



Student Learning Assessment (SLA) Reports  
Jan 2007

SECTION I: Mission and Student Learning Outcomes (Graduating Student Profile)

*I. Mission, Vision, and Values Statements of the Physical Education Department*

**Mission**

“To serve our society developing educators, creating, and investigating in the areas of physical education, sports and recreation with the purpose of promoting healthy life styles”.

**Vision**

“Responding to societal dynamics, the Department of Physical Education strives to become the finest educational, creative, and scientific development center in physical education, sports, and recreation. As the north of our aspirations, we establish the constant search for knowledge and its dissemination.”

**Values**

Being aware of the respect for individual differences, we promote professional, social, and ethical responsibility.

*II. Student Learning Outcomes (Graduating Student Profile)*

1. Ability to understand and apply fundamental knowledge of physical education, sports, fitness, and recreation.
2. Proficiency in a minimum of four (4) recognized mayor physical education areas, such as: (1) teaching, (2) sciences applied to physical education and sports, (3) strength and fitness, (4) sports skills, (5) physical education and sport management, (6) recreation, and (7) coaching.
3. Ability to conduct research and to critically analyze and interpret data in at least one of the mayor areas of study.
4. Ability to identify, formulate, and solve problems in physical education, sports, fitness, and recreation using modern tools, techniques, and skills.
5. Play an effective role in multidisciplinary professional work groups, solving problems in physical education, sports, fitness, and recreation.
6. Ability to communicate effectively.

7. Understand the importance of compliance with professional practice and legal issues such as: certification standards, medical issues in sports, and safety among others.
8. Broad education necessary to understand the impact of physical education on health, general welfare, sport activities safety, and teaching in a global context.
9. Commitment to engage in lifelong learning and physical activity.
10. Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental, and physical education issues.

## SECTION II: Department Student Learning Assessment Project

Sub-section		Content
<b><i>Focus of Assessment Project</i></b>		<ul style="list-style-type: none"> <li>• The ability of future physical education teachers to effectively demonstrate and communicate the critical elements and their reasons when teaching sports skills.</li> <li>• This topic is directly related to the first, second and sixth learning outcomes. The first and second relate to the ability of the student to understand and apply knowledge in P.E., and to be proficient in the area of teaching. The sixth outcome relates to the ability of students to communicate effectively.</li> </ul>
<b><i>Justification</i></b>		<ul style="list-style-type: none"> <li>• The project is a continuation of the one done during the first semester 2006-2007. Last semester's results showed a need for the students to have more hands-on activities where they would be able to better understand the importance and application of effective demonstrations through the use of critical elements and their reasons in teaching these skills.</li> </ul>
<b><i>POPULATION Student Faculty</i></b>		<ul style="list-style-type: none"> <li>• A total of 10 students and the professor of the course EDFI 4205 were impacted by the project.</li> <li>• The focus was on all the students of the class. All were either 3<sup>rd</sup> or 4<sup>th</sup> year students.</li> <li>• All the students were department majors.</li> </ul>
	<b><i>Pre-intervention</i></b>	<ul style="list-style-type: none"> <li>• The 10 students worked in pairs. Initially, each pair evaluated two students in a video, teaching three different sports skills.</li> <li>• Each pair used the document titled "<i>Principles of Effective Demonstration</i>" according to Judith Rink. This document contains a checklist of the critical elements and reasons in the three phases of execution of the skill (<i>preparation, execution, follow-through</i>). Each pair observed analyzed the teaching performance of two students.</li> <li>• Each pair also answered follow-up questions related to the observations made of the video.</li> </ul>
	<b><i>Intervention</i></b>	<ul style="list-style-type: none"> <li>• Each pair was given a different sport skill where they were to write the critical elements and reasons for each phase of the skill. The students used the "<i>Principles of Effective Demonstration</i>" according to Judith Rink document.</li> </ul>

	<b><i>Post-intervention</i></b>	<ul style="list-style-type: none"> <li>• One student of each pair was asked to teach his/her sport skill. These presentations were taped and eventually analyzed using the “<i>Principles of Effective Demonstration</i>” according to Judith Rink document.</li> <li>• The effectiveness of the intervention was determined by the amount of correct critical elements and reasons observed in the teaching episode offered by each student.</li> <li>• The tool used to analyze each of the students teaching episode was the “<i>Principles of Effective Demonstration</i>” according to Judith Rink document.</li> </ul>
<b><i>Results</i></b>		<ul style="list-style-type: none"> <li>• In the initial intervention, all ten students agreed that the manner in which the students taught the sports skills on the video which they analyzed was deficient.</li> <li>• Through the use of video analysis, the ability of the students to identify and effectively communicate the critical elements and their reasons improved. This improvement was seen mostly in the identification of the critical elements and their reasons in the first and second phases of execution of the skill (preparation and execution).</li> <li>• Results also show that students demonstrated a “<i>laziness in expression</i>”, which greatly affects their ability to present the critical elements and reasons in a clear and concise manner.</li> <li>• Very little improvement was observed in third phase of execution (follow-through). Students were observed demonstrating and communicating the sport skill well throughout the preparation and execution phases. However, it seems that they don’t think that the follow-through phase is important.</li> <li>• The intervention was partially effective because the improvement in the ability of the students to correctly mention the critical elements and reasons was seen in the first and second phases of the execution. The majority of the students who taught the sport skill which was taped, effectively applied the critical elements and reasons in the first two phases of the execution; not so in the third phase.</li> </ul>
<b><i>Possible Reasons or Hypotheses</i></b>		<ul style="list-style-type: none"> <li>• Some possible explanations for the results obtained are: <ol style="list-style-type: none"> <li>1. Students are not being exposed to this information beginning in the basic skills courses taken during their first and second year of study.</li> <li>2. Students begin to analyze sports skills on video in the Biomechanics of Human Movement course in their third year of study.</li> </ol> </li> </ul>
<b><i>Course of Action</i></b>		<ul style="list-style-type: none"> <li>• Promote the video analysis of sports skills in: <ol style="list-style-type: none"> <li>a. Basic sports courses</li> <li>b. Teaching methods and techniques in P.E.</li> <li>c. Methodology of teaching in secondary P.E.</li> <li>d. Student teaching practicum.</li> </ol> </li> <li>• Provide more emphasis on the teaching of the follow-through phase of the sport skill in each of the courses mentioned above.</li> </ul>

	<ul style="list-style-type: none"><li>• Promote the use of rubrics to guide students’ oral expression throughout the curriculum.</li></ul>
<i>Next learning assessment closing the loop project</i>	<ul style="list-style-type: none"><li>• Improving the written and oral expression of the physical education majors.</li></ul>
<i>Appendix</i>	<ul style="list-style-type: none"><li>• Include copies of all assessment tools</li></ul>

Adapted from OMCA UPRM Student Learning Assessment Report Form



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Appendix

Proyecto de Avalüo

Directrices: Cada pareja deberá llenar la siguiente tabla con los elementos críticos y sus razones de la destreza que se habrá de presentar para ser grabada. Uno solo de la pareja [decisión entre ambos] ofrecerá la enseñanza y demostración de la destreza. Recuerden que estamos fomentando el uso de los Principios de la demostración efectiva según Judith Rink.

Destreza \_\_\_\_\_

Identifica tres elementos críticos en cada fase de la destreza.

Identifica la razón del elemento crítico de la destreza.

Fase I.

Si	Inc.	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____

Fase I.

Si	Inc.	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____

Fase II.

Si	Inc.	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____

Fase II

Si	Inc.	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____

Fase III

Si	Inc.	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____

Fase III

Si	Inc.	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____



## PREGUNTAS GUÍAS PARA EL ANÁLISIS DEL EPISODIO DE ENSEÑANZA OBSERVADO EN VIDEO

1. ¿Cuál es su impresión como futuros maestros/as sobre los resultados obtenidos de cada uno de los estudiantes enseñando las destrezas deportivas en el video?  
  
Buena                       Regular                       Mala
2. ¿Cuál entienden ustedes es la relación entre los elementos críticos de las destrezas deportivas [bompeo, dribleo de soccer y tiro al canasta], y las razones que acompañan a los mismos?  
  
Entienden                       No están claros                       No entienden
3. ¿Cómo comparan ustedes los resultados obtenidos entre las distintas fases de ejecución en cada una de las tres destrezas deportivas observadas:
  - Bompeo                      Bueno                       Incompleto                       Malo
  - Dribleo [soccer]                      Bueno                       Incompleto                       Malo
  - Tiro al canasta                      Bueno                       Incompleto                       Malo
4. Si ustedes fueran los estudiantes de escuela secundaria que están recibiendo la enseñanza de estas 3 destrezas deportivas, ¿Creen que aprenderían dichas destrezas según la información brindada por los estudiantes-maestros en el video? Favor de explicar en detalle.