

# Myths, Models, & Methods In Sport Pedagogy

Table Two: Distinctions between levels of reflection: dimensions and guiding questions (Jay and Johnson, 2002: 77)

| Dimension   | Definition  | Typical questions   |
|-------------|---|---|
| Descriptive | Describe the matter for reflection  | What is happening? Is it working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?   |
| Comparative | Reframe the matter for reflection in light of alternative views, others' perspectives, research, etc. | What are alternative views about what is happening? How do other people who are directly or indirectly involved describe and explain what is happening? What does the research contribute to an understanding of this matter? How can I improve what's not working? If there is a goal, what are some ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not?   |
| Critical    | Having considered the implications of the matter, establish a renewed perspective                     | What are the implications of the matter when viewed from these alternative perspectives? Given these various perspectives, their implications, and my own morals and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of the public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspective? |

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