Personalized Systems of Instruction Model: Teaching Health-Related Fitness Content in High School Physical Education

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Abstract

This study assessed the use of personalized system of instruction (PSI) to teach a high school personal fitness class. A course workbook was designed to provide the students with a basic introduction to the unit, class rules and policies, learning objectives, content-based modules, and methods of assessment. Based on criteria used to verify effective use of PSI in a physical education setting, implementation of the PSI unit in this study was successful. Student comments indicated that this self-paced mastery learning was a new experience for them. As students became more familiar with the model, they enjoyed the structure and material being presented. Teacher comments indicated that after explaining and establishing the PSI system, very little teaching time was spent on classroom management. The majority of teaching time was spent on providing individualized feedback to students. PSI offers an alternative approach to teaching and learning in physical education as well as other content areas.

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High school students retain a higher level of knowledge related to overall health that help them make educated decisions regarding their own health, safety and well-being. Regular Fitness Activity Physical fitness is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. Develops Motor Skills Physical education in high school is essential to the development of motor skills and the enhancement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body posture. Health and Nutrition Physical education teaches students the importance of physical health. KIA aims to teach health-related fitness knowledge (HRFK) during short episodes of the physical education lesson. Teacher participants from one district (N = 10) were randomly assigned into either the intervention or comparison group. Intervention teachers used the KIA fitness lessons during fifth grade students’ physical education classes. These teachers received training sessions, teaching materials, and YouTube videos that modeled the KIA fitness lessons. Intervention fidelity was assessed through observations and a fidelity checklist. Students’ physical activity levels were measu