## Appendix 1: The Cognitive achievement test

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| **Academic Program** | Higher Diploma in Physical Education and Self-Defense Sports | **Course Title** | Methods of Teaching Physical Education (PE) and Self-Defense Sports |
| **Date** |  | **Course Code** | **MEPE 517** |
| **University** | **Qassim** | **College** | **Education** |
| **Test Duration** | **Two Hours (Seven Papers)** | **Section number** |  |

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| --- | --- | --- | --- |
| **Student Name** |  | **Semester** | **Second Semester** |
| **University ID** |  | **Academic Year** | **2022-2023** |

**Answer Question 1:** Choose the best answer. (33 points)

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| 1. What is the main goal of teaching Physical Education in schools? | | 2 points |
| A) To develop physical fitness | B) To prepare students for professional sports careers | |
| C) To promote overall health, motor skills, and social development | D) To focus on competitive activities | |
| 1. ……………….is an intentional activity by teachers that aims to translate educational goals into a learning situation and experience where students engage actively to acquire the goal. | | 2 points |
| A) Training | B) Teaching | |
| C) Learning | D) Education | |
| 1. What is the role of a PE teacher in promoting a positive learning environment? | | 2 points |
| A) Encouraging fair play, teamwork, and respect among students | B) Focusing only on students who excel in sports | |
| C) Making PE classes highly competitive and stressful | D) Ignoring students’ individual fitness levels | |
| 1. Which of the following is the best way to handle conflict between students in a PE class? | | 2 points |
| A) Ignore the conflict and let them solve it themselves | B) Address the issue calmly, promote communication, and encourage sportsmanship | |
| C) Remove both students from class without discussion | D) Encourage competition to determine the winner of the argument | |
| 1. Managing a physical education class revolves around the ……………….. | | 2 points |
| A) Student | B) Teacher | |
| C) Potentials and tools | D) Curriculum | |
| 1. What is the best way to transition between activities in a PE class? | | 2 points |
| A) Allow students to move whenever they want | B) Use clear verbal cues, signals, or music to guide transitions smoothly | |
| C) Give no instructions and expect students to figure it out | D) Let students decide when to switch activities on their own | |
| 1. Which of the following is the most traditional method of teaching PE? | | 2 points |
| A) Command method | B) Problem-solving method | |
| C) Cooperative learning method | D) Exploration method | |
| 1. As students repeat the skill of free throwing the ball in basketball according to their teacher's instructions, they use the worksheet individually to develop accuracy and to assess their performance. There are two types of styles used: .................... .................... | | 2 points |
| A) command and self-check | B) Guided and Divergent Discovery Style | |
| C) The command and Learner-Initiated Style | D) The Self-Teaching and Guided Discovery Style | |
| 1. As a result of combining the command and practice styles during implementation, the decision anatomy looks like this: .................... | | 1points |
| A) T-L-LT | B) T-L-LT | |
| C) T-TL-T | D) T-T-LT | |
| 1. Which method allows students to take responsibility for their own learning while following teacher guidance? | | 2 points |
| A) Direct instruction | B) Cooperative learning | |
| C) Exploration method | D) Command method | |
| 1. Which teaching strategy is most effective for students with different skill levels? | | 2 points |
| A) Individualized instruction | B) Command method | |
| C) Rote learning | D) Free exploration | |

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| 1. What is an advantage of using problem-solving in PE? | | 2 points |
| A) It encourages students to think critically and apply knowledge | B) It forces students to follow strict instructions | |
| C) It eliminates the need for a teacher | D) It is only useful for advanced athletes | |
| 1. How can educational technology help students develop motor skills in PE? | | 2 points |
| A) By limiting students' ability to practice sports | B) By replacing the need for physical movement | |
| C) By focusing only on theoretical concepts | D) By providing interactive tutorials and video demonstrations | |
| 1. How can technology improve students' cognitive skills in PE? | | 2 points |
| A) By replacing physical activities with digital games | B) By discouraging problem-solving and decision-making | |
| C) By using interactive simulations and real-time feedback | D) By focusing only on competition | |
| 1. "You are focusing on the ball, so distribute your eyes on the ball and the field". What type of feedback is that? | | 2 points |
| A) Ambiguous statements | B) Neutral statements | |
| C) Value statements | D) Corrective statements | |
| 1. The axiom in the spectrum of teaching styles in physical education states that teaching behavior is .................... | | 1 points |
| A) an activity chain | B) a chain of styles | |
| C) a chain of decision making | D) a chain of lessons | |
| 1. In direct and indirect styles of teaching physical education, those styles are similar in ...................., and differ in .................... | | 1 points |
| A) the ratio of decisions – the value | B) the value - the ratio of decisions | |
| C) the importance – the value | D) the value – the importance | |
| 1. A lesson that develops the social aspect of the lesson while recognizing the individual differences of the students is most effective when it combines.................... and ....................styles. | | 2 points |
| A) Guided and Divergent Discovery Style | B) The Self-Check and Learner-Initiated Style | |
| C) reciprocal and inclusion | D) Inclusion and Learner-Designed Individual Program Style | |

**Question 2**: Select (True) if the statement is true or (False) if the statement is false. (6 points)

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| **No** | **Items** | **Answers** | | **Points** |
|  | Inductive reasoning relies on descending inference from the whole to the details. | * True | * False | 1 |
|  | The deductive method involves moving from specific partial situations to a more general understanding, using upward inferences. | * True | * False | 1 |
|  | In a diverse discovery process, learners are confronted with multiple specific alternatives and given the freedom to formulate hypotheses, conduct experiments, and evaluate their results. | * True | * False | 1 |
|  | Using Herbart 's method, students engage in experiences that are tailored to their tendencies, needs, and problems. | * True | * False | 1 |
|  | In brainstorming method, ideas and opinions are generated and produced by individuals and groups to solve a specific problem. | * True | * False | 1 |
|  | In self-learning, learners attempt to gain the necessary amount of experience on their own by engaging in a deliberate, procedural approach. | * True | * False | 1 |

**Question 3.** Choose the appropriate word from the following to complete the sentences? (5 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning | | Strategy | Inclusion | Guided discovery | Style |
| Problem-solving | | Growth | Development | Emotional | Teaching |
| **No** | **Sentences** | | | | **Answer** | |
|  | When using the ……………….style, the teacher designs alternatives and interacts with the student to find the correct one. | | | | Guided discovery | |
|  | A ……………….style encourages students to experiment, develop their independence, and think creatively. | | | | Problem-solving | |
|  | Providing stations tailored to individual needs is the purpose of the ……………….style. | | | | Inclusion | |
|  | A student's behavior changing indicates that he or she is ……………….. | | | | Learning | |
|  | The process of ………………..occurs through a coherent, integrated set of changes throughout an individual's lifetime. | | | | Growth | |

**Answer Question 4:** Select the related decisions in list B for each style in list A. (2 points)

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| B | A | The Answer |
| 1. Students take full responsibility for their learning while the teacher acts as a consultant. | 1. The Reciprocal style | e |
| 1. It is up to the student to make all decisions during the planning, implementation, and evaluation processes | 1. Practice Style | d |
| 1. Students design their own individual programs based on the general and specific topics determined by the teacher | 1. Learner-Initiated Style | a |
| 1. The teacher sets the task, and students practice independently with feedback. | 1. The Self-Teaching | b |
| 1. Receiving and giving feedback to colleagues |  |  |

**Answer Question 5:** Organize four tasks correctly according to the teacher's goal when combining guided discovery and practice. (2 points)

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| Tasks | Order |
| Students are given the task sheet by the teacher and instructed on how to use it | 3 |
| Alternative skills are presented by the teacher and encouraged to be tried by the students, as well as discuss them with them. | 1 |
| Assist students in discovering the correct alternative skill performance | 2 |
| Students are given an opportunity to use the task sheet, and they receive individual feedback from the teacher | 4 |

**Answer Question 6:** Pair the appropriate number from list (A) with the corresponding item from list (B) in the designated space. (5 points)

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| List (A) | |  | List (B) | |
| No. | Items |  | Please write the item number | Responses |
| 1 | The variable practice |  | (5) | is a training method where a set of skills or movements are learned in a specific and ordered sequence |
| 2 | The distributed practice |  | (1) | Is a training method that aims to introduce variation and diversity in practice by modifying distance, direction, speed, or environment while performing a skill. |
| 3 | Intense Exercise |  | (2) | If the exercise practice time is 30 seconds, allow for a 30-second rest, or slightly more. |
| 4 | Random practice |  | (3) | If the exercise duration is 30 seconds, then the rest period is 5 seconds. |
| 5 | Serial practice |  | -- | is the repetition of movements or skills that have been learned with the goal of improving performance and enhancing physical fitness. |
|  |  |  | (4) | is a training method where different skills are practiced in a non-sequential order |

**Question 7.** Create at least three guided discovery exercises as alternatives for teaching the Hop on One Foot skill. (3 points)

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**Question 8.** Create four sequential exercises to develop skills in the first kata, **Heian Shodan**. (4 points)

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