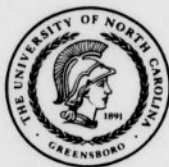


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Bressan, Elizabeth Stetson. The Assessment of Classroom Teachers' Ability to Provide Quality Instruction in Movement Education for Primary Grade Children. (1974)
Directed by: Dr. Kate R. Barrett. Pp. 105.

The purpose of this study was to determine whether classroom teachers could provide quality instruction in movement education for primary grade children. The designing of learning experiences which were "appropriate" for specific children was identified as the primary ingredient of quality instruction.

A test was constructed and administered to a group of 10 classroom teachers who had three years training in movement education and a minimum of five years teaching in the primary grades. The test consisted of five video tapes of five different children participating in movement situations. Each tape served as "data" about a single child. The classroom teachers responded to viewing the video tapes by designing five learning experiences for each of the children according to what they observed about them.

Quality instruction in movement education was defined as including learning experiences which matched in degree of "appropriateness" the learning experiences designed by a physical education teacher with a background in movement education. A physical education teacher was recruited to take the test also.

The learning experiences designed by the classroom teachers and the physical education teacher were submitted

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to a committee of experts for evaluation. This committee consisted of three prominent physical educators with substantial credentials in the area of movement education. By applying a rating scale developed from current literature to the learning experiences, the committee gave a designation indicating the acceptability of those experiences in relation to the children on the video tapes for whom they were designed.

The "acceptability" scores obtained by the classroom teachers, both individually and as a group, were compared to the scores obtained by the physical education teacher. The results revealed that the classroom teachers were unable to meet the criterion scores for quality instruction in movement education for primary grade children as established by the physical education teacher.

THE ASSESSMENT OF CLASSROOM TEACHERS' ABILITY
TO PROVIDE QUALITY INSTRUCTION IN
MOVEMENT EDUCATION FOR
PRIMARY GRADE
CHILDREN


by

Elizabeth Stetson Bressan

A Thesis 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
Master of Science
in Physical Education

Greensboro
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Approved by


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APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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April 15th 1974
Date of Examination

ACKNOWLEDGEMENTS

April 11, 1974

Dear Mom,

I'm sitting here in the livingroom hoping that this thesis is finished. . . I think it better be since my orals are on Monday. It shouldn't have been all that difficult to write, but school gets to be such a hassle sometimes, I really wasn't sure I would make it. Time gets going but things never seem to get done. I've needed a lot of help, and I've been fortunate enough to get it.

Dr. Barrett has been pushing herself hard for the past two weeks just to help me meet all my deadlines. She, Dr. Riley, and Dr. Tillotson spent a very long night being my experts on the test part of this thing. They didn't have to help, but they did. It must have been after midnight when they finished. How do you thank folks for help like that?

Carol Weinmann just left for class. She's behind in her reading again because she has been having to help me finish. She's done all my proofreading (which she didn't have time to do). She also thought up those three dimensional charts in the back of the thesis. As a matter of fact, she wound up having to draw half of them because it was taking me so long and I was getting so tired. How do you thank someone for help like that?

I've been tossing this problem of how to say "thank you" around in my mind for the past few days, and I think I've struck upon a solution. It goes back to something June Galloway told me onetime I tried to thank her for something. She said, "You just be all that you can be. That is enough thanks for me." So. . .

For Drs. Barrett, Riley, and Tillotson:

Because we share a deep professional commitment,
I will try to be a better teacher.

For Carol:

Because we share time
I will try to be a better friend.

I guess what I mean is, I will try to live my "thank you" instead of saying it.

Love,

Liz

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Chapter 1

INTRODUCTION

There is a philosophical basis for this thesis: all children have the right to quality instruction. Every phase of education, every area of the curriculum, is totally dependent upon the art of communication which we call teaching (Klein, 1973:359). Theorists may design elaborate models to illustrate what is supposed to happen in school, but their efforts are simply intellectual exercises until they are fashioned by a teacher into a relevant form for students.

The past decade has reflected an increasing awareness on the part of educators for an organized physical education program in the primary grades. Although several approaches for such an endeavor have been proposed, "movement education," because of its conceptual design of subject matter and its highly individualized instructional direction, has been identified by many physical educators as most desirable (Barrett, 1973; Diem, 1970; Ludwig, 1970; Porter, 1969; Stanley, 1969). Movement education has its models, structures for organizing and presenting movement as a source of both feeling and understanding. But, in order to become viable, it must also have its teachers.

It is difficult to identify the process by which a

teacher takes the theory and converts it into meaningful experiences for students. We know very little about how any one person ever reaches another with an idea. One feature does seem to consistently occur, however, and that is the need for "appropriateness" in the design of the learning experiences; appropriateness in the sense that the experiences depict an element of the theory in a manner that has some personal relationship to the student. A teacher selects some aspect of the conceptual framework for the content and then determines the method of presentation from knowledge of the student. The quality of instruction to which each child should have free access, is derived directly from this "appropriateness" in the design of learning experiences. If both content and method are blended into a relevant form, there is quality instruction. If either the content, the method, or their interaction precludes relevancy, quality of instruction will suffer.

It is conceivable that a teacher could be well grounded in the content area, but fail to choose appropriate methods for transmitting it. The lesson, then, could not be an effective experience for the learner. The opposite is also a possibility, where a teacher could be both sensitive and flexible in his ability to structure experiences, but because of an inadequate grasp of the content area, the lesson could lack substance. The result would be the same: a lesson which could not be effective.

A movement education program implies a total attitude toward the physical education of students. It is neither a unit of study within physical education nor a "sometimes approach" to introducing specific skills. It is a concerted effort to individualize experiences in movement from a conceptual orientation. Specialized preparation, whether as part of preservice curricula or as a function of inservice projects, is prerequisite to teaching within the framework of such a program. Any teacher without benefit of movement education training is not considered a candidate for working within this structure. Even authors such as Lenel (1969:10), who supported the exclusive use of classroom teachers rather than physical education specialists in movement education programs for primary grade children, was firm in her position that a thorough understanding of the principles of the program must precede adequate instruction.

The arguments in support of the use of specially trained classroom teachers center about the day to day knowledge such persons have of children. Since the ability to integrate the program with the observed needs and interests of the participants is critical to individualizing, there is a high premium placed upon the sustained intimacy a classroom teacher attains with the children (Lenel, 1969). Schurr (1967) stated that she felt that most physical education leaders and most school administrators support the choice of the

classroom teacher as the movement education teacher, when given guidance and the proper tools. Though making no specific commitment, Barrett (1965) established "...a deep understanding of the child himself, the subject matter with which he is working, and the method" as characteristic of the process of guiding children through movement. Whoever the movement education teacher, he or she must possess these abilities.

The significance of this study resides in its examination of the function of classroom teachers as they operate within a movement education program for primary grade children. It addresses itself to a single question. Is a classroom teacher able to present appropriate learning experiences in movement education? In short, can that classroom teacher provide children with quality instruction in this area of the curriculum? It has become a question because teaching movement may be different from teaching other things. From the British Department of Education and Science (1972:18):

Physical education creates situations wholly different from those of the classroom. However full and beneficial a teacher's knowledge of children may be, it must be recognized that different forces are operating when the children in a class have space and freedom to bring their full physical powers into play.

Teaching movement is different. Is it different enough to place it out of the realm of the classroom teacher?

STATEMENT OF THE PROBLEM

The purpose of this study was to determine if classroom teachers are able to design appropriate learning experiences for primary grade children in a movement education program.

DEFINITION OF TERMS

The following terms are used in a consistent manner throughout this investigation:

1. Movement education: a regularly administered program of learning experiences, the content of which is distilled from a conceptual framework of movement, and the methods of which attempt to accommodate each child's individualized approach to learning.
2. Quality instruction: for the purpose of this study, a program consisting of the learning experiences on a level of appropriateness equal or surpassing that established by a physical education teacher.
3. Primary grades: official designation includes any child who is six years old or who will reach the age of six before October 16 of the year in which he is enrolled in the first grade. Maximum age is determined by the following: a child must spend at least one year per grade and no child may repeat a grade more than one time in his primary experience: commonly designated as first grade, second grade, and third grade.

4. Classroom teacher: a teacher with an "A" certificate and the responsibility for instruction in more than three subject areas in either the first, second, or third grades.

5. Physical education teacher: a teacher with a bachelor's degree in physical education, an "A" certificate, and responsibility for movement education in the primary grades.

6. Committee of experts: three individuals who have had experience teaching movement education to primary grade children and who have also had the responsibility for preparing teachers to work in movement education.

7. Child in focus: a child arbitrarily selected by the investigator to be followed by the camera in the video portion of this study.

ASSUMPTIONS

The following assumptions, when taken as a unit, comprise the keystone upon which the significance of this study rests:

1. Any learning experience designed by a teacher in the course of the testing process will approximate the response he or she would make in an actual class situation.

2. The physical education teacher involved in this study is capable of conducting an effective movement education program in the primary grades, and that her

test scores can be accepted as the criteria for defining quality instruction in movement education.

3. The committee of experts used to evaluate the tests are capable of judging how appropriate any learning experience is according to the specific situation for which it was designed.

4. The reliability of the evaluation procedure exists as a subjective function of the professional competence of the committee of experts.

5. The validity of the evaluation procedure rests in its logical support from current movement education literature.

SCOPE OF THE STUDY

Any attempt to either understand or interpret this study must operate within the following bounds:

1. This study deals with movement education only on the level of the primary grades.

2. One physical education teacher was used to establish the standard for quality instruction.

3. The number of classroom teachers involved was 10.

4. The number of children observed in the testing process was five.

Chapter 2

REVIEW OF LITERATURE

It would be wrong to say that a "need for competence" is the simple and sovereign motive of life. It does, however, come as close as any need. . . to summing up the whole biological story of development. We survive through competence, we grow through competence, we become self-actualized through competence (Allport, 1937:214).

Competence in movement is not a real option for children, but rather an essential component in the quest for Allport's life triumverate of survival, growth, and self-actualization. Movement provides the principle medium of involvement in a child's attempt to know and understand both his physical and social environment (Department of Education and Science, 1972:6; Whitehurst, 1971:55). What a child learns about form and its relationships is developed through his movement (ACEI, 1968:4). According to Whitehurst (1971:55), "To the young child, movement is a method of establishing contact and communication." His motor behavior is most often taken as the observable aspect of his cognitive and affective behavior (Hunter, 1968:4). The more competent or greater the child's ability to choose and control his movement, the closer he can come to a surviving, growing, self-actualizing membership in the total environment.

Perusal of educational literature would substantiate the claim that programs in physical education were supposed to foster whatever degree of competence in movement necessary to children. However, recent examinations by concerned professional scholars regarding the nature of movement experiences being offered children of primary school age have often reflected dissatisfaction. Blake (1968:10) asserted that the content of elementary school programs was "geared to the gifted" child only, and provided for games-oriented activities in which the strong and well-skilled child easily dominated. Cope (1967:2) pointed out that the content for physical education classes was selected without reference to the different skill and experiential levels of the children involved. A concerted effort to establish what kinds of activities were desirable for these children or ways of taking into account their broad range of physical capabilities, seemed lacking.

In conjunction with this growing concern that the physical education programs were not meeting the movement needs of all the children (Mosston, 1970:16), a proliferation of literature surfaced underscoring the importance of individualizing instructional procedures in all areas of the school curriculum. New patterns of organization (NEA, 1963:10) encouraged a turning away from ". . .the packaging of arbitrarily prescribed chunks of

material toward fundamental concepts and behaviors. . ."
and in discussions of methodology, direct experience and
personal discovery were isolated as vital modes through
which the grasp of subject would be meaningful (Department
of Education and Science, 1972:3; Russell, 1965:9). They
were most often referred to as either "problem solving" or
"the process of inquiry" (NEA, 1963:10). These calls
for alteration of content structure toward fundamental
concepts and the method of its presentation toward problem
solving were accompanied by the realization that the
earliest years of a child's educational experience were
most critical (AAHPER, 1969:V; Russell, 1965:15). It is
within the first years of school that Hanson (1969:2)
submitted that ". . .an appetite for learning is created. . .
ways of approaching tasks are formulated, and attitudes are
formed for life."

The response of professional physical educators to
the examination of existing programs, the thrust toward
individualizing instruction, and the affirmation of the
value of the early elementary school years, was an attempt
to restructure the traditional approach to developing
"competence" in movement (Mueller, 1970:172). The adoption
and adjustment of a British system for teaching gymnastics
and dance played a predominant role in this new direction;
its subsequent Americanization resulted in a name, "movement
education," and the organization of fundamental concepts

of movement with innovative means for experiencing them (Schurr, 1970:67). It is with this approach to physical education as it involves children in the primary grades that this review is concerned.

MOVEMENT EDUCATION AS A PHILOSOPHICAL POSITION

The child - the learner - exists as the focus of the educative endeavor; the single person giving constant color to the structure of content, the method of its presentation, and the ultimate impact of any experience. Movement education seeks to account for individual variability through illumination rather than accommodation. The individual's existence as a unique moving being is the basic assumption of the program (Dauer, 1970:156). To cite Bilbrough and Jones (1963:12): "Movement is as individual as the individual child. . ." and forcing ". . .all children to conform exactly to a common pattern is educationally unsound." The program does not attempt to have each child attain a repertoire of idealized skills, but rather the aim is ". . .to assist each child to attain the maximum development possible for that child" (Bilbrough and Jones, 1963:12). Mauldon and Redfern (1969:16) added further to this emphasis on the individual in their discussion of the importance of structuring situations in which children ". . .are helped to find out for themselves,

to pose questions, to solve problems; to look for underlying principles and discover how things are related to one another."

Movement education is concerned with creating environments in which each child has the chance to move in many different ways and in the context of many different conditions (Porter, 1969:9). Through movement lessons carefully designed to ". . .provide the opportunity for each child to extend his activity experience at his own level of ability"(Cope, 1967:12), a continuing sense of growth and achievement can be encountered by each individual (Bilbrough and Jones, 1963:11). The child can develop and understand his movement capabilities at his own rate rather than at some preconceived curricular intervals. Progress is recognized as ". . .an individual matter. . . judged and evaluated only on that basis (Kirchner, Cunningham and Warrell, 1970:29). Standards for performance do not rest within the execution of a few selected skill patterns. Tillotson (1966-1969:6) contended that ". . .fundamental skills are not the most basic learnings in the physical education program." In physical education, she continued, (1966-1969:12), ". . .the child must learn to utilize the space and the governing laws and principles to his advantage. . ." if he is to move in effective and efficient patterns. Kirchner, Cunningham and Warrell (1970:4) offered the following as a definition of movement education:

". . .an individualized approach or system of teaching children to become aware of their physical abilities and to use them effectively. . ." in various situations.

As a philosophical position then, movement education programs germinate from a dichotomous source. First, that the individual, as an integrated and moving being, must receive prime consideration in the organization of learning experiences and the subsequent evaluation of their success. Second, that the "Governing laws and principles. . ." of movement must be the focus of the learning experiences, and it is with this focus in mind that the subject of physical education of primary grade children should be concerned. Fleming (1968:38) presented another summation of the essence of movement education:

. . .it is the activity of propelling one's self in and through the various dimensions and amounts of space; it has to do with the use of spaces: going sometimes fast, other times slow; in large movements or restricted; and being able to adjust the body to the space available.

Movement education thus carries implications for both content and method. A somewhat slippery relationship exists between these aspects of instruction, but for the purpose of definition and clarification, they will be examined separately.

MOVEMENT EDUCATION AS A STRUCTURE FOR CONTENT

The ". . .identification of powerful concepts. . ." and ". . .the linking together of these concepts. . ." has been

identified as the structure of any discipline or field of inquiry (NEA, 1963:100). Movement, or more specifically movement education as its curricular expression, has been organized in several different conceptual schemes. What is important to this study is not the particulars of such theoretical variations, but only the recognition that the content of movement education defines itself in terms of a conceptual framework (Sweeney, 1970:94). Regardless of diversities in nomenclature, different foci or instructional emphases, and characteristic patterns of presentation, the conceptual framework becomes the "...system by means of which the field is organized for discovery, accumulation, and communication of knowledge" (NEA, 1963:17). The activities selected for a movement education program must contribute to the development of the child's understanding and use of the concepts, proposed Kirchner, Cunningham and Warrell (1970:14), and are also "...selected on the basis of how well they can foster and develop the concepts. . . ."

A conceptual framework for content creates several instructional assets. It becomes the source of concepts, arranged in an analytical fashion, from which experiences can be designed. Cope (1967:4) maintained that "...a concept is not a fact but a set of experiences which have one thing, the concept, in common." The actual development of the concepts of movement as identified and interrelated by a framework, occurs in the structuring of learning experiences

(Russell, 1965:28). The use of a conceptual framework encourages variety and balance in the design of lessons by providing a coordinated overview of the entire field of inquiry. Gilliom (1970:11) has expressed this aspect of planning:

Graduated. . .experiences in movement are designed to illustrate the structure. Problems are introduced, then returned to again and again with a spiraling of differing subproblems designed to widen the relationships of previously acquired knowledge. . . .

From the simple to the complex, from the known to the unknown, the child's ability to understand and analyze his movement is pursued. From a broad range of movement situations, he encounters key movement concepts. From the grasp of movement concepts emerges ". . .a basic structure of knowledge. . ." (Cope, 1967:5). Allenbaugh (1969:59) isolated the ". . .selection of those movements which best meet the demands of any movement task confronting him at any moment. . ." as a function of this approach, and most certainly it is a foundation for "competence in movement."

The conceptual framework of a movement education program exists to provide for an exploration of the individual's total range of movement capacities and an unfolding acquaintance with both the commonalities and discrepancies in their performance. The types of movements and the concepts they express become the program content. The manner in which they are presented in experiential form becomes the method.

MOVEMENT EDUCATION AS A DISPOSITION TOWARD METHOD

Both opportunity to experience relationships and see and use things widen a child's mind. Generally speaking, the more varied the total environment the better, but if the demands of the environment become too complicated, young children cease to take notice; if the demands have too great an element of stress in them, children break down just like adults (Lenel, 1969:31).

Teaching methodology seeks to provide encounters with content that include sufficient integrity without becoming too complicated, that involve sufficient challenge without becoming too stressful. In short, encounters which are "appropriate" in helping the child ". . .develop new insights and movement skills" (Kirchner, Cunningham and Warrell, 1970:23).

Within a program of movement education, problem solving techniques are predominant (Barrett, 1969:61). The rationale for presenting movement experiences in terms of problems is discrete in the literature. Problems can be stated in terms of the concepts of movement, thus providing consistency with the theoretical position that concepts are the fundamental learnings in physical education (Tillotson, 1966-1969:6). Kirchner, Cunningham and Warrell (1970:38) purported that "Self discipline is fostered by allowing children to solve appropriate and meaningful problems." Another feature of problem solving techniques as suggested by Tillotson (1970:38), is that each child ". . .can gear his

responses to and within his own range of experience and understanding. . . ." Bruner (1970:111) became most ambitious in his evaluation, ascribing ". . .increase in intellectual potency. . .shift from extrinsic to intrinsic rewards. . . learning the heuristics of discovery. . .(and)aid to memory processing. . ." to the problem solving approach with its accompanying emphasis on the child as the discoverer of solutions. Perhaps Russell (1965:17) was most precise in her view:

The important thing is that the child is making something for himself. The result may be only a simple invention or a variation on a given theme, but. . .it must be his.

Problem solving demands each child participate in the "process of inquiry" as an active participant in his own learning (Nations, 1969:9; Porter, 1969:9). Again from Russell (1965:17), "We are not concerned with teacher dominated work."

If, as Bilbrough and Jones (1963:29) maintained, "The method of presentation employed is determined by the amount of choice allowed to the children. . ." and the amount of choice appropriate is determined ". . .according to the needs of the movement, the age and ability of the class, and their general response to their teacher. . ." (Bilbrough and Jones, 1963:31), it can be seen that movement education endorses presentation of problems not through a single method, but rather through the most

appropriate method. Method can be defined as a flexible response to the learner's relationship with the content (Kruger, 1970:43). Some activities might best be taught in a highly structured atmosphere allowing for little variation in the movements included by the problem (Bilbrough and Jones, 1963:32), while other activities might lend themselves to a broad exploration of many different patterns of movement. The nature of the child must be considered as well. Cope (1967:8) felt that "...a permissive atmosphere tends to help the able child, and a slightly more directive one the less-able child. . . ."

The methodology utilized by movement education, then, is whichever method is most appropriate to the specific situation. The selection of the appropriate method is related to the structure of the content and the ways in which children involved can best learn about it (Cope, 1967:7). It is a determination made by each individual teacher (Department of Education and Science, 1972:23; Kirchner, Cunningham and Warrell, 1970:23; Tillotson, 1970:38). The contribution of movement education to any child obviously depends upon the ability of his teacher to design learning experiences relevant to content and learner. It becomes critical when seriously considering any program, to look at the role of the teacher, to define the kinds of special skills and attitudes he must possess in order to provide a child with quality instruction in movement education.

MOVEMENT EDUCATION AS A FUNCTION OF A TEACHER

A prescribed sequence for teaching children about movement finds no support within the theoretical bounds of a movement education program. The responsibility for determining what content and what method should be pursued, belongs to the individual teacher (Bilbrough and Jones, 1963:51). Barrett (1973:14) was convinced that method is determined ". . .because of what the teacher believes about children and the process of education. . . ." The soul of this approach to physically educating primary grade children becomes the total commitment and ability of the teacher to meet the individual needs of the individual children. Only through the use of ". . .the most flexible teaching. . ." can such an auspicious goal be approached (Kirchner, Cunningham and Warrell, 1970:4). The teacher supplies the degree of flexibility through his sensitive selection of appropriate content and method. Porter (1969:11) and Bilbrough and Jones (1963:43) concurred that the specific skill of observing the children as they respond to movement problems is critical to sensitivity in planning. The Department of Education and Science (1972:25) has isolated some important aspects of such observation:

A trained and experienced eye will appreciate the significance of a whole movement and the contribution to it of its different parts. It is necessary to observe how the body is moving in space, to

identify its levels, directions and pathways of movement, and to note how it is moving in terms of speed and energy.

Skill in observing children as they relate to the basic concepts of movement becomes the prerequisite to effective planning (AAHPER, 1969:13). Meaningful learning can occur only when the observation techniques employed are accurate in assessing what is happening to the child, why it is happening and what the next experience should entail (Tillotson, 1966-1969:22). Hunter (1968:6) took the observation of children a step beyond their relationship to the movement concepts: "Contemporary theory mandates differentiating learning tasks on the basis of a diagnosis of each student's position in the sequence of learning." The teacher must be able to look at the child as ". . . a primary data source in determining appropriate learnings" (NEA, 1963:98). The teacher can plan meaningful experiences only through continuous sensitivity to the child and an ability to plan for that child.

SUMMARY

The purpose here has been to establish an orientation toward movement education that expresses the program's total commitment to developing each child's potential to experience fully himself as a moving individual. By stressing the critical role of competence in movement

to the life of a child, it is intended that the seriousness of the responsibility of developing quality programs will be evident. The broad definition of the theoretical position of movement education submitted should serve to illustrate the absence of concrescence in the formulation of an "ideal" framework in the literature. Through emphasis on the individualized nature of the methodology supporting the technique of problem solving, and its dependence on the teacher's skills in observation, that teacher emerges as the key to making the program work for the child. The literature reveals that it is only with the teachers' ability to design appropriate learning experiences that movement education becomes viable.

Chapter 3

TEST CONSTRUCTION

This study set as its task the determination of the ability of classroom teachers to provide quality instruction in movement education for primary grade children. The problem was further identified as the discrimination between whether classroom teachers could design learning experiences that were appropriate for this age child or whether they could not. After reviewing current literature, the next step in this study became one of constructing a test to elicit the designing of movement experiences, and then to prescribe a technique for evaluating the appropriateness of those experiences.

EVOLUTION OF A MEASUREMENT TOOL

There was no existing measurement tool in the literature relating directly to an evaluation of the ability of a teacher to design appropriate learning experiences for primary grade children within a movement education program. The need to assess this ability with an instrument confluent with the characteristics of such a program, assumed first order importance. The creation of this tool presented several problems, among these: (1) the role of the teacher in movement education calls for refined skill in the observation of children in

movement situations, and (2) the teacher must be free to make judgments of content and method selection in accordance to what has been observed. This last problem refers directly to the characteristic of flexibility in planning implicit in a movement education program.

Emphasis on the Role of Observation

Close observation of the children as they participate in movement experiences has been highlighted by Tillotson (1966-1969:22) as the ". . .most useful source of information for planning, teaching, and evaluating meaningful movement experiences." The Department of Education and Science (1972:25) has also identified observation of the children as holding a position of ". . .first importance in planning." Because all aspects of a given movement situation figure in a teacher's instructional decisions, the first priority became the provision of identical settings to which the subjects for the test could relate. No meaningful comparison would be possible without uniformity of context. This was accomplished by use of video tapes of children participating in movement situations.

Design of the Movement Situations

Ten movement situations were developed as a sequence of movement tasks by the investigator with the intention that five situations would later be chosen for the test. The purpose of the situations was to provide the subjects (classroom

teachers) with sufficient data from which to design learning experiences. So that the subjects' understanding of the various aspects of the content of movement education might be sampled, each of the 10 situations involved different kinds of movement.

The situations were to range from three to five minutes in length. Even though this meant that the subjects' exposure to the children would be limited, it was felt by such a dependence on skill in observation, its critical role in effective movement education would be emphasized.

Procedure for Videotaping

The children chosen for the filming in this study were from the David E. Jones Elementary School, The Greensboro City Schools, Greensboro, North Carolina. Because they were already involved in a movement education program, they were capable of participating in the movement situations designed for this test. The facility used for the filming was the school's regular indoor physical education site: approximately one-third of the cafeteria space when cleared of chairs and tables. The video tape equipment used for the filming was borrowed from the School of Health, Physical Education and Recreation of the University of North Carolina at Greensboro.

It was decided by the investigator that the videotaping should be done in two separate sessions with two different groups of children. Because the children involved were either

six or seven years old, their attention and stamina over a longer period of time would have proven questionable. The first session consisted of a 30-minute period with five children participating in five different movement situations. The second session was also scheduled for 30 minutes with five other children participating in still another five situations.

In each of the designed movement situations, the children participated in pre-designed tasks developed by the investigator and given verbally to them by a teacher. This teacher had worked with these children in movement education before. She was selected to help with the videotaping because it was determined that the children would be more comfortable working with someone familiar to them. One of their actual movement teachers seemed a natural choice. However, the movement teacher was given specific directions not to respond to the children as she ordinarily would in her accustomed instructional capacity. This limitation on her activity was intended to preclude the possibility of contamination of the subjects' responses by any instructional direction she might establish if functioning in her normal role. The movement teacher was the same for both sessions.

Since the subjects were to respond to their observation of the children on the video tapes, and since those responses were to be subsequently evaluated, the need for uniformity of context had to be taken a step further. In other words,

some provision would have to be made so that the subjects would be responding to the same source of information if their responses were to be compared. This problem was solved by a filming technique which allowed the investigator to focus on a single child for the entire length of a movement situation. This child in camera focus became the single source of information for the subjects. Wherever that child went and whatever that child did, the camera would follow and record the overt behavior. Each situation had a different child for focus; neither the children nor the movement teacher knew which child was being followed by the camera. It is important to note that only the behavior of the child in focus was recorded by the camera. The movement teacher's voice is audible on the tape.

The sequence for filming each of the movement situations was identical and appears as follows:

1. The equipment, having been set up at one end of the play area, was turned on and the camera was focused on a child arbitrarily selected by the investigator.
2. As the filming was started, the movement teacher began to give the pre-designed movement tasks to the children. The movement teacher continuously suggested these tasks to the group, occasionally making additional suggestions to encourage participation by all of the children.

3. After the three-minute mark and at the discretion of the investigator, the filming was stopped and a signal given to the movement teacher to have the children discontinue activity.

4. The children were given a brief rest while the movement teacher prepared for the next situation and the investigator selected the next child for focus.

The first five situations were filmed according to this pattern. Then, a half-hour break was taken before the second session began with five different children in five different movement situations. A copy of the movement teacher's script for all 10 designed situations appears in Appendix A.

Selection of the Five Video Tapes for the Test

The 10 original video tapes were viewed by the investigator in an effort to discern which five might provide a representative sample of children in movement situations. Any more than five situations for the test would have required an excessive time span for concentration on the children in camera focus. Specifically, the sample was arbitrarily determined to create a balance between black children and white children, between males and females, between skilled and less skilled, and between tasks requiring object manipulation and tasks which did not. Once these five tapes had been designated, a sixth tape was randomly selected from the remainder to serve as a practice tape for the subjects who

would ultimately have to take the test.

Accommodation of Flexibility

The insistence on the freedom of a teacher to adjust any aspect of a movement education lesson at any time breeds tremendous variation in the structure of different teachers' responses to identical situations. Bilbrough and Jones (1963:57) were precise in pointing out that "There are numerous ways of dealing with each aspect, each phase, each part of every lesson" and that teachers will approach lessons in unique fashions. The teachers' function within movement education becomes then an exercise in continuous guidance. It is a dynamic feature of the program and as such will take many forms. This existence of varied possibilities in design, each one conceivably as appropriate as the next, necessitates viewing any kind of extended instructional response in its entirety rather than looking at it on the basis of its single components. Barrett(1965:6) discarded the isolation of a single incident of a teacher's behavior within a lesson as a representative unit. Instead, she claimed, the teacher's total involvement throughout the lesson must be examined. This anticipation of diversity in the structure of responses to the children in focus coupled with the recognition that each teacher's response serves as an integrated reaction to what has been observed, seemed to indicate that evaluation and comparison of response forms could best be accommodated by some kind of

subjective approach.

Structure for the Subjects' Response Forms

It has been previously stated that the five movement situations selected for the test were to offer data about five specific children. The subjects were then to respond to these data by designing five related learning experiences they felt would be appropriate in light of what they had observed about each child. After viewing a single movement situation, time was provided for the subjects to respond on the form to the child in focus for that situation.

It was decided that the amount of time following each situation should be extremely limited. Flexibility, as the hallmark of an effective movement education program, dictates that the teacher must be prepared to make continuous and sometimes instantaneous adjustments in the content, the method, or both (Department of Education and Science, 1972:20). Mauldon and Redfern (1969:20) suggested that the teacher must be prepared to interject fresh ideas in the lesson at any time. In an effort to retain this realistic element of immediacy in teacher responses, a five-minute period of time was considered adequate for the design of five related learning experiences based on the observation of a single child. At the end of this response period, the subjects would have to give their response forms to the investigator. Upon receipt of all the forms, the investigator would direct

the subjects to view the next situations to be played for them. This pattern was to continue until all situations had been viewed and subsequently been responded to.

With flexibility as a watchword, it would seem incongruous to distribute anything but the most unstructured response form possible to the subjects. Consistent with this position, the response forms provided included only the number of the movement situation, a blank where the subjects could place the letter of the alphabet that would be assigned to them at the testing session, and a brief statement indicating the number of experiences to be designed for the child in focus. Space was also provided for the subject to explain why that experience was designed for that child. A copy of the response form appears in Appendix B.

DETERMINATION OF AN EVALUATION TECHNIQUE

A major hurdle in the construction of this measurement device was the determination of how the responses of the subjects could be evaluated as to their appropriateness of design to the children in focus. Franks and Deutsch (1973:28) were clear in their warning that the difficulty with subjective rating resides in its qualitative nature, and that to be accurately employed, the criteria for such an evaluation must be predetermined.

Design of the Rating Scale

In the case of the rating scale designed for this study, the items for consideration were identified from the perusal of current movement education literature in an attempt to establish the scale's content validity. Each item included on the scale corresponded to a specific quality desirable in any teacher's instructional behavior in a movement education program according to current literature. The intent here was that by judicious application of the scale to a subject's response form, a score indicating how many of the qualities were present and to what degree they were present could be determined. This score could reveal if the quality described by the item was in the subject's response form to an acceptable degree, to an unacceptable degree, or if it was not present at all. The items were phrased by the investigator into seven key questions. These key questions were to be applied individually to each response form. Each form would then receive a rating in either the acceptable, unacceptable, or not present category for each question. References from the literature for the questions appear along with the rating scale itself in Appendix C.

Once a means for ascertaining a score which would indicate whether a quality was present in the learning experiences to an acceptable degree was reached, a second more subtle aspect of the significance of this study had to be

dealt with, i.e. how many ratings in the acceptable category would be indicative of "quality instruction?"

Establishment of a Criterion for Quality Instruction

It will be recalled from the definitions that quality instruction in movement education was identified as a program in which the learning experiences meet or surpass in level of appropriateness those that would be designed by a physical education teacher. Since appropriateness was to be measured by the presence of a specific quality to an acceptable degree, the need became one of getting criterion scores from a physical education teacher on the same test. That such a person would have to take the same test and that the same rating scale would have to be applied to her response forms was obvious. The difficulty was in selecting a candidate for this crucial point of reference.

The arbitrary choice of a physical education teacher to establish the standard of quality instruction was made in concordance with the following rationale. A combination of expertise in content facilitated by the adroit use of teaching methods should be a result of specific professional training and day to day confrontation with children. This capability would ideally personify an experienced physical education teacher who is currently involved in teaching movement education to primary grade children. This person's

training and experience should be reasonable in terms of what kinds of preparation are available to the majority of public school teachers. In other words, the standard set for the quality instruction will only have meaning if it is within realistic boundaries. An expert in movement education would set a standard that could be equalled by no ordinary teacher with or without training in physical education. This, after all, is one of the prerequisites of being an expert, e.g. performing at a level far above what can be expected ordinarily. This search for a realistic standard resulted in an invitation to a teacher in the Charlotte-Mecklenburg Public Schools, Charlotte, North Carolina. Her professional preparation includes an undergraduate degree in physical education, a North Carolina State "A" teaching certificate, inservice work in movement education, and nine years experience teaching primary grade children. Her qualifications were felt to be excellent, but not extraordinary. The scores in the acceptable category which she achieves should represent quality instruction without being unreasonable in terms of the kinds of professional preparation afforded most public school systems on the inservice level or the kind of personnel found in public schools. It was decided that all of her response forms should be coded with a letter from the alphabet and mixed in with the response forms of the subjects so that the person(s) doing the rating would not be aware that the forms

belonged to a physical education teacher.

Application of the Evaluation Technique

After the rating scale itself had been developed, it was acknowledged that due to its subjective nature, great care would have to be taken in its application to the subjects' response forms. According to Franks and Deutsch (1973:45), "Subjective evaluation. . .necessitates a reliance on training and experience." Because of this dependence upon the proficiency of any judge selected to apply the scale to the forms, the desirability of enlisting persons competent in all phases of a movement education program was apparent. Such persons could be termed experts in the field. Again, in specific reference to subjective evaluation forms, Franks and Deutsch (1973:46) recommended using from three to five experts who could standardize the scale by discussing any discrepancies in their opinions about it until a consensus was reached regarding a change in the item. The three experts designated as judges to apply the scale have been defined in this study as a committee of experts. Their unique professional qualifications for this position are located in Appendix D.

The function of the committee of experts became:

1. Viewing a single video tape of a movement situation, carefully noting the behavior of the child in focus.
2. Evaluating as a group each of the subjects'

response forms which were written, as to whether the quality described by each question was present to an acceptable degree, an unacceptable degree, or not present altogether.

3. Applying the rating scale to all subjects' response forms relating to that movement situation, then viewing the remaining tapes with their corresponding response forms in a similar pattern until all five situations had been viewed and the response forms pertaining to them had been rated.

Since the five learning experiences designed by each subject on each response form were to be considered as a total instructional response, and since variation in those response forms was anticipated, it seemed incongruous to tie the committee of experts to a hard and fast scale developed by the investigator from the literature. In this concern for establishing a standardized scale, the recommendation was adopted from Franks and Deutsch (1973:46) that the experts discuss the criterion until consensus was reached. The experts were given the latitude of accepting the scale as it was evolved, or upon their unanimous agreement, adjusting the scale to what they determined more pertinent points for consideration.

SUMMARY

Two critical considerations in the design of learning experiences in a movement education program were attended to

by the measurement process developed for use in this study. First, the use of video tapes of children in movement situations would of necessity force the subjects to rely on their observation skills for information. By having the camera focus on a single child in each pre-designed movement situation, uniformity of context was guaranteed. Second, the accommodation of flexibility in both the design and evaluation of learning experiences is manifested in a relatively unstructured response form and a rating scale subject to adjustment by a committee of experts. The test was now ready for presentation to eligible subjects.

Chapter 4

COLLECTION AND TREATMENT OF DATA

The purpose of this study was identified as the determination of the ability of classroom teachers to design learning experiences in movement education for primary grade children. Current professional literature was reviewed in order to isolate the characteristics of instruction in movement education. A test supported by the literature was developed by the investigator in an attempt to assess the "appropriateness" of the learning experiences designed by the classroom teachers. A physical education teacher with a background in movement education was arbitrarily selected to take the test. Her scores would be accepted as the criterion scores for quality instruction. The scoring of the test was to be accomplished through the application of a rating scale by a committee of experts to the responses of the classroom teachers and the physical education teacher.

COLLECTION OF DATA

Collecting the data from the previously described testing procedure involved four basic steps: selection of subjects, test administration for subjects, test administration to determine the criterion score for quality instruction, and

the evaluation of all the response forms.

Selection of Subjects

It was determined that the subjects for this study would have to be experienced classroom teachers with a background in movement education. Such a group was located in the Asheboro City Schools, Asheboro, North Carolina. A letter was sent to the principal of each of the five elementary schools in the system explaining the study and asking for volunteer subjects from the faculty. Specific qualifications for participation in the study were established as:

1. A minimum of five years teaching experience with children in the primary grades.
2. A North Carolina State "A" teaching certificate.
3. Participation over a three-year period in the movement education program conducted by this investigator while a member of the Asheboro City Schools System. This program included:
 - a. Sixteen hours of certificate renewal credit involving a study of movement education for primary grade children.
 - b. Bi-monthly supervision visits by this investigator where each teacher was given assistance in teaching movement education. This assistance took the form of demonstration lessons by the investigator

and evaluation of the teacher's performance by the investigator through the observation of a movement lesson taught by the classroom teacher.

The five principals' replies indicated that a total of 30 teachers were eligible for participation. It was decided at this time that a minimum of 10 classroom teacher would be required as subjects for completion of this study. A date for test administration was set with the stipulation that the subjects could come for either one of two scheduled sessions. It was approximated that each session would last one hour and would be conducted in an empty classroom at the Guy B. Teachey Elementary School, Asheboro, North Carolina.

Test Administration to Subjects

On the test date the necessary video tape equipment was borrowed from the School of Health, Physical Education, and Recreation, University of North Carolina at Greensboro, Greensboro, North Carolina. It was taken to Guy B. Teachey Elementary School in Asheboro and set up in the classroom reserved for the testing. Because the test date was on a regular school day, the first testing session could not begin until after the children had left the building. Of those teachers who were eligible for this study, eight arrived for the first session and seven arrived for the second (total of 15 subjects). The procedure for the first session was as follows:

1. The teachers were asked to find a seat at a table which allowed them a clear view of the television monitor that had been set up at the front of the room.

2. The teachers were told they were to be subjects for a testing procedure designed to determine whether or not they could design appropriate learning experiences for primary grade children within a movement education program.

3. The procedure the investigator followed in filming primary grade children in the David E. Jones Elementary School was explained to the subjects. At this time, it was impressed upon the subjects that the video tapes they were about to view were not intended to be actual lessons, but rather only situations from which an observer could gather data about the child in focus.

4. A sample video tape was shown to the group of subjects. At the finish of that tape, the subjects were asked if they could follow the child in focus, if they felt that the amount of time provided for filming had been sufficient in exposing data about that child, and if they felt that from such a video tape they could design five related learning experiences. The group replied in an affirmative fashion to all of these questions.

5. The response forms for the actual test were then distributed to the subjects. It was pointed out that the form asked for the design of five related learning experiences. Related experiences were defined as experiences which were

pertinent to the child in focus on the video tape, and as experiences which were related to each other, i.e. which built one upon the other in an attempt to develop some kind of unity in the response. It was also noted at this time that there was a space provided for the subjects to indicate what they had observed about the child that led them to the design of the experiences. This rationale was to provide the reason why the subject designed each of the five learning experiences.

6. The teachers were asked if there were any questions at this point. Clarification was requested as to what would be considered as a learning experience. After subsequent discussion with the subjects present, a learning experience was defined as any type of behavior that the teacher would plan to initiate toward the child. This would include any type of teacher behavior, not just those applying directly to movement.

7. The written directions for the test were read to the subjects. The test appears in Appendix E.

8. The subjects were asked again if there were any questions. Their response was negative.

9. The subjects were then assigned a letter of the alphabet to use to identify each of their response forms. They were directed to take a response form and place their own letter and the number of the video tape announced by the investigator on the top of the form.

10. The subjects' attention was then directed to the television monitor. The video tape for the first movement situation was then shown.

11. At the conclusion of the video tape, the monitor was turned off and the subjects were asked to design the five learning experiences with corresponding rationale, for the child who had been in focus on the video tape.

12. After a five-minute period of time for writing, the subjects were asked to turn their response forms over to the investigator and direct their attention back to the monitor for viewing the next tape. This same procedure was repeated until all five test tapes had been viewed and responded to. At the close of the session, all subjects were thanked and promised a summary of the results of this study.

The second session began with seven teachers in attendance, bringing the subject total for the entire test to 15. The directions and procedures for this group were identical to those of the first group with the single exception being that "learning experience" was defined for the subjects in the same manner as clarified by the first group. When the time for questions came, then, this did not become an issue for the second group.

At the close of the second session, the teachers were thanked and promised a summary of the results of the study. This concluded the gathering of data from the subjects selected for this study.

Test Administration for Criterion Scores

A separate session was scheduled to gather the data that would ultimately determine the level of appropriateness that would be characteristic of quality instruction in movement education. The only participant in this session was the physical education teacher arbitrarily selected during test construction. This session took place in an empty classroom in Coleman Gymnasium in the School of Health, Physical Education, and Recreation at the University of North Carolina at Greensboro. Care was taken to insure uniform test conditions. The procedure used with the classroom teachers was repeated exactly.

At the close of this individual session, the teacher was thanked and promised a summary of the results of the study. This concluded the collection of data from which the standard for quality instruction would come.

Evaluation of the Response Forms

The committee of experts was invited for a rating session to be held in a classroom in Coleman Gymnasium of the University of North Carolina at Greensboro. This session included three phases: (1) an orientation to the study, (2) a presentation of the rating scale designed by the investigator, and (3) the actual period during which the data were evaluated by the experts. It was not known at this time how long the rating procedure would take. It was recognized by

the investigator, however, that if the projected time for evaluating the response forms of 15 subjects and the physical education teacher exceeded three hours, the data would be limited to 10 randomly selected subjects plus the physical education teacher.

Orientation of the Experts

When the committee of experts came together for the rating session, the investigator identified for them the intent of the study and the subsequent role that they were to play in its fulfillment. Specifically, this involved explaining to them that the standard for quality instruction in movement education would be determined by the scores which were earned by a physical education teacher, whose response forms would be mixed in with the forms of the classroom teachers. They were told that the classroom teachers had had training over a three-year period in movement education. At this time, the definition of "learning experiences" that had evolved in the course of the gathering of data was given to the experts.

In order to give the experts a clear picture of the circumstances under which the subjects had completed the response forms for this study, the following points were covered by the investigator for the committee:

1. The subjects had viewed five filmed situations of children participating in movement tasks suggested by their movement teacher.

2. Each of the situations dealt with the behavior of just one child, the child in camera focus, and after viewing the video tape pertaining to that child, the subjects were provided time to design learning experiences for him/her.

3. The subjects were told that what they observed on the video tape was to serve as data about the child in focus and that they were to design experiences from their observations.

4. The subjects were asked to indicate their rationale for the design of each movement experience appearing on their response form.

Presentation of the Rating Scale

A copy of the rating scale with some sample response forms was then distributed to the experts. It was explained to them that seven key questions regarding the desirable characteristics of a movement education lesson were developed by the investigator after a perusal of current professional literature. These questions were to serve as their guide in evaluating all response forms. The questions that comprised the rating scale were discussed one at a time and the following clarifications in meaning were made by the investigator at the request of the experts:

Question 1: Is the intent of the experiences stated clearly enough for the child in focus to understand?

Clarification: The purpose of the experiences

is worded in a fashion that would be understandable to the child in focus.

Question 2: Is the difficulty of the experiences within range yet challenging to the child in focus?

Clarification: The actions called for by the experiences are within range but geared toward the continuous growth of the child's movement capabilities.

Question 3: Do the experiences reflect some form of logical sequence in their presentation?

Clarification: The progression from one experience to the next illustrates a kind of building process which is appropriate for the child in focus.

Question 4: Do the experiences generally take the form of problem solving techniques?

Clarification: The child in focus has the chance to make some of the decisions about the kind of movements he is working with at least half of the time. Note: The phrasing of an experience in question form was discounted as an indicator of problem solving. Regardless of grammatical form, what was looked for was the child's opportunity to put some of his own thinking into the experience.

Question 5: Does the rationale indicate a willingness to allow for personal variations and interpretations?

Clarification: The response form gives the

impression that the subject is generally non-condemning or is receptive to the individual movement variations and interpretations observed in the child in focus.

Question 6: Do the experiences reflect an understanding of where the child seems to be in terms of his present learning capabilities?

Clarification: The amount of structure or decision making responsibility assumed by the subject is appropriate in light of the degree of self direction exhibited by the child in focus.

Question 7: Does the rationale indicate an accurate knowledge of the motor behavior of the child in focus?

Clarification: Remarks regarding the motor characteristics of the child in focus are accurate.

It was next explained to the experts that each of these questions was to be answered for each of the response forms for every subject. The procedure for the rating session would be structured to permit efficient evaluation. At this time, a discussion of the three possible ratings a response form could be given in relation to each specific question occurred. Following the statement of each question on the rating scale were three columns to indicate the three separate categories:

1. Acceptable: this category was to be indicated only if the response form contained the quality identified by the question to a satisfactory degree in the opinion of all the experts.

2. Unacceptable: this category was to be included

only if the response form contained the quality identified by the question to an unsatisfactory degree in the opinion of all the experts.

3. Not present: this category was to be indicated only if the response form did not contain the quality identified by the question in the opinion of all the experts.

It was impressed upon the experts that they were to consider each form as the total instructional response of the subject to the child in focus and that any rating assigned to a form regarding a single question was to take this fact into consideration. It was also specified that all three experts had to agree as to which category the response form belonged in regarding any question. Discussion among the experts was to be encouraged in order to resolve any discrepancies in their interpretations of any response form.

An attempt to incorporate some further flexibility into this evaluation procedure was offered by the investigator to the experts. It entailed the possibility of making any additions, corrections, or deletions in the rating scale that the experts might feel necessary. However, with the exception of the clarifications previously noted, the experts were amenable to applying the designed scale to the response forms.

Design of the Rating Session

The experts viewed the first video tape of the test. After this viewing, they were presented a package that included

all of the subjects' response forms plus the physical education teacher's form arranged in a random order, and a supply of rating scales. One of the experts was asked by the investigator to serve as secretary and fill out a rating scale for each response form as it was evaluated by the experts. Because it took the experts one hour to complete just the forms applying to the first video tape, the projected time for completing all the forms would have far exceeded the limit set earlier in the study. The investigator decided to randomly select the response forms of only 10 of the subjects plus the physical education teacher. The sessions proceeded with the response form packages that included their forms only. The data from the five subjects who had been discarded from the study were removed from the first response form package. The response forms in each of the packages were then placed in different orders.

The experts were advised that at any time they could go back and view the video tapes again if they had any trouble either recalling something about a child or if they had some difficulty deciding which category to indicate for the response form on the corresponding rating scale. In the course of the rating session, however, no repetition of a video tape was requested.

After all of the response forms had been rated regarding a single tape, the next video tape was shown and

then the response form package applying to it was distributed to the experts. This process was repeated until all five video tapes and the response form packages which accompanied them had been given the experts' attention. The total time of the rating session was five and one-half hours.

With the seven-question rating scale now completed for every response form submitted by the subjects and by the physical education teacher, all of the data needed for the study were available.

TREATMENT OF DATA

Because of the qualitative nature of the evaluation procedures developed for this study and the small number of subjects involved, it seemed logical to use a descriptive approach to treatment of the data. Discursive and graphic techniques were employed for reporting and interpreting the data.

SUMMARY

The data necessary for this study were collected in a two-step process. First, the classroom teachers' responses to the test video tapes were gathered in two sessions in an elementary school in Asheboro, North Carolina, while the physical education teacher's responses were obtained in an individual session at the University of North Carolina

at Greensboro. Second, the evaluation of these forms was accomplished by the committee of experts in which they applied a rating scale to each response form. The scale consisted of seven key questions. The experts rated each form on each question as to whether they considered the responses acceptable, unacceptable, or not present in including the quality designated by the question. The data were to be treated by the investigator in a subjective and descriptive fashion.

Chapter 5

PRESENTATION, INTERPRETATION, AND DISCUSSION OF DATA

The purpose of this study was to determine whether classroom teachers could design appropriate learning experiences in movement education for primary grade children. Current professional literature was reviewed in an effort to discern the instructional characteristics of quality instruction in this area of the curriculum. A test was constructed and administered using video tapes of five children in movement education oriented situations. The 10 subjects were asked to design learning experiences for the children in camera focus. A physical education teacher was also asked to respond to the video tapes by designing learning experiences. These learning experiences were subsequently evaluated through the application of a rating scale by a committee of experts. The evaluation resulted in a group of scores which indicated to what degree the qualities described by the scale were present. It was postulated that the scores of the physical education teacher could be acknowledged as the criterion scores for quality instruction. By comparing the classroom teachers' scores to the criterion scores, the classroom teachers' ability

to provide quality instruction in movement education for primary grade children will be revealed.

PRESENTATION AND INTERPRETATION

The data will be presented and interpreted from two distinct points of view. First, the total number of scores in the acceptable category obtained by each subject on each question will be compared to the total number of scores in the acceptable category obtained by the physical education teacher on each question. A cumulative comparison will also be made on each question between the total number of scores in the acceptable category obtained by the classroom teachers as a group, and the weighted total number of scores in the acceptable category obtained by the physical education teacher on each question. Because there were 10 classroom teachers and one physical education teacher, the latter's weighted score was arrived at by multiplying the initial score by 10.

Second, each subject's total number of scores in the acceptable category on all questions combined on all five response forms will be compared to the total number of scores in the acceptable category received by the physical education teacher on all five response forms.

Scores in the unacceptable and not present categories were considered negative and not reported or interpreted

in this study. Since this investigation was concerned with assessing the classroom teachers' ability to incorporate desirable qualities in the design of learning experiences to an acceptable degree, only scores in the acceptable category were treated. However, a report of all scores for all subjects does appear in Appendix F.

Scores in the Acceptable Category for Each Question

The following presentation and discussion offers a question by question breakdown of the performance of each classroom teacher and the physical education teacher in the accumulation of scores in the acceptable category on each of the questions. A report of the scores, a representative graph, and a cumulative picture of the results accompanies the statement of each of the seven key questions which appeared on the rating scale developed for this study.

Statement of Question 1: Is the intent of the experiences stated clearly enough for the child in focus to understand?

Report on Question 1: As depicted in Figure 1, the scores in the acceptable category earned by the classroom teachers reached the criterion score of 5 in every case but that of subject J, who received a score of 4. The criterion score actually represents the maximum number of scores possible in the acceptable category on all five response forms regarding this question.

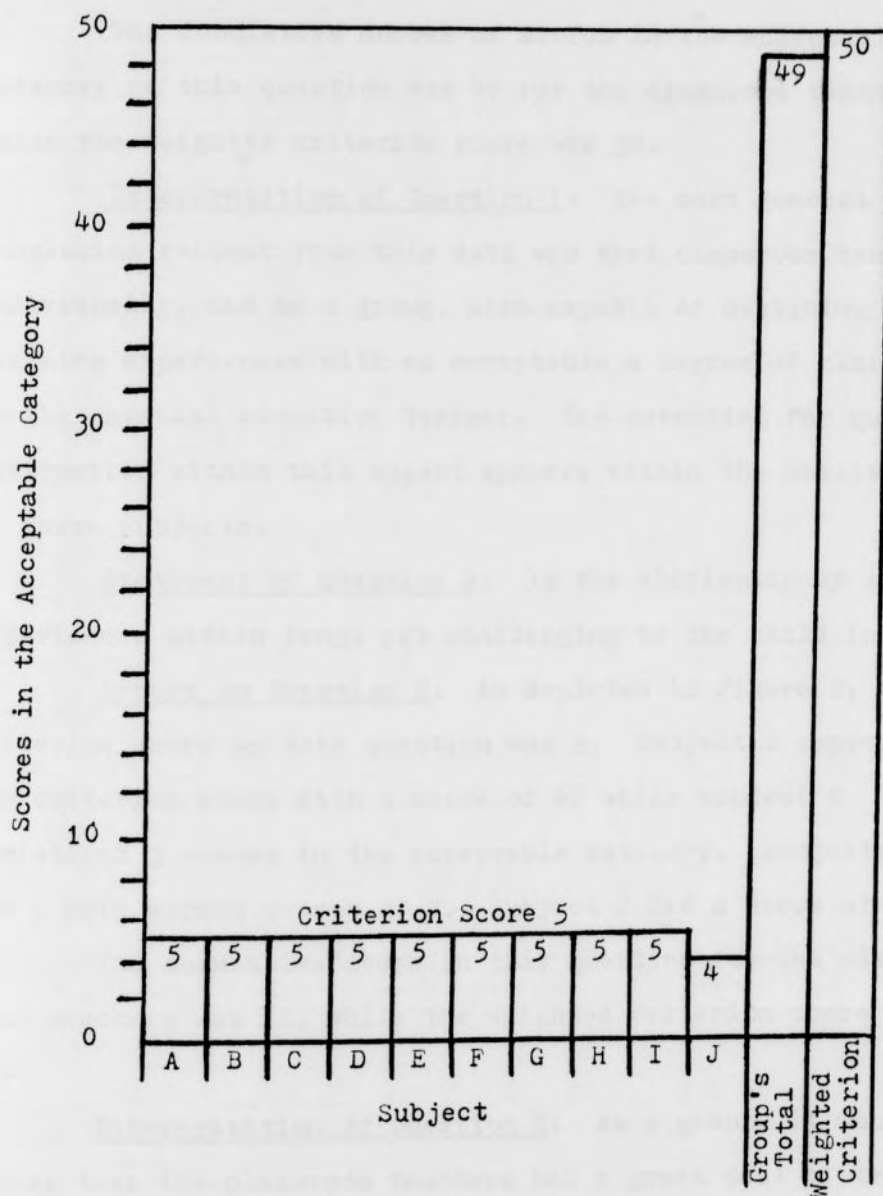


FIGURE 1

QUESTION 1 RESULTS

The cumulative number of scores in the acceptable category on this question was 49 for the classroom teachers, while the weighted criterion score was 50.

Interpretation of Question 1: The most general conclusion evident from this data was that classroom teachers individually, and as a group, seem capable of designing learning experiences with as acceptable a degree of clarity as the physical education teacher. The potential for quality instruction within this aspect appears within the ability of these subjects.

Statement of Question 2: Is the difficulty of the experiences within range yet challenging to the child in focus?

Report on Question 2: As depicted in Figure 2, the criterion score on this question was 5. Subject B approached the criterion score with a score of 4, while subject E registered 3 scores in the acceptable category. Subjects F and J both earned scores of 2. Subject C had a score of 1.

The cumulative score on this question for the classroom teachers was 12, while the weighted criterion score was 50.

Interpretation of Question 2: As a group, it would appear that the classroom teachers had a great deal of trouble designing learning experiences that the experts felt were within the capabilities of the children yet would also serve to challenge them.

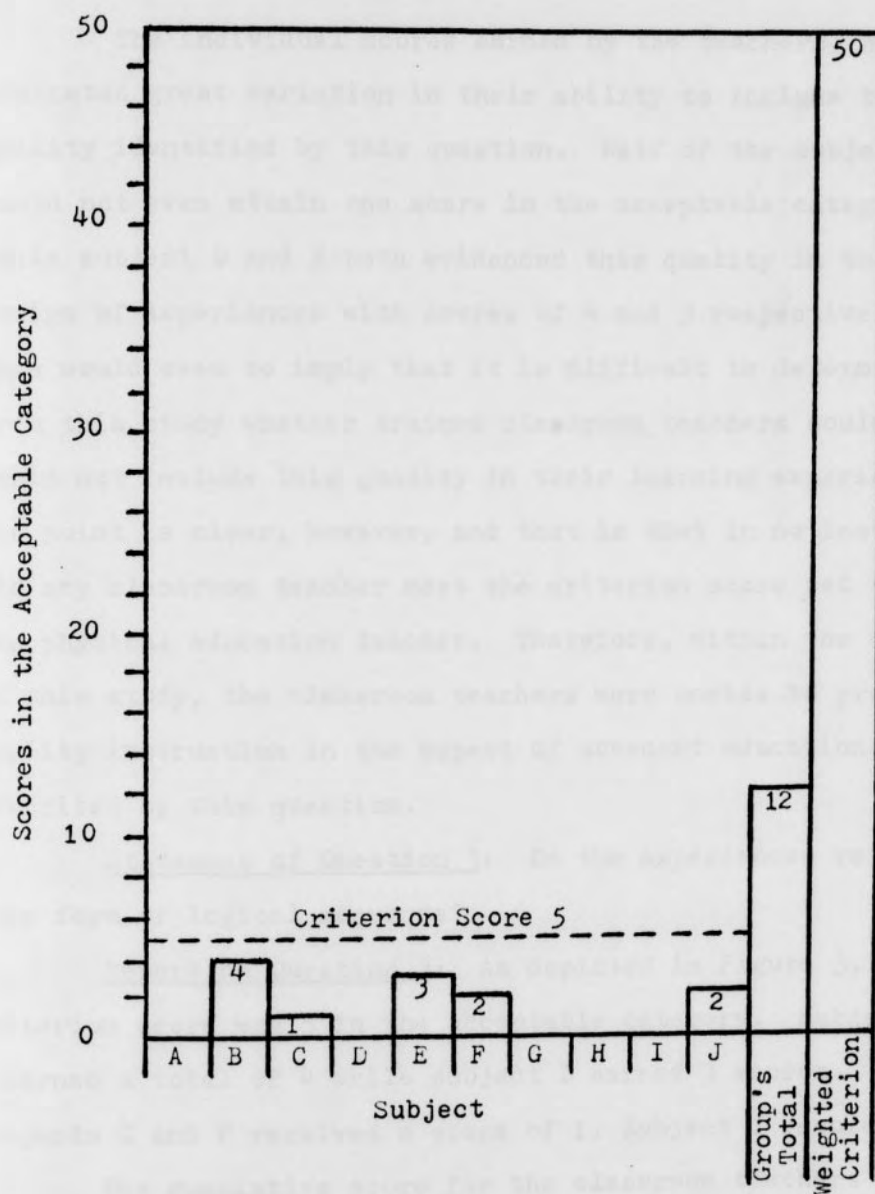


FIGURE 2

QUESTION 2 RESULTS

The individual scores earned by the teachers, however, indicated great variation in their ability to include the quality identified by this question. Half of the subjects could not even attain one score in the acceptable category, while subject B and E both evidenced this quality in their design of experiences with scores of 4 and 3 respectively. This would seem to imply that it is difficult to determine from this study whether trained classroom teachers could or could not include this quality in their learning experiences. One point is clear, however, and that is that in no instance did any classroom teacher meet the criterion score set by the physical education teacher. Therefore, within the context of this study, the classroom teachers were unable to provide quality instruction in the aspect of movement education described by this question.

Statement of Question 3: Do the experiences reflect some form of logical sequence?

Report on Question 3: As depicted in Figure 3, the criterion score was 5 in the acceptable category. Subject E earned a total of 4 while subject B earned 3 scores. Both subjects C and F received a score of 1. Subject J recorded 2.

The cumulative score for the classroom teachers was 11, while the weighted criterion score was 50.

Interpretation of Question 3: The scores on this question would seem to show that there is variation within

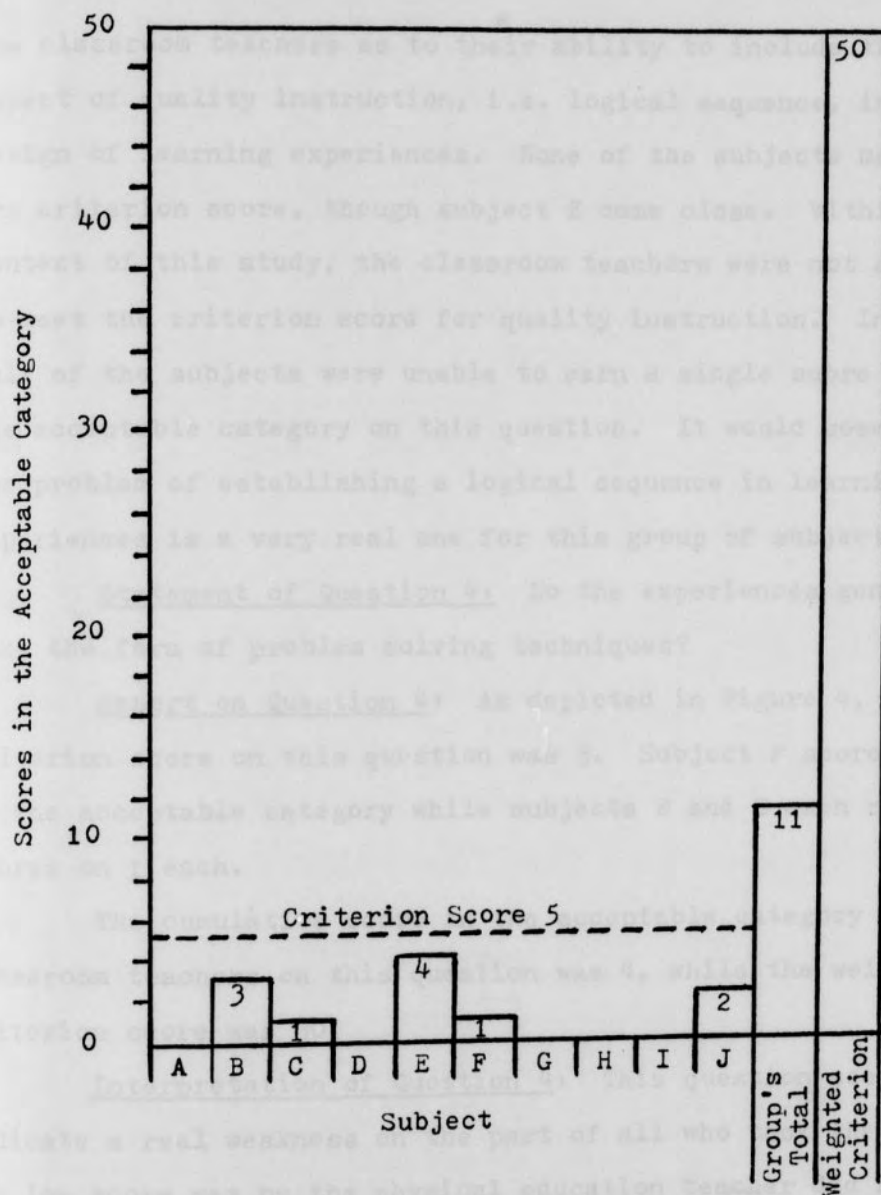


FIGURE 3

QUESTION 3 RESULTS

the classroom teachers as to their ability to include this aspect of quality instruction, i.e. logical sequence, in their design of learning experiences. None of the subjects matched the criterion score, though subject E came close. Within the context of this study, the classroom teachers were not able to meet the criterion score for quality instruction. In fact, half of the subjects were unable to earn a single score in the acceptable category on this question. It would seem that the problem of establishing a logical sequence in learning experiences is a very real one for this group of subjects.

Statement of Question 4: Do the experiences generally take the form of problem solving techniques?

Report on Question 4: As depicted in Figure 4, the criterion score on this question was 3. Subject F scored 2 in the acceptable category while subjects B and E each received scores on 1 each.

The cumulative score in the acceptable category for classroom teachers on this question was 4, while the weighted criterion score was 30.

Interpretation of Question 4: This question seems to indicate a real weakness on the part of all who took the test. The low score set by the physical education teacher did not work to the advantage of the classroom teachers, seven of whom were unable to reflect this quality in any of their responses. This may point out a lack of understanding of what a problem solving technique is.

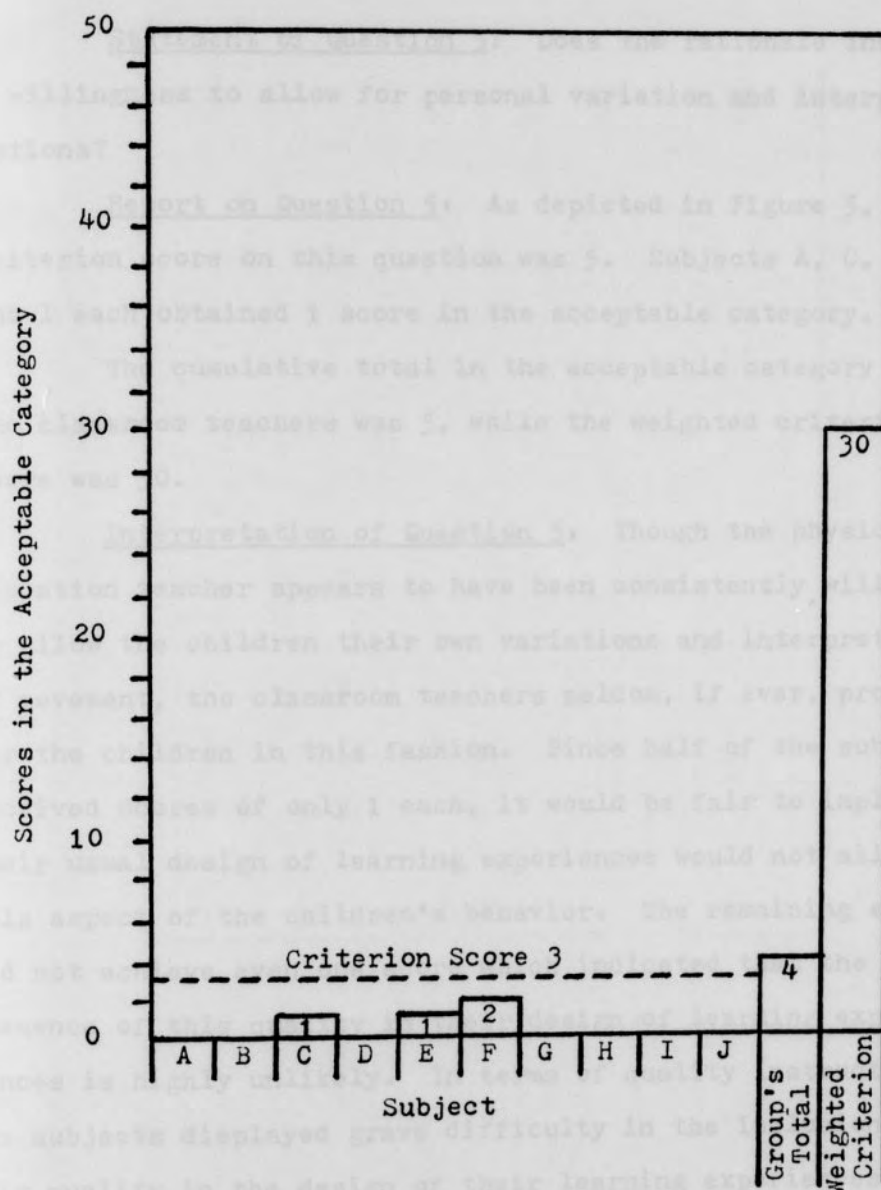


FIGURE 4

QUESTION 4 RESULTS

Statement of Question 5: Does the rationale indicate a willingness to allow for personal variation and interpretations?

Report on Question 5: As depicted in Figure 5, the criterion score on this question was 5. Subjects A, C, E, F, and I each obtained 1 score in the acceptable category.

The cumulative total in the acceptable category for the classroom teachers was 5, while the weighted criterion score was 50.

Interpretation of Question 5: Though the physical education teacher appears to have been consistently willing to allow the children their own variations and interpretations of movement, the classroom teachers seldom, if ever, provided for the children in this fashion. Since half of the subjects received scores of only 1 each, it would be fair to imply that their usual design of learning experiences would not allow for this aspect of the children's behavior. The remaining subjects did not achieve even one score which indicated that the presence of this quality in their design of learning experiences is highly unlikely. In terms of quality instruction, the subjects displayed grave difficulty in the inclusion of this quality in the design of their learning experiences.

Statement of Question 6: Does the rationale reflect an understanding of where the child seems to be in terms of his present learning capabilities?

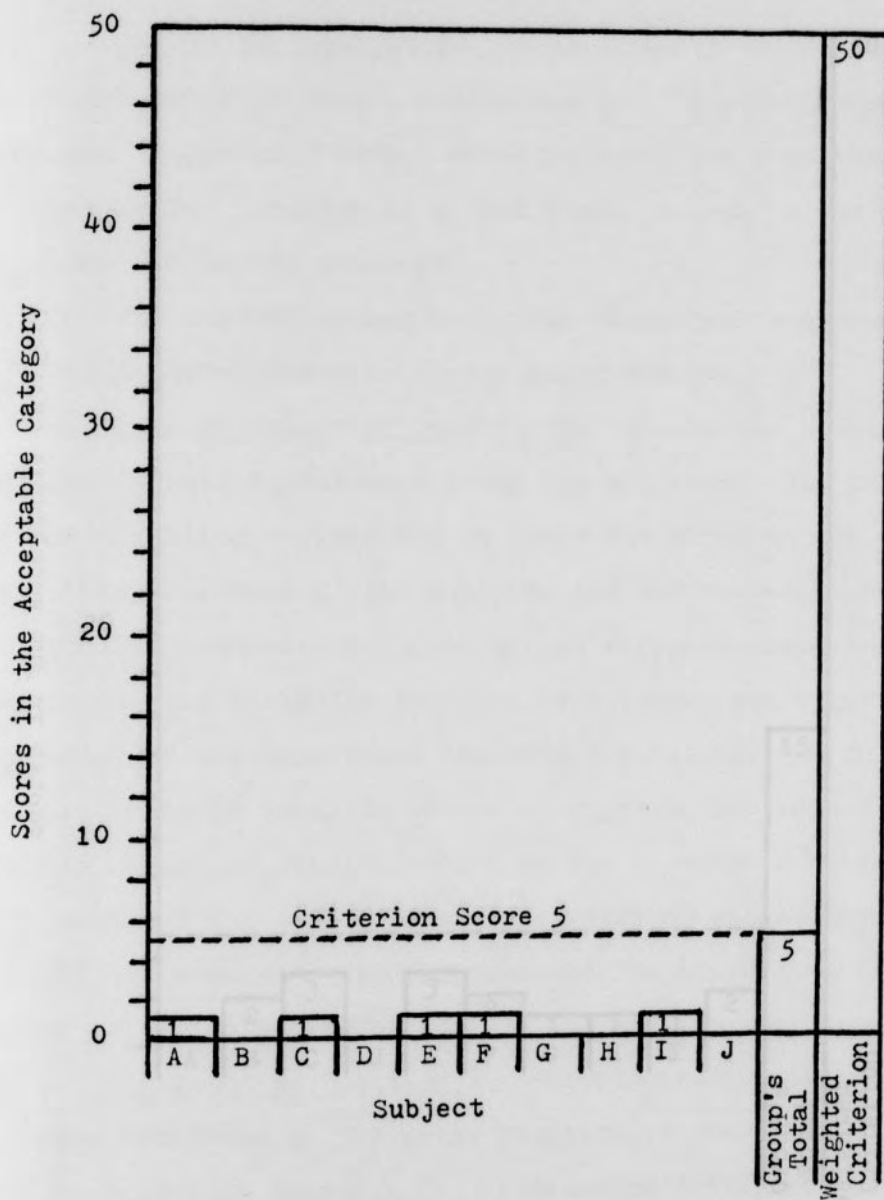


FIGURE 5

QUESTION 5 RESULTS

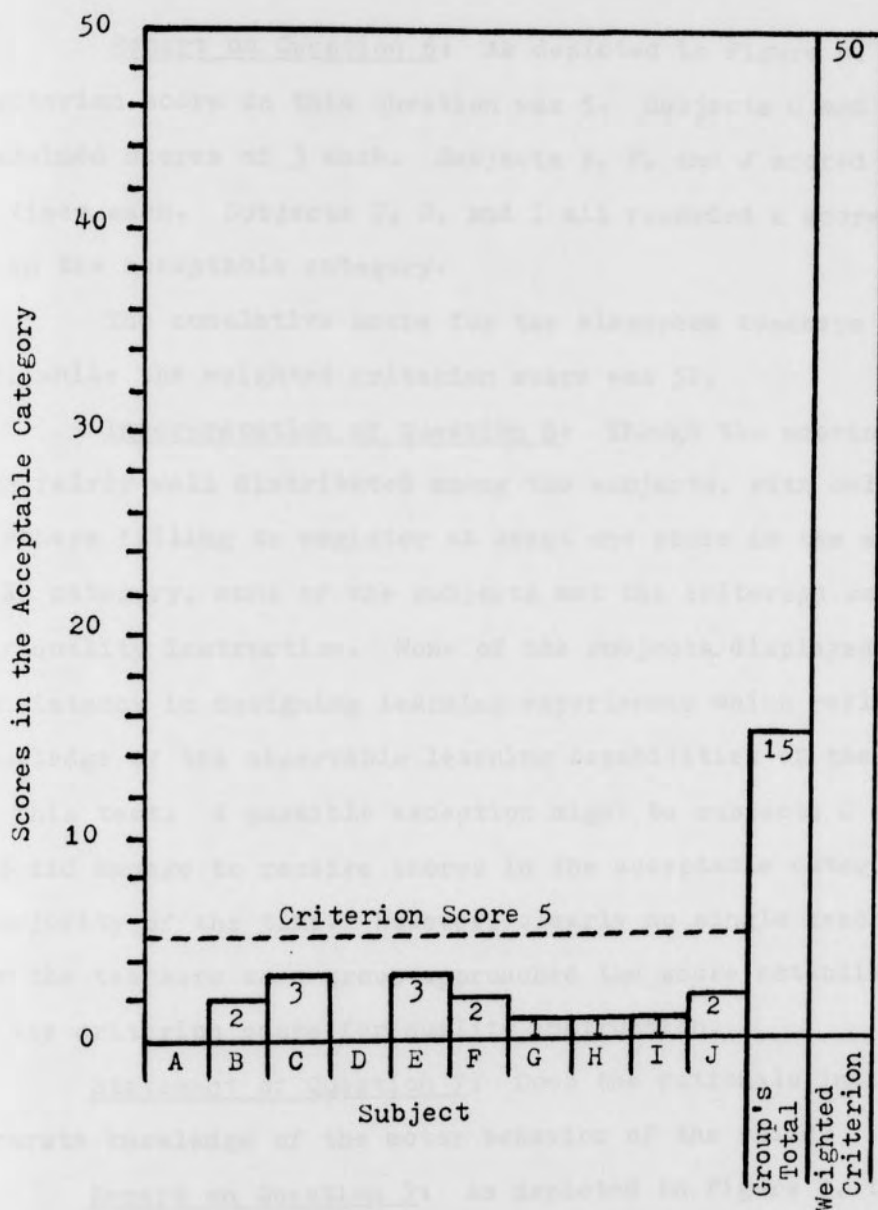


FIGURE 6

QUESTION 6 RESULTS

Report on Question 6: As depicted in Figure 6, the criterion score on this question was 5. Subjects C and E attained scores of 3 each. Subjects B, F, and J scored 2 times each. Subjects G, H, and I all recorded a score of 1 in the acceptable category.

The cumulative score for the classroom teachers was 15, while the weighted criterion score was 50.

Interpretation of Question 6: Though the scoring was fairly well distributed among the subjects, with only two teachers failing to register at least one score in the acceptable category, none of the subjects met the criterion score for quality instruction. None of the subjects displayed any consistency in designing learning experiences which reflected knowledge of the observable learning capabilities of the children in this test. A possible exception might be subjects C and E, who did manage to receive scores in the acceptable category a majority of the time. However, clearly no single teacher nor the teachers as a group approached the score established as the criterion score for quality instruction.

Statement of Question 7: Does the rationale indicate accurate knowledge of the motor behavior of the child?

Report on Question 7: As depicted in Figure 7, the criterion score on the question was 1. Subjects D and E each earned scores of 1 in the acceptable category.

The cumulative score in the acceptable category for the classroom teachers was 2. The weighted criterion was 20.

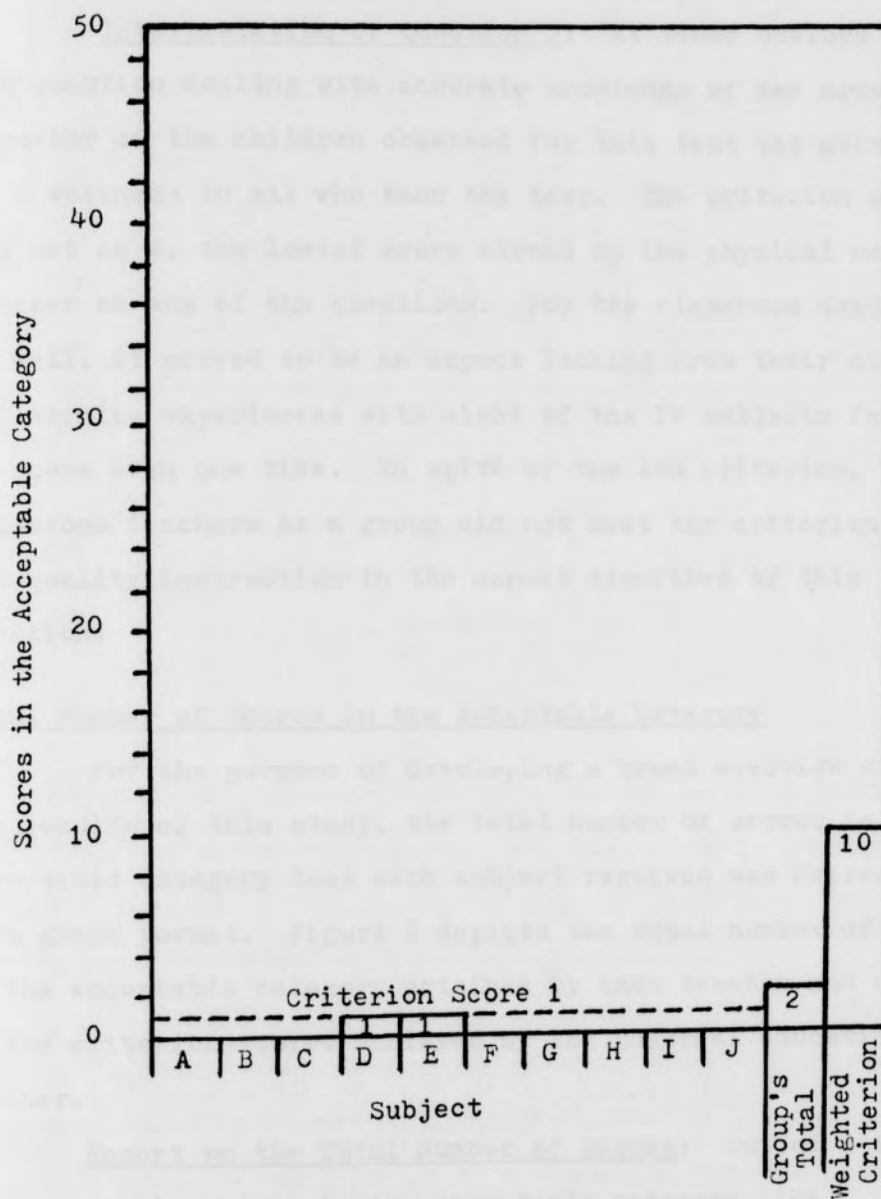


FIGURE 7

QUESTION 7 RESULTS

Interpretation of Question 7: It seems obvious that the question dealing with accurate knowledge of the motor behavior of the children observed for this test has pointed to a weakness in all who took the test. The criterion score was set as 2, the lowest score earned by the physical education teacher on any of the questions. For the classroom teachers as well, it proved to be an aspect lacking from their design of learning experiences with eight of the 10 subjects failing to score even one time. In spite of the low criterion, the classroom teachers as a group did not meet the criterion score for quality instruction in the aspect described by this question.

Total Number of Scores in the Acceptable Category

For the purpose of developing a broad overview of the results of this study, the total number of scores in the acceptable category that each subject received was expressed in a graph format. Figure 8 depicts the total number of scores in the acceptable category obtained by each teacher and compared to the criterion scores achieved by the physical education teacher.

Report on the Total Number of Scores: Out of a total of 35 possible scores in the acceptable category, the criterion score was set at 29. Each subject's total number of scores, once drawn on the graph, revealed subject E with a total of 18. Subject B recorded 14, subject F a total of

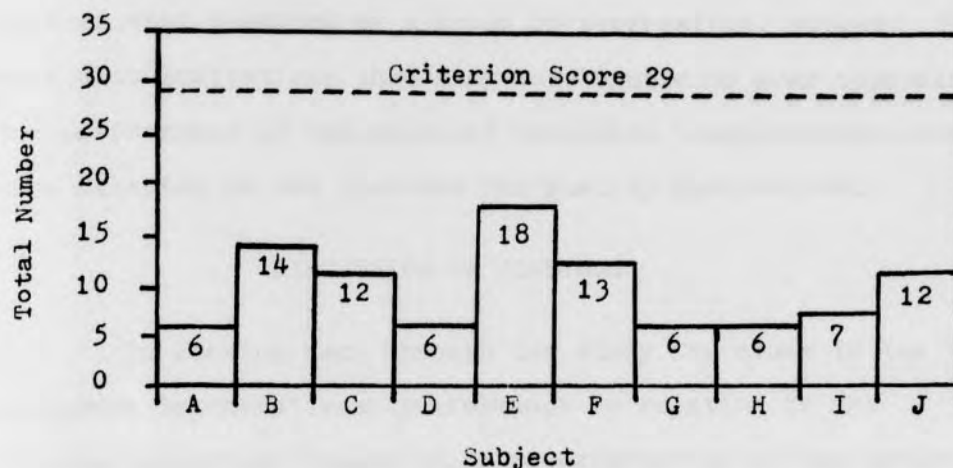


FIGURE 8

TOTAL NUMBER OF
SCORES IN THE
ACCEPTABLE
CATEGORY

13, and subject C was awarded 12 scores in the acceptable category. Subjects J and I each earned scores of 12 and 7 respectively, while the remaining subjects, A, D, G, and H, all registered scores of 6.

Interpretation of the Total Number of Scores: An initial impression of these results would seem to suggest that only teacher E even marginally approached the criterion score for quality instruction in a movement education program. This might indicate that, despite participation in a supervised program, this group of classroom teacher designed learning experiences that were incapable of receiving acceptable

ratings when examined by a group of professional judges. There were also indications that they were unable to ever approximate the performance of the physical education teacher whose scores were accepted as the standard for quality instruction.

DISCUSSION OF FINDINGS

In looking back through the study for clues to the classroom teachers' weak performance in relation to the physical education teacher's, a re-examination of the Review of Literature and the Introduction offered two distinct possibilities. The Review of Literature established as essential: (1) knowledge of the content or a conceptual framework of movement education, (2) flexibility and sensitivity in choice of method for presentation of experiences, and, (3) skill in observation of children in movement situations. However, the Introduction took a more broad-based vantage point, submitting that teaching movement may be very different from teaching anything else.

Content

The inability of half of the classroom teachers to score even once in the acceptable category on Questions 2 and 3 suggest that at least these teachers did not have a functional grasp of the content of a movement education program. These questions specifically referred to designing

experiences within range yet challenging to the child, and experiences which reflected logical sequence. Knowledge of content certainly underlies both of these specifications. The other half of the subjects did manage to obtain some scores in the acceptable category, two of the subjects approaching the criterion score. Since all of the subjects involved in this study have the same background in movement education, it would seem that at some point in their training the content of movement education had been covered, but for some reason, not all of the teachers had absorbed it.

Method

Questions 1, 4, and 5 were primarily methodological in nature, and on Question 1, which dealt with clarity in the design of experiences, all of the teachers scored very high. In fact, only one teacher failed to get the maximum of 5 scores in the acceptable category. However, Question 4, which looked for the use of problem solving techniques, revealed that only three of the 10 teachers ever used such techniques. Since utilizing problem solving techniques has been identified as a major component of a movement education program, this deficit is serious. The teachers' training could be responsible here, since so few subjects were able to design problems. Question 5 reflected the teachers' willingness to allow for a child's personal variations and interpretations. Movement education, as an illumination

of individuality, could hardly find methodological comfort with the classroom teachers who participated in this study. Though half of the teachers did manage scores in the acceptable category, each received only a single score. The other half of the subjects did not score at all. Again, the weak showing by all of the subjects could indicate a weakness in their background.

Observation

Questions 6 and 7 attempted to evaluate the teachers' observation skills. Question 6 looked for an indication that the teacher could assess the present learning capabilities of the child. The subjects made one of their stronger showings on this item, with only two of them failing to score. Observation skills in terms of identifying learning capabilities seemed to be present in most of the subjects, but not predominant. Perhaps it requires only cultivation. Question 7, however, which addressed itself to a knowledge of motor behavior, yielded only 2 scores in the acceptable category from two different subjects. The implication that their training may have been deficient surfaces in this instance, since eight of the subjects had no scores in the acceptable category on this question.

Teaching Movement

Examining the results of this study in piecemeal fashion, looking for weakness in the content, method, or

observation skills of the classroom teachers may preclude the exposure of a salient position taken by the Department of Education and Science (1972:18) revealed in the Introduction and which bears repeating here:

Physical education creates situations wholly different from those of the classroom. However full and beneficial a teacher's knowledge of children may be, it must be recognized that different forces are operating when the children in a class have space and freedom to bring their full physical powers into play.

A lack of proper training of the 10 classroom teachers involved in this study must be considered. Yet, just as the philosophical position of movement education demands inclusion of the "whole child" in learning experiences, perhaps it also demands the inclusion of the "whole teacher" in the planning of those experiences. A problem in either of the areas suggested by the Review of Literature might explain where the breakdown between classroom teacher and movement occurred, but not why. The above quotation asserted such rationale. Perhaps teaching movement is different from the kind of teaching that classroom teachers are normally asked to do. Perhaps the transition from classroom teacher to movement teacher is too monumental. In the scrutiny of the test results, one cannot help but notice how many times the physical education teacher obtained the maximum number of scores possible in the acceptable category, while the classroom teacher did not.

SUMMARY

The overview of the performance of the classroom teachers indicated that among the teachers there was diversity in their ability to incorporate the aspects identified by the questions on the rating scale into the design of their experiences for the children. However, when compared to the criterion score for quality instruction established by the physical education teacher, none of the subjects could approach the needed total of scores in the acceptable category.

When the questions were examined individually, only on the aspect of "clarity of intent" could the classroom teachers show any evidence of quality instruction. All other aspects of quality instruction were noticeably lacking from their learning experiences.

In the context of this study, the physical education teacher set a standard for quality instruction virtually unapproached by any classroom teacher. Those classroom teachers were experienced and had had three years of training in movement education, but they did not approximate the criterion scores as established in the procedure in this study.

Chapter 6

CONCLUSIONS AND IMPLICATIONS

The stated problem of this study was to determine whether classroom teachers were able to design learning experiences that would represent quality instruction in movement education for primary grade children. Current professional literature was reviewed in order to identify the characteristics of instruction in movement education as the physical education program in the primary grades. By constructing and administering a test confluent with the instructional demands of teaching movement education, the investigator sought to assess the capabilities of a selected group of 10 classroom teachers. A series of five video tapes of five different children in pre-designed movement situations, provided the subjects (classroom teachers) with observational data about those children. The subjects then designed five related learning experiences for each of the children on the video tapes according to what they could observe about them. A committee of experts then evaluated the subjects' learning experiences in seven key areas described by a rating scale. Each subject thus received scores on her learning experiences for each of the five children. The standard of quality instruction in movement education was

set by the performance of an arbitrarily chosen physical education teacher on this same test. The scores of the classroom teachers were compared to those of the physical education teacher. The results of this comparison clearly indicated that the classroom teachers in this study did not meet the standard for quality instruction.

CONCLUSIONS

Within the context of this study, there is a single conclusion. The teachers who were selected as subjects, who were experienced classroom teachers, and who ostensibly had a background in movement education, could not provide quality instruction in movement education as measured by the test developed herein. They were, as a group, capable of designing learning experiences that were rated "acceptable" by a committee of experts in one aspect identified by the rating scale consistently, and in other aspects, sporadically. They were unable to receive acceptable scores with sufficient frequency, however, to approach the standard of quality instruction.

IMPLICATIONS

Several possibilities for further study are suggested by the results of this investigation:

1. The inservice programs offered to classroom teachers in movement education require special attention to

determine the most efficient means of orientating those teachers to the field.

2. The skill of observation as a determinant of the content and method of learning experiences demands increased emphasis in teacher training.

3. The relationship between the child, the learning experience, and the teacher must be further explored.

4. The recommendation that classroom teachers teach movement education to primary grade children needs review.

5. The role of the classroom teacher must be carefully examined regarding the diversity of instructional tasks she is expected to perform.

6. The assessment of instructional capabilities in movement education is an area in which much work has yet to be done.

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MOVEMENT TEACHER'S SCRIPT FOR ELEMENTARY SITUATIONS

Situation 1

"How many different ways can you move with your feet?"
"Can you keep the ball with different parts of your body?"
"Can you jump the ball softly, and then roll?"
"How about the feet and when you have the space, jump, land, and roll."

Situation 2

"How many different ways can you move with your feet?"
"Can you keep the ball with different parts of your body?"
"Can you jump the ball softly, and then roll?"
"How about the feet and when you have the space, jump, land, and roll."

Situation 3

"How many different ways can you move with your feet?"
"Can you keep the ball with different parts of your body?"
"Can you jump the ball softly, and then roll?"
"How about the feet and when you have the space, jump, land, and roll."

APPENDIX A

Movement Teacher's Script

Situation 1

"How many different ways can you move with your feet?"
"Can you keep the ball with different parts of your body?"
"Can you jump the ball softly, and then roll?"
"How about the feet and when you have the space, jump, land, and roll."

Situation 2

"How many different ways can you move with your feet?"
"Can you keep the ball with different parts of your body?"
"Can you jump the ball softly, and then roll?"
"How about the feet and when you have the space, jump, land, and roll."

MOVEMENT TEACHER'S SCRIPT FOR
VIDEOTAPED SITUATIONS

Situation 1:

- "See if you can toss and catch your beanbag with your hands without dropping it."
- "Try to toss your beanbag to different levels and still catch it."
- "Toss the beanbag with your hands and try to catch it on some other part of your body."

Situation 2:

- "Dribble the ball for as long as you can, keeping it close to you."
- "Can you change the level of the ball as you dribble it?"

Situation 3:

- "How many different ways can you jump into the air and land softly? Just use your feet."
- "Can you jump using your hands and feet?"
- "Can you jump and land very softly?"

Situation 4:

- "Punch the ball up into the air and catch it."
- "Can you keep the ball going by punching it?"
- "Can you punch the ball with different parts of your body?"

Situation 5:

- "How many different ways can you roll?"
- "Can you jump up, land softly, and then roll?"
- "Move about the room and when you have the space, jump, land, and roll."

SAMPLE RESPONSE FORM

Situation gSubject letter

Design five related learning experiences which you feel reflect the observable needs/abilities of the child in your focus. Please indicate both the experience and the corresponding rationale for its design.

Experience

Rationale

APPENDIX B

Sample Response Form

SAMPLE RESPONSE FORM

Situation #Subject Letter

Design five related learning experiences which you feel reflect the observable needs/abilities of the child in camera focus. Please indicate both the experience and the corresponding rationale for its design.

Experience	Rationale

RATING SCALE WITH REFERENCES

Situation _____
 Subject _____

	Yes	No	Not Eval.
1. Is the intent of the experience stated clearly enough for the child in focus to understand?			
2. Is the difficulty of the experience within range yet challenging to the child in focus?			
3. Do the experience reflect some form of logical sequence?			
4. Do the experience reflect the form of the form?			
5. Does the rationale indicate a willingness to allow for personal interpretation and variations?			
6. Does the rationale reflect an understanding of where the child seems to be in terms of his present learning capabilities?			
7. Does the rationale indicate accurate knowledge of the motor behavior of the child in focus?			

APPENDIX C

Rating Scale with References

(Bilbrough and Jones, 1963; Cops, 1967; Department of Education and Science, 1972; Salomon and Redfern, 1968)

RATING SCALE WITH REFERENCES

Situation #
 Subject Letter

	Ac.	Un.	Not Pres.
1. Is the intent of the experiences stated clearly enough for the child in focus to understand?			
2. Is the difficulty of the experiences within range yet challenging to the child in focus?			
3. Do the experiences reflect some form of logical sequence?			
4. Do the experiences generally take the form of problem solving?			
5. Does the rationale indicate a willingness to allow for personal interpretations and variations?			
6. Does the rationale reflect an understanding of where the child seems to be in terms of his present learning capabilities?			
7. Does the rationale indicate accurate knowledge of the motor behavior of the child in focus?			

(Bilbrough and Jones, 1963; Cope, 1967; Department of Education and Science, 1972; Maludon and Redfern, 1969)

QUALIFICATIONS OF COMMITTEE OF EXPERTS

Date: _____

Current Position

Associate Professor, Department of _____
at _____

Education

B. S. _____
M. A. _____
Ph. D. _____

Publications

APPENDIX D

Qualifications of Committee of Experts

QUALIFICATIONS OF COMMITTEE OF EXPERTS

Dr. Kate Barrett:

Current Position

Associate Professor, University of North Carolina
at Greensboro.

Education

B. S. Boston Bouvé College of Northeastern University
M. S. University of Wisconsin, Madison
Ph. D. University of Wisconsin, Madison

Experiences Related to Elementary Physical Education

Teacher, Roedean School, England (8-19 year olds)
Teacher, Wauwatosa Public Schools (K-6)
Consultant, workshop director, lecturer in over
50 programs concerning movement education

Author:

"The Structure of Movement Tasks: A Means
for Gaining Insight into the Nature of
Problem Solving Techniques."

"I Wish I Could Fly - A Philosophy in Motion."

"Learning to Move - Moving to Learn: Discussion
at the Crossroads."

"Physical Education: A Child's Education in
and Through Movement."

plus seven other earlier works all related
to elementary school physical education.

Director of Teacher Education Center for
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Dr. Marie Riley:

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B. S. SUNY Cortland
M. A. University of Iowa
Ph. D. Florida State University

Experiences Related to Elementary Physical Education

Participant, 1956 Movement Education Workshop
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Participant, AAHPER-ANEYC Conference on Movement
Experiences for Young Children.
Consultant to Workshop for Leaders of
"Ready? Set? . . . Go!"
Consultant to numerous conferences on movement
education
Speaker, Elementary Section, NCAHPER and NCEA
workshops
Supervisor of student teachers in elementary
physical education (current)
Teacher at Curry School, UNC-G (grades K-6) and
at the Teacher Education Center (grades 5-6)
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Teacher in professional preparation program in
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Dr. Joan Tillotson:

Current Position

Associate Professor, University of North Carolina
at Charlotte

Education

B. S. SUNY Cortland
M. A. University of Iowa
Ph. D. University of Iowa

Experiences Related to Elementary Physical Education

Director, Title III ESEA Project in Movement
Education, Plattsburgh, New York
Participant, 1956 Movement Education Workshop
in England
Free lance consultant in Movement Education,
serving schools throughout U. S.
Author, film series (1960-1963) "Movement
Education in Physical Education."
Author, "A Program of Movement Education in
Plattsburgh Elementary Schools."
Member, Task Force on Children's Dance
Director, over 150 workshops in Movement Education

INSTRUCTIONS FOR THE EXPERIMENT

The following video tapes involve five children. Each child is shown in a different situation. Your job is to view each of these tapes separately. Carefully focus your attention on the child followed by the camera as he or she engages in some movement task. Then, from your observation of that child, design what you feel would be five appropriate learning experiences for that child. Please include along with the five experiences an explanation of why you believe these experiences would be appropriate for that specific child. Make sure that your explanations are related to each other and that the child's behavior is the focus of the learning experiences.

APPENDIX E

Directions for Testing Session

The following directions are for the testing session. The child is shown in a video tape and you have written down in the designated column on the response form. After a short period of time, your response form for that response will be collected. This process will be repeated for each of the five tapes. After the completion of this video tape, you will again be asked to design five learning experiences. This process will continue until all five tapes have been viewed. Your response form will be collected at the end of the session.

INVESTIGATOR'S DIRECTIONS TO SUBJECTS
FOR TESTING SESSIONS

The following video tapes involve five children, each in a different movement situation. Your job is to view each of these tapes separately. Carefully focus your attention on the child followed by the camera as he or she engages in some movement tasks. Then, from your observation of that child, design what you feel would be five appropriate learning experiences for that child. Please include along with the five experiences an explanation of why you believe those experiences would be appropriate for that specific child. Make sure that the five experiences are related to each other and to the observed needs and abilities of the child in camera focus, and that you have written them in the designated column on the response form. After a short period of time, your response form for the child will be collected and a second tape with a different child in focus will be presented. After the completion of this video tape, you will again be asked to design five learning experiences. This pattern will continue until all five tapes have been viewed and responded to on the corresponding response form.

DIRECTIONS FOR READING RAW DATA REPORTS

The raw data in this study are represented in three dimensional charts on the following pages. Each category is represented by a color, i.e., acceptable, unacceptable, or not present, exists on a different plane. Within each category, a grid has been used to represent the number of the rating scale and the number of the subject. The data is presented in the following manner: All of the data in this report were recorded on the 100% scale and no data were recorded on the 100% scale.

APPENDIX F

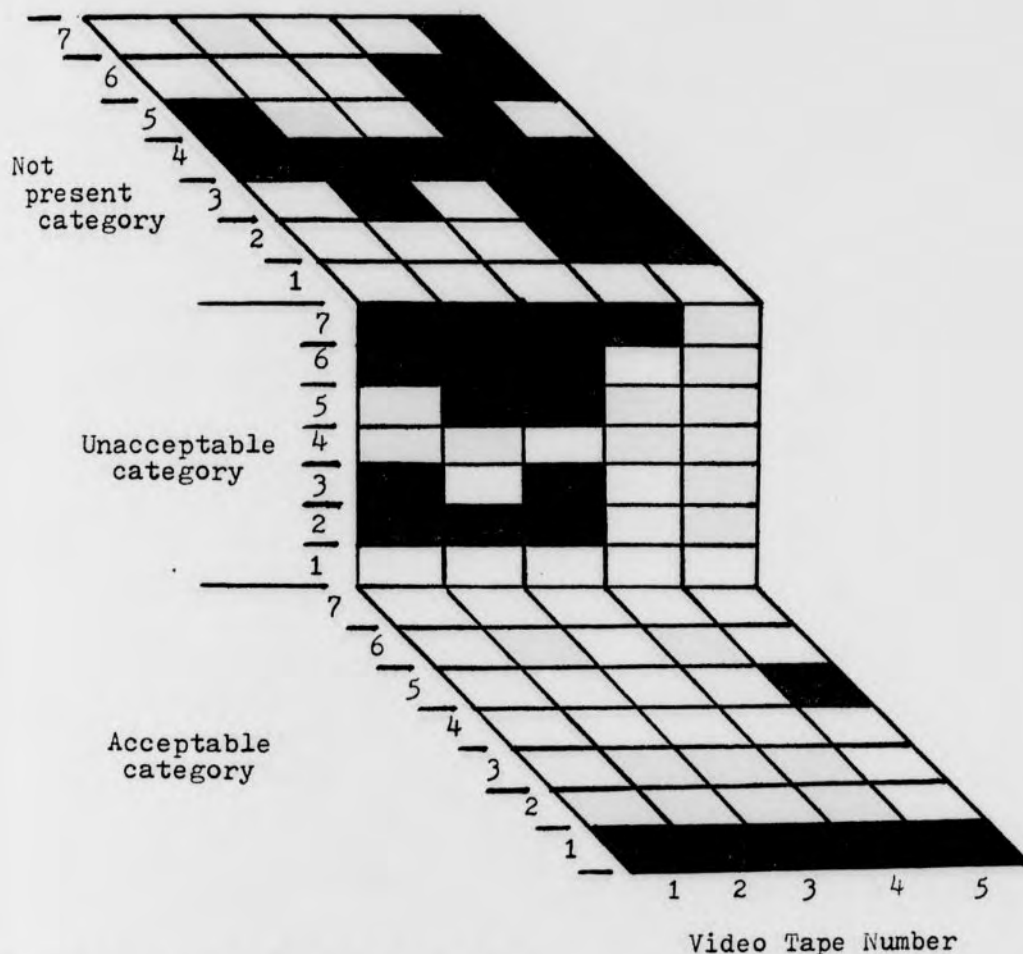
Raw Data Report

DIRECTIONS FOR READING RAW DATA REPORTS

The raw data in this study are represented in three dimensional chart form on the following pages. Each category on the rating scale, i.e. acceptable, unacceptable, or not present, exists on a different plane. Within each category, a grid has been drawn with the number of the question from the rating scale on the left-hand side and the number of the video tape (movement situation) on the bottom. All of the scores obtained by each subject were recorded on the appropriate plane on her graph by blackening in the box at the intersection of the row belonging to the question and the column belonging to the video tape.

A key appears on each page as an abbreviation of the rating scale applied by the committee of experts to the response forms. Its unabridged form can be found in Appendix C.

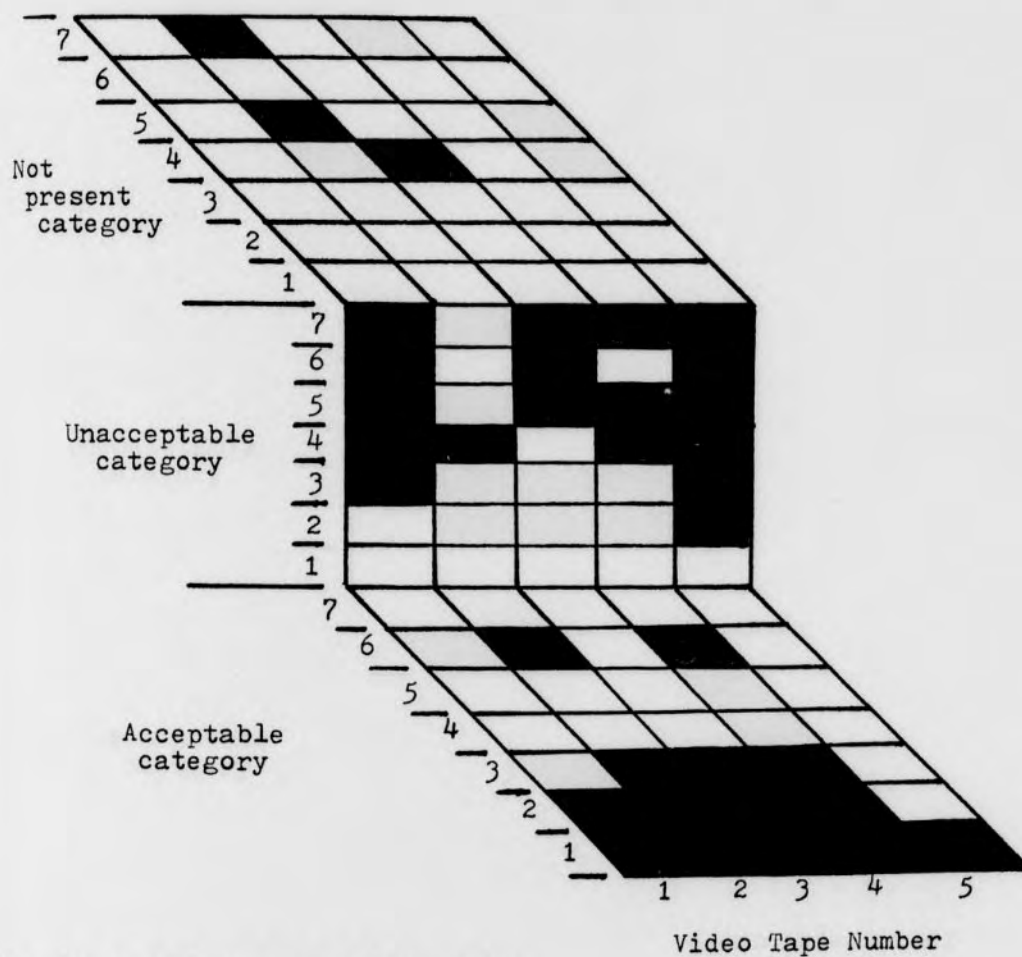
RATINGS ON SUBJECT A's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

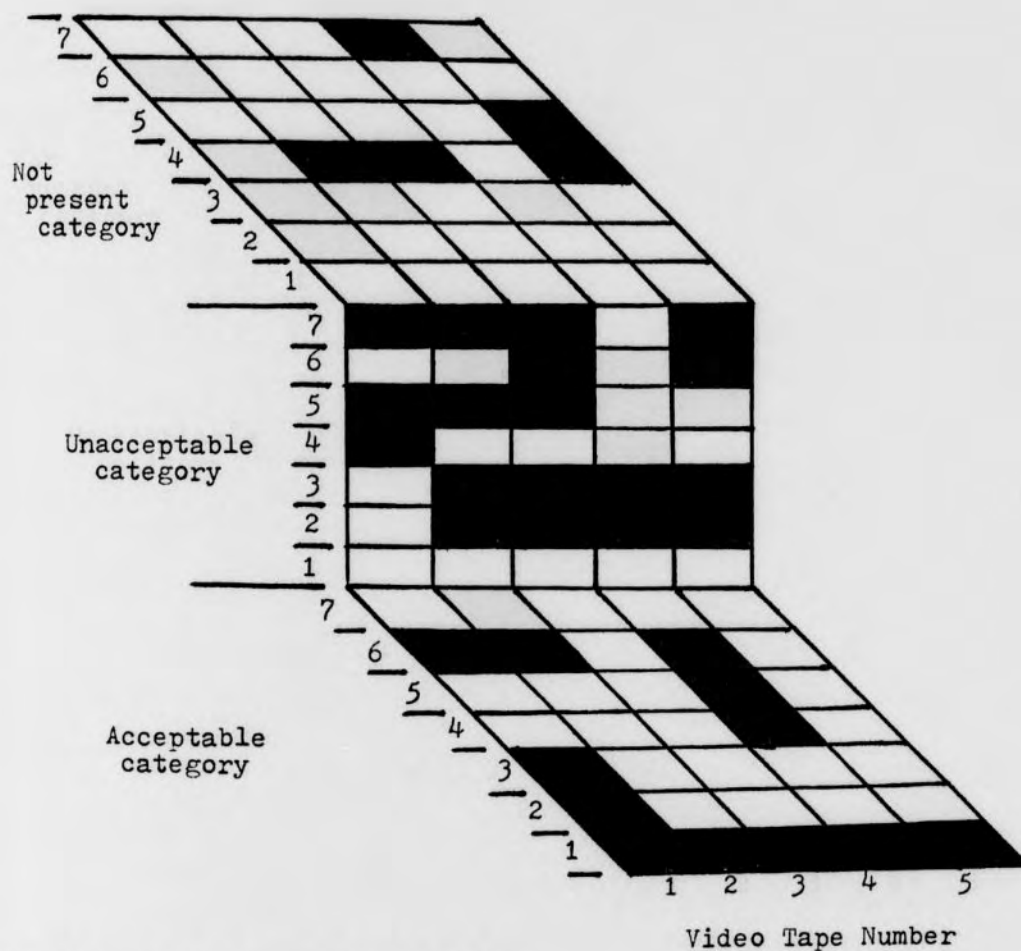
RATINGS ON SUBJECT B's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

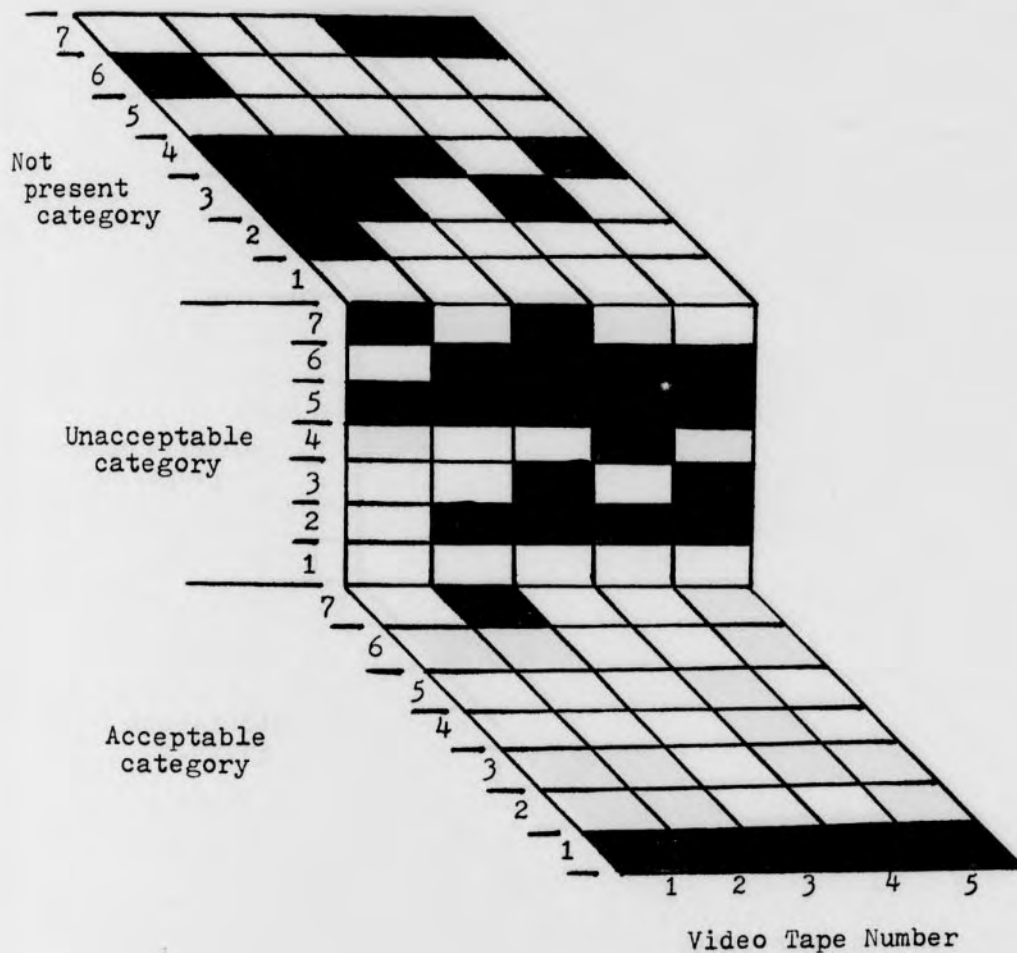
RATINGS ON SUBJECT C's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

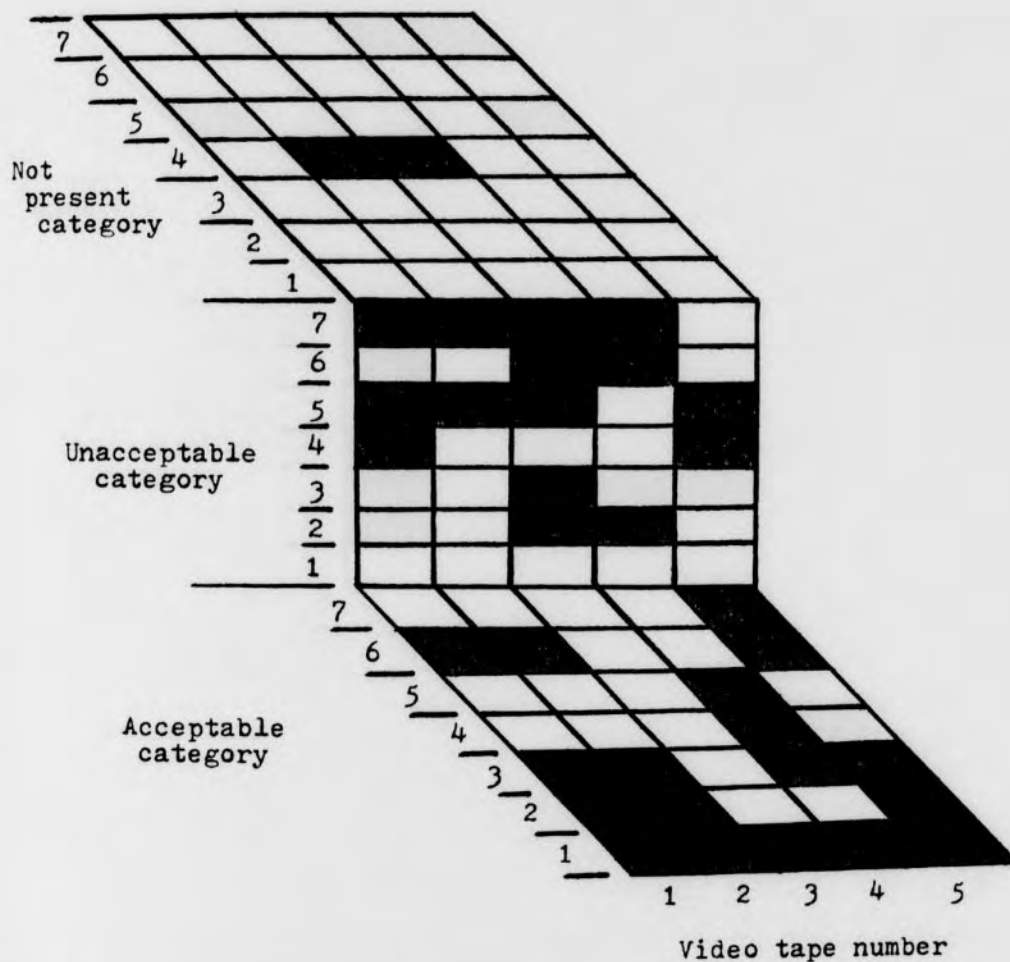
RATINGS ON SUBJECT D's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

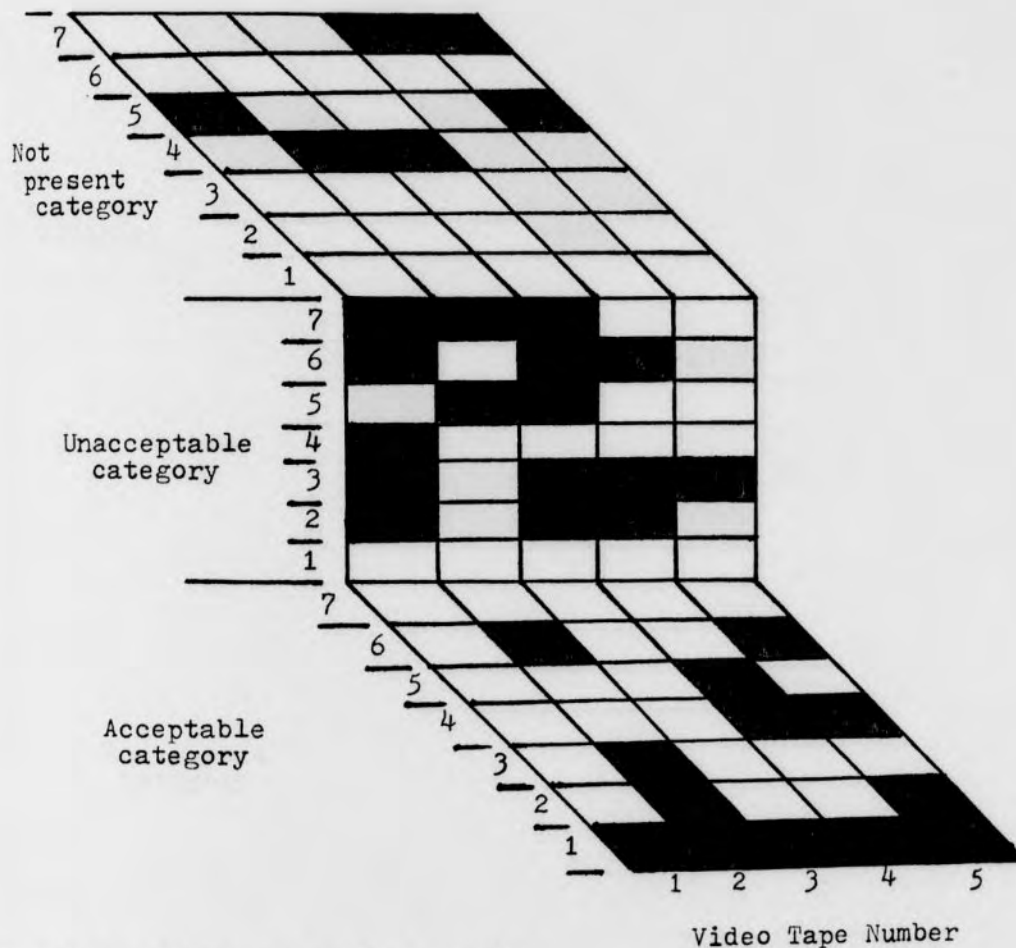
RATINGS OF SUBJECT E's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

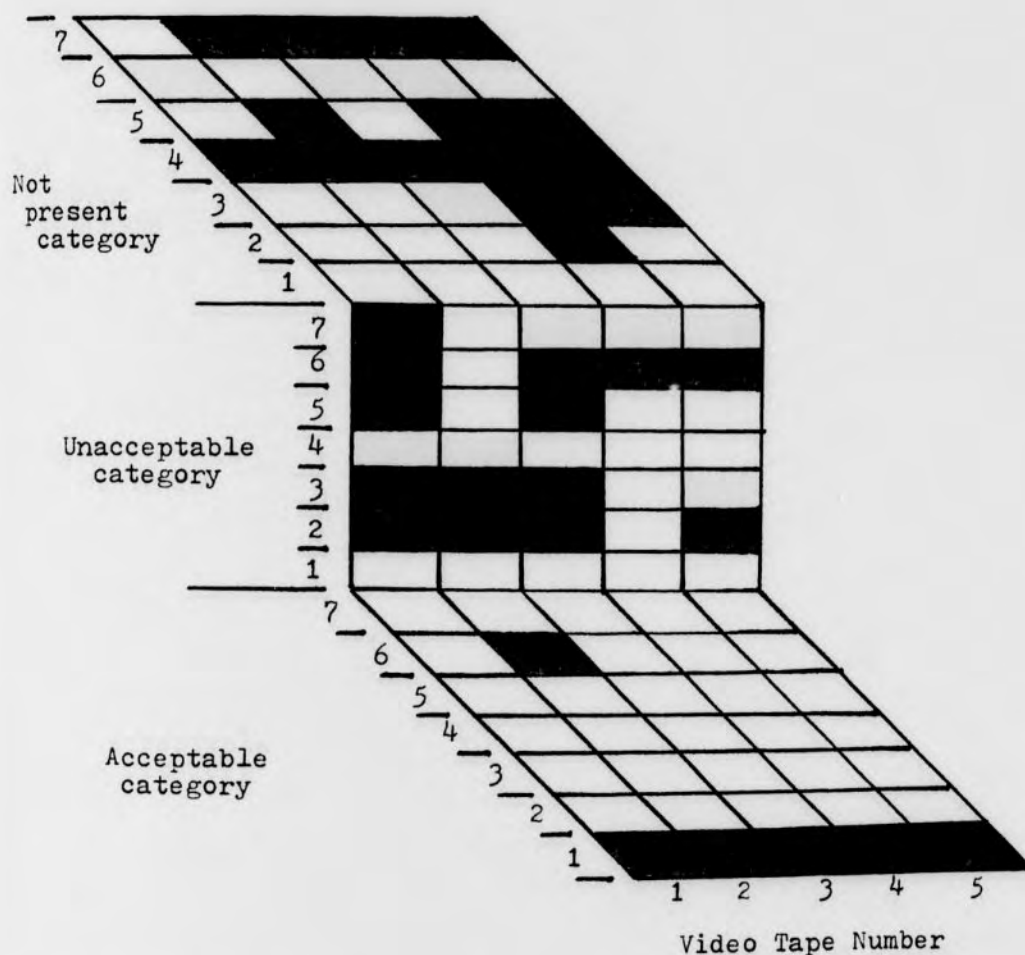
RATINGS ON SUBJECT F's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

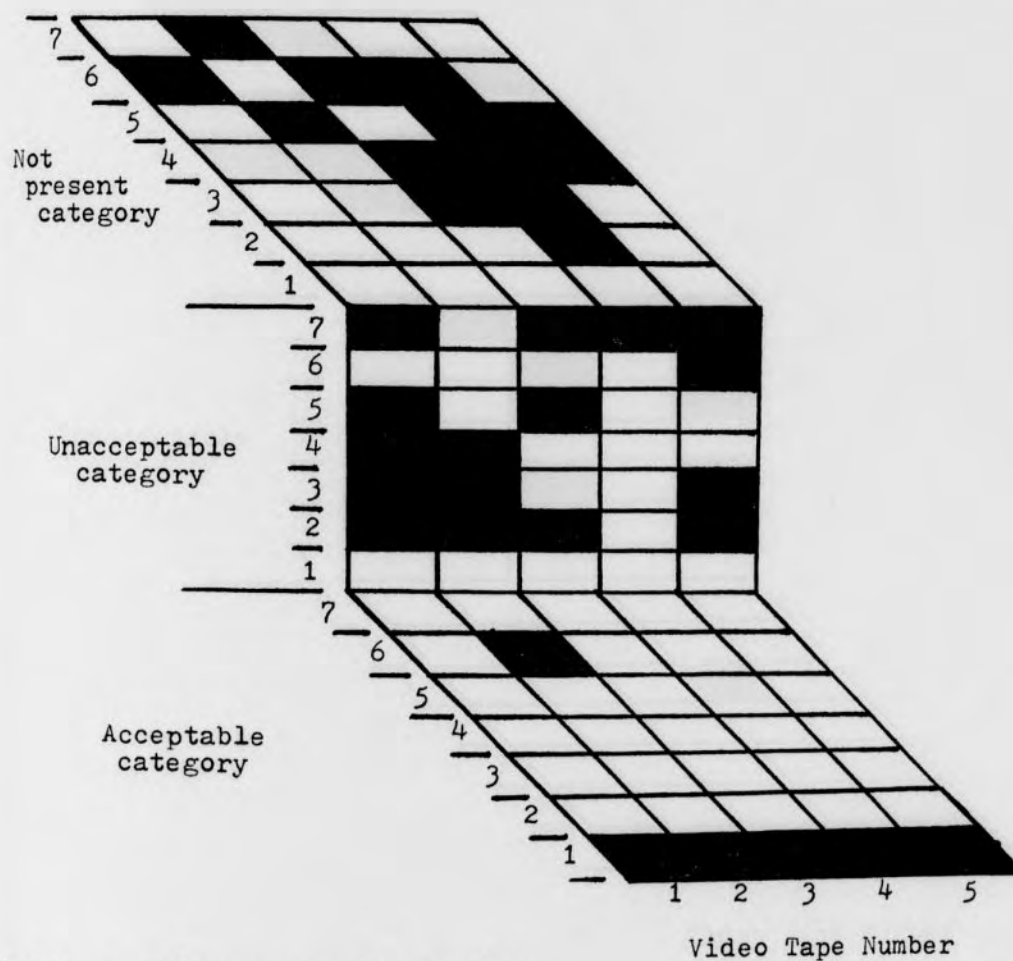
RATINGS ON SUBJECT G's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

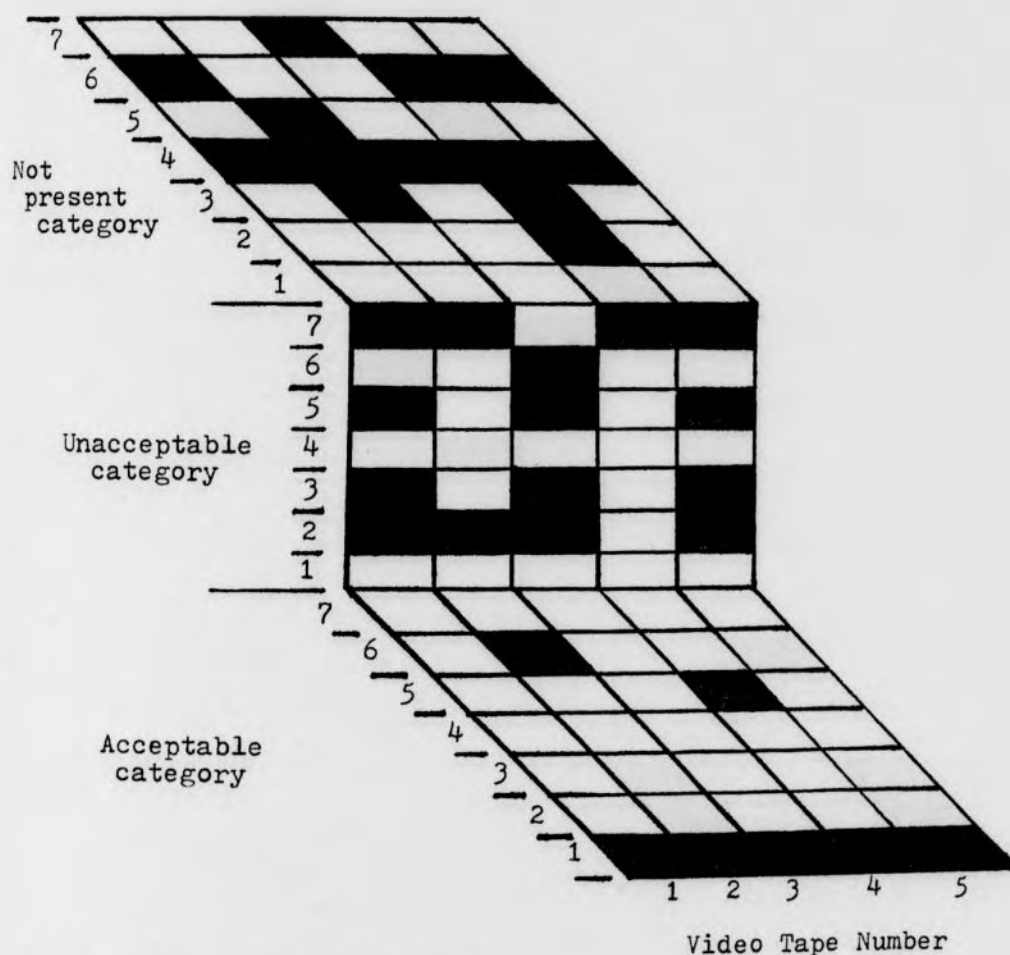
RATINGS ON SUBJECT H's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

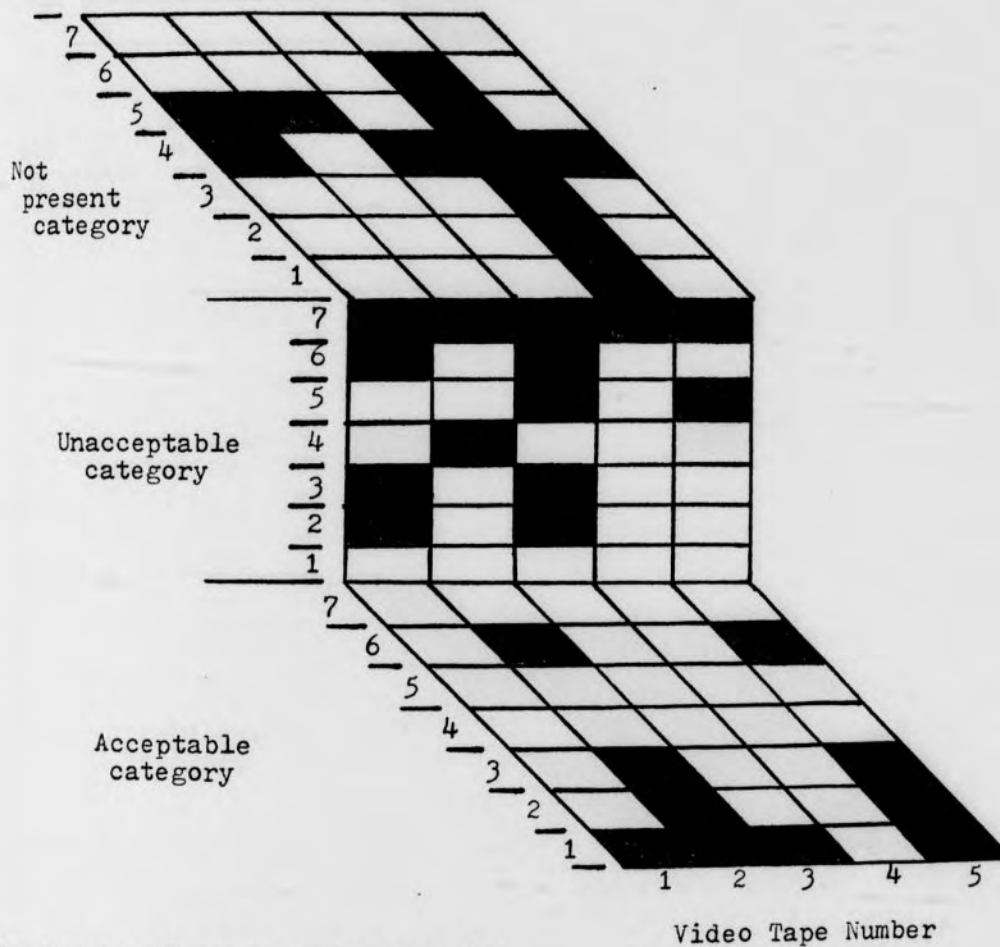
RATINGS ON SUBJECT I's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

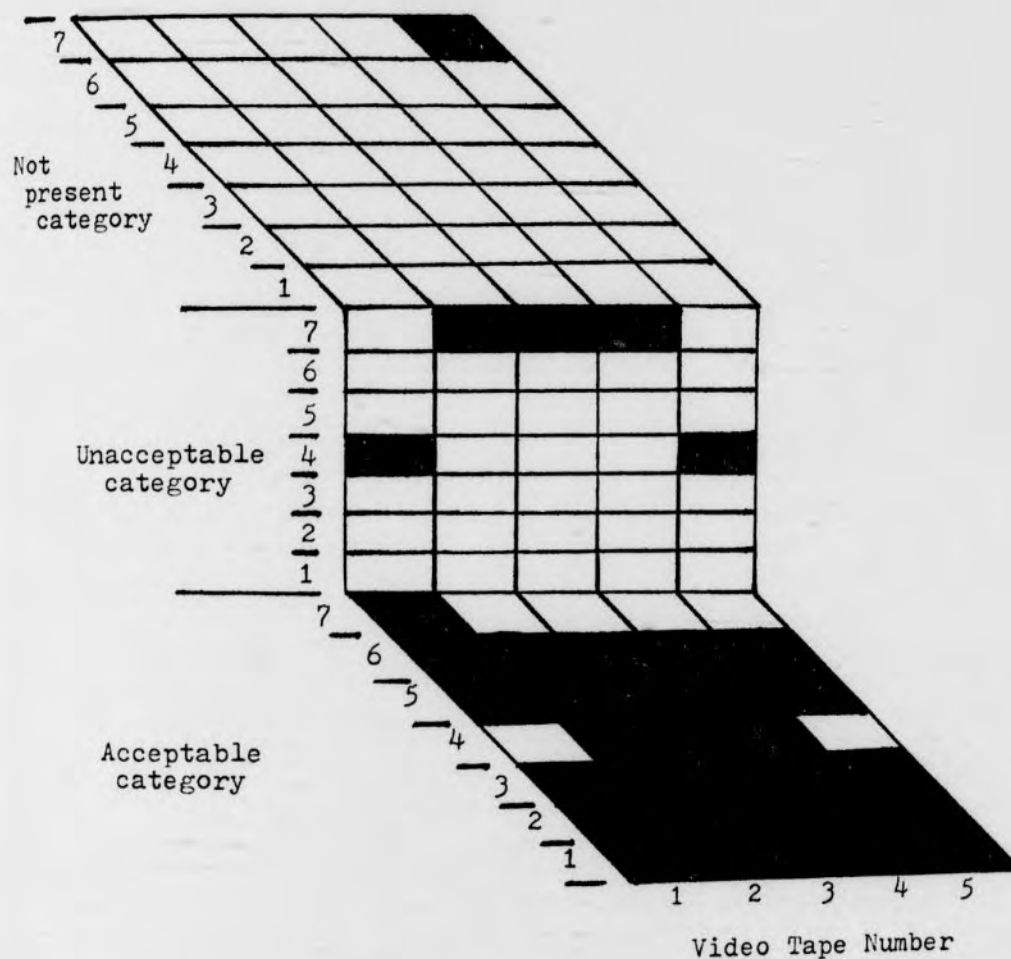
RATINGS ON SUBJECT J's RESPONSE FORMS



Key to questions on rating scale:

- 7. Motor behavior
- 6. Learning capabilities
- 5. Interpretations/variations
- 4. Problem solving
- 3. Logical sequence
- 2. Difficulty
- 1. Clarity

RATINGS ON SUBJECT K's RESPONSE FORMS (CRITERION SCORES)



Key to questions on rating scale:

7. Motor behavior
6. Learning capabilities
5. Interpretations/variations
4. Problem solving
3. Logical sequence
2. Difficulty
1. Clarity