

NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

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The Chronicle of Kinesiology and Physical Education in Higher Education

■ From the President

Leah Fiorentino, Adelphi University

Celebrating Our Successes

The National Association for Kinesiology and Physical Education in Higher Education will celebrate the success stories in our profession at the 2010 conference in Scottsdale, Arizona. The theme for the 2010 conference is “*Good to Great: Success Stories in Kinesiology and Physical Education*” and plan is to look for the good in the programs across the country. We would also like to look at past successes in the history of the association and plan to invite all past distinguished lecturers and distinguished award winners to a reception during the conference. This will be a wonderful opportunity to meet past Hanna, Homans, and Sargent Lecturers as well as reconnect with past Distinguished Scholar, Distinguished Administrator, Distinguished Service Award winners, and become reacquainted with the most recent group of NAKPEHE leaders, the Hally Beth Poindexter Young Scholars. This opportunity to interact with NAKPEHE leaders from across the decades when paired with the theme will provide an experience to mingle with old and new leaders in the field and center our collective positive energies on the future direction for NAKPEHE.

A new component for the conference will be added this year. In response to the positive efforts of the Social Justice and Cultural Diversity Committee’s Open Forum at the 2009 conference, a special pre-conference session has been scheduled to meet the growing demand for expanding the conversations on diversity issues. NAKPEHE plans to continue in the leadership role of advancing diversity issues in higher education at our 2010 conference in Scottsdale, Arizona. One of the highlights for this pre-conference session will be the distribution of NAKPEHE’s first *white paper* on diversity issues in higher education. We hope you will be able to participate in this diversity training seminar during the pre-conference time slot and then plan to present your most recent work during the regular conference time frame to the other NAKPEHE members in attendance. For additional conference information, please contact Dr. Alison Wrynn (NAKPEHE Vice-President) via email at awrynn@csulb.edu. For specific information about the special diversity training seminar, please contact Dr. Anna Marie Frank at afrank@depaul.edu.

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The Chronicle of Kinesiology and Physical Education in Higher Education is a publication for the NAKPEHE membership, and is a forum for interdisciplinary ideas, concepts, and issues related to the role of kinesiology and physical education in higher education with respect for social, cultural, and personal perspectives.

From the President, *continued*

The NAKPEHE Board of Directors has worked through the spring on a variety of committee tasks. The Membership Committee has successfully supported the NAKPEHE Booth at the past AAHPERD convention in Tampa and will be announcing the winner of the free NAKPEHE membership that was selected at the close of the convention booth last week. Both the Nominations and Elections Committee and the Awards Committee are hoping you will nominate your colleagues using the appropriate forms in this issue of the *Chronicle*. The Future Directions Committee will hold their meeting in Orlando (site of the 2011 conference) next month. The Publications Committee has nominated new members of Editorial Boards for the various association publications. The Foundations Committee has recommended a change in title and responsibilities for the position of the NAKPEHE Executive Secretary/Treasurer. The position will now be titled "Executive Director" and the responsibilities added to the Operating Code should insure smoother transitions between the rotating elected officers. A position posting was distributed at the recent AAHPERD convention and will be available on *OPERA*. Please contact Dr. Mel Finkenberg at mfinkenberg@sfasu.edu, Chair of the Foundations Committee, for additional information about the position posting. In addition to committee progress, two presidential taskforces have been hard at work. The Technology Applications Taskforce has investigated the options available to the association for "bundled" applications from a variety of vendors. Their recommendations were well-received by the BOD at the spring teleconference board meeting and the Executive Committee will be continuing the conversation with the recommended vendors this spring. The Marketing Taskforce submitted an extensive marketing plan proposal for the association and will continue to collect data about our needs and resources throughout the spring semester. They will present a final report at the end of June for consideration at the next BOD teleconference meeting.

Finally, after heroic efforts to move the *Chronicle* to an online format for NAKPEHE, Dr. Mike Metzler will be passing the responsibilities for *Chronicle* Editor to Dr. Shane Frehlich. We thank Shane for accepting this responsibility and we are sure that the *Chronicle* will continue to meet the high standards set by past editors. Mike Metzler is the current NAKPEHE President-Elect and will be helping Shane during the spring transition time. On behalf of NAKPEHE, I thank Mike Metzler for his visionary leadership in this editorial effort. He has clearly "moved mountains" in a relatively short period of time and I believe the quality of the publication has improved and rises well above similar publications of other associations. ■

Please make your plans now to attend and/or present your work or ideas at the 2010 NAKPEHE Conference, January 6–9 in Scottsdale, Arizona.

For information, contact Alison M. Wrynn, Associate Chair for Undergraduate Studies, Dept. of Kinesiology, California State University, Long Beach, e-mail: awrynn@csulb.edu

Upcoming Conventions

NAKPEHE

January 6–9, 2010:
Millennium Resort
Scottsdale McCormick
Ranch, Scottsdale, AZ



■ Editor's Invited Column

The American Kinesiology Association and an Adolescent Discipline

*Shirl J. Hoffman, Emeritus Professor of Kinesiology,
University of North Carolina at Greensboro*

Academic fields are a lot like humans. Provided they are given proper nourishment and attention, they develop quickly following birth. Although their initial efforts may be awkward and unpredictable, eventually they learn to master their environments, develop idiosyncratic personalities, and survive. Kinesiology was born in the 1960s and was nurtured by a host of attentive “parents,” luminaries of the field who thought carefully and debated vigorously about how the discipline should be structured, the knowledge base that should define it, and what it should be called. Many of these debates were spread over the pages of *Quest* in the 1960s and early 1970s. Although Franklin Henry’s memorable paper is regarded by many as the mid-wife of the new field, in truth the idea of a field that embraces the study of human movement and physical activity had been in gestation years before Henry spoke his famous words. Henry may have marked the occasion with his famous: *Physical Education: An Academic Discipline* but it was the efforts of a host of leaders discussing, debating, and writing in the trenches of the academy that brought it into the world.

During the field’s childhood, conferences were often contentious affairs because participants genuinely believed that how a field is conceived by its practitioners affects both the academic cultures that it fosters and in how practitioners in the field go about their work. These early leaders—academic counterparts of Dr. Benjamin Spock, the controversial child-rearing expert popular at the time—were convinced that if a child is to mature into a well-adjusted adult, careful attention must be given to its care and feeding. Time spent thinking and debating about the field weren’t seen as a diversions from “more important” scholarship; interest in the problems of human movement or pedagogy went hand in hand with a concomitant interest in the health and vitality of the field because everyone realized that unless the field reached adolescence and eventually adulthood, the institutional contexts that made it possible to study such fascinating problems could well disappear.

With such TLC it isn’t surprising that kinesiology quickly reached adolescence. But forty plus years latter it remains an adolescent, subject to all the travails and problems that attend human adolescence. Like a pimply-faced teen the field retains the same heightened sense of self-consciousness it had decades ago. Like a teen it continues to be plagued by identity problems, not sure what fields of study and professions it actually encompasses, and in some quarters, seems not even to know its name. Like an adolescent it anguishes over its place in the academy and laments not being as “well developed” as some of its peer disciplines. It still displays a certain “clumsiness” in moving about the academy, owing in part to the fact that not all of its body parts (areas

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Editor's Invited Column, *continued*

of specialization) have grown at the same rate. And just like an adolescent, the field continues to focus on the present (e.g. its remarkable undergraduate enrollments) unable or unwilling to think about or plan for the future.

Some might say that this is the normal course of development for a discipline, but one has to wonder what kinesiology hasn't moved on to adulthood by now. At least two dangers await humans and academic fields that remain stuck in adolescence. As any parent can tell you, adolescents can easily fall prey to peer pressure and become derailed, particularly those suffering from low self-esteem who are uncertain about their standing in their peer group. The same danger faces adolescent kinesiology. Lacking a strong self-identity it remains unsure of its standing among peer academic fields. Instead of having crafted a unique identity as an adult field encompassing both a strong research base as well as a strong practitioner base it has continued its schizophrenic ways. Sometimes kinesiology is a practitioner-based field, sometimes it is a hard science, sometimes it is an applied science. Sometimes it is like social work and nursing, at other times it is like physiology and chemistry. It all depends upon whom you ask. Secondly, perpetual adolescence doesn't bode well for kinesiology's quest for respect in the academy. Regardless of the abundance of undergraduates enrolled their programs, adolescent disciplines aren't granted entrée to centers of power and influence in higher education, politics or public policy. A perpetually adolescent field of study isn't likely to be taken any more seriously than a perpetually adolescent 50-year old.

Of course using analytic psychology as an instrument of analysis for a field of study has its limits, but if you doubt that kinesiology is stuck in something similar to a stage of perpetual adolescence I invite you to read (or re-read) Roberta Rikli's fine diagnosis of the field published three years ago in *Quest* (Kinesiology: A 'Homeless' Field: Addressing Organization and Leadership Needs, [2006, 58, 288-309]) based on her Amy Morris Homans Commemorative Lecture. Rikli's lecture was the stimulus for the first concerted initiative by leaders in the field to do something to snap kinesiology out of its adolescent malaise and usher it into adulthood. The initiative led to the founding of the *American Kinesiology Association*, an organization that lists among its affiliate members *The National Association of Kinesiology and Physical Education in Higher Education*. No organization can, by itself, compensate for the "parental neglect" that has stymied kinesiology's development, but with the enthusiastic support of its member departments and the collaboration of its affiliates AKA most definitely can be a catalyst.

Because it is an organization of departments AKA works directly with department chairpersons and only indirectly with their faculties. Its goals are reflected in the acronym "ACES" (i.e., Advocating, Coordinating, Educating, and Serving). AKA is well positioned to serve as an advocate for the field in the public arena, much like the *American Psychological Association* advocates for the field of psychology. The success of an organizational advocate, of course, depends upon the size of its representational base. AKA has quickly added nearly 90 departments to its membership, but if it is to be a truly forceful

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Editor's Invited Column, *continued*

advocate in the power centers of higher education and government, many more departments must sign on. We at AKA believe that the ominous cloud of economic threats hanging over colleges and universities makes this an especially opportune time for kinesiology departments to band together under one banner.

Another goal of AKA is to help coordinate the efforts of departments through innovative means of information-sharing, something that has been lacking in our field since its inception. AKA also aims to coordinate the efforts of kinesiology departments and to forge a strong identity in the public square. This will mean working to unite the often disparate and isolated segments of the field. Education is the third goal of AKA; it is committed to offering educational experiences to its member departments, not only through seminars and workshops on professional and program development, but through a newly revamped website (coming in June) that contains or will contain such innovative features as the "Kinesiology Colloquium," "Spotlight on Research," "Kinesiology Today," "Kinesiology Contents," "Faculty Development," news from affiliate organizations, and the NIH CRISP Data Base (www.american-kinesiology.org). Finally AKA is committed to serving its member organizations. We continue to explore ways AKA can work cooperatively with its member departments and its affiliate organizations to serve the larger good of kinesiology. It is not the organization's intention to replace the efforts of any one organization but to be the means by which each becomes stronger so that, together, we can usher kinesiology into adulthood. ■

Shirl J. Hoffman is Executive Director of the American Kinesiology Association. He can be contacted at: shoffman@americankinesiology.org.

■ Best Practice in Teaching and Learning

The Change from Coach/ Teacher Centered Learning to Student/ Athlete Centered Learning

*Michael W. Kernodle, Erik Rabinowitz,
and Robert N. McKethan
Appalachian State University*



One of the main goals of coaches/teachers is to provide a teaching/learning environment culminating in the learner's ability to retain the information for extended periods of time and transfer the learning to any number of different competitive situations. For coaches that would mean organizing on the field or on court practices that challenge the athletes both in the cognitive and motor domains adhering to the Encoding Specificity Principle that suggests practice should be as close to competition as possible. For teachers, work in the classroom should result in a positive transfer to quizzes and exams in the form of creative problem solving necessary for vocational and life preparation. This article will examine how, in an effort to enhance learning on the field or in the classroom, the learning environment may need to be changed from teacher-centered (inactive) to student-centered (active).

Coaching Facilitation Styles

According to Martens (2004) there are three coaching styles. The first is the Command Style (Dictator) characterized by the coach making all the decisions and the athlete simply responds. A well-known example would be Bobby Knight who was famous for his dictatorial style of coaching and on court antics as evidenced by the following YouTube site: ([youtube.com/watch?v=NvRO2GE4x4M](https://www.youtube.com/watch?v=NvRO2GE4x4M)). Another example was Woody Hayes, the infamous football coach at Ohio State University whose career ended after striking a player during competition (<http://www.poetv.com/video.php?vid=29397>). Although these coaches were successful, the command style does not stimulate much problem solving or learner involvement as the decisions are usually made by the dictator. The Command Style coach would provide feedback constantly which would result in the athlete becoming dependent upon the coach's feedback making it very difficult for him/her to be a decision maker during competition.

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Best Practice, *continued*

The second style is the Submissive Style (The Baby-Sitter) which is characterized by coaches making as few decisions as possible suggesting that the coach either lacks competence, is lazy or misinformed about what competent coaching requires for example, a father coaching a youth soccer league with no coaching or soccer knowledge.

The third style is the Cooperative Style (The Teacher) and is characterized by a sharing of the decision making between the coach and players, and deciding on the fine line between guidance and allowing players to direct themselves. A good example of this style is Phil Jackson, head coach of the Los Angeles Lakers and Chicago Bulls of the NBA. The cooperative style encourages the athletes' involvement and the development of internal learning strategies resulting in a more effective learning environment. One of the most important variables a coach has at their disposal is the use of feedback. The Cooperative Style coach would utilize the fading/vanishing technique by providing a substantial amount of feedback initially and gradually providing less and less feedback forcing the athlete to process the information more deeply by thinking for themselves. This, in turn, allows the athlete to develop their own internal learning strategies. If the athlete gets to the point where they no longer need feedback from the coach, the processing can be made even more difficult by requiring the athlete to provide their own feedback. The coach would initially have to guide the athlete, but as the athlete becomes more proficient they basically become a coach on the field. For a coach, this should be the ideal conclusion to a great relationship with their athletes.

Teacher Facilitation Styles

Similarly, in the classroom there are a number of models that discuss the types of teaching styles and one of the most frequently mentioned was developed by Grasha (1996) who discusses four teaching styles. The first is the Expert who is concerned with transmitting information and insuring that students are well prepared. The advantage of this model is the knowledge and skills of the teacher, but it may not result in understanding the processes needed to answer the questions.

The second style is Formal Authority which is a teacher centered approach. This type of teacher is concerned with the correct, acceptable, and standard ways to do things and with providing students the structure they need to learn. This style focuses on clear expectations and acceptable ways of doing things and a central factor is the lecture. This style is very rigid and not conducive to independent learning.

The third style is the Personal Model, which is also a teacher centered style and focuses on teaching by personal example and demonstration. This type of teacher would encourage the students to observe and then emulate the instructor. For example, a teacher may show students how to tie a figure eight knot and then ask them to replicate the knot.

The final style is the Facilitator which is a student centered approach and is characterized by encouraging the students to ask questions, explore options and develop the capacity for independent action. The advantage here

“...numerous studies suggest that even adult learners can only attend to a lecture for no more than 15 to 20 minutes before tuning out...”

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Best Practice, *continued*

is that the student is an active agent in their learning experience. However, this style can be more time consuming. There are a number of surveys you can take to help determine your teaching style, one of which, developed by Grasha and Riechmann, can be found at <http://www.longleaf.net/teachingstyle.html>.

Rationale for Active Engagement

The concept of active learning is often credited to Hayward (1905) and Dewey's (1956) work (O'Sullivan, 2003), where both describe the need for a shift from the expert teacher to the student learner. The coach/teacher-focused/ transmission of information formats, such as lecturing, have recently begun to be increasingly criticized because the athlete/students become passive, apathetic and bored. Throughout the United States, universities are making significant changes to validate that each student is learning through outcome based changes and university-wide assessments. This movement in itself is progressing from a teacher based style to a student center approach.

Lonka and Ahola (1995) conducted a six-year study and found that students involved in active instruction developed better study skills, content understanding and critical thinking when compared to those in a traditional lecture environment. Hall and Saunders (1997) found that students had improved time on task, motivation and grades in a first year information technology course using a more active learning environment, and 94% of the students would recommend it to other students over the more traditional approaches.

Additionally, numerous studies suggest that even adult learners can only attend to a lecture for no more than 15 to 20 minutes before tuning out. (<http://www.videosift.com/video/Ben-Stein-Ferris-Buellers-Day-Off>). In fact, studies such as Ruhl, Hughes, and Schloss (1987) have shown that short, active pauses in the presentation of information to students does not affect content learning. In reality, the learning process seems to be enhanced. Learners need a change of pace that should be in some form of active learning. In addition, the density of the material presented should be taken in to account. Russell, Hendricson, and Herbert (1984) found that if the density of new material was relatively low, retention and learning were significantly better.

Recommendations

Teachers and coaches should not overwhelm their students and athletes with large amounts of new information at any one time. It may be that the presentation of the least amount of information relevant achieving a criterion goal is the most effective method to use. This agrees with suggestions from the discipline of Motor Skill Learning that Prescriptive Knowledge of Performance (describes an error and prescribes a solution) is the most effect form of feedback for a learner in the early stages because it causes the learner to focus on the least amount of information relevant to the performance of the task. This prevents an overload of the information processing system.

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“Teachers and coaches should not overwhelm their students and athletes with large amounts of new information at any one time.”

Best Practice, *continued*

Moreover, coaches and teachers may want to examine techniques such as: using cooperative learning techniques (Think-pair-share, Talking Aloud Paired Problem-Solving, Three step interview, send a problem, Student Teams-Achievement Divisions, Jigsaw), Problem Base Learning (PBL), Inquiry Based Learning and collaborative learning. Additionally, if you attend one of the conferences or workshops focusing on teaching enhancement (e.g. Lilly Conference, Teaching Professor Conference) you will discover that many of the presentations deal with the move from a teacher centered (lecture-based) approach to a student centered approach, frequently via active learning.

References

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- Lonka, K., & K. Ahola (1995). Activating instruction: How to foster study and thinking skills in Higher Education. *European Journal of Psychology of Education*, 10, 151-168.
- Martens, R. (2004). *Successful coaching*. Champaign, IL: Human Kinetics.
- Ruhl, K. L., Hughes, C. A., & Schloss, P. J. (1987). Using the pause procedure to enhance lecture recall. *Teacher Education and Special Education*, 10, 14-18.
- Russell, I.J., Hendricson, W.D., & Herbert, R.J. (1984). Effects of lecture information density on medical student achievement. *Journal of Medical Education*, 59, 881-889. ■

Funding for NAKPEHE Special Projects

One of the responsibilities of the Foundations Committee is to oversee the spending of all endowed funds. There is interest money available in NAKPEHE's endowed funds to be used for special projects to further the goals of NAKPEHE. These are also projects that would not fall under the operating budget of NAKPEHE.

Requests for special projects should be submitted by July 1st or November 1st of each year to the Chair of the Foundations Committee (FC). The FC, if possible, will make their decisions via e-mail. So there should be a short turnaround in the decision-making process.

Project requests should include:

1. Person(s) submitting request, address, phone, e-mail
 2. Title and description of project
 3. Itemized cost of project
 4. Timeline for completion of project
 5. Proposed benefits to NAKPEHE
- _____ Request Advance _____ Request Reimbursement _____ Other

For 2009 requests, submit your proposal to: Judy Bischoff (jbischof@niu.edu) or 1891 N. Via Carrizal, Green Valley, AZ 85614 before May 15th and after October 15th. Between those two dates, send to 854 Sandpiper Shores Rd., Coolin, ID 83821. ■

NAKPEHE Foundation Memorial Fund

This fund was started with a large gift to NAKPEHE through the will of Dean A. Pease. Donations to the NAKPEHE Foundation Memorial Fund can be forwarded to:

NAKPEHE
c/o Ginny Overdorf
Dept. of Exercise &
Movement Sciences
William Paterson
University
300 Pompton Road
Wayne, NJ 07470

Make checks payable to:
NAKPEHE Foundation
Memorial Fund.



National Association for Kinesiology & Physical Education in Higher Education

NAKPEHE Doctoral Student Award

Joanna Davenport Poster Presentation Prize for Doctoral Students

The National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) would like to invite doctoral students to submit poster presentations for the 2006 conference in California. The conference will provide the doctoral students with a wide array of sessions to attend that will have greater meaning as they prepare to enter the higher education employment arena. This year there will be a special opportunity for doctoral students to participate in the conference. All doctoral students will be offered the opportunity to participate in a committee-reviewed doctoral student poster presentation session. The poster presentations will be available for viewing at the conference. A Review Committee will select one doctoral student poster to receive the Joanna Davenport Poster Presentation Prize, and the presenter will be awarded a monetary prize and a free membership in NAKPEHE for the coming year. The Joanna Davenport Poster Presentation Prize will be awarded at a special reception following the Delphine Hanna Lecture.

In addition to this session, we hope there will be time for doctoral students to meet together in a less formal setting to discuss their common concerns. Our hope is to establish a connection between similar doctoral programs and establish a mechanism for communication between students with similar or supportive research directions. The structure and philosophical direction of NAKPEHE offers a positive interdisciplinary theme that encourages sharing within and across specialty areas; and welcomes new ideas and insights from differing perspectives. There will be numerous social opportunities for the doctoral students to interact with NAKPEHE members.

If you have any specific questions related to doctoral student involvement, please feel free to contact Camille O'Bryant (cobryant@calpoly.edu or 805-756-1787). If you would like specific conference information, please contact Alison Wrynn (awrynn@csulb.edu), or visit the NAKPEHE web site (www.nakpehe.org).

We hope to see you in Arizona!

*Camille O'Bryant, Ph.D., Cal Poly State University, San Luis Obispo, CA
Joanna Davenport Poster Presentation Prize, Chair*

Call for Posters

A call for proposals is made each spring by the National Association for Kinesiology and Physical Education in Higher Education. The NAKPEHE Joanna Davenport Doctoral Student Poster Session provides an opportunity for entry-level members of the higher education profession to present posters focusing specifically on physical education.

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Poster Presentation Prize, *continued*

Topics: Original, unpublished research (current or recently completed) poster presentations and reports.

Selection Criteria:

- Candidates must be current doctoral students, or have completed their degree after January 1, 2005.
- Selection of posters for inclusion in the poster session will be made on submitted proposals, and is made on the basis of scholarly content, organization, and pertinence to the field of physical education.
- Once a proposal has been selected for inclusion in the poster session, the poster should be organized within the constraints of a 5' by 6' area.
- Poster presenters will have one (1) hour prior to viewing to set their posters in the appropriate room.
- The posters will be displayed for 5 hours prior to the Delphine Hanna Reception. During this time, a committee will review the posters and select one poster to receive the award.
- All poster presenters must be present with their posters in the viewing area during the reception. The Joanna Davenport Poster Presentation Award will be presented during the reception.

Awards:

- A maximum of twelve (12) poster proposals will be selected for presentation at the annual conference.
- One \$250.00 award will be presented during the Delphine Hanna Reception to the selected poster presenter.
- The selected presenter will also receive one year free membership in NAKPEHE (including Quest and The Chronicle of Physical Education in Higher Education subscriptions).

Submit Proposals To:

Dr. Camille O'Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386

Deadline for Submitting Proposals:

September 1, 2009 (Acceptance and Notification by October 15, 2009)

Presentation Date and Location:

January 2020 NAKPEHE Conference, Scottsdale, AZ

Additional Information:

Dr. Camille O'Bryant
Phone: 805-756-1787
Fax: 805-756-7273
E-mail: cobryant@calpoly.edu

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Poster Presentation Prize, *continued*

FORMAT FOR POSTER SESSION PROPOSALS/PRESENTATIONS

PROPOSAL:

Poster Title:

Presenter(s):

Institution:

Address:

Doctoral Advisor:

Advisor's Phone Number:

Advisor's E-mail:

Presenter(s)'s Address:

Presenter(s)'s Phone Number:

Presenter(s)'s E-mail:

Please send this proposal form with a 500 word abstract describing the focus of your presentation by September 1, 2009, to:

Dr. Camille O'Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386
805-756-1787
cobryant@calpoly.edu

International

A Global Shift: The Use of Study Abroad Programs to Fill Interdisciplinary Program Needs

Jessica R. Braunstein, Towson University

Carolyn A. Albright, Towson University

Currently, many aspects of higher education are trending toward interdisciplinary curricula to meet the needs of an ever-changing workplace (e.g., Henry, 2007; Smith & McCann, 2001). While the majority of academic research on interdisciplinary study has been conducted in the field of health professions (e.g., Baldwin, 1996; Hall & Weaver, 2001; Larson, 1995; Luecht, Madsen, Taugher, & Petterson, 1990), the importance of higher, and inclusive, thinking extends beyond these disciplines. As academicians, it is our responsibility to understand developments and shifts in the market, adapting our curriculum to benefit our students and the workplace as a whole prior to their realization of a potential deficiency. These evolving job markets, where employers are demanding diverse skill sets from their employees, results in need for students to engage in an interdisciplinary educational experience to be successful in the workforce. More specifically, as the disciplines of sport management and exercise science evolve, many industry jobs are moving towards a merging of these fields. As such, kinesiology departments, often housing both entities, should seek methods to provide such connections.

Due to current market shifts, many kinesiology graduates receive jobs that require educational experiences from both academic majors (i.e., fitness managers, equipment sales/representatives) or obtain jobs in the alternate market (i.e., sport managers as personal trainers). Specific examples of these market shifts include: (a) a jump to and from corporate to mom-and-pop fitness centers, with smaller organizations requiring a lower number of employees, therefore requiring individuals to partake in various aspects of the business, while larger chains may remain true to the traditionally established working roles, and (b) the increase in the number of independent contractors (i.e., personal trainers), with opportunities in mainstream as well as niche markets. While many programs have begun to exclude required credits and experiences within these opposing majors due to diminishing resources, it is valuable to the academic experience to have these opportunities present. These opportunities provide students with the skills to enter into and adapt to these changing marketplace. Specifically, areas of interest where there is a trend for a more dynamic educational background may include personal training/physiology (i.e., expertise in physicality), business, marketing/sales, and law/risk management/insurance.

As this evolution continues, the shift towards a global market is undoubtedly present as well. Globalization, defined as “a process (or set of processes) which embodies a transformation in the spatial organization of social relations and transaction—assessed in terms of their extensity, intensity, velocity and

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A Global Shift, *continued*

impact—generating transcontinental or interregional flows and networks of activity, interaction and the exercise of power” (Held, McGrew, Goldblatt, & Perraton, 1999, p. 16). As a result of our shrinking globe, students entering the workplace must be aware of the role that the environment as a whole (i.e., global, not just local) will play on their role in the industry. While discussions regarding the impact of the global marketplace are now common in many classrooms across the country, a lecture hall in the United States cannot provide the level of understanding necessary for our students to understand, and ultimately apply, global principles. However, traveling abroad and speaking with both industry professionals and locals in England, Italy, Greece, China, Australia, New Zealand, and beyond, assist in the educational process in a way unlike any other. As such, the purpose of this article is to provide practical examples of the interdisciplinary integration of sport management and exercise science through study abroad. In order to illustrate the process one may take to develop, and produce, this type of program, we present various lessons learned from two faculty members who chose to provide their students with the opportunity to study sport and human performance in the global perspective (i.e., Australia and New Zealand).

Process

Program Development. Using an interdisciplinary approach to studying abroad entails developing a program whose main purpose, and majority of its objectives, are appropriate to students in both the sport management and exercise science fields. For our interdisciplinary program we chose the topic of globalization and sport culture, a concept that has a strong influence on both areas of study. Choosing this topic provided students the opportunity to study the effects that a global network has had on such entities as professional sport, community sport and recreation, and non-sporting culture. After determining the purpose of the trip the faculty can then develop the main components of the program and how these components will meet the more specific objectives of your course. One factor we took into consideration when developing the program was that the experience was not just about time spent abroad, taking into account pre-departure and post-travel requirements on behalf of the students.

Pre-Departure. Students were prepared for the trip abroad by introducing them to, and having them formulate ideas about topics that would be covered while visiting the other countries. Students were asked to think about the different cultures they would be visiting and how the difference and/or similarities to American culture coincided with the main objectives of the course. Using the aspects of the two majors that are similar in nature, students can investigate such topics as popular or local sports of the visiting countries or popular international athletes that came from the region. This type of exercise is broad enough in nature that students of both majors can complete it. Additional pre-departure assignments can include book reviews (related to the industry as well as the culture abroad, both if possible), presentations, group projects, and other tasks that require the students to familiarize themselves with the locations. Setting the tone prior to departure is important, as the students

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A Global Shift, *continued*

tend to be willing to work when abroad if they are aware of what is expected of them beforehand.

Abroad. The portion of the program that was spent abroad included the following components:

Travel: Students were provided time, in addition to formal site visits and events, to explore the culture and experience all parts of the region that may not be covered specifically within the program. Members of the class were encouraged to engage in conversation and activity with locals, bringing this information back to lecture, and ultimately enriching the experience and their understanding of the role that each country plays on the other.

Lecture: Faculty led lectures on globalization and its international impact on business, performance, and socio-cultural aspects of sport. Lecture periods were based heavily in discussion, allowing students to formulate ideas about the impact that globalization has, is, and will continue to have on the area of sport.

Site Visits: One or two site visits during most days of the program included visits to professional sport venues, international or local sport venues, professional sport teams, community recreation centers, sport practice sites, sporting events/tournaments. These site visits not only included tours of facilities but also lectures from professionals representing those sites. The faculty must decide on site visits that incorporate both fields, however, one can easily bring together both areas of study by multiple speakers discussing the different components of their business, event, or athletes, or community. Requiring the preparation of questions for these industry professionals.

Group Activities: Group meals or excursions that can foster a cohesive student group were found to be an integral part of the program, as was working on bonding activities early on.

Post-Travel. Students were given time to reflect on their experiences, bringing together their hands-on experience, discussions, and lectures. After returning from our time abroad, our students completed a reflection paper; however, one could incorporate a photo journal, presentations, or other methods of allowing the student to share their experience and knowledge gained from the program.

Discussion

This is an interdisciplinary approach to studying abroad; therefore, the main purpose of program should be broad in nature. This requires specific program objectives that will pertain to both groups as a whole, regardless of discipline. As a program director one must decide the degree to which objectives should also be focused on individual majors of sport management and exercise science.

The degree to which these two fields should be interwoven is debatable from both sides of the field. The program should include lectures from individuals representing both fields at each site visit, lecturing about the business and the performance and science aspect. On-site lectures can come from the management team or from other entities such as the strength and

(continued)

A Global Shift, *continued*

conditioning staff or athletic trainers. However, many times these talks can be interwoven or even brought together in summary when an individual lectures who is not committed solely to one side, such as a head coach.

The itinerary for a program such as this may include events such as games, tournaments, or special events. Because these site visits do not contain structured lectures, it may be necessary for the program leader to develop an activity or assignment based around the event, to be done before, during, or after. The students need to understand that these events are also learning experiences. As such, choosing the most appropriate time of year in terms of sporting events, team practices, and universities in session should be taken into account during the planning process.

For many students this will be their first time travelling abroad, and therefore they may tend to participate in those things that are familiar or comfortable. Encourage them to participate in other sporting or cultural events that are not required by the program. Help them find recreation/pick-up sports games, run a local race, or go to a local venue that plays local sporting games on television rather than trying to find their native events being broadcasted.

Understanding the process at your university (i.e., time frame for submission of study abroad proposals—if necessary, what role the study abroad office plays in the process—some will play a much bigger role than others, what is required of you, and how flexible you can be with your offerings) will be necessary, and the first recommended step, as each university will have their own requirements for faculty-led opportunities. Due to the current economic climate, as well as the nature of these two fields, short-term programs may be more feasible to our students. Some university schedules allow for winter programs, while others only allow for semester-long or summer opportunities. Some faculty members have even gotten creative and have developed programs that run as a class for the majority of the semester and provide the “abroad” component during spring break. Many universities also require a certain number of students before program receives official approval; as such, gauging student interest in locations and time of the year may prove beneficial in developing a successful program. This is where a greater understanding of your university and your student body will come into play. This will all play into the development of programs, what can be offered, and what will be successful at your university.

Topics such as globalization, networks and inter-connectivity, sporting inter-connectivity, and practical applications from both disciplines will provide the students with a foundation to draw from as they use these new landscapes as their own global classroom, applying the material that they learn in their lectures and visits abroad to their progression as professionals when they return to the States. This is the type of experience that will change and influence both you and your students forever.

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CALL FOR PROPOSALS

2010 Conference, January 6–9, 2010

Millennium Resort—Scottsdale McCormick Ranch, Scottsdale, AZ

Theme: “Good to Great*: Success Stories in Kinesiology and Physical Education”

*Based on the book *Good to Great: Why Some Companies Make the Leap . . . and Others Don't* by Jim Collins. Our field and this organization have confronted difficult times in the past; there have been many questions about how to survive and thrive in a changing academic environment. For this conference, however, we don't want to focus on the negative stories but on the positive. What is it that you are doing in your program and at your university that you can share that shows you have made the leap from “Good to Great”?

Possible topics include:

- What kind of leader are you? How do you know if you are a “Level 5” leader?
- Which should you do first? Select the right individuals for your program or decide which direction to go?
- In these tough economic times, how are we “facing the brutal facts” and still moving toward greatness?
- Are you a “hedgehog or a fox”? Does your program try to do too much instead of doing one thing very well?
- Does your program have a “Culture of Discipline”? Not authoritarianism, but determination and purpose?

Other topics are welcomed and encouraged.

To submit a program proposal:

www.nakpehe.org

Proposals are due October 1, 2009.

For information, contact:

Alison M. Wrynn

California State University, Long Beach

E-mail: **awrynn@csulb.edu** Phone: 562-985-4085

Honor Awards Nomination Form for 2010

Award Title (check one):

☐ Distinguished Service ☐ Distinguished Scholar ☐ Distinguished Administrator

Nominee's name _____

Address & phone _____

Nominated by: (name, address, & e-mail address) _____

Attach statement of support for Nominee (based on criteria below), sign it, and forward with this form to: Marilyn Buck, School of Physical Education, Ball State University, Muncie, IN 47306. Or e-mail: mbuck@bsu.edu. **Deadline is 8/1/09.**

Criteria for Awards

All references to NAKPEHE should be interpreted to include the parent associations, NAPECW & NCPEAM.

Distinguished Service Award

Shall be awarded to a person who:

1. Has been a member of NAKPEHE continuously for at least 10 years.
2. Has given outstanding service to NAKPEHE as evidenced by achievement in at least 5 of the following:
 - a) Officer of the Association
 - b) Member of the Executive Board
 - c) Chair of a committee
 - d) Committee member for at least 2 yrs
 - e) Attendee at annual conference
 - f) Speaker at annual conference
 - g) Speaker at annual conference as Homans, Sargent, or Hanna lecturer
 - h) Workshop leader
 - i) Contributor to NAKPEHE publications

Distinguished Scholar Award

Shall be awarded to a person who has made a significant contribution to physical education in higher education through scholarly pursuits within a multidisciplinary perspective and has been a contributing member of NAKPEHE continuously for at least 5 years. Nominees will be judged on their contributions by showing distinction in at least one area with contributions to two or more:

1. Author of book(s)
2. Author of articles in professional or lay periodicals
3. Editor of book(s) or monographs
4. Researcher who develops, executes, and reports significant research
5. Lecturer at professional meetings
6. Other scholarly areas not listed above

Distinguished Administrator Award

Shall be awarded to a person who, through application of administrative/managerial skills, has made significant contributions to the profession and/or related fields, both within and beyond the higher education community, and has been a contributing member of NAKPEHE continuously for at least 5 years. Qualified nominees shall have achieved at least one of the following with distinction:

1. Success as an administrator within a program of physical education in higher education in at least one of the following categories:
 - a) Dean or Assistant/Associate Dean of a school or college in which physical education is a unit
 - b) Chairperson of a physical education department in a college or university
2. Advancement of the goals and ideals of the profession through the application of managerial skills within other groups or organizations.
 - a) Executive Director/President/Program Leader for a physical education discipline related organization or conference
 - b) Director of a regional/national/international physical education project or activity
 - c) Dissemination (publications, presentation, teaching) of scholarly/academic innovations concerning physical education administration that have had a national impact on physical education
 - d) Leadership in physical education organizations as a member of a governing body
 - e) Record of influence outside the profession of higher education which has served physical education as a discipline beyond the institution.

Note: One letter from an employee and one from a higher level administrator must accompany the application.

Authors Sought

We're always looking for quality articles for the Leadership, Issues, Best Practice, Research, New Professionals, or International columns. Please consider submitting an article to one of these columns or encourage your colleagues to do so. Contact the appropriate Associate Editor or the Editor directly with your submission or any questions.

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Deadlines for *The Chronicle of Kinesiology and Physical Education in Higher Education*:

Copy to Editor	Published
Dec. 15	February
March 15	May
July 15	September

All material submitted to *CKPEHE* must be double spaced, and regular articles should not exceed 8 pages in length.

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