

Chapter 7

Determining Generic Levels of Skill Proficiency

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Before Start the Class...

想一想...



- ◆ 當兒童在運球時，他/她是在運球還是被球運？
- ◆ 是否每個兒童都能夠接住別人丟給他/她的球？
- ◆ 是否每個兒童都能夠將放在地上的物品踢進一個固定目標點中？
- ◆ 是否每個兒童都能單腳站立平衡而不四處跳動？

Chapter 7 Key Points

- ◆ If children are to learn, remain interested and continue their practice, teachers must recognize the range of skill levels in the class and then match tasks to those ability levels.
- ◆ 學習的先決條件是能夠維持學習者的興趣讓學習者繼續練習。如此，教學者必需知道學生的動作技能的發展程度然後設計輔合的課程內容。

想一想...

- ◆ 打籃球時，你是否能從中場以胯下運球的方式將球運到籃下並擦板得分？
- ◆ 打羽球時，你是否能移動到最高擊球點的位置擊球，並在擊球的過程中有重心轉換的動作？
- ◆ 做前滾翻的動作時，你是否能夠順利翻滾成功，而不會在翻滾途中動作中斷或翻滾路線左右不定？

Chapter 7 Key Points 2

- ◆ **Generic Level of Skill Proficiency (GLSP):**
 - ◆ A **classification system** that helps teachers **describe and understand** the range of motor abilities more accurately.
(GLSP是一種分類動作能力的系統幫助教學者有效及準確地描述及瞭解學習者的動作技能的能力)
 - ◆ “**Generic**” means that same classification system can be used to analyze the ability level of any child for a particular skill theme.
(Generic 指的是類型OR型態可以運用於分悉學習者在練習技能主題的技巧能力)

Generic Level of Skill Proficiency (GLSP):

- ◆ **Comprised of 4 levels (區分為四個程度)**
- ◆ **Represented graphically by ‘The Progression Spiral’** and shows how children move up or down the spiral depending on the skill theme being explored.
(運用發展螺旋圖去圖解學習者的動作技能發展的過程)
- ◆ **Age is not an accurate indicator of ability for any particular skill hence does not form part of GLSP concept.** (年齡不適用任何特定技能的指標，因此不在GLSP的論點)
- ◆ **Applies only to Skill Themes (not Movement Concepts)**(GLSP只用於技能主題，不適用於動作概念)

Four Generic Levels of Skill Proficiency

- ◆ **Precontrol**
 - ◆ “Oops” movements
- ◆ **Control**
 - ◆ Intense concentration with no distraction
- ◆ **Utilization**
 - ◆ Skill used in combination with other skills (opponents, etc)
- ◆ **Proficiency**
 - ◆ Automatic, dynamic



GLSP各階層的特徵

- ◆ **Pre Control Level**----
 - 兒童在技能表現上看起來是不熟練的，且幾乎不能正確地表現技能
 - 當要求他運球時，會比較像是在追著球跑而非運球。
- ◆ **Control Level**----
 - 動作表現愈來愈一致
 - 表現正確技能的次數愈來愈頻繁
 - 兒童需要在他所做的事情上投入極高的專心程度

GLSP各階層的特徵(續)

- ◆ **Utilization Level**----
 - 即使作業(任務)的情境是多變的，兒童仍然可以成功地表現動作
 - 兒童可以將一技能與另一技能結合在一起，且仍可以適當地表現這些技能
- ◆ **Proficiency Level**----
 - 技能表現幾乎是自動化，兒童可以很輕鬆地表現技能
 - 兒童可以修改自己的技能表現來迎合不同情境的要求

Chapter 7 Key Points 3

GLSP and Children at the Elementary Years :

- ◆ **Pre-K to Grade 1:** generally in the pre-control and control level for most skills.
- ◆ **Grades 4-5:** generally a variety of skill levels ranging from pre-control to utilization with possibly a few at the proficiency level.

Chapter 7 Key Points 4

GLSP and Teacher Planning

- After evaluating the overall ability of class, teachers need to provide appropriate tasks and activities for the skill levels of the students.
- Tasks can be modified to meet students' skill levels through the techniques of :
 - Teaching by Invitation
 - Intra-task Variation

GLSP and Teacher Planning (cont)

- Through practice, beginning teachers will learn which tasks are most effective and interesting to children at various grades and skill levels.
- Extensive planning helps teacher choose appropriate tasks through moving up and/or down the Progression Spiral.
- Teachers will know a selected task is appropriate when youngsters are highly successful and seek to continue. practicing - i.e. they are not bored (task too easy) nor frustrated (task too hard).

小結

要讓兒童成功表現一技能，如：可與他人正手拍對打羽球10下，必須先教導兒童”prerequisite skills”，如：要先學會拿羽球拍、要先能夠擊到球、要先會移動腳步…等。
