ISSUE 45 | VOLUME 3 | 2013

In this issue

GAHPERD Journal

The Georgia Association for Health, Physical Education, Recreation and Dance, Inc. is affiliated with the American Alliance for Health, Physical

Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.

Message from the Editor:

This is now the second journal published by GAHPERD in the past three months. I appreciate the efforts of so many, by their strong contributions to the overall professional growth and development through research, teaching, and service.

I encourage you to submit a manuscript to the Journal in the future.

The **Teaching Tips** section for K-12 health and physical education teachers and coaches in this volume provides refreshing insight from professionals in the field.

Special thanks to our colleagues at Kennesaw State University and Georgia State University for assisting with the **Emerging Leaders** section.

I hope you take the time to read the four **peer-reviewed articles** in the journal. Each article has specific implications for what we regularly do in our profession.

If you have any questions or comments, please feel free to contact me at bheidorn@westga.edu

"One man practicing sportsmanship is far better than 50 preaching it."

Knute Rockne

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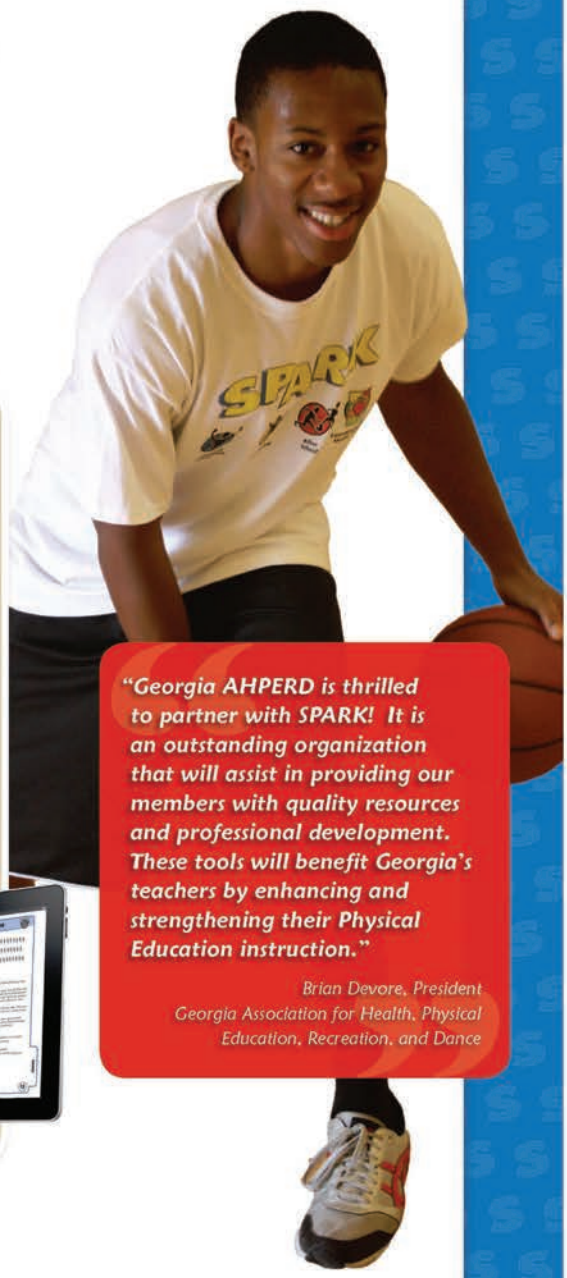

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Moving to Success

As you may know, the Georgia AHPERD is now partnering with **Moving to Success** as a Corporate Sponsor! This K-5 Curriculum Guide received a high PECAT score and provides professionals with a great guide to help instruct students. Dan Young from Moving to Success can also provide staff development presentations to groups. Check out www.movingtosuccess.com for details. In addition to future products and services, Dan graciously donated a copy of the curriculum for the 2013 GAHPERD Convention!

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Journal Submission: How do I submit an article to the GAHPERD Journal?

Publication Guidelines

The GAHPERD Journal is a peer-reviewed professional journal intended to meet the needs of health, physical education, recreation, and dance professionals in Georgia. It is also intended to be a forum for the discussion of new ideas and pertinent issues facing the profession. Before submitting a manuscript to *The GAHPERD Journal*, please be mindful of the following:

- Manuscripts submitted to The GAHPERD Journal must not be submitted to other publications simultaneously.
- Manuscripts with practical implications for educators at all levels are given priority.
- Acceptance is based on originality of material, significance to the profession, validity, and adherence to the prescribed submission requirements.

Manuscript Preparation

Manuscripts should be double-spaced, including all references and quotations, formatted for 8-1/2" x 11" pages, using Times New Roman 12-point font. Manuscripts should be word processed in accordance with the following guidelines:

- Prepare the manuscript in Microsoft Word and submit it as an e-mail attachment.
- Number all pages and lines throughout.
- Submit all tables, photographs and figures as separate documents, not within the body of the manuscript.
- Limit the manuscript to approximately 8 to 12 pages.
- Include a cover page with the title of the manuscript, full name(s) of the author(s), academic degrees, positions, and institutional affiliations. List the corresponding author's address, telephone number, and email address.
- The writing should be simple, straightforward with clear, concise, and logically presented concepts. Use examples, capture the readers' interest, and stimulate the audience's thinking.
- Keep paragraphs short.
- Have a colleague review the manuscript prior to submission.
- Review all references as the authors are responsible for accuracy. For reference style, follow the Publication Manual of the American Psychological Association (APA-6th edition).
- Submit graphs, charts, and tables separately. Clearly label and title all illustrations according to APA guidelines.
- Photographs are encouraged. When submitting photographs, be sure they are digital and at least 300 DPI in a jpg format.

Manuscript Submission

Send all manuscripts to Dr. Brent Heidorn (bheidorn@westga.edu)

Manuscripts will be acknowledged by email when received.

The Review Process

The Publications Editor will distribute all manuscripts to three members of the Editorial Board for peer-review.

Publication

Copyright: Accepted manuscripts become the property of the Georgia Association for Health, Physical Education, Recreation and Dance. Upon request, authors receive permission to reprint their own articles.
The GAHPERD Journal is listed in the Physical Education Index.

Manuscript Tracking Policy

- Manuscripts undergo a blind review using criteria of accuracy and applicability to the practical concerns of the target audience.
- Authors will receive manuscript acceptance, revision or rejection letters via email in about six weeks. Authors asked to revise their manuscripts will be informed how much time they have for resubmission, always given at least two weeks.
- Upon acceptance, the Publications Editor will send a formal acceptance email to all corresponding authors whose manuscripts have been accepted for publication.

Tips from the Health Division

Health Education "Tips from the Trenches"

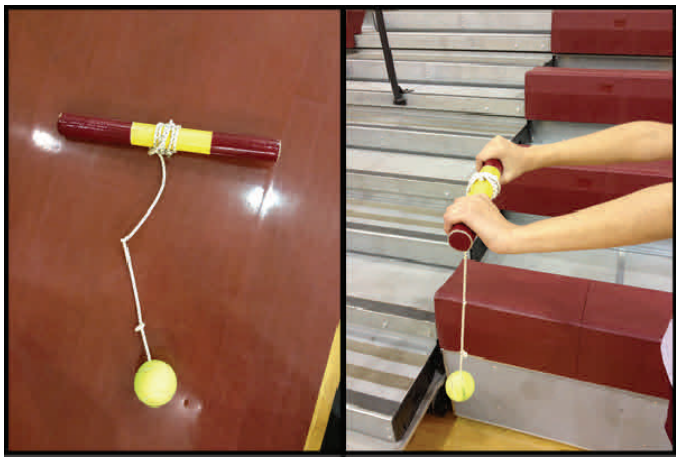
Many health educators use different unit and lesson plan formats. Principals, by and large, determine what is used. One of our most useful resources for the current Health Education National Standards may be found at the AAHPERD School Health Education Link. These should be used as the foundation of our planning.

Contemporary health textbooks contain a lot of basic information but much of it does little to engage our students and help them make critical decisions about their future. ***Health Literacy*** is the capacity to obtain, process, and understand basic health information and services to make appropriate health decisions.

One strategy that will engage and motivate your students, is to let them "Take a Side" on a topic in one of the health strands you present (Mental/Emotional Health, Nutrition, Disease Prevention, Human Growth, Alcohol, Tobacco, and Other drugs, Safety, etc.). You may want to let your students determine topics of interest to them. Once a decision is made "pro or con" students research that topic, use Informational Text, Write a position, and present to the class. Utilizing this one instructional strategy will involve your students in critical thinking skills imbedded in the Common Core State Standards. More information is available from your district's media specialists through subscriptions such as GALE in Context or Opposing Viewpoints.

Special thanks to Mark Anderson, VP-Health,
for submitting the content on this page

Tips from the Physical Education Division



We now live in the internet age, with information available at the touch of a button. All across our state, students are allowed to carry their smartphones and tablets in the school setting. It's almost impossible to give a class assignment without the use of a computer.

Technology has even made its way into the physical education setting with the use of heart rate monitors, exercise logs, video diagraming and so on. With all the fun and newness that technology can bring to your class don't forget that some of the best lessons and activities can still be simple and even hand-made.

The accompanying photo is a home-made wrist curl apparatus that was made and used by a fellow Physical Education teacher in Cherokee County for one of his fitness units. This device is made from a painted piece of wood, some string, and a tennis ball.

Technology can be a great tool, but don't allow it to cause you to have a narrow minded approach on how you integrate fun activities in your classroom. Often the simple activities are the best way to add variety into your current lesson plans.

Special thanks to Eliot Galyean, VP-Physical Education, for submitting the content on this page

Tips from the Dance Division

In our last Dance "Tips", we focused on offering ideas that made the activity relevant to the other academic subjects and personal interest of the students. Let's now take a look at the **use of music**. The use of music will always enhance any type of rhythmical creation regardless of the age of the participant. However, this can present a quandary for the instructor who *really* would like for the pace of the activity to be more *fitness* oriented than skill-based. Perhaps the following ideas might lead to the ultimate goal:

*If you want to include a **rhythmical beat** to assist students in their performance of creative movement, you will have a more widespread acceptance if you select a "current" popular tune. For example, we have all fallen victim at one time or another to grimacing in horror once we deciphered the lyrics……AS THE MUSIC WAS PLAYING!!!! I have now employed the practice (even at the collegiate level) of asking the group(s) for their selection of music, and we locate it together on YouTube. My second question is always: "Is there a 'clean' version or an instrumental version?" And my final consideration is whether or not the tempo of the music will lead toward cardiovascular endurance.

*Another idea concerns your **musical equipment**. Include such items as tambourines, wooden mixing spoons, empty paper towel dowels, lummi sticks, upside down pots or coffee cans (drums), homemade can shakers, etc. It is always amazing to see how the students will embrace this creative outlet to make their own musical rhythm and play it while another group is adapting their dance routine to fit the tempo of the rhythm. I have even experienced a special population group use these items and create a steady rhythm as the remaining students provided a routine of locomotor movements in tandem! Awesome!!

Special thanks to Eliot Galyean, VP-Physical Education, for submitting the content on this page

Tips from the General Division

The "Tips from the Physical Education Division" includes one game idea for use in physical education classes. Here is a complete description of the game…

3-Person Zone Kickball – Kicking accuracy

Why? This game is cooperative (within each team) and competitive (between teams) at the same time. The game works on kicking for accuracy, catching, moving quickly to an object, and cardiovascular conditioning.

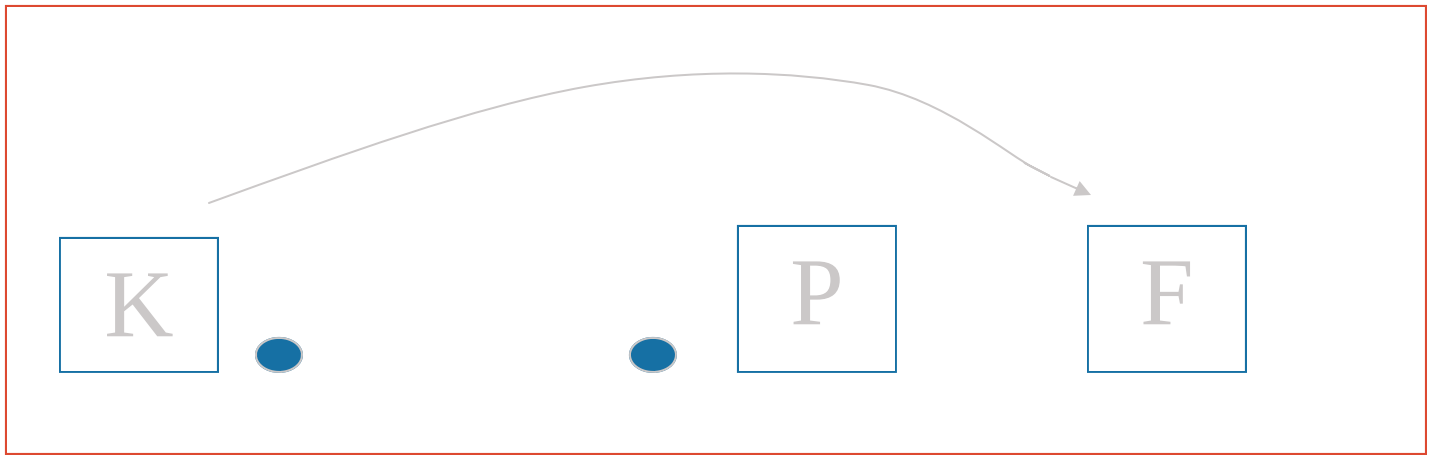
Players: 3 working as one team. One kicker, one pitcher, one fielder. Several 'alleys' can be set up side-by-side with one team in each alley (width determined by skill level of students).

Equipment: one 12" ball and 2 poly spots per team.

Game play: Poly spots designate a 'pitching spot' and a 'home plate'. The pitcher rolls the ball to the kicker, who tries to kick it directly TO the fielder. If the fielder catches it on the fly, the team scores 5 points. If the fielder catches it after only one bounce, the team scores 3 points. If the fielder stops the ball before it gets by him/her after 2 or more bounces, the team scores 1 point. The ball MUST be played by the fielder and NOT the pitcher. Teams are allowed 1 minute to score as many points as possible. Players then rotate positions so each team member plays all three positions.

Aerobic version (positions change on every pitch)!

After the pitcher rolls the ball, he/she moves to home plate to become the kicker. When the kicker kicks the ball, he/she runs to become the fielder. The fielder retrieves the ball and moves to become the pitcher. Players are in constant motion while focusing on rolling the ball accurately, kicking it accurately, and moving quickly to catch it. Accurate kicks allow the fielder to move quickly to the **pitching spot** – more kicks equal more chances to score points.



Special thanks to Peter St. Pierre, VP-General
for submitting the content on this page

There's no room in our program!
Using Individual Development Plans to enhance preservice teachers'content knowledge

Amber Phillips[1] & Nell Faucette[2]
Ball State University[1], University of South Florida[2]

Abstract

A critical condition is plaguing Physical Education Teacher Education (PETE) programs nationwide. Many PETE candidates are leaving PETE programs without the content knowledge (CK) necessary to develop and deliver pK-12 physical education curriculum successfully. Due to a lack of credit hours devoted to CK and continuous pressure to reduce the number of credit hours in PETE programs, PETE faculty in one program have successfully implemented Individual Development Plans (IDP) as a method to enhance the CK of preservice teachers. The purpose of this article is to describe the IDPs, the process of implementation, and to encourage readers to reflect upon the feasibility of the use of IDPs in their own programs.

Introduction

Professionals in Physical Education Teacher Education (PETE) have long recognized a need for pre-service teachers to reflect more understanding, knowledge, and experience with content required by the pK-12 curricula. Too many preservice teachers seem to have little to no experience with much of the content they are required to teach upon graduation. Ayers and Housner (2008) reported that PETE programs spend only 9.61/130 credit hours in content coursework.

Competing demands on PETE program curricula mean too many needs with little time to satisfy them all. Historically, research in physical education has discussed both pedagogical knowledge (PK) and pedagogical content knowledge (PCK) as important components for teacher education (Barrett & Collie, 1996; Chen, 1994; McCaughtry & Rovegno, 2003; Tsangaridou, 2002), but the lack of content knowledge (CK) faced by preservice teachers has not been sufficiently addressed. If preservice teachers are unable to develop the CK necessary to run a successful program, then how can they develop the PCK? Siedentop (2002) said, "You can't have pedagogical content knowledge without content knowledge, and all of our advances in pedagogy in physical education can't change that simple truth" (p. 368).

PETE faculty in one large southeastern university noticed that too many pre-service students were inexperienced with much of the content they were required to teach upon graduation. PETE faculty believed enhanced CK would enable preservice teachers to teach the content better and with more confidence upon certification, but it would not be feasible to add credit hours. The solution was to create Individual Development Plans (IDPs) to be mandatory in certain courses, which required PETE candidates to increase their CK in a variety of activities and sports over time, document their progress, self-assess their skill level, create cognitive knowledge exams appropriate for high school students, and submit the final products to PETE faculty for verification of competency. This article describes the IDPs and the process of implementation and assessment, and encourages readers to consider the feasibility of using IDPs in their own programs.

Implementation

The IDPs would require PETE candidates to select five different activities and attain a level of motor skill competency as established by the South Carolina Physical Education Assessment Program (SCPEAP, 2007). PETE faculty selected three courses across three different semesters, in which the IDP would be a course requirement. A portion of the PETE candidates' grades in those courses (20%) was allocated to the IDP assignment to motivate success and hold students accountable.

Preservice teachers completed a modified Generic Level of Skill Proficiency (GLSP) checklist (Graham, Holt/Hale, & Parker, 2009) upon entry into the program. Preservice teachers used Graham et al.'s (2009) definitions of precontrol, control, utilization, and proficiency to aid in their self-assessment. Activities were made available for selection on the GLSP checklist, if assessments for those activities existed in the SCPEAP (2007). Overall, PETE students were required to complete five IDPs across three semesters. Preservice students had to be at a precontrol or control level to select any of the activities for their IDPs. At least four of the five sports/activities had to be chosen from different categories (see Figure 1 for the GLSP worksheet, which separates the sports/activities by categories).

Preservice teachers submitted initial IDPs to the course instructor detailing the sports and/or activities chosen, along with their rationale for choosing them. They also included a description of how they planned to achieve competency in them. Preservice teachers could improve their skill level and knowledge by any means they chose. PETE professionals verified that activities selected were scored at the precontrol or control levels on the GLSP checklist completed in the preservice teachers' first semester.

PETE faculty required students to keep separate journals for each IDP. Journals required PETE candidates to:

- log their participation in activities that contributed to their development of knowledge and/or skill;
- describe their progress regarding skill and knowledge development; and
- document any issues or concerns they had.

Journals were shared with peers in designated classes throughout the semester. Peers responded to the journal entries by providing written feedback regarding progress and suggestions to help address area(s) of concern when necessary. Preservice teachers submitted journals to instructors upon completion of each IDP.

Students submitted a Formal IDP Update midway through the program, which included (a) a brief description of their progress in the sport/activity; (b) how difficult development had been; (c) strategies they used, and (d) strategies they thought would help them continue to improve. Finally, students submitted a Final IDP Analysis. They also (a) evaluated progress and accomplishments; (b) discussed which GLSP had been achieved as a result of the IDP; and (c) explained how IDPs could be used to help their own students achieve higher levels of skill, knowledge, and/or fitness.

Preservice teachers videotaped and assessed their own performances using SCPEAP (2007). (See Figure 2 for an example of a SCPEAP Golf assessment). The protocols and rubrics were available at the beginning of the IDP, and assessments could be completed any time during the semester. If students felt competent, materials were submitted to the instructor including (a) videotaped performance; (b) self-assessments; (c) journals; (d) final IDP analysis; and (e) a blank copy of the protocols and scoring rubrics. If the instructors' assessments resulted in student competence, the student passed the IDP. If the preservice teacher was not deemed competent, he/she received an incomplete in the course and continued working until competence was achieved. When a candidate has reached competence, he/she simply submits the new video with the accompanying rubric and journal. The candidate is reassessed.
(Note: Since the inception of the IDPs, faculty have not had a candidate fail to meet competency more than once.)

Cognitive Knowledge

PETE students were also required to design a cognitive exam for secondary students in their chosen content area. Students could work alone or in groups to accomplish this task. Exams had to be designed for a 50-minute class period and contain at least two different types of questions (e.g., multiple choice and short answer). The exams had to cover skill, strategy, tactics, rules and other areas as deemed appropriate (scoring, history, etc.). Exams were posted on Blackboard discussion board (an online class platform) for peers to review and provide feedback. Concurrently, an instructor, with expertise in tests and measurement, evaluated exams and gave feedback regarding test construction and content validity. Students revised the exams according to feedback received from PETE faculty and their peers and resubmitted exams to Blackboard discussion board for sharing with their peers.

Student Reactions

Data was not collected as part of this implementation; however, students' reactions to the process are an important consideration. PETE faculty made some general observations that could be helpful for those considering using an IDP system. When the project was first introduced, students seemed overwhelmed they would have to complete this on their own. However, it did not take long for the students to become overwhelmingly positive.

The students used various methods to enhance their content knowledge and complete their IDPs. Many took advantage of peers' expertise and used peer teaching. Some preservice teachers traded services. For example, one student chose volleyball and another chose weightlifting. In this particular cohort, there was a volleyball coach and a body builder. The two paired up and taught each other. Other students quickly learned of the volleyball coach's expertise and she ended up leading a group class.

Some started new recreational sports on campus or group exercise classes. Many started playing recreational soccer and "Ultimate." Some recruited friends to participate with them. Many took yoga or aerobic dance classes, and students often went together. A few took private lessons or learned from family members (e.g., tennis or golf). One student discussed learning golf from his dad. Others used videotapes and books—especially when they missed classes (e.g., aerobic dance or yoga). The IDP project gave peers, friends, and families a chance to use physical activity as an opportunity for social interaction.

Students received many benefits from the IDPs. Many found new activities that they might not have tried. They became more active as a result of them. Some said it required them to be active which was helpful with their busy schedules. They also felt less stressed. One very important outcome in the eyes of the PETE faculty was moving preservice teachers from precontrol/control to the utilization/proficiency level of skill proficiency in a variety of activities/sports and enhancing CK. PETE faculty believed that preservice teachers were more prepared to build their physical education programs and teach with much needed CK, skills, and confidence. Furthermore, preservice teachers had the tools necessary to continue developing CK long after leaving the PETE program.

Implications for PETE Programs

PETE programs must continue developing innovative ways to enhance student learning within the constraints of limited contact time with students. Although using IDPs for developing CK was new to this program, faculty were encouraged by the results. IDPs may be a powerful way to add value to preservice teachers' experiences in a PETE program with little to no additional cost.

PETE professionals may have other concerns about the implementation such as the following:

Does this program require major curricular changes? PETE faculty found that when requirements are integrated into existing courses, programs should not have to make major modifications to curricula. The IDPs could be added to any course as long as the sequence takes place during the program at the time faculty would like students to complete them. PETE faculty in this program chose five activities in three courses due to further time constraints. PETE candidates in this program enter as a cohort during the first semester of their junior year; therefore, it is a two-year program. Other PETE programs may consider choosing more activities and/or spreading the activities out so PETE candidates work the CK of only one sport/activity at a time.

Does the new process overwhelm faculty? The IDP process was not overwhelming for any of the PETE faculty involved. PETE faculty believed this was due to the sharing of responsibilities for assessing students' videos, journals, and reflections. Another benefit of sharing responsibilities is that students can receive feedback quickly. Furthermore, PETE faculty believe it was highly beneficial to have PETE candidates self-assess first. They were not allowed to submit their materials until they scored themselves as competent. PETE candidates were responsible for their own learning and videotaping their performance. The protocols of the SCPEAP had to be followed. Time commitments were what one would expect for a project equaling 20% of a course grade. Less and less time is required as faculty become more familiar with the SCPEAP protocol and rubric. After it is used once to assess a student, it starts to become routine. Faculty suggest evaluating all students doing the same activity at the same time (e.g., evaluate all students doing yoga before moving on to tennis).

How long does it take to learn how to assess videos? PETE faculty were able to interpret the materials and become competent in assessing students' skill performances quickly, even when PETE faculty were unfamiliar with the SCPEAP (2007) assessments. It takes a little longer when first learning to assess the skill using the rubrics and when learning to assess a new skill, but that is the case when using any new rubric. The process speeds up quickly once one is familiar with the rubrics because he/she (a) is able to assess multiple students in one video and (b) is able to assess students rather quickly.

Conclusion

The purpose of this article was to describe the IDPs, the process of implementation and assessment, and encourage readers to consider the feasibility of using IDPs in their own programs. The purpose of the IDPs was to enhance CK without increasing credit hours since that was not a possibility in this PETE program. The IDPs have been very successful in this program, and students have responded well. Though each situation will vary, an important need is now being met in this PETE program with little impact on other elements. Ultimately, research will need to follow some students into their first years of teaching to assess the impacts of IDPs over time.

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■Figure 1. GLSP checklist completed upon entry into the PETE program

	Precontrol	Control	Utilization	Proficiency
Team Activities				
Basketball				
Flag Football				
Soccer				
Volleyball				
Ultimate				
Dance				
Aerobic Dance				
African Dance				
Ballroom Dance				
Country Western & Line Dance				
Creative/Modern Dance				
Folk Dance				
Square/Contra				
Individual Activities				
Archery				
Bowling				
Golf				
Gymnastics				
Track & Field				
Weight Training				
Yoga				
Outdoor Pursuits				
Adventure				
Dual Activities				
Badminton				
Table Tennis				
Tennis				

Precontrol- You are not able to consciously control your movement or replicate movements. Success is usually by chance.

Control- You can respond more accurately to your intensions but you have to concentrate intensely in order to do so. You can replicate movements somewhat.

Utilization- You can use movements in a variety of contexts (in games, while being defended, etc.) and can perform movements somewhat automatically and consistently.

Proficiency- Your movements are automatic, and you can use them in regulation game contexts. You can perform movements effectively and consistently in unpredictable situations.

(Adapted from Graham et al., 2009)

South Carolina Physical Education Assessment Program
High School Golf

Assessment Task: Drive a golf ball to a 100-yard target and chip a ball to a 40-yard target with good form and good ball trajectory.

Criteria:
- Demonstrates a good grip
- Appropriate stance and mechanics
- Contact with the ball
- Appropriate flight trajectory for the club used.

Specific Protocol – Directions to Student
You will be asked to hit a ball 100 yards with a full swing and hit a ball with a chip shot. You will get three tries at each shot, after 2 practice swings. You will be assessed on your ability to demonstrate proper club selection, grip, stance, swing, and correct trajectory and placement of the ball.

Equipment and Facilities
Equipment needed for set-up includes a tape measure and 22-24 cones. Two sets of right-handed clubs, one set of left-handed clubs, golf tees, a minimum of 20 and a maximum of 32 balls are needed. Set up tee area on grass without aids such as carpets or tees. Set up the fairway to be 20 yards wide with cones. Set up the drive to be 100 yards from the tee area with a 40x40 foot target area (cones) and the chip shot to be 40 yards from the tee area with a 40x40 foot target area (cones).

Camera Location and Operation
Students should be filmed facing the camera; therefore the camera angle should be to the side and angled slightly back. (Camera operator will have to change positions for left-handed golfers.)

Testing Situation
Prior to each student hitting they will select a club then: a) stand in front of the camera and state the # of the club being used (8 iron, 5 wood etc.), b) demonstrate the grip from two positions, one with the club head on the ground and the other with the club head extended straight upward over their head so you can see the underside of the grip, and then tee up their first ball. The student will take three shots, then the next student in line will begin with the first step (a), described above. SAFETY: Students should not go to their ball until everyone has hit.

After each student hits a ball the camera operator will state the following into the camera, as they are teeing up their next shot:
- 1st ball etc.
- where the ball went (fairway, out right, out left)
- trajectory of the ball (On ground, line drive, high arch)
- yardage of hit to the nearest 20-yard marker when hitting off tee

Students will only take 3 shots from the tee to the 100-yard target and three shots from the tee to the 40-yard target. Student performances on both sets of shots will be reduced to a single summary score sheet.

South Carolina Physical Education Assessment Program

High School Golf Assessment Task Scoring Rubric

Level 3:

- Consistently demonstrates an appropriate grip
- Consistently assumes an appropriate stance before swinging demonstrating proficient ball position and body alignment
- Consistently contacts the ball with the clubface
- Consistent demonstration of basic mechanics of a proficient swing with a balanced ending
- Ball consistently follows an appropriate flight trajectory for the club used

Level 2:

- Usually demonstrates an appropriate grip
- Assumes an appropriate stance before swinging demonstrating good ball position and body alignment
- Consistently contacts the ball with the club face
- Demonstrates basic mechanics of a good swing with chest facing target on follow through
- The ball usually follows an appropriate flight trajectory for the club used

Level 1:

- Some evidence of an appropriate grip
- Some evidence of an appropriate stance before swinging demonstrating some evidence of appropriate ball position and body alignment
- More than one swing is usually taken before contact is made with the ball
- Demonstrates a few basic mechanics of a functional swing
- Ball sometimes travels in the intended direction

Level 0:

- Demonstrates poor technique when gripping the club
- Assumes a poor stance before swinging with little evidence of body alignment
- Rarely demonstrates basic mechanics of a functional swing
- Has difficulty contacting the ball
- Ball rarely travels near target area

South Carolina Physical Education Assessment Program
High School Golf
Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the video recording. All students on the official roster must either appear on this score sheet or have a G-1, signed by a school official in addition to the teacher of record.**

Student # *	Student Name	Student Gender	Grip	Stance	Contact	Mechanics	Trajectory	Level (0-3)

The Internship Program

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Abstract

The internship program is developed to provide the student with experiences that would be beneficial in the full time employment setting. A successful internship can lead to employment at the internship site or to a favorable employment recommendation from the internship provider. This can give college students in sport, leisure, recreation, tourism, fitness, community and public health the edge they need in today's uncertain job market. Since the health and physical education student teaching experience is actually a form of an internship many of the same concepts apply.

The Internship Program

With the economic downturn and difficulty in procuring jobs (Schramm, 2010), internships can play an important role for the college student more than ever before. Internships can give college students the edge they need to find a job in the following settings:

- Community and public health services
- Sport, leisure, recreation and tourism fields
- Fitness industry

Schools (student teaching in health and physical education)

In the above settings the internship serves as the capstone experience. A successful internship can lead to employment at the internship site or to a favorable employment recommendation from the internship provider, which is helpful in these uncertain times.

What is an Internship?

The internship is usually required during the college student's junior and senior year in school and after completing the majority of the classes in their major. The intent of the internship is to give the student hands-on field experience in a supervised setting before graduating and entering full time employment (Monroe, 2000). The duration of the internship is usually for a semester with the number of work hours varying. The number of credit hours given is linked with the number of hours the student is required to work. Internships may be paid or nonpaid depending on the philosophy of the university.

Benefits of an Internship

The following are benefits of an internship program:

- Students have the opportunity to network with other professionals and employers in schools (student teachers in health and physical education), sport, leisure, recreation, tourism and fitness industry, as well as in the community and public health services;
- Experience is gained in their chosen field before entering the full time work force.
- It provides partnerships between field experience agencies and the university; and

It can provide and enhance the student with better skills in the area of critical thinking.

Steps to Acquiring an Internship

Step 1

Before the internship begins, the student and the university supervisor should meet and discuss placement options. The student should write out his/her goals and objectives. This can be very helpful in discovering just the right internship placement, as well as discussing what type of job position they ultimately would like to be in when graduating.

The university student should be given an internship packet at the initial meeting. This packet explains the internship in detail. The packet would include the responsibilities of the student, the agency supervisor and the university supervisor.

Step 2

The student should call the potential internship agency to see if they are interested in hosting an intern. Usually the agency requests that the student goes to the agency for an interview. If both parties are in agreement, it is wise to have the student and the agency supervisor sign a letter of agreement. This ensures the university supervisor that both parties are willing to partner with the university for this experience.

Recommended Student Requirements during the Internship Experience

The following student requirements may be included in the internship experience:

- Weekly reports are usually required to be turned in (hard copies or e-mailed copies) to the university supervisor. These reports give information such as the number of hours worked that week, the number of hours worked to date, activities engaged in with the dates and times, problems they encountered and insights gained. It is best to have the student and the agency supervisor sign the weekly reports in order to ensure the number of hours worked. The weekly reports can be very helpful since the university supervisor may not be able to meet with the student and agency supervisor on a weekly basis. Consequently, everyone keeps up to date with the experience.

- The student can evaluate the internship agency supervisor at midterm or/and at the end of the semester. This can be one of the tools used by the university supervisor in deciding if interns should be placed in this location in the future.
- At the end of the semester, the student should write a report describing the various aspects of the agency that were relevant to his/her experience.
- The student can provide any materials pertinent to the internship such as handouts from meetings, pictures of activities, brochures etc. These items may be organized in a file folder or notebook. This requirement is similar to a portfolio that student teachers in teacher education programs must submit at the end of their placements. Many schools of education use e-portfolios (electronic portfolios) as a final project for their student teachers who must provide artifacts (e.g., lesson plans, discipline plans, samples of their students' work) that demonstrate professional growth on the part of the candidate.

Other assignments may include reading journal articles and case studies, writing a research paper and observing other professionals in the same field.

Agency Supervisor's Responsibilities during the Internship Experience

The following are the responsibilities of the agency supervisor:

- Provide the intern with a variety of experiences. These experiences should be those that would help the student succeed in full time employment.
- Sign the weekly reports that the student completes every week.
- Fill out the evaluation forms of the student intern at midterm or/and end of semester. These forms should be provided by the university supervisor and can be included in the internship packet.
- Assign special projects that the agency feels would be beneficial to the student intern.
- Be sure to inform the intern of agency policies and procedures and give an orientation of the agency and a tour of the facilities.
- Provide a schedule of hours to be worked and a job description.
- Regularly meet with the student to discuss progress.

Keep in touch with the university supervisor when applicable.

University Supervisor's Responsibilities during the Internship Experience

The following are the responsibilities of the university supervisor:

- Checks the student's transcript to make sure he/she meets the criteria to enroll in the internship program. The criteria should be stated in the internship packet.
- Provide an internship packet for the student and the agency supervisor.
- Help the student discover what agency would be most suitable for them.
- Communicate with the student and agency supervisor. This can be accomplished by meeting in person, phone calls and/or e-mail.
- Set deadlines for assignments to be turned in.

Evaluate weekly reports, internship experience hours, evaluations, final reports and turn in a grade to the records office.

Summary

The internship experience is one of the most important college experiences. It provides hands on experience in the field that the student has chosen for future employment. Employers usually want to hire those who have some experience. Students who have internships in their chosen field have an edge on those who do not. The more experiences students can acquire in their field, the more likely they can find a job in a competitive market.

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Autonomy Support in Physical Education Teaching: Connections to Best Practices

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As a teacher educator, I am often asked how to motivate students to do what is needed in learning environments. This ranges from simple tasks all the way to valuing physical activity. I too had the same question as a beginning teacher, as I found it difficult to get my students to want to do an activity. The answer to this question is not a simple one; it takes time to cultivate, especially with beginning teachers. Luckily, many of the appropriate practices we learn in teacher preparation programs already model some aspects of enhancing student motivation, especially with respect to autonomy-supportive teaching behaviors. The purpose of this article is to provide an explanation of autonomy-supportive teaching and how it aligns with appropriate teaching practices in physical education. Additionally, recommendations of how autonomy-supportive teaching can be implemented in physical education classes are discussed.

Autonomy-Supportive Teaching

Proponents of self-determination theory (Deci & Ryan, 2000) suggest that a person must have certain basic psychological needs satisfied in order to be motivated to persist in an activity. As teachers, it is our responsibility to support the needs of autonomy (e.g., feelings of choice and control), competence (e.g., feelings of success and confidence), and relatedness (e.g., connected to peers and teachers) within our students to encourage further engagement in activity and sport. Autonomy support has been the most widely researched area among all of the basic needs because of its ability to influence the areas mentioned above (i.e., the basic needs of autonomy, competence, and relatedness) (Cheon, Reeve, & Moon, 2012; Standage, Duda, & Ntoumanis, 2006). Autonomy-supportive teaching has been associated with or had an influence on physical activity levels, interest, future participation, enjoyment, and well-being (Perlman, 2013; Ntoumanis, 2005; Shen, 2010). Even with the well-documented positive influence of autonomy support, few articles actually outline how a teacher can implement an autonomy-supportive teaching style. In fact, only one article exists that highlights the practical examples of what autonomy support looks like in a physical education environment (Perlman & Webster, 2011). According to researchers (Reeve, 2006; Perlman & Webster, 2011) there are five different behaviors that autonomy-supportive teachers exhibit, including nurturing inner motivational resources, using non-controlling informational language, providing explanatory rationales, acknowledgement and acceptance of negative affect, and patience. Similar behaviors have been observed in youth sport coaching as well (Langdon, Staples, Harris, & Burdette, in review).

To nurture inner motivational resources, teachers can work with their students to develop goals for a unit of instruction or a season. Teachers also provide tasks that are challenging to each student, allowing for personal adjustment by the student. In addition, control is given to students to evaluate their own performance of skills. Appropriate practices in physical education directly address this autonomy-supportive behavior through the establishment of the learning environment as supportive, where students are respected by teachers and peers (NASPE, 2009). Nurturing inner motivational resources allows students to continually try new tasks without criticism from the teacher or other peers, regardless of gender, developmental level and ability. With regards to classroom management, appropriate practices include the involvement of students in the process of developing class rules that engage their sense of choice and responsibility. Appropriate practices regarding competition and cooperation are also indicative of this autonomy-supportive behavior in that students can choose their own level of competition. This is also supported by the suggestion that teachers provide students with choices that engage different learning styles, including use of equipment, modifying game rules, and various modes of skill practice. In this way, success rates are determined by the learner and mistakes are regarded as a normal part of the learning process.

Non-controlling language that is informational works to enhance feelings of autonomy by giving students feedback that is rich in information and alleviates pressure on students to perform a skill exactly as instructed. For example, when teaching the volleyball serve, a teacher can give students feedback that leads them to using proper technique without dictating that the student must serve the ball overhand at all times. Appropriate practices in physical education dictate that teacher feedback is consistent, specific, and related to the task. Autonomy-supportive teaching goes beyond this recommendation by suggesting that teachers' language should be positively or neutrally toned and responsive to learner's questions.

Explanatory Rationales

Providing explanatory rationales for tasks, rules, and strategies to game play gives students the feeling that they fully understand why the teacher is asking them to perform skills. Reeve (2009) explains that "explanatory rationales are not contrived excuses for learning but are, instead, scaffolds to help students mentally transform the uninteresting on unvalued activities they face in the classroom into something of greater personal value (pp. 169-170)". Aligned with appropriate practices in physical education teaching, the idea of providing explanatory rationales is imbedded in competition and cooperation. Teachers can explain different types of competition, why each is important to the skill development and personal preferences, and emphasize that competitive or cooperative preferences are acceptable. It is also present in a teacher's ability to help students understand the importance of engagement in regular physical activity.

Although aspects of providing explanatory rationales are found as part of the appropriate practices for physical education, few teachers use this autonomy-supportive behavior. In previous studies, identifying specific autonomy-supportive behaviors among physical education teachers providing explanatory rationales made up a very small percentage of total autonomy-supportive statements (Langdon, Webster, Hall, & Monsma, in review). In most cases, teachers provide instruction but do not explain why a skill, rule, or strategy is important. It appears that teachers believe these rationales to be fully understood by students without explanation. Teachers can improve students' understanding of game play and purposes of physical activity by explaining the importance of simple tasks. Using volleyball as an example, teachers can enhance student motivation by explaining why it is important to serve consistently (skill) or communicate with teammates during game play (strategy).

Explanatory rationales also become important when teaching the benefits of regular physical activity. In practice, teachers can provide a rationale for learning a particular sport or activity, which when reinforced with nurturing inner motivational resources and relying on non-controlling language (feedback), can provide students with the requisite competence to participate in the activity outside of class. Finally, explanatory rationales work well to motivate students who are not always interested in the activities provided in class. In my K-12 experience, I often explained to students that although the activities we were learning may not be interesting to them, there are others in the class who enjoy such activities. By explaining that all students contribute to the overall enjoyment of the sport or activities learned, I was able to influence the basic need of relatedness among all students, thereby engaging students who would otherwise be disinterested in the activities provided.

Negative Affect

Acknowledging and accepting negative affect is by far the most difficult to implement as a teacher and one that is not directly addressed in physical education appropriate practices. In most learning environments, students and athletes are expected to conform to instruction without expressing boredom, difficulty, lack of purpose, or comparison to other teachers. Educators can improve motivation by acknowledging and accepting these expressions of frustration. As with providing explanatory rationales, perhaps teachers consider the perspective of the student and try to better understand how to communicate, according to student needs and interests. This strategy can best be implemented by telling students that their complaints are understood and by changing tasks to improve morale. An important aspect of this strategy to remember is that by accepting negative affect, the teacher is not simply giving up his/her authority. Students need to see that the teacher is in charge, but also that their voices will be heard.

Related to the idea of providing students with an explanation of why their contribution to the class is important, I have also found that acknowledgement of negative affect can be an influential component of autonomy support. When providing the rationale for why participation is important, regardless of lack of interest, I allowed students to discuss their grievances with the activities provided. In some cases, I was able to modify games, activities, rules, and strategies to reflect such opinions. By doing this, I gave students more control over their learning environment without sacrificing overall educational goals.

Patience

Patience also involves teachers being able to offer hints without disclosing answers, and using phrases such as "almost," "you're close," and "keep trying" (Reeve, 2009). Within physical education, patience is also indicated when a teacher says "good job" without specific and congruent feedback related to the task (Tessier, Sarrazin, & Ntoumanis, 2008). The appropriate practice most related to this behavior is learning time. NASPE (2009) suggests that teachers provide "adequate time for practice, skill development and feedback based on appropriate skill analysis" (p. 11). Also, teachers can use higher-order questions to develop

adequate problem solving and critical thinking skills with regards to tactics and strategies of game play. This aligns well with specific instructional models already used in physical education, including a tactical games approach and inquiry-based learning. With regards to providing simple encouragement, Drost et al. (2013) found that general feedback increased middle school students' perceived competence. This indicates that perhaps a balance of informational feedback (non-controlling informational language) and general feedback (patience) would be best suited for certain groups of learners. Much like explanatory rationales and acknowledging negative affect, patience is a difficult behavior to implement because it requires teachers to wait for students to discover answers on their own. However, allowing for this "thinking" time for students is vital to satisfying the basic needs of autonomy and competence.

Implications

As a beginning teacher, providing explanatory rationales, acknowledging negative affect, and exhibiting patience is difficult, given that most of the focus of teaching in the induction years concerns navigating content and classroom management (Mays Woods & Lynn, 2001). Therefore, it is recommended that autonomy-supportive teaching behaviors be infused within teacher preparation programs, both in coursework and field experience situations. Intervention-based studies in physical education are providing much needed information about the effectiveness of autonomy-supportive training among in-service and pre-service teachers. Based on the idea that many of our appropriate practices in teaching mirror autonomy-supportive teaching strategies, it is clear that more research is needed to determine how autonomy support can be incorporated into teacher preparation programs. The next logical step is to determine exactly what aspects of these training programs are most effective and how teachers can best implement these behaviors to influence the motivation of physical education students.

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Celebrating Abilities, Encouraging Awareness

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Encouraging Awareness

It has been said that "variety is the spice of life", that "being different means being unique", and that "perception is everything." Robert M. Hensel, Guinness Book of World Records holder for the longest non-stop wheelie in a wheelchair, is known for saying "Know me for my abilities, not my disability" and "I don't have a dis-ability, I have a different-ability" (Disabled World News, 2009). Grasping that philosophy, each fall the University of West Georgia designates a day to celebrate the abilities of its special populations on campus. This day affords attendees the opportunity to explore various informational booths and stations while enjoying food, prizes and the chance to share experiences highlighting similarities and abilities rather than showcasing differences and disabilities.

This event brings together a campus dedicated to inclusion and acceptance for a day of celebrating and embracing the faculty, staff and students, regardless of abilities. What makes this event so successful is the collaboration of the various departments and programs on campus. This experience also serves as a tremendous teaching and learning opportunity for various majors on campus. Too often we compartmentalize learning as a traditional classroom with a teacher and students or lecture and note taking. But learning does not have to, nor should it be limited to, occurring within the confines of four walls with a white board and the latest developments in technology. Learning can happen at any time and in any space. When exploring how to engage students in actively learning and applying knowledge, one might consider his/her own campus for a plethora of opportunities.

Understanding Active Learning

The Center for Excellence in Teaching and Learning at University of California, Davis, claims active learning "happens when students are given the opportunity to take a more interactive relationship with the subject matter of a course, encouraging them to generate rather than simply to receive knowledge" (Active Learning, n.d., p. 1). At the University of West Georgia, Disability Awareness Day (D-Day) provides students from Sport Management, Health and Physical Education, and the Achievers Group (the on-campus group for students with disabilities) opportunities to collaborate in an active learning experience in conjunction with the Office of Counseling & Career Development Services. For the event to run smoothly, each group meets and plans throughout the year. Students and faculty from the various programs are responsible for certain tasks. The major tasks are outlined in the following paragraph.

For several years, the health and physical education students at the University of West Georgia have been actively involved in D-Day by staffing experiential stations that allows able-bodied students to experience the daily challenges with which students with disabilities encounter. Simple tasks such as making a peanut butter sandwich become difficult when students were asked to do so wearing gloves that did not allow for their fingers to bend (simulating cerebral palsy) (See Picture 1) or being physically active playing volleyball or basketball from a seated position (simulating paraplegia). Other activities such as playing kickball blindfolded using a beeping ball or trying to play a game of corn hole while wearing goggles that impair vision are other experiential stations. Recently, the sport management students joined in the festivities, taking ownership of the wheelchair rally (See Pictures 2 and 3). The sport management students, who are well versed in event management and the laws pertaining to disabilities, fashioned this event after a scavenger hunt, designing the course, writing the clues and managing the registration for those participating in the event. Many of the students who participate in D-Day are not exposed on a regular basis to the challenges faced by a student who uses a wheel chair. D-Day creates an active learning environment and reinforces the concepts of inclusion, acceptance and respect.

> "Active learning is an exceptionally effective teaching technique. Regardless of the subject matter, when active learning is compared to traditional teaching methods (e.g., lecture), students learn more material, retain the information longer, and enjoy the class more. Active learning allows students to learn in the classroom with the help of the instructor and other students, rather than on their own" (Active Learning, n.d., p. 1).

"Eyes wide open" now has a more meaningful association for those who experienced D-Day. For the majors participating in D-Day, the reality of how they must address, include and accommodate individuals with disabilities is now more personally meaningful to them.

Pedagogical Strategies and Collaboration

As professors we often strive to create a natural setting for all students and the appreciation for diversity within our classrooms; yet we sometimes fall short of actually "telling" our students what the real world holds for them. As there has been a push to move from a passive, lecture-focused classroom to a more active, engaging and involved learning climate, campus-based activities like D-Day at the University of West Georgia serve to enhance the classroom and engage students in actively contributing to their own learning. Garcia (2006) called the passive, lecture-focused classroom "artificial *learning*" (p. 1). Service (active) learning engages students to take an active role in the learning process, placing them in the role of producing knowledge and taking ownership (Wurdinger, 2005; Barr & Tagg, 1995). Garcia labeled this "real life" experiential learning (p. 1).

According to Washington University in St. Louis (2013), on campus collaborations have an impact on intellectual capital and significantly impact all involved parties. Survey results gathered from participants in the most recent D-Day festivities suggest the respondents experienced change in their perception of disabilities and the experiences they had were truly transformational. Comments on how difficult it was to maneuver the campus in a wheelchair beckoned appreciation and respect for those who are permanently in a chair. Equal and fair treatment resonated from the reflective exercise as many felt the stares and judgment of their peers as they attempted to be self-sufficient in navigating through buildings and hilly walkways on the campus. Critical to this experience were the physical challenge activities.

Through this experience students gain more than just an understanding of disabilities, and, according to Bonwell and Eison (1991), they also expand their critical thinking abilities, explore their attitudes and values and can reflect on the experience through sharing, speaking and writing about the transformational qualities of being involved. As Bussell (2013) noted, "students no longer want to operate in the vacuum of memorization and abstract concepts, but rather want to be engaged in dynamic and purposeful learning that has significance and substance" (para. 20).

Creating Active Learning Opportunities on Campus

As faculty, we have the ability to create this awareness and inclusive environment as we reflect upon our pedagogical intentions and consider how to engage students in active learning. One way we can achieve higher-level learning and engage critical thinking skills isto create opportunities to collaborate on our own campus. Examples might include the following two options:

Consider who on campus may also have a stake in advancing awareness; and

Seek collaboration from other disciplines, departments or offices on campus that may have similar goals.

For the University of West Georgia, it was our D-Day celebration, bringing students together from health and physical education, sport management and the Achiever's program, to produce a unique learning celebration. For others it may be sponsoring a guest speaker, hosting an inclusive event or partnering with a local organization that services individuals with special needs. Regardless of which tactics employed, there are some basic strategies for collaboration to consider. These strategies include 1) establishing shared goals; 2) having reciprocity; and 3) defining roles for each entity involved. Shared goals allow for clarity in purpose, defining necessary roles and identifying key individuals or groups that should be involved. Reciprocity is critical if the participants are to identify the experience as a worthwhile and valuable learning experience. Because of the triad of involvement (the institution, the professor/teacher and students, and the community partners) it is necessary to identify the roles (expectations and responsibilities) of each entity.

Critical to the success of any event is the evaluation, or, in service learning terms, reflection. Reflection is the piece which symbolizes the transformational process that took place during the learning experience (Kolb, 1984). Reflection can be gathered in various ways (e.g., through surveys and questionnaires, reflective writing in class, or interviews or focus groups).

Federal legislation (Americans with Disabilities Act; Individuals with Disabilities Education Act and the Higher Education Opportunity Act) mandates that individuals with disabilities have the right to an education. Research data indicates that 88 percent of postsecondary degree-granting institutions (two- and four-year) admit students with disabilities (Raue & Lewis, 2011). This data, along with research confirming enrollment growth of students with disabilities (Snyder & Dillow 2012; Newman, et al., 2010) demonstrates the priority for understanding students' needs at the institutional level. Barr and Tagg (1995) challenged professors to embrace a paradigm shift that places more emphasis on academic institutions to produce learning rather than just instructing (teaching) students. They contend that "a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves" (p. 15). Through the Disability Awareness Day, this knowledge has translated into appreciation for differences; differences that do not identify or separate one based on his/her disability, but rather celebrates abilities and encourages awareness.

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Picture 1

Picture 2

Picture 3

Dr. Leigh Ann Danzy-Bussell is an assistant professor in Sport Management at the University of West Georgia.

Dr. Brian Mosier is an assistant professor in Health and Physical Education at the University of West Georgia.

Dr. Karen Clevenger is an instructor in the Personal Wellness and Lifetime Activities Program at the University of West Georgia

For additional information pertaining to this article, please contact Dr. Leigh Ann Danzy-Bussell at lbussell@westga.edu.

Perspectives

The GAHPERD Journal "Perspectives" is a section for teachers, coaches, administrators, and future professionals to express their view(s) on a particular topic relevant to health, physical education, recreation and dance in today's schools and communities. With each GAHPERD Journal, one or more themes or questions will be posed. Several responses to the posed themes or questions will be published in the following journal, based on relevance, professionalism, and related criteria. Individual perspectives submitted and published in the GAHPERD Journal are not necessarily the viewpoint of GAHPERD, but are opinion-based views of the submitting authors. To submit a response for potential publication in the next GAHPERD Journal, send an email to bheidorn@westga.edu by November 15, with the subject heading: Perspectives. All submissions should be less than 200 words. Be sure to include the theme or question with your response, in addition to your name, position, and professional affiliation (school, etc.).

December 15 Perspective One: What is the ideal number of students to teach in a physical education class and why?

December 15 Perspective Two: Should health and physical education teachers be required to coach in the K-12 setting? Why or why not?

December 15 Perspective Three: How are students to be graded in elementary, middle, or high school physical education?

Sample Entry

Name: John Doe
Position: Undergraduate Student
Professional Affiliation: ABC University

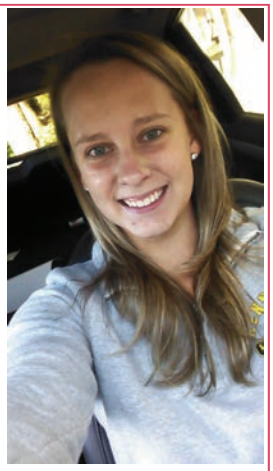
What is the ideal number of students to teach in a physical education class and why?

I believe that the ideal number of students in a physical education class is ...

Send your reply to bheidorn@westga.edu

Emerging Leaders in Health, Physical Education, Recreation and Dance

Anslie Hill **Moreland, GA** **GPA 3.3**



Hobbies and Interests: softball, adventure runs, mud runs

Favorite Aspects About the Undergraduate Program at Kennesaw State University: " I love how KSU's HPE program makes me well prepared for my future career. Their standards are high for majors and I think that sets me up for success in the near future as a health and physical educator. I am proud to be a Kennesaw State Owl!"

Professional Involvement and Service Opportunities: President of the HPE Majors Club; KSU Relay for Life Team Captain; GAHPERD and AAHPERD member; KSU HPE Outstanding Major of the Year.

Long-Term Goals: "I plan on continuing my education to earn a PhD in Health and Physical Education."

Georgia State University Doctoral Students in Physical Education Teacher Education

From left to right: Andy, Jenee, Kari, Margaret, and Justina

See individual biographies of each PhD student on the next page.
For more information, go to http://kh.education.gsu.edu/academics-admissions/kinesiology/

Emerging Leaders:
Georgia State University PhD Students in Physical Education Teacher Education

Andy Yao

After working on a Chinese Taipei Paralympic Committee for 3.5 years, Andy realized the areas of adapted physical education that needed more scientific studies to promote physical activity among students with special needs. Thus, Andy completed his M.S. in sport psychology at National Taiwan Sport University in June 2010. He then continued with his passion by working with a local non-profit organization until February 2013. His research interests include examining the impact of parents on sport participation, physical activity level, and health-related physical fitness , as well as perceived competence and motivation in athletes with disabilities.

Jenee Marquis

Jenee Marquis graduated with her M.Ed. in Health and Physical Education from Georgia State University in May of 2013. Her love of dance and physical activity inspired her to continue her studies at Georgia State in the inaugural Physical Education Teacher Education doctorate program. She hopes to inspire physical education teachers to incorporate more dance into their curriculum, one eight-count at a time.

Kari Hunt

After working in Recreational Services at Emory University for 7 years, Kari decided to transition to education and completed her M.Ed. in Health and Physical Education at Georgia State University in December of 2012. Hunt continued her passion for the field and started the Physical Education Teacher Education doctoral program in the fall of 2013. Kari's research interests include physical activity promotion, teaching pedagogy and instructional models in physical education, and gender differences in sport and physical education.

Margaret Trent

Margaret Trent is a Ph.D. student from Atlanta, Georgia. She received her B.S.E. in Health and Physical Education from Georgia State University in 2011and her M.Ed. in Health and Physical Education from Georgia State University in 2012. Initially drawn to higher education for her passion of teaching and learning, she aspires to prepare quality health and physical education teachers to inspire future generations in this field. Her developing research interests include physical education pedagogy, instructional models in physical education, and technology in physical education.

Justina Jackson

Justina Jackson completed her undergraduate studies at The University of Georgia majoring in Health and Physical Education. Upon completion of her undergraduate studies, she taught elementary and middle school physical education for six years. In 2013, she completed her Master's degree at Georgia State University. As part of the doctoral program, Justina hopes to research the topics of teaching effectiveness, positive behavior management, and instructional models in physical education.

Reports

The proposed changes to the GAHPERD bylaws passed by large majority vote at the annual state convention in Marietta, GA. The Executive Board will continue to move forward with the proposed changes in the near future.
For more information, contact Past President, Brian Devore (briangahperd@comcast.net)

Newly elected officers on the Executive Board are now serving in their current term. The Executive Board welcomes Ms. Bridgette Stewart as the new President-Elect of the Executive Board. Bridgette can be reached at bstewart@westga.edu

The new chair elect for the future professionals is Kaci Nalley from Georgia State University. Kaci will join Ethan Dennis from the University of West Georgia on the Executive Board in the role of future professionals chair and chair elect. Congratulations Kaci!

Future Dates

January 10-11	GAHPERD Executive Board Meeting	Location TBA
January 23-25	Share the Wealth Conference	Jekyll Island, GA
February 17-23	SDAAHPERD Convention	Lexington, KY
March 14-15	GAHPERD Executive Board Meeting	Location TBA
April 1-5	AAHPERD National Convention	St. Louis, MO

Membership

Are you interested in health, physical education, recreation or dance? Do you have passion and commitment for physical activity and wellness? Do you believe we can do more to help others and better prepare students for a lifetime of health and physical activity? Do you want to join the advocacy efforts of other dedicated professionals to pave the way toward a healthier generation of individuals? Do you believe in the power of numbers?

Join GAHPERD!

For more information, visit www.gahperd.org, contact Kim Thompson, Executive Director of the Georgia Association for Health, Physical Education, Recreation and Dance (kthompson.gahperd@att.net) or complete the membership form on the next page.

Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.

GAHPERD Membership Form

Please print clearly and provide all information requested. This will help us serve you better. Make check payable to GAHPERD and send this form with payment to: Kim Thompson, GAHPERD Executive Director, 9360 Highway 166, Winston, GA, 30187.

Please include all requested information

New:_____ Renewal:_____ Female: _____ Male: _____

Last Name:_____First Name:

Classification and Membership Dues (check one)	1-year (please circle)	2-year	3-year
_____Professional (includes full time grad student)	$25	$45	$65
_____Retired	$12	n/a	n/a
_____Future Professional (undergraduate student)	$8	n/a	n/a

Preferred Mailing Address: (Street, Apt. #)

(City)_____

(State, Zip)_____

County of Residence:

County of Employment:

School/Organization/Employer:

Home Phone: _____ Work Phone: _____

Cell Number: : _____ AX Number:

Email Address: _____

Second Email: _____

Employment Classification:

_____ Elementary
_____ Middle School
_____ Secondary
_____ Two-Year College
_____ College/University
_____ City/County Administrator
_____ Other

Other Memberships:

AAHPERD _____ Yes _____ No Membership #: _____

GAE _____ Yes _____ No Membership #:

Areas of Interest:

Division **(check one)**

_____ Dance
_____ General
_____ Health
_____ Physical Education

Sections **(check two)**

_____College/University
_____NAGWS/Men's Athletics
_____Recreation
_____Future Professional (Students check here)
_____Elementary PE
_____Middle School PE
_____Secondary PE