are indices

to quality within a movement learning experience. The criteria are:

1. consistency, structure, interrelationships--interchangeable with the concept of wholeness,

2. imaged, selected, many-qualitied--interchangeable with the concepts of conceivability and qualitativeness,

3. meanings, invention, impact--interchangeable with the concepts of movement efficiency, movement meanings, process dimensions,

4. personal identity, personal freedom, personal change--interchangeable with all of the concepts, but precisely with the concept of personalization,

5. movement interdependence, movement interrelationships, movement intra-inter interrelationships--interchangeable with the concepts of awarenesses and movement integration,

6. personal movement continuity--interchangeable with all concepts, but precisely with the concept of movement integration, and

7. movement transition--interchangeable with the concepts of awarenesses and movement integration.

The very noticeable overlap between and among concept statements, concepts, and criteria is suggestive of the consistency between and among the aspects of the five-point base of the study and the emerging knowledges from the developed model. Model interrelationships are related directly to the five-point base. The interrelationships are related directly to the intra-inter

interrelationships stated in Chapter three under beliefs about education. The movement intra-inter interrelationships are interrelated directly to the divergent concept of context as stated in Chapter three under philosophy of physical education.

Guidelines

Concepts and criteria composing the guidelines follow. Questions under the concepts offer a means to help facilitators determine what is contained in a quality, movement learning experience.

Concepts	Criteria
WHOLENESS	
Educational base?	CONSISTENCY
Physical educational base?	
Learning theory?	STRUCTURE
Curriculum theory?	
Movement theory?	INTERRELATIONSHIPS
CONCEIVABILITY	
Provision for kinds of thinking?	IMAGED
QUALITATIVENESS	
Feeling about nature of learner?	SELECTED
Feeling about nature of learning?	
Feeling about meaning values?	MANY-QUALITIED
MOVEMENT EFFICIENCY	
Range of movement content for learner?	MEANINGS
Movement awareness of learner?	

MOVEMENT EFFICIENCY--Continued

Movement exposure of learner?

Responsibility of learner for awarenesses?

Responsibility of facilitator for movement awarenesses of learner?

Depth of movement awarenesses?

Facilitator awareness of learner's meaning values?

MOVEMENT MEANINGS

Do learner meaning values make a difference in learning? IMPACT

Is there an explosive factor in the learning experience?

Is there a difference in learning? INVENTION

Is there divergency in learning?

PROCESS DIMENSIONS

Steps in design of learning experience?

Purposes of learning experience?

Doing of learner? PERSONAL IDENTITY

Doing of facilitator?

Ongoing learning?

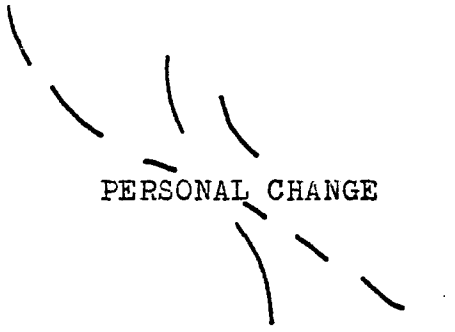
Facilitator perception of learning?

Ease of communication between facilitator and learner? PERSONAL FREEDOM

Links to self-assessment?

Observable transitions?

Observable change?



PERSONALIZATION

Is there a balance of movement learnings?

Does the learner display confidence in learning?

Is there transition between learnings and learning experiences?

PERSONAL CHANGE

AWARENESSES

Degree of exposure in exploration of movement components and subcomponents?

Range of awarenesses utilized by learner?

Range of utilization of learner problem solving?

MOVEMENT INTERRELATIONSHIPS

Degree of choice for learner?

Degree of decision making by learner?

Degree of decision making by facilitator?

MOVEMENT INTERDEPENDENCE

Range of utilizing movement meanings?

Facilitator consideration of learner's timing in learning

MOVEMENT INTRA-INTER INTERRELATIONSHIPS

MOVEMENT INTEGRATION

Is there variation in use of the movement components and subcomponents?

Is there thematic expansion of the movement components and subcomponents?

Is there a variety of lesson tools employed in a learning experience?

PERSONAL MOVEMENT CONTINUITY

MOVEMENT INTEGRATION--Continued

Is there continuity within the learning experience?

Is there continuity between learning experiences? MOVEMENT TRANSITION

Through answering the questions under the preceding concepts and noting the criteria apparent within the movement learning experience, a facilitator or a facilitator and learner together can gain some indication of the quality available within the experience. Breadth and depth within the movement learning experience compose the quality when the experience is viewed from the standpoint of wholeness. Breadth and depth are related to the continuity of the movement learning experience thus lending some credence to the model interrelationships and intra-inter interrelationships. The breadth and depth within the assessment concepts and criteria are distinctive of the metaphor from "virtual to actual" which bolsters the philosophy of physical education.

Guideline Application

Self-assessment of a movement learning experience can be undertaken in greater depth by a facilitator and learner through an analysis of the preceding concepts and criteria. Two series of questions can be employed for a detailed analysis. The questions serve as an aid to greater comprehension and relevance for the self-assessment of a movement learning experience.

All facilitators and learners in the entirety of elementary school physical education can examine a movement learning

experience for its quality through determining the various dimensions operating and functioning within their learning experience. The following series of questions are designed to help a facilitator and learner determine, in depth, what dimensions of quality are present in the learning experience.

Question series one--range of knowledges. WHAT ideas were contained in the movement learning experience? All facilitators assessing their own movement learning experience can check the experience for quality by examining first the psychological aspects of the experience. The psychological includes personalization factors, interpersonal relations, facilitator and learner, and catalytic learning perspectives included in the movement learning experience. Specifically the psychological integrators deal with facilitational self-representation.

Environmental factors concern the tone of the learning atmosphere and the availability of various learning tools. Specifically the environmental integrators are involved with the self-representation of the setting.

Functional factors deal with beliefs about learners and the meanings learners bring to the movement experience. These functional integrators deal with personal self-representation within the movement learning experience.

Theoretical factors included in a movement learning experience encompass such integrating factors as educational philosophy, curriculum theory, and movement learning theory. The

preceding integrators involve cognitive or academic self-representation.

Factors under the structural area comprise the movement content utilized. Underlying movement theory, the development of the movement from the theory, and movement principles are structural integrators. The structural factors represent movement knowledge self-representation.

"WHAT idea" answers involve specific analyses of the organization of the learning experience, movement content of the learning experience, and the relationships which appear between the organization and the content. "WHAT" is answering the emphasis or balance between organization and content.

WHY were those particular ideas utilized in the movement experience? A broad gamut of data sources, variety of purposes, consistency of the movement learning experience, possibilities for exploration and discovery in moving, emphasis on process or product or both, movement skill emphasis, learner-centeredness, and progression might offer plausible answers. "WHY" is answering for the logics involved--cognitive, movement, and divergent logics.

HOW were the ideas applied in the movement learning experience? Answers for this question concern the specific development of a movement learning experience, available lesson tools, meanings of learners, observations, safety precautions, problem solving, breadth and depth of individual and group vertical and horizontal relationships, evidences of a movement beginning, middle, and end, challenge choices, the possibility for developing

a broad movement exchange vocabulary, transitions from one movement to another, transitions from the experiences of one day to the next day, and experience and lesson serendipity and flexibility. "HOW" answers give direction for depth of the movement experience and expression through facilitator and learner transactions.

Could the ideas utilized be EMPLOYED in ANOTHER WAY in the movement learning experience? Answers for this question provide for the inclusion of omissions, for complexity, for transformations, and for extensions of the learning experience. "EMPLOYED in ANOTHER WAY" implies answers for perceptual and conceptual divergency or cognitive synthesis.

Question series two--range of meanings. What RANGE OF MEANINGS is involved with the ideas in the movement learning experience? All learners assessing their own movement learning experience can check the experience for quality by examining the aspects which characterize the experience. The characteristics of the experience indicate affective synthesis. Synthesis with regard to the characteristics of the experience involves interrelationships. These interrelationships spiral as a divergent concept. The divergent concept includes the range of meanings which begin with holistics and move to infinity. The range of meanings includes complexity, dimensionality, directionality, naturality, centrality, organicity, combinability, and infinity. "RANGE OF MEANINGS" answers an affective self-representation of quality in

a movement learning experience. These answers coincide specifically with unity or the affective syntheses of all theoretical awarenesses.

Why is this particular RANGE OF MEANINGS involved as ideas in the movement learning experience? "Why this particular RANGE OF MEANINGS" provides an answer to the total range of conceptual thinking of the study which includes the concrete, the abstract, and the intuitive. These syntheses represent the thought processes as they are related to all of the integrators within the study.

How is this particular RANGE OF MEANINGS involved as ideas in the movement learning experience? Answers for this question are threefold. "How" considers internal consistency or temporal synthesis. In addition "How" corresponds with external consistency or spatial synthesis. "How" provides an answer for an alternative approach to research endeavor in elementary school physical education. The alternative approach is qualitative in nature and in its inquiry. Specifically "How" supports the logic of divergency in movement.

Could the RANGE OF MEANINGS utilized be EMPLOYED in ANOTHER WAY in the movement learning experience? This question is involved with the interrelationships within the study. The question is concerned with the explosiveness, the unknown, the spontaneous, and the serendipity in a quality, movement learning experience. The question becomes operable through the evolvement of movement in a spatial-temporal orientation. Such an evolvement

comes through the operation of many kinds of principles. "EMPLOYED in ANOTHER WAY" becomes functional in providing an answer for "beyond" or as it is termed for this study qualitative prolation. The entire question deals specifically with affective synthesis.

EVALUATING THE SELF-ASSESSMENT GUIDELINES FOR MOVEMENT LEARNING EXPERIENCES

Previously it was stated that self-assessment of quality in movement learning experiences is personal and formative and that self-assessment is a restructuring of synthesis. Evaluating assessment guidelines indicates the need for a procedure to describe assessment as well as the syntheses which occurred. "How" and "why" are describing "what" in assessment. Based on the developed model or theory, highly specific, formative concepts which are complex in nature provide for the phenomenological field and contextual descriptions which functioned in the model.

Believing that the process of model building can provide structure for experiencing, Morris (1970:79-80), in explaining model-building skills, stated:

> . . . The process of model development may be . . . viewed as a process of <u>enrichment</u> or <u>elaboration</u>. . . .
>
> . . . The process of elaboration or enrichment involves . . . two sorts of . . . alternation procedures. . . . the alternation between modification of the model and confrontation by the data. . . .
>
> . . . The alternation between exploration of the deductive tractability of the model and the assumptions which characterize it. . . .

". . . The task is to discover," continued Morris (1970:81), "a set of assumptions which are . . . descriptive of the problem and deductively tractable." In utilizing principles within this study, the process of enrichment or elaboration is concerned with model or theory assessment. As it is applied to assessment for this study, tractability means describing, extending, and modifying concepts regarding the evaluation of guidelines for assessing quality in movement learning experiences.

Churchman (1970:136-137), after discussing models and reality, commented:

> . . . A model will be said to be an adequate abstraction if it meets the severest challenges that qualified minds can raise.
>
> . . . one of the most severe challenges one can make of a model is to insist that its designer try to elaborate beyond his originally intended scope.

The writer has selected two sets of criteria to be used in evaluating the assessment guidelines developed directly from the model. One set of characteristics or criteria is considered to be an external set of criteria. The external set of criteria deals with the organizational aspects involved in the process of model designing. The second set of characteristics or criteria is concerned with the internal aspects of model designing as the criteria apply to the "process within process" medium of the process of facilitation and learning.

Assessing the guidelines in this fashion is assessing the processes occurring in the creation of new data or emerging

knowledges. This kind of assessment is a positive indicator of guideline feasibility. Of the criteria selected, there is overlap among the criteria within the criteria. Moreover there is overlap between the sets of criteria to be utilized.

External Criteria

Morris (1970), a psychologist and sociologist in the social sciences, proposed a set of characteristics to describe models. These characteristics are applied to this study as an external evaluation of the guidelines.

The characteristics proposed by Morris (1970:92) are:

1. Relatedness--How many previously known theorems or results does the model bring to bear upon the problem?

2. Transparency--How obvious is the interpretation of the model? How immediate is its intuitive confirmation?

3. Robustness--How sensitive is the model to changes in the assumptions which characterize it?

4. Fertility--How rich is the variety of deductive consequences which the model produces?

5. Ease of enrichment--What difficulties are presented by attempts to enrich and elaborate the model in various directions?

Based upon the preceding characteristics, many organizational concepts were represented in the developed model for assessing quality in movement learning experiences. Each of the characteristics presented by Morris (1970) contained concepts that

were found within and pertinent to the study.

The first characteristic was involved with theoretical perspectives. Included in the assessment guidelines of the study were principles from philosophy, psychology, education, curriculum, movement theory, learning theory, and research. These concepts referred to the characteristic of relatedness.

Occurring within the study were many concepts that affirmed conceptualities. The conceptualities which applied to the study were concrete, abstract, and intuitive aspects of the thought processes. These conceptual concepts were indicative of the conceptual and qualitative considerations of thinking through which the study was structured. These conceptual and structural concepts of knowledge and knowing illustrated transparency.

Underlying the study were structural concepts which apply to the five-point base of the study. The five-point base was interrelated to the assumptions of the study. Theoretical concepts linked the body of the study to research inquiry. Changes in the assumptions of the study would alter the interrelationships; thus the developed model was characterized by robustness.

Operational and functional concepts attuned to the beliefs and meanings attached to the study will offer possibilities for further research inquiry. Interrelationships and intra-inter interrelationships indicated within the writing of the study were hypothetical premises based on context as a divergent concept. Utilizing an external and an internal set of criteria as an evaluative means was indicative of a procedure to support theory and

practical consistency. The assessment guidelines themselves were composed of aspects of both inductive and deductive thinking which stemmed from the original conceptualization of a quality, movement learning experience. Operational, functional, and divergent concepts attested to fertility.

Transitional concepts in the study stemmed from variation which was a principle of the developed model. The principle of variation made it possible to examine and reexamine any of the model components and subcomponents for further expansion. Expansions or extensions from the model were possible through qualitative prolation. The concept statements, concepts, and criteria for the assessment guidelines as well as for movement learning theory, and, in addition the qualitative research emphasis, all as clusters of ideas, were examples of prolations within the study. Prolations within the study typified the ease of enrichment.

Internal Criteria

Jewett (1968), a professional preparation specialist and a curriculum designer in the field of physical education, presented four criteria which lend direction to the process of model designing. These criteria will be applied to the assessment guidelines as internal criteria.

Jewett's (1968:12-13) criteria for a conceptual approach to the model-designing process in physical education entail:

1. Action-oriented--How does the model allude to many learning dimensions with major emphasis on human movement as one

learning dimension?

2. Clarify inter-relationships--How does the model provide for clarification, integration, and reversibility in its processes and its key concepts?

3. Dynamic--How is the model open and flexible to permit new and better answers for human movement concerns?

4. Communication--How can the model be applied by personnel in fields other than physical education?

How does the model relate to individual purposes?

How is the model parallel with the thought processes and knowledge concerns in other disciplines?

How does the model provide for the inclusion of educational objectives?

The developed model in this study was a movement model conceived through assessing quality in movement learning experiences and through movement learning theory. As it followed, theoretical concepts were abundant throughout the study. Movement knowledges, feelings, and ideas, as designated by Barrett (1973), were built into the model. Thus cognitive, affective, and psychomotor domains of human behavior were represented. Because of the emphasis on personalization through meanings, human movement as an identity concept was a major consideration. All of the above-mentioned concepts were action-oriented.

Within the developed model, relationships through movement meanings and learner uniqueness were specified with reference to a movement curriculum. Interrelationships and intra-inter

interrelationships in the study were specified and based on syntheses and prolations. Syntheses referred to the evolvement of a point of view with regard to movement education as a distinct philosophical stance (AAHPER:1975) in elementary school physical education. Prolations were involved with new data or emerging knowledges. Transitional, symbolic, and divergent concepts were involved with the point of view and emerging knowledges. The conceptual and qualitative, as key concepts in the study, provided for integration. Assessment in the study was defined as a restructuring of synthesis, formative in nature. Philosophical and psychological principles were indicative of reversible operations applied to the study. Clarification of three kinds of relationships prevailed.

The movement model was designed to be open and flexible. The model was open because of the phenomenological field and contextual descriptions as model substances. The model was classified as a model of responsitivity and disclosure for professional preparation in the entirety of elementary school physical education. As an emphasis in research, the model was symbolic since it dealt with interrelationships and their extensions. There was an interplay of theoretical, symbolic, transitional, operational, functional, structural, and logically divergent concepts projected in the model. New knowledges emerged through the combinations of components and subcomponents found in the original conceptualization of a quality, movement learning experience. The nature of the processes and concepts woven into the model exemplified the

model as dynamic.

In theory, the assessment guidelines of the developed model were designed for use in education and physical education. The writer believes that with certain modifications of content, the guidelines could be utilized in fields other than education and physical education. A transitional concept applies to the latter statement. The model alluded to personal meanings thus identity and functional concepts operated. The thought processes of facilitator and learner in their totality were considered the core of the facilitation-learning process. Thus conceptual and divergent concepts were employed. Directional objectives, as specified by Barrett (1973) were included in the movement curriculum as structural concepts. Built into the movement curriculum were many aspects of human relations between facilitator and learner. Included in the developed model was the provision for communication in depth.

Evaluating the guidelines through two sets of criteria is an example of assessment within assessment. As an emerging knowledge the assessment guidelines do support the workability of the model. Employing two sets of criteria does describe the internal and external linkages of the model to theory and praxis. Thus model continuity is specified. The metaphor "from virtual to actual" becomes "from actual to virtual" in operation and in function. The reversibility of the metaphor is a reality. Metaphor reversibility is a strong indication of the stability of the model.

MOVEMENT LEARNING THEORY

Through viewing a movement learning experience from the standpoint of wholeness, the beginnings of a movement learning theory developed from the model. Although unrefined in nature, the movement learning theory which follows is an additional example of an emerging knowledge different in kind from the assessment guidelines.

Concept Statements

1. Movement learning considers the learner and the learner within a group in relation to movement content of skills and awarenesses, movement transitions, and movement combinations.

2. Learners as learners by themselves and in a group utilize general and personal space with regard to skills and awarenesses.

3. In movement learning, the learner's rate, time, speed, and rhythm are considered to be aspects of learning.

4. Philosophical, psychological, neurophysiological, biosociological, curricular, and movement principles apply to movement learning.

5. Movement components, subcomponents, and themes are utilized in relation to, according to Barrett (1973), games and sport, dance, gymnastics, and aquatics provided the physical plant warrants it.

6. Awarenesses of body, space, effort, and relationships and their refinements are structural keys in movement learning.

7. The dynamics of movements in combination and the flow of movements are prime considerations in the refinement of movement learnings.

8. Movement components, subcomponents, and themes can be revisited to aid in their refinement. Revisitation can take place for the purposes of meaningful movement and expansion of movement, based on Barrett (1973), knowledges, feelings, and ideas.

9. Within a movement setting it is possible to observe learners execute isolated and combined movement in relation to the environs or tools.

10. Through observation it is possible to note a learner's movement effort qualities in isolation or with combined movements.

11. A learner's movement meanings, movement purposes, movement successes, and movement potentials compose the aspects of an educational and physical educational plan.

12. Movement meanings, goals, purposes, skills, awarenesses are in commerce with the environs or tools of the setting toward the reaching of potential movement clarifications.

13. Both facilitator and learner transact and, according to Murray and Kluckhohn (1955), proact with regard to decisions, choices, and problem solving as these substantive and behavioral aspects relate to movement learning.

14. Within the learning experience, facilitator and learner exchange information about movement learning verbally and nonverbally.

15. Because of the uniqueness of all learners, it is

possible to observe, communicate, and self-assess both experience and expression in a movement learning experience with regard to awareness, refinement, imaginative movement, spontaneous movement, continuousness in movement, and wholeness of skills and awarenesses.

16. Movement is inherent. Experience and expression within an immediate movement learning experience are highly personal with regard to that which is given and that which emerges in moving to learn and learning to move (AAHPER:1965).

Criteria

Each of the preceding concept statements in the movement learning theory has a complementary criterion. The criterion termed "holistics" complements concept statement number one. The criteria are:

1. holistics,
2. spatial orientation,
3. temporal orientation,
4. structurality,
5. developmental in relation to potential,
6. fluidness,
7. revisitation,
8. externality,
9. internality,
10. meaning-value orientation,
11. purposefulness,
12. referentiality,

13. preferentiality,

14. communicativeness,

15. changeableness, and

16. personalization.

Key Concepts from Movement Learning Theory

Humanistic learning is based upon the need, according to Rogers (1961), of the learner to preserve and enhance his/her self-concept. Humanistic learning is perceptual learning. The key concepts which follow are based on those premises.

1. Experience and expression in movement learning are personal responsitivities.

2. Movement learning can be described and assessed through its interrelationships of change.

3. The contents of movement, based on Barrett (1973), knowledges, feelings, ideas, experience, and expression are the form and structure of movement learning.

4. The environs or tools lend continuity and consistency to movement learning. Choice of tools or lack of choice of tools is preferential with regard to the uniqueness of learners.

5. Movement learning contains complexity.

6. Movement learning contains combinability.

7. Movement learning is complementary with regard to complexity, combinability, and reciprocality.

8. Real or permanent learning comes from within. Personal meaning is paramount to movement experience and expression.

Personal meaning is the "how," "why," and "what" of movement learning.

9. Through personal meanings expression of movement becomes successes for learners. Lack of progress at a particular time is part of learning. Progress is based upon meanings and a positive desire to exceed successes.

10. Movement learning expression and refinement vary by degrees toward potential and vary in refinement pending the degree of integration with regard to movement principles.

11. Integration in movement learning is congruent with the quality within the learning experience.

12. Permanence of and in movement learning is accomplished through theme revisitation.

13. A positive, nurturing, and success-based atmosphere develops movement learning.

14. Care shown by the facilitator develops true movement learning.

15. Movement learning is "process within process" oriented. Movement learning is contextual, conditional, and situational.

The preceding concepts of movement learning theory exemplify the assumptions of this study. The key concepts, though unrefined, correspond with the five-point base of the study.

PHILOSOPHICAL MOVEMENT FRAMEWORK

The philosophical movement framework which follows is an emerging knowledge from the developed model. Contained in the movement framework are categories. Information in the categories reflects the movement philosophy as it came from the original conceptualization of a quality, movement learning experience.

In terms of having an experience, Dewey (1934:55-57) characterized:

> In every integral experience there is form because there is dynamic organization. . . . dynamic because it takes time to complete it . . . it is a growth. There is inception, development, fulfillment. . . . That which distinguishes an experience as esthetic is conversion of resistance and tensions . . . into movement toward an inclusive and fulfilling close.
>
> Experiencing like breathing is a rhythm of intakings and outgivings. . . .
>
> The <u>form</u> of the whole is . . . present in every member. Fulfilling, consummating, are continuous functions, not mere ends, located at one place only. An engraver, painter, or writer is in process of completing at every stage of his work. He must at each point retain and sum up what has gone before as a whole and with reference to a whole to come. Otherwise there is no consistency and no security in his successive acts. The series of doings in the rhythm of experience give variety and movement; they save the work from monotony and useless repetitions. The undergoings are the corresponding elements in the rhythm, and they supply unity; they save the work from the aimlessness of a mere succession of excitations. An object is peculiarly and dominantly esthetic, yielding the enjoyment characteristic of esthetic perception, when the factors that determine anything which can be called <u>an experience</u> are lifted high above the threshold of perception and are made manifest for their own sake.

What Dewey (1934) has said is that a dynamic experience has structure, is perceivable, is immediate, is rhythmical, is

expression in perception of the whole, is fulfilling, is consummatory, is creative, and is re-creative. Applied philosophically to this study, a quality, movement learning experience has structure and form which are inseparable. Humanistically, meanings within the components and subcomponents and their interrelationships are qualitative and perceptual. A quality, movement learning experience is an instance of itself as designated by Gendlin (1962). A quality, movement learning experience, one which is personal and has captured meaning, is sui generis.

Barrett (1973:109), in discussing movement, learning, and philosophy in elementary school physical education, emphasized:

> Movement education is evolving as a philosophy about movement and its significance in the young child's life. With the acceptance of this concept as a vital influence in a child's education, and in his physical education in particular, there seem to be developing as many "right approaches" as there are people interested, a fact that might justifiably cause some concern. More and more "programs" are appearing, dealing with the physical education of young children, and all claiming to implement a movement education philosophy. . . .

Qualitative Categories

The categories included in the philosophical movement framework are modified from Pepper's (1966:28-29) conceptual and qualitative categories. The framework is applicable to the distinctive philosophical stance of movement education as predicated by Barrett (1973) and written by Barrett and Tanner (AAHPER:1975).

Representing half of the "process within process" medium of a quality, movement learning experience are the following

qualitative or behavioral movement categories. PROCESS categories and their content include:

1. meaning-values of a learner's movement,

2. felt-meaning quality in the movement learning of learners--effort actions,

3. continuousness of qualitative learning in movement space and time,

4. intensity of the quality of felt meaning of all movement awarenesses in learning,

5. references of facilitator and learner to the five-point philosophical and psychological bases of the developed model--process dynamics,

6. felt meanings of learnings toward fulfillment of immediate purposes, range of human movement potentials--trans-processing--in movement space and time,

7. feeling of positiveness, care, trust, support, and success extended to learner by facilitator in meeting learning purposes,

8. positive support extended to learner by facilitator in meeting unsuccessful learning purposes, and

9. facilitator and learner communication, purposes, planning, and perceptions as insulators to dynamics of the bases.

CONTEXTUAL categories and their content include:

1. simultaneity between facilitator and learner in specifying attitudinal or Barrett's (1973) directional objectives and in designing a movement learning experience,

2. complementary features of movement learning theory,

3. imagination, spontaneity, and serendipity of a movement learning experience,

4. desire by learner to succeed and exceed as learning catalysts,

5. integration of experience and expression in viewing wholeness of a movement learning experience,

6. merging of qualities within experience and expression brought about by five-point base--change,

7. qualitative prolation or going beyond the description of the five-point base, and

8. immediacy of the learning experience.

CONDITIONAL categories and their content include:

1. evolutionary characteristics of time, energy, learning experience, assessment, theoretical perspectives, and philosophy,

2. present--immediacy of transactions--actual,

3. past--outside the immediacy of transactions--real but not actual,

4. future--inherent potentialities of immediate transactions--real but not actual,

5. mutual dependency of process, contextual categories, and movement meaning-values of facilitator and learner,

6. interdependency of movement meaning-values and movement learning theory, and

7. interrelationships between components and subcomponents

in a quality, movement learning experience.

SITUATIONAL categories and their content include the following:

1. Movement learning and assessment go "from virtual to actual" in the developed model or theory.

2. Abstracting from within the movement learning experience by facilitator and learner individually and collectively is social reality.

3. Social reality is conception, intuition, perception, description, and synthesis--all diffuse from the human base.

4. Commonalities describe and express synthesis.

5. Personal meaning-values differentiate.

6. Differentiations express and re-structure synthesis.

7. Facilitation and learning are personal, pervasive, internal in nature, and spatially-temporally oriented.

8. Advances of completeness and pervasiveness in a movement learning experience derive from the human base.

9. Categories of psychological, functional, theoretical, environmental, and structural provide a framework for grouping the components and subcomponents in the developed model.

10. Modes of inquiry permit learning advances to occur.

11. Problem solving, decision making, choices, independence, and responsibility compose personalized learning experiences and link theory to practice.

12. Theoretical perspectives link the process of model designing to research inquiry.

13. Problem solving, decision making, choices,

independence, and responsibility are perceptual catalysts in the personalization process.

14. Perceptual catalysts as internal movement images link art and science in human movement.

Conceptual Categories

Representing the second half of the "process within process" medium are the following substantive or conceptual movement categories. MOVEMENT COMPONENTS, SUBCOMPONENTS, AND THEME categories and their content involve:

1. body awarenesses arising from internal effort qualities--Barrett (1976),

2. expansion of body awarenesses through movement subcomponents oriented to learners and learners in a group--Barrett (1976),

3. integration of movement awarenesses thrcugh themes--Barrett (1976),

4. revisitation of components, subcomponents, and themes disclosing unlimited movement possibilities--Barrett (1973),

5. body awarenesses, expansion, and integration requiring continuity through a temporal orientation,

6. energy of observable quality and quantity of kinesthetic awarenesses and effort quality energies in movement expressions or conceived and perceived as potential movement energies,

7. transprocessing of body awarenesses indicating changes in the movement serial or behavior through a balance of movement

knowledges, ideas, and feelings--Barrett (1973),

8. transactions in learning atmosphere with environs or tools, learners, and groups,

9. transprocessing of transitional and environmental changes through internal energy expenditures and structural principles of body movement--economy of movement,

10. selectivity of the thought processes within the movement learning experience for integration, flow of movement--includes perceptual, emotional, imaginative, cognitive, and cultural capacities in the immediacy of the learning experience,

11. movement serial--Dewey (1931) and Murray and Kluckhohn (1955)--combinabilities, symmetrical and asymmetrical, toward successful movement energy expressions, and

12. movement serial--Dewey (1931) and Murray and Kluckhohn (1955)--responses to consummate movement success in concepts of skills, concepts of awarenesses--anticipatory sets.

PHYSICAL STRUCTURE categories and their content involve:

1. complexity of learners and learning experiences,

2. movement serial--Dewey (1931) and Murray and Kluckhohn (1955)--combinabilities in an integrated, personalized movement learning experience, and

3. interdependence of all body systems--neurophysiological, psychological, sociobiological, symbolic, semiotic, cognitive, affective, psychomotor, and spiritual.

PHYSICAL ENVIRONMENT categories and their content involve:

1. principles of curriculum planning--Tyler (1969),

2. educational and curricular framework--Goodlad (1966),

3. historical classes of curricular activities--Ammons (1968),

4. evolution of space-time energies,

5. cognitive space in a movement curriculum being imaginative, unframed, logical, multiple,

6. vertical aspects of a movement curriculum being open--Barrett (1970),

7. immediacy of time,

8. qualitative space-time manifold,

9. quantitative space-time manifold, and

10. *microcosm* and *macrocosm*--structure of matter in space-time--Goodlad (1966).

The preceding philosophical movement framework pinpoints two discriminating categories. According to Pepper (1966), both categories are closely parallel. For this study the prime differences between the categories concern the absence in the substantive or conceptual list of qualitative, felt-meaning-values which integrate and engender human movement serial or behavior change, and, the immediacy of time in a quality, movement learning experience. In addition the *metaphor* "from virtual to actual" appears in the behavioral or qualitative list. For paralleling the extension of knowledge with the creative process, space in the substantive or conceptual list is looked upon as unframed.

The major significance in difference is to note, according to Pepper (1966:30), that the felt-meaning-values which occur in

the behavioral or qualitative list occur directly throughout the list. In the substantive or conceptual list, the felt-meaning-values occur indirectly in the list. Both major categories are concerned with a quality, movement learning experience and concepts arising from the original conceptualization of a quality, movement learning experience. Concepts of quality and felt-meaning-values are inseparable. In presenting the definitions of concepts, the late June Galloway (1971:25) indicated:

> Woodruff diagrammed the composite nature of a concept . . . He gave the composite nature of a concept--meaning, feeling, and symbols--and then described how concepts form experience and become predispositions for future behavior.

By inference, concept and quality operate simultaneously and function immediately and latently in a quality, movement learning experience. Operationally and functionally, concept formation is applicable to the behavioral or qualitative categories as well as to the substantive or conceptual categories. The qualitative category is concerned with the intuited essence of phenomenological relationships. The conceptual category is concerned with the essence of contextual relationships within a quality, movement learning experience, but because of its nature, can include other essences and relationships.

Based upon the preceding discussion, the philosophical movement framework of categories is unlimited and unrestricted in its scope. Its precision is highly selective, ordered, flexible, specific, and logical because of the nature of thought in the creative process of model designing. The description of the

creative process of model designing occurred as the model was being developed. The model, within the learning experience, can be characterized by care and sensitivity. In professional preparation in elementary school physical education with reference to the philosophic stance of movement education, the model is characterized by pandectic responsitivity. In terms of research, the model is characterized sophisticated personal inquiry.

CHAPTER V

SUMMARY AND IMPLICATIONS

This study has dealt with a conceptualization of a quality, movement learning experience in elementary school physical education. From the conceptualization, a model was developed. The process of model designing, according to Stogdill (1970), is the process of creating. Generated from the model were guidelines for assessing quality in a movement learning experience, movement learning theory, and a philosophical movement framework. Of the knowledges generated from the model, major emphasis was given the guidelines for assessing quality in movement learning experiences.

Alluding to children's ideas of movement and speed, Piaget (1971:ix) noted:

> . . . all movement tends toward a goal and implies an inherent vital or creative power. . . .

SUMMARY

The challenge to the concept of openness came from a course in supervision in Edinger's (1970) classroom. In a positive atmosphere, self-direction abounded.

In a classroom geared to self-responsibility, another challenge arose from an intriguing statement made by Barrett (1970) during a curriculum lecture in physical education. Barrett (1970) stated that process steps [conceptualities] represent the

point at which meaningful learning experiences intersect movement experiences.

An image was taking shape. Through time a preconceptual image or a very general idea was perceived or intuited about a quality, movement learning experience. Meanwhile, added to the first image were two additional images. One of these images concerned theory. The second image concerned assessing quality in learning experiences. These second images were very general ideas. Figure 9 depicts the first and second images.

Preconceptual Images

O

O O

Very General Ideas

Figure 9

Perceived Images about Quality, Theory, and Assessment

From the original images indicated in Figure 9, a model for the assessment of quality, movement learning experiences was conceptualized. The conceptualization contained fifteen specific concepts or general ideas. These general ideas are called components in the study. The fifteen concepts were rendered more specific by the addition of one hundred or more subconcepts or more general ideas. These more general ideas are called subcomponents in the study. Movement learning theory and assessment guidelines were generated from the conceptualization. Figure 10

illustrates the general and more general ideas.

General Ideas

00000 00000 00000

More General Ideas

00000 + 00000 + 00000 +

00000 + 00000 x 0000

+

Figure 10

Conceptualization of a Quality, Movement Learning Experience

Added to the developing model were five specific concepts or specific ideas. In the study a five-point base comprises the specific ideas. Divergency, internal consistency, external consistency, conceptualities, and unity denote the aspects of the base. Contingent to the five-point base were four more concepts or more specific ideas. Communication, purposes, planning, and perception comprise these more specific ideas. These specific ideas serve as insulators for the base. It is apparent that there is a constant spreading and fanning out of ideas. This is the model or theory developing. Figure 11 connotes this spreading of ideas.

Running through all concepts of the developing model or theory, but primarily through the base and back again to the original conceptualization, was another concept. In the study this concept is called a principle. Within the model or theory,

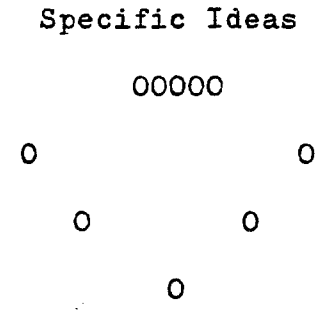


Figure 11

Five-point Base and Insulators of the Developing Model

variation is the principle. The principle of variation is moving and revolving constantly in many directions. The principle of variation lends explosiveness or dynamics to the model. Variation becomes the differentiating or very specific idea in the study. Figure 12 indicates the principle of variation.

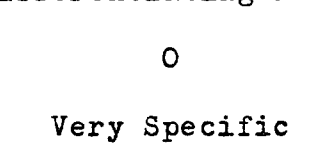


Figure 12

The Principle of Variation

Other principles were added to give shape to the underlying movement structure of the study. In the study and with reference to movement, these principles are termed general, specific, and working principles. For brevity they will be referred to collectively as working principles in the figure which follows. These principles are parallel to the movement components, subcomponents, and themes of Barrett and Riley (1973) and Barrett and

Rink (1973). Such working principles are complementary to the aspects of the aspects of the study and permit human movement creation in many directions. Such creation encompasses many aspects and dimensions of the thought processes. Through Laban's (1960) integrated movement learning theory and based upon the above-mentioned working principles, another way of viewing the space-time continuum becomes possible. Looking at the space-time continuum in another way is made possible through the principle of complementarity. All of these movement concepts or ideas are very specific and are differentiating as well. Figure 13 indicates the movement working principles.

Additional Differentiating Ideas

O O O

Very Specific Movement
Working Principles

O

Very Specific Principle of
Complementarity

Figure 13

Movement Components, Subcomponents,
Themes, and The Principle
of Complementarity

As time passed, larger concepts or clusters of ideas were emerging. According to Gendlin (1962), symbolized meanings in the developing model or theory or the process of creating made possible the clusters of ideas. Such creating is open ended. From the

cluster of ideas, two major concepts were retained. The two major concepts, refined in nature, are called qualitative and conceptual categories in the study. Based upon the view of space-time in the study, a qualitative research emphasis was retained as well. The fifteen specific components of the conceptualization of a quality, movement learning experience were refined further. In the study these became additional major concepts called psychological, environmental, functional, theoretical, and structural. These major concepts give consistency and consociation to the concepts being developed in the study. These major concepts are highly specific. Figure 14 shows the major concepts or categories and the research emphasis.

Major Concepts

O O

Research Emphasis

O

Further Refined Concepts

O O O O O

Highly Specific

Figure 14

Conceptual and Qualitative Categories,
Research Emphasis, and
Major Categories

According to Pepper (1966) and Gendlin (1962), qualitative or symbolized felt-meanings of the writer led to a merging of the

refined concepts. Further and continuous refinement of concepts or ideas, with reference to the thcught processes, are called modes. One mode, which in this study is going beyond to the extension of other modes of inquiry, is called prolation. These modes are highly refined. Figure 15 denotes the mode of prolation

Highly Refined
O
Mode of Inquiry

Figure 15
Mode of Prolation

Through the mode of prolation, it was possible to expand the concepts to additional modes of inquiry. Continuousness in the refinement process makes it possible to divert, add, refine, and re-create. The discussion at the end of Chapter four regarding the specification of a philosophical movement framework is indicative of this going beyond or prolating to expanded modes of inquiry. The mode of inquiry for the conceptual and qualitative categories in the philosophical movement framework is called the mode of syncretism. Within the philosophical movement framework, the mode of tempering the movement learning theory--thus the art and science of human movement--is called synergism. As it was pointed out in Chapter three, the mode for the assessment guidelines was eduction.

In a book dealing with visual images in thinking, Arnheim (1969:174) distinguished between kinds of concepts. One kind of concept he (1969) called a "type." Yet another kind he (1969) called "container." A "type" concept, according to Arnheim (1969), is concerned with the essence of structure. The essence of structure or divergency is the hallmark of productive thinking. Based on Arnheim (1969:174), a "container" concept is concerned with criteria. Both kinds of concepts are found in the guidelines for assessment within this study.

Additional "type" concepts are operating in this study. These "type" concepts are the substructures of the comprehensive movement philosophy set forth in the developed model. Process as context is a "type" concept. Process as contextual is a very important point in the study as it is context which encompasses the relevancy, according to Gendlin (1962), of movement meanings. It is relevancy which permits divergency. Thus context, the principle of variation, the principle of complementarity, and the movement principles of Laban's (1960) movement theory modified by Barrett and Riley (1973) and Barrett and Rink (1973) become pervasive modes at different levels within the entire study. These substructures are termed the mode of refluence. Total continuance in the refinement process of the entire study is called the mode of elutriation. All modes of inquiry are shown in Figure 16.

The formation of the early images and the highly refined modes of inquiry or all concepts and ideas within the study occurred through time and in a broad area, which in the study is

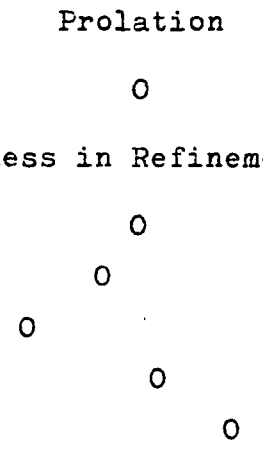


Figure 16

Prolation, Syncretism, Synergism, Eduction, Refluence, and Elutriation

called unframed, imaginative, multiple, and logically divergent space--not spatial space as it is commonly known. This is a specific application of the concept of openness. Figures 9 through and including Figure 16 illustrated graphically that broad area of unframed, imaginative space. The use of unframed, imaginative space occurs naturally in the creative process, but it had not been specified as a different kind of space.

At another level of refinement, unframed and imaginative space becomes the net for the contextual relationship the essence of a concept and becomes the net for the phenomenological field relationship the intuited essence of a concept. Thus space is to concept formation as time is to process. The spatial-temporal orientation laces the net of the "process within process" medium of this study. This descriptive process is called a complementary

continuum. The complementary continuum accounts for knowledge transitions among theoretical perspectives, classroom or laboratory practice, and research inquiry. Figure 17 connotes the complementary continuum.

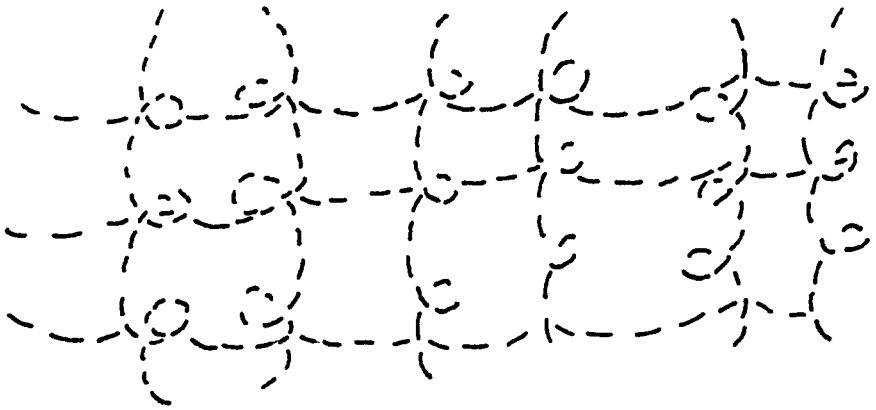


Figure 17

The Complementary Continuum for
Knowledge Transitions

In unframed spaces through time, many kinds of communication permeate and diffuse from a complementary continuum. In the spaces between movement awarenesses and movement refinements, communication pervades. Perceptions of facilitator and learner come into being about a movement learning experience. Through personal meanings of facilitator and learner, meaningful movement purposes are specified throughout a movement learning experience. A movement learning experience is planned around movement knowledges, ideas, and feelings as Barrett (1973) has suggested. Communication between facilitator and learner about movement

knowledges, feelings, and ideas, as suggested by Barrett (1973), takes place throughout the movement experience. Communication becomes a sliding, two-way, and reciprocal endeavor in the services of meanings and purposes in a movement learning experience. Decisions by facilitator and learner are reached and changed. Because of the personal nature of the experience, choices which are internally oriented are available from within the learning environment. Problem solving interlaces the entire decision-making process. Gradually, self-responsibility, self-clarification, and self-direction are noticeable. Self-actuality or the reaching toward unknown potential becomes possible. In the spaces between awareness and refinement, self-assessment regarding the quality of the movement learning experience and the quality of the movement serial or expression accrue. Gradual formations of all the thought processes become functional and operative. Communication between facilitator and learner on a complementary communication continuum is shown in Figure 18.

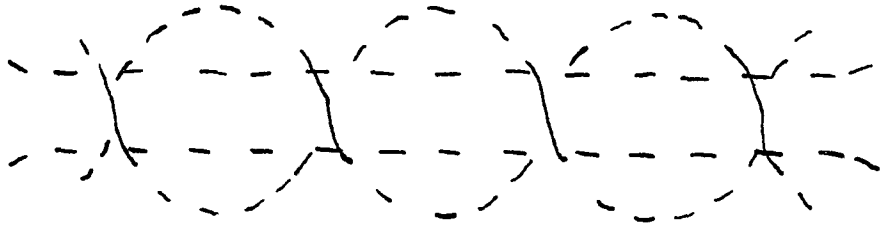
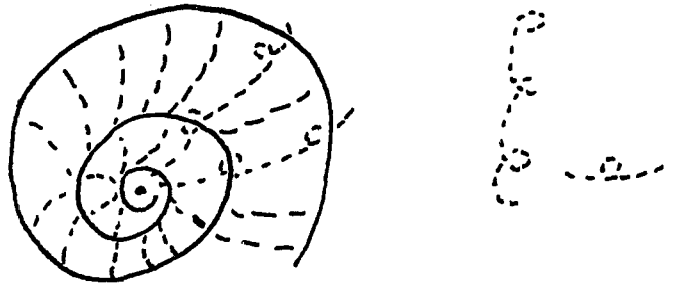


Figure 18

Complementary Communication
Continuum

The writer infers that in the educational world many kinds of knowledges are shown on a geometric figure called the spiral. For this study expanded knowledges regarding the thought processes assume a slightly different form. As it follows the spiral and the rondelle, which are used to section the spiral to indicate knowledges within, will be slightly different. The form is changed to accommodate prolation and the other modes of inquiry found in the study. Rather than a rondelle, a "rondo-spire" is used to section the spiral. A "rondo-spire" indicates complementarity, interrelationships, and expanded knowledges. The slightly different form of the spiral and the "rondo-spire" are shown in Figure 19.



Spiral "Rondo-spires"

Figure 19

Spiral and "Rondo-spire" Forms Indicating Complementarity, Interrelationships, and Expanded Knowledges

Two aspects of the thought processes, the conceptual and the qualitative, according to Pepper (1966), are operating at the same time. The qualitative, the personally felt-meaning-values precede all thought process operations. A learner's thought

processes can move through the two processes or extend beyond them. In this study moving beyond or expanding knowledges is accomplished through prolation. Prolation is an example of a perceivable abstraction. Prolation is a divergent concept. Perception is to abstraction as facilitation is to learning. Prolation is to context as experience is to expression.

Within the thought processes, learners can begin the conceptualization process from general, specific, or working concepts. Because of divergency it is possible to work in two directions at the same time, but it is not mandatory. The process is open also. It is possible to omit steps in the levels of thinking without detriment to the learner. The complementary communication continuum makes it possible to revisit, readjust, redefine, and re-create. Within the developed model or theory, it is the principle of variation or the continual revolving and moving backward and forward which makes this possible. As meanings become functional through the structure of concepts, the major kinds of thinking--convergent, divergent, and assessment as explained by Guilford (1964)--become highly activated. Co-products develop from the merging of the various kinds of thinking. Through increased insights from transactional processing, products such as the lamination of guidelines, become available. This is the true process of permanent and natural learning. Thus the metaphor "from virtual to actual" allows facilitator and learner to function internally and externally within the developed philosophy. The reversibility of the metaphor suggests that total integration

within the study was a reality and that the model symbolization was stable.

Abstractions or concepts are generally, highly specific or specifically, highly general. The dynamics or transprocessing aspects of the major kinds of thinking proceed at very rapid rates in many directions--crossing, merging, forking, adding, and zagging. Symbolization renders the dynamics of the process inert temporarily. The symbolization for this study is: MEANING is to MOVEMENT as MOVEMENT is to LIFE.

"Can we," interrogated Mosston (1966:230) in pointing out the growth, freeing, and emerging processes in teaching and learning in physical education, "teach creativity?" Barrett (1975) facilitated the creative process. All Advisory Committee members (1976) extended the creative process of this study. During a class lecture, Ulrich (1970) stated that the teaching relationship is the alpha and the omega of the interaction process. That assertion has infinite philosophical implications for the movement world.

IMPLICATIONS

In an article, Barrett (1973:118) speculated about the future of elementary school physical education. She (1973) admonished:

> A child's physical education is his education in and through movement. This implies rationally planned learning experiences which support the dynamic quality of the concept Learning to Move ← → Moving to Learn. Insight into the essence of this concept is now

> emerging and with it exciting ideas for the future of education and physical education. What will characterize the future will be determined by how the questions of today are answered tomorrow. The few questions that follow are designed to make us begin to face the future and the challenge of the unknown.

Barrett's (1973:118-119) questions concerned the following reflections:

1. the frequency of inconsistency between beliefs and practice,

2. the degree of emphasis placed on learning to move and moving to learn in the maintenance of the meaning of the ideas contained in each concept,

3. the purposes of physical education re-examined with regard to emphasis on self-actualization,

4. the basis for determining the structure of effective movement learning,

5. the design and organization of learning experiences which are not predetermined,

6. the different means available for attaining known or unknown end-products, and

7. the relationship between the goals of skillful movement and maximum perceptual motor development.

The philosophy in the developed model in this study begins to delve into the answers for some of the questions which Barrett (1973) raised in her article about crossroads in physical education. The philosophical implications of this study embody further inquiry into a number of professional preparation issues for

elementary school physical education.

A major issue for inquiry in the preparation of preservice and inservice facilitation deals with the internal timing of a learner's learning. Timing or rhythm in learning is of vital significance in quality, movement learning experiences throughout life. Whether intentional or unintentional, direct violation of a learner's personal timing disrupts and inhibits true movement learning. Greater sensitivity and recognition to the issue merits consideration.

The entire question of aesthetics in the facilitation process warrants much deeper inquiry. Aesthetics as it applies to facilitation involves much more than beauty. The importance of nurturing in facilitation and true learning has been overlooked.

Greater inquiry emphasis is needed with regard to the process of true learning in movement. Each component and subcomponent of the developed model can be studied for its own consistent qualities with regard to movement facilitation and learning. This issue relates directly to the consistency of indirect-direct strategies employed in facilitation.

All interrelationships and intra-inter interrelationships mentioned within the study can be investigated for their significance in facilitation. In addition the interrelationships and intra-inter interrelationships can be studied qualitatively and quantitatively for their learning impact.

Various parts of the guidelines, movement learning theory, and the philosophical movement framework can become working topics

for creative and experimental inquiry. This kind of inquiry is concerned with the placement of induction and deduction within a study.

The assessment guidelines--concepts and criteria--can become a study in themselves. Application feasibility can be undertaken from a variety of standpoints. The guidelines could be checked for utilization in geography or in science with appropriate modification of content. Economy of use can be checked.

Longitudinal and comparative research inquiries are needed to determine the feasibility of a personalized approach to group endeavor. Some application of the modes of inquiry within the study may offer a possibility.

Studies that deal with qualitative inquiry need establishing. As an area of research endeavor, a language clarification with reference to definitions of objectivity, reliability, and validity needs instituting. Permanence in movement learning demands consistency between the thought processes utilized and the language employed.

A better research balance between qualitative and quantitative studies needs consideration. Longitudinal and comparative studies of consistency between the two areas need to be created to ascertain the relationships of finding with regard to the learning processes.

The intra-inter interrelationships among the nature of movement learning processes, self-assessment, and personal meanings within movement serials need to be pursued. Self-assessment

viewed from the perspective of wholeness indicates abstractions different from the usual methodological considerations. The question centers around another concept. How can quality be obtained consistently to facilitate permanent learning? What is the interrelationship between problem areas in permanent learning and appropriate methodology?

By its nature the creative process or divergency begets ambiguity. With regard to the nature of learning and to the distinctive philosophical stance of movement education (AAHPER:1975), the structural implications of the model need examination for their pandectic perspectives. How do modes of inquiry prepare for a common ground between a process and a product orientation? Perhaps known walks over untrodden paths prepare for the uncommon roads of tomorrow's movement learning in elementary school physical education.

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