



An Introduction to Constraints-led Approach


Chow Jia Yi
Associate Professor
Office of Teacher Education
Physical Education and Sports Science
National Institute of Education
Nanyang Technological University
Singapore

An Institute of  NANYANG TECHNOLOGICAL UNIVERSITY




Pedagogical Principles for Coaching?

- Student-centred
- Exploratory Learning
- Individualised movement literacy
- Facilitative role for the teacher
- Variability in practice



Need for Learning Design?


- Theoretical advances in Motor Control & Learning to inform how we can **design learning** for our children
- Empirical findings to support the **theory to inform the practice**
- To provide insights on Learning Design



Learners as Complex Neurobiological Systems


- Features of System Nonlinearity (Chow et al., 2011)
 - Non-proportionality
 - Multi-stability
 - Parametric Control
 - Functional role of Noise
- Learners as **self-organizing neurobiological systems?**

Chow, J. Y., Davids, K., Hristovski, R., Araújo, D., & Passos, P. (2011). Nonlinear Pedagogy: Learning design for self-organizing neurobiological systems. *New Ideas in Psychology*, 29(2), 189-200.



What is Nonlinear Pedagogy?

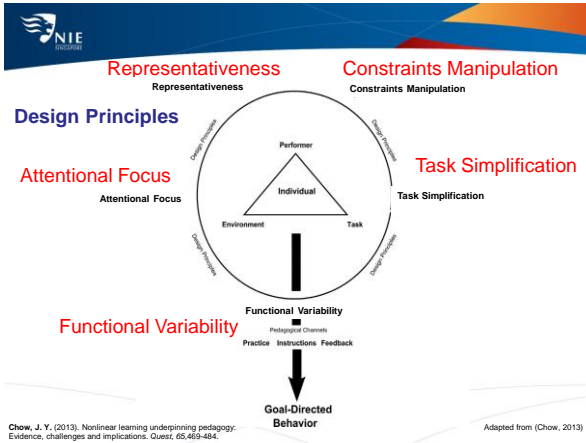
- Traditionally, pedagogical approaches in physical education (PE) & are viewed as **technique dominated** involving the use of **prescriptive instructions** and **repetitive drills**.
- Paradoxically may limit learning opportunities for movement skills development (Bunker & Thorpe, 1982).
- In contrast, Nonlinear Pedagogy encourages children to **explore individualised movement solutions** and develop cognitive and decision-making **skills for game play** (Chow et al., 2007).



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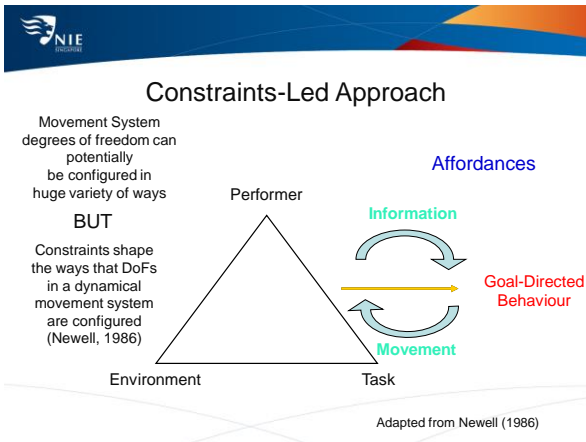
- **Nonlinear behaviors** emerge at various levels (e.g., individual, game, and physical education context).
- Therefore, physical educators should adopt a pedagogy that takes into account the **nonlinear interactions** that occur in teaching and learning interventions. (Chow et al., 2007; Davids, Button, & Bennett, 2008).

Chow, J. Y., Davids, K., Button, C., Shuttleworth, R., Renshaw, I., & Araújo, D. (2007). The role of nonlinear pedagogy in physical education. *Review of Educational Research*, 77, 251-278.



Role of Constraints

- Ecological dynamics views **influential factors within practice environment as constraints** on acquiring movement coordination (Newell et al., 2001)
- What is the role of constraints?
- Constraints- boundaries or features that **shape the emergence of behaviour** by a learner seeking a functional movement (Newell, 1986)
- Coordination emerges due to the **interacting constraints**



Performer Constraints

A person's own unique **physical and mental characteristics**

Structural constraints

- related to body's structure
- Examples: height, weight, muscle mass, leg length

Functional constraints

- related to behavioural function
- Examples: motivation, memory, processing-demands?

Environmental Constraints

- Exist outside the body, as a property of the world around us.
 - Relatively time independent
 - Physical and Socio-cultural
- Examples:

Amount of Light Humidity Gravity Surface (Floor/Wall)	Gender typing Audience Ethnic culture Economic conditions
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Task Constraints

- Related to **goals, rules and equipment** used on a specific task. Relevant for teachers.

Three categories:

- Goals**, relating to the product or the outcome of the task
- Rules**
- Equipment**, implements or machines

Use to specify or constrain response of learners



Task Constraints

- Coordination as “selection under constraint” (Thelen, 1995)
- What are the theoretical implications?
- Implications for learner
 - Discovery vs. Directed learning
- Implications for practitioner
 - All explicit instructions all the time?
 - A model optimal pattern?
 - Active learners



Goals and Rules

- Tasks have goals that relate to the outcome.
- Most of the time how the **goal** is satisfied doesn't matter.
- Rules can specify that a specific pattern of coordination has to be produced (closed skill, gymnastics)...
 .. or simply provide an opportunity in which the task must be completed
- Common indirect teaching strategy to modify **rules** to force particular solutions



Thank You



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