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MODERN CONCEPT OF TEACHING MOVEMENT EDUCATION

Author's Name: Dr. Kishore Mukhopadhyay

Affiliation: *Associate Professor in Physical Education, Union Christian Training College, Berhampore, Murshidabad, West Bengal, India.*

E-Mail: Kishore.km2007@gmail.com

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Abstract

The combination of evaluation, synthesis, vital thinking, and realistic packages may be finished on all levels of training, from kindergarten through graduate college. Emphasis is on scholar and school increase, balancing initiative and shared obligation, specialization and broadening horizons, the clear and interesting presentation of content material and student improvement, democratic participation and not unusual expectations, and cognitive, affective, and behavioral consequences. In the field of physical education for better teaching learning with the application of the ADDIE model either in group teaching or team teaching is very much important area of concern. The present article discussed scientifically the application of those principles along with BLOOM's Taxonomy in a befitting manner.

Keywords*: Addie model, Bloom Taxonomy, Team teaching, Group teaching and Movement education.*

INTRODUCTION

When making plans a lesson, the trainer desires to have clear and concise aims and objectives for the pupils. those targets and objectives must interrelate with the content material of the lesson in that the skills that they're coaching the scholars integrate with the goals so that scholars are able to discover the learning outcomes on the give up of the lesson and state whether or not or not they were successful in attaining all of the objectives and objective given to them from the start of the lesson. Therefore it's miles critical to make certain what will be emphasized within the lesson. Siedentop (1) has determined that teachers who emphasize difficulty be counted of their making plans tend to pose more questions, teachers who used targets within the planning regarded to show extra goal-setting behaviors, and instructors who refer to pupils while making plans prior to and in model of, lessons appeared to expose greater problem for scholars they taught (2).

The combination of evaluation, synthesis, vital thinking, and realistic packages may be finished on all levels of training, from kindergarten through graduate college. Emphasis is on scholar and school increase, balancing initiative and shared obligation, specialization and broadening horizons, the clear and interesting presentation of content material and student improvement, democratic participation and not unusual expectations, and cognitive, affective, and behavioral consequences.

The conventional teacher-focused technique to coaching in which the teacher transmits understanding to pupils and uses direct methodologies does now not offer opportunities for creative questioning as it is the trainer who makes most (if now not all) of the choices. Moreover, oblique technique cannot be carried out in all instances and duties. Studies (3) shows that PE teachers spend maximum of their time using direct teaching styles (both in urban and rural college settings) with hard behavior of a huge part of students as one of the essential

elements influencing the lecturers' types of preparation, making it too volatile for different patterns to be used other affects are accounted on instructors' own college enjoy (being themselves taught through teachers employing direct patterns) and initial teacher schooling (that specialize in talent development). Friends (other teachers) strain, the use of direct education patterns themselves, have an impact on amateur teachers as well. Converting stereotypes approximately coaching physical schooling would require lengthy-term running at the exceptional of its handing over and broadening a number of contexts.

It seems as though direct teaching styles (command, replica or maybe assimilation styles) can be easier types of teaching a scholar, however as a matter of truth they are now not. They require consistent attention (to preserve the field) and concentration on the following guidance and its fulfillment. Such highbrow and emotional engagement is electricity draining and fatigue can set in speedy. whereas the usage of coaching styles including guided discovery, divergent, according to Salvara et al. (4) of their recent department – discovery and manufacturing styles, could name for more earlier coaching and essential thinking from each teachers and pupils. It might also require "higher coaching/mastering capabilities advanced by means of offering: the context of criticism (in which scholars will undertake the concept and out-aspect college reality), the context of discovery (wherein new ideas are advanced and used) and the context of sensible software (in which new ideas are tried out within the actual global)" (5).

A brand new technique to primary college physical training is referred to as "movement training." motion training makes use of hassle-solving, guided-discovery, and exploratory strategies, with the effect of individualizing gaining knowledge of in physical training. The ideas involved in movement training encompass body focus and abilities, the space wherein the body moves, the effort or nice of frame movement, and the relationships among body components, people, agencies, and gadgets. Movement education is characterized by way of casual use of space, gadget range, and multiple responses amongst college students, small recreation situations primarily based on student selection-making and self-directed activities. As with different innovations, the results for administrators encompass leadership, in-service training, communiqué approximately the program to parents and the community, suitable space and equipment, and possibilities for joint making plans among physical schooling and school room teachers (6).

TEACHING STYLE

Teaching styles differ and range from totally teacher-centered and teacher-directed through those that encourage cooperation between teachers and pupils and on to those that allow almost complete pupils autonomy. The most common teaching styles have been listed by Moston and Ashworth (7) and examples of sample lessons have been given by Mohnsen (8).

a) ***The command style***
b) ***The practice style***
c) ***The reciprocal style***
d) ***The self-check style***
e) ***The inclusion style***
f) ***The guided discovery style***
g) ***The divergent style***
h) ***The learners design***

More interesting examples and activities for each of the teaching styles may be found in the teacher's guidebook by Mohnsen *Teaching middle school physical education* (8). Recently Salvara et al. (4) in their division of teaching styles group them together into four main teaching styles:

1) **Repetition style** - where the role of the learner is reduced in the definition of the teacher's definition and the student shows no work, there is a repetitive exercise (usually repeated), step by step is uniform and integrated (by the teacher) method and reinforced by the teacher. The test is based on the direct response of the role.

2) **Matching style** - where, with the clarification of the roles of teachers and students, comes the presentation of the work structure and the implementation of the program. There is the use of a one-on-one exercise program with a teacher's response or a self-assessment task or a selection of difficulty levels and the use of a worksheet to find the answer. The test is based on role response and pattern matching.

3) **Acquisition style** - where there is an explanation for the first question or problem and a description of the role of the teacher and the student that stimulates the learner's understanding. There is a recollection of previous information, the repetition of the first question (for clarification at the end of the future) and the construction of a problem-solving hypothesis given. Then there is the search for a solution (to find the answer to the questions asked) with the answer until a unique solution to the problem is provided through comprehension processes. The test is based on the performance of the obtained solution for verification of its (or different) accuracy.

4) **Production style** - where there is a description of an individual problem or program and a description of the role of the teacher and the student. There is a recall of previous information and information on problem-solving ideas provided. The teacher describes a common place and the learners decide on a particular place. One of the key points is the conversion of choice into a solution by exploring the many solutions to a given problem. It is usually done by collecting information by performing tasks, experiments and classifying findings. The evaluation is based on the implementation of the solutions obtained for verification of their reliability and the presentation of specific images (submission of solutions).Social changes require changes in a matter of a teaching conduct.

The difference between what was believed to be traditional and progressive was described by Capel (9) as presented in table-1.

Table-1. Differences between traditional and modern teaching

Traditional teaching	Modern (Progressive) teaching
1.Separate subject matter	1. Integrated subject matter
2. Teacher as distributor of knowledge	2. Teacher as a guide to educational experience
3. Passive pupil role	3. Active pupil role
4. Pupils have no say in curriculum planning	4. Pupils participate in curriculum planning
5. Accent on memory and practice	5. Learning predominantly by discovery techniques
6. External rewards used, e.g. grades	6. External rewards (extrinsic motivation) punishments not necessary (intrinsic motivation)
7. Concern with academic standards	7. Not too much concern with conventional academic standards
8. Regular, formal testing	8. Little (formal) testing
9. Accent on competition	9. Accent on cooperative group work
10. Teaching confined to classroom base	10. Teaching not confined to classroom base
11. Little emphasis on creative expression	11. Accent on creative expression

HOLISTIC MOVEMENT EDUCATION

Traditional motion programming approaches are grounded within the concept that repetition and exercise immediately result in overall performance profits. Regular advances in movement performance occur fine when the mover practices and receives feedback on a sequential set of motor obligations (Magill, 10). However, for everybody who has labored to acquire a movement goal, it quick turns into obvious that performance progresses in non-linear approaches. Such deviation of actual performances from a deliberate systematic development is probably because of truth the motion evolves idiosyncratically, versus mechanically or sequentially (11). This announcement can be confirmed whilst one realizes that ordinary practice and effort on my own do now not without delay account for performances differences between individuals.

In an attempt to conquer the distance among suitable movement tips and powerful procedures towards in my view directed motion outcomes, a series of small qualitative studies turned into performed to symbolize how structures principle may be used to optimize the motion performance of people. The sum of this work (12) is represented in a systemic training model hat become termed the holistic technique to developmental movement schooling (HADME).

Phases of Holistic Movement Education

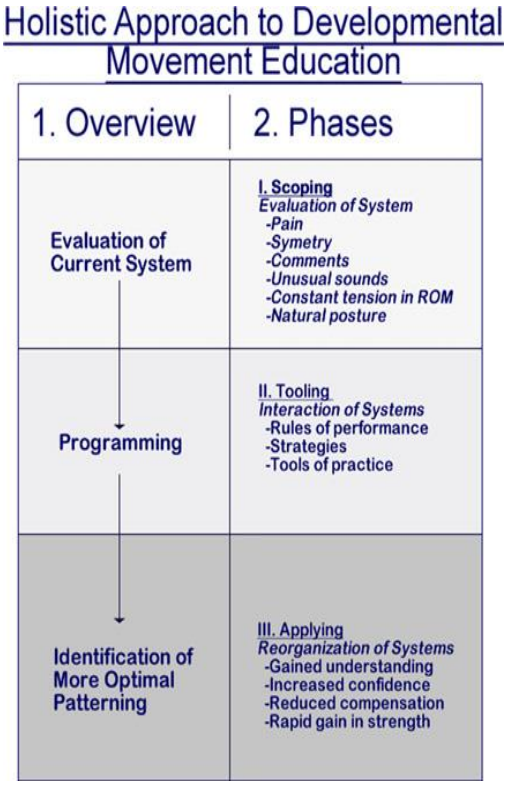

Figure-1. The Heuristic Model of the Holistic Approach to Developmental Movement Education (13)..

BLOOM TAXOINOMY

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities. Bloom's taxonomy is usually used in order to set the

learning objectives in education. Every subject must be referred to Bloom's Taxonomy in order to have standardized objectives. It is divided into categories and each of them has their own definition and explanation about learning objectives. It is the systematic way to classify each category and the system in teaching and learning.

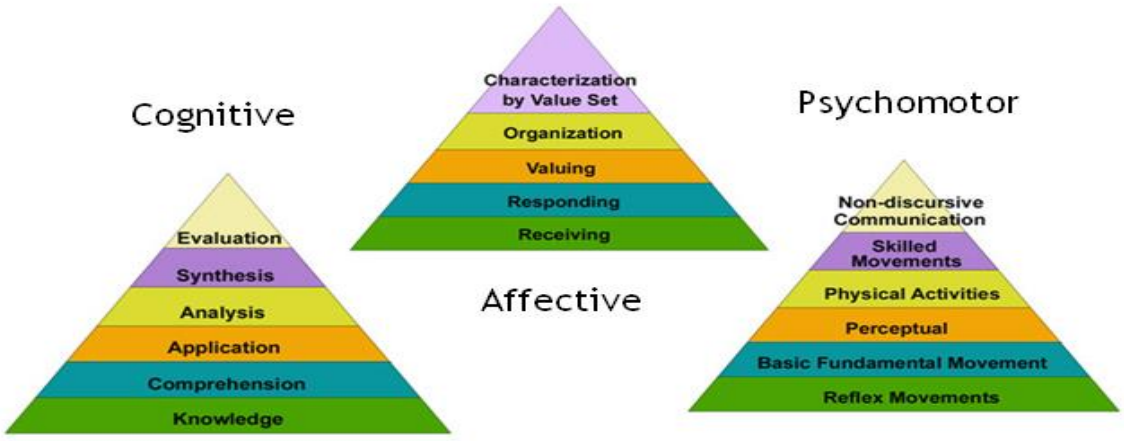

Fig-2.Bloom Taxonomy model for physical education (15)

Psychomotor Domain (Body)

The psychomotor domain refers to the physical aspects of learning. It addresses motion, reflexes, and how muscles are engaged during physical activity. In my PE classes, I always try to help my students build a number of psychomotor skills, including reflexive skills, perceptual abilities, and complex, higher-order skills that require a combination of physical abilities to yield a motion.

Cognitive Domain (Brain)

The cognitive domain addresses the development of content knowledge and intellectual skills. Teaching and learning in the cognitive domain is essential to PE, and without it, students are less likely to understand rules or develop strategies to excel in any activity you might propose in your lessons. You can use **Bloom's Taxonomy** as a tool to build students' knowledge of healthy movements.

Affective Domain (Feelings)

The affective domain focuses on students' feelings, attitudes, and values about movement. Learning in this domain is difficult to measure because it occurs internally. However, you can use the **Bloom's Affective Taxonomy** as a guide to observe your students' learning. For starters, focus on a student's ability to pay attention and place value on the importance of Movement 14.

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write List Label Name State Define	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain Summarize Paraphrase Describe Illustrate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, trans-fers, and uses data and principles to complete a problem or task with a mini-mum of direction.	Use Compute Solve Demonstrate Apply Construct	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Categorize Compare Contrast Separate	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	The student will judge the effective-ness of writing objectives using Bloom's taxonomy.

Fig-3. Different stages of Bloom's Model

ADDIE MODEL:

The role of instructional design is often misunderstood. Perhaps this is because while the term "industrial design" is a fairly common one, the concept of instructional design is one that many people are unfamiliar with. So when they encounter the term "instructional design" for the first time, they may mistakenly assume that it is just another branch of the industrial design field that deals with various kinds of engineering. This confusion may lead to the idea that the role of instructional designers is similar to that of architects, draftspersons, computer programmers, or mechanical engineers.(16). The first ever instructional design in the field of education was Bloom,'s model later on it was modified and Addie model is applicable for the development of instructional design in education which is also applicable for physical education.

Stages of ADDIE Model :

- A**nalysis:**

The Analysis phase can be considered as the "Goal-Setting Stage." The focus of the designer in this phase is on the target audience. It is also here that the program matches the level of skill and intelligence that each student/participant shows. This is to ensure that what they already know won't be duplicated, and that the focus will instead be on topics and lessons that students have yet to explore and learn. In this phase, instructors distinguish between what the students already know and what they should know after completing the course.

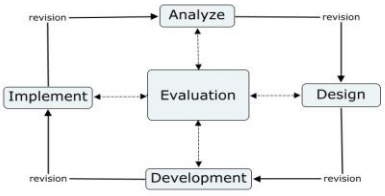

Fig-4. Stages of ADDIE MODEL (17)

- **Design:**

This section determines all criteria, tools to be used to measure performance, various tests, subject analysis, planning and resources. In the design phase, the focus is on learning objectives, content, subject analysis, exercise, lesson planning, used assessment tools and media selection.

- **Development:**

The Development Phase begins with the production and testing of the project method. In this section, the designers use the data collected in the previous two sections, and then use this information to create a program that will convey what needs to be taught to participants. If the previous two phases required planning and reflection, the Development phase is about implementation. This category includes three tasks, namely writing, production and testing.

- **Implementation:**

The implementation phase indicates the ongoing modification of the system to ensure that full efficiency and good results are achieved. This is where IDs strive to rebuild, renew, and organize courses to ensure they are delivered successfully. "Process" is the key word here. A lot of real work is being done here as IDs and students work together to train new tools, so that the design can be continuously tested for further development. No project should continue its studies on its own, and where there is no proper testing from IDs. As this section gets a lot of feedback from both IDs and participants alike, much can be learned and addressed.

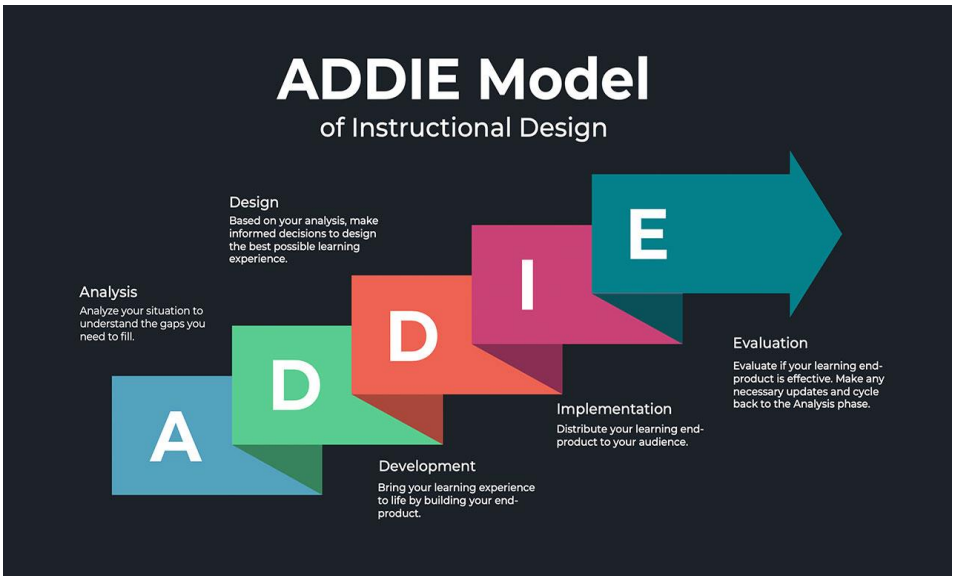

Fig-5. ADDIE Model for instructional Design

- **Evaluation:**

The final stage of the ADDIE test method. This is the stage at which a project is placed on a final assessment of what, how, why, when and what the (or un achievable) achievements of the entire project are. This category can be divided into two categories: Constructive and Summary. The first test actually occurs during development. The Construction Phase takes place while students and IDs are conducting research, and the Consolidation phase takes place at the end of the program. The main purpose of the evaluation phase is to determine whether the objectives have been achieved, as well as to determine what will be required to move forward in order to continue to work effectively with the project level.

TEAM TEACHING

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better. Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time. New teachers may be paired with veteran teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom instruction, social skills development, and the classroom climate in primary school students (19).

Team teaching is defined as when two or more teachers teach students in a classroom, equitable sharing of labor (20). Team teaching has been emphasized by UNESCO since 1994 (21), and to this day teachers, students and parents are still valued (22-25). Apart from this general information, dynamic studies and meta-analyzes often lead to bizarre findings (25-26), especially when considering the benefits of students without disabilities. Some authors have highlighted the importance of team teaching at different levels of schools in a variety of subjects (26), in longer subjects (21), and in individual and class-level performance (27). Other benefits of collaborative teaching were gained through scientific studies (28-29) and during collaborative work (25 & 30). Anderson and Speck (22) found positive results in collaborative teaching of economics and humanities among university students. According to Cook and Friend (31), collaborative teaching works by reducing the proportion of students and teachers, and in this reduction increases the opportunity for communication between teachers and students. At elementary school level, some subjects experienced some benefits of team teaching (32-33), while others found no evidence of their positive influence (34-35). In particular, Walter-Thomas (36) found certain benefits of training to participate in academic performance, time and attention of teachers, learning strategies and skills.

ADVANTAGE

Students are not all students at the same level. Times of equal length are not suitable for all learning situations. Teachers no longer deal primarily with high-level and high-quality referrals by a mature and knowledgeable teacher to a young, immature and inexperienced student in a single subject class. Schools are moving forward to inculcate another whole point of learning: lateral transfer to all members of the public who are sensible in what they have just discovered, invented, made, made or marketed. For this, team members with a variety of technical areas are very important.

Of course, team teaching is not the only answer to all the problems that plague teachers, students, and administrators. It requires planning, competent management, a willingness to risk change and even failure, humility, open understanding, imagination and creativity. But the results are worth it.

Collaboration improves the quality of teaching as different professionals approach the same topic from different perspectives: theory and practice, past and present, different genders or different nationalities. Teachers' strengths combined with weaknesses are corrected. Poor teachers can be identified, analyzed, and developed by other team members in a non-hazardous, supportive environment. Self-assessment by a team of teachers will have a more balanced

understanding than self-assessment and self-assessment of each teacher.
Working in groups spreads responsibility, promotes creativity, strengthens friendships, and builds a community of teachers. Teachers complement each other. They share details, suggest new approaches, and challenge thinking. They learn new ways and understandings, strategies and values through interaction. Students engage in dialogue as they argue, disagree with structures or conclusions, raise new questions, and point out the results. Different perspectives encourage active class participation and independent thinking from students, especially when there is a group equality with gender, race, culture, and age. Team teaching is especially effective for older and less experienced students when it comes to more than just communicating facts to draw on their life experiences.

The team cuts down on teaching responsibilities and develops character. The presence of another teacher alleviates students' personality problems. In an emergency one member of the group may face this issue while the class is in progress. Participating in decision-making strengthens self-confidence. As teachers observe the quality of teaching and learning, their confidence and joy increase. This helps to acquire and retain intelligence.

DISADVANTAGES

Team training is not always successful. Some teachers have strong personality traits or may marry in one way or another. Some simply do not like the other teachers in the group. Some do not want to risk getting humiliated and disgraced when they fail. Some fear that they will be expected to do more with the same salary. Others are unwilling to share their highlights or ideas with their pets or lose complete control.
Team coaching creates a lot of demands on time and energy. Members must schedule appointments. Negotiations can drag on and party decisions take longer. Rethinking the lessons for the team's teaching method is often confusing.
Opposition may also arise from students, parents, and administrators who may be opposed to any kind of change. Some students thrive in a well-organized environment that is repetitive. Some are confused by conflicting ideas. Too much variety can prevent the formation of habits.
Salaries may be required to reflect other activities performed by team members. Team leaders may need some kind of bonus. Such costs can be met by increasing the size of certain classes. Non-performing employees may take on certain responsibilities.

Students do not all learn at the same rate. Periods of equal length are not appropriate for all learning situations. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and inexperienced pupil in the single-subject classroom. Schools are moving toward the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.
Of course, team teaching is not the only answer to all problems plaguing teachers, students, and administrators. It requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination, and creativity. But the results are worth it.

Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds.

Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. The evaluation done by a team of teachers will be more insightful and balanced than the introspection and self-evaluation of an individual teacher.

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. Students enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions, and point out consequences. Contrasting viewpoints encourage more active class participation and independent thinking from students, especially if there is team balance for gender, race, culture, and age. Team teaching is particularly effective with older and underprepared students when it moves beyond communicating facts to tap into their life experience.

The team cuts teaching burdens and boosts morale. The presence of another teacher reduces student-teacher personality problems. In an emergency one team member can attend to the problem while the class goes on. Sharing in decision-making bolsters self-confidence. As teachers see the quality of teaching and learning improve, their self-esteem and happiness grow. This aids in recruiting and keeping faculty.

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation. Discussions can be draining and group decisions take longer. Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort. Some students flourish in a highly structured environment that favors repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Nonprofessional staff members could take over some responsibilities.

GROUP TEACHING

Understanding the internal dynamics of the group and how to manage different learners makes group working more effective. One useful way of thinking about the ways in which groups develop over time is Tuckman's (37) frame work. Forming – when a group comes together for the first time. Teachers can help by facilitating introductions, using ice breaking tasks, explaining the tasks and purpose of the group.

Students are scattered throughout the gym as teachers are ready to begin class. Students may shut off the music as teacher stop signal and quickly direct students to sit down in a semicircle in the center of the gym for instruction. After the instruction, teacher may ready to place students into groups for skill practice or game play. How will one quickly organize the class into

groups?

Most likely, one of the answers to the question is to have students count off (e.g., 1 through 6) to determine their groups. Although counting off by numbers does work, it is often not as effective as other methods. This strategy usually takes up too much time, some students may not honor their assigned number (change groups), a few students may jockey for a better position in line to make sure they end up with the same number as their friends, or students may forget their numbers, which is often the case with younger children. Following are other effective grouping options to consider.

PRE-ASSIGNED GROUPS

Using preassigned groups is a quick and effective method for determining practice groups or teams. You can arrange groups prior to class based on squads, ability levels, knowledge of the activity, or friends. You can also arrange students to work with those outside their normal circle of friends. Group listings can be posted on the gym wall to make the process go even faster when the time comes for students to get into groups.

STUDENT CHOICE

Allowing students to select their own groups usually enhances motivation because they can work with their friends. When permitting students to select their own partner or group, ask them to get into groups of two or three, or groups of four or five instead of stipulating only even-numbered groups. For example, you might say something like, "I need you all to get into groups of two or three and begin working." Providing an option for odd-numbered groups makes it easier for students who did not find a partner or an even-numbered group to join. In addition, to make this process go quickly, give students a time limit to get into their groups. For example, you might say, "You all have five seconds to get into groups of two or three and begin working.

Richmond (38) sets out five key roles of the teacher in terms of the 'strategic interventions' required to maintain the group as a functional unit:

1. Start and finish group work – keeping to time, ensuring outcomes and tasks are explained and that the activities draw to a close with learning needs being achieved

2. Maintain the flow of content – ensuring learning follows in a logical sequence and providing stimulus materials and questions

3. Manage group dynamics

4. Facilitate goal achievement – of the wider curriculum, of the session and those identified by the learners themselves

5. Manage group environment – both physical and psychological.

What remains unsolved or uncertain? What else do we need to know or do to understand this better or be better prepared? (adapted from Brookfield, 39).

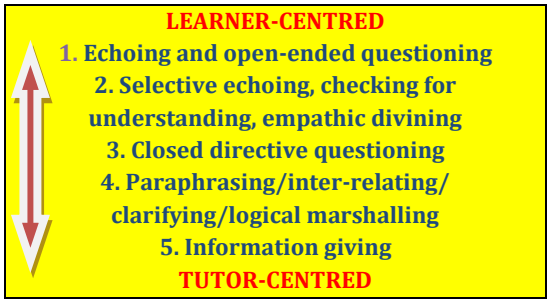

Fig-6.Learner and tutor-centred learning. Adapted from Jacques (2000).

CONCLUSION

The study reveals the different aspects of innovative teaching learning in physical education. Three different modern learning techniques critically discussed here for application in the field of physical education and make teaching learning process a meaningful one. Although the concept of movement education is not new, till application of ADDIE method in team teaching and group teaching is very much relevant nowadays. The present article throw the insight in this regards for the promotion of better teaching learning in physical education.

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