

# In Physical Education Pedagogy Classes, Making The Case for The Case-Method Approach

Amit Kumar Shrivastav, Assistant Professor

School of Commerce & Management,

Arka Jain University, Jamshedpur, Jharkhand, India

**ABSTRACT:** *The actual instruction class is a different setting where there are not many times in which the solutions to challenges are plain and direct. It is our obligation as instructors to be concerned not simply with our understudies' obtaining of subject information, yet additionally with their use of that information in genuine circumstances. Progressing from information securing to application could be simplified through the utilization of case-technique educating. This technique is intended for use in bunch conversations in the homeroom. In this course, understudies are expected to concentrate on issues, foster other options, and assess the reasonableness of those thoughts. Also, understudies will have the potential chance to contend the suitability of their choices considering their substance and hypothetical information. Numerous regulation and business colleges have incorporated the case-technique approach into their scholastic preparation programs for their understudies. The utilization of the case-technique approach in everyday schooling, then again, is a later turn of events.*

**KEYWORDS:** Education, Educational Pedagogy, Health Promotion, Physical Education, Physical Instruction.

## 1. INTRODUCTION

The majority of the examples are problem-solving tales concerning instructional scenarios that finish in a quandary. Cases are tales expressed in considerable detail, as opposed to vignettes, which provide a short sketch or word image one to two paragraphs two to six pages. It took approximately 15 hours to create the example case in this study. The main goal of this study is to show the usefulness of the case-methods approach in the physical education pedagogy courses, as well as to propose how and when a case could be used in such a class, as well as to provide an example case and describe the questions that go along with it. By presenting an event in the context of a multidimensional environment, a case may profit on the realities of physical educations. Preservice physical education majors may develop possible answers to real-world classroom issues by analyzing a case [1]. Understudies might evaluate various choices with regards to their probability of progress experiencing the same thing, as well as the outcomes of their choices. Elective arrangements may likewise be assessed involving current hypothesis and content in-line, in addition to other things. Moreover, through assessing a case, preservice actual teachers comprehend that no occasion occurs in a vacuum and that every event is extraordinary.

A choice made in response to an event, such as a behavior management issue, may have ramifications for not only the kids directly engaged in the incident, but also the teacher, staff, administration, school policy, other students, and parents [2]. An instructor's point of view on actual schooling might be acquired from these genuine models since they depend on certified encounters. High level instructor strengthening, socialization, the job of the educator as a tutor, morals, collegial connections and school governmental issues and strategy are largely subjects that are much of the time investigated exhaustively in class talks, and which are every now and again tended to in the event that concentrates also [3]. Through the educating of a case, preservice instructors might get insight in settling on choices while their showing work are not on the line [4]. Understudies are urged to effectively produce answers for genuine issues utilizing the case-technique approach, as opposed to inactively gathering hypothetical material through addresses which would be considered normal. A result of this is that learning turns into a functioning action instead of an aloof one while utilizing the case-strategy method [5]. It is admissible to involve the case-technique strategy in any class when the answers for issues/issues are not promptly obvious and are confounded.

As a finishing experience in an auxiliary teaching method class unit on class the board, the model contextual investigation talked about in this study is introduced in this paper. It may, however, be utilized as a warm-up activity before to a course on classroom management or networking with other teachers. It takes exactly as much time as preparing for a lecture to prepare for a case, if not more, if the teacher is new with this type of instruction [6]. When a group discussion deviates from its intended route, instructors must be prepared to get

it back on track. The following changes were made to the "how to" instructions for using the case-method approach. The process of preparing students for a case-method approach may be challenging, especially for beginners. A statement from the instructor saying that all offered solutions are welcome must be made in order to protect the psychological safety of all participants. However, participants must be made aware that their answers will be assessed both in terms of current theory and their practicality in the context of the issue being discussed. It is possible to use the case as a finishing exercise or as a trigger for discussion of case-related problems such as teacher socialization, teacher empowerment, the teacher as a role model, and behavior control prior to formal study of these subject areas [7].

The method in which the furniture is organized in the classroom may either facilitate or obstruct debate in the class. It is important that all participants have the ability to see one another as well as the teacher and board if the desks or tables are organized in a U shape arrangement [8]. It is ideal to use volunteers to answer questions since it encourages group discussion and reduces the illusion of repetition of facts and hypotheses, which may be distracting. The teacher, on the other hand, must keep an eye out for students who take over the talk. Practicing "wait time" is one approach of getting everyone to participate. Many children will speak out if they are given the opportunity to assemble and share their thoughts. As a consequence of the wait period, it is possible that the quality of the students' replies will improve. It is difficult to keep track of the time while learning in this kind of education. For each part/point of the case, as well as for the case's beginning, middle, and end sections, the majority of teachers set time constraints. In order to win the case, it is necessary to put the discussion to a close [9]. It is not uncommon to hear the word pedagogy thrown about in the context of educational talk, whether it is utilized to allude to English teaching method, consideration teaching method, useful teaching method, or even actual instruction instructional method. The reason for this study is to portray instructional method, make sense of the way things are utilized in actual schooling (PE), and examine how the possibility of academic work might be a valuable idea for contemplating educating and learning in the wellbeing and actual training region (wellbeing and actual instruction). Some (or many) educators think about the term teaching method (articulated with an unforgiving g first, trailed by a delicate g) to be a disagreeable expression that ought to be stayed away from no matter what.

The expression "teaching method" alludes to a scholarly exchange about training that happens for the most part behind the dividers of instructive organizations and in the pages of dark scholastic periodicals, from certain perspectives [10]. Albeit the term has now entered standard instructive talk, it might in any case be viewed as in various authority school diaries, for example, the New York Times [11]. In old Greece, the term instructor alluded to a man (generally a man back then) who watched a youngster or juvenile and accompanied the kid (normally a kid back then) from his home to his instructive foundation. It is seen contrastingly in Anglophone nations than it is in Continental Europe or Scandinavia. The word instructional method, for instance, is viewed as a vilifying term in the Czech Republic, where it is associated with the old socialist system's philosophical state contraption [12].

## 2. DISCUSSION

In Sweden, pedagogy is frequently employed in combination with family and child-rearing approaches, among other things. Within physical education, the term pedagogy is used in a number of contexts; for some, pedagogy is identical with the practice of teaching PE. Others use the term "instruction" interchangeably with the word "direction." Due to the puzzling nature of this ambiguity or lack of conceptual clarity, it may be difficult to establish clear distinctions between the ideas in question. When it comes to dictionaries, such as the Oxford English Dictionary, pedagogy is described as "the art or science of teaching." As a matter of fact, this is a common instructional concept, notably in the United States. During the 1970s and 1980s, the science of teaching, on the other hand, emerged as the main technique of thinking about pedagogy in physical education (PE). The behavioral psychology school of thought held that pedagogical practice was supported by certain behavioral principles that could be observed, quantified, and studied scientifically, in spite of the fact that teachers may not regard their profession as one that is governed by scientific principles. For the most part, early work in physical education research was marked by an instrumental focus on technical issues that might be solved by changing teaching practices. Pedagogy may also be described as the process of acquiring knowledge, which is another way of looking at the subject matter. In contrast to teachers who focus on teaching methods and curriculum choices, process-oriented educators raise questions about whose interests are served

by specific curricular choices and instructional practices, which may lead to heated disputes over who benefits from what. Pedagogy is defined as the participation in specific activities with the goal of passing on or replicating what has been learnt or discovered by educators [13].

It is critical in the realm of education to have a sense of purpose or a goal. A person who comes into touch with a piece of technology or equipment is not being taught, since there was no explicit intention to pass on knowledge by a teacher, coach, parent, or other pedagogic agent. The concept that some kind of instructional activity is carried out as a result of the application of pedagogy is also conceivable. Because of this, educational action brings attention to the positive effects of pedagogy on students' learning. More than anything, this study is concerned with what information, modes of thinking, attitudes, and so on are really created in/during various educational interactions, rather than with what certain pedagogical techniques are claimed to accomplish in and via these encounters. The phrase (re)produced in this context refers to the fact that both knowledge replication and knowledge invention are taking place at the same time in this situation. The majority of the work that PE teachers do that is incorporated into the HPE learning area results in pedagogical work that is focused on three interconnected dimensions: physical activity, bodies, and health, or health promotion and disease prevention, as well as health promotion and disease prevention. It is common for instructors who conduct pedagogy for physical activity to simultaneously undertake pedagogical work on the body, for example, in the classroom. When it comes to learning about their bodies, physical education sessions in school are a crucial component of how pupils learn about what they are capable of and what they are unable to do. When pedagogy is viewed more broadly as a process of knowledge reproduction rather than as a purely artistic or scientific endeavor, it has the advantage of allowing teachers to shift their focus away from the technical aspects of teaching strategies, which are important, and toward a more comprehensive consideration of the consequences of pedagogical encounters, both visible and invisible, which is advantageous. Consider the following scenario: a group of elementary school students is taking part in a swimming session at the local pool.

To teach pupils how to execute the front crawl stroke, for example, might be a class aim or objective for the session. While a number of children, preferably the majority, may understand what is being stated, some may learn that breathing during this stroke results in a mouthful of water or that holding their head under water is frightening. It is likely that unintentional learnings will have a substantial impact on a child's willingness to continue participating in an activity after it has begun. Take, for example, swimming instruction in a high school setting as an illustration. It is unavoidable that one's comprehension of one's own body will grow as a consequence of the experience, whether it looks acceptable, whether it is too slim, too big, whether it is too immature, or for whatever reason. Consequently, the pedagogy of the swimming session may result in pedagogical action on the body that was not anticipated by the instructor when the session was planned. Also noteworthy is the fact that educational work on or for bodies, physical activity, or health is no longer and has never been the exclusive domain of health and physical education (HPE). As do academics and researchers, other "culture actors" have a vested interest in reproducing specific information about bodies, physical activity, and health, and these interests are not always negative. Examples of such "culture actors" include the media, government agencies, health promotion campaigns, and the fitness industry. According to some definitions, health promotion program are similar to educational program, with the goal of instilling in individuals the necessity of engaging in regular physical exercise and healthy eating habits. As an example, the current 10,000 steps/day program emphasizes the need of increasing physical activity for health reasons, as stated on their website.

Health promotion pedagogy serves a function that is equivalent to the objective of school health promotion education, which is to (re)produce knowledge about the need of physical exercise for good health in children and adolescents. Physical education of high quality is primarily concerned with teaching tomorrow's active, healthy citizens. An overview of the major issues that arose throughout the course of the case might be included in the summary as one of the elements to be provided. At the end of the article, it is also possible to repeat some of the student-generated concepts that passed the "acid tests" of theoretical feasibility and practicality of execution. Consider if it is appropriate not to summarize any topics or ideas that will be discussed in more detail in the next session. One of the most difficult obstacles for instructors and students who are used to getting direct instruction is the fact that there are many different solutions to the topics that are addressed during a case discussion. All too often today, the temptation is tremendous to find a solution fast and move on to the next



issue without thoroughly evaluating all of the other options. Students and instructors that put a high emphasis on punctuality, in particular, may find it challenging to cope with this circumstance. Students and instructors will need some acclimatization time in order to get used to this new teaching approach. Although a series of answers will not be created automatically by students, they will analyse each response in light of the previously offered theory and whether or not the case is feasible in the given situation. Please abstain from elaborating on how they may have dealt with the issue or occurrence in their capacity as a member of the teacher education professional community.

Even while it would be simple and enjoyable to provide a solution to students, doing so might have a negative impact on future case discussions. The purpose of a case study, after all, is to engage students in the process of identifying and evaluating possible solutions. A successful case may begin to exhibit signs of success as early as the first day of the court session. Students interrupting others to ensure that their thoughts and/or perspectives are heard are just a few examples of how this may occur. Increasing student engagement, increasing classroom loudness, and students interrupting others to ensure that their thoughts and/or perspectives are heard are all examples of how this may occur. One benefit of using this method may be that students would study the material on their own initiative rather than being pressured by the teacher, which might be beneficial. Of course, the final assessment will be the students' ability to transform their knowledge and abilities into successful decision-making during practicum and field experiences, which should go without saying. In the example situation, labelled "The Chair," there is a problem with maintaining behavioral control. In the course of putting up the paper, a former physical education teacher from a junior high school offered his assistance. The majority of the time, public school instructors will provide case writers with a wealth of tales that are both thorough and complex. In order to protect the identity of the characters, the names of all of the characters, as well as the name of the school, have been altered to protect them. On this beautiful spring day, as I walked from the gymnasium to the playing fields, I could hear the noises of seventh graders catching up on the happenings of the day in the background. In the tradition of the school, Ms. Allen walked with her pupils to the field, and a few of them stayed to chat with her before rushing off to conclude their chats with their peers before the physical education session began. Because she was reaching the end of her first year as a middle school teacher at Clearwater Middle School, it was particularly poignant. Ms. Allen smiled wryly to herself as she said this. Her overall impression of it was that it had been a nice experience.

Although their mood swings and personalities changed, her affection for the middle school pupils remained unaffected by these changes. If you teach physical education at our school, you are going to be the only one," she remembers hearing when she was interviewed. In reality, there were three other physical education instructors at Clearwater Middle School at the time, so the statement seemed out of place at first. About a week and a half into the semester, the truth of the principal's statement became apparent when Ms. Allen's kids started to dress for class while the rest of the school's children were still receiving locker assignment notifications from their parents. Allen came on the field, she saw her kids congregating around a certain location, as if they were taking notes or monitoring some kind of activity. Coach Bowen was making her way to the front of the class for her lecture when two of her pupils, Tom and Jerry, began ripping up her chair as she passed by. Despite the fact that Ms. Allen approached the gathering, the guys were so absorbed with their work that they failed to notice her presence. The moment she was around 20 feet away from them, Tom saw her standing there and gave her a surprised expression. The back of the chair, or what was left of it, fell from his grasp as he moved away from it. He ran to the shelter of the rest of the group, who had gathered around him to protect him. But it was too late; both boys were fully aware that Ms. Allen had seen the encounter and had informed their parents. For a long time, Tom and Jerry have been good friends, and their relationship has only grown stronger. Despite the fact that they are seldom seen together, they are often spotted together. Ms. Allen had had no issues with either of the boys up to this point in the story.

They were mostly respectful and seemed to be having a good time throughout physical education class. Tom's father, in his function as a member of the school board, was outspoken in his opposition to school policy, particularly when it came to problems of punishment. Tom's parents were also regular attendees at PTO meetings, and they seemed to be truly concerned about their son's education and well-being, as seen by their consistent presence. Quite the contrary was true for Ms. Allen, who had had no interaction with Jerry's parents, whom she only knew via their work in the community and who were seldom visitors at school functions, and who had no touch with Jerry himself. While the rest of the class was separating up into groups of three or four

individuals, Ms. Allen brought the lads over for a quick conversation. In a solemn voice, she informed them that she would meet with them to discuss the incident after class had concluded. It was up to Ms. Allen to determine what should be done about the guys' behavior in front of the class when they returned to their seats and class was called back into session. Coach Bowen sat in his chair for the whole of the session, which was unusual.

### 3. CONCLUSION

His responsibilities included serving as athletic director and department head for physical education, in addition to coaching. People was around 50 pounds overweight compared to the acceptable weight. The instructor must construct the class discussion such that it focuses not just on resolving obstacles, but also on the group's capacity to analyses circumstances, propose a variety of answers, and then assess those options. This is the only way to effectively teach a case. The instructor acts as a guide, asking questions to aid the group in grasping the situation in which they find themselves at the moment. The ability to ask questions is perhaps the most important talent that a teacher can acquire. The conversation will be aided with a question outline consisting of broad questions that cover the whole issue and key aspects of the case. It is also possible to create precise queries regarding particular instances or sub-points. The following is a summary of the questions that go along with the example case.

#### REFERENCES:

- [1] A. Gråstén, T. Jaakkola, J. Liukkonen, A. Watt, and S. Yli-Piipari, "Prediction of enjoyment in school physical education," *J. Sport. Sci. Med.*, 2012.
- [2] S. Georgakis and J. Graham, "From comparative education to comparative pedagogy: A physical education case study," *Int. Educ. J.*, 2016.
- [3] D. J. Bhaskar, D. S. Aruna, G. Rajesh, M. Suganna, and M. Suvarna, "Emotional intelligence of Pedodontics and Preventive Dentistry postgraduate students in India," *Eur. J. Dent. Educ.*, 2013, doi: 10.1111/j.1600-0579.2012.00750.x.
- [4] S. Sharma, V. Vijayaraghavan, P. Tandon, D. R. V. Kumar, H. Sharma, and Y. Rao, "Dental education: Current scenario and future trends," *J. Contemp. Dent. Pract.*, 2012, doi: 10.5005/jp-journals-10024-1103.
- [5] W. Usher, A. Edwards, and B. de Meyrick, "Utilizing educational theoretical models to support effective physical education pedagogy," *Cogent Education*. 2015. doi: 10.1080/2331186X.2015.1094847.
- [6] N. C. Joshi, Z. Ahmad, S. K. Mishra, and R. Singh, "Formulation and evaluation of matrix tablet of Tramadol hydrochloride," *Indian J. Pharm. Educ. Res.*, 2011.
- [7] T. Lynch and G. J. Soukup, "Physical education, 'health and physical education', 'physical literacy' and 'health literacy': Global nomenclature confusion," *Cogent Educ.*, 2016, doi: 10.1080/2331186X.2016.1217820.
- [8] C. R. Edginton, M. K. Chin, and R. Naul, "The Global Forum for Health and Physical Education Pedagogy: A New Social Movement," *Int. J. Phys. Educ.*, 2012.
- [9] S. Harvey and T. M. O'Donovan, "Pre-service physical education teachers' beliefs about competition in physical education," *Sport. Educ. Soc.*, 2013, doi: 10.1080/13573322.2011.610784.
- [10] R. Marttinen, D. Novak, and S. Silverman, "A review of research on teaching in physical education pedagogy 2012-2013," *Int. J. Phys. Educ.*, 2014.
- [11] A. Casey, "Rethinking IT in physical education: Pedagogy before technology," *Cultura, Ciencia y Deporte*. 2014. doi: 10.12800/ccd.v9i25.383.
- [12] C. R. Edginton, M. K. Chin, G. Demirhan, H. Asci, Y. Bulca, and E. Erturan-Ögut, "Global Forum for Physical Education Pedagogy 2016-Technology, Networking and Best Practice in Physical Education and Health: Local to Global," *Int. J. Phys. Educ.*, 2016.
- [13] S. J. Dos Santos, C. M. Hardman, S. S. H. Barros, C. D. F. B. F. Santos, and M. V. G. De Barros, "Association between physical activity, participation in Physical Education classes, and social isolation in adolescents," *J. Pediatr. (Rio. J.)*, 2015, doi: 10.1016/j.jped.2015.01.008.