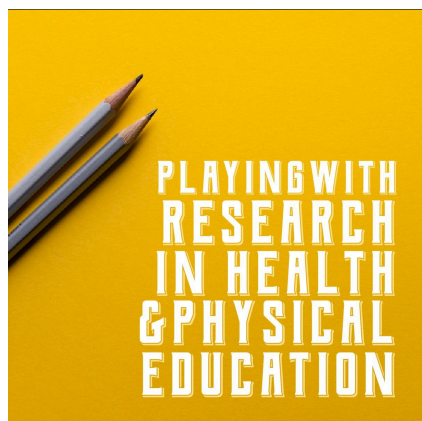




You can find our podcast at www.anchor.fm/pwrhpe or find us by looking for the podcast by name in: Apple podcasts, Spotify, Google podcast, PocketCasts, Stitcher, PodBean, RadioPublic, Overcast, Castbox, or Breaker.

This document breaks down all episodes (up to March 26th, 2024) by the following topics: Technology, Online Physical Education, Models-Based Practice, Health Education and Salutogenesis, Teacher Socialization, Physical Education Teacher Education (PETE), Curriculum, Meaningful PE, The Spectrum of Teaching Styles, Educational Theory Breakdowns, CSPAP and Whole School Approaches, Social Justice and Diversity, Social and Emotional Learning, Adapted PE, Physical Literacy, Sport and After-School, Fitness Testing, Cognition, Policy, Professional Development, Movement Integration into the Classroom, PETE Collaborative, Doctoral Seminar, Article Club, Conferences and Meetings, Research Methods, Academic Journeys, Going Behind the Research, and Other Topics in HPE. You can click on the episode number which connects you via hyperlink to the episode.

Please share with anyone looking to use these in professional development or planning of courses in HPE. Email rmarttin@gmu.edu or DM on Twitter @ristomarttinen for any additional information or to highlight your research. You can follow the podcast on Twitter @theHPEpodcast and find our website at www.thehpewebsite.com

<https://docs.google.com/document/d/1hKkdndQF8OY6C8sPhB4RXRHm4hEDZAgFcc08B--7yR0/edit?usp=sharing>

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Technology

1: Vicky Goodyear Technology Use in PE

Dillon and Sara interview Dr. Vicky Goodyear in Scotland about the use of FitBits in PE classes and how students experienced technology in PE. The paper discusses the students' perceptions of surveillance by the FitBit and expands on how students began to resist the implementation. Great conversation about some of the unexpected effects of technology integration and highlighting student voice. Dr. Goodyear is at the University of Birmingham UK and conducts research with young people and the uses of technology and the impact of social media among other topics.

The full citation of the article is: *Goodyear, V. A., Kerner, C., & Quennerstedt, M. (2017). Young people's uses of wearable healthy lifestyle technologies; surveillance, self-surveillance and resistance. Sport, education and society, 1-14.*

15: Twitter use in PE with Dr. Stephen Harvey

This episode discusses a paper by Dr. Stephen Harvey on PE professionals use of Twitter.

The citation is: *Harvey, S., & Hyndman, B. (2018). An Investigation into the Reasons Physical Education Professionals Use Twitter. Journal of Teaching in Physical Education, 37(4), 383-396.*

20: Social media as professional development with Dr. Doug Gleddie

This podcast is a pedagogical case of Joey and how he uses social media as professional development in physical education. Dr. Gleddie discusses his practice through a PETE, Foucauldian, and anthropologic perspective. This chapter is from a book on digital technologies and learning (see below).

Full cite of chapter: *Gleddie, D., Feith, J., Howe, P., Larsson, H., Cale, L., & Casey, A. (2017). Joey: Social media as a tool for professional development. In A. Casey, V. Goodyear, & K. Armour (Eds.), Digital technologies and learning in physical education: Pedagogical cases (pp. 121–136). New York, NY: Routledge*

34: Flipped classrooms and digital technology in PE w/Dr. Julia Sargent

This podcast discusses how two teachers in the UK used flipped learning (flipped classrooms) and integrated digital technologies into their teaching.

Citation for article: *Sargent, J., & Casey, A. (2019). Flipped learning, pedagogy and digital technology: Establishing consistent practice to optimise lesson time. European Physical Education Review, 1356336X19826603.*

46: Students perceptions to technology integration with Risto Marttinen

This episode highlights the FIT (Fitness Integrated with Technology) Unit and explores students' perceptions of technology integration. We also discuss students perceptions of homework in PE and attitude toward PE. You can find the theory breakdown for the theory of planned behavior in the section

'Educational Theory Breakdowns' of this document. This paper is published on-line first with Research Quarterly for Exercise and Sport. The podcast is guest hosted by Dr. Stephen Harvey.

Full Cite: *Marttinen, R., Daum, D., Fredrick III, R. N., Santiago, J., & Silverman, S. (2019). Students' Perceptions of Technology Integration During the FIT Unit. Research quarterly for exercise and sport, 1-11.*

Other articles related to this project:

Marttinen, R., Fredrick III, R. N., & Silverman, S. (2018). Changes in student attitude toward physical education across a unit of instruction. Journal of Physical Education and Sport, 18(1), 62-70.

Marttinen, R., Fredrick III, R. N., & Silverman, S. S. (2018). Middle School Students' Free-living Physical Activity on Physical Education Days, Non-physical Education Days, and Weekends. Montenegrin Journal of Sports Science and Medicine, 7(1), 5-12

Marttinen, R., Daum, D., Fredrick III, R. N., Santiago, J., & Silverman, S. (2019). Students' Perceptions of Technology Integration During the FIT Unit. Research quarterly for exercise and sport, 1-11.

54: Social media & teacher professional learning communities w/Dr. Vicky Goodyear.

A discussion about social media use & teacher professional learning communities with Dr. Vicky Goodyear.

The full citation of the article is: *Goodyear, V. A., Parker, M., & Casey, A. (2019). Social media and teacher professional learning communities. Physical Education and Sport Pedagogy, 1-13.*

67: Teachers and Technology Use in PE

Wearable digital technology is a hot topic in PE, but what do teachers feel about using it? This JTPE article discusses the advantages, barriers and the ways teachers chose to integrate technology into their classrooms.

Marttinen, R., Landi, D., Fredrick, R. N., & Silverman, S. (2019). Wearable Digital Technology in PE: Advantages, Barriers, and Teachers' Ideologies. Journal of Teaching in Physical Education, 1(aop), 1-9.

103: Book Club 'Minds Online: Teaching Effectively with Technology'

This is the first ever book club on the podcast. We read "Minds Online: Teaching Effectively with Technology" By Dr. Michelle Miller. You should read it too, find the link [here](#).

129: The utilization of FITNESSGRAM in PETE programs

This paper discusses the use of FITNESSGRAM in PETE programs to assess pre-service teachers.

Full Cite: *Tara B. Blackshear (2020): The Use of FITNESSGRAM® in PETE: Is It Appropriate? International Journal of Kinesiology in Higher Education. <https://doi.org/10.1080/24711616.2020.1806156>*

141: Twitter as a Professional Development Platform

This episode covers one chapter from the recent special issue on social media use in PE (see Episode 137 for more).

The full citation is here: *Richards, K. A. R., Killian, C. M., Kinder, C. J., Badshah, K., & Cushing, C. (2020). Twitter as a professional development platform among US physical education teachers. Journal of Teaching in Physical Education, 39(4), 454-463.*

163: AIESEP Connect May Optimising Social Media for Physical Activity Diet and Quality of Life

This is the May 2021 recording of #AIESEPCONNECT - Optimising Social Media for Physical Activity Diet and Quality of Life.

216: Technology-Enhanced Learning Physical Education? A Critical Review of the Literature

Julia Sargent from The Open University in the UK and Antonio Calderon from the University of Limerick discusses the article "Technology-Enhanced Learning Physical Education? A Critical Review of the Literature. In this critical literature review, we discuss the aspects of pedagogy that are claimed to be enhanced using digital technology in PE.

Full Cite: *Sargent, J., & Calderón, A. (2021). Technology-enhanced learning physical education? A critical review of the literature. Journal of Teaching in Physical Education, 1(aop), 1-21.*

<https://doi.org/10.1123/jtpe.2021-0136>

View for free:

https://www.researchgate.net/publication/356896010_Technology-Enhanced_Learning_Physical_Education_A_Critical_Review_of_the_Literature

235: PE Podcasts: A Thriving Community of Practice or a One-Way Mode of Communication?

Scott McNamara joins us to discuss the article Physical education podcasts: A thriving community of practice or a one-way mode of communication? We talk about the ways that communities of practice are cultivated using podcasts and the aspects that motivate podcast creators and listeners within the field of physical education.

Full Cite: *McNamara, S., Larocca, V., & Bassett-Gunter, R. (2022). Physical education podcasts: A thriving community of practice or a one-way mode of communication? Physical Education and Sport Pedagogy, 1-13. <https://doi.org/10.1080/17408989.2022.2061937>* Scott's podcast is titled: *What's New in APE? You can find it anywhere podcasts can be downloaded.*

252: Flipped Learning in Physical Education

We discussed the new book out from Routledge titled: Flipped learning in Physical Education: Opportunities and Applications. It is co-authored by Ove Osterlie, Chad Killian and Julia Sargent, AND we were fortunate to have all three on today to discuss this book!

Here is a link to the book:

<https://www.routledge.com/Flipped-Learning-in-Physical-Education-Opportunities-and-Applications/Osterlie-Killian-Sargent/p/book/9781032036717> (the e-book is \$17.60)

Here is the link to the keynotes and content Ove explained:

<https://www.ntnu.edu/ilu/symposium-ditepes>

Twitter:

Ove Osterlie: @oveost

Chad Killian: @chadkillian1

Julia Sargent: @Julia_Sargent

265: ChatGPT, A.I., and how it will affect education and PETE

I am joined with some great colleagues today to discuss artificial intelligence and its effects on higher ed in general, and PETE more specifically.

Here are the guests on:

Kevin Richards- Univ of Illinois- Urbana Champaign @KARRichards14

Chad Killian- University of New Hampshire. @chadkillian1

Donal Howley- Towson univ @andonrue

If you want to look up what ChatGPT is go to openai.com and register.

273: AIESEP Connect - Improving the quality of PE teaching by using digital tools

This is the audio from the AIESEP connect from Friday February 10th 2023. This session was an interesting, thought provoking, yet PE practice-oriented session on the topic of improving the quality of PE teaching through digital tools. The session was hosted by Menno Slingerland and the speakers were Kathrin Kohake, Gwen Weeldenburg and Arne Bouten.

Here was the prompt for the session:

All three presenters are involved in projects in which digital media and tools are being developed with the purpose of supporting PE teachers in enhancing their teaching effectiveness and overall teaching quality. Kathrin Kohake will present research on an observation instrument aimed at strengthening pedagogical competences of pre-service PE teachers. Gwen Weeldenburg will present the TARGET tool, a

systematically developed interactive tool to support PE teachers in optimizing the PE learning environment. Arne Bouten

Full Cite: Ison, S. E., Richards, K. A., Hemphill, M. A., & Templin, T. J. (2022). Another decade of qualitative research in the Journal of Teaching in Physical Education. *Journal of Teaching in Physical Education*, 1–12. <https://doi.org/10.1123/jtpe.2022-0015>

Twitter: Shelby Ison= @shelby_e_ison Kevin Richards=@KARRichards14

On-line Physical Education

83: On-Line Physical Education in Unprecedented Times w/Dr. Chad Killian

What is quality on-line PE? What do we know about on-line PE? What should we expect when the entire country is forced out of schools and into their homes? Dr. Chad Killian joins me to discuss these unprecedented times.

His recent article citation we discuss: *Killian, C. M., Kinder, C. J., & Woods, A. M. (2019). Online and blended instruction in k–12 physical education: a scoping review. Kinesiology Review, 8(2), 110-129.*

91: Joe Wicks the face of PE? AIESEP #CoffeewithColleagues

This is the audio from the first ever AIESEP meet up "coffee with colleagues" that occurred April 24, 2020. Dr. Kathy Armour is the discussant on a topic that has caused a lot of outrage in the PETE and PE community. Is Joe Wicks the face of PE? What can we learn from his rise to prominence? The discussion was moderated by Fiona Chambers

[AIESEP](#) is the international association for physical education in higher education.

92: Joe Wicks Follow-up Discussion

I discuss the AIESEP meet-up about the "Joe Wicks phenomena" with Dr. Fiona Chambers & Dr. Louise McCuaig. We talk about the future of PE, defining our field, and bring up ideas on how we can learn from our new reality.

The Wall Street Journal Article Fiona references is [here](#)

137: Social Media for Professional Development Special Issue

This podcast overviews a recent special issue on the use of social media as professional development in HPE. The special issue had 6 articles plus an intro and conclusion.

This link will take you to the special issue: <https://doi.org/10.1123/jtpe.2020-0004>

184: PE Teachers Experiences during COVID

This podcast featuring Dr. Erin Centeio discusses a large project in collaboration with OPEN Phys Ed (openphysed.org) to understand the experiences of PE teachers during the onset of the pandemic. The podcast overviews two papers which are linked below (open access)

Full Cite: Centeio, E., Mercier, K., Garn, A., Erwin, H., Marttinen, R., & Foley, J. (2021). *The Success and Struggles of Physical Education Teachers While Teaching Online During the COVID-19 Pandemic. Journal of Teaching in Physical Education*, 1(aop), 1-7.

<https://journals.humankinetics.com/view/journals/jtpe/aop/article-10.1123-jtpe.2020-0295/article-10.1123-jtpe.2020-0295.xml?rskey=jzwQ5l&result=32>

Mercier, K., Garn, A., Centeio, E., Erwin, H., Marttinen, R., & Foley, J. (2021). *Physical education teachers' experiences with remote instruction during the initial phase of the COVID-19 Pandemic. Journal of Teaching in Physical Education. (aop)*

<https://journals.humankinetics.com/view/journals/jtpe/40/2/article-p337.xml?rskey=NXkCXo&result=1>

186: Toward quality online physical education w/Dr. David Daum

David N. Daum, Ph.D., is an Assistant Professor of Kinesiology at San Jose State University. His area of expertise includes physical education teacher education, curriculum design, assessment, and technology. He provides leadership in the physical education community related to online physical education with a multitude of presentations, publications and guideline documents. Dr. Daum's research areas include K-12 blended and online physical education curricula, how that curricula is implemented and the impact of that curricula. In addition he is interested in how technology is defined and utilized in face-to-face classrooms and in the preparation of future teachers.

Full Cite: Daum, D. N., Goad, T., Mosier, B., & Killian, C. M. (2021). *Toward Quality Online Physical Education: Research Questions and Future Directions. International Journal of Kinesiology in Higher Education*, 1-13. <https://doi.org/10.1080/24711616.2021.1930295>

212: Does online PE curriculum work?

Chad Killian joins us to discuss the article "Physical education students' usage and perceptions of a supplemental online health-related fitness knowledge curriculum" published with Amelia Mays Woods. We discuss the perception of high school physical education students about using a supplemental online health-related fitness knowledge curriculum.

Full Cite: Killian, & Woods, A. M. (2021). *Physical education students' usage and perceptions of a supplemental online health-related fitness knowledge curriculum (iPE). European Physical Education Review, (aop)*, 1-18. <https://doi.org/10.1177/1356336X211065953>

280: Online Physical Education is Necessary to Enhance Program Impact

Risto and Chad sit down to discuss Chad's recent editorial about how online PE needs to be present to enhance a PE program's impact in secondary schools To cite this article: Chad M. Killian (2023) Beyond Wires and Lights in a Box: Online Physical Education is Necessary to Enhance Program Impact, Journal of Physical Education, Recreation & Dance, 94:3, 3-5, DOI: 10.1080/07303084.2022.2160603

To link to this article: <https://doi.org/10.1080/07303084.2022.2160603>

283: Online teaching and learning in physical education teacher education

Elaine Murtagh & Antonio Calderon join me to discuss the article Online teaching and learning in physical education teacher education: A mixed studies review of literature. We discuss the literature published from 2010 to 2020 regarding online teaching and learning in PETE.

Full Cite: Murtagh, E. M., Calderón, A., Scanlon, D., & MacPhail, A. (2023). Online teaching and learning in physical education teacher education: A mixed studies review of literature. European Physical Education Review, 1–20. <https://10.1177/1356336X231155793>

Twitter: @ElaineMurtagh @acalderon_pe

293: What would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic?

Karen Lambert from Monash University, Australia, joins to discuss the article What would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic? A critical review of the literature published with Christopher Hudson and Carla Luguetti. We discuss the pedagogies used by PE teachers and PETE educators as a response to COVID-19 using bell hooks' engaged pedagogy as a lens.

Full Cite: Lambert, K., Hudson, C., & Luguetti, C. (2023). What would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic? A critical review of the literature. Sport, Education and Society, 1-17. <https://doi.org/10.1080/13573322.2023.2187769>

Models Based Practice

2: Ash Casey discussing models based practice

We discuss his 2014 paper on models based practice in physical education. A good conversation to the question: are models the great white hope or a white elephant? This paper is Dr. Casey's 2nd highest cited article and has been read widely. Dr. Casey continues to publish and conduct research on this topic and has more recent papers out discussing models. We wanted to highlight this paper first as it provides a great overview of models and can lay the foundation for future podcasts on this topic.

Citation: Casey, A. (2014). *Models-based practice: Great white hope or white elephant? Physical Education and Sport Pedagogy*, 19(1), 18-34.

13: Dr. Paul Wright discussing a Tool for Assessing Responsibility-based education (TARE)

Dr. Paul Wright discusses an instrument he developed to assess responsibility-based education and the TPSR model more broadly. A separate theory breakdown is posted on TPSR with this article in the section 'Educational Theory Breakdowns' of this document.

The full citation: Wright, P. M., & Craig, M. W. (2011). *Tool for assessing responsibility-based education (TARE): Instrument development, content validity, and inter-rater reliability. Measurement in Physical Education and Exercise Science*, 15(3), 204-219.

17: Need supportive teaching in a Sport Education unit w/ Dr. Nick Washburn

This episode discusses Dr. Nick Washburn's article (in press) titled "Enhancing Student Learning in Sport Education through the Manipulation of Need-Supportive Instruction".

26: Tactical Games Model (TGfU)

This episode gives an introduction to the Tactical Games Approach model that stemmed from Teaching Games for Understanding (TGfU).

Original works on this model:

Griffin, L. L., Mitchell, S. A., & Oslin, J. L. (1997). *Teaching sports concepts and skills: A tactical games approach. Human Kinetics Publishers (UK) Ltd.*

Griffin, L. L., & Butler, J. (2005). *Teaching games for understanding: Theory, research, and practice. Human Kinetics.*

and the Metzler curriculum book:

Metzler, M. (2017). *Instructional models in physical education. Routledge.*

33: Game Sense w/ Dr. Shane Pill (think TGfU but different)

This episode discusses a collaborative action research project with Dr. Pill and an Australian Rules Football Coach who enacted a Game Sense Approach to his coaching. The podcast explains what Game Sense is (similar but different from TGfU and Tactical Games) and discusses coaching, and the crossover that teachers can have while implementing these approaches into a PE setting.

Pill, S. (2016). *Implementing game sense coaching approach in Australian football through action-research*, 1-19.

You can access the Paper [Here](#)

77: Game Sense and Aboriginal Games to Address Social Justice w/Dr. Williams

Dr. Williams comes on to discuss how he utilized the game sense approach to teach Buroinjin, an aboriginal game from Australia. This game is fast paced, and checks the boxes for MVPA, fundamental movement skills, physical literacy etc. (see notes on podcast page for links).

Full Cite: *Williams, J., & Pill, S. (2019). Using a Game Sense Approach to Teach Buroinjin as an Aboriginal Game to Address Social Justice in Physical Education. Journal of Teaching in Physical Education, 1(aop), 1-10.*

86: Skill themes model

Skill themes has been widely used at the elementary level. This model was introduced by George Graham in the book "Children Moving" that has been taught to many of our current physical educators across the USA and the rest of the world. This podcast is a brief overview of the skill themes model.

97: Cooperative learning through Dewey's educational theory

Cooperative learning has been around for a while. It has been used in classrooms and gyms around the world, but how educational is it? Is it a destination or a journey? Join Dr. Casey and Dr. Quennerstedt to discuss their paper that revisits the educative root of cooperative learning through a Deweyan lens.

You can find the full cite here: *Casey, A., & Quennerstedt, M.(2020) Cooperative learning in physical education encountering Dewey's educational theory. European Physical Education Review. 1-15*

Find the cooperative learning videos Ash has produced [here](#)

114: Sport Education Model Part 1 w/Dr. Tristan Wallhead

This is the first of 2 podcasts on the Sport Education model explained by Dr. Tristan Wallhead

115: Sport Education Part 2 Planning a Unit

Dr. Tristan Wallhead comes back to explain the what teachers should consider when planning a sport education unit. Check out Episode 114 to hear Dr. Wallhead explains what a Sport Ed class would look like.

121: Models Based Practice Conversation

On Sept 22nd, 2020 40 experts, researchers and teachers got together for a conversation about Model(s) Based Practice. This is the audio from the meeting.

143: Pedagogy Seminar on Sport Education with Hastie and Wallhead

This pedagogy seminar covers the expansive work of Drs. Peter Hastie and Tristan Wallhead on the Sport Education model.

149: Sue Sutherland Pedagogy Seminar

Dr. Sue Sutherland leads this pedagogy seminar on Adventure-based Learning at UNC-Greensboro with Dr. Ben Dyson

193: An Alternative Conceptualization of TPSR w/Barrie Gordon

Join Dr. Barrie Gordon from Victoria University of Wellington to discuss his article 'An Alternative Conceptualization of the Teaching Personal and Social Responsibility Model'. We will discuss an alternative conceptualization of the TPSR model's values/goals as independent and talk about the suggestions for coaches and teachers to implement this approach in their practice.

Full Cite: Gordon, B. (2020). *An Alternative Conceptualization of the Teaching Personal and Social Responsibility Model*. *Journal of Physical Education, Recreation & Dance*, 91(7), 8–14.
<https://doi.org/10.1080/07303084.2020.1781719>

Barrie's

book:

https://www.routledge.com/Tactical-Decision-Making-in-Sport-How-Coaches-Can-Help-Athletes-to-Make/CooperGordon/p/book/9780367275235?utm_medium=email&utm_source=EmailStudio&utm_campaign=B190608179_3696946

198: Game-Based Approach to Teaching and Learning Martial Arts

Alba Rodrigues a PhD student at George Mason University joins us to talk about the article 'Teaching martial arts in schools: A proposal for contents organization' and the chapter 'Pedagogia do jogo no processo de ensino e aprendizagem das artes marciais [Game pedagogy in the process of teaching and learning of martial arts]' published with Dr. Marcelo Antunes and Dr. David Kirk. We discuss teaching martial arts through combat games to enhance children and youth's possibilities of prolonged engagement.

Full Cite: Antunes, M. M., Rodrigues, A. I. C., & Kirk, D. (2020). *Teaching martial arts in schools: A proposal for contents organization*. *Revista Valore*, 5, 1-20.
<https://doi.org/10.22408/revga502020511e-5031>

Antunes, M. M., Rodrigues, A. I. C., & Kirk, D. (2021) *Pedagogia do jogo no processo de ensino e aprendizagem das artes marciais [Game pedagogy in the teaching and learning process of martial arts]*. In M. M. Antunes & D. L. Moura (Eds.), *Dialogando com as lutas, artes marciais e esportes de combate [Dialogue with combative activities, martial arts and combat sports]* (Coleção Reflexões Sobre Educação Física e Esporte, v. 1, pp. 103-120). DOI: 10.24824/978652511065.3

217: A new curriculum model for second-level physical education: Y-PATH PE4Me

Sarahjane Belton and Wesley O'Brien joins us to discuss their article "A new curriculum model for second-level physical education: Y-PATH PE4Me" published with Elaine Murtagh, Joao Costa, Johann

Issartel, Jamie McGann, and Mika Manninen. We discuss the Y-PATH PE4Me curriculum model as a valuable guide to aid the delivery of second-level PE.

Full Cite: Belton, S., O'Brien, W., Murtagh, E., Costa, J., Issartel, J., McGann, J., & Manninen, M. (2022). A new curriculum model for second-level physical education: Y-PATH PE4Me. Curriculum Studies in Health and Physical Education, (aop), 1-22. <https://doi.org/10.1080/25742981.2021.2018941>

The link to an open access BJSM article referenced in the podcast

<https://bjsm.bmj.com/content/bjsports/53/4/208.full.pdf>

218: 40yrs of TGfU AIESEP Connect

The speakers were: Linda Griffin, David Gutierrez, Shane Pill and Ellen Gambles

The session video recording can be viewed here:

<https://www.youtube.com/watch?v=6VBN5ZeEW7A&feature=youtu.be>

The PowerPoint can be found here:

<https://aiesep.org/wp-content/uploads/2022/03/Celebrating-40-Years-of-Teaching-Games-for-Understanding.pptx.pdf>

222: Spectrum of Teaching Styles and Models Based Practice

“Getting the Tip of the Pen on the Paper”: How the Spectrum of Teaching Styles Narrows the Gap Between the Hope and the Happening

Brendan SueSee from the University of Southern Queensland and Shane Pill from Flinders University discuss the article “Getting the Tip of the Pen on the Paper”: How the Spectrum of Teaching Styles Narrows the Gap Between the Hope and the Happening published with Michael Davies, and John Williams. We discuss the Spectrum of Teaching Styles as a means toward bridging the gap between the hope and the happening of MBP.

Full Cite: SueSee, B., Pill, S., Davies, M., & Williams, J. (2021). “Getting the Tip of the Pen on the Paper”: How the Spectrum of Teaching Styles Narrows the Gap Between the Hope and the Happening. Journal of Teaching in Physical Education, 1(aop), 1-10. <https://doi.org/10.1123/jtpe.2021-0164>

The book SueSee and Pill published:

<https://www.routledge.com/The-Spectrum-of-Teaching-Styles-in-Physical-Education/SueSee-Hewitt-Pill/p/book/9781032237886>

A free book on the Spectrum of Teaching Styles by Ashworth:

<https://spectrumofteachingstyles.org/index.php?id=16>

231: Models Discussion w/Dr. Ash Casey

Dr. Ash Casey from Loughborough University in the UK joins the podcast today. We're here to chat about models based practice in a more conversational way. Today, we don't have a specific paper to discuss, but I wanted to ask Ash a few questions about how his thinking has evolved about models over the years.

233: Rethinking the classification of games and sports in physical education w/Dr. Justen O'Connor

Dr. Justen O'Connor (@justenoconnor) from Monash University, Australia, joins to discuss the article Rethinking the classification of games and sports in physical education: A response to changes in sport and participation published with Laura Alfrey (@LauraAlfrey) and Dawn Penney (@profdpenney). We talk about the proposed changes in the classification of games and sports in PE to expand possibilities for teaching and learning in PE.

Full Cite: O'Connor, J., Alfrey, L., & Penney, D. (2022). Rethinking the classification of games and sports in physical education: A response to changes in sport and participation. Physical Education and Sport Pedagogy, 1-14. <https://doi.org/10.1080/17408989.2022.2061938>

240: Outdoor and Adventure Based Learning in PE

Mark Zmudy joins me to discuss the article Seismic Shift and 21st Century PE: Survival of a Professional Field in Academics. We discuss 21stCentury PE-an approach that shifted its focus for activity offerings and connected to a range of academic and cultural interests. We also talk about implications and pedagogical suggestions for PETE programs and formal school PE teachers to fulfilling the potential of PE and survive as an academic subject in future practices.

Full Cite: Zmudy, M. H. (2015). Seismic shift and 21st Century PE: Survival of a professional field in academics. The International Journal of Sport and Society, 4(4)99-111.

285: Transferring learning from PE to Lunch Recess through Sport Ed w/Peter Iserbyt

Podcast Note: Peter Iserbyt joins me to discuss the article Generalization of Participation in Fitness Activities From Physical Education to Lunch Recess by Gender and Skill Level We talk about the effects of a recess sport education fitness season on students' participation in fitness activities from PE to lunch recess by gender and skill level.

Full Cite: Iserbyt, P., van der Mars, H., Drijvers, H., & Seghers, J. (2022). Generalization of Participation in Fitness Activities From Physical Education to Lunch Recess by Gender and Skill Level. Journal of Teaching in Physical Education, 1(aop), 1-10. <https://doi.org/10.1123/jtpe.2021-0091>

Also: here is the link to the SOPAS (systematic observation of physical activity in schools) app (only on iPad).<https://apps.apple.com/pk/app/sopas/id1607914845>.

CSPAP podcast episodes:

[Episode 28](#): CSPAP research review and implications with Dr. Senlin Chen

[Episode 73](#): CSPAPs with Dr. Collin Webster Sport Education podcast episodes:

[Episode 114](#): Sport Education Model Part 1 w/Dr. Tristan Wallhead

[Episode 115](#): Sport Education Part 2 Planning a Unit

[Episode 143](#): Pedagogy Seminar on Sport Education with Hastie and Wallhead

Health Education and Salutogenesis

18: "BERA SIG Scholar Lecture: Healthy Physical Education" w/ Dr. Mikael Quennerstedt

"As part of the annual activities at the British Educational Research Association (BERA) conference, the Physical Education and Sport Pedagogy Special Interest Group (SIG) organises a so-called Invisible College, where a Scholar Lecture is delivered by a researcher who has made a significant contribution to the field. This paper is the 2018 Scholar Lecture" (Quennerstedt, 2018 p.1) and THIS is the podcast discussing that paper :)

236: When are we going to teach Health?

Duncan van Dusen joins to talk about his book "When are we going to teach health?" Duncan's book is available as an e-book 0.99c on his website <https://catch.org/lets-teach-health/> Here is a 3min overview of the book <https://www.youtube.com/watch?v=35jAanYiHr8&feature=youtu.be> Twitter: @dvandusen

291: Has the Lack of Independent Play Led to the Children's Mental Health Crisis? w/Dr. Peter Gray

Dr. Peter Gray from Boston College, discusses the article: Decline in Independent Activity as a Cause of Decline in Children's Mental Wellbeing: Summary of the Evidence published with David Lancy and David Bjorklund. We talk about the causes of the rise in mental disorders for children, and spoiler alert, it seems to be the lack of play!

This is the organization Dr. Gray discussed <https://letgrow.org/> (Let Grow)

Full Cite: Gray, P., Lancy, D. F., & Bjorklund, D. F. (2023). Decline in independent activity as a cause of decline in children's mental wellbeing: Summary of the evidence. The Journal of Pediatrics.
<https://doi.org/10.1016/j.jpeds.2023.02.004>

Teacher Socialization

3: Dr. Sara Flory & socialization of urban PE teachers

Dr. Sara Barnard Flory is an associate professor with the University of South Florida. Our conversation was about the professional socialization of urban physical educators. It's a great insight into urban physical education and explains culturally responsive pedagogy in physical education.

The full citation of the article is: *Flory, S. B. (2016). Professional socialization experiences of early career urban physical educators. European Physical Education Review, 22(4), 430-449.*

5: Kevin Richards talking Teacher Socialization

Episode 5 is a discussion with Dr. Kevin Richards. We talk about his work in teacher socialization and about the marginalization of PE and PE teachers. I think this will resonate with a lot of teachers in the field and we end the podcast with some steps to counteract this marginalization.

Here is the citation: *K. Andrew R. Richards, Karen Lux Gaudreault, Jenna R. Starck & Amelia Mays Woods (2018) Physical education teachers' perceptions of perceived mattering and marginalization, Physical Education and Sport Pedagogy, 23:4, 445-459, DOI: 10.1080/17408989.2018.1455820*

Theory Breakdown 2: Teacher Socialization Theory

Teacher Socialization Theory is a process in which teachers are recruited into, prepared for, and continuously socialized through their lives and careers in school settings.

This theory breakdown episode by Dr. Kevin Richards explains the theory for you. This episode is launched side by side with an article breakdown of a paper by Dr. Richards and his colleagues which uses this theory.

30: An Exceptional Teacher Navigating a Marginal Subject w/Dr. Karen Lux Gaudreault

This paper discusses the story of Grace, an elementary PE teacher, and the ways in which she navigated her working environment as the teacher of a marginalized subject. The podcast covers the strategies Grace utilized in her career. Dr.

Citation: *Lux, K., & McCullick, B. A. (2011). How one exceptional teacher navigated her working environment as the teacher of a marginal subject. Journal of Teaching in Physical Education, 30(4), 358-374.*

64: Apprenticeship, academia and administration with Dr. Ann MacPhail.

Dr. Ann MacPhail comes on to discuss a BERA scholar lecture she published in Sport Education and Society. It covers the Three A's in Physical Education and Sport Pedagogy and is a great exploration the cycles of careers in our field.

MacPhail, A. (2017). 'Physical education and sport pedagogy and the three 'A's: apprenticeship, academia and administration. *Sport, Education and Society*, 22(5), 669-683.

70: Teachers Job Satisfaction and Organizational Support with Kevin Richards

Kevin Richards comes on to discuss teacher job satisfaction. This paper brings in new theories to PE about occupational socialization and discusses things that keep PE teachers satisfied in the workforce (spoiler alert: SUPPORT!!)

Richards, K. A. R., Washburn, N., & Lee, Y. H. (2019). *Understanding Emotional Labor in Relation to Physical Educators' Perceived Organizational Support, Affective Commitment, and Job Satisfaction. Journal of Teaching in Physical Education*, 1(aop), 1-11.

224: My Methods Courses Feel Like Walmart

Jamie Brunsdon joins us to discuss the article "My methods courses feel like Walmart": Influence of secondary organizational socialization on early career faculty members' implementation of PETE published with Matthew Curtner-Smith. We talk about the influence of organizational socialization on early career faculty members' implementation of PETE.

Full Cite: Brunsdon, J. J., & Curtner-Smith, M. D. (2022). "My methods courses feel like walmart": Influence of secondary organizational socialization on early career faculty members' implementation of PETE. *Journal of Teaching in Physical Education*, 1(aop), 1-8. <https://doi.org/10.1123/jtpe.2021-021>

Physical Education Teacher Education (PETE)

11: Transformative PETE with Dr. Shrehan Lynch

This episode discusses Dr. Lynch's brand new dissertation piece about transformative PETE and the role that sociocultural education plays in PETE programs.

Lynch, S., & Curtner-Smith, M. (2018). *Faculty members engaging in transformative PETE: a feminist perspective. Sport, Education and Society*, 1-14.

25: Will PETE survive in the 21st century? JTPE monograph 2019

Dr. Kevin A. Richards talks with Risto about the recent monograph in JTPE. Discussion is on undergraduate recruitment, retention, marketing of PETE programs, the state of Doctoral Programs, teacher shortages in PE, alternative licensing programs and many more. This is a MUST read monograph for anyone involved in PETE.

Citation to one part of the monograph: Templin, T. J., Graber, K. C., & Richards, K. A. R. (2019). Chapter 9: Will PETE Survive in the 21st Century?. *Journal of Teaching in Physical Education*, (00), 1-7.

7: PETE doctoral programs, Univ of Northern Colorado w/Jaimie McMullen

This conversation is with Dr. Jaimie McMullen who is an associate professor at UNC in sport pedagogy. Risto and Jaimie discuss the program at UNC, and what a PhD in PETE looks like as well as a comparison to an Irish/UK system of PhD.

53: Career Reflections of a Senior Scholar: Steve Silverman

This podcast talks to a legendary scholar in our field, Steve Silverman, who is retiring from Teachers College-Columbia University to take a position as Dean of the College of Education at Florida Atlantic University. Steve talks about his career from wanting to be a PE teacher in Philadelphia City Public Schools to studying under Larry Locke, and working at four different R-1 Universities over his career, his role in AERA, as well as his career transition. There are some great pieces of advice for young scholars in there as well.

57: Dr. Louis Harrison

A man who needs no other title than his name! A legend in our field and an amazing scholar on issues of race and ethnicity in sport and PE. I am joined by Dr. Langston Clark where we interview Dr. Harrison as he provides a narrative of his path to full professor at UT Austin and provides advice to young scholars in addition to sharing his research.

87: Building community in PETE during a crisis

This podcast is an audio recording of a zoom call facilitated by Emily Jones, Chad Killian, Jennifer Krause, Risto Marttinen, Jaimie McMullen, Kason O'Neil, and K. Andrew R. Richards. We focused on four questions: What online resources are available to connect us and help us continue to teach effective PETE courses? How can PETE faculty members continue to support one another as well as undergraduate and graduate students? How are you addressing field-based and experiential learning courses? How is COVID-19 impacting the research enterprise in physical education now and into the future?

123: PETE programs...why so much Gen Ed? Dr. Ashley Phelps

Do you remember General Education classes? How long did it take for you to get to your major classes? Are we doing a disservice to future PE teachers by requiring so much gen ed content? Well... Dr. Ashley Phelps did a study on this. This episode breaks down PETE programs in the USA and compares the gen ed, major courses, and field work. We had a great discussion on the implications of all of this on teaching and PETE.

Full Cite: Phelps, A., & Keating, X. (2020). *Credit Hour Comparisons Across Various Physical Education Teacher Education Institutions in the United States*. *The Physical Educator*, 77(3).
doi:<https://doi.org/10.18666/TPE-2020-V77-I3-10166>

133: AIESEP Connect European PETE during COVID-19

November's #AIESEPConnect #CoffeeWithColleagues is hosted by @wesleyob1, João Costa and colleagues titled European Physical Education Teacher Education During the COVID-19 Pandemic

146: Trends of PETE in East Asia #AIESEPConnect

#AIESEPConnect #CoffeeWithColleagues is kicking 2021 off with “The trends of Physical Education Teacher Education in East Asia” This session aired live Friday January 29th

Moderators and Speakers include: Okseon Lee, Sotaro Honda, Chingwei Chang.

188: Perspectives on the Future of Doctoral Programs in PETE w/Dr. Murray Mitchell

Dr. Murray Mitchell from the University of South Carolina discusses his co-authored chapter ‘Perspectives on the Future of Doctoral Programs’ published with Hal Lawson, Hans van der Mars, and Phillip Ward. The chapter brings an action-oriented analysis of doctoral programs for physical education teacher education programs. It is part of a special issue in JTPE.

Full Cite: *Mitchell, M. F., Lawson, H. A., van der Mars, H., & Ward, P. (2021). Chapter 6: Perspectives on the future of doctoral programs. Journal of Teaching in Physical Education, 40(3), 392–401.*

<https://doi.org/10.1123/jtpe.2020-0244>

192: The role of teacher educator professional learning in reconfiguring physical education

Dr. John Williams from the University of Canberra in Australia is with us today to discuss his article ‘The role of teacher educator professional learning in reconfiguring physical education’ recently published with Michael J. Davies. The article explores Dr. Williams professional learning journey to become a more knowledgeable physical education teacher educator.

Full Cite: *Williams, J., & Davies, M. J. (2021). The role of teacher educator professional learning in reconfiguring physical education. Curriculum Perspectives(ahead of print).*

<https://doi.org/10.1007/s41297-021-00133-9>

210: The emotionality of whiteness in PETE w/Dr. Mara Simon

Mara Simon comes on to discuss her work with pre-service Black and Latinx teachers and their experiences in PETE programs.

Full cite: *Simon, M. (2020). The Emotionality of Whiteness in Physical Education Teacher Education. Quest, 72(2), 167–184. <https://doi.org/10.1080/00336297.2020.1739541>*

218: 40yrs of TGfU AIESEP Connect

The speakers were: Linda Griffin, David Gutierrez, Shane Pill and Ellen Gambles

The session video recording can be viewed here:

<https://www.youtube.com/watch?v=6VBN5ZeEW7A&feature=youtu.be>

The PowerPoint can be found here:

<https://aiesep.org/wp-content/uploads/2022/03/Celebrating-40-Years-of-Teaching-Games-for-Understanding.pptx.pdf>

249: Challenges to Culturally Responsive Teaching in PETE Alumni

Dr. Sara Flory joins us to discuss the article Challenges to Culturally Responsive Teaching in Physical Education Teacher Education Alumni: A Mixed-Methods Analysis. This article examined the culturally responsive teaching self-efficacy and barriers of graduates from a Physical Education Teacher Education program focusing on social justice issues.

Full Cite: Flory, S. B., Nieman, C. V., & Wylie, R. C. (2022). Challenges to culturally responsive teaching in physical education teacher education alumni: A mixed-methods analysis. *Journal of Teaching in Physical Education*, 1(aop), 1-9. <https://doi.org/10.1123/jtpe.2021-0312>

Sara Twitter @saraflory

Craig Twitter @Nieman_PE

Some of the social justice in PETE (the rest can be found on Twitter @theHPEpodcast pinned tweet)

<https://anchor.fm/pwrhpe/episodes/210The-emotionality-of-whiteness-in-PETE-wDr--Mara-Simon-e1ctne6/a-a77uesq>

<https://anchor.fm/pwrhpe/episodes/204-Experiential-Learning-of-University-Students-Delivering-a-Coaching-Workshop-in-Belize-e19lpu2/a-a6qld0f>

<https://anchor.fm/pwrhpe/episodes/202Tribal-Critical-Race-Theory-and-Miami-Universitys-Myaamia-Heritage-Logo-e19pgb5/a-a6r577f>

Self-efficacy podcasts

<https://anchor.fm/pwrhpe/episodes/206-Self-Efficacy-Theory-wDr--Jenn-Jacobs-Theory-Breakdown-e1bvt2p/a-a74lj55>

<https://anchor.fm/pwrhpe/episodes/207-SelfEfficacy-Experiences-of-Graduate-Students-Working-in-a-Sport-based-Leadership-Program-at-a-Youth-Prison-e1bvt68/a-a74ljkv>

[309](#): An analysis of PETE Programs in the USA w/Dr. Phil Ward

Dr. Phillip Ward from The Ohio State University joins to discuss the article **An Analysis of Physical Education and Health Education Teacher Education Programs in the United States** published with Won Seok Chey, Insook Kim, Emi Tsuda, Bomna Ko, Dena Deglau, and Kyuil Cho. We discuss the curriculum of physical education and health education teacher education programs throughout the United States.

Full Cite: Ward, P., Chey, W. S., Kim, I., Tsuda, E., Ko, B., Deglau, D., & Cho, K. (2023). *An Analysis of Physical Education and Health Education Teacher Education Programs in the United States*. *Journal of Teaching in Physical Education*, 1(aop), 1-9.

[318](#): PETE Collaborative on AI in Teaching in PETE/HETE (Oct 2023)

This is the audio from the PETE Collaborative on Thursday, October 5th, 2023 4:00-5:15 PM (Eastern). The collaborative meets the first Thursday of the month during the academic year. You can DM (@theHPEpodcast) to get the link for future events

Title: To Use or Not to Use: Artificial Intelligence in PETE/HETE

Description: This session will focus on topics related to potential (mis)uses of AI-driven tools in PETE. The conversation will be focused on issues related to teaching & learning. Participants can expect a brief overview of common AI tools and plenty of time for open, solution-oriented discussion. Come ready to share your ideas, experiences, and concerns about AI use in PETE & in your university courses.

[315](#): AI in PETE Symposium AERA SIG 93 Seminar

This podcast is the audio from the SIG 93 AERA seminar held online September 21st 3pm-4:30pm.

Title: "A discussion about AI as a disruptive technology in research and PETE."

The seminar is based on a recent open-access article in JTPE about AI (the authors will be the panelists/facilitators). If you have not had much experience with AI in research, here is a link to a video we made for a symposium this summer that can give you a 15min overview of what AI can do in PETE and research in PE.

[321](#): AIESEP Connect: Dialogue and solidarity in teacher education

This is the audio from the Thursday October 26th 2023 – #AIESEPConnect #CoffeeWithColleagues Dialogue & solidarity in teacher education: Positionality in advocating for social justice. The session is hosted by Carla Luguetti and the speakers are Ann MacPhail (project leader), two teacher educators involved in the research: Paul McFlynn and Dylan Scanlon as well as Graham, a pre-service teacher.

Curriculum

22: The Australian physical education curriculum with Dr. Laura Alfrey

This episode covers the basics of the Australian Curriculum for Physical Education. This forward-thinking curriculum is unique and amazing! Dr. Laura Alfrey explains how this curriculum has been designed and what it aims to deliver. This episode links to Episode 23 which covers Dr. Alrey's co-authored paper that won the PESP paper of the year award in 2017 about implementing critical inquiry with teachers.

Learn more about the Australian Curriculum from

<https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/>

40: Roundtable discussion on NZ classroom teachers efficacy teaching PE

This recoding is from a round table session at AERA that Dr. Dominique Banville gave at the AERA annual meeting in Toronto. These sessions are limited to 12minutes for the speaker to deliver the presentation.

This presentation was co-presented by: Ben Dyson, Pam Kulinna, Michalis Stylianou.

Norwegian Curriculum

66: The Norwegian PE Curriculum

Ove Østerlie comes on to discuss the new Norwegian curriculum (and the old one). This forward thinking national curriculum addresses issues that many countries have grappled with such as the role of assessment, motivation, socially just curriculum, life time physical activity, and issues of the "sportification" of PE and the role of fitness testing.

75: Ontario Canada Curriculum

Dan Vigliatore comes on to discuss the new HPE curriculum in Ontario, Canada. With the new added strand of Social and Emotional Learning the curriculum becomes even more student centered and holistic. This curriculum is a great example of what a curriculum can be when the focus is put on health, wellness and the whole child approach.

81: Irish Primary Curriculum

Liam Clohessy comes on to discuss the Irish primary PE curriculum and the changes that are about to be made in the new curriculum that is currently being re-developed.

82: Finnish Curriculum

This episode covers the Finnish education system and the highlights of the physical education curriculum. The podcast stems from a presentation on the Finnish education system by the University of Jyväskylä originally presented by Mari Kääpä.

95: The New Zealand Aotearoa HPE Curriculum

Kirsten Petrie comes on to discuss the innovative, forward thinking and theory rooted HPE curriculum of New Zealand. This is a great example of how a country roots its education system within society, culture, and pays respect to the indigenous people in the country. There is a lot to learn from their approach!

96: The Irish Post Primary Curriculum

Dr. Stephen Moore comes on to discuss the new Irish Post Primary Curriculum that has been in the words since 1999. This is an innovative, forward thinking and really well designed curriculum that has a lot to offer those who are in curriculum design in HPE. Check out Episode 81 to listen to the Irish Primary Curriculum.

117: Welsh Curriculum

Dr. David Aldous comes on to discuss the new Welsh curriculum set to launch in 2022.

You can find out more about the 2008 curriculum [here](#)

128: Teacher agency in enacting physical education in a period of curriculum change and reform in Ireland

In a period of curriculum change and reform in physical education, this research highlights the processes of an Irish teacher in achieving agency in PE classes. Join Dylan to discuss this figurational viewpoint of teacher agency through the development of a new school subject in Ireland.

You can find the full cite here: Scanlon, D., Calderón, A., & MacPhail, A. (2020). *Teacher agency in enacting physical education in a period of curriculum change and reform in Ireland. The Curriculum Journal*. <https://doi.org/10.1002/curj.80>

138: English Curriculum, There is new wording, but there is no real change in what we deliver

Governments worldwide use curriculum reform and policy instruments aiming to promote pedagogical change in schools. Join Dr. Frank Herold (@DrFrankHerold) to discuss physical education teachers' interpretation and implementation of a new, minimalist, and traditionalist National Curriculum for Physical Education (NCPE) in England.

You can find the full cite here: Herold, F. (2020). "There is new wording, but there is no real change in what we deliver": Implementing the new National Curriculum for Physical Education in England. *European Physical Education Review*, 26(4), 920–937. <https://doi.org/10.1177/1356336X19892649>

139: Mexican PE Curriculum

Oscar Nuñez Enriquez from the Autonomous University in Chihuahua Mexico comes on to discuss the Mexican Physical Education Curriculum

190: Dr. Phil Ward & PK–12 School Physical Education: Conditions, Lessons Learned, and Future Directions

Dr. Phillip Ward from the Department of Human Sciences at Ohio State University talks about the article Chapter 3: PK–12 school physical education: Conditions, lessons learned, and future directions published with Hans van der Mars, Murray Mitchell, and Hal Lawson. We discuss future alternatives for PK–12 physical education to address the challenges that are a consequence of the lack of a common purpose and shared direction.

Full Cite: Ward, P., van der Mars, H., Mitchell, M. F., & Lawson, H. A. (2021). Chapter 3: PK–12 school physical education: Conditions, lessons learned, and future directions. *Journal of Teaching in Physical Education*, 40(3), 363–371. <https://doi.org/10.1123/jtpe.2020-0241>

205: The recontextualisation of youth wellbeing in Australian schools

Dr. Susan Whatman, Dr. Roberta Thompson, and Dr. Katherine Main from Griffith University in Australia are with us today to discuss their article ‘The recontextualisation of youth wellbeing in Australian schools’ published with. We talk about the ways two Australian schools in Queensland delivered well-being agendas in schools and how that was analyzed through Bernstein’s 1990 framework.

Full Cite: Whatman, S., Thompson, R., & Main, K. (2019). The recontextualisation of youth wellbeing in Australian schools. *Health Education*, 119(5/6), 321–340. <https://doi.org/10.1108/HE-01-2019-0003>

225: Physical education in a post-COVID world: A blended-gamified approach

Dylan Blain joins us to discuss the article Physical education in a post-COVID world: A blended-gamified approach published with Martyn Standage and Thomas Curran. We discuss a blended-gamified approach as a possibility to reimagine physical education in a post-pandemic world.

Full Cite: Blain, D. O., Standage, M., & Curran, T. (2022). Physical education in a post-COVID world: A blended-gamified approach. *European Physical Education Review*. <https://doi.org/10.1177/1356336X221080372>

238: South Korean Health and PE w/Seunghyun Baek

Seunghyun Baek (Twitter: @seunghyun_baek) joins me this week to discuss the ins and outs of the South Korean Physical Education system. Seunghyun was a former elementary school teacher in S. Korea before pursuing her PhD at UNC-Greensboro in NC USA. She describes the way the national curriculum works and how teacher education programs function in South Korea.

313: Introducing the Active Schools Guiding Framework

Brian Dauenhauer, Jen Krause, and Jaimie McMullen share some exciting

news about Active Schools. This program, that started as Let's Move Active Schools under President Obama and spearheaded by Michelle Obama has continued to thrive. There are some brand new resources available that are discussed in the podcast.

Links to the documents we discuss are here:

Foundational Documents can be found here: <https://www.activeschoolsus.org/foundational-documents/>

PETE Integration guide: <https://www.activeschoolsus.org/pete-guide/>

Twitter/X for Active Schools= @UNCactiveschool

#activekidsdobetter

Meaningful PE

229: AIESEP Connect on Meaningful PE

This AIESEP connect discusses Meaningful PE research. The title is: trailblazing and way-making: possible pathways for meaningful PE research.

The video of this session can be found on the www.aisesp.org website

Discussion was led by Stephani Beni, Deirdre Ni Chroinin, and Tim Fletcher

246: Factors influencing teachers' implementation of Meaningful Physical Education

Dr. Stephanie Beni joins us to discuss the article 'It's not a linear thing; there are a lot of intersecting circles': Factors influencing teachers' implementation of Meaningful Physical Education. We discuss the factors that influenced elementary teachers implementing the Meaningful Physical Education innovation in their classrooms.

Full Cite: Beni, S., Fletcher, T., & Chróinín, D. N. (2022). 'It's not a linear thing; there are a lot of intersecting circles': Factors influencing teachers' implementation of Meaningful Physical Education. *Teaching and Teacher Education*, 117, 103806. <https://doi.org/10.1016/j.tate.2022.103806>

Twitter: Beni @stephbeni

Fletcher: TimFletcher12

248: The joy of movement: The non-participant in physical education curriculum design

Dr. Susannah Stevens joins Risto to discuss the article The joy of movement: the non-participant in physical education curriculum design. We talk about the joy of movement, the social construction of

movement pleasure, and its role in physical education. We also discuss the unconscious exclusion of 'joy' or 'pleasure' from the PE curriculum.

Full Cite: Stevens, S. R., & Culpan, I. (2021). *The joy of movement: The non-participant in physical education curriculum design*. *Curriculum Studies in Health and Physical Education*, 12(1), 80-93.
<https://doi.org/10.1080/25742981.2021.1878918>

Twitter: @susierstevens

292: AIESEP Connect Meaningful Early Years

This is the audio from the May 26th, 2023 SIG Early Years AIESEP Connect

The overall Special Issue that was celebrated today is: <https://journal.fi/jecer/issue/view/8833>

The specific details of the articles that were shared in detail are: For Nathan Hall's article:
<https://journal.fi/jecer/article/view/116990>

For Zack Smith's article: <https://journal.fi/jecer/article/view/116878>

For Dan Jones' article: <https://journal.fi/jecer/article/view/117000>

The next Early Years SIG event is the pre-congress on 4th of July in Chile. You can contact Arja for details.

Be on the look out for announcements about Finland AIESEP 2024
<https://www.jyu.fi/en/congress/aiesep2024>

The Spectrum of Teaching Styles

213: The Spectrum of Teaching Styles Institute Update

Dr. Mark Byra provides a short update on the Spectrum of Teaching Styles Institute. There are grants and paper awards provided through the institute.

The link to the documents Mark referred to are here:
<https://drive.google.com/drive/folders/1Qg0ZMHP3yz2UzWhiW1BWvWvEYs7K8NWN?usp=sharing>

The Mission of the Spectrum Institute for Teaching and Learning is to promote, enhance, disseminate, and propagate the Spectrum of Teaching Styles. The Spectrum of Teaching Styles is a theory based on learner and teacher decision-making, and guided by four values, (a) universal, (b) non-versus, (c) non-idiosyncratic, and (d) common terminology. The Spectrum Institute for Teaching and Learning will provide a focus/center/means for teachers, teacher educators, pedagogical scholars, and curriculum developers to study and perfect the art and science of teaching through the Spectrum of Teaching Styles.

222: Spectrum of Teaching Styles and Models Based Practice

“Getting the Tip of the Pen on the Paper”: How the Spectrum of Teaching Styles Narrows the Gap Between the Hope and the Happening.

Brendan SueSee from the University of Southern Queensland and Shane Pill from Flinders University discuss the article “Getting the Tip of the Pen on the Paper”: How the Spectrum of Teaching Styles Narrows the Gap Between the Hope and the Happening published with Michael Davies, and John Williams. We discuss the Spectrum of Teaching Styles as a means toward bridging the gap between the hope and the happening of MBP.

Full Cite: SueSee, B., Pill, S., Davies, M., & Williams, J. (2021). “Getting the Tip of the Pen on the Paper”: How the Spectrum of Teaching Styles Narrows the Gap Between the Hope and the Happening. Journal of Teaching in Physical Education, 1(aop), 1-10. <https://doi.org/10.1123/jtpe.2021-0164>

The book SueSee and Pill published:

<https://www.routledge.com/The-Spectrum-of-Teaching-Styles-in-Physical-Education/SueSee-Hewitt-Pill/p/book/9781032237886>

A free book on the Spectrum of Teaching Styles by Ashworth:

<https://spectrumofteachingstyles.org/index.php?id=16>

242: AIESEP Connect August 2022 Spectrum of Teaching Styles

Friday August 25th 2022 – #AIESEPConnect #CoffeeWithColleagues: The Spectrum of Teaching Styles: A view to the future of research with Mark Byra, Feng-Min Wei, Donetta Cothran, Pamela Kulinna, Nikolaos Digelidis

[Session Video Recording](#)

254: Spectrum of Teaching Styles Intro

This is the first out of a short series of podcasts explaining Mosston & Ashworth Spectrum of Teaching Styles. In this episode I briefly explain what the Spectrum of Teaching Styles is. The next episodes will provide an overview of each of the 11 styles.

Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

255: The Command Style (A) Spectrum of Teaching Styles

Spectrum of Teaching Styles-The Command Style (A) This is the second out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Command Style of teaching from the Spectrum of Teaching Styles.

Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008.
<https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org> Episode one can be found in Episode 253 Twitter: @spectrumots

257: Spectrum of Teaching Styles-The Practice Style (B)

This is the third out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Practice Style of teaching from the Spectrum of Teaching Styles.

Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008.
<https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

259: Spectrum of Teaching Styles-The Reciprocal Style (C)

This is the fourth out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Reciprocal Style of teaching from the Spectrum of Teaching Styles.

Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008.
<https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

260: Spectrum of Teaching Styles-The Self-check Style (D)

This is the fifth out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Self-check Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

261: Spectrum of Teaching Styles-The Inclusion Style (E)

This is the sixth out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Inclusion Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

262: Spectrum of Teaching Styles-Guided Discovery Style (F)

This is the seventh out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Guided Discovery Style of teaching from the Spectrum of Teaching Styles.

Blogs accompanying this podcast can be found at www.thehpewebsite.com/blog

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

263: Spectrum of Teaching Style-Convergent Discovery Style (G)

This is the eighth out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Convergent Discovery Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

264: Spectrum of Teaching Style-Divergent Discovery Style (H)

This is the ninth out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Divergent Discovery Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

266: Spectrum of Teaching Style-Lerner-Designed Individual Program Style (I)

This is the tenth out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Lerner-Designed Individual Program Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

267: Spectrum of Teaching Style-Learner Initiated Style (J)

This is the eleventh out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Learner Initiated Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

270: Spectrum of Teaching Self Teaching Style (K)

This is the last out of a series of podcasts explaining Mosston & Ashworth's Spectrum of Teaching Styles. In this episode, I explain the Self Teaching Style of teaching from the Spectrum of Teaching Styles.

Here is a FREE BOOK! Full Cite: Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition, 2008. <https://spectrumofteachingstyles.org/index.php?id=16>

Visit: <https://www.spectrumofteachingstyles.org>

Twitter: @spectrumots

Educational Theory Breakdown

Theory of Planned Behavior (between Episode 4 and 5)

Theory Breakdown 1: Theory of Planned Behavior

This supplemental episode describes the Theory of Planned Behavior and is launched to supplement Dr. Kevin Mercier's podcast about student attitudes.

Teacher Socialization Theory (between 5 and 6)

Theory Breakdown 2: Teacher Socialization Theory

Teacher Socialization Theory is a process in which teachers are recruited into, prepared for, and continuously socialized through their lives and careers in school settings.

This theory breakdown episode by Dr. Kevin Richards explains the theory for you. This episode is launched side by side with an article breakdown of a paper by Dr. Richards and his colleagues which uses this theory.

Social Ecological Framework (between episodes 7 & 8)

Theory Breakdown 3: Social Ecological Framework

Dr. Erin Centeio breaks down the Social Ecological Framework as a supplement to her podcast (episode 7 in the section 'CSPAP and Whole School Models' of this document)

Restorative Practice (between episodes 10 & 11)

Theory Breakdown 5: Restorative Practice

This podcast aligns with Episode 10 (section 'Social Justice and Diversity Issues' in this document) with Dr. Michael Hemphill and his discussion on restorative practice, restorative justice and his model that was developed for Restorative Youth Sports.

Teaching Personal & Social Responsibility (between episodes 12 & 13)

Theory Breakdown 6: TPSR (Teaching Personal & Social Responsibility) with Dr. Paul Wright

This podcast introduces the Teaching Personal and Social Responsibility (TPSR) model. Dr. Wright introduces the model that was created by his mentor Don Hellison. This impactful model has been

widely researched and is one of the core curriculum models being implemented in physical education. This podcast aligns with Episode 13 as Dr. Wright discusses the TARE instrument that was designed to measure practice that uses TPSR.

Feminist Theory (between episodes 10 & 11)

Theory Breakdown 6: Feminist Theory

Dr. Shrehan Lynch describes feminist theory in this short podcast. She offers lots of further reading, specifically by bell hooks, to get more information but this is a great "reductionist" view of feminism to introduce the theory and how it relates to her article we discuss in Episode 12.

Intersectionality (between episodes 14 & 15)

Theory Breakdown 8: Intersectionality with Dr. Justin Haegele

Justin A. Haegele comes to give a basic introduction to the theory of intersectionality.

Theory Breakdown 9: Self Determination Theory

Dr. Nick Washburn (Western Washington University) breaks down self-determination theory and links to resources for further exploration. This theory breakdown supports Episode 17.

19: Positive Youth Development through Sport with Dr. Nick Holt

This podcast discusses how PYD finally has a model that is sport-based that was developed through a meta study that Dr. Holt explains.

The open access citation for this paper can be found by clicking [here](#)

Full cite: Holt, N. L., Neely, K. C., Slater, L. G., Camiré, M., Côté, J., Fraser-Thomas, J., & Tamminen, K. A. (2017). A grounded theory of positive youth development through sport based on results from a qualitative meta-study. *International review of sport and exercise psychology*, 10(1), 1-49.

43: Theory Breakdown Phenomenology

This episode gives an introduction and overview of phenomenology. The podcast is delivered by Dr. Colum Cronin. The theory breakdown is cut from Episode 44 which breaks down the article titled:

"Lived experience and community sport coaching: A phenomenological investigation" it was published in 2015 in Sport, Education and Society.

Colum has a [blog](#)

60: Who's Michel Foucault and how does his work relate to HPE w/Håkan Larsson

This episode explains the concepts brought forward by one of the most cited modern thinkers, Michel Foucault. Dr. Håkan Larsson from the Swedish School of Sport and Health Sciences in Stockholm, Sweden

joins us to explain how research in HPE has been influenced by Foucault and what those theories (or analytics) are in the first place.

65: Contact Theory Breakdown w/Dr. Cathy McKay

Dr. McKay breaks down Contact Theory and how it is embedded in her research.

69: Structural Equation Modeling and Confirmatory Factor Analysis

Kevin Richards comes on to discuss the statistics used in his co-authored paper. This is a good real-world application and explanation to these two techniques.

Full Cite: *Richards, K. A. R., Washburn, N., & Lee, Y. H. (2019). Understanding Emotional Labor in Relation to Physical Educators' Perceived Organizational Support, Affective Commitment, and Job Satisfaction. Journal of Teaching in Physical Education, 1(aop), 1-11.*

90: Theory Breakdown Affect and PhEmaterialism

This short theory breakdown by Carrie Safron discusses affect theory by Deleuze and Guattari as well as PhEmaterialism that combines feminist, post humanist, and new materialist theories. This theory breakdown aligns with episode 89.

162: An ecological dynamics conceptualisation of physical “education”: Where we have been and where we could go next.

Dr James Rudd brings an overview of his article with Woods, Correia, Seifert, and Davids ‘An ecological dynamics conceptualisation of physical “education”: Where we have been and where we could go next.’ We discuss the ecological dynamics framework to a ‘softer pedagogy’ with practical examples that transcends the PE journey from K-12 enabling children to lead a physically active life beyond the school gates.

Full Cite: *Rudd, J., Woods, C., Correia, V., Seifert, L., & Davids, K. (2021). An ecological dynamics conceptualisation of physical “education”: Where we have been and where we could go next. Physical Education and Sport Pedagogy, 1–14. <https://doi.org/10.1080/17408989.2021.1886271>*

206: Self Efficacy Theory w/Dr. Jenn Jacobs (Theory Breakdown)

Dr. Jenn Jacobs from Northern Illinois University comes on to discuss self efficacy theory in a short Theory Breakdown. In next week's episode you will hear the research study that Dr. Jacobs used this theory in.

324: What is Arnoldian PE (About) thorough and in

Dr. Brendan SueSee comes on to share the Arnoldian perspective to PE. This shorter podcast stemmed from a recent paper he published with Shane Pill and John Williams.

Here is a citation to the paper: SueSee, B., Pill, S., & Williams, J. (2023). *Arnold wanted X but we got Y—the Queensland senior physical education syllabus application of the Arnoldian perspective. Physical Education and Sport Pedagogy*, 1-16.

CSPAP and Whole School Models

7: Episode 7: Dr. Erin Centeio & Comprehensive School Health

Risto and Dr. Erin Centeio discuss a comprehensive school health program that was successful in preventing obesity in elementary schools. A great insight into what a comprehensive school program looks like in real life. This paper was published in 2018 in Preventative Medicine.

Citation: Centeio, E. E., McCaughtry, N., Moore, E. W. G., Kulik, N., Martin, J., Shen, B., ... Fahlman, M. (2018). *Building healthy communities: A comprehensive school health program to prevent obesity in elementary schools. Preventive Medicine*, 111, 210–215.

12: SWITCH whole school program with Dr. Gabriella McLoughlin

In this podcast we talk with Dr. Gabriella McLoughlin who describes the continuing work on the SWITCH program out of Iowa State University. It is a whole-school wellness program that encompasses way more than PE, and has years of research behind it.

28: CSPAP research review and implications with Dr. Senlin Chen

This podcast discusses the comprehensive school physical activity program model. It is a review of research on CSPAPs and leaves off with a great discussion on future directions.

The full cite for the article: Chen, S., & Gu, X. (2018). *Toward active living: comprehensive school physical activity program research and implications. Quest*, 70(2), 191-212.

73: CSPAPs with Dr. Collin Webster

CSPAP's are a hot topic in PE, there's a new book on this just out but what do we know about them? We've covered these a bit in the past but this time we are bringing one of the leading scholars in CSPAPs to the podcast. Dr. Collin Webster literally wrote the book on this!

Webster, C. A., Mîndrilă, D., Moore, C., Stewart, G., Orendorff, K., & Taunton, S. (2019). *Measuring and Comparing Physical Education Teachers' Perceived Attributes of CSPAPs: An Innovation Adoption Perspective. Journal of Teaching in Physical Education*, 1(aop), 1-13.

191: Improving academic achievement through comprehensive school health w/Dr. Erin Centeio

Dr. Erin Centeio (@erincenteio) come on to discuss a recent 2021 paper that shows an improvement on academic achievement through an intervention called building healthy communities, a comprehensive school health program.

Full cite: Centeio, E. E., Somers, C., Moore, E. W. G., Kulik, N., Garn, A., & McCaughtry, N. (2021). *Effects of a comprehensive school health program on elementary student academic achievement. Journal of School Health*, 91(3), 239-249. <https://doi.org/10.1111/josh.12994>

223: AIESEP Connect Whole – of-School Physical Activity Programming

Friday March 25th 2022 – #AIESEPConnect #CoffeeWithColleagues: The state of the Whole – of-School Physical Activity Programming chaired by Hans van der Mars and led by Darla Castelli and Collin Webster

A link to the video recording: <https://youtu.be/Q1J4BBONJJ8>

285: Transferring learning from PE to Lunch Recess through Sport Ed w/Peter Iserbyt

Podcast Note: Peter Iserbyt joins me to discuss the article Generalization of Participation in Fitness Activities From Physical Education to Lunch Recess by Gender and Skill Level We talk about the effects of a recess sport education fitness season on students' participation in fitness activities from PE to lunch recess by gender and skill level.

Full Cite: Iserbyt, P., van der Mars, H., Drijvers, H., & Seghers, J. (2022). *Generalization of Participation in Fitness Activities From Physical Education to Lunch Recess by Gender and Skill Level*. *Journal of Teaching in Physical Education*, 1(aop), 1-10. <https://doi.org/10.1123/jtpe.2021-0091>

Also: here is the link to the SOPAS (systematic observation of physical activity in schools) app (only on iPad). <https://apps.apple.com/pk/app/sopas/id1607914845>.

CSPAP podcast episodes:

[Episode 28](#): CSPAP research review and implications with Dr. Senlin Chen

[Episode 73](#): CSPAPs with Dr. Collin Webster Sport Education podcast episodes:

[Episode 114](#): Sport Education Model Part 1 w/Dr. Tristan Wallhead

[Episode 115](#): Sport Education Part 2 Planning a Unit

[Episode 143](#): Pedagogy Seminar on Sport Education with Hastie and Wallhead

Social Justice and Diversity Issues

9: Dillon Landi discussing Queer men, affect and PE

Dillon Landi comes on to share about his work within affect and PE. Landi is one of the few (if not the only) scholar in PE that has gathered data from youth who identify as LGBTQ. This is a great explanation of a qualitative study heavy on theory.

The citation for the paper: Landi, D. (2018). *Queer men, affect, and physical education*. *Qualitative Research in Sport, Exercise and Health*, 1-20.

10: Restorative Youth Sports with Dr. Hemphill

This podcast covers a new model of Restorative Youth Sport developed by Dr. Hemphill and colleagues that pulls from TPSR and Restorative Practice.

The full citation: *Hemphill, M. A., Janke, E. M., Gordon, B., & Farrar, H. (2018). Restorative Youth Sports: An Applied Model for Resolving Conflicts and Building Positive Relationships. Journal of Youth Development, 13(3), 76-96.*

16: Dr. Jennifer Walton-Fisette discussing social justice issues in PETE programs

This podcast discusses pedagogical practices related to sociocultural issues and social justice in physical education teacher education programs.

Citation to article: *Jennifer L. Walton-Fisette, Rod Philpot, Sharon Phillips, Sara B. Flory, Joanne Hill, Sue Sutherland & Michelle Flemons (2018): Implicit and explicit pedagogical practices related to sociocultural issues and social justice in physical education teacher education programs, Physical Education and Sport Pedagogy, DOI: 10.1080/17408989.2018.1470612*

32: Touch in PE in a touchy Latin culture w/Dr. Valeria Varea

This episode talks about touch in physical education, about a moral panic, surveillance and how physical touch is navigated by pre-service teachers in Spain which is a "touchy" culture.

Cite: *Varea, V., González-Calvo, G. & Martínez-Álvarez, L. (2018). [Exploring Touch in Physical Education Practicum in a Touchy Latin Culture](#). Societies, 8 (3).*

47: Indigenous knowledges to disrupt PETE w/Sue Whatman

This podcast shares research about three indigenous PETE students and their experiences as students with an Aboriginal and Torres Strait Islander cultural background. Dr. Sue Whatman shares her research about using indigenous knowledges to disrupt norms in PETE. So many parallels with US, NZ and other colonized nations and how Native/First Nation/Aboriginal peoples are treated, acknowledged, and respected...lot's of soul searching left to do.

A link to the sport Sue [shared](#)

Whatman, S., Quennerstedt, M., & McLaughlin, J. (2017). Indigenous knowledges as a way to disrupt norms in physical education teacher education. Asia-Pacific Journal of Health, Sport and Physical Education, 8(2), 115-131.

51: Exploring Future Research in PE: Espousing a Social Justice Perspective

We discuss an article compiled to address the future of PE research and how the authors argue it should take a social justice perspective. In the podcast with me are Jen Walton Fisette, Erin Centeio, and Kevin Richards. The article is a part of a series published in RQES that looks forward and plots out the future research questions in our field.

Full Cite for article: *Jennifer L. Walton-Fisette, K. Andrew R. Richards, Erin E. Centeio, Todd R. Pennington & Tim Hopper (2019): Exploring Future Research in Physical Education: Espousing a Social Justice Perspective, Research Quarterly for Exercise and Sport, DOI: 10.1080/02701367.2019.1615606*

52: How to talk about race when you identify as white

This episode explains how 4 PETE professor navigate race discourse in PETE classes and how to address issues of social justice and race when all of us identify as White. Jen Walton-Fisette who has presented and published extensively on issues of social justice and how it is being taught in PETE programs sits down with me, Kevin Richards, and Erin Centeio to share some thoughts and open up a dialogue.

58: Research on race and ethnicity with Dr. Harrison & Dr. Langston Clark

This is a continuation of episode 57 where we discussed Dr. Harrison's work but move more to a conversation about Dr. Harrison's and Dr. Clark's research on race and ethnicity. We also talk about how to speak about race in a PETE program.

59: Illegitimate Bodies in Legitimate Times: Life, Liberty, and the Pursuit of Movement

This episode w/ Dr. Brian Culp discusses his commemorative Delphine Hanna lecture at NAKHE. We cover immigration, Foucault, race, neoliberalism, and PETE education... a lot of topics and a great conversation!

Culp, B. (2017). Illegitimate Bodies in Legitimate Times: Life, Liberty, and the Pursuit of Movement. Quest, 69(2), 143-156. <http://dx.doi.org/10.1080/00336297.2017.1287578>

61: Ethnic Minority Female PE Teachers in predominantly white settings w/ Dr. Simon

Dr. Mara Simon discusses her research with ethnic minority female PE teachers who teach in predominantly white schools and talks us through their lived experiences. We also briefly talk about PETE and education in general with a short discussion about race in education.

Full cite of the paper: *Simon, M., & Azzarito, L. (2019). "Putting Blinders on": Ethnic Minority Female PE Teachers' Identity Struggles Negotiating Racialized Discourses. Journal of Teaching in Physical Education, (00), 1-10.*

71: A Pedagogy of Love w/Dr. Carla Luguetti

Dr. Carla Luguetti comes on to discuss her work exploring a pedagogy of love rooted in the work of Paolo Freire. This in depth study over 18 months worked with socially vulnerable youth from the point of view of the student, pre service teachers and a PETE educator.

Luguetti, C., Kirk, D., & Oliver, K. L. (2019). Towards a pedagogy of love: exploring pre-service teachers' and youth's experiences of an activist sport pedagogical model. Physical Education and Sport Pedagogy, 24(6), 629-646.

74: PE teachers working with ELL's

Dr. Desmon Delk comes on to discuss his work following experienced PE teachers who work with ELL's. It is a great podcast in learning some best practices of educators. Maybe you will pick some up, or

maybe as a PETE professor it will spur you to seek out some professional development to re-imagine your program.

88: Triggering pleasure ‘in’ movement w/Dr. Karen Lambert

This beautifully written paper is provocative, thoughtful, progressive, and most importantly and enjoyable read that inspires! We discuss a project she completed that was first published with the title “Girls on Fire” about young women going through a tough firefighting camp in N. America. This second paper is about embodied learning, finding joy in movement and so much more! Find the link to this article [here](#)

To cite this article: *Karen Lambert (2020) Re-conceptualizing embodied pedagogies in physical education by creating pre-text vignettes to trigger pleasure ‘in’ movement, Physical Education and Sport Pedagogy, 25:2, 154-173, DOI: 10.1080/17408989.2019.1700496*

99: Urban PE crossover with Rapping PE

Welcome to Rapping PE! This is the place where we explore precarity, pedagogy, and physical education! This podcast is dedicated to physical educators of the future, past, and present. Before you listen to the podcast I would recommend taking a moment to read Dr. Sara Flory's critical review on PE Pedagogy in Urban Schools to help expand upon the context of our conversation.

110: Seminar 4 Dr Richard Pringle Socio-critical HPE

Dr. Pringle from Monash University joins to lead seminar 4. His research and teaching is primarily within the broader sociology of sport and health/physical education fields and is underpinned by a critical interest to promote issues of social justice.

111: Seminar 4 Indigenous Pedagogies with Dr. Pipe

This podcast covers indigenous pedagogies. Dr. Laura Pipe from UNC Greensboro comes on to share a great session!

113: Seminar 4 Part 2: Dr. Ben Dyson on Indigenous Pedagogies

Ben Dyson continues on about indigenous pedagogies from episode 111 specific to the Maori.

119: Pre-service teachers’ experiences of learning to teach LGBTQ students

This open access article discusses the experiences of pre-service teachers learning to teach LGBTQ students. Colin McCaughey, a current physical educator and Dr. Tim Fletcher from Brock University join to discuss the article.

You can find the open access article [here](#)

Full Cite: *McCaughy, C., & Fletcher, T. (2020). Pre-service teachers’ experiences of learning to teach LGBTQ students in health and physical education. Revue phénEPS/PHEnex Journal, 11(1).*

122: Article Club 8 "being othered as a means to teach social justice in PETE"

Our eight article club talks about teaching social justice in PHETE

134: When a teacher-centered facilitator meets a student-centered pedagogy

This podcast examines the experience of Oscar Nuñez Enriquez who, over 4 years tracked his change from a teacher directed facilitator to a student-centered teacher who enacts an activist approach. The paper examines Oscar's journey through Chicana Feminist Theory.

Full cite: *Nuñez Enriquez, O., & Oliver, K. L. (2020). 'The collision of two worlds': when a teacher-centered facilitator meets a student-centered pedagogy. Sport, Education and Society, 1-12.*

140: It's not like you are less of a man just because you don't play rugby

Dominant discourses of gender that are related to physical activity, body image, and health are reproduced in PE. Join Dr. Göran Gerdin to discuss boys' experiences of gender discourses in PE during secondary school lessons in New Zealand. We will talk about his article that draws on a large ethnographic study that acknowledges boys as active subjects in problematizing and negotiating power relations.

You can find the full cite here: *Gerding, G. (2017). 'It's not like you are less of a man just because you don't play rugby'—boys' problematisation of gender during secondary school physical education lessons in New Zealand. Sport, Education and Society, 22(8), 890-904. DOI: <https://doi.org/10.1080/13573322.2015.1112781>*

150: Women, war and sport: The battle of the 2019 Solheim Cup w/Dr. Ali Bowes

Join Dr. Ali Bowes to discuss her article with Alan Bairner, Stuart Whigham, and Niamh Kitching 'Women, war and sport: The battle of the 2019 Solheim Cup'. We will talk about the legitimacy of female athletes through the media coverage of the 2019 Solheim Cup that positioned them as nationally significant and as proxy warriors on the sports field.

Full Cite: *Bowes, B., Bairner, A., Whigham, S., & Kitching, N. (2020). Women, war and sport: The battle of the 2019 Solheim Cup. Journal of War and Culture Studies, 13(4), 424–443. <https://doi.org/10.1080/17526272.2020.1829788>*

151: AIESEP Connect "Black Humanity in a Crisis of Movement" w/Dr. Brian Culp

On Friday Feb 26th 2021 Dr. Brian Culp led a discussion titled "Black Humanity in a Crisis of Movement" as a part of #AIESEPConnect #CoffeeWithColleagues. These sessions bring research and discussion from around the globe to the AIESEP family.

Brian references a paper he spoke to me on the podcast about in the presentation. You can find that paper here: (Episode 59)

<https://anchor.fm/PwRHPE/episodes/59-Illegitimate-Bodies-in-Legitimate-Times-Life--Liberty--and-the-Pursuit-of-Movement-e51jq6/a-alacdV>

152: Culturally Responsive Pedagogy and Preservice Teachers Teaching at a Youth Development Center

Risto is joined by Dr. Cory Dixon from Rowan University to discuss his article in JTPE about the pedagogical experiences of undergraduate PETE seniors teaching physical education in a youth development center through a cultural relevance cycle framework.

Cite: Dixon, C. E., Hastie, P. A., & Russell, J. A. (2021). *Senior physical education teacher education majors' reflections on teaching at a youth development center. Journal of Teaching in Physical Education. (In press).*

161: Towards a culturally relevant sport pedagogy w/Dr Carla Luguetti

Dr. Carla Luguetti discusses her study that led to two articles with Loy Singehebhuve and Ramón Spaaij Towards a culturally relevant sport pedagogy: Lessons learned from African Australian refugee background coaches in grassroots football and 'Stop mocking, start respecting': an activist approach meets African Australian refugee-background young women in grassroots football. We will talk about the need for community-driven and culturally responsive pedagogies through the lens of African Australian refugee-background coaches' pedagogies and an activist approach to co-create a sport program with [RM1] refugee-background young women [RM2].

Full Cite: Luguetti, C., Singehebhuve, L., & Spaaij, R. (2020). *Towards a culturally relevant sport pedagogy: Lessons learned from African Australian refugee-background coaches in grassroots football, Sport, Education and Society*, 1-13. <https://doi.org/10.1080/13573322.2020.1865905>

Luguetti, C., Singehebhuve, L., & Spaaij, R. (2021). 'Stop mocking, start respecting': An activist approach meets African Australian refugee-background young women in grassroots football, *Qualitative Research in Sport, Exercise and Health*. <https://doi.org/10.1080/2159676X.2021.1879920>

165: "It has really amazed me what my body can now do" boundary work and the construction of a body-positive dance community

Join Dr. Joanne Hill (@drjoannehill) from the University of Bedfordshire, Bedford, UK to discuss her article with Rachel Sandford and Eimear Enright "It has really amazed me what my body can now do" boundary work and the construction of a body-positive dance community. We will talk about the process of the participants of a London-based dance school identified as a body positive space to challenge the gender boundaries of this environment in their practice.

Full Cite: Hill, J., Sandford, R.A., Enright, E. (2016). "It has really amazed me what my body can now do": boundary work and the construction of a body-positive dance community. *Sport in Society*, 19(5), 667–679. <https://doi.org/10.1080/17430437.2015.1073946>

202: Tribal Critical Race Theory and Miami University's Myaamia Heritage Logo

Dr. Matthew Hodler from the University of Rhode Island joins us to discuss the article 'Converging Interests, Unequal Benefits? Tribal Critical Race Theory and Miami University's Myaamia Heritage Logo' published with Callie Batts Maddox. We discuss how the institutional racism and possessive investment of whiteness have been ignored and unaddressed. To do so we talk about the Heritage Logo of the RedHawks through Critical Race Theory.

Full Cite: Hodler, M., & Maddox, C. B. (2020). *Converging interests, unequal benefits? Tribal critical race theory and Miami University's Myaamia Heritage logo*. *Sociology of Sport Journal*, 1(aop), 1-10. <https://doi.org/10.1123/ssj.2020-0039>

204: Experiential Learning of University Students Delivering a Coaching Workshop in Belize

Dr. Jennifer M. Jacobs from Northern Illinois University is with us today to discuss her article 'Experiential Learning of University Students Delivering a Coaching Workshop in Belize' published with Karisa Kuipers, K. Andrew Richards, and Paul Wright. The article explores undergraduate students' cross-cultural teaching experiences leading sessions for Belizean coaches as part of an international teaching experience.

Full Cite: Jacobs, J. M., Kuipers, K. L., Richards, K. A. R., & Wright, P. M. (2020). *Experiential learning of university students delivering a coaching workshop in Belize*. *Sport Management Education Journal*, 1(aop), 1-12. <https://doi.org/10.1123/smej.2019-0050>

207: Self-Efficacy Experiences of Graduate Students Working in a Sport-based Leadership Program at a Youth Prison

Dr. Jennifer M. Jacobs from Northern Illinois University is with us today to discuss her article 'Self-Efficacy Experiences of Graduate Students Working in a Sport-based Leadership Program at a Youth Prison' published with Zachary Wahl-Alexander. The article examined graduate students' self-efficacy beliefs in leadership and life skill sports program within a juvenile detention center.

Full Cite: Jacobs, J. M., & Wahl-Alexander, Z. (2021). Self-efficacy experiences of graduate students working in a sport-based leadership program at a youth prison. *Child and Adolescent Social Work Journal*, 1-15. <https://doi.org/10.1007/s10560-021-00772-x>

209: The Boys STILL not letting girls play

Today I will discuss through a lightning review of the article 'Stereotypical Views of Beauty and Boys STILL Not Letting Girls Play: A Student-Centered Curriculum for Young Girls Through an After-School Activist Approach' that I wrote with Brianna Meza from the California State University and Sara B. Flory from the University of South Florida. We will discuss the barriers girls from the after-school GIRL program experienced to enter the context of physical activity in schools through an activist approach.

Link to blog entry:

<https://www.thehpewebsite.com/blog/stereotypical-views-of-beauty-and-boys-still-not-letting-girls-play>

Full Cite: Marttinen, M., Meza, B., & Flory, S. B. (2020). *Stereotypical views of beauty and boys STILL not letting girls play: A student-centered curriculum for young girls through an after-school activist approach*. *Journal of Teaching in Physical Education*, 1(aop), 1–8. <https://doi.org/10.1123/jtpe.2020-0008>

Kim Oliver's article: Oliver, K. L., & Hamzeh, M. (2010). "The boys won't let us play" Fifth-grade mestizas challenge physical activity discourse at school. *Research Quarterly for Exercise and Sport*, 81(1), 38-51. <https://doi.org/10.1080/02701367.2010.10599626>

210: The emotionality of whiteness in PETE w/Dr. Mara Simon

Mara Simon comes on to discuss her work with pre-service Black and Latinx teachers and their experiences in PETE programs.

Full cite: Simon, M. (2020). *The Emotionality of Whiteness in Physical Education Teacher Education*. *Quest*, 72(2), 167–184. <https://doi.org/10.1080/00336297.2020.1739541>

227: It's Just Safer When I Don't Go There': Trans People, Locker Rooms, and PA

Ali Greey (Twitter @AliGreey) joins us to discuss the article 'It's Just Safer When I Don't Go There': Trans People's Locker Room Membership and Participation in Physical Activity. We discuss ways trans people navigate transphobia and cissexism in locker rooms and how their experiences in this context influence their participation in physical activity.

Full Cite: Greey, A. D. (2022). 'It's Just Safer When I Don't Go There': Trans People's Locker Room Membership and Participation in Physical Activity. *Journal of homosexuality*, 1-23. <https://doi.org/10.1080/00918369.2022.2038968>

The article I discussed in the podcast:

<https://www.barbellmedicine.com/blog/shades-of-gray-sex-gender-and-fairness-in-sport/>

249: Challenges to Culturally Responsive Teaching in PETE Alumni

Dr. Sara Flory joins us to discuss the article Challenges to Culturally Responsive Teaching in Physical Education Teacher Education Alumni: A Mixed-Methods Analysis. This article examined the culturally responsive teaching self-efficacy and barriers of graduates from a Physical Education Teacher Education program focusing on social justice issues.

Full Cite: Flory, S. B., Nieman, C. V., & Wylie, R. C. (2022). Challenges to culturally responsive teaching in physical education teacher education alumni: A mixed-methods analysis. *Journal of Teaching in Physical Education*, 1(aop), 1-9. <https://doi.org/10.1123/jtpe.2021-0312>

Sara Twitter @saraflory

Craig Twitter @Nieman_PE

Some of the social justice in PETE (the rest can be found on Twitter @theHPEpodcast pinned tweet)

<https://anchor.fm/pwrhpe/episodes/210The-emotionality-of-whiteness-in-PETE-wDr--Mara-Simon-e1ctne6/a-a77uesq>

<https://anchor.fm/pwrhpe/episodes/204-Experiential-Learning-of-University-Students-Delivering-a-Coaching-Workshop-in-Belize-e19lpu2/a-a6qld0f>

<https://anchor.fm/pwrhpe/episodes/202Tribal-Critical-Race-Theory-and-Miami-Universitys-Myaamia-Heritage-Logo-e19pgb5/a-a6r577f>

Self-efficacy podcasts

<https://anchor.fm/pwrhpe/episodes/206-Self-Efficacy-Theory-wDr--Jenn-Jacobs-Theory-Breakdown-e1bvt2p/a-a74lj55>

<https://anchor.fm/pwrhpe/episodes/207-SelfEfficacy-Experiences-of-Graduate-Students-Working-in-a-Sport-based-Leadership-Program-at-a-Youth-Prison-e1bvt68/a-a74ljkv>

275: Going behind the research: Power of Sport in Juvenile Justice

This episode of going behind the research, was recorded with Jenn Jacobs and Zach Wahl-Alexander from Northern Illinois University and covers Project FLEX which leverages the power of sport to unite individuals and develop a culture of opportunity for incarcerated youth.

<https://sites.google.com/view/project-flex/home?pli=1> You can find more information in this site

And Instagram handle (NIU Project FLEX) somewhere we would appreciate that!

268: “Saturdays Are For The Boys”: Barstool Sports and the Cultural Politics of White Fratriarchy in Contemporary America

Kyle Kusz and Matthew Hodler join Risto to discuss the article “Saturdays Are For The Boys”: Barstool Sports and the Cultural Politics of White Fratriarchy in Contemporary America. We talk about Barstool’s Sports racial politics by examining its cultural-historical factors and discuss the authors' critical reading of the ‘Barstool Documentary Series’.

Full Cite: Kusz K, Hodler MR. “Saturdays Are For The Boys”: Barstool Sports and the Cultural Politics of White Fratriarchy in Contemporary America. *Sociology of Sport Journal*. 2022 Oct 21;1(aop):1-2.

<https://doi.org/10.1123/ssj.2022-0075>

Twitter: Matthew Hodler @MHodler

276: The role and value of PE & Sport in alternative provision schools

Risto is joined by Tom Quarmby (@DrTomQ) and Anthony Mahr (@ajmaher5) who have recently published a project report titled: The Role and Value of Physical Education and Sport in Alternative Provision Schools. We talked about what they found and share about the project they completed. Here is a link to the report:

<https://www.youthsporttrust.org/news-insight/research/the-role-and-value-of-physical-education-and-sport-in-alternative-provision-schools>

282: #AIESEP Connect The Activist Approach to Physical Activity

#AIESEPConnect is the name of our new **AIESEP Global Outreach Programme**.

It provides a space where members can critically engage with 'hot' topics that are linked to the core mission of AIESEP. It is a monthly engagement, a one-hour on-line session on the last Friday of each month. The timing of the session changes to ensure that we have global engagement in **#AIESEPConnect** sessions.

Previous Recordings:

Friday March 30th 2023 – #AIESEPConnect #CoffeeWithColleagues: **Activist Approach to Physical Activity: International Perspectives**. Chaired by Carla Luguetti and presented by Kim Oliver, Jackie Beth Shilcutt and Karen Lambert

- [Session Video Recording](#)

284: The Weight Inclusive Thinking Project

Luciana Zuest joins us to discuss two of her articles on the weight inclusive thinking project. We talk about the project and discuss strategies that aim to dismantle harmful weight-centric narratives and the development of body size diversity in physical activity settings. The first article titled Physical Education and the Quest for Relevance in the Age of Precarity: Lessons from the Weight Inclusive Thinking Project (WIT) was published in Quest. The second article Creating Weight-Inclusive Climates in Fitness Spaces. Kinesiology Review was published with Saemi Lee, Juliana Leedeman, and Dawn Clifford in the Journal Kinesiology Review.

To sign up for the course go here:

<https://drive.google.com/drive/u/0/folders/101EJ3Po8cjr9qEInEbMHxqdf230V6yn6> Here is the website for more info:

<https://weightinclusivethinking.com/>

Full Cite: Zuest, L., Lee, S., Leedeman, J., & Clifford, D. E. (2022). *Creating Weight-Inclusive Climates in Fitness Spaces*. *Kinesiology Review*, 11(3), 251-260. <https://doi.org/10.1123/kr.2021-0045>

Zuest, L. (2022). *Physical Education and the Quest for Relevance in the Age of Precarity: Lessons from the Weight Inclusive Thinking Project (WIT) National Association for Kinesiology in Higher Education 31st Delphine Hanna Commemorative Lecture 2022*. *Quest*, 74(2), 137-151.
<https://doi.org/10.1080/00336297.2022.2068448>

Link to podcast episodes on Social Ecological Framework

[TheoryBreakdown 3](#): Social Ecological Framework

162: An ecological dynamics conceptualisation of physical “education”: Where we have been and where we could go next.

328: **Basketball shorts, plantation food, and ponytail weaves: Black teachers’ experiences of becoming and being a Physical Education teacher**

Louis Francis-Edge and Annette Stride from Leeds Beckett University join me to discuss the article Basketball shorts, plantation food, and ponytail weaves: Black teachers’ experiences of becoming and being a Physical Education teacher. We talk about the lived experiences of Black teachers becoming physical education teachers. On top of everything this is Louis’ Master’s Thesis! This is a GREAT read.

Full Cite: Francis-Edge, L., Stride, A., & Fitzgerald, H. (2023). Basketball shorts, plantation food, and ponytail weaves: Black teachers’ experiences of becoming and being a Physical Education teacher. *Physical Education and Sport Pedagogy*, 1-13. <https://doi.org/10.1080/17408989.2023.2230232>

Twitter: @DrAnnetteStride @LouFrancisPE

331: **Deportigualízate: Enacting critical intersectional feminist pedagogy in Spanish PESTE**

Marina Castro-García joins us to discuss the article deportigualízate: enacting critical intersectional feminist pedagogy in Spanish PESTE published with Dillon Landi and David Kirk. We discuss the experiences of university students from a Physical Education-Sport Tertiary Education program engaging with a critical intersectional feminist pedagogy unit in Spain.

Social and Emotional Learning

159: **Trauma Informed Pedagogies in Physical Education w/Dr. Tom Quarmby**

Dr. Tom Quarmby comes on to discuss his recently published paper on Trauma Informed Pedagogies.

Full Cite: Quarmby, T., Sandford, R., Green, R., Hooper, O., & Avery, J. (2021). *Developing evidence-informed principles for trauma-aware pedagogies in physical education*. *Physical Education and Sport Pedagogy*, 1-15.

https://www.tandfonline.com/doi/full/10.1080/17408989.2021.1891214?casa_token=DfhpUqBI1cQAAA%3A%3AmqH8hBJE-40w_p1Ohe9864JR1eBJJEMXBJ6gL0cSox0I2_yMk8KKgTGeCszD3W5LrXAcUPbsxAow

166: SEL and PE, a Foreword by Dr. Joseph Durlak

I'm joined today by Dr. Joseph Durlak who is a legend in the SEL field. Dr Durlak has written the foreword to the upcoming book on SEL and we discuss that and how SEL in PE aligns with what the other part of the education field is doing.

We will launch one podcast each week on different chapters from this book on SEL in PE starting next Tuesday. They will air weekly on Tuesday's until the launch of the book July 1st.

This episode is part of a special series devoted to a new edited book entitled "Social and emotional learning in physical education: Applications in school and community settings". Published by Jones & Bartlett Learning in cooperation with SHAPE America, this book is edited by Dr. Paul Wright of Northern Illinois University and Dr. Kevin Richards of the University of Illinois at Urbana-Champaign. Available for Fall 2021 instruction, this text will integrate well into physical education teacher education coursework and is a great resource for teachers looking to increase the focus on social and emotional learning in their classes. This special series is sponsored by the Physical Activity and Life Skills Group in the Department of Kinesiology and Physical Education at Northern Illinois University.

167: Social Emotional Learning in PE Chapter 1

This podcast features Dr. Kevin Richards and Dr. Paul Wright discussing the first chapter of the upcoming SEL book.

The chapter title is: Introduction to Social and Emotional Learning in Physical Education

170: Social Emotional Learning in PE Chapter 2

This podcast features Dr. Kevin Richards and Dr. Paul Wright discussing the second chapter of the upcoming SEL book. The chapter title is: Connecting Social and Emotional Learning to the Physical Education Curriculum

173: SEL and Skill Themes Chapter 5

I'm joined today by Dr. Missy Parker from the University of Limerick as well as Dr. Kevin Patton from California State University, Chico. We're going to be discussing their co-authored chapter, "Connecting Skill Themes and Social-Emotional Learning in Elementary Physical Education

175: SEL in Adapted Physical Education Chapter 11

This episode is about Chapter 11 in the upcoming book on SEL in PE. The guest is Dr. Wes Wilson from the University of Utah

The chapter title is: Social Emotional Learning in Adapted Physical Education

176: Sports Based Youth Development and SEL Chapter 13

I'm joined today by Dr. Michael Hemphill, an associate professor at UNC Greensboro. He is here to talk about Chapter 13 which discusses Sports Based Youth Development and SEL

177: Social Justice Education and SEL Chapter 14

I'm joined today by Dr. Brian Culp, he is the Assistant Chair of the Department of Health Promotion and Physical Education and a Professor of Health and Physical Education at Kennesaw State University and he co-authored the chapter "Social Justice and SEL: Case Examples of Promising Practices".

178: SEL Ch 15 Case Examples of Promising Practices in Outside-of-School Settings

For one last time before the book launches next week...I'm joined today by Dr. Zach Wahl-Alexander, and associate professor of physical education at Northern Illinois University as well as Dr. Jenn Jacobs, and assistant professor of sport and exercise psychology also at NIU, they co-authored Ch 15 titled: Case Examples of Promising Practices in Outside-of-School Settings

251: SEL, Movement and Mindfulness in the Classroom

Mrs. Valerie Hauge joins Emily Jones to discuss the topic of social emotional learning, movement, and mindfulness in educational classroom settings. We talk about Mrs. Hauge's personal and professional journey in deciding to integrate SEL, movement, and mindfulness into her middle school English classroom. We also discuss her experiences using a variety of SEL and mindfulness resources and strategies with her learners. She shares her perspective on how SEL, movement, and mindfulness in the classroom has influenced her interactions with learners and their classroom climate and culture towards learning, self-awareness, and self-regulation.

291: Has the Lack of Independent Play Led to the Children's Mental Health Crisis? w/Dr. Peter Gray

Dr. Peter Gray from Boston College, discusses the article: Decline in Independent Activity as a Cause of Decline in Children's Mental Wellbeing: Summary of the Evidence published with David Lancy and David Bjorklund. We talk about the causes of the rise in mental disorders for children, and spoiler alert, it seems to be the lack of play!

This is the organization Dr. Gray discussed <https://letgrow.org/> (Let Grow)

Full Cite: Gray, P., Lancy, D. F., & Bjorklund, D. F. (2023). Decline in independent activity as a cause of decline in children's mental wellbeing: Summary of the evidence. The Journal of Pediatrics.
<https://doi.org/10.1016/j.jpeds.2023.02.004>

339: Even with the craziness, it worked': PE teachers working in and with an Activist Approach

Today we discuss the article **'Even with the craziness, it worked': PE teachers working in and with an Activist Approach**. We discuss the perceptions of physical education teachers learning to work *in* and *with* an activist approach in their classroom.

Full Cite: Shilcutt, J. B., Oliver, K. L., Aranda, R., Mullany, P., Ryan, M., & True, L. (2023). 'Even with the craziness, it worked': PE teachers working in and with an Activist Approach. *Physical Education and Sport Pedagogy*, 1-10. <https://doi.org/10.1080/17408989.2023.2281906>

Adapted PE

14: Dr. Justin Haegele Adapted PE podcast on intersectionality of visual impairment & gender

This podcast breaks down an article about females with visual impairments in PE.

Haegele, J. A., Yessick, A., & Zhu, X. (2018). *Females With Visual Impairments in Physical Education: Exploring the Intersection Between Disability and Gender Identities*. *Research quarterly for exercise and sport*, 89(3), 298-308.

24: Adapted Physical Education Doctoral Programs w/Dr. Justin Haegele

This episode discusses APE doctoral programs. Dr. Justin Haegele explains the process of finding a program, the state of APE doctoral programs in the USA and many more topics.

A profile and more info on ODU: <https://www.odu.edu/directory/people/j/jhaegele#profiletab=1>

41: Adapted PE Part 1: Why the split?

This episode combines forces with the "What's new in Adapted PE" Podcast by Scott McNamara. Risto and Scott are joined by Dr. Kevin Richards and Dr. Terry Rizzo (a legend in the APE world).

This is Part 1 of a longer conversation that discusses issues in APE, the split of the field, breaking down silos, collaborative research and more.

42: Adapted PE Part 2: Breaking down silos!

This episode combines forces with the "What's new in Adapted PE" Podcast by Scott McNamara. Risto and Scott are joined by Dr. Kevin Richards and Dr. Terry Rizzo (a legend in the APE world). This is Part 2 of a longer conversation that discusses issues in APE, the split of the field, breaking down silos, collaborative research and more. Part 1 can be found in episode 41.

50: Teaching non-normative bodies: Simulating visual impairments w/Dr. Maher

Dr. Anthony Maher discusses teaching non-normative bodies, adapted physical education, and the ethics of simulating a disability in HPETE/PETE teacher education programs.

Full Cite to paper: *Maier, A. J., Williams, D., & Sparkes, A. C. (2019). Teaching non-normative bodies: simulating visual impairments as embodied pedagogy in action. Sport, Education and Society, 1-13.*

63: Understanding the Inclusiveness of Integrated Physical Education w/Dr. Haegle

Is inclusiveness and integration the same? How do students with visual impairments feel about integration in physical education? Well...Dr. Haegle asked them. This is a fascinating study from the field of adapted physical education and brings up some important concepts we all should re-consider.

This paper: *"Understanding the Inclusiveness of Integrated Physical Education from the Perspectives of Adults with Visual Impairments"* was recently accepted for publication in *Adapted Physical Activity Quarterly*. We predict it will be published in 2020

125: APE Teachers' Perspectives of Educational Research

Andrew Colombo-Dougovito comes on to discuss a paper recently published in RQES on adapted physical educators' views of educational research.

You can find his website [here](#)

Full cite: *McNamara, S. W., Colombo-Dougovito, A. M., Weiner, B., & Ahrens, C. (2020). Adapted Physical Educators' Perspectives of Educational Research. Research Quarterly for Exercise and Sport, 1-13.*

196: Research on Special Educational Needs and Disabilities w/Dr. Anthony Maher

Dr. Anthony J. Maher is Professor of Special Educational Needs, Disability and Inclusion in the Carnegie School of Education. He is part of the school's research leadership team and leads the research impact strategy.

Anthony's research, consultancy, and teaching expertise relate to centering the experiences and amplifying the voices of pupils with special educational needs and disabilities (SEND). This is part of his commitment to trying to empower pupils with SEND, placing them at the center of decisions that impact their lives, and recognising that they have expert knowledge because of their lived, embodied experiences.

Anthony is also committed to supporting key stakeholders in schools such as teachers, special educational needs coordinators, learning support assistants, educational psychologists, and senior leaders to provide valuable and meaningful experiences of education for pupils with SEND.

Anthony's research is sociological, psychological, and pedagogical in nature, using participatory, life history, (auto)ethnographical and narrative approaches. He is the author of numerous internal peer-reviewed research papers, public, private and third-sector reports, invited book chapters, and books, including *Teaching Physical Education to Pupils with Special Educational Needs and Disabilities* by Routledge.

Link to faculty profile: <https://www.leedsbeckett.ac.uk/staff/professor-anthony-maher/>

Physical Literacy

79: What is physical literacy and what is it not? w/ Dr. Chelsee Shortt

This term has divided some scholars in the field. Is it the same as physically educated? Is it different? What is it? Do we follow the UK definition? The Canadian model? The Australian model? Dr. Chelsee Shortt comes on to discuss a recent Delphi study she conducted to examine the term.

Shortt, C. A., Webster, C. A., Keegan, R. J., Egan, C. A., & Brian, A. S. (2019). Operationally Conceptualizing Physical Literacy: Results of a Delphi Study. Journal of Teaching in Physical Education, 38(2), 91-104.

120: The fantasmatic logics of physical literacy

Dr. Louise McCuaig and Dr. Mikael Quennerstedt come on to discuss physical literacy (PL) and the debate of PL in policy and research. This is a great conversation about the promises made on behalf of PL and if it/we can keep them.

Full Cite: *Quennerstedt, M., McCuaig, L., & Mårdh, A. (2020). The fantasmatic logics of physical literacy. Sport, Education and Society, 1-16.*

334: AIESEP Connect "Physical literacy interventions across the lifespan"

January 2024 – #AIESEPConnect #CoffeeWithColleagues Physical literacy interventions across the lifespan. This session is hosted by Alexandre Mouton as well as Joao Martins and includes presentations by Johannes Carl, Lisa Barnett, Jean-Pierre Weerts and Charlie Nezondet.

Sport and After-School

6: Dr. Justen O'Connor and informal sport

Dr. Justen O'Connor is a Senior Lecturer at Monash University in Melbourne, Australia. Dillon and Risto talk with him about his co-authored article about informal sport. This was so fascinating for us we kept talking after and will release that as a separate episode on youth sport and informal sport.

Here is the citation: *Jeanes, R., Spaaij, R., Penney, D., & O'Connor, J. (2018). Managing informal sport participation: tensions and opportunities. International Journal of Sport Policy and Politics, 1-17.*

8: "Special Topics" informal and youth sport

Episode 8 is our first "special topics" episode. So, instead of highlighting one specific article and discussing the paper we have a conversation about the topic in general and pull from various sources. These are going to be less structured and more free-flowing. This episode is a continuation of Episode 6

with Justen O'Connor and Dillon Landi. We discuss issues in youth sports, informal sports and the future of participation in PA.

21: Care experienced youth & leisure activity with Dr. Tom Quarmby

This podcast discusses care experience youth (youth in foster care, group homes, shelters etc) and their value and use of leisure time activities. This paper pulls from Positive Youth Development (episode 19), and the social ecological model (theory breakdown 3).

Following his PhD in 2011, Tom worked as the 'Educational Review' Post-doctoral Research Fellow, and later as a Lecturer in Sport, at the University of Birmingham. While completing his doctoral studies in August 2010, Tom was presented with the AIESEP Young Scholar Award at the AIESEP World Congress in La Coruna, Spain. Tom moved to Leeds in 2012 as a Senior Lecturer in Physical Education and Sport Pedagogy.

The cite: *Quarmby, T., Sandford, R., & Pickering, K. (2018). Care-experienced youth and positive development: an exploratory study into the value and use of leisure-time activities. Leisure Studies, 1-15.*

44: Community Sport Coaching and lived experiences w/Dr. Colum Cronin

This podcast breaks down the article titled: "Lived experience and community sport coaching: A phenomenological investigation" it was published in 2015 in Sport, Education and Society. There is a theory breakdown which aligns with this episode (found in episode 43). If you are interested in phenomenology or want to just figure out what it is, please also listen to Episode 43.

Full Cite: *Cronin, C., & Armour, K. M. (2015). Lived experience and community sport coaching: A phenomenological investigation. Sport, Education and Society, 20(8), 959-975.*

Colum has a [blog](#)

45: REACH after-school program in Harlem roundtable discussion

This recording is from a roundtable presentation at the 2019 AERA annual meeting in Toronto. This is a 12min presentation on the REACH after school program, which discusses the first of a sequence of 4 back-to-back full-year projects. This presentation covers REACH-Harlem which was a basketball and literacy program we enacted in Harlem, NY.

This presentation is co-authored by: Ray Fredrick, Sharon Phillips, Kelly Johnston, and Brianna Meza

The paper we discuss is published in PESP: *Marttinen, R., Johnston, K., Phillips, S., Fredrick, R. N., & Meza, B. (2019). REACH Harlem: Young urban boys' experiences in an after-school PA positive youth development program. Physical Education and Sport Pedagogy, 1-17.*

48: Girls' experience in a PYD sport program: Co-creating a participant-centered space

Dr. Kelly Johnston is at Baylor University and focuses on literacy education. She discusses her research with REACH and how we implemented a year-long after-school PA and literacy program at one Title I

school in Harlem, NY. The research focused on a student-centered space that was co-created and much of the research focuses on the girls' lived experiences.

The article can be found [here](#) and is Open Access (free to read).

Citation: Johnston, K. C., Marttinen, R., Fredrick III, R. N., & Bhat, V. R. (2019). *Girls' Experiences in a Positive Youth Development Sport Program: Developing a Participant-Centered Space*. *Journal of Youth Development*, 14(1), 93-111.

[62](#): Sport-based recreation to address social inequity w/Dr. Peter Elsborg

This argumentative paper discusses the use of sport based recreation as a tool to address social inequity. The paper blends a lot of what we discuss in HPE and crosses over to public health and beyond. A great look outside of our field to see what scholars are doing in Europe outside of the HPE setting.

Full cite: Elsborg, P., Nielsen, G., Klinker, C. D., Melby, P. S., Christensen, J. H., & Bentsen, P. (2019). *Sports-based recreation as a means to address social inequity in health: why, when, where, who, what, and how*. *BMC public health*, 19(1), 1-9.

[157](#): Book Launch Podcast: Out of School PA programs

This podcast discusses the recent book we published.

This is the first book to offer a critical examination of the delivery of before and after-school physical activity programs, from global perspectives. It introduces key theory and best practice in before and after-school physical activity research and programming, and is an essential resource for educators involved in the design and implementation of after-school programs.

With contributions from leading international researchers and practitioners in the field of health and physical education, the book provides an overview of research methods in before and after-school physical activity. It offers insight on theoretical frameworks and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before and after-school physical activity programming for underserved communities, covering key topics from Positive Youth Development and urban programming to developing adult leaders and working with LGBTQI populations and children with disabilities.

This book is important reading for researchers in health and physical education, and policy-makers, teachers, youth workers and coaches working with children in physical education, health education, physical activity or sport.

This book: *Before and after-school physical activity programs: Frameworks, critical issues, and underserved populations*, was edited by Risto Marttinen, Erin Centeio, and Tom Quarmby. It was published at the beginning of 2021

<https://www.routledge.com/Before-and-After-School-Physical-Activity-Programs-Frameworks-Critical/Marttinen-Centeio-Quarmby/p/book/9780367509361>

279: Correlates of physical activity and sedentary behaviour in children attending before and after school care: A systematic review

Andrew Woods from the University of Wollongong in Australia discusses the article Correlates of physical activity and sedentary behaviour in children attending before and after school care: a systematic review published with Yasmine Probst, Jennifer Norman, Karen Wardle, Sarah Ryan, Linda Patel, Ruth Crowe, and Anthony Okely. We discuss the literature that measured physical activity and sedentary behaviors in before and after-school care up to 2021.

Full Cite: Woods, A. J., Probst, Y. C., Norman, J., Wardle, K., Ryan, S. T., Patel, L., Crowe, R. K., & Okely, A. D. (2022). Correlates of physical activity and sedentary behaviour in children attending before and after school care: A systematic review. *BMC Public Health*, 22(1), 2364–2364.

<https://doi.org/10.1186/s12889-022-14675-8>

Andrew Woods - @ajwoods96 Yasmine Probst - @YasmineProbst Jennifer Norman - @dr_jennynorman Karen Wardle - @KarenWardle07 Sarah Ryan - @sryan801 Linda Patel - @LindaPatel27 Ruth Crowe - @Ruth_Crowe101 Tony Okely - @tonyokely

290: Before- and After-School Physical Activity: Programs and Best Practices

I am going to do something a bit different. And, if this works, perhaps this is a good way to summarize some research for shorter podcasts. This podcast is going to utilize ChatPDF, which is an AI website... chatpdf.com It's fairly straightforward, you take a PDF, drag and drop it into the website, and then ask the AI questions about the article. I'll caution you at the start, if you use this, it DOES make errors. I know this since I used my own article and could fact check it as I prepared this podcast, with that said, it's a great tool to overview articles in my opinion IF you check the facts.

I am using my own article today, here it is if you want to read it:

To cite this article: Brian Dauenhauer, Pamela Kulinna, Risto Marttinen & Megan Babkes Stellino (2022) Before- and After-School Physical Activity: Programs and Best Practices, *Journal of Physical Education, Recreation & Dance*, 93:5, 20-26, <https://doi.org/10.1080/07303084.2022.2053474>

Read it on ResearchGate:

https://www.researchgate.net/publication/362007642_Before-_and_After-School_Physical_Activity_Programs_and_Best_Practices#fullTextFileContent

319: Circus Arts: Exploring Youth Development in a Novel Activity Context

Jennifer Agans joins us to discuss the article Self-Determination Through Circus Arts: Exploring Youth Development in a Novel Activity Context. We discuss the basic psychological needs and positive development outcomes of youth who participate in circus arts programs.

Full Cite: Agans, J. P., Davis, J. L., Vazou, S., & Jarus, T. (2019). Self-Determination through circus arts: Exploring youth development in a novel activity context. Journal of Youth Development, 14(3), 110-129. <https://doi.org/10.5195/jyd.2019.662>

And here are the references for the research I mentioned:

Adolfová, B., & Agans, J. P. (2023). "There is just more love in it": a qualitative study of youth voice and relatedness in US youth circus programs. *Leisure/loisir*, 1-20.

C Bortoleto, M. A., Ross, J. J., Houser, N., & Kriellaars, D. (2022). Everyone is welcome under the big top: a multiple case study on circus arts instruction in physical education. *Physical Education and Sport Pedagogy*, 1-12.

Kriellaars, D. J., Cairney, J., Bortoleto, M. A., Kiez, T. K., Dudley, D., & Aubertin, P. (2019). The impact of circus arts instruction in physical education on the physical literacy of children in grades 4 and 5. *Journal of Teaching in Physical Education*, 38(2), 162-170.

Säfvenbom, R., Wheaton, B., & Agans, J. P. (2018). 'How can you enjoy sports if you are under control by others?' Self-organized lifestyle sports and youth development. *Sport in Society*, 21(12), 1990-2009.

Wenzel, S., Deutsch, J., & Linker, J. (2023). Bring in the Clowns. *Journal of Physical Education, Recreation & Dance*, 94(4), 26-32.

Woolley, A. (2023). Exploring the relationship of emotions in physical education to physical literacy and self-esteem. Master's Thesis. University of Manitoba.

Fitness Testing

129: The utilization of FITNESSGRAM in PETE programs

This paper discusses the use of FITNESSGRAM in PETE programs to assess pre-service teachers.

Full Cite: Tara B. Blackshear (2020): The Use of FITNESSGRAM® in PETE: Is It Appropriate? International Journal of Kinesiology in Higher Education. <https://doi.org/10.1080/24711616.2020.1806156>

172: AIESEP Connect May: Fitness Testing Pros and Cons

Laura Alfrey and Gregor Jurak

will lead an #AIESEPConnect discussion titled Fitness testing in Physical

Education – Pros and Cons.

281: Student voice and transforming traditional fitness testing w/Laura Alfrey

Laura Alfrey joins me to discuss the article An expansive learning approach to transforming traditional fitness testing in health and physical education: student voice, feelings and hopes. We talk about the perspective of secondary students toward fitness testing practices.

Full Cite: Alfrey, L. (2023). An expansive learning approach to transforming traditional fitness testing in health and physical education: student voice, feelings and hopes. *Curriculum Studies in Health and Physical Education*, 1-16. <https://doi.org/10.1080/25742981.2023.2183477>

Twitter: @LauraAlfrey

289: Going Behind the Research w/Dr. Laura Alfrey

Dr. Kevin

Richards talks to Dr. Laura Alfrey from Monash University about her recent

article: An expansive learning approach to transforming traditional fitness

testing in health and physical education: student voice, feelings and hopes.

This podcast goes behind the research to discuss the what, who, how, and why behind the article production.

To cite this article: Laura Alfrey (2023): An expansive learning

approach to transforming traditional fitness testing in health and physical

education: Student voice, feelings and hopes, *Curriculum Studies in Health and*

Physical Education, <https://doi.org/10.1080/25742981.2023.2183477>

Cognition

78: Learning Tasks and Knowledge Acquisition with Dr. Yubing Wang

Dr. Wang comes on to discuss results from a part of a large NIH grant awarded at UNCG that looked across 12 schools. This paper is about high level and low level learning tasks and their relationship to cognitive engagement in physical education.

Wang, Y., Chen, A., Schweighardt, R., Zhang, T., Wells, S., & Ennis, C. (2019). The nature of learning tasks and knowledge acquisition: The role of cognitive engagement in physical education. European Physical Education Review, 25(2), 293-310.

Policy

23: Enacting Critical Inquiry in Secondary HPE with Dr. Laura Alfrey

This podcast discusses policy, but not the boring type, the type that talks about those who enact it...teachers! This paper won the PESP best paper for 2017. Dr. Laura Alfrey explains why enacting policy doesn't always work as the writers intended through the lens of 3 teachers. Episode 22 gave a background on how critical inquiry is embedded into the Australian Curriculum.

Cite for article: *Alfrey, L., O'Connor, J., & Jeanes, R. (2017). Teachers as policy actors: Co-creating and enacting critical inquiry in secondary health and physical education. Physical Education and Sport Pedagogy, 22(2), 107-120.*

56: Looking back at 15yrs of PE in the USA w/Dr. Dauenhauer

This episode looks back at 15yrs of Shape of the Nation reports and examines PE policy in each of the 50 US states. Dr. Brian Dauenhauer discusses how, by examining the last 15yrs of reporting by states we can get an understanding of the developments of PE and how they align/don't align with national recommendations. It's time for some grass roots work!

179: Reversing policy neglect w/Dr Hans van der Mars.

Hans van der Mars (Arizona State Univ) comes on to discuss policy neglect, and policy literacy in PE. This paper is Chapter 2 from a special issue in 2021.

Full Cite: *van der Mars, H., Lawson, H. A., Mitchell, M., & Ward, P. (2021). Reversing Policy Neglect in US Physical Education: A Policy-Focused Primer. Journal of Teaching in Physical Education, 1(aop), 1-10.*
<https://doi.org/10.1123/jtpe.2020-0240>

187: Teacher Evaluations in PE, What They Think about How They're Evaluated.

Today we are talking with Dr. Clancy Seymour an Associate Professor from Cannisius College and Dr. Mark Garrison, who is a Professor of Education at West Texas A&M University. We will discuss their 2016 paper 'What They Think about How They're Evaluated: Perspectives of New York State Physical Educators on Teacher Evaluation Policy.'

Full Cite: *Seymour, C. M., & Garrison, M. J. (2016). What They Think about How They Are Evaluated: Perspectives of New York State Physical Educators on Teacher Evaluation Policy. International Journal of Education Policy and Leadership, 11(6).* <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/727>

215: State of a state: results from the Wyoming physical education and physical activity policy

Ben Kern joins us to discuss the article "State of a state: results from the Wyoming physical education and physical activity policy survey" published with Paul Malinowski, Kim Hunt, Shawna McInay, Brian Powell, and Deb Stephenson. We discuss the Wyoming physical education and physical activity policy and report current data from the district, school, and classroom.

Full Cite: Kern, Malinowski, P., Hunt, K., McInay, S., Powell, B., & Stephenson, D. (2021). *State of a state: Results from the Wyoming physical education and physical activity policy survey*. *Journal of Teaching in Physical Education*, 1–6. <https://doi.org/10.1123/jtpe.2021-0161>

258: Going behind the research w/ Dr. Jen Walton-Fisette

Dr. Kevin Richards host another episode of "going behind the research" this format of podcasts dives deeper into the why, what, and how of research with an individual scholar. This episode interviews Dr. Jen Walton Fisette from Kent State University in Ohio. The episode is around the research leading up to the article below:

Full cite: Sue Sutherland & Jennifer L. Walton-Fisette (2022) *Intra-active policy work in Ohio: curriculum, pedagogy, and assessment*, *Curriculum Studies in Health and Physical Education*, 13:3, 223-237. <https://doi.org/10.1080/25742981.2022.2104652>

326: Understanding (and extending) the conceptual boundaries of policy research in physical education

Dylan Scanlon from Deakin University, Australia, and Jenna Lorusso from the University of Limerick in Ireland join to discuss the article Understanding (and extending) the conceptual boundaries of policy research in physical education published with Melody Viczko. We talk about the policy research in school-based physical education between 2010 and 2020.

Full Cite: Scanlon, D., Lorusso, J., & Viczko, M. (2023). Understanding (and extending) the conceptual boundaries of policy research in physical education: A scoping review. *European Physical Education Review*, 1-21. <https://10.1177/1356336X23121039>

Professional Development

153: “I Wish I Had Had You as a PE Teacher”: Physical Educators’ Experiences in a Professional

Dr. Zack Beddoes from the University of Wisconsin—La Crosse discusses his article with Debra Sazama, and Jenna Starck. We will talk about the experiences and practices of three physical education teachers and one school principal in an organized Professional Learning Community.

Full Cite: Beddoes, Z., Sazama, D., & Starck, J. (2021). *“I wish I had had you as a PE teacher”: Physical educators’ experiences in a professional learning community*. *Journal of Teaching in Physical Education*, (aop). <https://doi.org/10.1123/jtpe.2020-0177>

158: ‘While we may lead a horse to water we cannot make him drink’- A participatory action

Join Dr. Lars Bjørke (@larsbjørke) to discuss his participatory action research as an educative continuing professional development experience with Øyvind Førland Standal & Kjersti Mordal Moen. We will discuss the challenges, tensions, experiences, and journeys of three PE teachers in this pedagogical intervention through the lens of Dewey’s educational theory.

Full Cite: Bjørke, L., Standal, Ø. F., & Moen, K. (2020). “While we may lead a horse to water we cannot make him drink”: Three physical education teachers’ professional growth through and beyond a prolonged participatory action research project. *Sport, Education and Society*, 1–14. <https://doi.org/10.1080/13573322.2020.1799781>

221: Teacher Beliefs and Changes in Practice Through Professional Development

Ben Kern joins us to discuss the article Teacher Beliefs and Changes in Practice Through Professional Development published with Chad Killian, Douglas Ellison, Kim Graber, and Elaine Cutforth. We discuss the influence of the intervention called Healthy Eaters, Lifelong Movers and associated San Luis Valley Physical Education Academy on teachers’ beliefs about physical education and sustained pedagogical changes. Full Cite: Kern, B. D., Killian, C. M., Ellison, D. W., Graber, K. C., Belansky, E., & Cutforth, N. (2020). Teacher Beliefs and Changes in Practice Through Professional Development. *Journal of Teaching in Physical Education*, 1(aop), 1-12. <https://doi.org/10.1123/jtpe.2019-0270>

330: Show me the Money! Top Ten Tips for Graduate Students for Grant Writing

Jenna Lorusso from the University of Limerick, Ireland, Hayley Morrison from the University of Alberta, and Ashley Johnson from Queens University join to discuss the article Scholarship and Grant Writing in Physical and Health Education: Top Ten Tips for Graduate Students published with Hayley Morrison and Ashley Johnson. We talk about tips on finding and writing scholarships and grants for HPE graduate students and early career scholars.

Full Cite: Lorusso, J. R., Morrison, H. J., & Johnson, A. M. (2023). Lorusso, J. R., Morrison, H. J., & Johnson, A. M. (2023). Ten top tips on scholarship and grant writing for graduate students in physical and health education. *Revue phénEPS/PHEnex Journal*, 13(3).

Twitter: @jennaRLorusso @Ms_HMorrison @PHECanadaRC

Movement Integration in the Classroom

244: Movement Integration in the Classroom

Dr. Glenn Weaver from the University of South Carolina joins us to discuss the article Classroom teachers’ “off-the-shelf” use of movement integration products and its impact on children’s sedentary behavior and physical activity published with Roddrick Dugger, Sarah Burkart, Lauren von Klinggraeff, Ethan T. Hunt, Michael Beets, Collin Webster, Brian Chen, Bridget Armstrong, Elizabeth Adams, and Jeffrey Rehling. This study examined movement integration products used by elementary classroom teachers to influence students’ sedentary behavior and physical activity.

Full Cite: Weaver, R. G., Dugger, R., Burkart, S., von Klinggraeff, L., Hunt, E. T., Beets, M. W., Webster, M. W., Chen, B., Armstrong, B. Adams, E.L., & Rehling, J. (2022). Classroom teachers’ “off-the-shelf” use of movement integration products and its impact on children’s sedentary behavior and physical activity. *Translational Behavioral Medicine*. <https://doi.org/10.1093/tbm/ibac055>

This study was supported by the National Institutes of Health under Award Numbers P20GM130420 and R21HD091394. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.

Collin Webster's review of MI: <https://onlinelibrary.wiley.com/doi/full/10.1111/obr.12285> Previous work that directly informed the current study: <https://www.mdpi.com/2227-9067/7/9/143>, <https://www.frontiersin.org/articles/10.3389/feduc.2020.00056/full> Systematic review of temporal trends in school MVPA: <https://pubmed.ncbi.nlm.nih.gov/34627126/> Previous study that explored MI in other similar schools: <https://pubmed.ncbi.nlm.nih.gov/30563355/>

Webpage:

https://sc.edu/study/colleges_schools/public_health/research/research_centers/acoj/index.php

Twitter: @ACOIatUofSC

Strength Training & Athletics

317: Strength Training and Long Term Athlete Development in Physical Education

Sean Fullerton joins us to discuss the articles “Resistance Training in Secondary Physical Education: Recommendations to Improve Teacher Content Knowledge” and “Implementing Long-Term Athletic Development Within K–12 Physical Education”. We talk about health-related fitness for each physical education instructional level.

Full Cite: Fullerton, S. A., & Gaudreault, K. L. (2023). Resistance training in secondary physical education: Recommendations to improve teacher content knowledge. Journal of Physical Education, Recreation & Dance, 94(1), 18-23. <https://doi.org/10.1080/07303084.2022.2136311>

Fullerton, S. A., Gaudreault, K. L., & Royce, I. (2023). Implementing Long-Term Athletic Development Within K–12 Physical Education. Journal of Physical Education, Recreation & Dance, 94(6), 6-12. <https://doi.org/10.1080/07303084.2023.2221867>

This is the citation for the Soviet Era PE and Sports system journals Sean discussed:

Yessis, M. (1968). YESSIS Review of Soviet Physical Education and Sports. (Vol. 9, Issue 1). <https://ci.nii.ac.jp/ncid/AA0049402X>

Twitter: Sean Fullerton: @seanUNMlobos

PETE Collaborative

94: PETE Collaborative Part 2

What are we prepared to be held accountable for and to whom? This and many other questions are highlighted in our 2nd PETE collaborative, a group of PETE educators from around the USA and some

from abroad that come together to talk about issues that are important to us. If you haven't listened to the first one, it's in the feed as Ep 87.

101: PETE collaborative on race and racism in PETE and PE

The third PETE collaborative brought together a panel of researchers and experts on racism, race, and social justice in PETE and PE. These collaborative discussion occur the second Thursday of each month at 4pm EST.

108: PETE Collaborative 4, Ideological Repositioning: A Discussion on Racism and Anti Blackness in PETE

This is the recording of the 4th PETE Collaborative. They occur each month on the 2nd Thursday at 4pm EST (New York time). A group of panelists take PETE faculty through discussions about race, racism and higher education.

The video from the beginning of the podcast can be found [here](#)

112: "Return to School" PETE Collaborative 5

Given the new semester will be beginning soon for most of us, and the continued uncertainty and impending challenges associated with PETE in the COVID-19 era, we felt it important to focus this meeting of the collaborative on strategies and approaches for online and remote learning.

The focus/title of the session is: Forward-thinking Solutions to Engaging Learners and Faculty within University PETE Fall 2020 and Beyond

This PETE Collaborative was recorded on August 13, 2020

118: PETE Collaborative September

The PETE collaborative is a gathering of PETE and HETE professors to discuss relevant issues in our field as well as to build community.

This meeting focused on the conversations around the following four topics:

Development of relationships and sense of program belonging with preservice teachers
Facilitating effective field experiences
Delivering activity and methods courses
Continuous professional learning for PETE faculty members

You can find more information on the Collaborative and links to all our shared content [here](#)

124: PETE Collaborative APE Take-over

Faculty in adapted physical education and adapted physical activity take over the collaborative in October. In this session, a panel of APE researchers from various career stages introduced and discussed issues related to inclusion and PE, with a special emphasis on students who have disabilities while also belonging to other underrepresented groups. Exploring the intersectionality of membership in this

diverse array of identities, we hoped to generate dialogue about the subjective experiences of students in PE and whether those experiences are truly inclusive. The panelists approached this discussion through a social justice lens. Throughout the session, we encouraged questions and commentary from members of the collaborative.

Dr. Wes Wilson posed the following topics: What it means for students with disabilities to 'feel included' in PE How embodied knowledge (actions, feelings, and lived experiences) in more than one identity group may influence students' understanding of their PE participation How inclusion can be a fulcrum of social justice in PE.

130: Policy and YOU matter PETE Collaborative November

The PETE collaborative is a group of teacher educators in PE who meet the second Thursday of each month via zoom to discuss relevant issues in the field. This is the audio from the Nov 2020 meeting and panelists include Ann MacPhail and Hans van der Mars.

142: January PETE Collaborative

The January collaborative reflected on things that went right, things that we need to change and offered a place to reflect on a full semester of pandemic teaching.

The breakout groups are cut out of the podcast.

148: PETE Collaborative Feb: Recruitment and Retention in PETE

Overview: During this panel style session, participants will hear from panelists who have conducted research on and implemented strategies for recruiting preservice teachers into PETE programs. Panelists will introduce topics and participants will have the opportunity to add their input both verbally and through the chat function. Specific connections to the COVID-19 pandemic that frame recruitment will be discussed.

Discussion topics included: (a) Innovative approaches to recruiting and retaining students, (b) Recruiting students from diverse populations – Representation matters, and (c) Research related to recruitment in physical education.

154: SHAPE America Standards Revision PETE Collaborative

This is the audio from the March 2021 PETE Collaborative meeting

Title: Enhancing the SHAPE K-12 standards: Feedback from PETE Faculty

Overview: During this session, 10-12 pre-selected PETE faculty will discuss the strengths and opportunities for growth within the SHAPE America K-12 physical education standards. The selected faculty presenters represent diverse perspectives and expertise in the PETE community in areas such as social justice, culturally responsive pedagogy, models based practice, LGBTQ , ableism, physical literacy, and elementary and secondary PE. The purpose and intent of this discussion is to examine the standards constructively, with the hopes of providing meaningful feedback to SHAPE America that can be used to

update and revise the standards in the future. Participants who are interested will be invited to stay at the end of the collaborative to continue the conversation more informally.

168: May PETE Collaborative

This is the recording of the May 2021 PETE Collaborative.

Title: One Year In: Celebrating a Year of PETE Collaboration and Forming a Collective Vision for the Future

Overview: In recognition of an enriching year of PETE Collaborative meetings and in an effort to remain rooted in a collective spirit, this session will focus on 1) Reflecting and appreciating a year of participant and panelist contributions to the development of this community, 2) Talking together to develop a shared vision for the future of the PETE Collaborative. Participants will be encouraged to share perspectives and ideas for the future of the PETE Collaborative.

Please fill out this [survey](#) to help us plan for the future of the PETE Collaborative. We would love to hear from any of you who are on this email list, whether you plan to attend the session or not.

189: September PETE Collaborative on SEL in PE

Implementing Social and Emotional Learning in Physical Education Programs: A Panel Discussion with Inservice Practitioners Session Description: In this interactive session, a panel of practitioners who have experience and expertise related to implementing social and emotional learning in their own school environments will answer questions and provide advice for PETE.

194: November PETE Collaborative "What's Going on in Online PE"

What's Going on in (Online) Physical Education? Preparing Pre-Service Teachers to Teach Effectively in a Virtual Environment

Session Description: This interactive session will feature a panel of in-service practitioners and PETE faculty with experiences and expertise teaching effective online physical education. Through a Q&A format, panelists will discuss the current trends and realities of teaching physical education online and provide advice about how we can prepare teachers to support student learning in virtual environments.

All are welcome to attend and participate in PETE Collaborative meetings. We ask that all participants bear in mind the sense of community that we have striven to develop through the PETE collaborative. We hope to be able to discuss all topics, including problems and challenges, through the lens of opportunity and growth.

199: Nov PETE Collaborative

The November PETE Collaborative (Thursday Nov 11th@4pm Eastern) focused on addressing areas of opportunity for our profession, so that we can continue to improve our practice and prepare quality physical education teachers.

The questions we led with are:

What do you do in your programs to teach PSTs how to be culturally responsive?

In what ways are your PSTs exposed to K-12 students who are different than them (e.g., SES, race, rural/urban)?

What experiences do PSTs have teaching K-12 students prior to student teaching?

How do you ensure that your PSTs get experiences teaching across grade levels (e.g., elementary, middle, high)?

Do you communicate across the program faculty about assignments/requirements for various classes (e.g., using common terms, common assessments/rubrics, etc.)?

Do you map out assessments across courses, so students don't have several exams/big assignments the same week?

Do you combine courses for more field experience (health methods/sec methods) in back-to-back classes so you can go to schools?

How do you teach about the "other" work of teachers in your program (e.g., back-to-school nights, faculty meetings, advocacy, bus/lunch duty, assigning lockers, etc.)?

How do you engage alumni?

208: The January PETE Collaborative

This is the audio from the 2022 January PETE Collaborative. The collaborative, a gathering of higher education professionals, occurs the second Thursday of each month. To get an invite please email risto@theHPEwebsite.com

Topic: A Problem Setting and Solution-Oriented Conversation around the Future of HPE in the United States.

Description: During this open forum, we will seek to explore critical issues and consequential alternatives within the field of health and physical education. The conversation aims to bring to the surface key questions that need to be explored in and around schools and communities, student learning, and teacher training, and allow us to evaluate where we've been, where we are, and where we need to go in the service of young people and the profession.

While we don't always see the world in the same ways and work in different contexts, we need to agree on some basic principles and priorities, mindful that the path ahead requires collective action and willingness to compromise and change. In this PETE Collaborative session, we will brainstorm innovative and creative solutions to these issues together with the hope that our discussion provides new

frameworks to examine old and contemporary issues, outline meaningful courses of action, and identify necessary partners to invite to the conversation.

What are critical issues and problems facing the field of health and physical education today?

Specifically, what are the most important challenges? What opportunities are developing? What do we need to prioritize and do to take advantage of these opportunities? What have you experienced and accomplished that might help others?!

214: February PETE Collaborative

The PETE collaborative is a meeting of (mostly) US PETE professors and graduate students who meet monthly to discuss key issues in the field. This is the audio recording from the 2022 February meeting.

Title: Developing Innovative PETE Programs to Envision a Favorable Future for the Field

Description: Aligned with the theme of #ForTheLoveofHPE week, this meeting of the PETE collaborative will focus on the role of PETE faculty members and programs in developing a more favorable future for physical education. Fueled by the need to be innovative, we will discuss best-practice strategies that are being used in some PETE programs to more effectively work with schools and prepare preservice teachers. Program representatives will be invited to share strategies found to be effective in their contexts; time for discussion and idea sharing will be prioritized. A central question address will be: how can we create better PETE programs today to prepare better teachers for tomorrow? Come with your ideas to share!

220: What the HETE? PETE Collaborative March 2022

Title: What the HETE?! Exploring Critical Issues, Potential Solutions & Collaboration Opportunities for PETE & HETE

Description: This PETE Collaborative session will include a panel of health educators and health education teacher education (HETE) professionals who will share their perspectives on the critical issues facing HETE and explore potential solutions. The discussion will aim to foster a greater understanding of essential knowledge and skills for beginning health educators and examine possibilities for stronger alignment/collaboration between HETE and physical education teacher education (PETE) programs. The panelists will explore options for effective redesign or program structures in teacher education and teacher training (e.g., dual-licensure, co-designed courses, joint faculty appointments, dual-listed courses, once-off course offerings, etc.) to prepare health and physical educators for today and tomorrow's schools and students.

226: PETE Collaborative April: The role of SEL in PE

This is a recoding of the April 2022 PETE Collaborative, a meeting of mostly USA based PETE faculty and graduate students.

Topic: A Deliberate Dialogue about the Role of Social and Emotional Learning in Physical Education: Sharing Informed Opinions to Shape Future Discourse

Description: This session provided space for two views on the role of SEL in PE from two recent JOPERD editorials to be shared. This deliberate dialogue was framed around the two editorials; therefore, we encourage the PETE Collaborative attendees to read the short articles before the conversation. The articles can be found [here](#). Hans van der Mars and Jackie Lund will present the first view, who offer the perspective that making SEL a primary learning domain could be problematic. Paul Wright and Kevin Richards will give the second view, who provide the perspective that SEL is an integral part of PE. This deliberate dialogue is designed to share informed opinions and embrace the complexity of issues that face our field. You are invited to come to share your ideas and join the discussion on Thursday, April 14th. We will listen to the two viewpoints, discuss in breakout groups, share insights and perspectives, and foster healthy professional discourse.

241: PETE Collaborative Sept "Re-designing PETE to meet student needs"

This is the audio from the PETE Collaborative on Thursday Sept 8th, 2022.

Topic: How are teacher training programs being re-designed to meet the needs of K-12 learners and pre-service teachers: or are we teaching a 20-yr old syllabus?

Description: This PETE Collaborative session will discuss potential re-designs of PETE courses to meet the needs of both K-12 students as well as pre-service teachers. Topics of re-design will include Meaningful Physical Education, embedding informal games and sports, as well as outdoor education

The PETE collaborative is held the second Thursday of each month and is a gathering of PETE professionals (grad students and faculty) who discuss issues in PETE.

247: PETE Collaborative October 2022 Current Needs of PE& Health Educators

Title: Exploring the Current Needs of Physical and Health Educators: Listening to Understand

The October PETE Collaborative will be an “active listening” session for higher education faculty about the current needs of Physical Education and Health professionals. This session is designed to help broaden our perspectives of current realities of schools, enhance our understanding about issues facing K-12 practitioners, and explore mechanisms for building (new or enhancing the on-going) partnerships across higher education, K-12 schools, professional associations, and others invested in quality school-based Health and Physical Education.

Join us as we welcome a panel of colleagues from across different segments of the professional community – including Health/PE Department Chairs, School Administrators, State Department of Education, and Community College settings. Bring your perspectives, experiences, and ideas to this dynamic active listening session. Prepare to listen, consider, and explore ideas about how we can build stronger and more strategic partnerships to support current K-12 Health and Physical Educators.

253: PETE Collaborative Nov 22 Developing Future Faculty Stewards

Developing Future Faculty Stewards to Ensure a Favorable Future for PETE

Description: This PETE Collaborative session will include a panel of PETE faculty who completed their doctoral training within the past five years. They will share perspectives on their preparation to engage in high quality teaching, knowledge generation, and service in their current positions. The discussion will aim to foster a greater understanding of the realities of their work and the extent to which their doctoral programs prepared them for success. Special emphasis will be placed on identifying ways to support the development of future faculty members and stewards of the field (and future colleagues) ultimately to promote a favorable future for PETE.

272: Tenure and Promotion PETE Collaborative February '23

Topic: Tenure and Promotion in PETE

Description: Tenure and Promotions

This session will focus on aspects of the tenure and promotion (T&P) process. We will discuss how to prepare for a tenure review, the nuances of different tenure requirements at different universities, what to think of for full-professor applications and will include insights from administrators on what makes a good T&P application. We will also discuss what goes into a good tenure letter when you are asked to write one for a colleague.

Panelists:

Associate Professor Discussion:

Hillary Robey- Western Washington University- (teaching focused)

Langston Clark- Univ of Texas, San Antonio- (R1)

Full Professor Discussion:

Jen Krause-UNC-Colorado- (teaching focused)

Tao Zhang- University of North Texas- (R1)

Clinical instructor:

Kristi Carlson-University of Illinois Champaign Urbana (R1)

Administrators:

Bekkie Bryan – Department Chair at Cortland State University (teaching focused)

Steve Silverman- Dean of the College of Education at Florida Atlantic (R1)

278: PETE Collaborative: Developing and Sustaining Partnerships in PETE

This is the audio from the March 2023 PETE Collaborative session.

Title: Developing and Sustaining Partnerships in PETE Whether we are partnering with schools and teachers for research or teaching needs, or joining others in advocacy or other service activities - developing and sustaining partnerships is central to our work. During this PETE Collaborative session, we

will learn about various university-involved partnerships and develop strategies so we can continue to develop mutually beneficial partnerships across PETE.

288: PETE Collaborative Major Topics in PETE/HETE

This is the audio from the PETE Collaborative from April 2023. We discuss the main issues of PETE as well as where the PETE Collaborative should go from here. If you are interested in getting involved reach out to us via Twitter.

318: PETE Collaborative on AI in Teaching in PETE/HETE (Oct 2023)

This is the audio from the PETE Collaborative on Thursday, October 5th, 2023 4:00-5:15 PM (Eastern). The collaborative meets the first Thursday of the month during the academic year. You can DM (@theHPEpodcast) to get the link for future events

Title: To Use or Not to Use: Artificial Intelligence in PETE/HETE

Description: This session will focus on topics related to potential (mis)uses of AI-driven tools in PETE. The conversation will be focused on issues related to teaching & learning. Participants can expect a brief overview of common AI tools and plenty of time for open, solution-oriented discussion. Come ready to share your ideas, experiences, and concerns about AI use in PETE & in your university courses.

323: PETE Collaborative Tuning into today's K-12 learners & teachers: Practical implications for teacher education

This session invites you to consider all current learners' and future teachers' needs for the promotion and sustainability of health and physical education. Join us as we hear from a panel of professionals who will share valuable insights about current K-12 education and implications for teacher preparation. We encourage attendees to consider these insights and how the contextual differences of today's students and teachers are reflected in the ways we recruit, train, retain, and support high quality HPE professionals.

327: PETE Collaborative December

This is the audio from the PETE Collaborative from December 2023. It is a monthly meeting to discuss current issues in Physical Education Teacher Education and other topics relevant to health and PE.

Title: Establishing Institutional and Inter-Institutional Structures for Research and Outreach

Creating and sustaining structures for collaboration – whether for research, outreach, or another purpose – is an effective way for PETE faculty to contribute to the field in meaningful ways. This session will highlight several such structures that have been successful in various ways including through research output, undergraduate and graduate student development, community outreach, policy impact, etc. There will also be time for other members of the PETE Collaborative to share their own

institutional and inter-institutional structures for research and outreach. We hope this session will spark ideas and connections within the collaborative.

Doctoral Seminar

102: Doctoral Seminar #1: Dillon Landi

This is the first of 16 doctoral seminar sessions from Dr. Ben Dyson's class at UNC-Greensboro. Dr. Dillon Landi leads discussion on taking a sociocritical perspective to models based practice. The second portion of the seminar is around inclusive pedagogy and his article "toward a queer inclusive pedagogy"

The two articles for this seminar can be found here if you want to read them before listening.

https://www.researchgate.net/publication/317798072_Toward_a_queer_inclusive_physical_education

https://www.researchgate.net/publication/310757152_Models_Based_Practices_in_Physical_Education_A_Sociocritical_Reflection

[Here](#) are the lecture slides

BONUS: Teaser to a series of doctoral seminars in HPE on creative pedagogies

Have you ever considered what it's like being in a doctoral seminar? Maybe you have been in one before and you have fond memories of discussing challenging ideas and having your beliefs pushed...Maybe you miss it?

Well... we're doing it. Ben Dyson (UNC-Greensboro) has recorded his doctoral seminar on pedagogy in PE

104: Doctoral Seminar 2 w/Roland Messmer

The second doctoral seminar led by Dr. Ben Dyson (UNC-Greensboro) is with a Swiss scholar Dr. Roland Messmer. The first 25minutes is Dr. Messmer giving a short lecture, followed with 30+ minutes of question and answer by the students.

109: Doctoral Seminar 3 with Dr. Phillip Ward

This is the 3rd doctoral seminar from UNC-Greensboro. This is an interesting and thought provoking seminar about pedagogy in PE!

110: Seminar 4 Dr Richard Pringle Socio-critical HPE

Dr. Pringle from Monash University joins to lead seminar 4. His research and teaching is primarily within the broader sociology of sport and health/physical education fields and is underpinned by a critical interest to promote issues of social justice.

111: Seminar 4 Indigenous Pedagogies with Dr. Pipe

This podcast covers indigenous pedagogies. Dr. Laura Pipe from UNC Greensboro comes on to share a great session!

113: Seminar 4 Part 2: Dr. Ben Dyson on Indigenous Pedagogies

Ben Dyson continues on about indigenous pedagogies from episode 111 specific to the Maori.

117: Doc Seminar 6 w/Dr. Luiza Goncalves Communities of Inquiry

This podcast discusses communities of inquiry from a global perspective. Dr. Luiza Lana Goncalves is the recipient of the first ever Developing Country Scholar Award from AIESEP in 2019.

123: PETE programs...why so much Gen Ed? Dr. Ashley Phelps

Do you remember General Education classes? How long did it take for you to get to your major classes? Are we doing a disservice to future PE teachers by requiring so much gen ed content? Well... Dr. Ashley Phelps did a study on this. This episode breaks down PETE programs in the USA and compares the gen ed, major courses, and field work. We had a great discussion on the implications of all of this on teaching and PETE.

Full Cite: Phelps, A., & Keating, X. (2020). Credit Hour Comparisons Across Various Physical Education Teacher Education Institutions in the United States. *The Physical Educator*, 77(3).
<https://doi.org/10.18666/TPE-2020-V77-I3-10166>

131: Pedagogy Seminar Restorative Practices in HPE

Dr. Michael Hemphill from UNC-Greensboro joins Ben Dyson for a great discussion on restorative practices in this issue of the Pedagogy Seminar.

133: AIESEP Connect European PETE during COVID-19

November's #AIESEPConnect #CoffeeWithColleagues is hosted by @wesleyob1, João Costa and colleagues titled European Physical Education Teacher Education During the COVID-19 Pandemic

143: Pedagogy Seminar on Sport Education with Hastie and Wallhead

This pedagogy seminar covers the expansive work of Drs. Peter Hastie and Tristan Wallhead on the Sport Education model.

144: Pedagogy Seminar Stephen Harvey

This pedagogy seminar features Dr. Stephen Harvey from Ohio University.

149: Sue Sutherland Pedagogy Seminar

Dr. Sue Sutherland leads this pedagogy seminar on Adventure-based Learning at UNC-Greensboro with Dr. Ben Dyson

156: Pedagogy Seminar with Ash Casey

Ash Casey joins Ben Dyson and the pedagogy seminar course at UNC-Greensboro.

164: Pedagogy Seminar Tom Martinek

This pedagogy seminar led by Dr. Ben Dyson of UNCG features Dr. Tom Martinek

171: Pedagogy Seminar w/ Dr. Michelle Grenier

This pedagogy seminar led by Dr. Ben Dyson from UNCG features Dr. Michelle Grenier - you can find more information on Dr. Grenier here: <https://chhs.unh.edu/person/michelle-grenier>

174: Pedagogy Seminar Reflection

This is the last session of the pedagogy seminar led by Dr. Ben Dyson of UNCG. The students review and reflect on the semester long seminar. You can listen to the 15 seminars in the episodes preceding. You can find them listed by searching "pedagogy seminar" in this google doc

<https://t.co/QGAooycSNE?amp=1>

Article/Book Club

68: Article Club 1 having a vision in PE

Our inaugural article club. Kevin Richards and Justin Haegele come on to discuss a paper about establishing a vision in PETE and physical education teaching. We stray from the article at times to discuss related issues but the discussion stems from the article listed below.

Ní Chróinín, D., Beni, S., Fletcher, T., Griffin, C., & Price, C. (2019). Using meaningful experiences as a vision for physical education teaching and teacher education practice. *Physical Education and Sport Pedagogy*, 24, 598-614.

72: Article Club 2 Social Media as a Research Tool

Social media as a tool to collect data? YES! Justin Haegele and Kevin Richards join for the second article club where we discuss research by Vicky Goodyear, Ash Casey, and Mikael Quennerstedt. This research article looks at a 6-year...yes, 6-year longitudinal study at one school and how they used continuous professional development within that school to help teachers implement cooperative learning. We discuss how research can be utilized in qualitative research among many other topics related to social media.

The full article is found on research gate and the citation: *Goodyear, V. A., Casey, A., & Quennerstedt, M. (2018). Social media as a tool for generating sustained and in-depth insights into sport and exercise practitioners' ongoing practices. Qualitative Research in Sport, Exercise and Health, 10(1), 1-16.*

76: 'Article Club 3' Action Research and TPSR

Kevin Richards and Michael Hemphill come on to chat about action research and learning to teach TPSR model. This is part of our monthly article club series where we discuss an article and hope that you also read it and engage in further conversation with us.

Gray, S., Wright, P. M., Sievwright, R., & Robertson, S. (2019). Learning to Use Teaching for Personal and Social Responsibility Through Action Research. Journal of Teaching in Physical Education, (00), 1-10.

80: Article Club #4 Self-Study in PETE

This article club discusses a great paper about self-study in teacher education that was published in early 2020. Risto is joined with Kevin Richards and Michael Hemphill to discuss theory, practical application, PETE, and myriad other topics.

Hordvik, M., MacPhail, A., & Ronglan, L. T. (2020). Developing a pedagogy of teacher education using self-study: A rhizomatic examination of negotiating learning and practice. Teaching and Teacher Education, 88, 102969.

85: Article Club 5 Effect of PETE Methods Course on Teacher Knowledge

This month we discuss the effects of a methods course on teacher practical knowledge. This open access article discusses a Teacher Education program in Finland and how classroom teachers learn how to teach physical education. Risto is joined by Kevin Richards and Justing Haegele on this month's article club.

Full cite: *Romar, J. E., & Ferry, M. (2019). The Influence of a Methods Course in Physical Education on Preservice Classroom Teachers' Acquisition of Practical Knowledge. Journal of Teaching in Physical Education, 1(aop), 1-10.*

Open access link [here](#)

93: Article Club 6: PE and the art of teaching

The paper is the José María Cagigal Scholar Lecture presented at the AIESEP World Congress in Edinburgh 2018 by Dr. Mikael Quennerstedt. Risto is joined by Michael Hemphill, Kevin Richards and our newest member of our article club Dr. Erin Centeio. We discuss Mikael's paper and other topics related to the concepts he brings up like how to put the E into PE, and maybe why NOT to put the E in PE during the COVID pandemic.

[Here](#) is the link to the open access article

And the full cite: *Quennerstedt, M. (2019). Physical education and the art of teaching: transformative learning and teaching in physical education and sports pedagogy. Sport, Education and Society, 24(6), 611-623.*

98: Article Club 7

Have you feared being asked a tough question at a conference? Have you critiqued your colleagues' work? Where did the rebuttal papers go that we had in the 90's in PE. Join Erin Centeio, Michael Hemphill and me to discuss a paper about the history of Kinesiology, battles within, and visions for the future.

A great article written by two giants in the field: *Lawson, H. A., & Kretchmar, R. S. (2017). A generative synthesis for kinesiology: Lessons from history and visions for the future. Kinesiology Review, 6(2), 195-210.*

126: Article Club 9 Traditional Methodology: Prospects for Change 1971!!

Our ninth article club travels back in time to 1971, an article published in Quest titled: Traditional Methodology: Prospects for Change. The voices you hear are K. Andrew. R. Richards, Tori Shiver, and Michael Hemphill.

Cite: *Shirl James Hoffman (1971) Traditional Methodology: Prospects for Change, Quest, 15:1, 51-57, DOI: 10.1080/00336297.1971.10519701*

Find the link to the article [here](#)

You can see a lecture Dr. Hoffman gave [here](#)

You can engage in discussion via #HPEresearch on twitter.

132: Article Club 10 Gendered-biased language in PE

Our tenth article club discusses gender based communication in PE. The paper (below) was a very well written paper and brought on some important discussion points!

Valley, J. A., & Graber, K. C. (2017). Gender-biased communication in physical education. *Journal of Teaching in Physical Education, 36(4), 498-509.*

To link to this article: <https://journals.humankinetics.com/view/journals/jtpe/36/4/article-p498.xml>

147: Article Club on Recruitment and Retention in PETE

Our eleventh article club discusses recruitment and retention in the PETE community. This podcast is a part of a week-long effort to increase awareness of a very real teacher shortage in the USA in HPE teachers.

Full cite: Richards, K. A. R., Kern, B. D., Ayers, S. F., Mays Woods, A., & Graber, K. C. (2021). *A Theoretically Informed Conceptual Framework for Recruitment and Retention in PETE*. *Quest*, 1-19.
<https://doi.org/10.1080/00336297.2020.1869568>

155: Book Club "Why are all the Black kids sitting together in the cafeteria"

This is a book club hosted by Risto with Dr. Clancy Seymore and one of his AMAZING students Harry Reed.

The podcast covers a national best seller book titled "Why are all the black kids sitting together in the cafeteria" by Beverly Daniel Tatum. Some of you may have read this book several years ago, as it was first published on 1997...Dr. Tatum revised and updated it in 2017

We hope others will read the book as well and engage in further discussion.

If you do read the book and plan to host your own discussion Dr. Tatum has created a set of discussion questions, some of which we used to guide our discussion. Here is a link:

<https://www.beverlydanieltatum.com/wp-content/uploads/2020/01/Beverly-Daniel-Tatum-Book-Group-Discussion-Guide.pdf>

169: For white folks who teach in the hood: Book Club #3

This is our third book club. The book we read and discuss on the podcast is "For white folks who teach in the hood..." By Dr. Christopher Emdin. You can find more information on the book and a link to order here <https://chrisemdin.com/>

185: Article Club: Physical Education and the academic discipline of kinesiology

This month we've read a paper by Dr. Melinda Solmon, that was just published in 2021 in *Kinesiology Review*. The title is *Physical Education and Sport Pedagogy: The Application of the Academic Discipline of Kinesiology*. The link to the article is in the notes.

On the podcast are: Erin Centeio (@erincenteio) from Univ of Hawaii, Kevin Richards (KARRichards14) from Univ of Illinois, Tori Shiver (@vnshiver) from Northern Illinois Univ, and the man who suggested the article this week, Michael Hemphill (mhempfill31) who was recently awarded tenure and promotion at UNC-Greensboro

Full cite: Solmon, M. A. (2021). *Physical education and sport pedagogy: The application of the academic discipline of kinesiology*. *Kinesiology Review*, 1(aop), 1-8. <https://doi.org/10.1123/kr.2021-0026>

This paper was part of a special issue, here is the link:

<https://journals.humankinetics.com/view/journals/krj/krj-overview.xml>

197: Article Club November The McCloy Lecture

Risto is joined by Kevin Richards and Michael Hemphill to do another article club... this time it's an article by Mary O'Sullivan who gave the 2019 McCloy Lecture at SHAPE America.

Here is a full cite of the article: *Mary O'Sullivan (2021) Global Challenges and Opportunities for Physical Education Teacher Educators, Research Quarterly for Exercise and Sport, 92:3, 327-338.*

<https://doi.org/10.1080/02701367.2020.1730295>

219: Article Club Gloria Ladson-Billings, I'm here for the hard re-set

Risto is joined by Tori Shiver, Erin Centeio, Kevin Richards and Michael Hemphill to do another article club... this time it's an article by Gloria Ladson-Billings, she literally wrote the book and developed the phrase culturally relevant pedagogy. Ladson-Billings published an article late in 2021 in the journal EQUITY and EXCELLENCE IN EDUCATION titled "I'm Here for the Hard Re-Set: Post Pandemic Pedagogy to Preserve Our Culture" So, that's what we're here to discuss.

To cite this article: *Gloria Ladson-Billings (2021) I'm Here for the Hard Re-Set: Post Pandemic Pedagogy to Preserve Our Culture, Equity & Excellence in Education, 54:1, 68-78, DOI:*

10.1080/10665684.2020.1863883 <https://doi.org/10.1080/10665684.2020.1863883>

310: Article Club a six-course meal w/Michel Serres and discussing parasites!

This article club brings back a group of colleagues for our first article club in quite some time. We are going to be talking about a really interesting paper written by Ben Williams and Mikael Quennerstedt, and the title of that paper is dining with Michel Serres: physical education and an ethics of the parasite. The link to the paper is in the show notes and I highly recommend you read this because it is a very innovatively written paper!

As is tradition, the person who picks the article has to give some rationale on WHY they picked the article, so, here's my explanation.

First, the title caught my eye, then I read the abstract and it said the paper is written in the format of a six-course meal...and I was like, did I read that right?? The paper talks about outsourcing in PE (which I am interested in) but the way in which it was written, I couldn't look away. I am envious of people who have the skill (and courage) to write like this It is what we need to mix up the reading. I honestly think that if grad students read a paper like this they would see that academic writing doesn't have to fit the same mold over and over again!

Full Cite: *Williams, B., & Quennerstedt, M. (2023). Dining with Michel Serres: physical education and an ethics of the parasite. Sport, Education and Society, 1-12.*

311: Book Club "Free to Learn" A discussion about play in schools

Risto joins a few colleagues to discuss a book that we all have recently read titled "Free to learn: why unleashing the instinct to play will make our children happier more self reliant and better students for

life." It is authored by doctor Peter Gray who came on the podcast at the end of spring... you can find that episode under season five episode #291. That may have been one of the more interesting guests I have ever had on. That spurred me to get this book club together... and here we are!

314: Article Club: The state of PETE in the United States

Tori Shiver, Michael Hemphill and Erin Centeio join me to discuss a recent article by Dr. Phillip Ward from The Ohio State University titled: An Analysis of Physical Education and Health Education Teacher Education Programs in the United States published with Won Seok Chey, Insook Kim, Emi Tsuda, Bomna Ko, Dena Deglau, and Kyuil Cho. This article was discussed by Phil Ward on the podcast earlier this year, you can find it as episode 309 in season 6.

Full Cite: Ward, P., Chey, W. S., Kim, I., Tsuda, E., Ko, B., Deglau, D., & Cho, K. (2023). An Analysis of Physical Education and Health Education Teacher Education Programs in the United States. *Journal of Teaching in Physical Education*, 1(aop), 1-9. <https://doi.org/10.1123/jtpe.2022-0279>

Conferences & Meetings

37: AERA Invisible College Recap

This episode recaps the "SIG 93: Research on learning and instruction in physical education" Invisible College. A pre conference session at AERA for collaborative and interactive sessions. Hosts Risto Marttinen and Sara Flory discuss and breakdown these sessions.

38: AERA Annual Meeting Recap for Physical Education SIG 93

This episode recaps the "SIG 93: Research on learning and instruction in physical education" Invisible College. A pre conference session at AERA for collaborative and interactive sessions. Hosts Risto Marttinen and Sara Flory discuss and breakdown these sessions.

49: AIESEP Breakdown: What is it and why is it so cool?!

Sara Flory and I sit down with AIESEP president Marc Cloes and Secretary General Fiona Chambers. We find out about the history of AIESEP and a breakdown of the organizations plans for the future. AIESEP= Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP) or in English= International Association for Physical Education in Higher Education

This is one of my favorite conferences in the world. If you have not been you should come join a dynamic group of scholars from around the globe.

84: A lens to international physical education w/Dr. Peter Hastie

Peter Hastie discusses physical education through the lens of a world traveler. This webinar initially aired through the AERA special interest group 93. We wanted to provide this to a larger audience and the audio version worked well without the use of the powerpoint Peter was talking about. It is a great listen

about what it was like being a researcher before the times of the internet, a breakdown of research from different parts of the world and much much more!

[AIESEP Connect May](#)

#AIESEPConnect is a monthly meet up of members of [AIESEP](#) to discuss current issues and relevant content in HPE. These meetings occur the last Friday of each month and are moderated by Dr. Fiona Chambers and Dr. Louise McCuaig.

The first AIESEP conversation was launched with Episode 91.

[105: AIESEP Connect 3 Early Years](#)

This is the recording from the June 2020 AIESEP Connect call that was led by the Early Years special interest group.

[AIESEP](#) is an amazing organization.

[116: Assessment in PE the AIESEP Position Statement](#)

This AIESEP connect discusses the recent position statement on Assessment in PE. The discussion after the presentation starts around the 34 min mark. The discussion is led by researchers from Fontys University of Applied Sciences, School of Sport Studies in Eindhoven, Netherlands.

[Here](#) is the position statement in English

[127: AIESEP Coffee w/Colleagues: Design Thinking w/Dr. Fiona Chambers](#)

This is the recording from the October Coffee with Colleagues It provides a space where members can critically engage with 'hot' topics that are linked to the core mission of AIESEP. This session focuses on Design Thinking and is led by Dr. Fiona Chambers

[135: Pedagogy seminar with Ben Dyson](#)

Ben Dyson leads this pedagogy seminar from UNC Greensboro.

[160: 2021 AERA SIG Scholar Lecture by Katie Fitzpatrick](#)

The Catherine D. Ennis SIG Scholar Award is the highest honor given by the AERA SIG "Research on Teaching and Learning in Physical Education" AKA SIG 93 (@AERARlipe).

This year's award goes to Dr. Katie Fitzpatrick from the University of Auckland

You can find more information including access to past webinars hosted by SIG 93 here:

<https://www.aera.net/SIG093/RLIPE-SIG-93>

163: AIESEP Connect May Optimising Social Media for Physical Activity Diet and Quality of Life

This is the May 2021 recording of #AIESEPCONNECT - Optimising Social Media for Physical Activity Diet and Quality of Life.

172: AIESEP Connect May: Fitness Testing Pros and Cons

Laura Alfrey and Gregor Jurak will lead an #AIESEPConnect discussion titled Fitness testing in Physical Education – Pros and Cons.

203: AIESEP Connect COVID-19 Studies across the Globe on Physical Activity, Physical Education and Health: A comparative analysis

Friday November 26th at 12pm CET Roland Naul and Mark Tremblay will lead an #AIESEPConnect discussion titled COVID-19 Studies across the Globe on Physical Activity, Physical Education and Health: A comparative analysis.

This is the recording from that live session.

211: AIESEP Connect Are active kids better learners?

This is the audio from the AIESEP Connect session held Jan 28th, 2022 titled: Are active kids better learners? The impact of PA, exercise and sport on cognition.

Presenters included: Prof. Uwe Pühse (Univ of Basel), Dr. Sebastian Ludyga (Univ of Basel), and Prof. Caterina Pesce (Rome, Italy).

#AIESEPConnect is the name of our new AIESEP Global Outreach Programme.

It provides a space where members can critically engage with ‘hot’ topics that are linked to the core mission of AIESEP. It is a monthly engagement, a one-hour on-line session on the last Friday of each month. The timing of the session changes to ensure that we have global engagement in #AIESEPConnect sessions.

You can find past recordings here: <https://aiesep.org/aiesep-connect/>

To become a member of AIESEP click here <https://aiesep.org/membership-account/membership-levels/>

223: AIESEP Connect Whole – of-School Physical Activity Programming

Friday March 25th 2022 – #AIESEPConnect #CoffeeWithColleagues: The state of the Whole – of-School Physical Activity Programming chaired by Hans van der Mars and led by Darla Castelli and Collin Webster

A link to the video recording: <https://youtu.be/Q1J4BBONJJ8>

242: AIESEP Connect August 2022 Spectrum of Teaching Styles

Friday August 25th 2022 – #AIESEPConnect #CoffeeWithColleagues: The Spectrum of Teaching Styles: A view to the future of research with Mark Byra, Feng-Min Wei, Donetta Cothran, Pamela Kulinna, Nikolaos Digelidis

[Session Video Recording](#)

243: 2022 AERA SIG 93 Scholar Lecture by Jan Wright

This is the audio from the 2022 AERA (American Educational Research Association) SIG 93 Catherine D. Ennis Outstanding Scholar Lecture.

The description of the award is below, as well as the link to see the video from the lecture. The audio from the introduction by Dr. Richard Tinning is poor, and it starts a bit abruptly. This was a virtual component of an in-person conference, so there are some audio issues, however, I still felt like it would be important to provide access to the audio here.

<https://www.aera.net/SIG093/RLIPE-SIG-93> (here is the main website for the SIG)

[aera.net/SIG093/Professional-Development-Opportunities](https://www.aera.net/SIG093/Professional-Development-Opportunities) (this will lead you to the video link for the lecture)

Catherine D. Ennis Outstanding Scholar. This award is designed to recognize an outstanding scholar in the field of learning and instruction in physical education. This person's scholarship has made a significant and consistent impact on the field for at least ten years. This award was re-named for Dr. Catherine D. Ennis in 2018. Dr. Ennis was a longtime member and contributor to SIG 93, and one of the most highly respected scholars in the field of physical education. Dr. Ennis passed away in 2017, and the SIG membership wishes to honor her legacy posthumously.

249: Challenges to Culturally Responsive Teaching in PETE Alumni

Dr. Sara Flory joins us to discuss the article Challenges to Culturally Responsive Teaching in Physical Education Teacher Education Alumni: A Mixed-Methods Analysis. This article examined the culturally responsive teaching self-efficacy and barriers of graduates from a Physical Education Teacher Education program focusing on social justice issues.

Full Cite: Flory, S. B., Nieman, C. V., & Wylie, R. C. (2022). Challenges to culturally responsive teaching in physical education teacher education alumni: A mixed-methods analysis. *Journal of Teaching in Physical Education*, 1(aop), 1-9. <https://doi.org/10.1123/jtpe.2021-0312>

Sara Twitter @saraflory

Craig Twitter @Nieman_PE

Some of the social justice in PETE (the rest can be found on Twitter @theHPEpodcast pinned tweet)

<https://anchor.fm/pwrhpe/episodes/210The-emotionality-of-whiteness-in-PETE-wDr--Mara-Simon-e1ctne6/a-a77uesq>

<https://anchor.fm/pwrhpe/episodes/204-Experiential-Learning-of-University-Students-Delivering-a-Coaching-Workshop-in-Belize-e19lpu2/a-a6qld0f>

<https://anchor.fm/pwrhpe/episodes/202Tribal-Critical-Race-Theory-and-Miami-Universitys-Myaamia-Heritage-Logo-e19pgb5/a-a6r577f>

Self-efficacy podcasts

<https://anchor.fm/pwrhpe/episodes/206-Self-Efficacy-Theory-wDr--Jenn-Jacobs-Theory-Breakdown-e1bvt2p/a-a74lj55>

<https://anchor.fm/pwrhpe/episodes/207-SelfEfficacy-Experiences-of-Graduate-Students-Working-in-a-Sport-based-Leadership-Program-at-a-Youth-Prison-e1bvt68/a-a74ljky>

250: AIESEP Connect International Research Collaborations

This is the audio recording of the October 2022, AIESEP Connect session. It was held on Friday October 28th 10am Eastern and was a joint session hosted by our AERA SIG 93 in collaboration with AIESEP. This 1hr long session will discussed international research collaborations. The session was broken up into 3 parts. The first part will heard from Jen Walton-Fisette, Ash Casey, and Javier Arturo Lopez-Hall. These scholars discussed how they formed successful international research collaborations, how they navigated IRB, language barriers, publishing, research roles and more!

In the second part the audience brought up research questions that would benefit from international collaboration. These were topics that need to be applied internationally for further understanding, or a potential new international research collaborations.

The final part of the session (which was not recorded) broke the audience up into groups to discuss key issues around 5 topics: Policy, Assessment, Social Justice in PE, Physical Activity, and PETE.

For more information on AERA SIG 93: aera.net/SIG093/RLIPE-SIG-93

For AIESEP information go to www.aiesep.org

256: AIESEP Connect Self Study in PE

This session will be hosted by AIESEP Board Member Carla Vidoni, and presented by Alan Ovens (University of Auckland, New Zealand), Luiz Sanches Neto (Universidade Federal do Ceará, Brazil), and João Costa (University College Cork, Ireland).

Here is a link to the blog written about this session:

<https://aiesep.blog/2022/11/10/aiesep-connect-transforming-practice-through-self-study/>

The AIESEP conference website and call for proposals can be found here: <https://aiesep2023.com/>

271: 24hr Movement Guidelines AIESEP Connect Session Jan 23

Friday January 27th 2023 – #AIESEPConnect #CoffeeWithColleagues: 24hour movement guidelines: Pedagogical implications for schools, sport & health clubs. Led by Professor Andy Daly-Smith (University of Bradford, United Kingdom), Professor Pedro Sánchez-Miguel and Dr Miguel Tapia-Serrano (University of Extremadura), Professor Rute Santos (University of Porto, Portugal), and Professor João Martins (University of Lisbon and AIESEP).

Session Video Recording https://youtu.be/3Odnh2_XVzA

273: AIESEP Connect - Improving the quality of PE teaching by using digital tools

This is the audio from the AIESEP connect from Friday February 10th 2023. This session was an interesting, thought provoking, yet PE practice-oriented session on the topic of improving the quality of PE teaching through digital tools. The session was hosted by Menno Slingerland and the speakers were Kathrin Kohake, Gwen Weeldenburg and Arne Bouten.

Here was the prompt for the session:

All three presenters are involved in projects in which digital media and tools are being developed with the purpose of supporting PE teachers in enhancing their teaching effectiveness and overall teaching quality. Kathrin Kohake will present research on an observation instrument aimed at strengthening pedagogical competences of pre-service PE teachers. Gwen Weeldenburg will present the TARGET tool, a systematically developed interactive tool to support PE teachers in optimizing the PE learning environment. Arne Bouten

Full Cite: Ison, S. E., Richards, K. A., Hemphill, M. A., & Templin, T. J. (2022). Another decade of qualitative research in the Journal of Teaching in Physical Education. *Journal of Teaching in Physical Education*, 1–12. <https://doi.org/10.1123/jtpe.2022-0015>

Twitter: Shelby Ison= @shelby_e_ison Kevin Richards=@KARRichards14

277: Journal Editor Panel from AERA SIG 93 webinar

Title: Editor Insights: A Panel of Physical Education Journal Editors This is audio from a webinar hosted by AERA SIG 93 Research on Learning and Instruction in Physical Education Time: March 3rd 2023.

Here is the list of editors on the panel.

Journal of Teaching in Physical Education-Heather Erwin · Physical Education and Sport Pedagogy- David Kirk · Quest and Adapted Physical Activity Quarterly- Justin Haegele · European Physical Education Review- Ken Green · International Journal of Kinesiology in Higher Education- Jaimie McMullen

Here are the questions we posed to start:

What are the most common mistakes authors make that lead to extensive revisions or a rejection? · What constitutes a “Desk Reject” for you/your journal? · Does your journal have a policy on the use of Artificial Intelligence (e.g., Chat GPT) and it’s use for writing, thought creation, analysis? · What do you want to see in a “good” journal review? · What is the process you go through when there are two conflicting reviews (one leans toward accept and another outright rejects)? · What advice do you have for graduate students and early career researchers who are just beginning to publish articles?

286: AERA SIG 93 Scholar Lecture by Dr. Ben Dyson

This is the audio from the 2023 AERA SIG 93 Catherine D. Ennis Outstanding Scholar Lecture. The highest award given in the special interest group for PE at the American Educational Research Association each year.

Dr. Ben Dyson gave an in-person lecture in Chicago in April 2023. The audio isn't amazing as I used my cell phone to record it. It particularly loses steam during the questions (if you stick around for those). The introduction is by Dr. Pam Kulinna from Arizona State University. The lecture goes until minute 40, and then questions come up (which are hard to hear).

The next AERA conference is in Philadelphia in April of 2024. 2,000 word abstracts are due mid July 2023. Find out more about our SIG here <https://www.aera.net/SIG093/RLIPE-SIG-93> It is a GREAT place to be and to submit your work to.

More information on the award:

Catherine D. Ennis Outstanding Scholar. This award is designed to recognize an outstanding scholar in the field of learning and instruction in physical education. This person’s scholarship has made a significant and consistent impact on the field for at least ten years. This award was re-named for Dr. Catherine D. Ennis in 2018. Dr. Ennis was a longtime member and contributor to SIG 93, and one of the most highly respected scholars in the field of physical education. Dr. Ennis passed away in 2017, and the SIG membership wishes to honor her legacy posthumously.

287: AIESEP Connect Lifestyle Sports in Physical Education

#AIESEPConnect is the name of our AIESEP Global Outreach Programme.

It provides a space where members can critically engage with ‘hot’ topics that are linked to the core mission of AIESEP. It is a monthly engagement, a one-hour on-line session on the last Friday of each

month. The timing of the session changes to ensure that we have global engagement in #AIESEPConnect sessions.

This is the audio from Friday April 26th 2023 – #AIESEPConnect #CoffeeWithColelagues: **Lifestyle Sports in Physical Education**. Hosted by Dr. Kristy Howells with guests Jordan Wintle, Prof. Carrie Paechter and Dr. Alison Murray.

Session Video Recording

Carrie's main reference <https://www.sciencedirect.com/science/article/pii/S027753952300002X>

Jordan's main reference <https://www.mdpi.com/2227-7102/12/3/181>

Alison's main reference <https://journal.fi/jecer/article/view/116985/76576>

292: AIESEP Connect Meaningful Early Years

This is the audio from the May 26th, 2023 SIG Early Years AIESEP Connect

The overall Special Issue that was celebrated today is: <https://journal.fi/jecer/issue/view/8833>

The specific details of the articles that were shared in detail are: For Nathan Hall's article: <https://journal.fi/jecer/article/view/116990>

For Zack Smith's article: <https://journal.fi/jecer/article/view/116878>

For Dan Jones' article: <https://journal.fi/jecer/article/view/117000>

The next Early Years SIG event is the pre-congress on 4th of July in Chile. You can contact Arja for details.

Be on the look out for announcements about Finland AIESEP 2024
<https://www.jyu.fi/en/congress/aiesep2024>

315: AI in PETE Symposium AERA SIG 93 Seminar

This podcast is the audio from the SIG 93 AERA seminar held online September 21st 3pm-4:30pm.

Title: "A discussion about AI as a disruptive technology in research and PETE."

The seminar is based on a recent open-access article in JTPE about AI (the authors will be the panelists/facilitators). If you have not had much experience with AI in research, here is a link to a video we made for a symposium this summer that can give you a 15min overview of what AI can do in PETE and research in PE.

321: AIESEP Connect: Dialogue and solidarity in teacher education

This is the audio from the Thursday October 26th 2023 – #AIESEPConnect #CoffeeWithColleagues Dialogue & solidarity in teacher education: Positionality in advocating for social justice. The session is hosted by Carla Luguetti and the speakers are Ann MacPhail (project leader), two teacher educators involved in the research: Paul McFlynn and Dylan Scanlon as well as Graham, a pre-service teacher.

329: Booking travel to AIESEP 2024

This episode gives you some advice about booking travel to AIESEP 2024 in Jyväskylä. There are two more podcasts coming... the next talks about what to do around Helsinki and Jyväskylä, and the last one talks more about Finland in general, things to try, and places to visit and will give you final updates on the AIESEP conference including what to pack to be comfortable!

333: AIESEP Part 2: What to Expect in Finland

This podcast episode gives you an overview of what to expect when you get to Finland. If you've read the blog already (AIESEP Finland Blog Part 2: All about Finland) then this may not be for you as it is the audio version of the blog.

All the links are in the blog I've written for AIESEP

<https://aiesep.org/aiesep-finland-blog-part-2-all-about-finland/> and you can see all the hyperlinks there.

334: AIESEP Connect "Physical literacy interventions across the lifespan"

January 2024 – #AIESEPConnect #CoffeeWithColleagues Physical literacy interventions across the lifespan. This session is hosted by Alexandre Mouton as well as Joao Martins and includes presentations by Johannes Carl, Lisa Barnett, Jean-Pierre Weerts and Charlie Nezondet.

Research Methods

29: Meaningfulness in PE with Stephanie Beni & Dr. Tim Fletcher

This podcast is about a self-study in implementing meaningfulness into physical education.

A link directly to the paper is [here](#)

31: Is Free or Reduced Lunch a Valid Measure of Educational Disadvantage. Lightning

This lightning review covers an article in under 10min. This piece reports on data looking to find out if the National School Lunch Program is a valid measure of educational disadvantage. Most researchers use this measure to say it is, and schools get huge sums of money based on this measure...but how valid is it?

Find the link to the article [here](#).

Here is the citation: Domina, T., Pharris-Ciurej, N., Penner, A. M., Penner, E. K., Brummet, Q., Porter, S. R., & Sanabria, T. (2018). *Is Free and Reduced-Price Lunch a Valid Measure of Educational Disadvantage?*. *Educational Researcher*, 47(9), 539-555.

35: Teaching Multiple School Subjects Role Conflict Scale w/ Dr. Cassandra Iannucci

This episode describes research surrounding teachers who teach multiple subjects, and the potential role conflict they experience. Dr. Iannucci explains role conflict theory and some of her work surrounding this problem. We split the quantitative part of this article, the actual instrument development part, into another episode (see Episode 36).

The full cite: Iannucci, C., MacPhail, A., & R. Richards, K. A. (2018). *Development and initial validation of the Teaching Multiple School Subjects Role Conflict Scale (TMSS-RCS)*. *European Physical Education Review*, 1356336X18791194.

36: Development & validation of a quantitative instrument/scale w/Dr. Cassandra Iannucci

This episode gives an explanation of how to develop and validate a quantitative instrument. No, you can't just make one up and send it out and get reliable results! This is a great basic overview of what it takes to make a valid and reliable scale/instrument for research purposes.

Cite: Iannucci, C., MacPhail, A., & R. Richards, K. A. (2018). *Development and initial validation of the Teaching Multiple School Subjects Role Conflict Scale (TMSS-RCS)*. *European Physical Education Review*, 1356336X18791194.

39: Research on Teaching in Physical Education 20yr review

This episode is a recording of a 12-minute research talk I gave at the AERA annual meeting in Toronto in early April 2019. It highlights a systematic review of literature we (Risto Marttinen, Steve Silverman, Dillon Landi, and Dario Novak) conducted of over 20 years of research on teaching in PE. We found 1,023 articles across that time period and coded each one for several items. The almost 700hrs of work is condensed into 12 minutes...enjoy!

Full Cite: Marttinen, R., Landi, D., Silverman, S., & Novak, D. (2020). A systematic analysis of research on teaching in physical education: Two decades of progress. *Journal of Teaching in Physical Education*, (ahead of print), 1-10. <https://doi.org/10.1123/jtpe.2019-0106>

89: Reimagining health and fitness materials: an affective inquiry into collaging

Take a dive into qualitative research methods with Carrie Safron, the winner of the Larry Locke Graduate Student award from our special interest group at AERA. This is a fascinating look into using new methods to reexamine previous analysis approaches through collaging. Find the video [here](#)

You can find the full cite here: Safron, C. (2019). *Reimagining health and fitness materials: an affective inquiry into collaging*. *Reconceptualizing Educational Research Methodology*, 10(2-3), 40-60.

256: AIESEP Connect Self Study in PE

This session will be hosted by AIESEP Board Member Carla Vidoni, and presented by Alan Ovens (University of Auckland, New Zealand), Luiz Sanches Neto (Universidade Federal do Ceará, Brazil), and João Costa (University College Cork, Ireland).

Here is a link to the blog written about this session:

<https://aiesep.blog/2022/11/10/aiesep-connect-transforming-practice-through-self-study/>

The AIESEP conference website and call for proposals can be found here: <https://aiesep2023.com/>

274: 10yrs of Qualitative Research in the Journal of Teaching in Physical Education

Dr. Shelby Ison is a visiting scholar at Northern Illinois University and joins me to discuss the article Another Decade of Qualitative Research in the Journal of Teaching in Physical Education published with Kevin Andrew Richards, Michael Hemphill, and Thomas Templin. We talk about the qualitative research published in the Journal of Teaching in Physical Education from 2009 and 2019 and discuss the implications and suggestions for future research.

Full Cite: Ison, S. E., Richards, K. A., Hemphill, M. A., & Templin, T. J. (2022). Another decade of qualitative research in the Journal of Teaching in Physical Education. *Journal of Teaching in Physical Education*, 1–12. <https://doi.org/10.1123/jtpe.2022-0015>

Twitter: Shelby Ison= @shelby_e_ison Kevin Richards=@KARRichards14

294: -ologies and -isms in Sport and PE: Understanding the interpretive paradigm and qualitative research terms

Andrew Sprake joins us to discuss the article Understanding the interpretive paradigm: a guide for sports students learning through qualitative research. The article sought to develop a student-friendly discussion about the complex terms in academia to enhance methodological confidence in qualitative research.

*Full Cite: Sprake, A., & Palmer, C. (2022). Understanding the interpretive paradigm: a guide for sports students learning through qualitative research. *Journal of Qualitative Research in Sports Studies*, 16(1), 45-68.*

https://www.academia.edu/91363321/Andrew_Sprake_and_Clive_Palmer_2022_Understanding_the_interpretive_paradigm_a_guide_for_sports_students_learning_through_qualitative_research_Journal_of_Qualitative_Research_in_Sports_Studies_16_1_45_68

Twitter: @UCLanSportPE @AndySprake

322: GBtR “Everybody’s talking about doing co-design, but to really truly genuinely authentically do it [...] it’s bloody hard”

Kevin Andrew Richards hosts another episode of Going Behind the Research, as recurring segment that seeks to humanize research by discussing the challenges, successes, and lessons learned through the research process. This episode features Carla Luguetti and Juliana Ryan who provide insight into the trust and radical openness required to conduct participatory action research in diverse teams.

Luguetti, C., Ryan, J., Eckersley, B., Howard, A., Craig, S., & Brown, C. (2023). “Everybody’s talking about doing co-design, but to really truly genuinely authentically do it [...] it’s bloody hard”: Radical openness in youth participatory action research. *Action Research*. <https://doi.org/10.1177/14767503231200982>

325: Starting and Running a PhD Pedagogy Lab

This episode features Kevin Andrew Richards from the University of Illinois who shares about their pedagogy lab full of doctoral and undergraduate researchers. In addition to Univ of Illinois there are other larger groups of doctoral students at specific universities such as: Univ of New Mexico, UNC-Greeley, UNC-Greensboro, and Univ of Alabama. Many other universities have 1 or 2 PhD students at a time (for example George Mason University). This is why I felt it would be interesting to talk to Kevin who runs a lab of 12 fully funded doctoral students with his colleagues.

Academic Journeys

195: Academic Journeys Dr. Anthony Maher

This shorter podcast is a part of a series of podcasts we will do on academic journeys. Guests describe how they got to the field, and why they research what they research! Thanks to Dr. Ann MacPhail for the idea!

Dr. Anthony J. Maher is Professor of Special Educational Needs, Disability and Inclusion in the Carnegie School of Education. He is part of the school’s research leadership team and leads the research impact strategy.

Anthony’s research, consultancy, and teaching expertise relate to centering the experiences and amplifying the voices of pupils with special educational needs and disabilities (SEND). This is part of his commitment to trying to empower pupils with SEND, placing them at the center of decisions that impact their lives, and recognising that they have expert knowledge because of their lived, embodied experiences.

Anthony is also committed to supporting key stakeholders in schools such as teachers, special educational needs coordinators, learning support assistants, educational psychologists, and senior leaders to provide valuable and meaningful experiences of education for pupils with SEND.

Anthony’s research is sociological, psychological, and pedagogical in nature, using participatory, life history, (auto)ethnographical and narrative approaches. He is the author of numerous internal

peer-reviewed research papers, public, private and third-sector reports, invited book chapters, and books, including Teaching Physical Education to Pupils with Special Educational Needs and Disabilities by Routledge.

Link to faculty profile: <https://www.leedsbeckett.ac.uk/staff/professor-anthony-maher/>

201: Academic Journeys Hayley McKown

This shorter podcast is a part of a series of podcasts we will do on academic journeys. Guests describe how they got to the field, and why they research what they research! Thanks to Dr. Ann MacPhail for the idea!

Dr. Hayley B. McKown is originally from Arizona. Attended schools in Utah, Michigan, and Hawaii. She taught Physical Education and Health in the K-12 setting while in Utah. She completed a church service mission in Hong Kong and can speak Cantonese conversationally.

Research interests surround improving children/youth health in different capacities and for all abilities. She is an avid outdoorswoman, with a love of rock climbing, biking, snowboarding, fishing, camping, the list goes on for miles.

230: Transitions in Academia w/Dr. Collin Webster

Dr. Collin Webster comes on to discuss transitions in academia and shares his academic journey from international teacher to full professor at Univ of South Carolina and finally his transition to a new institution working for Univ of Birmingham in Dubai.

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Going Behind the Research

228: Going behind the research with Dr. Karen Gaudreault

Rather than providing a forum to discuss research that is conducted in health and physical education, the Going Behind the Research segment focuses on telling the stories that surround research we read in scholarly journals. Globally, the segment aims to humanize research by providing a forum to discuss the movies that draw researchers toward particular topics and studies, challenges and successes experienced along the way, and lessons learned that transcend individual journal publications (e.g., lessons learned that impact future research decisions). Each episode will feature an interview with one or member members of an authorship team. Including a brief overview of the study, the common interview

guide (linked below) will be used to facilitate each individual conversation. The conversations will, however, be unique in that follow-up questions will address topics raised by each interviewee.

This episode covers the following article and is hosted by Kevin Richards from the University of Illinois

Gaudreault, K. L., & Woods, A. M. (2013). Factors leading to career frustration and exit: A case of a veteran physical educator. Journal of Physical Education and Sport Management, 4(4), 51-61.

232: Going Behind the Research w/Dr. Michael Hemphill & Dr. Kevin Richards

This is a new "style" of episode that Dr. Kevin Richards from Univ of Illinois is hosting where he dives behind the research. This weeks guest is Dr. Michael Hemphill from UNC-Greensboro. Kevin and Michael discuss the article below:

Hemphill, M. A., Janke, E. M., Flores, S., & Gordon, B. (2021). Conflict and harm in the context of restorative school physical education. Journal of Teaching in Physical Education, 41(1), 88-98.

234: Going behind the research w/Dr. Emily Jones

This is a new "style" of episode that Dr. Kevin Richards from Univ of Illinois is hosting where he dives behind the research scholars are conducting. This week's guest is Dr. Emily Jones from Illinois State University. Kevin and Emily discuss an article that was just accepted in Health Behavior and Policy Review titled: Environmental Constructs Associated with School Readiness to Implement Wellness Initiatives.

237: Going behind the research w/Dr. Mara Simon

Dr. Mara Simon (Twitter: @Dr_Mara_Simon) joins Kevin Richards for an episode of Going Behind the Research. This talk focuses on the article below

Simon, M., & Boyd, K. (2021). Cracks in the narrative: Black and Latinx pre-service PE teachers in predominantly white PETE programs. Physical Education and Sport Pedagogy, 1-17.

Rather than providing a forum to discuss research that is conducted in health and physical education, the Going Behind the Research segment focuses on telling the stories that surround research we read in scholarly journals. Globally, the segment aims to humanize research by providing a forum to discuss the movies that draw researchers toward particular topics and studies, challenges and successes experienced along the way, and lessons learned that transcend individual journal publications (e.g., lessons learned that impact future research decisions). Each episode will feature an interview with one or member members of an authorship team. Including a brief overview of the study, the common interview guide (linked below) will be used to facilitate each individual conversation. The conversations will, however, be unique in that follow-up questions will address topics raised by each interviewee.

239: Going behind the research w/ Dr. Justin Haegele

Dr. Justin Haegele (Twitter: @Justin_Haegele) joins Dr. Kevin Richards for an episode of Going Behind the Research. This talk focuses on the article below:

Haegele, J. A., Ball, L. E., Zhu, X., Keene, M. A., & Nowland, L. A. (2022). Absent, Incapable, and "Normal": Understanding the Inclusiveness of Visually Impaired Students' Experiences in Integrated Physical Education. Adapted Physical Activity Quarterly, 1(aop), 1-22.

Rather than providing a forum to discuss research that is conducted in health and physical education, the Going Behind the Research segment focuses on telling the stories that surround research we read in scholarly journals. Globally, the segment aims to humanize research by providing a forum to discuss the movies that draw researchers toward particular topics and studies, challenges and successes experienced along the way, and lessons learned that transcend individual journal publications (e.g., lessons learned that impact future research decisions). Each episode will feature an interview with one or member members of an authorship team. Including a brief overview of the study, the common interview guide (linked below) will be used to facilitate each individual conversation. The conversations will, however, be unique in that follow-up questions will address topics raised by each interviewee.

The other article discussed is:

Peers, D., Spencer-Cavaliere, N., & Eales, L. (2014). Say what you mean: Rethinking disability language in Adapted Physical Activity Quarterly. Adapted Physical Activity Quarterly, 31(3), 265-282.

245: Going behind the Research: Scott McNamara

Dr. Scott McNamara from the University of New Hampshire (Twitter: @ScottMcNamara12) joins Dr. Kevin Richards for an episode of Going Behind the Research. This talk focuses on the article below:

McNamara, S. W., Richards, K. A., Trad, A. M., Abdallah, S., & Hill, L. (2022). Adapted Physical Educators' Experiences with School Administration and Marginalization. Journal of Teaching in Physical Education, 1(aop), 1-10.

Rather than providing a forum to discuss research that is conducted in health and physical education, the Going Behind the Research segment focuses on telling the stories that surround research we read in scholarly journals. Globally, the segment aims to humanize research by providing a forum to discuss the movies that draw researchers toward particular topics and studies, challenges and successes experienced along the way, and lessons learned that transcend individual journal publications (e.g., lessons learned that impact future research decisions). Each episode will feature an interview with one or member members of an authorship team. Including a brief overview of the study, the common interview guide (linked below) will be used to facilitate each individual conversation. The conversations will, however, be unique in that follow-up questions will address topics raised by each interviewee.

258: Going behind the research w/ Dr. Jen Walton-Fisette

Dr. Kevin Richards host another episode of "going behind the research" this format of podcasts dives deeper into the why, what, and how of research with an individual scholar. This episode interviews Dr. Jen Walton Fisette from Kent State University in Ohio. The episode is around the research leading up to the article below:

Full cite: Sue Sutherland & Jennifer L. Walton-Fisette (2022) Intra-active policy work in Ohio: curriculum, pedagogy, and assessment, Curriculum Studies in Health and Physical Education, 13:3, 223-237.
<https://doi.org/10.1080/25742981.2022.2104652>

275: Going behind the research: Power of Sport in Juvenile Justice

This episode of going behind the research, was recorded with Jenn Jacobs and Zach Wahl-Alexander from Northern Illinois University and covers Project FLEX which leverages the power of sport to unite individuals and develop a culture of opportunity for incarcerated youth.

<https://sites.google.com/view/project-flex/home?pli=1> You can find more information in this site

And Instagram handle (NIU Project FLEX) somewhere we would appreciate that!

289: Going Behind the Research w/Dr. Laura Alfrey

Dr. Kevin Richards talks to Dr. Laura Alfrey from Monash University about her recent article: An expansive learning approach to transforming traditional fitness testing in health and physical education: student voice, feelings and hopes. This podcast goes behind the research to discuss the what, who, how, and why behind the article production.

To cite this article: Laura Alfrey (2023): An expansive learning approach to transforming traditional fitness testing in health and physical education: Student voice, feelings and hopes, Curriculum Studies in Health and Physical Education, <https://doi.org/10.1080/25742981.2023.2183477>

312: Going behind the research, Oscar Nuñez-Enriquez

Kevin Richards joins Oscar Nuñez Enriquez to host another episode of "going behind the research" this episode discusses Oscar's work under Kim Oliver and his journey to become more student centered.

To cite this article: Oscar Nuñez Enriquez & Kimberly L. Oliver (2020): 'The collision of two worlds': when a teacher-centered facilitator meets a student-centered pedagogy, Sport, Education and Society, <https://doi.org/10.1080/13573322.2020.1738374>

320: Going Behind the Research w/Jamie Brunsdon

Dr. Kevin Richards host another episode of "going behind the research" this format of podcasts dives deeper into the why, what, and how of research with an individual scholar. This episode interviews Dr.

Jamie Brunsdon from the University of Memphis. They discuss a 2023 article that Jamie published in PESP

Full Cite: Jamie Jacob Brunsdon (18 Sep 2023): 'It's about bringing people together': One middle school physical education teacher's attempt at deploying character education, Physical Education and Sport Pedagogy, DOI: 10.1080/17408989.2023.2256753

322: GBtR "Everybody's talking about doing co-design, but to really truly genuinely authentically do it [...] it's bloody hard"

Kevin Andrew Richards hosts another episode of Going Behind the Research, as recurring segment that seeks to humanize research by discussing the challenges, successes, and lessons learned through the research process. This episode features Carla Luguetti and Juliana Ryan who provide insight into the trust and radical openness required to conduct participatory action research in diverse teams.

Luguetti, C., Ryan, J., Eckersley, B., Howard, A., Craig, S., & Brown, C. (2023). "Everybody's talking about doing co-design, but to really truly genuinely authentically do it [...] it's bloody hard": Radical openness in youth participatory action research. Action Research. <https://doi.org/10.1177/14767503231200982>

Dissertation Dive

Introducing the Dissertation Dive with Dr. Michael Hemphill

Dr. Michael Hemphill (UNC-Greensboro) has an exciting new series to share. Here is a brief introduction to it. The first episode launches Jan 23rd and a new episode will come out each Tuesday at 7am eastern USA time. Stay tuned!

Dissertation Dive 1: "An Analysis of the Pedagogical Practices in Online Physical Education" Dr. Sophie Waller

Dr. Sophie Waller from the University of Georgia joins the podcast to discuss her dissertation research, "An Analysis of the Pedagogical Practices in Online Physical Education." We dive into her dissertation journey, highlighting the process and challenges. During this episode, Sophie shares her insights into some of the key learnings, both from her research, as well as the completion of her dissertation. Dr. Waller is assistant professor at the University of Georgia, where she completed her PhD and MS degrees. She completed her BS at Catawba College.

Dissertation Dive 2: "Perceptions of Physical Education Teachers Regarding the State of Georgia Physical Activity Curriculum and its Suitability for Incarcerated Juveniles." Dr. Tony Cobb

Dr. Tony Q. Cobb, Jr. a native from Macon, GA holds a Doctor of Education degree in Sports and Athletic Management from Northcentral University, and a Master of Science degree in Sports Management from American Military University. As a former collegiate athlete, he also obtained a Bachelor of Science degree in Physical Education from Alabama State University. Dr.

Cobb is a certified Georgia Professional Educator with a Level 7 certificate in Health and Physical Education K-12. He has extensive experience working in the education field, with his current position as an Adaptive Physical Education Specialist in a local school district in the state of Georgia. During his spare time, he serves as a Part-Time faculty member at Georgia Gwinnett College, teaching health and wellness and physical education courses. In addition to his work in education, Dr. Cobb has held positions as a health/physical education teacher in juvenile facilities working with at-risk youth in the state of Georgia and Alabama. Dr. Cobb has a passion for promoting physical education and wellness and has made significant contributions to various community programs. His favorite quote is "To whom much is given, much is required". In this episode, Dr. Cobb discusses his dissertation titled "Perceptions of Physical Education Teachers Regarding the State of Georgia Physical Activity Curriculum and its Suitability for Incarcerated Juveniles."

Dissertation Dive 3: "Survey Development Examining the Association of Socialization and Physical Educator CSPAP Involvement" Dr. Merica

Dr. Chris Merica discusses his dissertation titled "Survey Development Examining the Association of Socialization and Physical Educator CSPAP Involvement". Dr. Merica is assistant professor of at the University of North Carolina at Wilmington. He received his BS and PhD degrees from the University of Idaho and has previously coached several high school sports and served as an athletic director and PE teacher. His research focuses on best practices for physical activity leadership preparation in PETE.

Dissertation Dive 4: "Physical Education: Class Climate and Adolescent Girls' Physical Activity" Dr. Mueller

Dr. Misti Mueller brings 18 years of public school teaching experience to her associate professor role at the VCU School of Education. She was selected as the Virginia Middle School Physical Educator of the Year in 2004, and more recently, as the state's College/University Physical Educator of the Year. She has presented at the national, state and local levels on the topics of pedagogy and incorporating technology into the field of health and physical education as a means to enhance the educational experience for students. Currently Dr. Mueller serves as associate professor of teaching and learning and executive director of the Mary and Frances Youth Center at Virginia Commonwealth University. In this episode, Dr. Mueller discusses her dissertation titled "Physical Education: Class Climate and Adolescent Girls' Physical Activity."

Dissertation Dive 5: "Meeting Diverse Student Needs: An Examination of a Physical Education Teacher Alumnus' Culturally Responsive Teaching Beliefs and Their Enactment" Dr. Nieman

This episode features the dissertation titled "Meeting Diverse Student Needs: An Examination of a Physical Education Teacher Alumnus' Culturally Responsive Teaching Beliefs and Their Enactment" by Dr. Craigory Nieman. Dr. Nieman is Visiting Assistant Professor of Instruction in Physical Education at the University of South Florida. He received his B.S. in Physical

Education from Ohio University, an M.Ed. in Curriculum and Instruction from the University of Tampa, and his Ph.D. in Curriculum and Instruction with a concentration in Teacher Education at the University of South Florida. At the University of South Florida, Craig teaches undergraduate PETE courses and supervises preservice teachers during their clinical experiences. His research interests lie in preparing future teachers for diverse settings and culturally responsive pedagogy.

Dissertation Dive 6: "Developing Resilience and Enhancing Appraisals of Mattering Among Elementary Level, Non-Core Subject Teachers: Project DREAM." Dr. Pennington

Dr. Shannon Pennington is the Lead Teacher at the DREAM Academy in School District U-46, Elgin, IL. Dr. Pennington's doctoral studies at the University of Illinois Urbana-Champaign centered around trauma and its impact on student learning as well as social and emotional learning and support for teachers of marginalized subjects (e.g., art, music, physical education). In her current role, Dr. Pennington has initiated school-wide implementation of the Teaching Personal and Social Responsibility (TPSR) model in the alternative high school in which she works. She also supports teachers in an instructional coaching capacity and supports administration in its effort to build a model SEL school in Illinois' 2nd largest school district. She is in her 25th year of teaching which has included all grade levels from K-12 to higher education. As a graduate student, Dr. Pennington was named the H.E. "Hek" Kenney Memorial scholarship award winner and a SHAPE America National Convention Curriculum and Instruction Scholar Lecturer in 2023. In this episode, Dr. Pennington discusses her dissertation titled "Developing Resilience and Enhancing Appraisals of Mattering Among Elementary Level, Non-Core Subject Teachers: Project DREAM."

Dissertation Dive 7: An Appreciative Approach to Studying Wash-out During Professional Socialization: Washed Out or Never Washed In? A Case Study Examining Washout in Professional Socialization."

Dr. Chris Mellor is an Assistant Professor in the Department of Health of Sport Sciences at Adelphi University. He studies teacher socialization and the impact of washout on formal training. He is also passionate about the Spectrum of Teaching Styles, elementary methods, and supporting his students in fieldwork placements. In this episode, Dr. Mellor discusses his dissertation titled "An Appreciative Approach to Studying Wash-out During Professional Socialization: Washed Out or Never Washed In? A Case Study Examining Washout in Professional Socialization.

Dissertation Dive 8: "Physical Education Teacher Education Students' Perceptions of Physical Education."

Dr. Margaret Hemstrought is assistant professor of physical education, exercise & wellness studies at Utica University. She completed her Doctorate of Education degree at Northeastern University with a concentration in curriculum, teaching, learning, and leadership. She has an MS degree from SUNY Cortland and a BS degree from Springfield College. She previously taught K-12 physical education and coached various sports. In this episode, Dr. Hemstrought discusses her dissertation titled "Physical Education Teacher Education Students' Perceptions of Physical Education."

Dissertation Dive 9: "Exploring the Influence of U.S. High School Athletes' Perceptions of Their Coach's Communication on Constructs of Their Sport-Related Well-Being."

Dr. Obi Atkinson is an Assistant Professor in the Physical Education Department at SUNY Cortland. Originally from Ontario, Canada, Dr. Atkinson recently completed his Ph.D. from The Ohio State University in Sport Pedagogy. His research interests focus on variables and social agents that influence developmental outcomes for youth. Specifically, Dr. Atkinson explores teaching and coaching behaviors as well as contextual factors and social interactions that are most effective for youth's performance, participation, and personal development in physical education and sport. In this episode, Dr. Atkinson discusses his dissertation titled "Exploring the Influence of U.S. High School Athletes' Perceptions of Their Coach's Communication on Constructs of Their Sport-Related Well-Being."

Dissertation Dive 10:"Culturally Relevant Physical Education for Optimizing Physical Activity Opportunities." Dr. Imagbe

In this episode, Dr. Stacey Imagbe discusses her dissertation titled "Culturally Relevant Physical Education for Optimizing Physical Activity Opportunities." Dr. Imagbe serves as a first-year assistant professor on a tenure track at Morehouse College, specifically within the Department of Kinesiology, Sports Studies, and Physical Education. Her primary area of focus lies in providing essential professional development for K-12 educators, aiming to enhance physical activity opportunities through culturally tailored physical education. Her work is dedicated to equalizing the access to physical activity and promoting fitness among Black and Brown children and adolescents.

Other Topics in HPE

4: Kevin Mercier and Student Attitudes in PE

Kevin Mercier is an associate professor at Adelphi University and researches student attitudes. Our conversation was about his 3-year longitudinal study following 4-8th grade students that measured their attitude toward physical education. His (and his colleagues) research highlights a drop in positive attitudes and specific gender differences across years.

The full citation is: *Mercier, K., Donovan, C., Gibbone, A., & Rozga, K. (2017). Three-Year Study of Students' Attitudes Toward Physical Education: Grades 4–8. Research quarterly for exercise and sport, 88(3), 307-315. (A supplemental episode covering the Theory of Planned Behavior is also available)*

55: A year in review and summary of podcasts

I break down the season by category in brief. I suggest you check out [this google doc](#) below that compartmentalizes our episodes by category.

We will be back in Late August with Year 2!

100: Episode 100

This is the 100th episode of the podcast. Risto is joined by Kevin Richards, Erin Centeio, Dillon Landi, and Sara Flory.

107: Global Design Challenge for Sport and PA

This episode discusses the global design challenge for sport and physical activity that was led by over 40 people and dozens of organizations. Dr. Fiona Chambers discusses the process of selection and explains the challenge.

You can find more information about the partners [here](#)

145: Risto Marttinen on the Physical Activity Researcher Podcast

This podcast is a cross over episode where the host of @theHPEpodcast goes on @PA_researcher podcast. We discuss the role of PA in PE research. Here is a description of the PA researcher podcast hosted by Olli Tikkanen: The source of latest research findings in all things related to physical activity, exercise and health. World-renowned experts as guest. Sponsored by Fibion. Paresearcher.podbean.com

200: HPE Town Hall

This is the 200th episode of the HPE podcast. I invited past guests and other colleagues to discuss six questions:

What is the most influential/best article you've read and why should others read it? What are we not paying attention to now that we'll be kicking ourselves in 10/20yrs for missing? What future research questions should we be considering as a field? What advice would you give to someone who is entering the field for the first time (as a PE teacher or early career researcher)? How do you envision the future of HPE? What good things do you see happening in our field?