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NEIKIRK, MARY MARGARET. Development of a College Beginning Swimming Course Which Possesses Selected Characteristics of Humanistic Education. (1974) Directed by: Dr. Kate R. Barrett. Pp. 116.

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of humanistic education. Development of the course consisted of constructing the course, teaching it, and evaluating the course.

The course was designed utilizing the principles for curriculum construction developed by Tyler (1949) and expanded by Goodlad (1966). The following steps guided construction of the course: (1) identification of a philosophical position relative to humanistic education, physical education, and swimming, (2) identification of "big ideas" reflective of the philosophical position, and (3) construction of general objectives, specific objectives, exemplary learning experiences, and exemplary evaluation techniques all consistent with the philosophical position.

The course was taught by the writer as a section of swimming for nonswimmers in The School of Health, Physical Education, and Recreation at The University of North Carolina at Greensboro during the spring semester, 1972. Ten female college students were enrolled in the class. The course met for 28 classes.

Evaluation of the course had two aspects: (1) determination of the attainment of course objectives and (2) determination of the presence of selected characteristics of humanistic education.

7

Attainment of course objectives was measured by a written test, the American Red Cross Beginning Swimming Test, the Rosentswieg Revision of the Fox Power Test, interviews with students, student daily records, and teacher-observation of the students. Presence of selected characteristics of humanistic education was determined by use of an observation tool designed by the writer. Three trained observers used the tool to record the frequency of occurrence of selected characteristics of humanistic education during eight randomly selected lessons.

Data obtained from the evaluation techniques were presented in tables and summaries. A descriptive analysis of the data was made by the writer. Analysis of the data indicated that the students attained the objectives of the course and the course possessed selected characteristics of humanistic education.

DEVELOPMENT OF A COLLEGE BEGINNING SWIMMING COURSE
" WHICH POSSESSES SELECTED CHARACTERISTICS
OF HUMANISTIC EDUCATION

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

by

Mary Margaret Neikirk

A Thesis Submitted to
the Faculty of the Graduate School at
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Approved by

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Based on these characteristics of humanistic education, many educators have begun to design curricula, courses, and techniques which would humanize education and create more humane schools. These curricula, courses, and techniques emphasize processes rather than products and deal with students' concerns about themselves and others. The students' values, feelings, and emotions become an integral part of their learning experiences.

Chapter 1

INTRODUCTION

Educators have begun to provide more humanistic education as they have been influenced by students' cries for more meaningful educational experiences and by humanistic psychologists' trust in humans and respect for their potentialities. Humanistic education is characterized by concern for each student as an individual who is in the process of becoming more humane, that is, developing the qualities of self-understanding, security, sensitivity, openness to others, compassion, purposefulness, enlightenment, and responsibility to self and others. The emphasis of the humanistic educational experience is on learning how to learn and on finding personal meaning through the development of self-awareness, self-respect, and social interaction.

Based on these characteristics of humanistic education, many educators have begun to design curricula, courses, and techniques which would humanize education and create more humane schools. These curricula, courses, and techniques emphasize processes rather than products and deal with students' concerns about themselves and others. The students' values, feelings, and emotions become an integral part of their learning experiences.

Some aspects of physical education curricula and courses have been implicitly humanistic in nature. For example, Metheny (1965, 1968) was concerned with the meaning movement has for a learner. Mackenzie (1969) and Tillotson, et al. (1969) stated objectives which dealt with the development of self-awareness through movement. However, only in the past few years have physical educators intentionally sought to implement the concepts of humanistic education. Kleinman (1964), Caldwell (1972), Stockton (1971), and Hellison (1973) are among the few who have begun to develop more humanistic physical education programs.

As a part of physical education curricula, most beginning swimming courses have been concerned solely with the acquisition of swimming and safety skills. In addition to swimming and safety skills, Glover (1971) and Tillotson, et al. (1969) dealt with aspects of humanistic education in swimming courses. Glover's primary concern was allowing each student to develop a value system regarding swimming. Tillotson, et al. provided for the development of self-awareness and the expression and communication of this awareness to others.

Because few of these courses have been developed, there is a need for physical education courses which do in fact foster the development of humaneness. It is hoped that this study will provide some insight for the future development of such a course.

STATEMENT OF THE PROBLEM

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of humanistic education.

DEFINITION OF TERMS

For the purpose of this study, the following definitions were accepted:

1. Humanistic education--a means of facilitating learning which is based on trust in humans and respect for their potentialities. It is characterized by concern for each student as an individual who is in the process of becoming more humane, that is, developing the qualities of self-understanding, security, sensitivity, openness to others, compassion, purposefulness, enlightenment, and responsibility to self and others. The emphasis of the educational experience is on learning how to learn and on finding personal meaning through the development of self-awareness, self-respect, and social interaction.
 - a. Self-understanding--knowledge of one's own capabilities, feelings, thoughts, and motivations.
 - b. Security--well-founded confidence.
 - c. Sensitivity--quickness and acuteness of apprehension and feeling.

- d. Openness to others--receptiveness, accessibility.
 - e. Compassion--empathic understanding of others' condition.
 - f. Purposefulness--determination, resoluteness.
 - g. Enlightenment--intellectual or spiritual insight.
 - h. Responsibility to self--accountability to oneself.
 - i. Responsibility to others--accountability to others.
 - j. Self-awareness--cognizance of one's own individuality.
 - k. Self-respect--regard for one's self as a human being.
 - l. Social interaction--formation of cooperative and interdependent relationships with one's fellows.
2. Beginning swimming course--a course designed for students who have limited background in swimming and who, at the outset of the semester, are unable to perform those skills which are included in the American Red Cross Beginning Swimming Course.
 3. College students--males and females currently enrolled at The University of North Carolina at Greensboro.
 4. Directional behavioral objective--a statement of educational intent or purpose which describes the desired student behavior and indicates the content through which behavior is developed (Ammons, 1969: 911).

ASSUMPTIONS

Underlying this study were the following assumptions:

1. Restatement of existing swimming course objectives in behavioral terms was assumed to be consistent with their original intent.
2. It was assumed that self-evaluation by the students was done accurately.
3. The affective data obtained from the students were assumed to be accurately interpreted.

SCOPE OF THE STUDY

There were a number of limitations to the study:

1. The study was limited to one class of swimming for nonswimmers at The University of North Carolina at Greensboro.
2. The enrollment in the class was 10 women students.
3. The course was taught during the spring semester, 1972, for 14 weeks with two class meetings per week.
4. The investigator was the instructor of the course.

Chapter 2

REVIEW OF LITERATURE

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of humanistic education. Two major dimensions of humanistic education comprise the review of literature. The first part of the review pertains to humanistic education as a trend in curriculum development. The final section deals with humanistic education as applied to physical education.

HUMANISTIC EDUCATION AS A TREND IN

CURRICULUM DEVELOPMENT

Since the early 1960's, increased emphasis has been placed on humanizing education. This movement was influenced by the "Third Force" or humanistic psychologists such as Rogers (1961) and Maslow (1968b), who felt that man is capable of developing in great breadth and depth and of becoming whomever and however his potentialities allow. The trend toward developing more humane schools has also been a result of attempts to make schools more relevant to students. For example:

A school today that exalts careers and affluence when its students seek self-identity and interpersonal understanding is headed for extinction. Only by helping the young develop humane capabilities can schools become relevant to modern youth (Scobey and Graham, 1970: x).

As Combs (1967), Maslow (1968a), Macdonald (1971), and Saylor (1969) indicated, a major aim of humanistic education is the development of a student's potentialities and facilitation of his self-actualization, the need "...to become everything that one is capable of becoming" (Maslow, 1954: 92). Closely connected with the concern for self-actualization is the desire to foster development of the qualities of humanness, such as self-understanding, security, sensitivity, openness to others, compassion, purposefulness, enlightenment, and responsibility to self and others (Nystrand and Cunningham, 1970: 120; Thelan, 1969: 19). Thus, humane schools would provide an education which would deepen a student's humanity and allow him "to grow into himself" (Foshay, 1970: 21-22). In addition to the preceding aims, such schools seek to blend affective and cognitive learning so that individuals can learn to deal with feelings as well as intellectual matters (Brown, 1971; Lyon, 1971; Whiting, 1971).

In providing for a student's self-actualization, development of humane qualities, and cognitive and affective education, schools must present opportunities for the acquisition of knowledge and for the discovery of its meaning for each individual (Combs, 1970). The knowledge acquired should be useful and meaningful in solving the problems

of society and in gaining understanding of oneself (Brubaker, 1972; Ryan, 1971; Wilhelms, 1967). The learner's values, attitudes, and feelings should be included throughout his course of study (Brubaker, 1972; Macdonald, 1969; Raths, Harmin, and Simon, 1966; Saylor, 1969; Wootton and Selwa, 1971).

Humanistic education takes place in an atmosphere of kindness, affection, and caring where students, teachers, and administrators are accepted and respected as individuals (Combs, 1971; Jones and Jones, 1972; Maslow, 1968a; Rogers, 1969; Saylor, 1969; Wilhelms, 1972). Students have freedom to initiate, direct, and evaluate their own learning experiences (Combs, 1971; Jones and Jones, 1972; Macdonald, 1971; Rogers, 1969; Saylor, 1969; Trump, 1972; Wilhelms, 1972). Other means of humanizing education include: (1) utilizing flexible scheduling, (2) implementing continuous, open-ended programs, and (3) providing individualized instruction (Jones and Jones, 1972; Saylor, 1969; Trump, 1972; Wilhelms, 1972). Providing alternatives to a uniform competitive grading system, inter-disciplinary learning situations, differentiated staffing based on teachers' interests and talents, and various materials, machines, processes, and systems in addition to textbooks are additional ways to humanize education (Brubaker, 1972; Combs, 1971; Drumheller, 1972; Jones and Jones, 1972; Landers, 1971; Macdonald, 1969; Rosove, 1972; Saylor, 1969; Trump, 1972, Wootton and Selwa, 1971).

Humanistic Curricula

Based on the foregoing descriptions of humane schools and humanistic education, several guides for humanistic curriculum development have been created. Macdonald (1969) presented a set of humanistically oriented curriculum principles rather than a specific curriculum model. He (Macdonald, 1969: 48) stated that curriculum design for the humane school is focused on the creation of conditions which foster the development of human beings who are characterized by: (1) commitment to the value and worth of each human being, (2) awareness of their potential and the social, intellectual, physical, and emotional possibilities within the environment for furthering and creating potentiality, and (3) awareness of the possibility of transcending their present personal and social situations, and skill in seeking this transcendence.

Berman (1969) proposed a curriculum concerned with human processes such as perceiving, communicating, loving, decision making, knowing, organizing, caring, creating, and valuing. This curriculum would allow people to develop thinking-feeling cohesion and provide freedom for them to develop as individuals. In line with Berman's emphasis on process, Borton (1970) presented a curriculum model which was based on information processing and which produced what he called a "What? So What? Now What?" curriculum. In dealing with a student's feelings, the type of education envisioned by Borton provided

processes for handling an individual's concerns about himself and the world. Borton speculated that the present curricula would be replaced by a new curriculum in which process principles would be used to integrate skills, training, subject matter, and students' personal and social concerns.

To counteract the causes of irrelevance in education, Weinstein and Fantini (1970) created a three tier curriculum which placed a priority on the concerns of learners. These concerns were self-image, relationship with the world, and power. The first tier of this curriculum had to do with information and skills, the second with latent talents and abilities and personal discovery, and the third with societal issues and problems related to self and others. The outcomes of this curriculum would be development of individual personality, skill in interpersonal relations, and awareness skills of identifying, articulating, and evaluating one's own feeling, concerns, and opinions, and comparing them to others'.

Foshay's (1970) proposal of three curricula contained elements similar to those of Weinstein and Fantini: subject matter, social development, and self-awareness. He stated:

What is required is a whole array of experiences the function of which is to help each student to discover himself as a person, to develop legitimate grounds for self-respect, to develop satisfactory answers to the universal question, "Who am I?" (Foshay, 1970: 32).

In another attempt at creating a humane curriculum, Foshay (1972) considered the intellectual, emotional, social, and physical

dimensions of man's development and the teacher-desired student attainments of fluency, manipulation, confidence, values, and persistence in various subject matters. When placed on a grid, the intersection of developmental dimensions with student attainments provides a model for humanistic curriculum development. For example, schools have done a great deal with fluency and manipulation in relationship to intellectual growth, but little with any of the other combinations.

Humanistic Courses and Techniques

As educators have become more concerned about humanizing education, specific course outlines and various techniques to be used in classes have been created. Ryan and Muro (1968) presented an educational psychology course which resulted from lack of student concern about the course, and which was based on the realization that students are more interested in education when their personal roles as humans are seen as part of the learning process. The aims of the course were:

- (1) student involvement in learning, facilitated by group interaction,
- (2) presentation of problems in learning in situations which demanded sensitivity to other humans, and
- (3) the utilization of real situations which required applying educational psychology.

A course of study to aid personnel and guidance workers in implementing humanistic education was described by Hedlund (1971).

Jarrett (1969) indicated that literature courses which sought to

develop humaneness would deal with communication about persons, education of emotions, and self-knowledge. Miller (1970: 915) felt that responsibility for humanistic education rested with teachers of English and stated:

It is no exaggeration to suggest that the English classroom is the last free place in the curriculum for the play of the mind, the growth of the imagination, and the discovery and exploration of human--and humane--values. Language is central to the individual's process of self-discovery and self-definition.

Strauss and Dufour (1970: 85) outlined a humanities course that was based on the premise that, "before arts can become relevant, the student who is being exposed to them must be aware of the 'I' who is doing the experiencing." The course was structured to allow the learner to explore and express his "self" in art, literature, music, and drama. Alschuler (1970: 58) wrote about humanistic education courses as such and presented four general goals: (1) to develop a person's imagination and provide a dialogue with fantasy life, (2) to develop communication skills, especially nonverbal ones, (3) to develop and explore emotional responses, and (4) to emphasize the importance of living fully and intensely here and now.

In discussing "Man: A Course of Study," a social studies course developed by Bruner, Jones (1968) suggested that the emotions and fantasies produced by lessons in the course must become an integral part of the students' education. He described various exercises

and experiences which provide for such integration and concluded:

In these exercises, the children are being instructed (1) that their feelings and images have a place in school, (2) that they are enjoyable, (3) that it cannot be told, in advance, when and where they will also serve the learning process, but that eventually they usually do, (4) that they are particularly effective tools for communication, and (5) that the teacher sees all this, approves of it, and sanctions it with her authority by providing time for it (Jones, 1968: 251).

Long (1971) created a series of articles pertaining to the development of self-image and communication with others. The purpose of the series was to provide experiences which would allow learners to become more aware of themselves, others, and their environment.

Brown (1971) and Zahorik and Brubaker (1972) presented specific affective techniques and examples of their classroom application as means of humanizing education. The techniques included Gestalt games, case studies, and social action approaches. Similar types of techniques were provided by Raths, Harmin, and Simon (1966) to aid persons who are working with others regarding value clarification.

The Living/Learning Program at Northern Illinois University was described by Wills (1971) as a means of reducing the inhumanity of university life by providing greater interaction between teachers and students and decreasing the barriers between living and learning. One of the program's goals was to maximize human development, but specific experiences were not described.

Teacher's Role in Humanistic Education

The importance of the teacher in humanizing education was recognized by Rogers (1969), Maslow (1968b), Jarrett (1969), Ryan (1971), Foley (1971), Mogilnicki (1971) and Yamamoto (1972). In speaking of finding ways to release human potential, Rogers (1969: 125) said:

Better courses, better curricula, better coverage, better teaching machines, will never resolve our dilemma in a basic way. Only persons, acting like persons in their relationships with their students can even begin to make a dent in this most urgent problem of modern education.

Some of the characteristics of humane teachers which these authors presented were genuineness, concern for others, sensitivity, acceptance of and caring for learners, empathetic understanding, and humility.

Borton (1970: 172) suggested that teachers desiring involvement in humanistic education should personally experience the ideas and techniques which are utilized in humanizing education. One way to do this is by participating in T-groups. Teachers should also have an adequate supply of materials and techniques from sources in addition to themselves and receive tremendous support from back-up personnel such as administrators, other teachers, and theorists. Foshay (1970: 69) indicated that a single teacher acting as innovator could do these things: allow full participation by students in curriculum making,

build a curriculum of social experimentation, treat the disciplines as general education, develop a curriculum of self-awareness, reform the teaching of literature and the arts, and teach study skills or "learning how to learn." Iannone and Carline (1971: 429-433) described a teacher preparation program for West Virginia University in which learning experiences focused on interaction among people. The program, which utilized group processes, counseling, and human encounters with the community, peers, and youngsters, was based on four principles: (1) student progress occurs at different speeds, (2) learning experiences in accordance with human potential are necessary, (3) self evaluation throughout the program is essential, and (4) self-examination with regard to one's influence on professors, youngsters, and peers is desirable. The purpose of the program was to develop teachers with spontaneity, acceptance, creativity, and self-realization. The authors indicated that the most important product of the program is a teacher who is true to his feelings and knows how to help students realize their potential.

CONCEPTS OF HUMANISTIC EDUCATION IN PHYSICAL EDUCATION

During the past decade, the trend toward more humanistic education has had an effect on physical education. Several physical

education curriculum theorists have presented objectives which are consistent with the concepts of humanistic education without apparently having been designed specifically to support humanistic education. Examples of these objectives include such objectives as, "...to accept and respect himself" (Brown and Cassidy, 1963: 100), "to become aware of the self and expression of personality in movement experiences" (MacKenzie, 1969: 42), and to "...do his own learning and find his own meanings in what he learns" (Metheny, 1968: 101). Other physical educators, including those whose writings are presented in the following paragraphs, have promoted the growth of more humanistic physical education by writing objectives and making suggestions which specifically emphasize the development of humaneness or which explicitly incorporate the ideas of humanistic education.

Physical Education Objectives and Suggestions Related to Humanistic Education

Writing from a phenomenological point of view, Kleinman (1964: 126-127) indicated that the purpose of physical education was to develop, encourage, and nurture awareness of and openness to self. With this purpose in mind, the objectives of physical education would become:

- (1) to develop an awareness of bodily being in the world,
- (2) to gain understanding of self and consciousness,
- (3) to grasp the significance of movements,
- (4) to become sensitive to one's encounters and acts,
- (5) to discover

the heretofore hidden perspectives of acts and uncover the deeper meaning of one's being as it explores movement experiences, (6) to enable one, ultimately, to create on his own an experience through movement which culminates in meaningful, purposeful realization of the self.

Attainment of these objectives requires dealing with the experience of the movement and making this movement as highly significant as possible, something which Kleinman felt was more readily accomplished in dance than in other activities.

As was Kleinman, Metheny was also concerned with the meaning of movement. She felt that because of the interrelationships of thinking, feeling, and moving, a student may learn much more than movement skills in a physical education class. For example, he might learn the elements, organization, and function of movements, structure-function relationships, or discover the meaning in his feelings about himself and his conception of reality in relation to symbolic forms. Perhaps he would gain no meaning at all (Metheny, 1968: 101).

After presenting a conceptual framework for a humanistic physical education curriculum in higher education, McIntyre (1967: 4117A) suggested that:

A design for planning a curriculum that allows personal feeling, worth and value to be the focus in learning, is of great necessity in this scientifically and technologically oriented world.

She concluded by challenging physical educators to develop, implement, and evaluate such programs.

Schmidt (1972) suggested that, through physical education experiences, students might develop the ability to interact humanely. He stressed the improvement of an individual's relationship with others through emphasis on teamwork, leadership, and compassion as well as the development of skills in physical education classes.

Caldwell (1972: 31) stated:

The emergence of the contemporary humanist emphasis is characterized by a focus on human being and becoming, self-actualization, the development and realization of full humaneness and human fulfillment in the here and now.

In accordance with this humanistic orientation, he felt that physical education would be characterized by self-actualization of human beings, because:

Movement experiences appear to be one of the truly potent humanizing forces that can function to facilitate the development of self-identity, self acceptance, self-direction, self-esteem, and self-actualization (Caldwell, 1972: 31).

Caldwell (1972: 31-32) called for experiment and innovation in using movement as "...an awareness creating/facilitating experience..." and for teachers who care about and nurture both their own humanity and that of their students.

Convinced that physical educators have not actually dealt with objectives which are concerned with feelings, values, and emotions, and that they must do so, Stockton (1971) designed a course for physical education majors entitled, "Experiencing and Developing Your

Humaneness and How It Relates to Your Becoming a Physical Education Teacher." The course, which utilized Gestalt ideas and techniques, was based on the premise that, in order to create humane learning environments, teachers must become aware of their own humaneness.

Beginning Swimming Courses and Their
Relationship to Humanistic Education

The majority of beginning swimming courses described in the literature were concerned primarily with the attainment of swimming and safety skills and used progressions and techniques suggested in the Red Cross beginner course (American National Red Cross, 1968; Armbruster, Musker, and Irwin, 1971; Brown, 1948; Gabrielsen, Spears, and Gabrielsen, 1960; Goss, 1971; Reichart and Brauns, 1937; Young Men's Christian Association, 1958). Arvidson (1971) reported the development of an elementary school swimming program which provided for the acquisition of physiological, motor, socio-psychological, safety, and performance skills and knowledges; however, the objectives of the program were not stated specifically.

A variety of teaching techniques and progressions has been introduced as alternatives to the basic Red Cross plan. These included individualizing instruction (Fleming, 1971), and using movement exploration (Ackerman, 1971) in swimming classes. Beginning a course with bobbing (Haas, 1971) or the elementary back stroke (Gerber, 1971)

or work in the deep water (Tuttle, 1971) were suggested to replace the initial activities stipulated by the Red Cross.

Only two swimming programs were found to have either implicit or explicit humanistic emphases. The objectives of a movement education program, specifically developed for the Plattsburg Public elementary schools, of which swimming was a part, included development of an awareness of the self and the projection and extension of this self to others (Tillotson, et al., 1969: 75-76). The concept of gaining self-awareness is very much a part of humanistic education. In the other program, proposed objectives within a curriculum of affect, as presented by Weinstein and Fantini (1970), pertained to the development of a value system about swimming by each learner (Glover, 1971).

SUMMARY

The trend toward humanizing education has been influenced by the work of humanistic psychologists and has been a result of attempts to make schools more relevant to students. Humanistic education seeks to develop a student's potentialities and to allow him to become more humane. Several curricula, courses, and techniques have been designed to foster the development of more humane schools.

Implementation of the concepts of humanistic education in

physical education programs has been a recent trend in physical education curriculum development. Several authors have presented suggestions and objectives which would create more humanistic physical education programs. Most beginning swimming courses have been concerned primarily with the acquisition of swimming skills. Two courses were found which had humanistic emphases, including the development of self-awareness.

PROCEDURES

After defining the problem and reviewing the related literature, the following procedures were carried out: construction of the course, implementation of the course, and evaluation of the course.

CONSTRUCTION OF COURSE

The course was designed utilizing the principles of curriculum construction developed by Tyler (1949) and expanded by Goodlad (1968). The following steps guided the course development: (1) identification of a philosophical position relative to humanistic education and physical education, and in particular, swimming, (2) identification of "big ideas" reflective of the philosophical position, and (3) construction of general objectives, specific objectives, exemplary learning experiences, and exemplary evaluation techniques all consistent with the philosophical position.

Chapter 3

PROCEDURES

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of humanistic education. After defining the problem and reviewing the related literature, the following procedures were carried out: construction of the course, implementation of the course, and evaluation of the course.

CONSTRUCTION OF COURSE

The course was designed utilizing the principles of curriculum construction developed by Tyler (1949) and expanded by Goodlad (1966). The following steps guided the course development: (1) identification of a philosophical position relative to humanistic education and physical education, and in particular, swimming, (2) identification of "big ideas" reflective of the philosophical position, and (3) construction of general objectives, specific objectives, exemplary learning experiences, and exemplary evaluation techniques all consistent with the philosophical position.

To provide a basis for the construction of general and specific objectives, learning experiences, and evaluation techniques, a brief philosophical statement was made. The statement pertained to the nature of humans, knowledge, learning, education, physical education, and swimming. This gave the writer a base from which to operate when determining the internal consistency of the course.

Based on the philosophical statement, six major concerns or foci of the course were identified. These "big ideas" were: learning how to learn, developing self-awareness, interacting with others, valuing swimming, understanding swimming skills, and performing swimming skills. The identification of "big ideas" facilitated the construction and organization of course objectives.

From the "big ideas" emerged general objectives which were long range goals to be attained throughout the course rather than in one lesson or learning experience. The general objectives were assumed to be consistent with the philosophical statement. The taxonomies developed by Bloom (1956), Krathwohl, Bloom, and Masia (1964), and Jewett, et al. (1971) were used in identifying the desired student behavior. The content of the objectives was identified by using materials pertaining to swimming and safety skills and characteristics of humanistic education.

Specific objectives which could be attained in one lesson were

derived from the general objectives, and were organized according to the "big ideas." The specific objectives were also assumed consistent with the philosophical statement and were formulated using the same method as described above for general objectives.

Learning experiences, which elicit the behavior described in the specific objectives and which reflect the philosophy which underlies the course, were designed by the writer. The learning experiences were exemplary in nature and were designed to stimulate the creation of additional learning experiences consistent with the intent of the specific objectives.

Exemplary evaluation techniques were constructed or selected by the writer to measure each student's attainment of the cognitive, motor, and affective objectives which comprised the course. The evaluation techniques were selected on the basis of their consistency with and reflection of the student behavior sought and content of the objectives of the course. A more thorough discussion of the development and administration of the specific evaluation techniques used in this course is found in Chapter 3, page 26 to 28. A copy of the course outline is found in Appendix A, page 62 to 69. The outline includes the philosophical statement, "big ideas," general and specific objectives, and exemplary learning experiences and evaluation techniques.

IMPLEMENTATION OF COURSE

The course was taught by the writer as a section of swimming for nonswimmers in The School of Health, Physical Education, and Recreation at The University of North Carolina at Greensboro during the spring semester, 1972. The instructor was assisted by an undergraduate physical education major. Ten female college students were enrolled in the course. There were 28 class meetings scheduled on Tuesdays and Thursdays, 12:00 p. m. - 1:00 p. m. Each lesson was approximately 35 minutes in length; the instructor was present for the entire hour to assist students desiring additional swimming practice. Five lesson plans, which were chosen to show how the objectives and learning experiences were actually incorporated into lessons, are found in Appendix B, page 70 to 75.

EVALUATION OF COURSE

In evaluating the course the writer was concerned with answering two questions: (1) did the students attain the course objectives and (2) did the course possess selected characteristics of humanistic education? Evaluation techniques were designed and selected by the writer to generate data on which to base answers to these questions.

Attainment of Course Objectives

As previously mentioned, exemplary evaluation techniques were designed and selected to measure each student's attainment of the cognitive, motor, and affective objectives which comprised the course. The evaluation techniques included: a written test, the American Red Cross Beginning Swimming Test, the Rosentswieg Revision of the Fox Power Test, interviews with the students, student daily records, and teacher-observation of the students.

Cognitive evaluation. A written test, constructed by the writer, was used to assess the students' attainment of the objectives concerned with understanding swimming. The cognitive objectives which were evaluated by this test pertained to the application of the law of equal and opposite action to certain swimming skills and to the application of the "principle" of the body following the head in swimming. Test items were constructed or selected from other tests on the basis of their consistency with and reflection of the cognitive behavior and content of the course. The test was assumed to have face validity. In order to obtain an indication of the reliability of the written test, the Kuder-Richardson formula was used. This technique was selected because the test was administered only one time. The formula "... is considered to provide the lower limit of what the real reliability of a test may be" (Barrow and McGee, 1971: 407). A copy of the test is found in Appendix C, page 76

to 81.

The test was administered during the final examination period at the end of the semester. Scores were recorded in tabular form and a descriptive analysis of the data was made.

Motor evaluation. The American Red Cross Beginning Swimming Test (1968: 40-42) was selected to measure attainment of the motor objective, "Each student should be able to efficiently perform designated strokes and skills." This test was selected because it included the swimming skills to be learned in the course. The skills included in this test are listed in Appendix D, page 83. As an additional measure of swimming skill, the Rosentswieg Revision of the Fox Power Test (1968: 818) was chosen to indicate the power produced by each student's strokes. A description of this test is found in Appendix D, page 84.

The Red Cross Beginning Swimming Test was administered during the twenty-fifth and twenty-sixth class meetings. During the twenty-sixth and twenty-seventh class meetings, the Rosentswieg Revision of the Fox Power Test was administered to the three students who could swim 12 successive strokes of the front crawl. Data from these tests were recorded in tables. A descriptive analysis of the data was made.

Affective evaluation. Three techniques, interviews, daily records, and observations by teacher, were chosen to determine the

attainment of affective objectives. These techniques were selected because they provided a variety of ways to obtain affective data, thereby providing for a more complete assessment of student attainment.

Interviews with each student during the first and next-to-last weeks of the course were structured so as to elicit responses pertinent to the affective objectives. A list of questions which served as a guideline for the interviews is found in Appendix E, page 86. Each student was asked to record her feelings about herself, the water, swimming, and this particular course after each lesson. These daily records were collected and summarized weekly by the instructor. Summaries of, and quotations from these records, which were chosen subjectively by the investigator as being representative of each student's records throughout the semester, are found in Appendix F, page 87 to 93. Observations by the instructor of each student as she participated in affective experiences were not made continuously, but instead were made and recorded at random and when convenient and unobtrusive. The observations were focused on the student's willingness to participate, and on any appreciation or enjoyment she seemed to display. Data obtained from these affective evaluation techniques were recorded. A summary of these data is found in Appendix G, page 94 to 112. A subjective analysis of the data obtained from all of the affective evaluation techniques was made by the writer.

Presence of Characteristics of Humanistic Education

It was not assumed that characteristics of humanistic education, as defined in this study, were present in the swimming course. Thus, the other aspect of evaluation in this study was to determine whether or not the course possessed selected characteristics of humanistic education. To aid in making this determination an observation tool was constructed by the writer.

The initial step of the development of this tool was a review of the literature which allowed the writer to identify seven major characteristics of humanistic education: mobility, individual pace, interaction among students, interaction between students and teacher, student initiative, use of resources, and development of self-awareness. Following their identification, the characteristics were renamed, defined, and placed on a form which was used by observers to record the frequency of occurrence of each characteristic. A copy of the observation tool, including the definitions of characteristics to be observed, is found in Appendix H, page 113 to 116.

Three observers were trained in the use of the tool by observing and recording two lessons during the second week of the swimming course. Following this training, they observed eight randomly selected lessons during the semester. As previously mentioned, the length of each lesson was approximately 35 minutes.

Before the observation tool was utilized in the study, objectivity was established by obtaining a percentage of agreement for each characteristic by pairing each of the three observers with each of the others. The percentage of agreement was based on the total number of times each characteristic was observed by each observer during the two lessons selected for training, and was computed by dividing the lower of the two scores by the higher for each pair of observers. The percentages obtained indicated a sufficiently high degree of objectivity for the tool to be used in this study. The observation tool was assumed to have content validity. Reliability was not established because there were no means of recording the activities of all members of the class so that observers could first observe the actual lesson and then observe a film or videotape of the lesson while using the tool.

The data obtained from the use of the tool were recorded in tabular form, which indicated the total number of times each characteristic was observed by each observer. A percentage of agreement for each pair of observers for each characteristic was computed. A subjective analysis of the data was made by the writer.

SUMMARY

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of

humanistic education. Construction of the course involved the following steps: (1) identification of a philosophical position relative to humanistic education and physical education, and in particular, swimming, (2) identification of "big ideas" reflective of the philosophical position, and (3) construction of general objectives, specific objectives, exemplary learning experiences, and exemplary evaluation techniques all consistent with the philosophical position.

The course was taught by the writer as a section of swimming for nonswimmers in The School of Health, Physical Education, and Recreation at The University of North Carolina at Greensboro during the spring semester, 1972. Ten female college students were enrolled in the course.

There were two aspects of evaluation of the course: (1) determination of attainment of course objectives, and (2) determination of the presence of characteristics of humanistic education. Evaluation techniques included a written test, the American Red Cross Beginning Swimming Test, the Rosentswieg Revision of the Fox Power Test, interviews with the students, student daily records, and teacher-observation of the students. To aid in determining the presence of characteristics of humanistic education, an observation tool was constructed by the writer. The tool was used by three trained observers who observed and recorded the presence of selected characteristics of humanistic education

during eight randomly selected lessons. A subjective analysis of the data was made by the writer.

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of humanistic education. The data collected in this study describes the extent to which the students attained the course objectives and the extent to which the swimming course possessed selected characteristics of humanistic education.

ATTAINMENT OF OBJECTIVES

The swimming course included cognitive, motor, and affective objectives. Data obtained in evaluating each student's attainment of specific objectives are presented below.

Cognitive Evaluation

A written test, constructed by the writer, was used to assess each student's attainment of the following cognitive objectives:

1. Each student should be able to apply the law of equal and opposite action to bobbing in deep water, the various strokes, diving, treading water, and survival floating.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to develop a beginning swimming course for college students which possessed selected characteristics of humanistic education. The data collected in this study describe the extent to which the students attained the course objectives and the extent to which the swimming course possessed selected characteristics of humanistic education.

ATTAINMENT OF OBJECTIVES

The swimming course included cognitive, motor, and affective objectives. Data obtained in evaluating each student's attainment of specific objectives are presented below.

Cognitive Evaluation

A written test, constructed by the writer, was used to assess each student's attainment of the following cognitive objectives:

1. Each student should be able to apply the law of equal and opposite action to bobbing in deep water, the various strokes, diving, treading water, and survival floating.

2. Each student should be able to apply the "principle" of the body following the head in turning over from front to back and back to front, changing direction while swimming, swimming under water, and diving.

The test consisted of two sections, 25 multiple choice questions and two short answer questions. It was assumed to have face validity. In order to obtain an indication of the reliability of the test, a reliability coefficient for the multiple choice section was computed. The Kuder-Richardson formula was used and a coefficient of .32 was obtained. This formula "... is considered to provide the lower limit of what the real reliability of a test may be" (Barrow and McGee, 1971: 407).

Although the reliability coefficient was rather low, it was in a positive direction. Because reliability was determined only for the multiple choice section and not the short answer portion, and because the reliability coefficient was low, there might be some question as to the use of the written test. However, since cognitive evaluation was only one aspect of the total evaluation, the information obtained by using the test was considered to be useful.

Scores on the multiple choice section of the test ranged from 14 to 21 with a possible score of 25. Scores on the short answer section, which dealt specifically with the application of the previously stated law and principle, ranged from 1 to 5 with a possible score of 5.

Students 1, 4, and 6 scored 5 on the short answer section while Students 8 and 10 scored 1. The test scores are presented in Table 1.

The scores on the short answer section of the written test indicated that three students fully understood the application of the law of equal and opposite action and the "principle" of the body following the head in swimming. Five students had some understanding of these principles of motion; two students had very little comprehension of them.

Motor Evaluation

The American Red Cross Beginning Swimming Test and the Rosentswieg Revision of the Fox Power Test were used to determine students' attainment of the objective, "Each student should be able to efficiently perform designated strokes and skills." All students except Student 2 were able to perform the first six items on the Red Cross test. Students 4, 6, and 7 completed the entire test, thereby passing the American Red Cross Beginner Swimmer Course. Data describing students' achievement on the Red Cross test are found in Table 2. Students 4, 6, and 7 were measured using the power test for the front crawl and obtained scores of 22 feet, 17 feet, and 23 feet, respectively.

Although only three students were able to complete all items on the American Red Cross Beginning Swimming Test, each student did make progress toward efficient performance of specific swimming strokes and skills. Another means of assessing motor skills in the

Table 1
PERFORMANCE ON AMERICAN RED CROSS
BEGINNING SWIMMING TEST

SCORES ON WRITTEN TEST

Student	Multiple Choice*	Short Answer**
1	20	5
2	16	3
3	21	3
4	19	5
5	17	3
6	19	5
7	21	3
8	17	1
9	15	3
10	14	1

* Score out of a possible 25 points

** Score out of a possible 5 points

* These students completed the American Red Cross Beginning Swimming Course

Table 2

PERFORMANCE ON AMERICAN RED CROSS
BEGINNING SWIMMING TEST

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Breath holding	Rhythmic breathing--10 times	Prone float	Prone glide--10 feet	Back float	Back glide--6 feet	Prone glide with kick--20 feet	Back glide with kick--20 feet	Arm stroke--20 feet	Finning or sculling--20 feet	Crawl stroke--20 yards	Combined stroke (back)--10 yards	Change direction	Turning over	Leveling off	Jump (chest deep water)	Jump (deep water)	Front dive	Safety skills	Combined skills
1	x	x	x	x	x	x	x		x		x		x			x	x			x
2			x	x		x	x		x					x	x					x
3	x	x	x	x	x	x	x	x		x			x	x						x
4*	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x		x				x		x				x
6*	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
7*	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
8	x	x	x	x	x	x	x						x							x
9	x	x	x	x	x	x										x				x
10	x	x	x	x	x	x	x	x						x		x	x			x

*These students completed the American Red Cross Beginning Swimming Course

water might have more accurately indicated the extent of progress made by some students, such as Students 2, 8, and 9, who could do almost nothing at the beginning of the semester and who slowly became comfortable in the water and were able to perform some skills.

Affective Evaluation

Data obtained from interviews, observations of students, and student daily records were examined to assess student attainment of the affective objectives of the course. These objectives were:

1. Each student should be able to become aware of her emotions and attitudes related to learning.
2. Each student should be able to become aware of her emotions and attitudes related to the water and swimming.
3. Each student should be able to become aware of the sensations and perceptions which result from being in and moving through the water.
4. Each student should be able to become alert to her emotions when she enters the water, puts her head under water, moves through the water on her feet, moves through the water with the help of a partner, moves through the water unassisted, swims in deep water, enters the water by jumping, enters the water by diving.
5. Each student should be able to become aware of her emotions and attitudes related to working with other people.

6. Each student should be able to willingly participate in small group discussions.

7. Each student should be able to voluntarily seek opportunities to communicate with classmates.

8. Each student should be able to value opportunities for interaction with others as a part of class work and outside of class.

9. Each student should be able to willingly comply with the teacher's suggestions regarding ways to move through the water.

10. Each student should be able to voluntarily move through the water in various ways during free time within the class period.

11. Each student should be able to desire additional opportunities to swim.

A summary of the data obtained from interviews, observations of the students, and student daily records is found in Appendix G, page 95 to 112. The summary provides information about each student's attitudes and emotions related to the water and swimming, interacting with others, and learning.

All students gave evidence of becoming aware of their attitudes and emotions related to learning, working with others, and the water and swimming. Each showed awareness of the sensations and perceptions which she experienced while in the water. In their daily records Students 1 and 7 gave particularly detailed descriptions of their

sensations and perceptions. It can not be assumed that the other students were not as extensively aware just because they did not always express their awareness.

For the most part, all students willingly participated in group discussion, but, on different occasions, Students 1, 3, 7, and 10 were observed to be unwilling to participate. After an initial "get acquainted" period, most students voluntarily sought communication with each other. By preference, Student 9 often worked by herself, talking with no one unless asked to. Students 1 and 10, 2 and 8, and 4, 6, and 7 often talked together as they worked during class. In the interviews, all students indicated that they valued opportunities for interaction with other students, both in and out of class. Their comments in their daily records reflected this attitude, but no evidence was given of seeing classmates outside of class.

Even when participating in new experiences, such as being in the deep water, the students were willing to follow the instructor's suggestions about moving in the water. Students 1, 5, 9, and 10 expressed relief that they had a great deal of individual freedom in determining how they would move in a given situation. Perhaps if this freedom had not been present, they would not have complied with the teacher's suggestions. At the end of almost every lesson, four to ten students remained in the water, each moving in whatever ways she chose. Student 1

came to class early almost every day and immediately began moving in the water, voluntarily. Often, at the beginning of the semester, Student 8 would not move in the water until she was given a task. Later in the semester, she indicated that she preferred setting her own tasks and moved correspondingly. Each student found some pleasure in swimming, provided that she felt sure of her ability to perform a given task in a given depth. Students 1, 2, 3, 5, 8, 9, and 10 indicated some degree of fear in the deep water. Moving in a supine position caused Students 2 and 3 to become afraid. Students 1, 2, 5, 8, and 10 said they each had attended at least one recreational swim period during the semester. Students 5 and 7 planned to take an additional swimming course, something which others indicated would be desirable if scheduling permitted.

Overall Evaluation

Examination of the data which describe each student's attainment of the course objectives provided a composite picture of her progress in the course. Each student attained all of the affective objectives. The three students who completed the Beginner Swimmer Course and the power test had high scores on the written test. Students 1 and 3 also had high scores on the written test. Student 1 completed 13 of the 20 items on the swimming skills test and Student 3 completed 12 items. Other students who completed 12 of the skills test items were Students

5 and 10. Student 5 had moderately high scores on the written test; Student 10 made low scores on both sections of the written test. Eight skills test items were completed by Students 2 and 9. Student 8 completed nine of the skills. These three students scored fairly low on the written test.

In general, it appears that students who completed more than half of the swimming skills test items made fairly high scores on the written test, except for Student 10. Students who completed fewer items on the swimming test had somewhat lower scores on the written test. All students attained the affective objectives of the course.

PRESENCE OF CHARACTERISTICS OF HUMANISTIC EDUCATION

The swimming course was not assumed to possess characteristics of humanistic education as defined in this study. An observation tool, constructed by the writer, was used to indicate the presence or lack of presence of selected characteristics of humanistic education.

Prior to the use of the tool in the study, objectivity was established by utilizing data which were obtained by observation of two lessons during the second week of the swimming course. To determine objectivity, each of the observers was paired with each of the other observers and a percentage of agreement, based on the total number of times each characteristic was observed in the two lessons, was

computed for each pair of observers for each characteristic. The percentages of agreement ranged from .35 to 1.00 with the majority being .70 or higher. For the purposes of this study, this was determined to be a sufficiently high level of objectivity.

After objectivity was established, eight lessons, randomly selected from those occurring after the second week of the course, were observed. Data obtained by using the observation tool indicated the total number of times each characteristic was observed by each observer in the eight randomly selected lessons. These data are presented in Table 3. To determine the extent to which the observers agreed with each other, each observer was paired with each other observer and a percentage of agreement was computed for each pair of observers for each characteristic. The percentages of agreement for each pair of observers for each characteristic are presented in Table 4.

The majority of the percentages were greater than .80, which is generally accepted as indicating a fairly high level of objectivity. The characteristics for which the percentages of agreement were less than .80 were "individual pace," "student-student interaction," and both categories of "development of self-awareness." The low frequencies recorded for "individual pace" and "development of self-awareness" contributed to the percentages for these categories being less than .80. Lack of clarity in the definitions of these characteristics was possibly

Table 3
 PERCENTAGES OF AGREEMENT FOR
 CHARACTERISTICS OF HUMANISTIC EDUCATION OBSERVED
 IN EIGHT RANDOMLY SELECTED LESSONS

Characteristic to be Observed	Total Number of Times Observed in 8 Lessons		
	Observer 1	Observer 2	Observer 3
Mobility	24	25	26
Individual Pace	9	7	7
Student-Student Interaction	72	91	89
Student-Teacher Interaction	11	9	9
Teacher-Student Interaction	45	46	46
Teacher-Group Interaction	27	25	26
Student Initiative	47	39	42
Use of Resources	1	1	1
Development of Self-Awareness	4	3	3
Development of Self-Awareness (Response to situation)	2	1	2

Table 4

**PERCENTAGES OF AGREEMENT FOR
CHARACTERISTICS OF HUMANISTIC EDUCATION OBSERVED
IN EIGHT RANDOMLY SELECTED LESSONS**

Characteristic to be Observed	Percentages of Agreement		
	Observers 1 and 2	Observers 2 and 3	Observers 1 and 3
Mobility	.96	.96	.92
Individual Pace	.78	1.00	.78
Student-Student Interaction	.79	.98	.81
Student-Teacher Interaction	.82	1.00	.82
Teacher-Student Interaction	.98	1.00	.98
Teacher-Group Interaction	.93	.96	.96
Student Initiative	.83	.93	.90
Use of Resources	1.00	1.00	1.00
Development of Self-Awareness	.75	1.00	.75
Development of Self-Awareness (Response to situation)	.50	.50	1.00

a reason for the low frequencies. The random selection of lessons observed was such that lessons which emphasized the development of self-awareness were not among the eight lessons observed. This was also a factor in the low frequency of observation of the characteristics concerned with the development of self-awareness. A possible reason for a percentage less than .80 for "student-student interaction" was that this characteristic occurred so frequently across a fairly wide-spread area of the pool that it was difficult to record all the times that it occurred.

From the data obtained by using the observation tool, it appeared that selected characteristics of humanistic education were present in the swimming course. Furthermore, these characteristics were observed with high percentages of agreement among three trained observers.

SUMMARY

The data collected in this study describe the extent to which the students attained the objectives of the course and the extent to which the course possessed selected characteristics of humanistic education. The data were recorded and a descriptive analysis was made by the writer.

A written test, constructed by the writer, was used to assess

each student's attainment of the cognitive objectives of the course. Scores on the multiple choice section of the written test ranged from 14 to 21 with a possible score of 25. On the short answer section, which had a possible score of 5, scores ranged from 1 to 5. The scores on the short answer section of the test indicated that three students fully understood the application of the law of equal and opposite action and the "principle" of the body following the head in swimming. Five students had some understanding of these principles of motion; two students had very little comprehension of them.

Attainment of the motor objective, "Each student should be able to efficiently perform designated swimming strokes and skills," was measured by the American Red Cross Beginning Swimming Test and the Rosentswieg Revision of the Fox Power Test. All students except one were able to perform the first six items on the Red Cross Beginning Swimming Test, and three students completed the entire test. These three students obtained scores of 22 feet, 17 feet, and 23 feet while performing the front crawl in the Rosentswieg Revision of the Fox Power Test. All students made progress toward efficient performance of designated swimming strokes and skills even though only three completed all items on the swimming skills test.

The data collected by interviews, student daily records, and teacher-observation of students indicated that all students attained the

affective objectives of the course. Each student gave evidence of becoming aware of her attitudes and emotions related to learning, working with others, and the water and swimming. For the most part, all students willingly participated in group discussions and voluntarily sought interaction with others. The students willingly complied with the teacher's suggestions about moving in the water and on their own found ways to move in the water. All students indicated finding some degree of pleasure in swimming and sought additional experiences in the water including recreational swimming and other swimming courses.

An observation tool designed by the writer was used by three trained observers to determine the presence of selected characteristics of humanistic education in eight randomly selected lessons. Data obtained by use of the tool showed that each characteristic was observed at least once by each observer during the eight lessons. When percentages of agreement were computed for each pair of observers for each characteristic, the majority of the percentages were greater than .80. Thus, selected characteristics of humanistic education were present in eight randomly selected lessons and were observed with high percentages of agreement among three observers.

Chapter 5

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study was to develop a college beginning swimming course which possessed selected characteristics of humanistic education. The development of this course consisted of constructing the course, teaching the course, and evaluating the course.

The course was designed utilizing the principles for curriculum construction developed by Tyler (1949) and expanded by Goodlad (1966). Construction of the course involved the following steps: (1) identification of a philosophical position relative to humanistic education and physical education, and in particular, swimming, (2) identification of "big ideas" reflective of the philosophical position, and (3) construction of general objectives, specific objectives, exemplary learning experiences, and exemplary evaluation techniques all consistent with the philosophical position.

The course was taught by the writer as a section of swimming for nonswimmers in The School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro during the

spring semester, 1972. There were 10 female college students enrolled in the course. The course met for 28 lessons.

Evaluation of the course had two aspects: (1) determination of the attainment of the course objectives, and (2) determination of the presence of selected characteristics of humanistic education. Techniques were designed and selected by the writer to determine if the course objectives were attained by the students and if selected characteristics of humanistic education were possessed by the course.

To determine attainment of course objectives, a written test, two skills tests, and three techniques for affective evaluation were utilized. The written test, designed by the writer, was administered during the final examination period at the end of the semester. The American Red Cross Beginning Swimming Test was administered during the twenty-fifth and twenty-sixth class meetings. During the twenty-sixth and twenty-seventh class meetings the Rosentswieg Revision of the Fox Power Test was administered to the three students who could swim 12 successive strokes of the front crawl. The three techniques used for evaluation of attainment of affective objectives were interviews with the students, student daily records, and teacher-observation of the students. Structured so as to elicit responses pertinent to the affective objectives, interviews with each student were conducted by the instructor during the first and next-to-last weeks of the course. Each student

was asked to record her feelings about herself, the water, swimming, and this particular course after each lesson. These daily records were collected and summarized weekly by the instructor. The instructor made selected observations of each student as she participated in affective experiences, focusing the observations on the student's willingness to participate and on any appreciation or enjoyment she seemed to display.

To aid in determining the presence of selected characteristics of humanistic education, an observation tool was constructed by the writer. The tool was used by three trained observers who observed and recorded the frequency of occurrence of selected characteristics of humanistic education during eight randomly selected lessons.

The data obtained from both aspects of the evaluation of the course were recorded and presented. A descriptive analysis of the data was made by the writer.

CONCLUSIONS

Within the limitations of the study the following conclusions can be made. Each student attained the objectives of the course to some extent. The course possessed selected characteristics of humanistic education.

Attainment of the cognitive objectives of the course which

pertained to the application of principles of motion to swimming was measured by a written test. Scores on the short answer section of the test indicated that three students fully understood the application of the law of equal and opposite action and the "principle" of the body following the head in swimming. Five students had some understanding of these principles of motion; two students had little comprehension of them.

The American Red Cross Beginning Swimming Test and the Rentswieg Revision of the Fox Power Test were used to measure attainment of the motor objective, "Each student should be able to efficiently perform designated swimming strokes and skills." Even though only three students completed all items on the Red Cross test and performed the power test, all students made progress toward efficient performance of designated swimming strokes and skills.

Data obtained from interviews, student daily records, and teacher-observation of students indicated that all students attained the affective objectives of the course. Each student became aware of her attitudes and emotions related to learning, working with others, and the water and swimming. For the most part, all students willingly participated in group discussions and voluntarily sought interaction with others. The students willingly complied with the teacher's suggestions about moving in the water and on their own found ways to move in the

water. All students indicated finding some pleasure in swimming and sought additional experiences in the water including recreational swimming and other swimming courses.

The presence of selected characteristics of humanistic education in eight randomly selected lessons was determined by use of an observation tool by three trained observers. Data obtained by use of the tool showed that selected characteristics were present and were observed with high percentages of agreement among the three observers.

RECOMMENDATIONS FOR FUTURE STUDY

It is strongly recommended that additional studies concerned with the application of humanistic thoughts and feelings to physical education be made. Such studies would stimulate the growth of physical education programs which do, in fact, as well as in theory, facilitate learning which involves the individual as a whole person who is "becoming." These studies would also help to increase the number and types of learning experiences which are characteristic of humanistic education. To aid in the development of courses which are humanistic in nature, it is recommended that evaluation techniques to be used in conjunction with types of learning experiences found in humanistic education be constructed and tested for validity, reliability, and objectivity.

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**COURSE OUTLINE: BEGINNING SWIMMING FOR COLLEGE
STUDENTS--A HUMANISTIC APPROACH**

PHILOSOPHY

A human is a thinking, moving, feeling being who is in the process of becoming more humane.

Knowledge is of value only insofar as it has personal meaning; therefore, all people need not acquire the same information.

Learning is a very personal experience which varies in rate and style according to the needs and interests of the individual learner.

The process of education fosters the development of humanness, which, in turn, enhances an individual's ability to function in and shape a changing world.

Physical education, with **Appendix A** on the study of human movement, contributes to the educational process by providing individuals with opportunities to learn in a variety of forms of human movement.

**Course Outline: Beginning Swimming for College
Students--A Humanistic Approach**

BIG IDEAS

Learning how to learn
Developing self-awareness
Interacting with others
Valuing swimming
Understanding swimming skills
Performing swimming skills

GENERAL OBJECTIVES

Each student should be able to...

1. evaluate her rate and style of learning in this swimming course.
2. develop awareness of herself as a result of experiences related to this swimming course.
3. desire interaction with others in class and elsewhere.

COURSE OUTLINE: BEGINNING SWIMMING FOR COLLEGE
STUDENTS--A HUMANISTIC APPROACH

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Learning is a very personal experience which varies in rate and style according to the needs and interests of the individual learner.

The process of education fosters the development of humanness, which, in turn, enhances an individual's ability to function in and shape a changing world.

Physical education, with its focus on the study of human movement, contributes to the educational process by providing individuals with opportunities to value, understand, and perform specific forms of human movement. Swimming is one such form.

BIG IDEAS

Learning how to learn
Developing self-awareness
Interacting with others
Valuing swimming
Understanding swimming skills
Performing swimming skills

GENERAL OBJECTIVES

Each student should be able to...

1. evaluate her rate and style of learning in this swimming course.
2. develop awareness of herself as a result of experiences related to this swimming course.
3. desire interaction with others in class and elsewhere.

4. value swimming.
5. apply basic principles, laws, facts, and concepts of human movement to swimming.
6. move in a variety of ways in the water.

**SPECIFIC OBJECTIVES, EXEMPLARY LEARNING EXPERIENCES,
AND EXEMPLARY EVALUATION TECHNIQUES**

Big Idea: Learning How to Learn

Specific objective: Each student should be able to become aware of her emotions and attitudes related to learning.

Learning experience: At the beginning and end of the course each student has a short interview with the instructor. During this time, questions are asked which will aid the student to become aware of her feelings related to various aspects of this course. For example, students are asked how they feel about learning in general and specifically how they feel about learning how to swim.

Learning experience: After each class, each student records her feelings and emotions about herself, the water and swimming, interacting with others, and this particular course. Statements about her emotions and attitudes regarding what and how she learned during each class may be included in the records. These daily records are turned in to the instructor once a week throughout the semester.

Evaluation technique: Statements pertaining to learning which are included in daily records and interviews

Specific objective: Each student should be able to formulate a statement about her rate and style of learning.

Learning experience: Following thought about previous learning experiences and discussion about different ways to facilitate learning, each student writes a statement about how she learns best.

Evaluation technique: Written statement

Specific objective: Each student should be able to exhibit behavior which is consistent with her statement about her rate and style of learning.

Learning experience: Students are provided with opportunities to learn skills, etc., in ways which are consistent with their statements. For example, a student who desires to work independently is allowed to do so. A student who needs an occasional "push" to try a new skill or experience is treated accordingly.

Evaluation techniques: Observation by the teacher of the student's learning behavior; daily records

Specific objective: Each student should be able to evaluate her rate and style of learning in terms of their appropriateness in this course.

Learning experience: After having experienced learning in the manner stated, the student evaluates her progress in a written statement, which will be submitted at the end of the semester. This evaluation may also be a part of the daily records.

Evaluation techniques: End of the semester evaluation by student; daily records

Big Idea: Developing Self-awareness

Specific objective: Each student should be able to become aware of her emotions and attitudes related to the water and swimming.

Learning experience: Students draw themselves as they see themselves in swimming (or write or otherwise capture these feelings and ideas, such as in painting or sculpture). Class discussion about the feelings represented by the drawings follows.

Evaluation techniques: Completion of the drawing; participation in the discussion

Specific objective: Each student should be able to become aware of the sensations and perceptions which result from being in and moving through the water.

Learning experience: Students move through the water any way they choose, concentrating on how the water feels, smells, tastes, sounds, and how their bodies feel in relation to the water. Afterward, each student creates a nonverbal representation of these sensations and perceptions which is shared with the class.

Evaluation techniques: Completion of the nonverbal representation of these sensations and perceptions and presentation of this project to the class

Specific objective: Each student should be able to become alert to her emotions when she enters the water, puts her head under water, moves through the water on her feet, moves through the water with the help of a partner, moves through the water unassisted, swims in deep water, enters the water by jumping, enters the water by diving.

Learning experience: After having tried a way of moving, students talk with partners about emotions related to performing this movement.

Evaluation techniques: Statements about these emotions included in daily records and interviews

Big Idea: Interacting with Others

Specific objective: Each student should be able to become aware of her emotions and attitudes related to working with other people.

Specific objective: Each student should be able to willingly participate in small group discussions.

Specific objective: Each student should be able to voluntarily seek opportunities to communicate with classmates.

Specific objective: Each student should be able to value opportunities for interaction with others as a part of class work and outside of class.

Learning experience: Partner work and group discussions are included in most classes. Students will have freedom and encouragement to talk with classmates at times other than planned partner and group work.

Evaluation techniques: Statements about working and talking with classmates which are included in daily records and interviews; participation in discussions as observed by teacher

Big Idea: Valuing Swimming

Specific objective: Each student should be able to willingly comply with the teacher's suggestions regarding ways to move through the water.

Specific objective: Each student should be able to voluntarily move through the water in various ways during free time within the class period.

Specific objective: Each student should be able to desire additional opportunities to swim.

Learning experience: Students have many opportunities to participate in swimming activities, for example, planned experiences in class, free time during class periods, and recreational swim periods out of class.

Evaluation techniques: Teacher observation of student participation during class time; statements included in daily records and interviews which are related to valuing swimming as evidenced by desire to engage in this activity; attendance at free swim

Big Idea: Understanding Swimming

Specific objective: Each student should be able to apply the law of equal and opposite action to bobbing in deep water,

the various strokes (crawl, back crawl, etc.), diving, treading water, and survival floating.

Specific objective: Each student should be able to apply the "principle" of the body following the head in turning over from front to back and back to front, changing direction while swimming, swimming under water, and diving.

Learning experience: All of these learning experiences may follow a similar pattern. For example, after having opportunity to try bobbing in deep water, students work in small groups to determine a general principle regarding the movements involved in this skill. After having similar experiences using other skills, they state a general principle for equal and opposite action. In performing skills, the students should apply the principle. If they fail to do so, questions should be asked to determine if they recognize when the principle is applicable.

Evaluation techniques: Teacher observation to determine if principles are applied as students perform skills; written test questions pertaining to application of principles

Big Idea: Performing Swimming

Specific objective: Each student should be able to perform a variety of movements in the water. The movements include: with feet on the bottom--fast, slow, high, low, twisting, forward, backward, etc.; with support from a partner--prone and supine floats, twisting, rolling, etc.; with no support--prone and back glides, turning over, moving underwater, using strokes, etc.

Learning experience: Initially, tasks are set by the teacher; e.g., "move with your feet on the bottom so that you go as fast as possible." Students have opportunities to alter the suggested movements and to find other ways to move.

Evaluation technique: Teacher observation of student performance

Specific objective: Each student should be able to adjust movements (kicks, arm strokes) to fit a given situation.

Learning experience: Attainment of this objective occurs as students begin to perform actual strokes and skills. Adjustments are often made in response to a question such as, "What can you do to keep your feet near the surface of the water?", rather than a command, "Do not lift your head as you stroke."

Evaluation technique: Teacher observation of student performance

Specific objective: Each student should be able to efficiently perform designated strokes and skills.

Learning experience: Efficient performance of skills is attained primarily by individual practice as needed.

Evaluation techniques: The American Red Cross Swimming Test; Rosentswieg Revision of the Fox Power Test; individual student's evaluation of her progress during the course

Specific objective: Each student should be able to create or compose a sequence of movements, utilizing swimming strokes and skills and other ways of moving in the water.

Learning experience: After having grown familiar with the water and having discovered various movements, students work in small groups to compose a sequence of movements which can be performed by everyone in the group.

Evaluation technique: Self-evaluation and group evaluation by students during class discussion

SELECTED LESSON PLANS

LESSON 1

Objectives

Each student should be able to:

1. willingly participate in small group discussions.
2. willingly participate in movement activities.
3. move through the water in different ways.
4. become aware of sensations and perceptions related to the water.

Learning Experiences

Get acquainted--talk **Appendix B** people as possible in two minutes. Try to learn names.

Moving in water: **Selected Lesson Plans** no right or wrong way. Move on feet any way possible. Suggest: high, low, forward, backward, sideways, fast, slow, twisting, combinations. With a partner, take turns supporting each other (either front or back float). Ask: What are good ways to support? Try moving with your partner (glide). Without a partner, try floating without support. Can you move through the water without support and without touching the bottom?

Talk with partner about the water and how it feels in contact with your body.

Evaluation of Lesson and Changes in Plan

Get-acquainted period went very well with everyone participating. Try this again as some were late. All moved on their feet. Worked with partners quite readily--most did a front float (no back work). Students 4 and 8 did glide immediately; others began to glide toward the end of this activity. Some were able to move without partners. All talked quite a bit. I felt this was a good class. Many students stayed late.

SELECTED LESSON PLANS

LESSON 1

Objectives

Each student should be able to...

1. willingly participate in small group discussions.
2. willingly participate in movement activities.
3. move through the water in different ways.
4. become aware of sensations and perceptions related to the water.

Learning Experiences

Get acquainted--talk to as many people as possible in two minutes. Try to learn names.

Moving in water--stress individuality, no right or wrong way. Move on feet any way possible. Suggest: high, low, forward, backward, sideways, fast, slow, twisting, combinations. With a partner, take turns supporting each other (either front or back float). Ask: What are good ways to support? Try moving with your partner (glide). Without a partner, try floating without support. Can you move through the water without support and without touching the bottom?

Talk with partner about the water and how it feels in contact with your body.

Evaluation of Lesson and Changes in Plan

Get-acquainted period went very well with everyone participating. Try this again as some were late. All moved on their feet. Worked with partners quite readily--most did a front float (no back work). Students 4 and 6 did glide immediately; others began to glide toward the end of this activity. Some were able to move without partners. All talked quite a bit. I felt this was a good class. Many students stayed late.

LESSON 3

Objectives

Each student should be able to...

1. willingly participate in group discussions.
2. voluntarily seek communication with classmates.
3. move through the water in prone and supine positions.
4. become aware of feelings related to selected movements in the water.

Learning Experiences

Collect daily records and papers with predicted achievements. Continue getting acquainted--find a partner and talk with her; by the end of next week, you should know everyone's name and at least one fact about her.

Move through the water going forward with face in the water. Try this any way at first, then with feet off the bottom; work with partner if necessary.

Work individually on prone float, glide, kick, arms... wherever you are ready. Ask each other or me for help. Use fins and kick boards if you wish.

Try a back float by yourself. Hold on to the side if necessary. What is the best way to begin? Work with a partner, if you wish. She may not hold you up.

Select a way to travel through the water which you enjoy. Move and concentrate on the movement and how it feels and how it makes you feel. Talk with two other people about these feelings and sensations.

Evaluation of Lesson and Changes in Plan

All of the records were not turned in. Everyone talked during get-acquainted time. Many performed glides. No one used fins or kick boards. Back floats--most are still at the side; no partner work. Everyone selected a movement and readily talked in groups of three. We progressed rapidly and are ready for more material or new techniques. The last 10 minutes were "free." Being observed made me nervous. Student 6 did arms today. Students 9 and 10 are "sinkers."

LESSON 12

Objectives

Each student should be able to...

1. become aware of her image of herself while swimming.
2. move through the water in prone and supine positions.
3. move in the deep water.
4. seek communication with classmates.
5. willingly participate in class discussion.

Learning Experiences

Allow time at beginning of class for informal conversation among students.

Drawing--How did you feel about the exercise last time?

(Note: they had drawn themselves as they usually see themselves.) Today, draw yourself as you see yourself swimming. (Many colors and types of paper, chalks, crayons, pens, and pencils were provided.) Talk about pictures with entire class--perhaps compare it with first picture. Write a short description on the back of your picture and return it to me next time.

In the water: Try to enter a new way. Problems: Can you glide half a width? prone kick one width? use your arms and legs? add breathing to arm stroke and kick? float on your back? back glide half a width? back kick one width? use an arm stroke and kick on your back?

To deep water: work with partners; move however you feel comfortable.

Evaluation of Lesson and Changes in Plan

Very little interaction at beginning of period. Students 1, 2, and 6 responded verbally and affirmatively to question about previous drawings. All drew pictures (more quickly than last time) and readily described them to class. In the water: we had little time left in the period, so I asked each of them to work at her own level, trying to go as far as she could on front and back, turning over, and changing direction.

LESSON 16

Objectives

Each student should be able to . . .

1. enter the water in different ways.
2. determine and apply a principle about the role of the head in moving through the water.
3. become aware of her feelings related to different entries and being underwater.
4. move through the water in a supine position.

Learning Experiences

Entries--Allow students to find own ways of entering; make suggestions as necessary. How many different ways can you enter the water? Can you jump from the deck? the gutter? the ladder? backward? Can you dive sitting? kneeling? standing? How else can you go in? Can you enter and swim? Can you enter deeper water?

Class discussion--How did you feel about these entries? What did you like and dislike? Are you ready to jump or dive?

Role of the head--work in small groups of three to four. Try to determine what function your head has in determining your body position and location when you swim. Try going down to the bottom and coming up, turning right and left, turning over; notice your head position. State a principle about the head's role.

Class discussion--Talk about movements and principle. Also ask: How do you feel about being underwater? How do you feel about this sort of group work and trying to figure out principles?

Moving on back--either float or stroke. Try to progress from present level.

Evaluation of Lesson and Changes in Plan

A successful lesson! Everyone tried to dive--I finally had to ask them to jump. A few tried backward and sliding entries. Most entered and swam. Students: 1--last dive at end of class--very good position; 7--excellent dives; 4--finally able to enter vertically and hit bottom; 5--plunge dive rather than vertical; 3--plunge; 10--plunge, when tried to stand, hit flat; 6--observed, is ill. All worked steadily in groups and determined principle which was stated by Student 1. They applied principle to diving, also. Because the students

were so engrossed in entering the water and determining the principle, I chose not to have class discussion pertaining to their feelings about entries, being under water, group work. Spent last five minutes working on back strokes. Students at all different stages but each has improved. Need to work on opening eyes next time.

LESSON 22

Objectives

Each student should be able to...

1. become aware of her movement preferences.
2. participate in class discussion.
3. create a sequence of movements in the water.
4. work individually on skills.

Learning Experiences

Reminders--end of semester conference, projects due May 18, written evaluation of progress due at exam.

Drawing--make a quick, simple sketch of a movement in the water which you really like. Talk about what you like and why. Write a short description and turn in to me.

Sequences--combine movements in a way which makes sense to you. Work with a partner if you wish. Show sequence to class.

If have time, work on skills of individual interest.

Evaluation of Lesson and Changes in Plan

Drew both movements they like and dislike. Everyone shared quite openly. Many dislike being on back. Worked about 10 minutes on sequences; I didn't see many actual sequences--will continue on Thursday. Spent remainder of class working individually on skills.

SWIMMING FOR NONSWIMMERS: WRITTEN EXAM

Multiple Choice

Write the number for the one best answer (*) on the paper provided.

1. Why is it desirable to keep the body as streamlined as possible while moving through the water?
 - *1. It reduces water resistance
 2. It looks more graceful
 3. It helps you move in a straight line
 4. It helps keep your feet from sinking

2. What should you do if you are in a boat which overturns?
 - *1. Stay with the boat
 2. Swim for shore
 3. Float until help arrives
 4. Try to climb over the side

3. Why is the emphasis in the flutter kick on the "up" kick?
 1. To keep the feet from going too far under the water
 2. To keep the knees from bending too much
 - *3. To provide an efficient thrust
 4. To keep your toes pointed

4. What is the role of the head in swimming?
 1. Maintains balance of body position
 - *2. Determines the body position
 3. Causes a streamlined effect
 4. Leads the rest of the body

5. What is the best body position in terms of efficiency?
 - *1. One in which the smallest possible surface is against the direction of travel
 2. One in which the body is horizontal in the water
 3. One in which the legs kick in line with the body
 4. One in which the arms are close to the body

* Best answer.

SWIMMING FOR NONSWIMMERS: WRITTEN EXAM

Multiple Choice

Write the number for the one best answer (*) on the paper provided.

1. Why is it desirable to keep the body as streamlined as possible while moving through the water?
 - *1. It reduces water resistance
 2. It looks more graceful
 3. It helps you move in a straight line
 4. It helps keep your feet from sinking
2. What should you do if you are in a boat which overturns?
 - *1. Stay with the boat
 2. Swim for shore using restful strokes
 3. Float until help arrives
 4. Tread water until help arrives
3. Why is the emphasis in the flutter kick on the "up" kick?
 1. To keep the feet from going too far under the water
 2. To keep the knees from bending too much
 - *3. To provide an efficient thrust
 4. To keep your toes pointed
4. What is the role of the head in swimming?
 1. Maintains balance of body position
 - *2. Determines the body position
 3. Causes a streamlined effect
 4. Leads the rest of the body
5. What is the best body position in terms of efficiency?
 - *1. One in which the smallest possible surface is against the direction of travel
 2. One in which the body is horizontal in the water
 3. One in which the legs kick in line with the body
 4. One in which the arms are close to the body

* Best answer.

6. What would you do, as a beginning swimmer, if someone were in trouble about eight feet from the dock?
1. Extend an arm
 - *2. Extend a pole
 3. Throw a ring buoy
 4. Swim out to the person
7. Which factor is most important in controlling the direction the body will take in the air when diving?
- *1. Position of the head
 2. Position of the feet
 3. Length of the hurdle
 4. Downward movement of the arms
8. Why should you keep your weight low when performing a reaching assist?
1. It is easier to pull the victim
 2. It is a more comfortable position
 - *3. You are less likely to be pulled in
 4. You are in a better position to secure hands
9. Which practice can increase the efficiency of the front crawl?
1. Lifting the head to breathe
 2. Flexing the feet at the ankles
 3. Kicking with the knees locked
 - *4. Bending the arm at the elbow during recovery
10. Which factor is most important in survival floating?
- *1. Keeping limb movement to a minimum
 2. Keeping the head above water
 3. Treading water
 4. Inhaling explosively
11. Which element does the swimmer reduce by pushing back against the water during the last phase of the arm stroke in the crawl?
1. Buoyancy
 - *2. Excessive up and down movement of the body
 3. Water resistance
 4. Body rotation

12. Which practice might contribute to one's ability to perform a supine float?
- *1. Extending the arms above the head
 2. Exhaling
 3. Attempting to keep the feet near the surface
 4. Bending at the waist
13. From which area does the movement start in the flutter kick?
1. The knees
 2. The ankles
 3. Either the knees or ankles
 - *4. The hips
14. Why is it desirable to have some elbow flexion (bend) in the recovery stages of the front crawl?
1. Helps prevent the arm from entering the water flat to begin the power phase
 2. Increases the speed at which the arm can be brought through the recovery
 3. Decreases the strength needed for the arm recovery
 - *4. All of the above
15. Why is it desirable to have a bent elbow in the arm pull of the back crawl?
1. Relaxes the arm
 2. Requires more force than a straight arm
 - *3. Enables one to push more directly backward
 4. For all of the above reasons
16. What factor/factors influence(s) an individual's ability to float?
1. The amount of fatty tissue in the body
 2. The amount of air in the lungs
 3. The amount of water displaced
 - *4. All of the above factors
17. What should a person do to become a safe swimmer?
1. Always swim with another swimmer
 2. Know his capabilities and limitations
 3. Be familiar with the swimming area
 - *4. All of the above

18. Which is a characteristic of an effective flutter kick?
- *1. Flexibility at the ankle, knee, and hip joints
 2. Rigid extension of the ankles
 3. Rotation of the leg so the toes point outward
 4. Horizontal movement of the legs during the kick
19. What is the purpose of bobbing?
1. To clear the head of water
 2. To get over fear of the water
 3. To find out how deep the water is
 - *4. To develop a rhythmic breathing rate
20. Where is the center of buoyancy located in most individuals?
1. Head
 - *2. Chest
 3. Hips
 4. Legs
21. What is the correct breathing movement in the American crawl stroke?
1. Lift head and inhale, face to front
 2. Lift head and inhale, face to side
 - *3. Roll head and inhale, face to side
 4. Roll head to both sides and inhale on each side
22. Which part of the arm leads in the recovery phase of the crawl?
1. Fingertips
 2. Palm
 3. Forearm
 - *4. Elbow
23. What position is assumed when treading water?
1. Supine
 2. Prone
 - *3. Vertical
 4. Sitting

24. What part of the arm leaves the water first during recovery phase of the back crawl?
- *1. Little finger
 2. Palm
 3. Forearm
 4. Elbow
25. What will cause a "belly flop" dive?
1. Tucking the chin
 2. Gaining too much height
 3. Pushing too lightly against the board or deck
 - *4. Raising the head

Short Answer

Answer in the space provided below.

1. Discuss the law of equal and opposite action as it applies to treading water and to survival floating.
2. What effect does your head position have on changing direction while you swim? On swimming underwater? On diving? From your answers, state a principle (a general rule or fundamental law) about the role of head position in swimming and diving.

BEGINNING SWIMMING SKILLS TEST*

1. Breath holding--10 seconds
2. Rhythmic breathing--10 times
3. Prone float
4. Prone glide--10 feet
5. Back float
6. Back glide--6 feet
7. Prone glide with kick--20 feet
8. Back glide with kick--20 feet
9. Arm stroke on front--20 feet
10. Finning or sculling on back--20 feet
11. Crawl stroke--20 yards
12. Combined stroke on back--10 yards
13. Change of direction
14. Turning over
15. Leveling off
16. Jump into chest-deep water
17. Jump into deep water
18. Plain front dive
19. Safety skills
20. Combined skills: Jump into deep water, level off, swim 15 yards. Change direction and swim toward starting point. Approximately halfway back, rotate to back float and rest 30 seconds. Rotate to prone position and swim to start.

Appendix D

Skills Tests

*For a description of the test, see American National Red Cross, 1968:40-42.

ROSENZWEIG REVISIONS IN THE FOX POWER TEST*
BEGINNING SWIMMING SKILLS TEST*

1. Breath holding--10 seconds
2. Rhythmic breathing--10 times
3. Prone float
4. Prone glide--10 feet
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6. Back glide--6 feet
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20. Combined skills: Jump into deep water, level off, swim 15 yards. Change direction and swim toward starting point. Approximately halfway back, rotate to back float and rest 30 seconds. Rotate to prone position and swim to start.

* For a description of the test, see American National Red Cross, 1968: 40-42. Information see Rosenzweig, 1968: 619.

ROSENTHWIEG REVISION OF THE FOX POWER TEST*

The test was started by having a student stand to the side of the swimmer being tested and use her forearms as a cradle, holding the legs of the swimmer up to the surface of the water. The subject sculled or floated in the appropriate position with her shoulders parallel to the starting line. When the subject was ready, she swam away from the helper using an arm stroke first. If a kick was made prior to the arm stroke, the trial was immediately stopped. After the twelfth arm stroke was completed, a measurement of the distance swum (in feet) was taken at the swimmer's shoulders. Two trials were allowed with the best distance accepted as the score.

* For additional information see Rosentswieg, 1968: 818.

INTERVIEW QUESTIONS

INITIAL INTERVIEW

- What is your background in swimming?
- How do you feel about swimming?
- Is it pleasurable?
- Are you afraid of the water?
- What depth and activities scare you?
- Would you seek additional opportunities to swim?
- How do you feel about learning?
- How do you feel about physical education? Is it relevant?
- How do you feel about education in general?
- Do you feel that interaction with others is important?
- Do you see your classmates out of class?

Appendix E

Interview Questions

- Do you have any general comments about the course?
- In general, what are your attitudes and emotions relative to swimming and the water?
- What are any particular activities which cause a change in this basic attitude?
- How did you feel about the small group discussions? entire class discussions? "just talking" with others?
- How has this course affected what you know and feel about how you learn?
- What are your future plans relative to swimming?

INTERVIEW QUESTIONS

INITIAL INTERVIEW

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How do you feel about swimming?
Is it pleasurable?
Are you afraid of the water?
What depth and activities scare you?
Would you seek additional opportunities to swim?
How do you feel about learning?
How do you feel about physical education? Is it relevant?
How do you feel about education in general?
Do you feel that interaction with others is important?
Do you see your classmates out of class?

Appendix 2

FINAL INTERVIEW

- Do you have any general comments about the course?
In general, what are your attitudes and emotions relative to swimming and the water?
What are any particular activities which cause a change in this basic attitude?
How did you feel about the small group discussions? entire class discussions? "just talking" with others?
How has this course affected what you know and feel about how you learn?
What are your future plans relative to swimming?

SELECTED QUOTATIONS FROM AND SUMMARIES
OF DAILY RECORDS

STUDENT 1

- 2/8 Water felt good. Felt fear of drowning.
- 2/15 "Wonderful day." Was surprised and pleased by progress on back float.
- 3/2 "When I came up for air, I felt millions of little bubbles surrounding me, making me feel like a green sprite. It was very refreshing."
- 3/7 Was not at all eager to go into deep water. Became tense. "Perhaps today was just an off day and I will do better next time."
- 3/23 Seemed to be improving on strokes which serves as a stimulus to work harder to develop skills and improve the ones now developing.

Appendix F

Selected Quotations from and Summaries of Daily Records

- 4/18 "What if I did go under while trying to tread water I could simply try to remain calm and level off and swim to where I could get my balance again--for if I can swim in shallow water I should also be able to do it in deeper water since it's my body movements that are going to keep me from drowning--and not the level of the water."

STUDENT 2

- 2/24 Felt weightless when floating. Could feel the movement of the water. Kept eyes closed. "I guess that's still fear."
- 2/29 Was making more progress with each try, but it seemed like it would take forever to learn to swim.
- 4/13 "I really didn't want to go in from the side of the pool but I found it was fun and it wasn't difficult. I wish I had tried it again."
- 5/4 "Today I goofed around in the water. I found that I was not as afraid to let myself go in the water."

SELECTED QUOTATIONS FROM AND SUMMARIES
OF DAILY RECORDS

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- 3/7 Was not at all eager to go into deep water. Became tense. "Perhaps today was just an off day and I will do better next time."
- 3/23 Seemed to be improving on strokes which serves as a stimulus to work harder to master new skills and improve the ones now developing.
- 4/18 "Just as we were about to leave the deep end, I realized that if I did go under while trying to tread water I could simply try to remain calm and level off and swim to where I could get my balance again--for if I can swim in shallow water I should also be able to do it in deeper water since it's my body movements that are going to keep me from drowning--and not the level of the water."

STUDENT 2

- 2/24 Felt weightless when floating. Could feel the movement of the water. Kept eyes closed: "I guess that's still fear."
- 2/29 Was making more progress with each try, but it seemed like it would take forever to learn to swim.
- 4/13 "I really didn't want to go in from the side of the pool but I found it was fun and it wasn't difficult. I wish I had tried it again."
- 5/4 "Today I goofed around in the water. I found that I was not as afraid to let myself go in the water."

STUDENT 3

- 2/29 Felt kind of inhibited and tense--had a cold and could not breathe very well. Water was cold. Felt water moving around. Sunlight on spots of the pool made parts of water light and almost shiny.
- 3/7 Concentrated on each body part during class activity: "It made me feel very relaxed!"
- 4/6 "My kick felt like I was more relaxed. I think that I got my left leg to working. I felt like I had my body more under control--I didn't feel very much swaying from side to side."
- 4/11 "I felt very pleased with myself today for I felt that I made a lot of progress. I wasn't afraid of diving in the pool and I really did enjoy it."
- 5/2 "Have confidence in myself. I appreciate this class because I have had time to make friends with people in it."
- 5/16 "It was fun to do anything I wanted to, especially since I can do a lot more than the first day in the pool!"

STUDENT 4

- 2/10 Could not wait to get into the water. Felt reluctant to move because others were just standing around. Enjoyed talking with classmates; found meeting people difficult.
- 2/15 "I really love floating on my back. It's such a free feeling."
- 3/2 Opened eyes for the first time; was not bad at all; wanted to look ahead instead of breathing to the side.
- 3/7 "I like talking before swimming. It just takes me awhile to gather my thoughts together, so I can say what I want to say. It's uncomfortable to me, it must be to others, too, when no one in class says anything. I enjoy the kind of mind exercise we did."
- 3/14 "I really enjoyed our 'art work.' I'm not too sure though that I interpreted my picture the way I felt about it but instead I tried to make it sound good. After I left class I did think about what I had drawn. I discovered that I am conscious of being a big girl and that most of the time I am a nonparticipant although I don't want to be. I didn't say either of these things in class but at least I did think about it afterwards."

- 4/13 "I love working in deep water. For awhile I felt as if I would be swimming in 5 feet of water the rest of my life. I'm not afraid of diving in because of the water. I am afraid of heights and it looks like an awfully long way to the water. Once in the water I love to see how far I can swim, especially on my back."
- 5/16 "This is the way it will be most times that I ever swim. Just fun--without consciously trying to improve."
- 5/18 "I can hardly believe how good the swimming projects are! I enjoyed doing mine. I'm not often given a chance to do this type of thing in my other classes."

STUDENT 5

- 2/8 Felt afraid to put head under water. Later relaxed and enjoyed the water. Wanted to stay after class, but another class arrived.
- 3/2 Noticed reflection of the light in water--looked like a rainbow. "I could have sat looking at it all class period."
- 4/6 "I find that instead of becoming more relaxed in the water I'm more afraid. I entered this class very optimistic. Now I'm not so sure."
- 4/11 "I really enjoyed diving. I like playing in the water for a short period. If only I were relaxed, it would be so much more fun."
- 4/13 "I had the nerve to jump in the deep water. Maybe I'll learn to swim after all."
- 4/18 Swam with eyes open for the first time; would take some getting used to.
- 5/11 "I kicked across the pool on my back!! Keep trying."

STUDENT 6

- 2/8 Felt awkward at first. Enjoyed class when relaxed.
- 2/24 "Sensed water moving me and stroking me."
- 2/29 Got angry with self when had difficulty with breathing.
- 3/14 "I enjoyed drawing today. It made me think about what I consider to be me."

- 4/18 "After being out of the water so long (due to illness), I was glad to get back in. I was determined to catch up and learn what I had missed. Diving was frightening at first, but I wanted to learn to go in properly and after about two dives I began to enjoy it. I could tell that I was weak and my swimming was worse. I tired much too easily."
- 5/4 Liked being able to work on personally selected skills. Wanted to learn to handle self better in deep water.
- 5/18 Learned a lot about classmates from projects.

STUDENT 7

- 2/8 Felt very apprehensive at first. Buoyancy and pressure were a little frightening.
- 2/29 "Water smells clean--and looks clean--all sparkly when the sun shines on it. It looks and feels so much alive--as if it is pulsating with life."
- 3/2 Swimming was enjoyable and pleasurable.
- 3/16 "The sensation of sinking and knowing there is a world of air above you, but unable to reach it--causes a freezing, gripping, paralyzing panic."
- 4/18 Had lost urge to cling to the side. Found out that can stay on top of water.
- 4/20 "Now I am beginning to feel that water isn't such a foreign element to me as it used to seem."
- 5/2 "Today while just standing in the water the thought occurred to me that water is a big canvas and I can paint pretty things on it by making graceful movements in it."
- 5/11 Was pleased to be able to do distance swimming for test.
- 5/16 Was not conscious of being in deep water as played in it.

STUDENT 8

- 2/8 Was very cold at first; became warmer as moved. Body felt heavy and odd when got out of water; also tingling and refreshed.
- 2/17 Felt more relaxed; found it easier to float. Met a nice girl today: "She made swimming more fun."

- 2/22 "Today my idea of the water was sorta stupid. It seemed to be a blood of gushing monstrous substance and I was its victim. If I want to survive I must fight for the purpose of maintaining myself in the water. I am not afraid of this monster; however the water and I aren't complete friends yet. Sometimes I feel like a fish in an aquarium."
- 3/2 Had more control of water than did a week ago.
- 4/20 "In deep water I can touch bottom by letting go of one side. Doing it this way I am not afraid, but I am afraid of going in the deep water without holding on to something."
- 5/2 "I tried different things in the water. Mainly I have discovered I like to play, rather than swim all the time."
- 5/4 "I feel more comfortable than ever before."
- 5/11 Got bored with tests and quit. Enjoyed doing what wanted without having someone else tell her what to do.
- 5/18 Project ideas were fascinating.

STUDENT 9

- 2/8 Felt fairly confident. Really quite pleased with learning.
- 2/24 "Very aware of sun shining through high windows onto my face when I floated on my back and of muted sounds around me when my face was in the water."
- 3/2 Needed to relax.
- 3/7 Spent time being conscious of our bodies: "I realized that my muscles really were tense, especially in my back."
- 3/14 Felt frustrated with lack of progress.
- 3/16 "The drawings of ourselves certainly gave me something to think about."
- 4/13 "I was really pleased with how I did today." Jumped in, swam a width of pool, and jumped in deep.
- 4/27 Developed more confidence on back.
- 5/16 "Today I really enjoyed the class period. I spent more of my time working in deeper water than I ever had before and I really like the feeling of independence it gave me."
- 5/18 Projects aided sensing how others felt about swimming.

STUDENT 10

- 2/8 Enjoyed get-acquainted period. Helped her relax. "I think I'm going to enjoy swimming."
- 2/22 Arm movements felt unnatural. "I'm aware of being at ease in the water and of covering distances."
- 2/29 "I've noticed the lights on the ceiling appear to be surrounded by a circle of colors such as red, pink, yellow, blue, and green."
- 3/2 "I became aware today of being myself in a simple relaxed state of mind."
- 3/16 "I love to notice the different colors that the sun makes on the water."
- 4/13 "I felt afraid in deep water but I'm willing to try and dive and even swim a little if I could just surface more quickly."
- 5/18 Course provided chance to know others and share feelings with them.

Appendix G

Summaries of Data Describing Students' Attitudes and Emotions Related to the Water and Swimming, Interacting with Others, and Learning

SUMMARIES OF DATA DESCRIBING STUDENTS' ATTITUDES AND
EMOTIONS RELATED TO THE WATER AND SWIMMING,
INTERACTING WITH OTHERS, AND LEARNING

STUDENT 1

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Wanted to learn to swim. Felt swimming was an essential skill, a good way to develop body and stay in shape, and a worthwhile form of recreation. Was somewhat afraid of the water, especially of going under.

Data from daily records: February - Water felt good. Felt fear of drowning. Lost confidence. Doubtful ability. Pleased with and surprised by progress. Was afraid on back. Reported many sensations on back; could stand to do anything right, felt self to do anything deep end of pool. Eventually felt more at ease in deep water. Was very relaxed in shallow area when told to do what she wanted. April - At first was hesitant about diving; felt unsure about breath control. As dives were executed successfully, felt more confident. Thought that more experiences in deep water would increase comfort there. Back stroke became more coordinated and less tension-producing. Felt tense on back due to slight abdominal cramps. May - Was amazed at ability to do skills on test. Diving into and swimming in deep water filled conscious mind. Felt relaxed during "play day."

Data from observation of affective experiences: Almost always came to class early and stayed late. Began working in water before class. Was somewhat tense and unrelaxed.

Data from second interview: Felt much better about swimming and was more relaxed in water. No longer hesitated to float. Was still a little frightened by deep water. Felt alright about being on back; could control self. Wanted to take additional courses in summer or fall but had conflicts with labs. Wanted to learn advanced strokes, not lifesaving.

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Data from first interview: Wanted to learn to swim. Felt swimming was an essential skill, a good way to develop body and stay in shape, and a worthwhile form of recreation. Was somewhat afraid of the water, especially of going under.

Data from daily records: February - Water felt good. Felt fear of drowning. Lost confidence when doubted ability. Pleased with and surprised by progress. Was afraid on back. Reported many sensations experienced in water. March - Gained more confidence on back; could stand up from back float more easily. When unable to do anything right, felt self becoming tense. Was not eager to go to deep end of pool. Eventually felt more at ease in deep water. Was very relaxed in shallow area when told to do what she wanted. April - At first was hesitant about diving; felt unsure about breath control. As dives were executed successfully, felt more confident. Thought that more experiences in deep water would increase comfort there. Back stroke became more coordinated and less tension-producing. Felt tense on back due to slight abdominal cramps. May - Was amazed at ability to do skills on test. Diving into and swimming in deep water filled conscious mind. Felt relaxed during "play day."

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Attitudes and Emotions Related to Interacting with Others

Data from first interview: Felt that interaction was important because classmates would feel more at ease and could help each other. Saw classmates from biology labs outside of class.

Data from daily records: February - Talked with others. March - Sometimes did not participate in class discussions because other courses provided few opportunities for talking and she was not accustomed to this. Really enjoyed discussions. Enjoyed talking about drawings and listening to others. May - Felt close to classmates as played and shared happy experiences. When projects were presented, people seemed distant at first, but grew closer and learned more about each other.

Data from observation of affective experiences: Seemed to enjoy talking with others, especially in small groups or pairs; did so readily. Was very willing to work with others; at first worked mostly with Student 10, then toward end of semester with others, particularly Students 7 and 9.

Data from second interview: Enjoyed small and large group discussions as people shared knowledge and helped with skills. Felt she was not forced into "nose in a book" attitude.

Attitudes and Emotions Related to Learning

Data from first interview: Felt that she really worked hard to learn. Sometimes preferred individual work, sometimes group work. Felt that "the system" held individuals back.

Data from daily records: March - Improvement in strokes served as a stimulus to master other skills. April - Felt that she must try new skills, sometimes with a little outside pressure, in order to learn them. May - Drawings aided in confronting likes and dislikes related to swimming. Realized that a little pressure such as produced by skills tests caused better performance, but if pressure became too great, performance was inhibited.

Data from observation of affective experiences: Asked questions when needed additional information or information about a new skill such as treading water, jumping in deep water, performing arm-stroke on back, surface diving, using cushions in canoe. Was very active for an auditor!

Data from second interview: Became more aware of thoughts and feelings related to learning. Was aware of sensations and movements. Continued to follow basically the same learning process as before taking this course; i. e., practicing skills and correcting mistakes.

STUDENT 2

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Wanted to learn to swim because husband could swim and they had access to lake house. Felt tense and unrelaxed about swimming. Did not mind the water, but was afraid of being in deep water or away from the side. Wanted to do additional swimming, such as for recreation, depending upon progress.

Data from daily records: February - Was not very relaxed at first; became more relaxed. Did not look forward to class; later, began to look forward to it. March - Was still afraid to try gliding across pool; finally became determined to do it. On 3/9, tried it; found it not as hard as she had thought and was fun. April - Did not want to try jumping in, but did and enjoyed it. Still felt uncomfortable on back. May - Spent time "goofing around" and discovered lack of fear in letting self go in the water. Was more successful on back. Swimming from deep to shallow water was "not so bad." From projects found new ways of thinking about swimming.

Data from second interview: Really enjoyed just playing in the water. Wanted to go swimming all the time. Enjoyed going in head first, especially when vertical. Felt very nervous on back. Was afraid to swim toward deep end because of breathing. Future plans for swimming: husband would build pool when she could swim better, so she would take beginning swimming in summer school. Planned to make trips to beach and lake.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Enjoyed having someone to talk to. Did not have many opportunities to see classmates out of class because lived off-campus.

Data from daily records: May - Projects were good; helped to learn more about people in class.

Data from observation of affective experiences: Frequently worked with Student 8 and sometimes Student 3. Often worked alone, which she preferred. Participated in all small group discussions.

Data from second interview: Enjoyed discussions. Felt classmates learned from each other by discussing skills. Often talked in pool, dressing room, out of class. Got to know people and learned a lot about them.

Attitudes and Emotions Related to Learning

Data from first interview: Worked well on her own. Felt that learning by experience was best.

Data from daily records: February - Found it difficult to accomplish much at the beginning of class, but did quite a lot at the end. Made more progress each time. March - Almost always indicated what skills she needed to work on. April - Seemed to be at a standstill. May - Testing indicated that she could do more than she had thought. Projects led her to discover that she tended to think in mathematical terms.

Data from observation of affective experiences: Found her own way to relax. Began to ask questions when needed information, such as about kicking, breathing. Discovered how to bob down in deeper water. Drawing led to better understanding of self.

Data from second interview: Learned a lot when "just goofing around." Liked to work alone but sometimes needed a push.

STUDENT 3

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Had always wanted to learn to swim; had had opportunities to be around water. Liked the water; was a little afraid. Swimming seemed pleasurable. Indicated that new activities were frightening but after learned, they were all right. Was interested in taking additional courses and swimming for recreation.

Data from daily records: February - Was not really afraid, although felt a little fear when trying to glide by self and when first learning new tasks. Toward end of month felt more sure of self although still stayed near side of pool. March - Felt panicky when first went to deep end and was relieved to hold on to side of pool. Was frustrated at times. April - Felt more relaxed. Body was more under control; kick was smoother. Was very pleased with self on 4/11: was not afraid to dive and enjoyed diving; made progress with kick and breathing. Went to free swim. Was a little afraid of deep water. Felt uncomfortable when floating on back; preferred to kick instead of staying motionless. May - Felt comfortable and confident. Wanted to continue to practice in summer. Had fun doing what she wanted and using equipment on 5/16.

Data from observation of affective experiences: Seemed insecure; was not very conspicuous. Said she felt inconspicuous which was borne out by drawing of self, a very small blue figure. Came to recreational swim.

Data from second interview: Had been more afraid than had realized. Was not as afraid now. Felt respect for water; realized there was some danger if did not have skills. Was especially afraid in deep water and if could not control self, such as on back. Wanted to take summer swimming courses, if schedule permitted.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Enjoyed interaction with others. Felt that their ideas and opinions influenced hers and that they could help each other. Saw classmates from French courses outside of class.

Data from daily records: February - Felt more secure with glide and back float when working with partner. May - Appreciated class because had time to make friends with classmates. Projects were interesting because heard fears and experiences of others.

Data from observation of affective experiences: Often worked with Student 2. After one class discussion, in which she did not talk, she commented, "I just didn't have anything to say."

Data from second interview: Small group discussions were good; learned others' feelings and shared opinions and information. Felt there was not much interaction in large group discussion, because

it was hard to hear and teacher's presence stymied discussion. Enjoyed "just talking" as could talk about frustrations and help others with skills.

Attitudes and Emotions Related to Learning

Data from first interview: Liked to work independently, with some help at first.

Data from daily records: March - "Otto technique" made her more aware of body; had had similar experience in psychology class. April - Wanted to accomplish much before the end of semester. May - Had progressed a great deal and accomplished much.

Data from observation of affective experiences: Read on her own when observed class one day. Responded to encouragement and individual work with assistant.

Data from second interview: Basic thoughts and feelings about learning remained the same. Liked working on her own. Sometimes needed a push toward new experiences. Needed encouragement.

STUDENT 4

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Had had no previous opportunity for swimming lessons because her parents did not swim. Had played around in water often and liked water very much. Wanted to swim for recreation and might take other courses. Was not afraid of the water, except for opening eyes under water, which she had not tried.

Data from daily records: February - Could not wait to get into water. "I love floating on my back. It's such a free feeling." Using fins was unpleasant because had little control. March - Opened eyes under water; liked to look. "I really love the water." Liked deep water; did not always want to swim in shallow. Lost some of uncomfortableness had felt about deep. April - Felt freer in the water; jumping and diving were fun. "I love working in deep water." Was afraid of diving because of height above water level. Enjoyed seeing how far she could swim. May - Enjoyed doing skills on test. Really enjoyed play day. "I wish we had more days in the water." Projects were very

good; presented unique ideas.

Data from observation of affective experiences: Was eager to swim; progressed rapidly with skills.

Data from second interview: Still liked swimming and the water. Did not like jumping from side; was afraid of heights. Planned to take another course in the fall and might take others, depending on schedule.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Felt interaction was important; could learn from others. Enjoyed being in friendly classes and knowing people in them. Lived in Residential College so saw classmates frequently.

Data from daily records: February - Enjoyed talking with people. Felt that meeting others was hard. March - Liked class discussions. Must collect thoughts before speaking. Felt uncomfortable when no one in class talked. May - Projects told a lot about people.

Data from observation of affective experiences: Readily participated in small groups. Commented, "Doing things besides just swimming makes class more personal." Usually worked and talked with Student 7 and/or Student 6.

Data from second interview: Enjoyed small group discussions; got to know people better. Sometimes found it difficult to tell others how she felt, especially in a large group. "Just talking" helped a lot, particularly at first of semester.

Attitudes and Emotions Related to Learning

Data from first interview: Preferred to see demonstration and then copy. Found seeing more effective than hearing about something to be learned.

Data from daily records: February - Friendly atmosphere helped learning. Knew what needed to be done to perform skills correctly; it took time to master skills. March - Pictures helped her realize how she felt about herself. April - Was making progress. May - Graded self on skills as took test. Enjoyed doing her project and seeing those presented by others.

Data from observation of affective experiences: Preferred having a demonstration of skills to doing exploration on her own. Felt lost without having seen the skill. Stated principle about equal and opposite action after experiences dealing with this rule.

Data from second interview: As a result of course, did a little more on her own instead of just what she was instructed to do.

STUDENT 5

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Wanted to learn to swim because planned to work with children and wanted to help them learn to swim. Was very hesitant about going under water and getting face wet; water in ears was frightening. Hoped to swim for recreation, but did not plan to take additional courses.

Data from daily records: February - Was afraid to put head under water at first. When relaxed, enjoyed water. Wanted to stay after class was over. Began to relax more except when had trouble with breathing and back float. Reported sensations of hypnotic movement of water and lights like rainbows. March - was discouraged and unable to relax, but at end of month stated, "I did OK. Had fun goofing around." April - Was still tense and afraid and even less relaxed than before. Enjoyed diving and liked playing in water. Jumped into deep water and decided, "Maybe I'll learn to swim after all." Questioned ability to stay calm and rescue someone. May - Felt more relaxed. Felt confident about mastering breathing with practice. Finally kicked across pool on back and was very pleased.

Data from observation of affective experiences: Realized where she was comfortable in water; realization was reinforced by sketches made in class. In May, discovered that breathing was inhibited because she was still afraid when put face in water. Went to free swim at least once.

Data from second interview: When relaxed in water, swimming was very enjoyable. No longer felt quite as afraid, but still was not comfortable. Still did not really enjoy swimming, but was willing to try. If not pressured, felt more at ease. Liked standing in water.

After being in water awhile, felt better. Planned to audit beginning swimming in fall.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Felt interaction was important because people learned better and tried harder when trusted others. Saw English classmates outside of class.

Data from daily records: Enjoyed sharing projects with others; "Today was a real experience."

Data from observation of affective experiences: Spoke frequently during class discussions.

Data from second interview: Felt having group discussions was a good idea. Enjoyed discussions, but felt people could not really communicate. Got to know others in class. Did not have much in common to talk about except for swimming.

Attitudes and Emotions Related to Learning

Data from first interview: Considered practice to be most effective way to learn. Felt people would not seek general education unless forced.

Data from daily records: March - Frequently commented, "Keep trying!" Felt discouraged with lack of progress. Marveled at others' ease in learning. April - Had been optimistic about learning to swim; now felt unsure. Was concerned about slow progress on back; "Will I ever learn?" May - "Time and practice are the answers to my inability. Maybe, just maybe, I'll learn to swim."

Data from observation of affective experiences: Was willing to try different ways to enter water, including going in backwards. Wanted to learn to swim and was receptive to suggestion about auditing course next semester. Did not want to be pushed when afraid. Was tired of testing in May.

Data from second interview: Realized that she needed to make herself do things. Needed to have deadlines.

STUDENT 6

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Took lessons in second or third grade summer until forced to jump in. Had enjoyed being in and around water. Wanted to be able to swim in river with family. Planned to take additional courses and to swim for recreation. Wanted to learn as a safety measure. Was afraid of deep water.

Data from daily records: February - Felt awkward and tense at first; then relaxed and began to enjoy class. Experienced fighting water and choking. Liked back float because felt more in control with face above water. March - Felt better, more controlled. Got angry when had difficulty breathing. Was a little tense when first in deep water, but later enjoyed it. Liked being near the side. Was afraid to bring head out to breathe. As had more experiences in deep water, felt more at ease there. Missed a month of swimming due to illness and vacation and was glad to be back in water. Was frightened by diving at first but then enjoyed it. April - Found elementary back stroke difficult. Felt weak and tired easily; was less secure in deep water. May - At first disliked trying a sequence but then thought of many things to do. Felt confident about performing skills on test.

Data from observation of affective experiences: Was eager to swim and not afraid of water. Commented that she was very good at floating and gliding, but could not swim. Was afraid of breathing. Liked turning from front to back. Seemed comfortable in deep water. Enjoyed working on skills which she selected to do. Said she felt relaxed and enjoyed playing around in the water because it reminded her of childhood experiences.

Data from second interview: Was not afraid and felt comfortable in water. Liked being on back because could breathe better. Had trouble with breathing and felt weak due to recent illness. Planned to swim at summer home on river. Perhaps might take courses at the "Y".

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Felt more at ease when got to know classmates. Often saw classmates in dorm. Felt that freshmen were

a closely knit group.

Data from daily records: March - Drawings helped to learn about others as well as self. May - Learned about others through projects. Felt closer to them as learned their feelings and reactions to class.

Data from observation of affective experiences: Talked readily in small groups. In class discussions, usually spoke. Often worked with Student 7 and/or Student 4.

Data from second interview: Felt small groups did not accomplish much as everyone did not talk. She talked a lot. Liked talking with entire class. Drawings stimulated thoughts and feelings about others. Did not get to know everyone during classtime, but met others in dressing room.

Attitudes and Emotions Related to Learning

Data from first interview: Felt lecture method was an effective way to learn.

Data from daily records: March - Body awareness exercise helped her focus on what body was doing in water. Drawings aided realization of why she wanted to learn to swim and encouraged her to reach goal. May - Freedom in class helped her learn and master what she needed and wanted. Having to check off skills made them seem more difficult than they were.

Data from observation of affective experiences: Liked working at own pace. Asked about treading, survival floating. Read some before class to gain information. Worked with Students 4 and 7; helped each other with skills.

Data from second interview: After being in course, learned a little differently; did not have to be shown as much and could experiment more.

STUDENT 7

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Had always wanted to learn to swim. Enjoyed swim meets on television; participants looked so graceful and seemed to have fun. Was somewhat afraid of water; thought this might be reflection of parents' fears since neither could swim. Felt that fear would lessen. Was afraid of getting water up her nose. Planned to be a flight nurse and felt lifesaving skills might be needed.

Data from daily records: Throughout records presented many descriptions of water and her sensations and perceptions. February - Felt very apprehensive at first. Water became less foreign through increased experience. Went to free swim. Was afraid of back float. Deep water was a little frightening. Lost some of tendency to cling to side of pool. March - Felt tightness in chest, especially in deep water. Clung to side in desperation. Swimming became more enjoyable. Water was soothing, yet threatening. Was afraid when sank while treading. April - Diving was basically enjoyable; felt some discomfort from water in nose. Wanted to work in deep water, but was afraid. Aspired to be graceful and efficient. Lost urge to cling to side. Water seemed less foreign. Found it hard to coordinate side stroke and felt defeated. May - Felt uncoordinated doing new strokes; wanted to do them correctly. Was determined to perform skills on test correctly. Enjoyed playing; worked with water.

Data from observation of affective experiences: Very rarely showed fear of water and seemed willing to try new skills. This was in contrast to some of her records where she commented about her fears. Her picture of herself in water was not at all in line with my picture of her as a swimmer. She saw herself as bulky and awkward, whereas, she appeared to be smooth and graceful.

Data from second interview: Enjoyed swimming and felt more at ease. Was occasionally afraid, especially when expected to touch bottom and could not. Planned to take a low intermediate course and wanted to build up endurance. Might possibly take lifesaving. Would probably swim for recreation.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Felt that discussions were especially important as they enabled people to speak and learn more. Saw some classmates out of class.

Data from daily records: May - Realized that people had same fears and similar ways of coping; felt closer to everybody.

Data from observation of affective experiences: Early in March did not participate in one discussion and seemed uncomfortable. In small groups talked readily. Usually worked and talked with Students 4 and 6. Seemed willing to help others with skills.

Data from second interview: Felt that in most classes people were not sociable; here could find out about others and share fears and feelings; liked that. People did not want to talk during large group discussions. Needed other common interests besides class in order to have more conversations. Enjoyed talking with others, especially Students 4 and 6.

Attitudes and Emotions Related to Learning

Data from first interview: Learned by copying, through experience, by doing.

Data from daily records: March - No longer felt pushed to progress as fast as others. Actually had not been pushed but had thought that everyone would be compared. April - Still felt that she must learn to swim, but now enjoyed it more. Did not have to be pushed into new skills; could move ahead by herself as she felt ready. May - In order to complete test items, needed goals to attain and encouragement.

Data from observation of affective experiences: Was willing to ask questions which aided in learning skills such as survival floating, elementary back stroke kick, swimming rescues. Read about side stroke and safety rules on her own. Worked with others helping and being helped with skills.

Data from second interview: "Wish I had tried harder." Liked to be shown and told how to do a skill, and then practiced until mastered it. Liked to move at own rate, without being pushed. Felt that exploration was all right, if had lots of time but when her goal

was a product, i. e., stroke, she wanted to use a more direct method to learn.

STUDENT 8

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Had never been interested in learning to swim. Being in the water felt really good; also liked feeling she had when got out of water. Was not afraid of water but did not want to be under it. Anticipated swimming for recreation.

Data from daily records: Records were incomplete; also, student had many absences. February - Entered a swimming pool for first time in life; felt more secure after awhile. Relaxation helped. Went to free swim. Felt like she had to fight water in order to control it. Was not afraid. March - Had more control than previously. April - Was afraid to go in deep water without holding on to something. Jumping caused "weird feeling". May - Entering by jumping still was not comfortable. Treading was difficult. Was afraid to let go of side in deep water. Liked to play in water instead of swimming all the time. Still had difficulty breathing; was afraid of water in mouth. Jumping became more comfortable. Without this course would never go on a lake or near the water.

Data from observation of affective experiences: When first arrived, just stood in water. Pictured self wearing swim suit in aquarium; felt as though life was in a goldfish bowl.

Data from second interview: Liked being in the water. At first, being in deep water was not pleasant. Planned beach trips and other types of recreation involving swimming. Taking additional courses depended on schedule.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Interaction was important; could learn from others. Saw people from English course outside of class.

Data from daily records: February - Watching others at free swim helped her encounter the water. Did not feel secure when friend

tried to help with skills. Met a nice classmate; "She made swimming more fun today." May - Really enjoyed projects class; gained knowledge and fascinating ideas from classmates.

Data from observation of affective experiences: Worked primarily with Student 2 or alone; sometimes worked with assistant. Participated in pairs and small groups when present.

Data from second interview: As shared experiences with others, found out their likes and dislikes. Liked to hear others' opinions; gained interesting ideas.

Attitudes and Emotions Related to Learning

Data from first interview: Learned slowly with much study and practice. Felt some educational decisions should be left up to the individual.

Data from daily records: February - Felt she had progressed a lot because now was not afraid to try new things, as she had been before. May - Preferred working at own tasks; did not want to have tests. Enjoyed project and spent a lot of time creating it.

Data from observation of affective experiences: Was absent quite frequently. Rarely asked questions. When working with Student 2, they stimulated each other to try new skills, e.g., diving, swimming in deep water.

Data from second interview: Needed to be in right mood to learn. To learn skills, needed instruction and practice, rather than just watching.

STUDENT 9

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Went to beach for first time during previous summer. Played around in water; was somewhat frightened by the waves. Wanted to learn to swim; felt it was pleasurable. Was a little afraid of the water. Would swim for recreation and possibly take other courses.

Data from daily records: February - Felt fairly confident at first. Was not sure water would hold her up on back. Had to reacquaint self with water after absence. Became more confident on back; needed to relax more. Found it hard to concentrate on feelings and sensations when trying to move. March - Concentrated on relaxing. Was afraid of deep water. Felt frustrated with breathing and kick, although kick was better. Was still holding onto side of pool in deep area. still tense. April - Was really pleased and encouraged when jumped in and swam a width and when jumped in deep. Enjoyed opening eyes under water. Did not like back stroke as well as crawl, but was developing confidence. May - Liked doing sequences. Was frustrated by skills on test. Enjoyed last class; worked in deep and liked feeling of independence. Was sad to end course because had really enjoyed it. Planned to practice on her own.

Data from observation of affective experiences: Was very tense when tried to kick. Needed to work on relaxation. On last day, worked in deep; strokes looked better.

Data from second interview: Was not as afraid as before. Was somewhat afraid in deep water due to lack of experience there. Planned to attend free swims and perhaps take a course at the "Y".

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Interaction created interest in class. Liked knowing classmates' names.

Data from daily records: March - Pictures enabled her to find out about others. May - Projects aided in sensing how others felt about swimming. Liked knowing other students.

Data from observation of affective experiences: Often practiced alone. Participated in small and large group discussions.

Data from second interview: Small group discussions were helpful although preferred to work alone. Enjoyed discussions even though did not always participate. Really liked freedom to talk during class; felt it was one of her most relaxed courses.

Attitudes and Emotions Related to Learning

Data from first interview: Short practice periods were best for her. Did not like to be compared with others.

Data from daily records: February - Was rather discouraged by lack of progress. March - Enjoyed awareness experience; learned that she actually was tense. Drawings made her think about self.

Data from observation of affective experiences: Was very determined to learn; practiced diligently. Was frustrated by lack of progress. Was willing to ask for help. Tried a few skills on her own, such as working in deep water.

Data from second interview: Felt that one semester was not enough time to learn everything. Did not like tests at end of course. Followed same learning procedure as before: demonstration, followed by practice and helpful criticism. Saw learning of skills different from "academic studies."

STUDENT 10

Attitudes and Emotions Related to Water and Swimming

Data from first interview: Had had some lessons. Liked swimming. Was not afraid of water; did not like floating on back. Planned to swim for summer recreation and to take additional courses.

Data from daily records: Records were incomplete. February - "Think I'm going to enjoy swimming." Needed to relax on back. Felt more at ease in water. Practiced in evenings at free swim. "It feels good to be able to do what I'm doing now." March - Loved the different colors the sun made on the water. Was hesitant about deep water at first, but ready to work there more. April - Was a little afraid of diving in deep water, especially since did not surface quickly. When doing safety skills, "Felt safer using the pole than extending my arm and leg."

Data from observation of affective experiences: Never seemed afraid of water, but was tense and unrelaxed at times. Got very cold when not moving. Had trouble surfacing from jump or dive which inhibited tries.

Data from second interview: Felt more relaxed in water. Was lost in the deep water with no sides and no bottom to get bearings from. Wanted to take more lessons in summer or next year. Would swim recreationally.

Attitudes and Emotions Related to Interacting with Others

Data from first interview: Liked working with partners. Did not often see classmates out of class.

Data from daily records: February - Was glad to have get-acquainted period; helped her relax. May - Course provided chance to know others and share feelings with them.

Data from observation of affective experiences: Worked alone or with Student 1. In one group, was very slow to meet with others. Participated in small group discussions. Was reluctant to draw and show picture of self: "I can't draw." Seemed less embarrassed with next drawing.

Data from second interview: Enjoyed group discussions; got to know others' feelings and found similar attitudes. "Just talking" was relaxing.

Attitudes and Emotions Related to Learning

Data from first interview: Working with partners was effective way to learn. Preferred discussions to lectures.

Data from daily records: May - Did not accomplish goal to be a good swimmer, but would if took other courses.

Data from observation of affective experiences: Seemed not terribly determined to accomplish any one skill. Was willing to ask for help; tried to follow suggestions.

Data from second interview: Felt that learning in physical education courses was much different than in other courses. Small group work helped her learn.

DEFINITIONS OF HUMANISTIC EDUCATION AND CHARACTERISTICS TO BE OBSERVED

HUMANISTIC EDUCATION

Humanistic education is a means of facilitating learning which is based on trust in humans and respect for their potentialities. It is characterized by concern for each student as an individual who is in the process of becoming more humane, that is, developing the qualities of self-understanding, security, sensitivity, openness to others, compassion, purposefulness, enlightenment, and responsibility to self and others. The emphasis of the educational experience is on learning how to learn and on finding personal meaning through the development of self-awareness, self-respect, and social interaction.

Appendix H

Observation Tool: Definitions and Recording Sheet

Mobility

Students are not always restricted to one area or formation; e.g., can choose area of the pool they wish to work at; are encouraged to travel through entire area.

Individual pace

An individual works at her own level of ability; e.g., students who are ready to progress to next skill move on; others continue working at previous level.

Interaction

Student-student: students participate in discussions, assist each other in learning experiences, converse with each other throughout class. Student-teacher: student asks teacher for help, initiates conversation with teacher. Teacher-student: teacher assists a single student--corrects an error in performance, comments on skill; teacher initiates conversation with student. Teacher-group: teacher works with entire class: e.g., gives directions to entire class, leads discussion of entire group.

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CHARACTERISTICS TO BE OBSERVED

Mobility

Students are not always restricted to one area or formation; e.g., can choose area of the pool they wish to work at; are encouraged to travel through entire area.

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RECORDING SHEET

Student initiative

A student initiates learning activities, e.g., asks teacher or student for help, decides which skill to work on.

Use of resources

Students utilize various resources (loop films, books, videotapes, etc.).

Development of self-awareness

Teacher-structured learning experience planned beforehand, e.g., students are asked to think about or discuss how they feel about certain movements. Teacher/student response to situation at hand, e.g., when students are afraid of swimming in deep water, talk about this fear, their capabilities, safety, etc.

Teacher-Student
Interaction

Teacher-Group
Interaction

Student Initiative

Use of Resources

Development of Self-Awareness
(planned beforehand)

Development of Self-Awareness
(response to situation at hand)

RECORDING SHEET

Directions: Place a tally mark in the appropriate space each time a characteristic is observed during the class.

Mobility

Individual Pace

Student-Student
Interaction

Student-Teacher
Interaction

Teacher-Student
Interaction

Teacher-Group
Interaction

Student Initiative

Use of Resources

Development of Self-Awareness
(planned beforehand)

Development of Self-Awareness
(response to situation at hand)
