“Historic Traditions & Future Directions in Research on Teaching & Teacher Education in Physical Education”
Conference Schedule

Thursday, October 11, 2007

5:30 – 6:00 – Pick up conference materials – Grand Station III Foyer

6:00 – 8:15 – All conference session – Grand Station II-V.

6:00 – 6:15 - Dr. Lynn Housner, West Virginia University, Welcome

6:15 - 7:00 **Keynote:** Dr. Daryl Siedentop, The Ohio State University, "Evolution of the Field" darylsiedentop@yahoo.com

7:15 – 8:15 Roundtable Session I (See Appendix A)

Friday, October 12, 2007

8:30 a.m. – 12:15 (Coffee/Snack Break 10:00-10:30)

Research on Teaching Physical Education – Grand Station II-V.

Inez Rovegno, University of Alabama & Steve Silverman, Teachers College, Columbia University & (co-coordinators)

8:30-8:35  Introduction, Steve Silverman ss928@columbia.edu & Inez Rovegno irovegno@bamaed.ua.edu

8:35-8:55  Kate Barrett, UNCG- Retired, krbarret@uncg.edu “From Carbon to Computer Chips - A Personal Retrospective on the Art of Informing Research through Teaching”

8:55-9:25 Judy Rink, University of South Carolina, JRink@gwm.sc.edu “Necessary but Not Sufficient”

9:25-9:40 Cathy Ennis, University of Maryland, cde@umd.edu “A Curriculum to Believe In”

9:40-9:55 Steve Silverman, Teachers College, Columbia University, ss928@columbia.edu “Learning in Physical Education: The Complex Nature of Relationships in the Gymnasium”

10:00-10:30 Break – Grand Station II-V.
10:30-10:45 Inez Rovegno, University of Alabama, irovegno@bamaed.ua.edu
“Conceptions of Teaching in the Service of Teacher Education, Theory, and Research”

10:45-11:00 Hans van der Mars. Arizona State University - Polytechnic Campus, hans.vandermars@asu.edu “Doing Research on Teaching and Preparing Teachers in Physical Education . . . Married, Estranged or Divorced?”

11:00-11:15 Kim Oliver, New Mexico State University, koliver@nmsu.edu "What feminist activist research with adolescent girls can do for physical education teaching and research"

11:15-11:30 Heather Sykes, The University of Toronto, hsykes@oise.utoronto.ca “Postmodern Body Studies: Queer and Psychoanalytic Theory in Physical Education”

11:30-11:45 Pamela Hodges Kulinna, Arizona State University, Pamela.Kulinna@asu.edu “Research on Teaching and Physical Activity: Getting and Keeping Youth Active”

11:45-12:15 Discussion and questions with all presenters

12:15 – 1:15 LUNCH & Roundtable Session II – Grand Station II-V.
(See Appendix B)

1:30 – 5:15 (Concurrent sessions) Coffee/Snack Break 3:15-3:45

Teacher and Student Cognition – Grand Station II-V.

Paul Schempp, University of Georgia, & Melinda Solmon, Louisiana State University, (co-coordinators)

Teacher Cognition

1:30-1:45 Paul Schempp, University of Georgia, pschempp@uga.edu ‘Carpo Sententia”

1:45-2:05 Weiyun Chen, University of Michigan, chenwy@umich.edu “Examination of teachers' constructivist teaching practices in physical education”

2:05-2:25 Collin Webster, University of South Carolina, websterc@gwm.sc.edu "Lightning Bugs: What Expertise Tells Us about Communication and Cognition in Teaching"
2:25-3:05 Conquered Mountains and New Horizons: Panel discussion on methods, theories and issues (Schempp, Chen, Webster) Moderator: Kathy Armour (Loughborough)

3:05-3:15 Q & A

3:15-3:45 Break – Grand Station II-V.

Student Cognition

3:45 – 4:00: Amelia Lee, Louisiana State University, amlee@lsu.edu “What We Know about Student Thinking and How We Learned It: A Historical Perspective on Student Cognition”

4:00-4:15 Melinda Solmon, Louisiana State University, msolmo1@lsu.edu “Cognitive Mediation as a Framework for Investigating Student Cognition”

4:15-4:30: Weidong Li, Ohio State University, liweidong188@hotmail.com “The Role of Conceptions of Ability in Student Cognition”

4:30-4:45: Ping Xiang, Texas A&M University, ping@hlkn.tamu.edu “Competence and Motivation as Key Constructs in Student Cognition”

4:45-5:15 Advancing our Understanding of Student Cognition to Improve Teaching and Learning: Panel Discussion on Methods, Theories and Issues

Philosphic Issues – Admiral Room

Bonnie Blankenship, Purdue University, & Kim Graber, University of Illinois, (co-coordinator)

The Evolution of the Late 20th Century/Early 21st Century Knowledge Base: A Philosophic Perspective on Curriculum, Research Methods and Related Issues”

1:30-1:45 David Kirk, Leeds Metropolitan University, d.kirk@leedsmet.ac.uk “A physical education for the future or, A future for physical education”?

1:45-2:00 Richard Tinning, University of Queensland, rit@hms.uq.edu.au “Who pushed Humpty Dumpty? Dilemmas in physical education circa 2007”

2:00-2:15 Q & A

A Philosophic Perspective on Curriculum, Research Methods and Related Issues: Where are We Now?”
2:15–2:35  Peter Hastie, Auburn University, hastipe@auburn.edu “Who’s Watching the Children? Current Issues Relating to the Research Agenda in Physical Education Classrooms”

2:35–2:55  Linda Griffin, University of Massachusetts, lgriffin@educ.umass.edu “Philosophy, Harry Potter, and the Future of Physical Education”

2:55–3:15  Juan Miguel Fernandez Balboa, Universidad Autonoma de Madrid, juanmiguel.fernandezbalboa@uam.es “Poets wanted! Reawakening the ethical conscience in PETE’s pedagogy and research through acts of self-acquaintance”

3:15 -3:45  Break – Admiral Room

3:45 – 4:00  Q & A

Kim Graber, University of Illinois (co-coordinator), kgraber@uiuc.edu
Bonnie Blankenship, Purdue University (co-coordinator), bblanke@purdue.edu
“Reflections on the Philosophic Thoughts of Second Generation Scholars”

“A Philosophic Perspective on Curriculum, Research Methods and Related Issues: Future Directions”

4:00-4:20  Laura Azzarito, Loughborough University, L.Azzarito@lboro.ac.uk
"Identity in Movement: Performativity, Pedagogy, and Physical Education”.

4:20-4:40  Linda Nilges, University of South Carolina, lnilges@gwm.sc.edu
"Phenomenology as a Theory and Method for Contemporary Philosophic Research”

4:40-5:00  Nate McCaughtry, Wayne State University, natemccaughtry@wayne.edu
“The Child and the Curriculum: Implications for Teachers and the Future of School Physical Education”

5:00-5:15  Q & A

Dinner on your own & A Night in the Burgh
Saturday, October 13, 2007

8:30 – 12:15 (Concurrent Sessions) Coffee/Snack Break 10:00-10:30

Impediments & Challenges – Grand Station II-V.

Sandra Stroot, Ohio State University, & Tom Templin, Purdue University (co-coordinators)

8:30-8:35 Sandra Stroot, Ohio State University stroot.1@osu.edu & Tom Templin, Purdue University, ttemplin@purdue.edu “Introduction”

8:35-8:55 Doune MacDonald, University of Queensland, doune@hms.uq.edu.au “Evidence-based practice in physical education: Ample evidence, patchy practice”.

8:55-9:15 Susan Lynn, Florida State University, slynn@fsu.edu “Facilitating Teachers' Career Paths: What do we know and what can we do?”

9:15 – 9:25 Q&A

9:25-9:45 Kathy Armour, Kyriaki Makopoulou, & Fiona Chambers. Loughborough University, k.m.armour@lboro.ac.uk “The Learning Teacher in Physical Education”

9:45–10:05 Mathew, Curtner-Smith, University of Alabama, MSMITH@bamaed.ua.edu “Breaking the Cycle of Non-teaching Physical Education Teachers: Lessons to be learned from the Occupational Socialization literature”

10:05-10:35 Break – Grand Station II-V.

10:35-10:45 Q & A

10:45-11:05 Clive Pope, University of Waikato, c pope@waikato.ac.nz “Sport Pedagogy through a wide-angle lens”

11:05-11:30 Russ Carson, Louisiana State University, rlc arson@lsu.edu "I have very little to give": Understanding the emotional experiences of teachers and teacher burnout”

11:30-11:45 Tom Templin, Purdue University & Sandi Stroot, Ohio State University

11:45-12:00/12:15 Q & A

Youth Sport, Physical Activity, Public Health & Social Change –
Admiral Room

Don Hellison, University of Illinois – Chicago & Tom Martinek, University of North Carolina at Greensboro (co-coordinators)

8:30–9:00  Hal Lawson, University of Albany,  
Hlawson@albany.edu
“Paradigms, exemplars and social change”

9:00-9:30  Thom McKenzie, San Diego State University, 
tmckenzie@sdsu.edu
A public health perspective: For PETE's sake”

9:30-10:00  Bob Pangrazi, Arizona State University, 
pangrazi@msn.com  “CHILD: Building real characters in youth sport.”

10:00-10:30  Break – Admiral Room

10:30-10:45  Don Hellison, University of Illinois – Chicago  
hellison@uic.edu  (co-coordinator) & Tom Martinek, University of North Carolina at Greensboro 
tjmartin@uncg.edu (co-coordinator),
"Living in the margins: Past, present, future"

10:45-11:00  Tammy Schilling, Louisiana Tech University, 
tschill@latech.edu
“Finding Nemo: Meaning and the professoriate”

11:00-11:15  Sarah Doolittle, Adelphi University,  
doolittle@adelphi.edu  “Integrated health & physical education, physical activity, and youth development: A second generation program for low income school districts”

11:15-11:30  Paul Wright, University of Memphis,  
pwright2@memphis.edu  “Research on Teaching Personal & Social Responsibility: What counts”

11:30-11:45  Dave Walsh, San Francisco State University, 
dwals@sfsu.edu  “A new sub-discipline for the 3rd generation and beyond?”

11:45-12:00/12:15  Wrap up & Q & A

12:15 – 1:15  LUNCH & Roundtable Session III – Grand Station II-V.  
(See Appendix C)

1:30 – 5:15  Coffee/Snack Break 3:15-3:45

Research on Teacher Education – Grand Station II-V.

Mike Metzler, Georgia State University, & Mary O'Sullivan, University of Limerick, 
mary.osullivan@ul.ie (co-coordinators)
1:30-2:00 Patt Dodds, University of Massachusetts, pdodds@educ.umass.edu "When the Tadpoles Grew Legs and Began to Walk on the Land: Earliest Days of PETE Scholarship"

2:00-2:20 Mark Byra, University of Wyoming, byra@uwyo.edu “Tracking R-PETE from 1980 to 2000: Research on Programmatic Change, Participants' Perspectives, and Control of PETE Programs”

2:20-2:40 Murray Mitchell, University of South Carolina, mmitchel@gwm.sc.edu “Tracking R-PETE from 1980 to 2000: Research on Inservice Teacher Education, Recruitment and Selection, and Teacher Educators”

2:40-3:00 Mike Metzler, Georgia State University, eduMWM@langate.gsu.edu “Tracking R-PETE from 1980 to 2000: Research on Induction and Socialization, Career Development, Placement of Graduates, and the R-PETE Enterprise”

3:00-3:15 Q&A for the group

3:15-3:45 Break – Grand Station II-V.

3:45-4:00 Phil Ward, Ohio State University, ward.116@osu.edu “Content matters: Knowledge that alters teaching”

4:00-4:15 Connie Collier, Kent State University, ccollie2@kent.edu “Teacher Learning within an Inquiry Model of PETE”

4:15-4:30 Bryan McCullick, University of Georgia, bamccull@uga.edu “Ten Years In . . . and I Don't Know Jack--umm, PETE!”

4:30-4:45 Niki Tsangaridou, University of Cyprus, edniki@ucy.ac.cy “Preparation of Teachers for Teaching Physical Education in Schools: Research on Teachers’ Reflection, Beliefs, and Knowledge”

4:45-5:15 Q&A for the group

5:15 - 6:00 Graduate student round table. Ideas for future research in physical education. Paul Schempp, University of Georgia

3) End of conference Celebration – 9 – 12 pm
Appendix A

I. Discussants
Suzan Ayers (Western Michigan)
Craig Buschner (California State University, Chico)
Ang Chen (Maryland)
Dena Deglau (Delaware)
Anna Devita (Shepherd University, WV)
Garry Kinchin (University of Southampton)
Discussant: Bernard Oliver (Florida)
Susan Schwager (Montclair)
Bill Vogler (Southern Illinois)
Robert Wiegand (WVU)
Steven Wright (New Hampshire)

Thursday October 11, 2007
Roundtable session I
7:15 to 8:15

Health & Wellness – Table 1
Paul B. Rukavina (Adelphi) and Weidong Li (Ohio State), Obesity Bias Reduction Strategies in Physical Education. Paulrukavina@hotmail.com

Dyson, B., Amis J., & Wright, P. (Memphis), Physical Education Policy and Childhood Obesity: The Cases of Mississippi and Tennessee. bdyson@memphis.edu

Health & Wellness – Table 2
Susan B. Nye, Jacqueline A. Williams, and Sandy Wilson (James Madison). Do PETE programs need a vaccination? nyesb@jmu.edu

Amy Sidwell (WVU), The Argument against "Wellness". Amy.Sidwell@mail.wvu.edu

Technology – Table 3
Rachel Gurvitch (Georgia State), Tony Pritchard (Georgia Southern), and Darla Castelli (Illinois), Technology Related Research: The Missing Piece. rgurvitch@gsu.edu

Pamela A. Bechtel (Bowling Green), Determining PETE Students’ Use of Technology: Personal and Professional Technology Experience. pbechte@bgsu.edu

Technology – Table 4
Myung-Ah Lee, Molly Hare, and Susan Hagood (Indiana State), Use of Technology in Teacher Education: Possibilities and Challenges. mlee21@isugw.indstate.edu

Adapted Physical Education – Table 5

Michelle Grenier (New Hampshire), Integrating Disability Theory into Physical Education Teacher Education Programs. grenier@unh.edu

Ann-Catherine Sullivan (Saginaw Valley State) and Suzanna Rocco Dillon (Wayne State), Are PETE programs preparing physical educators to meet the needs of students with identified disabilities? sullivan@svsu.edu

Discussant: Bill Vogler (Southern Illinois). wvogler@siue.edu

Teacher Education – Table 6

Michael J. Roskamp (Grand Valley State), Learning to teach physical education: Field supervision as a link between coursework and practice. roskampm@gvsu.edu

Roberta E. Faust (Eastern Michigan) High Impact Teaching Strategies (HITS) for Engaging Pre-Service Physical Educators. rfaust@emich.edu

Ability & Motivational Climate – Table 7

Weidong Li (Ohio State) and Ping Xiang (Texas A&M), Ability conceptions in physical education: Some measurement considerations. liweidong188@hotmail.com

Dana J. Perlman (Kent State) and Grace Goc Karp (Idaho), Enhancing Preservice Teacher Abilities in Developing a Motivational Climate. dana.perlman@washburn.edu

Discussant: Ang Chen (Maryland). angchen@umd.edu

Student Cognition – Table 8

Ken Lodewyk and Melissa Pirrie (Brock), Beliefs in the need for cognition in physical education. klodewyk@brocku.ca

Marina Bonello and Catherine D. Ennis (Maryland), Conceptual Change Theory: Understanding how Students Develop Cognitive Conceptions of Physical Education Content. mbonello@umd.edu

Descriptive Analysis – Planning & Decision Making - Table 9
Ha Young Kim (Northern Illinois) and Lynn D. Housner (WVU), Analysis of different class sizes on decision making of highly experienced teachers (HETs) and less experienced teachers (LETs). hkim@niu.edu

Franco Zengaro (Middle Tennessee State), Planning for Teaching: A Multiple Case Study of Preservice Teachers fzengaro@ipa.net

Learning to Teach - Analysis of Preservice & Inservice Teachers – Table 10

Jack Sager, Amy Sidwell, Julie Jahn, Yoojin Choi, Jason Langley, Amanda Metcalf, and Byron Towner (WVU), Student Teachers' Experiences, Attitudes, and Beliefs in Utilizing the Sport Education Curricular Model. jsager@mix.wvu.edu

Marianne L. Woods (Western Illinois), Grace Goc Karp (Idaho), Mary Lou Veal (Middle Tennessee), and Sarah Doolittle (Adelphi), Preparing Pre- and In-Service Teachers to Assess Students: Practices, Problems and Impact on PETE. ML-Woods2@wiu.edu

Experiential learning & Teacher Education – Table 11

Marybeth Miller (Slippery Rock), Examining Service Learning as Pedagogy in Physical Education Teacher Education: Action Research Dissemination. marybeth.miller@sr.edu

Victoria S. Morley and Jan G. Bishop (Central Connecticut), Teacher Education: A Path to Success. morleyv@ccsu.edu

Games Education – Table 12

Judith Oslin and Stephen Mitchell (Kent State), Philosophic Issues Surrounding Games Education. joslin@kent.edu

Peng Zhang, Phillip Ward, Manoel Roderigues-Neto, and Yun Soo Lee (Ohio State), The Effects of Play Practice Instruction on Improving Table Tennis Game Play Skills zhang.516@osu.edu

Sport Education – Table 13

Bulger, S. (WVU), Townsend, S., and Mohr, D. (Appalachian State), Challenges in Sport Education and Proposed Solutions: Generating a Consensus of Opinion. Sean.Bulger@mail.wvu.edu

Oleg Sinelnikov, (Alabama) Teaching Sport Education to Russian Students: An Ecological Analysis. osinelnikov@bamaed.ua.edu

Discussant: Dena Deglau (Delaware). ddeglau@UDel.Edu
Philosophical & Methodological Issues – Table 14

Pierre Boudreau, Rebecca Lloyd & John Coleman (Ottowa), Phenomenology and Physical Education Research. pboudrea@uottawa.ca

Tristan Wallhead (Wyoming), Didactics as a research methodology for understanding the teaching-learning process. Wallhead@uwyo.edu

Teacher Education – Future Directions – Table 15

Seth Brown (Massey), Future directions for Physical Education: A vocational alternative. S.Brown.1@massey.ac.nz

Floyd Jones (WVU) & Phyllis Jones (Westinghouse High School, Pittsburgh). Community-based models for athletic, physical, and recreational education: Serving underserved youth. Floyd.Jones@mail.wvu.edu

Appendix B

Friday October 12, 2007
Roundtable Session II
12:15 – 1:15

Health & Wellness – Table 1

Zali Yager (Sydney), Body Image and Eating Problems in Trainee Physical Education Teachers. zali.yager@gmail.com CANCELLED

Keven A. Prusak and Todd Pennington, (BYU) Just the Facts Ma ’am: The brutal facts about physical education and what must be done to address obesity and other lifestyle issues. keven_prusak@byu.edu

Health & Wellness – Table 2

Leah E. Robinson (Auburn), Casey M. Breslin (Auburn), Jacqueline D. Goodway (Ohio State), and Mary E. Rudisill (Auburn). A Developmental Perspective on Promoting Physical Activity in Young Children. lerobinson@auburn.edu

Ann-Catherine Sullivan (Saginaw Valley State) Successes and Struggles of Physical Activity in the Kindergarten Classroom. sullivan@svsu.edu

Discussant: Suzan Ayers (Western Michigan). s.ayers@wmich.edu
Analysis of Teaching - Table 3

Susan V. Graser and Carol Wilkinson, (BYU) Seeing is believing: Using digital video and Studio code to analyze teaching. sue_graser@byu.edu

Jinhong Jung (San Jose State). Revisiting Systematic Observation Methodology in Physical Education. jung@kin.sjsu.edu

Teacher Education - Adapted & Diversity Issues – Table 4

Maria Zanandrea and Glenna Padfield, (BYU) Infusion-based PETE Curriculum Model for Students with Disabilities. maria_zanandrea@byu.edu

Luz M. Cruz and Susan Peterson (Brockport), Preparing Teachers for a Diverse World. lcruz@brockport.edu

Discussant: Bill Vogler (Southern Illinois). wvogler@siue.edu

Reform in New Zealand & Taiwan – Table 5

Seth Brown & David Chapman (Massey) and Judy Bruce & Tammi Shapcott (Canterbury), Searching for justice: Future directions, impediments and challenges for Physical Education. S.Brown.1@massey.ac.nz

Hsien-Yung Liu, (National University of Tainan), The New Millennium Transformation of Primary and Junior High School Physical Education in Taiwan yungo@mail.nutz.edu.tw

Discussant: Gary Kinchin (University of Southampton). gdk@soton.ac.uk

Integrated Approaches – Table 6

Israel Harari, Nahama Ben-Harosh and Ornit Kalimi (Zinman), The attitude of inservice physical education teachers towards teaching cognitive content related to physical activity, fitness and health during physical education lessons in middle and high schools. harari@macam.ac.il

Barbara Olmsted, Michael McCabe, and Douglas Franks (Nipissing), Interdisciplinary Opportunities to Teach Health in Ontario Elementary Classrooms: Experiences of Pre-Service Teachers. barbara@nipissingu.ca

Discussant: Anna DeVito (Shepherd University, WV). adevito@shepherd.edu

Sport Education – Table 7
Margaret E. Stran and Matthew D. Curtner-Smith (Alabama), Impact of different types of knowledge on preservice teachers' ability to learn and deliver the sport education model. stran007@bama.ua.edu

Derek J. Mohr, J. Scott Townsend, (Appalachian State) and Sean M. Bulger (WVU), Training Pre-Service Teachers to use Sport Education. townsndjs@appstate.edu

Discussant: Sue Schwager (Montclair). schwagers@mail.montclair.edu

Student Perceptions - PETE Programs – Table 8

Timothy A. Brusseau Jr., Pamela Hodges Kulinna, Matthew Ferry, Paul W. Darst, Paul Rock Krech, Stacy Sher, Michael Masiangelo, & Lou Colletti (Arizona State). Physical Education Teacher Education (PETE) Students’ Attitudes Toward Curricular Outcomes for Physical Education. timothy.brusseau@asu.edu

Daniel Robinson and Nancy Melnychuk (Alberta), Including Students’ Perspectives as a Deliberate Component of a Program Review: What do PETE Students Have to Say? danielr@ualberta.ca

Discussant: Robert Wiegand (WVU). Robert.Wiegand@mail.wvu.edu

PETE Student Observation & Reflection – Table 9

Jayne M. Jenkins (Wyoming) and Mary Lou Veal (Middle Tennessee), Peer Coaching - Observation as Knowledge. JJenkins@uwyo.edu

Mark Smith, Kevin Patton, Melissa Parker, Christina Sinclair, (Northern Colorado) Reflecting on the observation of an expert teacher: Assessing preservice teachers knowledge. Mark.Smith@unco.edu

Discussant: Ang Chen (Maryland). angchen@umd.edu

Analysis of Teaching – Table 10

James C. Hannon, Fitni Destani, Brian McGladrey, Skip Williams, & Grant Hill, (Utah) Physical Activity Levels, Lesson Context, and Teacher Behaviors in Elementary Physical Education Classes Taught by Paraprofessionals. James.Hannon@hsc.utah.edu

Lance G. Bryant (Arkansas State) & Matthew D. Curtner-Smith (Alabama), Influence of a Physical Education Teacher’s Disability on Middle School Pupils’ Learning and Perceptions of Teacher Competence. lgbryant@charter.net

Discussant: Craig Buschner (California State University, Chico). CBuschner@csuchico.edu
Moral & Spiritual Issues – Table 11

Euichang Choi (Konkuk) and Okseon Lee (Western Illinois), The Moral Dimension of Teaching and Character Education in Physical Education Teacher Education. ecchoi67@hotmail.com

Ken Lodewyk, Chunlei Lu, Jeanne Kentel (Brock), Reviving the spiritual dimension within a new physical education. klo dewyk@brocku.ca

Discussant: Andrew Hawkins (WVU). Andrew.Hawkins@mail.wvu.edu

Experiential Learning – Table 12

Mark H. Zmudy (Minnesota-Duluth), Matthew D. Curtner-Smith (Alabama), and Jeff Steffen (Wisconsin-La Crosse), Ecology and Task Structures in Adventure Education. markzmudy@hotmail.com

Sue Sutherland (Ohio State), Kevin Lorson (Wright State), Paul Stuhr, Robin Dunn, and James Ressler (Ohio State), The use of the debrief process to promote student learning in Physical Education. sutherland.43@osu.edu

Teacher Education - Table 13

Deborah Tannehill, Ann MacPhail, & Mary O’Sullivan (Limerick), PE PAYS Research Centre: A Multidisciplinary Approach. tannehdl@earthlink.net

Dolly Lambdin (University of Texas), Recruitment: The face of the profession. lambdin@mail.utexas.edu

Inservice Teachers – Table 14

Bonna Ko & Sandra A. Stroot (Ohio State). Factors influencing teaching practices of elementary physical educators. ko.84@osu.edu

Kirsten Petrie (Waikato), The joys and struggles of teaching Physical Education in elementary schools. kpetrie@waikato.ac.nz

Discussant: Theresa Boggess (St. Marys), tboggess@stmarytx.edu

Preservice & Cooperating Teachers – Table 15

Jared Russell (Auburn), Critical incidents of physical education teacher education (PETE) interns in diverse school settings. russej3@auburn.edu
Steven Wright (New Hampshire), Educating Mentors to be Effective Cooperating Teachers. scwright@maple.unh.edu

Elaine Gregory (Syracuse) Ergregor@syr.edu

Student Cognition – Table 16

Darla Castelli (Illinois), Physical Education Performance Outcomes and Student Cognitive Processes. dcastell@uiuc.edu

Ooksang Cho (Purdue), The Impact of Modeling in Physical Education Classes ocho@purdue.edu

Appendix C

Saturday October 13, 2007

Roundtable Session III
12:15-1:15

Health & Wellness – Table 1

Xiaofen Keating, Louis Harrison Jr., (UT-Austin), Jianmin Guan (UT-San Antonio), Ping Xiang (Texas A&M), Dwan Bridges Cal State U – LA), and Li Chen (Delaware State), An Examination of Teaching Health-related Fitness Knowledge in K-16 Physical Education Programs. xk93@mail.utexas.edu

Joe Deutsch (North Dakota State University), The Effect Music has on Cardiovascular Endurance. joe.deutsch@ndsu.edu

Discussant: Theresa Boggess (St. Marys), tboggess@stmarytx.edu

Alternative Preservice Teacher Education – Table 2

Aaron Beighle and Heather Erwin (Kentucky), Preparing physical educators to be school physical activity directors. beighle@uky.edu

Jason Langley, Sean Bulger, and Robert Wiegand (WVU), Dudley Sargent to Avery Faigenbaum a Historical Overview of Strength Training Methods in Physical Education and Physical Education Teacher Education. jlangley@mix.wvu.edu

International Issues – Table 3

Xiaozan Wang, Liu Ji, Lihong Mao and Yan Jin (East China Normal), Chen Li (WVU), & Guoli Liang (Wisconsin-Whitewater), In-service Physical Educators’ Perspectives:
China PETE program curriculum and national 1-12 PE standards.
xzwang@tyxx.ecnu.edu.cn

Yi-hsiang Pan (National Sun Yat-sen University), A Study of Needs of In-service Training for Physical Education Teachers in Taiwanese Senior High Schools. poterpan@seed.net.tw

Discussant: Anna DeVito (Shepherd University, WV). adevito@shepherd.edu

International Issues – Table 4

Seth Brown, Pi’ikea Clark, Marg Gilling, and Hine Waitere (Massey University), Future directions, multicultural priorities: A bicultural model in Aotearoa/New Zealand, S.Brown.1@massey.ac.nz

Nancy Melnychuk (Alberta), Dan Robinson (Alberta), Chunlei Lu (Brock), Lynn Randall(New Brunswick), David Chorney (Alberta), Researching Physical Education Teacher Education Across Canada: Socially and Culturally Responsive Physical Education? nancy.melnychuk@ualberta.ca

Student Teacher Perceptions & Reflections – Table 5

Nurit Harari (ôOholoö College), Zach, S. and Harari, I (Zinman College), Perceived Teaching Efficacy of Student Teachers in Physical Education. hnurit@macam.ac.il

Kevin Lorson (Wright State) and Jackie Goodway (Ohio State). Directed Reflection: Student teachers’ reflections using a systematic data-driven approach. kevin.lorson@wright.edu

International Issues, Chinese Physical Education – Table 6

Zhengwei Gong (Hunan Normal University), Physical Education Teacher Education in China: Practice, Challenge and Future. zwgong2003@yahoo.com.cn

Xiaozan Wang, Liu Ji, Lihong Mao, Yan Jin, (East China Normal) Chen Li (WVU), & Guoli Liang (Wisconsin-Whitewater). A National Survey on PETE program reform in China: Perspective from Faculty and Academic Staff Members. xzwang@tyxx.ecnu.edu.cn

Discussant: Suzan Ayers (Western Michigan). s.ayers@wmich.edu

Integrated Approaches – Table 7

Seidu Sofo (Southeast Missouri State), Determinants of Preservice Classroom Teachers’ Intentions to Integrate Movement and Academic Concepts. ssofo@semo.edu
Kymm Ballard (NC Department of Public Instruction) and Dr. Diane Gill (North Carolina – Greensboro), Challenges on Teaching Limited English Proficient Students, kballard@dpi.state.nc.us

Integrated Approaches – Table 8

Huang, Yueh-chan, (NTUC, Taiwan) Action Research on Health & Physical Education Integration in Elementary School. huangyc@mail.ntcu.edu.tw

Dyson, B., Seed, A., Coleman, D., & Griffin, S. (University of Memphis). The Integration of Physical Education, Science, and Language Arts: PESLAU Units. bdyson bdyson@memphis.edu

Descriptive analysis of teaching – Table 9

Amy Stringer (Elon), The Impact of Athletics on Physical Education Programs - What Can We Do? amy.stringer@elon.edu

Rachel Saunders (Waikato), Playing – Hard to get? The need for indigenous play in physical education. rachs@waikato.ac.nz

Discussant: Craig Buschner (California State University, Chico). CBuschner@csuchico.edu

Gender/Diversity Issues – Table 10

Gay L. Timken (Western Oregon), Very few students engage in this area". Not! timkeng@wou.edu

Kimberly A. Bush (Meredith), Bridging the Gap between Physical Activity and African American Adolescent Females. bushkim@meredith.edu

Discussant: Bernard Oliver (Florida) beoliver@coe.ufl.edu

Gender/Diversity Issues in RTPE – Table 11

Stephanie Armitage Kerr (Pacific Lutheran), and Grace Goc Karp (Idaho), Girls Exploration of Physical Strength and Power: Discourses in Secondary Physical Education Which Serve to Suppress or Empower. skerr8@msn.com

Chunlei Lu, Nancy Francis, & Jeanne Kentel (Brock University), Mindfulness: A new dimension in physical education. lu@brocku.ca

Discussant: Dena Deglau (Delaware). ddeglau@UDel.Edu
Teacher Education – Table 12

Rachel Gurvitch, Jackie Lund, and Mike Metzler (Georgia State), Programmatic Reflection: The Implementation of Instructional Models. rgurvitch@gsu.edu

Hirofumi Mori (Kyoto Women’s) and Takashi Nakai (Nara Educational), The current state and problems regarding teacher training in Japan as seen from the point of view of fostering practical teaching performance. morihi@kyoto-wu.ac.jp

Discussant: Robert Wiegand (WVU). Robert.Wiegand@mail.wvu.edu

Teacher Education – Table 13

Svein Karhus (Norwegian School of Sport Sciences), Who is defining Norwegian PETE’s future content knowledge? An analysis of the current pedagogical devices. svein.karhus@nih.no

Tina Hall (South Carolina), Amelia Mays Woods, (Illinois), Panyiotis Doutis (South Carolina) and Jesse Rhoades, (Illinois), South Carolina Policy Change: People, Politics and Perseverance tinahall@gwm.sc.edu

Discussant: Gary Kinchin (University of Southampton). gdk@soton.ac.uk

Teacher Educators – Table 14

Grace Goc Karp (Idaho), Marianne L. Woods (Western Illinois), and Patt Dodds (Massachusetts), Looking In and Looking Out: Scholarly Identity Development for PETEs. gockarp@uidaho.edu

Jackie Lund (Georgia State), Richard Oates (North Georgia), Leah Fiorentino (Armstrong-Atlantic), and Ann Boyce (Virginia), Identifying Desirable Faculty Dispositions. kinjll@langate.gsu.edu

Discussant: Andrew Hawkins (WVU) Andrew.hawkins@mail.wvu.edu

Teacher Education – Peer Coaching – Table 15

Mary Lou Veal (Middle Tennessee) and Jayne Jenkins (Wyoming), Developing Learning Communities in Pre-service Teacher Education through Peer Coaching. mveal@mtsu.edu

Ellen Singleton (Western Ontario), Pedagogy as a community of inquiry for physical education teacher education. elsingle@uwo.ca

Discussant: Sue Schwager (Montclair). schwagers@mail.montclair.edu