2014

A 5-Year Review of AAHPERD Poster Presentations in the Area of Sport Education

David C. Barney
Brigham Young University, david_barney@byu.edu

Brad Strand
North Dakota State University

Original Publication Citation

Barney, D., & Strand, B. (2014). A 5-year review of aahperd poster presentations in the area of sports education. OAHPERD Journal, 51, (3), 30-35.

A 5-Year Review of AAHPERD Poster Presentations in the Area of Sport Education

David Barney, Ed.D
Brigham Young University

Brad Strand, Ph.D
North Dakota State University

Abstract

One desired outcome of k-12 physical education is that all students will have positive experiences during their classes. If students have positive experiences in physical education, they will physically likely be physically active throughout their lives (Barney & Strand, 2008). Unfortunately, for some students the physical education experience has been boring, unnecessary, a waste of time, or just not cool (Rice, 1988). One tool physical educators can manipulate to ensure that student's have positive experiences in physical education, is the curriculum. Barney and Deutsch (2009) found that the curriculum used in a middle school program played a major role in affecting students' attitudes, both positively and negatively. In this instance, the middle school students liked the games and activities they participated in, which were made up of mostly team sports.

Introduction

One curriculum model that can be used at all grade levels in physical education is the Sports Education (SE) Curriculum (Siedentop, 1994). The primary characteristics of the SE curriculum are: 1) Seasons, 2) Affiliations, 3) Formal Competition, 4) Culminating Event, 5) Keeping Records, and 6) Festivity (Siedentop, 1994). An example of a SE unit in basketball helps illustrate the above-mentioned characteristics. The season is considered the curriculum unit of activity. The affiliation is the making of teams, which includes giving the teams a team name. The formal competition is the teams playing against each other in their season. The culminating event is a tournament or championship game(s). The festivity aspect of SE is an event in the class to celebrate the conclusion of the season. The SE curriculum as mentioned above is different then a typical activity unit taught in a physical education class in that it provides students an opportunity to participate in many, if not all of the above-mentioned characteristics or parts of the SE curriculum. When physical educators implement the SE curriculum their aim is to achieve the following objectives with their students: 1) develop skills and fitness specific to particular sports, 2) appreciate and be able to execute strategic play in sports, 3) participate at a level appropriate to their stage of development, 4) share in the planning and administration of sport experience, 5) provide responsible leadership, 6) work effectively within a group toward common goals, 7) appreciate the rituals and convention that give particular sports their unique meanings, 8) Develop the capacity to make reasoned decisions about sports issues, 9) develop and apply knowledge about umpiring, refereeing, and training, and 10)

decide voluntarily to become involved in after-school sport (Siedentop, 1994).

The different variables in the SE curriculum have provided researchers the opportunity to highlight and promote the benefits of using the SE curriculum at all grade levels in physical education. One outlet of research that may not be readily discovered are the poster presentations presented at the annual American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Convention and Exposition. These poster presentations offer the latest research in many sub-disciplines within AAHPERD. One of the fields within the AAHPERD poster presentations is that of Pedagogy. Within the field of Pedagogy, SE is a common topic of research. The purpose of this paper is to discuss recent research specifically focusing on SE from the pedagogy research abstracts that have been presented at the Research Consortium (RC) of recent AAHHPERD convention (2009-2013).

Methods

To begin, the researchers reviewed the 2009 to 2013 March issues of Research Quarterly for Exercise and Sport (RQES) to find poster presentations that focused on SE. Of the 476 abstracts; it was found that 13 addressed SE.

Results

The results of the findings from the pedagogy research posters are presented in a short summary statement. The statements are presented in order of years, 2009 to 2013.

2009

Using SE to enhance self-determination in Students

The purpose of this study was to examine the influence of SE on student's self-determination, goal-orientation and perceptions of the motivational climate during a SE season. It was found that the SE curriculum provides students with a beneficial environment for enhancing motivation for lifelong participation in activity (Perlman, Prusak, & Lockwood, 2009). The researcher studied the motivational climate of SE and found that SE does indeed encourage mastery learning from students (Sinelnikov, 2009). This study illustrates that students in SE have a greater likelihood of working on a task/skill, resulting in greater learning.

2010 Physical Activity in SE and Traditional Units

The study compared student's activity levels between two curriculum models, SE and traditional units. The traditional units resulted in higher moderate-to-vigorous physical activity (MVPA) for certain student's while the overall MVPA results were high for both models. The use of SE in physical education settings is, thus, a viable curriculum format because it can lead to activity levels that exceed national health recommendations (Stockley, Ormond, Schell, Moosbrugger, & DeMarco, 2010). These results emphasize to physical educators that the SE curriculum will provide students with opportunities to have more physical activity during class activities.

SE Curriculum on Motor Skills

The purpose of this study was to explore the impact of a SE season on students' motor skill performances. For this study middle school and junior high school student's participated in a volleyball season. The results suggested that SE can impact students' motor skills competencies, particularly at the junior high level. At the very least, the researchers believed that the students' motor skills levels did not decline, even though students spent time in roles and activities other than playing (Chen, Richards, Blankenship, Templin and Smith, 2010). For physical educators these results highlight that student learning can take place in the SE curriculum.

SE Model Used to Determine Self-Determination Theory

The purpose of this study was to study the need for high school physical educators to provide students wit motivationally social support and educational experiences within the SE curriculum. The researchers felt that the SE model can help promote a motivationally social supportive educational experience. The primary themes of the study were identified as social support and winning as a team. Social support was further explained through two sub-categories of inclusion and fair play/sportsmanship. The researcher concluded that

time is needed for students to internalize prescriptive features within and educational setting to enhance self-determined behaviors (Perlman & Goc Karp, 2010).

2011 Behavior Characteristics of a SE season

This study described teacher and student behaviors as they varied as a function of SE season phases. Results for teacher behaviors included: a) feedback-related behaviors, including specific observation and positive feedback, increased in both rate and percent through the preseason, then generated the highest stable levels during regular season and tournament play; b) positive and corrective feedback comprised equivalent levels during preseason, but then diverged during regular season and tournament play where positive predominated, and c) verbal and modeling were the predominant forms of the instruction, though verbal diminished during tournament play. Results for student behaviors included: a) academic learning time in physical education increased steadily over the entire season and was highest during tournament play at approximately 40%; and b) waiting was highest during regular season and tournament play (Hawkins, Sager, Bulger, Wiegand, & Meeteer, 2011).

High School Students Experience in SE

This study examined what motivated and engaged high school students in a floor hockey unit using the SE curriculum model. Two themes emerged from the data. First, the floor hockey unit transformed students from passive into active learners. The transformation was reflected in team autonomy and problem solving through affiliation. Second, smaller teams produced higher engagement and perceived self-worth (Smither, Zhu, & Knott, 2011). The results from this study suggest that high school physical education can positively affect high school students physical education experience.

2012 Physical Activity Levels During an After-School SE

This study investigated an after-school basketball season taught using SE. Analysis of data revealed that 1) time spent within and above target heart rate zone increased across the season, 2) time spent below target heart rate zone decreased across the season, 3) higher skilled participants were engaged at greater intensity levels than their lower skilled teammates, and 4) participants averaged at least 50% of class time within or above target heart rate zone 84.6% of the involved lessons (Bulger, Illg, Hawkins, Meeteer, Sager, & Wiegand, 2012). The results of this study can be beneficial to physical educators, along with recreation leaders.

PETE Students' Perceptions of SE

The purpose of this study was to investigate Physical Education Teacher Education (PETE) students' perceptions of SE in a collegiate advanced basketball class. Three main findings were concluded. First, results indicated that students were empowered in the class because they directed their learning and got to do many tasks that a "teacher" would typically perform. Second, students perceived they would be evaluated on effort, although it was communicated they would be evaluated on performance. Third, students' perceptions in regard to how the class was taught with the model differed from their basketball experience in high school physical education (James, Brusseau, & Collier, 2012). These results show that PETE students can be positively exposed to the SE curriculum, thus giving them more tools to be better prepared in their first years of teaching.

High Autonomy Format of SE

This study examined whether a season designed to be specifically high in a focus on individual competence and autonomy in an SE season would result in student perception of these features. The researchers studied fourth grade students in a rope-jumping season. Most student responses focused on enjoyment and fun, there were sufficient reference to enjoyment and fun to suggest they could distinguish the season as highly autonomous, leading the students to suggest the SE format of rope jumping as preferable to more teacher-directed lessons. These results show that even young students recognize the potential of SE to support self-determined needs and motivation (Layne & Hastie, 2012).

2013 Elementary Students Participation in SE unit

This study investigated the extent to which elementary-aged students could perform the less teacher-directed components of the SE model, namely: 1) performing team duties and skill practices independently of the teacher, 2) playing a modified game without constant intervention from the teacher, 3) successfully officiate games, 4) manage the various organizational tasks involved with a SE season. The results indicated positive student responses to their initial experience with SE and suggest that it has the possibility to be incorporated with students in the early elementary grades (Layne & Hastie, 2013).

PETE and Non-Majors Experiences in SE

This study explored college students (PETE majors and non-majors) experiences and receptivity and how their perceptions of the SE curriculum changed during a physical activity class. In the beginning, most students complained because of their lack of understanding of the SE curriculum. Also, implementation at first was time consuming. Eventually, both groups of students did understand the benefits of the SE curriculum for skill improvement and decision-making opportunities during the SE season (Kang, 2013). These results can he helpful for those physical educators who are implementing SE for the first time. By staying with the concepts from the SE curriculum, students will greatly benefit.

Novel Sport in SE

The purpose of this study examined a cohort of college students in a 16-week class of futsal (official name of indoor soccer), which was organized around the SE season. It was found that SE as an appropriate pedagogy for higher education PE. SE was considered highly motivating and able to optimize students' understanding of the game (Andre, 2013). The results from this study are promising in the fact that the college students can successfully use and benefit from SE.

Discussion

The purpose of this paper is to discuss recent research, specifically focusing on SE, gleaned from the pedagogy research abstracts that were presented at the AAHPERD Convention and Expositions from 2009 to 2013. The research presented within these poster presentations is evidence-based research, strengthening best and appropriate practices that can and should take place in physical education classes.

Motivational Aspects of SE

Students of all ages in all grade levels bring attitudes to their physical education classes. These attitudes affect their motivation to participate in class activities. The research completed with the SE curriculum demonstrates that students were presented with a learning environment in the class activities that encouraged them to continue working on skills and feeling comfortable participating in the SE season. These findings from this research can be very valuable when working with different grade levels, skill levels and attitudes of students.

Professional Development and SE

The purpose of professional development for teachers is to "make changes in their teaching" (Guskey, 1986). Veteran physical educators may ask, "How do I learn about the SE curriculum?" or "How do I implement the SE curriculum in my current teaching practices?" Professional development can serve as a method of introducing and implementing the SE curriculum for those physical educators who are not familiar or comfortable implementing SE into their teaching. By conscientious efforts from district and state administrators, the SE curriculum can be taught to veteran teachers for the purpose of exposing students to the benefits of the SE curriculum.

PETE Majors and SE

Preservice teachers bring many preconceived ideas of how to teach physical education with them to their PETE preparation (Doolittle, Dodds, & Placek, 1983). In many cases these preconceived ideas of teaching physical education are incorrect or inappropriate. Barney and Strand (2006) suggested that PETE faculty have a great responsibility for exposing and preparing their PETE students to proper and appropriate methods of teaching physical education to eventually benefit their students. SE is one curriculum model that can be beneficial for those students who participate in it.

Perceptions of New Populations Being Involved in SE

One of the positive aspects of SE is that any age group can successfully participate in the curriculum. Much of the research dealing with SE has been done with middle school and high school populations. Two new populations that were studied were elementary-aged students (Layne & Hastie, 2013) and the college-aged students (James, Brusseau, & Collier, 2012). The results of the study with elementary-aged students participating in SE can be helpful to elementary physical educators for the fact that this is a new curriculum to implement with these students. It is interesting that the researchers stated that SE "has the possibility to be incorporated" with elementary-aged students. This type of research with this student population opens up many more opportunities for SE research.

SE Affects on Physical Activity Levels

The health of the youth of this country is of great concern. Here again SE provides opportunities for students to be physically active during the class activities with the curriculum. It has been stated that students should be in MVPA for 50% of class time (Malina, 1986). Stockley et., al. (2010) found the SE curriculum to help students reach this percentage of physical activity during class time.

Summary

The overall findings from these studies strengthen the fact that SE is a successful curriculum that can be implemented and can be beneficial at all grade levels. The SE curriculum can help motivate students to greater levels of physical activity, can motivate students to improve skill in a given sport, resulting in learning; and PETE majors found it to be enjoyable and were willing to implement it in their own teaching. The benefits are many and positive when used in physical education classes. The results from these poster presentations have greatly strengthened the literature with regards to the SE curriculum.

The research studies presented in this paper are considered the latest research in the field of SE. The research that has been conducted from the SE curriculum has the potential to affect all grade levels, PETE majors, veteran teachers and those in after-school programs. These poster presentations suggest that SE is a viable curriculum model that can be used at all grade levels, with positive results, such as greater student learning, increased self-efficacy, improved attitudes towards PE and physical activity and others. It is hoped that the information from these SE studies can be disseminated to physical educators in all grades and in schools throughout the state.

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