

A Case Study of PETE Teacher Candidates' Learning to Teach Physical Education: An
Application of Occupational Socialization Theory

by

Eman Khalifah
B.A., The University of Jordan, 2009

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

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Supervisory Committee

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Supervisory Committee

Dr. Tim Hopper, Supervisor
School of Exercise Science, Physical and Health Education

Dr. Sam Liu, Departmental Member
School of Exercise Science, Physical and Health Education

Dr. Kathy Sanford, Outside Member
Department of Curriculum and Instruction

Abstract

The mechanism of how physical education teacher education (PETE) students learn to teach physical education (PE) has been considered as a missing link in a comprehensive curriculum of PETE research. Previous studies found that the PETE students' acculturation phase has a big impact on the students' beliefs towards teaching PE as it is referred to as Occupational Socialization Theory (OST). The purpose of this study was to explore how PETE students learn to teach PE based on their experiences being taught PE and coached in a sport and their reflections on their emerging practices whilst taking a course *EPHE 452 – Strategies for teaching games*, a culminating course in their physical and health education teachable area. The study used two qualitative research methods, autoethnography and participant observation ethnography, within a case study design methodology. Data collection included the case studies' interviews of three PETE students and the EPHE 452 course observation throughout COVID-19 pandemic in Spring semester in 2021. The findings showed that PETE students carried beliefs from their acculturation phase to their professional phase, while the teacher education program has a positive impact on the PETE students' beliefs towards teaching PE. Four organizing course themes with sub-themes emerged; insights on the impact of COVID-19 pandemic on the course becoming a mediating theme. Several effective methods were used to develop PETE students' abilities to teach PE, such as the online resources, group discussions, the practicum experience and the reading of articles. The COVID-19 pandemic created opportunities and challenges among PETE students who took EPHE 452 course in Spring Semester in 2021 that have led to a rethinking and redevelopment of the EPHE 452 course.

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I am a mother of two children, I can be able to manage my time. Sometimes I feel that I need to stay for a long time with my sons, but thinking of my thesis might take another priority in my life. Also, my job takes some of my time. Finally, I know that I can do it and I will finish my thesis.

Dedication

To my sons!

Chapter 1: Introduction

Physical education (PE) class is an important subject in schools due to its role of increasing students' physical activity levels, the enjoyment of engagement in an array of physical pursuits, overall health and academic achievements (Ramos et al., 2019). Thus, it is important to increase the quality of a PE program as an effective method to improve physically education of students to be active throughout their lifetime. Ramos, Elliott and Carvalho (2019) argue that “researchers have investigated teaching skills, instructional models, curriculum development, and behavior management techniques with the hopes to increase students learning” (p. 24). These authors also claim that in order to increase the quality of PE programs, PE teachers need to develop their quality in teaching. Thus, the role of the PE teachers is important in promoting physical activity (PA) and related health benefits for their students for their future lifestyles.

PE teachers have to develop their skills in teaching as well as their ability to plan for and understanding of learning to be able to enhance students' physical, cognitive, social and emotional development. In addition, Dunning et al. (2011) note that a critical aspect of the learning process for prospective PE teachers is “teaching practice that provides student teachers with an opportunity to gain practical teaching experience by becoming immersed in a school environment” (p. 154). This combination of both skills and understanding from the practical experience are two key aspects explored in this study.

Background about the Development of Teaching Physical Education

The development of PE instruction can be divided into four moments to the present day as highlighted in Figure 1. The earliest roots of a teaching profession were

established by people who were trained in medicine, and they used therapeutic and instructive techniques. These people aimed to train other people to learn and perform physical activity. Mosston developed the Spectrum of teaching styles to offer a systematic way to shift from teacher centered decision-making instructional practices to ones where students are given increasing responsibility in making decisions in relation to aspects of learning content and concepts (Mosston & Ashworth, 2002). This led to increasing growing conceptual and competency-based curriculums that embraced more learner centred approaches to learning PE content. Metzler (2011) argues that even though most of the original instructive techniques have been removed or redeveloped for teaching physical activity, many physical educators still apply and carry out mostly direct instructional approaches as their primary function. Metzler, building on the spectrum of teaching styles, published his book “Instructional Models for Physical Education” to provide guidance for future teachers of physical activity to promote student independence through more inquiry, inclusive, role based and cooperative instructional practices. As a result, PE teachers can teach physical activity based on a range of instructional models, increasing students’ knowledge, skills, appreciation, and participation in many forms of movement available today (Metzler, 2011).

The first movement began by the earliest teachers who used a formal and a direct approach in teaching PA, and the role of students was limited because PE teachers had to give directions and the students followed them. In the 1960s, physical educators expanded their methods to include some innovative teaching strategies and teaching styles, the later set forth in Muska Mosston’s (1966) Spectrum of Teaching Styles. This helped PE teachers to plan and implement PE instruction, which can be considered as the

beginning of the second movement. Later on, a third movement began in the 1980s based on effective teaching by applying decisions and actions to help students to improve their levels of learning. Thus, “after the use of the physical education method for more than a half century, suddenly there were many innovative ways to instruct students in the growing content in P-12 programs” (Metzler, 2011, p. xv).

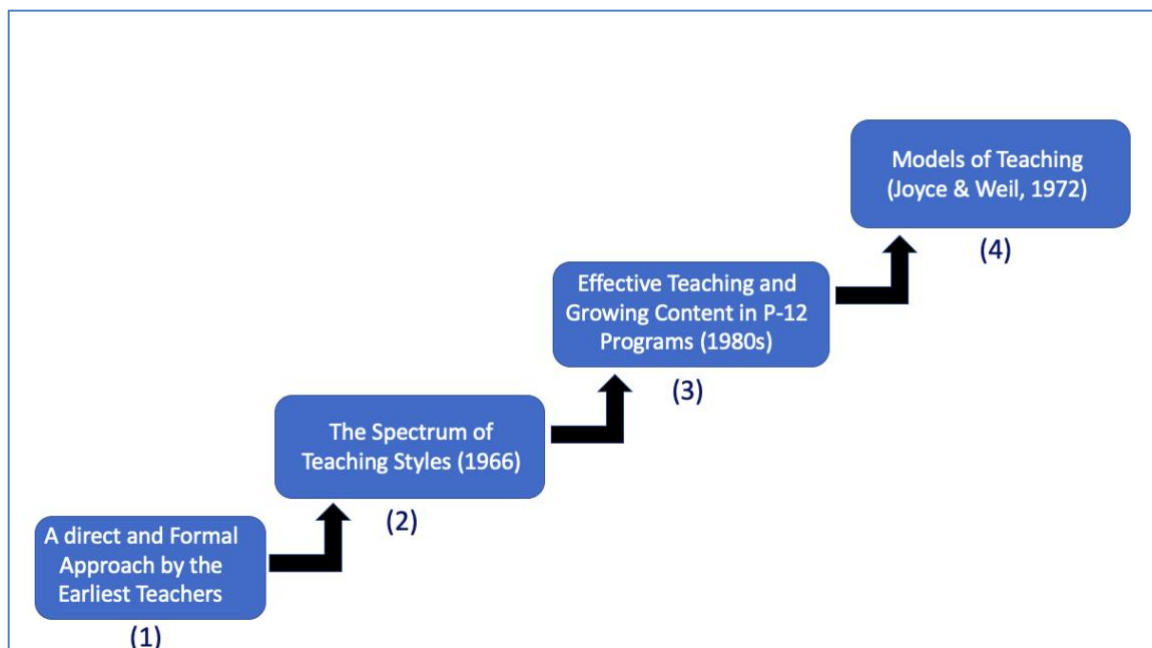


Figure 1. The Development of Teaching PE

“Over the past 40 years a fourth movement has arisen in the search for ways to teach physical education and other subjects” (Metzler, 2011, p. xvi). Metzler argues “that its time has come as the best way to conceptualize how we teach physical activity to all students” (p. xvi). As it is described by Metzler, Bruce and Marsha published their first edition of *Models of Teaching* in 1972, which provided a set of teaching models including theory, planning, classroom management, learning activities, and assessment. Finally, Metzler published the third edition of *Instructional Models for Physical Education* in 2011. In this book he presents multiple models of instruction including

Direct instruction, Sport Education, Tactical Games, Inquiry learning and the Teaching Personal and Social Responsibility models. These models are used in elementary, secondary and college/adult instruction.

Figure 2 summarizes the key elements that have developed over the four movements described by Metzler. The learning domains focus on the value of PHE as the ability to challenge each of the cognitive, psychomotor, social and affective learning domains through the way PHE content is taught. The Spectrum refers to teaching styles from A to K (see Figure 2) that systematically shift decision-making from the teacher to the student. The instructional models refer to the combination of different teaching styles that are combined to create systematic approaches to teaching a PHE unit of instruction.

Contemporary PE instructional practices

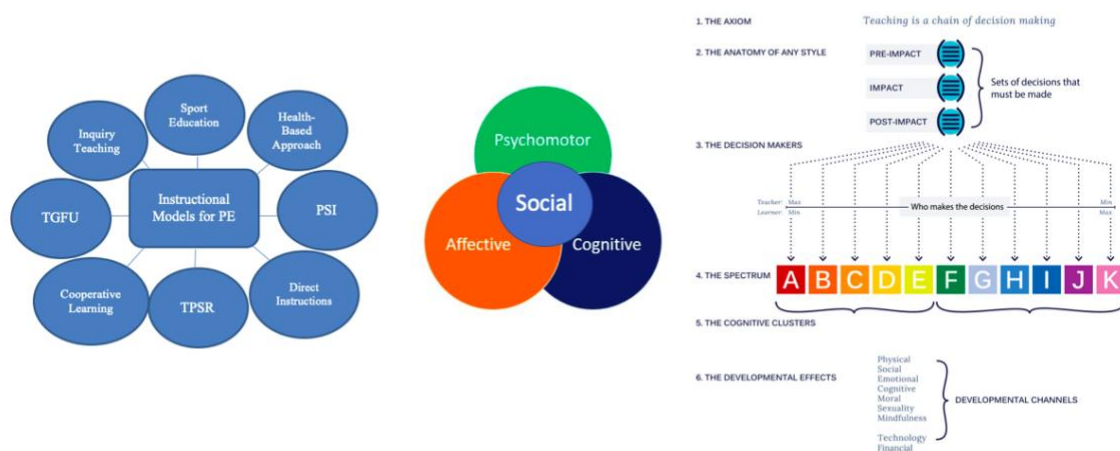


Figure 2. Diagram of Contemporary of PE Instructional Practices (The Spectrum and Metzler's Models)

According to SueSee (2020), The Spectrum by Mosston and Ashworth (2002) and The Instructional Models for Physical Education by Metzler (2011) have some similar

ideas that PE teachers can apply within the PE lessons. For example, PE teachers have to apply several teaching styles throughout the PE teaching episode in order to achieve the objectives across the learning domains (cognitive, affective, psychomotor, and social). Hence, the learning domains structure is located in the middle of the Contemporary PE Instructional Practices in Figure 2. Mosston and Ashworth's teaching styles and Metzler's instructional models suggest an array of instructional processes that PE teacher can use in the PE class (Pill et al., 2017 as cited in SueSee, 2020). The participants in this study were guided to understand and encouraged to practice at applying these teaching, planning and assessment processes using the teaching styles that they build into the models of instruction. The study focused on two courses in the UVic PETE program -- EPHE 352 and EPHE 452 courses (See Figure 3). In theory these approaches to teaching PE make sense but in reality, these approaches are not commonly used in school PE for myriad of reasons. This study will examine how PETE students are initial taught these approaches and how they believe they connect to their future practice as a PE teacher.

Context of the Study

At the University of Victoria (UVic), physical education teacher education (PETE) students have to take fifteen units of courses in their teachable area for physical and health education (PHE) as required by the British Columbia (BC) ministry of education. Many of these courses are content courses associated with teaching PHE in BC schools, however two required courses are EPHE 352 and 452 in their teacher education program. These courses are designed to enhance their experiences in learning to teach PE by providing a real experience in teaching. A summary of the PHE courses is listed below in Figure 3.

EPHE 201 Qualitative Analysis of Human Movement_____	1.5
EPHE 245 Motor Learning _____	1.5
EPHE 246 Strategies for Active Health_____	1.5
EPHE 352 Introduction to physical activity instructional techniques _____	1.5
EPHE 360 Exercise Prescription_____	1.5
EPHE 452 Strategies for Games in Physical Education _____	1.5
Sub-Total	9.0
EPHE 350 (formerly 250) <i>Children and Youth with Special Needs in Physical Activities</i>	
OR EPHE 346 Motor Development and Physical Maturation_____	1.5
5 to 9 Skill and Performance Activity (SPA) Classes based unit value _____	4.5
TOTAL	15

Figure 3. PHE Teachable Area Courses

EPHE 352, “Introduction to Physical Activity Introduction Techniques”, provides an introduction about the use of The Spectrum of teaching styles by Mosston and Ashworth (2002) and the instructional models by Metzler (2011). The aim of this course prepares PETE students to effectively teach ten to twelve students in grade six to eight. This experience for the PETE students enables them to enhance their knowledge related to teaching based on The Spectrum and the Instructional Models for Physical Education. In 2020 this course had to be adapted during the COVID-19 pandemic. As no classes were held in a face-to-face format at the university, PETE students taught children at middle school for 4 weeks, teaching one or two classes a week at the school. In this 2020 course all materials were studied online with preparation tasks related to planning, assessment and practice teaching for friends done from home within the students’ social bubble. Similarly, EPHE 452, “Strategies for teaching games”, typically provides students with rich practical experiences in a local school, combined with scholarly readings in the teaching of games. In this course PETE student teachers teach a series of lessons in a games unit to a class in a local middle or high school. During COVID-19 this

course became on-line with 4 lessons arranged at one local Middle school where the work safe protocol allowed PETE students to teach two lessons to different classes back-to-back to half a class of school students (approximately 8 to 12 students).

The PETE students in this study were committed to taking physical and health education (PHE) teaching area courses as part of their undergraduate degree, in order to apply to enter into the 16 months post-degree professional (PDP) program that would certify them to be professional teachers in British Columbia (BC). Courses such as EPHE 352 and EPHE 452 aim to create an effective learning progression among PETE students to become professional teachers in BC by providing professional materials and field experiences related to the curriculum development, lesson planning, teaching process, assessments process and professional competency development such as reflective growth mindset and pedagogically context-appropriate sound practices related to a real teaching experience.

Purposes of the Study

The main purpose of this research study is to explore the processes which can help physical education teacher education (PETE) students to increase their ability to teach PE effectively. The main source of data was participant observation of students in a PETE course that is focused on learning how to teach, and interviews three PETE students both before and after taking the PETE course. The processes to get at this purpose are:

- (1) to provide an evidence-based case study on PETE candidates' experiences learning about how to teach PE by applying contemporary PE Instructional practices;

- (2) to describe PETE teacher candidates' developing perceptions about teaching PE after taking the culminating courses in their PHE teachable area courses, and due to the COVID-19 pandemic from 2020 to 2021;
- (3) to explore the impact of COVID-19 pandemic on PETE students who are taking the EPHE 452 course throughout spring semester in the year 2021 on their learning to teach PE.

Research Questions

My primary research question is “How have PETE candidates developed their beliefs and values about teaching PE based on their experiences being taught and within The University of Victoria PHE teachable area courses?” The following three sub research questions were developed to help explore the main research question:

1. What are the processes that influence PETE candidates' ability to learn how to teach PE in relation to contemporary PE instructional practices?
2. What are challenges and opportunities that PETE students face while learning how to teach physical education in schools?
3. How has COVID-19 pandemic influenced PETE students learning how to teach PE?

Researcher Pre-Study insights on EPHE 352 and EPHE 452

In preparation for this study in 2021, as a prospective researcher and as an interested PE teacher I did several observation experiences of the EPHE 352 and 452 courses as part of my graduate program studies, including a directed study on the courses. This enabled me to get familiar with the processes of these courses in 2019 and 2020. As an international student and English as a second language speaker I felt it was important

to learn how these courses worked but also to get a better feel for the culture of a Canadian teacher education course. In 2019 I noted in my journal on the EPHE 352 course that PETE students engage in multiple experiences online, with partners, in teams, with school-age students and with teachers in schools, in order to enhance their knowledge related to teaching physical education. New to me as a PE teacher from Jordan was the need to become familiar with the guidelines from British Columbia (BC) Curriculum and then to study and apply the professional literature for the courses. The students had to read critical extracts from several primary resources, such as *Teaching Physical Education* by Mosston and Ashworth (2008), *Teaching Physical Education* by Judith Rink (2014) and from the *Instructional Models for Physical Education Book* by Metzler (2011). After reading specific chapters/articles, PETE students were expected to post their summaries of these reading materials in a course forum as well as add comments on their colleagues' posts based on their experience. In addition, using an ePortfolios system became important among students to "identify learning that relates to provincial standards that they have to address to be certified as a teacher" (Sanford et al., 2014, p. 40). Within this experience, PETE students developed their skills in using digital technology. An online learning management system called Google Classroom, commonly used in schools, and digital portfolios were used by PETE students to gather evidence to show their learning by sharing images, graphics, physical engagement captured by video, text descriptions and reflections, and links to other scholarly sources to represent their developing professional knowledge and understanding to teach PHE. Another experience was taking three online tests throughout the semester that related to readings set by the instructor. Students had to pass these tests at an 80% level to meet course requirements.

Working in pairs was another key experience that PETE students gained during the EPHE 352 course. This experience was an important support learning process among PETE students because they were able to share their experience by giving each other feedback related to their lesson planning and based on the students' learning in their classes. PETE students also commented on the effective use of an array of teacher behaviours they were learning. Another popular experience was using some digital teaching applications such as SlowMo, Video-Catch, Google Forms and Google Slides (Hopper, 2020). For example, using SlowMo PETE students could capture videos for their techniques, and compare their performance with a professional player. When PETE students used this application, they recognized the correct techniques as well as improved their performance in many sports, such as tennis, golf, taekwondo, soccer and gymnastics.

EPHE 452 class was another important course that PETE students took in their teacher education program at the University of Victoria in order to develop their ability to teach physical education. This course drew on some materials that students had experienced in EPHE 352 course such as The Spectrum teaching styles, but also teaching behaviours from Rink (2014) designing learning experiences and tasks, task presentation, content analysis and development, and teaching physical education for learning. The aim of the EPHE 452 course is to focus on methods of teaching games in physical education to middle and secondary school age children and related groups, and field experience is required as part of this course. A core component of the course was drawing on literature related to Teaching Games for Understanding (TGFU), Sport Education and the teaching

of games using a game-based and constraints-led approach (Bunker & Thorpe, 1986; Mitchell et al., 2020; Renshaw & Chow, 2019; Siedentop, 2002).

From observation in these two courses I was struck by how the PETE students were developing professional behaviors throughout these two courses, and how the courses' processes were developed so students learned these behaviors while they were teaching students at the middle school. This made me think about the effective methods that helped them to teach but I wondered if they would be able to take up these methods. Consequently, these observations intrigued me so I looked into the literature to explore the factors that might impact PETE students' emerging professional behaviors towards teaching PE. I found a well-developed research area called teacher socialization and in particular two books caught my attention that helped to explain these contrasting behaviors between PETE students while learning to teach PE. The first book was "Learning to Teach: Socialization into Physical Education" by Templin & Schempp (1989). This book introduces the occupational socialization theory (OST). The second book that I found was "Teacher socialization in physical education: New perspectives" edited by Richards and Gaudreault (2017).

The occupational socialization theory was initially investigated in the 1970s by researchers such as Burlingame, Pooley and Templin. These studies led Lawson to develop two papers (1983a, 1983b) that were published in the *Journal of Teaching in Physical Education*, noted by Richards and Gaudreault (2017). The next section will provide an introduction that is related to the occupational socialization theory.

Occupational Socialization Theory (OST)

Templin and Schempp (1989) start their book with the questions,

Why does one become a teacher of physical education? How does one acquire the skills, knowledge, values, and attitudes so essential in performing the role of the physical educator? What socialization processes are involved in the development of one's teaching perspective? (p. 1).

These questions led Templin and Schempp to engage in a study for more than a decade to investigate the socialization of physical education teachers more closely, and to provide data about how past experiences of being taught PE and coached in a sport shape the teaching perspectives for physical education teachers and shapes their capacity to take up and implement contemporary teaching methods. Templin and Schempp's work formed the foundation for occupational socialization research in PE by introducing a theoretical framework to help understanding why a person might decide to become a PE teacher, what might expand their perspectives about teaching physical education and what factors could influence their beliefs, values and attitude towards teaching physical education.

McMahon and MacPhail (2007) indicate that from an occupational socialization perspective it is important to understand how the pre-service teachers' values, beliefs and actions impact their forming teaching practice in PE. According to Graber, Killian and Woods (2017), "socialization into teaching is a lifelong process" (p. 64). They introduced the occupational socialization phases as they are presented by Lawson (1983a).

Occupational socialization theory can be shaped by three types of socialization:

acculturation, professional socialization and organizational socialization (See Table 1).

Firstly, the *acculturation* phase refers to the period of time from kindergarten to grade 12, to the experiences throughout that time, and to the persons inside and outside the school, such as K-12 teachers, coaches and parents who influence future teachers as pre-training,

the apprenticeship-of-observation, or anticipatory socialization. The second phase in the occupational socialization theory is *professional socialization*. This phase is referred to as “the period of time when recruits are enrolled in teacher education programs and begin to learn about the profession from professors, peers, and through interactions with schoolteachers and pupils during observations and field experiences in K-12 schools” (p. 64). The final phase is *organizational socialization* which refers to “induction, occurs when individuals are inducted into the field as certified teachers and continues throughout the remainder of their professional careers” (p. 64). Each of these phases combine and interact in the emerging teaching practices of a prospective PE teacher.

Table 1. The Occupational Socialization Theory (OST)

Phase	Stage of Development
1). Acculturation (Pre-training)	School age (K-12).
2). Professional (Preservice training)	During the teacher education program.
3). Organizational (Induction)	After PETE program (physical education career).

My purpose in using this theory is to examine how each type of socialization could influence PETE students’ experiences of learning to teach PE as they take PETE course based on the contemporary PE instructional practices (McMahon & MacPhail, 2007). Additionally, “occupational socialization theory (OST) has proven to be an effective lens through which to view the socialization process” of PETE students (Richards, 2015, p. 3). My primary intent was not only focusing on the examination of the acculturation phase by conducting interviews with three PETE students, but also exploring the professional socialization stage by observing PETE students’ behaviors within the EPHE 452 course. As well, this intent can help to predict some assumptions

related to the organizational socialization stage (PE career) among the students who are in the teacher education program.

Why does Socialization into Teaching Physical Education Matter?

Before reviewing key insights by researchers on the Occupational Socialization theory, I will introduce some examples based on my personal experience which can help to understand this theory more deeply. First of all, I studied physical education as a main field at the university in Jordan; maybe I chose this major because my father worked as an international referee and a coach of both basketball and volleyball, but clearly sport was a part of my life as I was growing up. Becoming a PE teacher after I finished my teacher education program may be is due to the influence of my father's career. This example can be supported by Lawson's claim (1986), which is that all kinds of socialization "influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). This refers to the acculturation phase of occupational socialization.

Another personal example that connects to this acculturation phase is that as a practicing PE teacher in Jordan I used to apply a station teaching method often in my four years' experience of teaching physical education in elementary school. I totally believe that using stations is the most effective way to use when there is a limited equipment with a big number of students. The reason I believe this, I think, is because my favourite PE teacher when I was a student used this approach effectively and I appreciated the freedom to work at each station. In contrast, none of my instructors in my teacher education program used a stations approach during my program at the university. Hence, as Richards (2015) argues, "childhood experiences also help to inform the development of

one's approach to teaching" (p. 5). I can assume that my experience throughout school age and having a family member who was in a physical education field have impacted my beliefs towards studying and teaching PE.

Occupational socialization is a framework to help understand the factors which influence PE teachers' beliefs about teaching physical education. Lawson (1986), Templin & Schempp (1989), Syrmpas & Digelidis (2014), and Richards (2015) argue that the period from pre-school to grade twelve has an influence of PETE teachers' perspective about teaching PE, impacting their beliefs towards teaching PE. The past experience can be identified as any experience that happened before entering the teacher education program. Richards et al., (2014) indicate that the acculturation phase includes the following elements, "Pretraining factors, development of subjective theories and orientations toward teaching and coaching orientations" (p. 127). Thus, these elements can "directly and indirectly influence teacher identity and responses to the socialization process" (Richards et al., 2014, p. 127). Other researchers argue that "PE student teachers enter university teacher preparation programs already having formed an initial professional profile" (Syrmpas & Digelidis, 2014, p. 52). This means that PETE students might carry some beliefs from school age to the university program that impact on their capacity to learn alternative approaches to teaching PE.

While the acculturation phase has an impact on PETE students' beliefs toward teaching PE, Templin and Schempp (1989) argue that the professional socialization stage might be considered as a weak treatment as many knowledge concepts that related to the education program might be washed-out when PETE students are certified to be professional PE teachers following a successful practicum experience. Probably, PETE

students forget some knowledge and skills that they have studied in their teacher education program. They might not be able to transfer this knowledge to their students when they become practicing PE teachers. Also, the university period might be considered as a short period compared to the period from K-12 which has a big impact on PETE students' beliefs and values toward teaching PE based on the occupational socialization theory. This raises the question as to how this professionalization stage can be changed, to be less weak, to somehow build on the PETE students acculturation stage?

Why Teachers' beliefs and values important to Study?

Pajares (1992) has argued that researchers should pay attention to teachers' beliefs as "itself an indication of the direction educational psychology", and it is a critical concept (p. 308). Globally, it has been noted that teachers' beliefs are hard to investigate and there is no one clear definition of the beliefs because the theoretical construct is a flexible theory (Pajares, 1992). However, as noted by Graber, Killian and Woods (2017), "scholars now acknowledge that preservice students are active agents in their own socialization, having the capacity to determine what elements of teacher education they will apply as K-12 teachers" (p. 64). As such Adamakis and Zounhia (2016), referring to Goldin (2002) note that beliefs are understood as "multiply-encoded, internal cognitive/affective configurations, to which the holder attributes truth value of some kind" (p. 281). As such most beliefs are usually justified through a person's functioning conceptual system that filters lived experience in order to interpret, explain and make choices. Other authors indicate that "many teachers in PE, Arts and Humanities often have much flexibility within national and state standards in selecting activities and sequencing" (Adamakis & Zounhia, 2016, p. 281). These teachers have different personal

beliefs that are based on their past experiences, and the teachers' beliefs have an impact on their actions (Lara-Cinisomo et al., 2008; Tsangaridou, 2006, 2008 as cited in Adamakis & Zounhia, 2016).

Adamakis and Zounhia (2016) argued that it is important to understand the teachers' beliefs because the way in which they "interpret reality is influenced by their mental constructions, their cognitive abilities and their belief systems, which are formed by their beliefs, attitudes and values" (p. 281). These authors also summarized the function of beliefs as it has been described by Furinghetti and Pehkonen (2000) in the following way: "(a) beliefs form a background system regulating our perception, thinking and actions; and therefore, (b) beliefs act as indicators for teaching and learning. Moreover, (c) beliefs can be seen as an inertial force that may work against change, and as a consequence, (d) beliefs have a forecasting character" (p. 281). In my study, the PETE students' beliefs are a critical concept that might impact PETE students' behaviours while learning to teach PE based on their past experiences. As it is noted by Pajares (1992), identifying the teachers' beliefs might be a useful process that may help to understand teachers' actions and decisions.

Values refer more to combination of beliefs that form certain principles and core understandings that guide peoples' actions and judgements. Values help them determine what is right and wrong, what is worth doing and what should be avoided. In this study I investigated whether the PETE students who were involved in this study would be able to apply value decisions based on beliefs that could help their students to learn skills better within the PE classes.

The Study Gap

As it is stated above, throughout the past 40 years considerable knowledge and understanding of teaching PE has been developed. These insights include lesson plans, classroom managements, and teachers and students' roles and responsibilities throughout a PE lesson. Although several studies related to how to teach physical education have been developed, McCaughtry et al. (2004) indicate that exploring the mechanisms on how PE teachers learn to teach, drawing on the informed literature, has been considered as a missing link in comprehensive curriculum of physical education teacher education research. Consequently, this study is going to address in part this gap by exploring how PETE students learn to teach in one particular teacher education course near the end of their initial physical and health education (PHE) program.

Operational Definitions of some Key Terms in the Thesis

The following definitions explain the key words in this study, which link back to the literature. There are listed below with links to the relevant literature:

Socialization is seen as “the process by which people selectively acquire the values and attitudes, the interests, skills and knowledge-in short, the culture-current in groups to which they are, or seek to become, a member” (Merton et al., 1957 as cited in Templin & Schempp, 1989, p. 2).

The Spectrum of teaching styles is a theory that is constructed from a single unifying statement and it is developed by Mosston in the year 1966. “The fundamental proposition of the Spectrum is that teaching is governed by a single unifying process: decision making” (Mosston & Ashworth, 2002, p. 8).

Model is “the word used to identify professional and pedagogical behavior that others view as highly effective and desirable” (Metzler, 2011, p. 17).

Teaching games for understanding (TGFU) is an alternative approach to teaching games which the first introduced by Rod Thorpe and David Bunker in the 1980’s. It is “steeped in humanistic approaches to physical education”; it is a learner-centred model that factors in the development of tactical understanding through game-centred activities designed to enhance students’ game performance, cognitive responses and skill development in a positive and highly motivational setting” (Hopper et al., 2008, p. 13).

Sport Education model (SEM) “is an approach developed by Daryl Siedentop (1998)”; and it “is designed to provide authentic, educationally rich, sport experiences for girls and boys in the context of school physical education”; it “has strong implications for curriculum and instruction-so it represents a dual-level model” (Siedentop, 1998 as cited in Metzler, 2011, p. 264).

Teaching personal and social responsibility (TPSR) is an instructional model that was first developed by Dr. Don Hellison in 1978. He developed it as a way to teach physical education to inner-city youths who were known to be at risk in several places: in school, at home, as gang members, and as participants (and victims) in violent crimes as well as to give the “students opportunities to practice and learn how to take responsibility for themselves and others (Metzler, 2011, p. 393).

Co-operative Learning is a model that was developed and initially researched at Johns Hopkins University in the mid-1970s by Robert Slavin. “Cooperative learning is a set of related instructional strategies that share three common attributes: team rewards,

individual accountability, and equal opportunities for success for all students” (Metzler, 2011, p. 230).

Inquiry Learning model “is derived from a number of inquiry and problem-solving strategies that physical educators have been using for many years under many different names, such as student-centered teaching, problem solving, exploration teaching (Barrett, 1970), and guided discovery (Mosston & Ashworth, 2002)” (Metzler, 2011, p. 325).

Teaching Styles “represented two basic human thinking capacities: the capacity for reproduction and the capacity for production. Reproduction thinking seeks replication of ideas, movements, known models, and procedures whereas production thinking relies on the discovery of principles, rules, laws, new knowledge, new movements, or the creation of new models” (Mosston & Ashworth, 2002, p. 17).

Learning Domains, as Metzler (2011) states, are three domains of learning known as cognitive, affective and psychomotor. Some texts also separate affective domain as affective and social. “The cognitive domain focuses on intellectual learning that includes logic, concepts, facts, and recall from memory” (p. 59). “The psychomotor domain focuses on the development of physical skills and abilities, learning that is primarily acquired and demonstrated through movement” (p. 60). “The affective/social domain includes the learning of feelings, attitudes, and values as they relate to movement” (p. 61).

Field Experiences “are opportunities to interact with typical pupils, usually in regular schools with supervision from a training program professor, a cooperating teacher employed at the school, or sometimes both” (Applegate, 1986 as cited in Templin & Schempp, 1989, p. 82).

Task Progression is an appropriate sequencing of movement tasks from easier to more difficult and that can be achieved through a series of extension tasks (Jenkins & Haefner, 2011).

Chapter 2: Review of Literature

This literature review has been divided into four sections. The first section provides an overview about the importance of PE class in schools. The second section summarizes the main ideas related to the use of Mosston and Ashworth's teaching styles and the instructional models for physical education which I have labelled as the contemporary PE instructional practices. This section can help the reader to understand why the teaching styles and the models are important to apply within the PE classes. The third section illustrates the teacher's occupational socialization process throughout PETE students transition into the role of PE teacher. The fourth and final section describes practices in PE teacher education that may hold promise for overcoming teacher socialization. These sections were selected to articulate relevant areas that are important in order to examine the phenomenon to establish "the context and purpose of the study" (Sparkes & Smith, 2013, p. 63).

Why is PE important in Schools?

The benefits of the physical activities among school children are well documented (Ramos et al., 2019; Richard, 2006; Sallis et al., 1999). It is argued in the previous chapter that PE teachers have a main role in increasing the quality of the physical education program at schools in order to promote physical activities among school-age children. Sallis et al. (1999) suggested that once quality of physical education is well developed, students' academic and intellectual development will be accomplished. This section provides an overview of the importance of physical activities on children's fitness, health and cognition as well as the role of the PE teacher in promote physical activities for the students to be physically active lifelong.

Overview about the Relationship Between Physical Activity, Physical Fitness and Children's Cognitive Function

Physical education has been the cornerstone of providing physical activity in American schools for over a century (“Increasing and Improving Physical Education,” 2015, p. 1). In contrast, Lorenz, Stylianou, Moore and Kulinna (2017) argue that spending the time for physical education class in school has been reduced since the year 2001 due to emphasis on academic achievements in the USA and other countries in Western hemisphere. Similarly, Donnelly and Lambourne (2011) indicate that “physical activity in public schools has steadily declined since the 1970s in the United States” (p. S36). Other researchers claim that “despite the clear health benefits, children’s fitness levels have decreased significantly since the 1980s in Canada and internationally” (Tomkinson et al. 2003; Tremblay et al. 2010 as cited in Potter et al., 2017, p. 487). Consequently, decreasing the time of physical activities in a PE class can lead to potential negative implications for young people’s physical fitness (US Department of Education, 2008 as cited in Lorenz et al., 2017). In fact, decreasing the physical activities among children can lead to some diseases, such as type 2 diabetes, elevated blood pressure, triglycerides, and low HDL-cholesterol (Donnelly & Lambourne, 2011). For example, the implication is that a decrease in physical activity is important contributing factor which leads to increase the obesity rates among adolescents; one third of male and female adolescents fail to meet recommended standards for cardiorespiratory fitness (Pate et al., 2006 as cited in Donnelly & Lambourne, 2011).

According to Donnelly and Lambourne (2011), “many researchers have attempted to target child obesity by designing interventions that can be utilized in the public-school

system” (p. S36). The same authors also argue that most children in the United States and North America spend most of their day at school sitting; as a result, child populations are often put in situations that promote inactivity. As Donnelly and Lambourne (2011) conclude, schools promote a sedentary lifestyle because children stay at school from six to eight hours in academic instruction every day unless they engage in PE or other activity-based learning experiences. Furthermore, Donnelly and Lambourne note there is a lack of understanding of the relationship between physical activity, fitness, fatness and academic achievements. Quality physical education leading to physical activity inside school and out can help to provide enhanced health and academic performance among children and adolescents. In fact, several studies have provided evidence that physical activities in school programs have a positive association with academic achievements (Carlson et al., 2008). Also, Hillman et al. (2008) indicate that “no empirical evidence exists to suggest that the elimination of non-academic programs (such as PE) is related to higher academic achievement” (p. 59). In other words, reducing the time of physical education class may not lead to a positive impact on academic achievement.

Although the number of children who are unfit and unhealthy is growing due to an array of societal factors such as safe places to play, convenient play experiences through technological, little attention has been given to the influence of physical activity on cognitive health during children’s development (Hillman et al., 2008). However, Hillman et al. (2008) note there is evidence that “children might derive benefits in school performance from increased participation in physical activity” (p. 59). As outlined by Donnelly and Lambourne (2011) in their literature review and shown in Figure 4, “researchers have found cross-sectional associations between levels of cardiovascular

fitness and cognitive function in children” (p. S37). Therefore, “children who are fit perform better on attentional tasks that require greater amounts of cognitive control; this includes a subset of goal directed, self-regulatory processes that include planning, organization, abstract problem-solving, working memory, motor control, and inhibitory control” (p. S37). Another study by Sallis et al. (1999) was conducted in 12 public elementary schools in California to investigate the standardized achievement scores after completing the Metropolitan Achievement Tests before and after a 2-year health-related school physical education program. These researchers found this program had several effects on academic achievement among the school children.

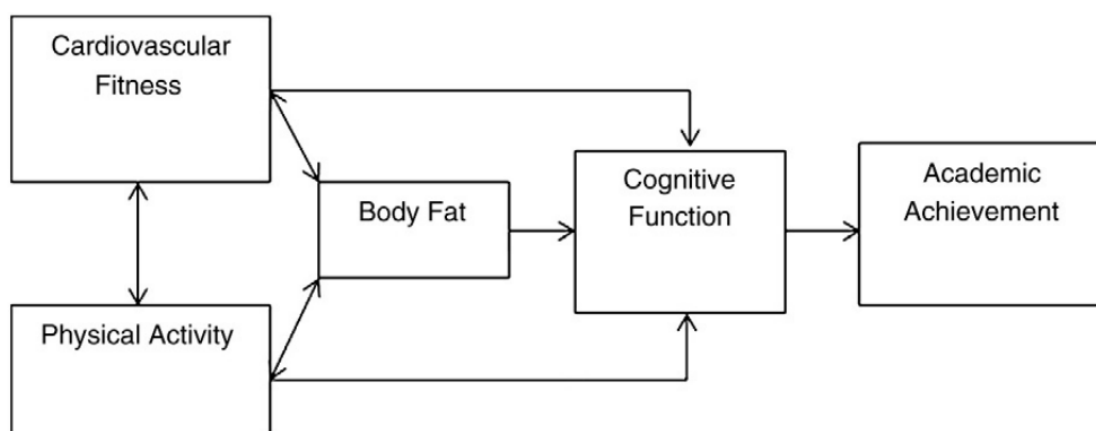


Figure 4. Model of Factors Associated with Improved Academic Achievement cite in Donnelly & Lambourne (2011)

Donnelly and Lambourne’s (2011) meta-analysis review of physical activity and academic achievement studies showed a significant positive relationship between PA and academic achievement. Performing higher levels of vigorous physical activity outside of school can increase the students’ grades with medium effect size ($p < 0.05$) compared to not performing vigorous physical activity. In addition, Thompson et al. (2016) argue that

“emerging research shows that even single bouts of physical activity may lead to short-term cognitive improvements in youth” (p. 7). Also, as highlighted in Figure 4, aerobic exercise training can decrease the obesity levels among children from the ages of 7 to 11 years. Donnelly and Lambourne (2011) also found that children performing 40 min of aerobic exercise 5 times per week showed a significant higher level of cognitive processing based on the cognitive assessment system compared to the control group. Cognitive assessment system (CAS) is planning scale for students that “reflects the ability to organize and control goal-directed actions and is linked to academic achievement” (S37). The higher CAS results implies that in order to get physical activity benefits related academic outcomes, students may need to participate in 40 minutes of physical activity at least five times per week.

High body fat levels play another role in cognitive function and academic achievement (Donnelly & Lambourne, 2011). A study by Lie et al. (2008) conclude that increasing the body weight showed a negative impact on visuospatial organization and general mental ability. This finding is from 2519 children aged 8–16 who completed a neuropsychological battery and measures of height and weight as part of NHANES III. Overweight may have a negative impact on students’ cognition and on their success at school. However, Richard (2006) concluded in his literature review that physical education and sport have several significant contributions to students’ development across the learning domains, such as physical, lifestyle, affective, social and cognitive. This author also indicated that physical education teachers are responsible to increase the value of PE in order to get the PE benefits among the school children. Thus, it can be

implied that effective PE teaching has positive effects on students' activity levels that could lead to lower obesity levels.

An increasing amount of research has been assessing associations between physical activity of children at school and academic achievement (Shore et al., 2019, p. 26). Schools can perform many forms of physical activity, such as physical education, recess and physical activity integration in the classroom. The same authors suggest that schools can influence students to be physically active inside of school. In particular, quality PE gives school-age children the ability and opportunity to improve their physical fitness and motor skills that in turn leads to improved academic outcomes. Furthermore, Watson et al. (2018) argue that schools have a role to promote physical activity even though practicing extra physical activity in schools can be difficult, and it is essential for both physical fitness and also for academic achievement. Also, the skills that students learn from PE classes can stay with them throughout life.

The Role of Physical Education Teacher Throughout a PE Lesson to Promote Health and Physical activity among Students

According to the World Health Organization (WHO), over 340 million children and adolescents from the age 5 to the age 19 were overweight or obese in the year 2016 around the world. This number has increased dramatically from 4% in the year 1975 to over 18% in the year 2016. It has been suggested that the reason for this a huge number is that 5 to 19 years old tend to follow negative habits in eating and decrease performing physical activity (Trigueros et al., 2019). In addition, the adolescent population shows a decrease in practicing physical activity from 41% at the age 11 years old to 17% at the age 15 years old. Furthermore, Trigueros indicate that physical education classes have the

potential to decrease the rate of the obesity among adolescents by promoting healthy habits and to consolidate active lifestyle habits which will stay with them to the rest of their lives. The same authors suggested that promoting healthy lifestyle habits can be accomplished through education, but this has limited influence based on socio-cultural constrains and ideologies.

The purpose of the next section is to provide insights on methods which PE teachers can follow in order to inspire students to be healthy and physically active in secondary and high schools. Though PE teachers can follow some methods to inspire adolescents to be physically active in a PE class and outside of school. I chose three methods that I found are most relevant to the study area, which are: (1) Increase a PE teacher credibility, (2) Support students' motivation, and (3) Enhance PETE students' knowledge related health.

1) Increase a PE teacher credibility

Research into the credibility of physical education has been an ongoing discussion. The theory of teacher credibility has one key principle that “the teacher (the message source) has more power to influence the student (the receiver) when the source is deemed more credible by the students” (Ramos et al., 2019, pp. 24-25). Thus, if a PE teacher has credibility traits (see Figure 5), the students are more likely to trust and follow the teacher. Another principle in the credibility theory is that it has three dimensions which are competence, trustworthiness and caring; this theory can be flexible in anywhere and anytime (Ramos et al., 2019). In other words, credibility theory has the same principles since the 1970s, but some factors might impact students' receiving the knowledge. Some studies have found that there is a relationship between teacher

credibility and students' outcomes, teacher trait and teacher attitudes, such as “verbal aggressiveness, affinity-seeking techniques and immediacy behaviors” (Finn et al., 2009 as cited in Ramos et al., 2019, p. 26). Thus, PE teachers have to choose their words and their behaviors carefully because that might influence consequences for the students' learning. According to Ramos, Elliott and Carvalho (2019), in order to increase PE teacher credibility, PE teachers need to enhance their quality of teaching, be positive role models and pay attention to their appearance (See Figure 5). The following is a summary of Ramos, Elliott, and Carvalho's work about credibility theory:

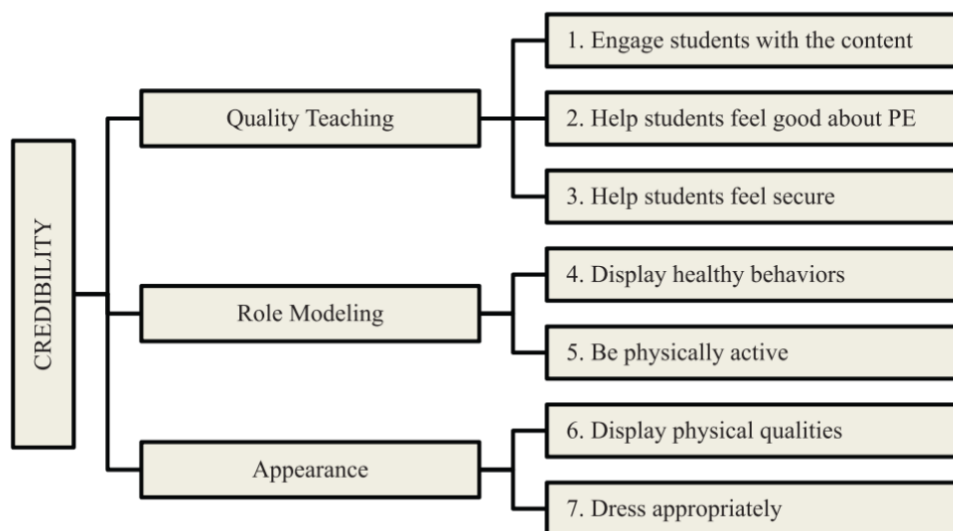


Figure 5. Areas and Tips for Increasing PE Teacher Credibility Based on Credibility Theory cite in Ramos et al. (2019)

The first component to increase PE teacher credibility is quality teaching. Students need to learn skills and concepts in a PE class as well as they need to have fun. Thus, PE teacher has to improve the students' skills and conceptual understanding in order to promote learning that will transfer across different contexts. Once the students

learn the skills successfully and enjoy the PE class, they will be more likely to participate in physical activity in the future. As a result, the PE teacher has to plan and organize the class very well to create an effective environment for the students to engage in the class. For example, PE teachers can use some strategies such encouraging students to shape the curriculum through choice in relation to activities to be studied. This can be considered as an effective method to promote student autonomy and increase the students' engagement and enjoyment in the PE class (Ramos et al., 2019).

A study by Bennie et al. (2017) concluded that the teachers in their study believed that giving students free choice was effective to increase student motivation, PA and student learning. Also, "the effectiveness of the strategy was dependent on the context of the lesson" (p. 312). These authors explained that the strategy of providing demonstrations in the context of activity which is "when teachers perceived the impact of a strategy to be dependent on a situation...impact on various lesson features (e.g., PA, motivation, enjoyment, and learning) based on the type of activity, gender and /or ability of the students, as well as their interest in PE" (p. 312). However, Ramos et al. (2019) argued that students have to feel good about the PE class by providing encouragement by their PE teacher. For instance, using phrases, such as "You can do it" and "Keep trying" can help the students feel confident about themselves (Ramos et al., 2019, p. 28).

Helping students feel secure is another step to increase a PE teacher's quality teaching. When students feel safe, they are likely to participate in a PE class. Thus, one of a PE teacher's role is to create a safety atmosphere for his/her students to feel safe, and to get involved in the PE activities. This can decrease the chance to get injured throughout a PE lesson, and this also can decline the risk of getting a negative experience. In other

words, when a PE teacher create a safety environment during the class, then students gain confidence, feel able to take risks that challenge them but within their comfort zone, and are then be able to engage in several activities in the class as well as in optional activities outside of school.

Role modeling is a second component to increase a PE teacher's credibility. This can be achieved by some steps, such as displaying healthy behaviors and being physically active. First, displaying healthy behaviors, such as eating healthy food and avoiding smoking can increase PE teacher's credibility. Also, a PE teacher can discuss with the students about healthy habits, such as what the healthy foods the teacher eats. Second, PE teachers need to be physically active as a part of role modeling for their students. This can be achieved by at times performing physical activities (PA) with their students. Essentially, PE teachers can encourage, motivate and support students as they gain confidence an array of physical activities.

The final element of increasing PE teacher quality teaching is appearance. The students create their perceptions of their teachers' ability based on how the teacher looks. The teachers' appearance includes two factors which are physical quality and dressing appropriately. The PE teacher can show these qualities by several methods, such as modelling an active lifestyle and educating students about how to be appropriately fit throughout their life space. Another factor is dressing appropriately to be physically active such athletic clothing or appropriate clothing for engaging in outdoor activities such as hiking and wall climbing.

2) Support students' motivation

Although a PE class has a main role in providing students with basic motor skills, knowledge and competence to engage in physical activities in a PE class and outside of

school, few studies provide longitudinal data about the effect of PE teacher and PE programs on students' participation in physical activity outside of school (Polet et al., 2019). In contrast, PE teachers can be educated in order to motivate their students to be physically active in their leisure time by using recognized tenets of motivation theories as part of their teaching process. To explore how PE teacher motivated students, Polet et al. (2019) used self-determination theory to understand how PE teachers can promote students' physical activity inside and outside of school based on this theory.

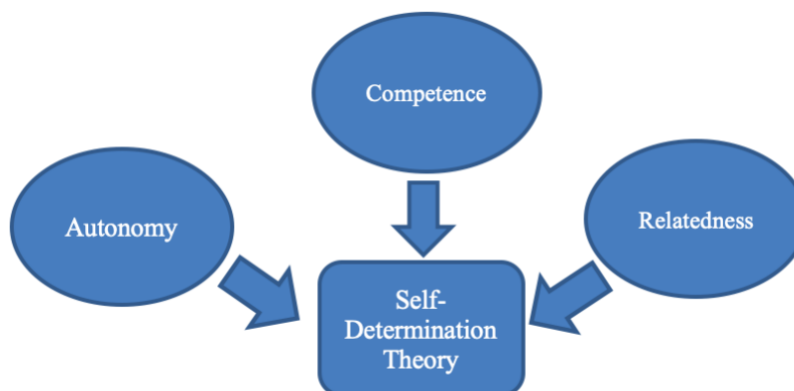


Figure 6. Self-Determination Theory

The figure above shows the self-determination theory aspects: Autonomy, Competence and Relatedness. The first aspect is autonomy, which means “the psychological need to experience self-direction and personal endorsement in the initiation and regulation of one’s behaviours” (Deci & Ryan, 1985a as cited in Reeve, 2015, p. 158). Gagne and Deci (2005) referred to the intrinsic motivation as “an example of autonomous motivation” (p. 334). Another view by Standage et al. (2007) assumed that “the nature of the social context influences an individual’s motivation (i.e., autonomous vs. controlled), well-being, and level of functioning” (p. 73). They also suggest that physical education teachers may need to provide their students with the knowledge

related to skills, tasks, game tactics and/or game plan decisions in order to facilitate autonomous regulation.

Competence is another aspect in self-determination theory that is defined “as a perception of being able to demonstrate success or effectiveness within a given context” (Deci, 1975; Harter, 1983 as cited in Perlman & Goc Karp, 2010, p. 402). A suggestion by Perlman and Goc Karp considered learning in a social context as an essential to motivate students and to improve their ability being successful. The recommendation to achieve the competence aspect is “through the promotion of environments in which self-referenced standards and indicators of improvement are adopted as opposed to competitive situations” in which evaluated outcomes are contingent upon the performance of others” (Ames, 1992 as cited in Standage et al., 2007, p. 81). To facilitate the competency, PE teachers need to motivate their students by avoiding competition as a measure of success, but rather as a vehicle for challenge to set personal goals and where the social environment is about setting self-referenced standards.

The final aspect of self-determination theory is relatedness that is can be noticed when the students have “a high degree of social support and/ or positive friendship qualities” (Perlman & Goc Karp, 2010, p. 402). It is suggested by Standage, Gillison and Treasure (2007) that PE teachers may “use small-group activities and set reward structures that support cooperation” to accomplish the relatedness (p. 81). These three aspects can support students’ motivation by applying different instructional models like the sport education model as identified by Perlman and Goc Karp (2010). This can be possible to achieve by supporting “students’ psycho-social needs within” the sport education model (SEM) “by focusing attention on team affiliation, positive sporting

behaviors through fair play/sportspersonship measures and a re-conceptualization of winning” (p. 414). This implies that students will be more motivated when they engage in the physical activities within a competition environment.

Gagne and Deci (2005) indicate that “central to SDT is the distinction between autonomous motivation and controlled motivation” (p. 333). This type of motivation can impact “an individual’s general reflection on the causes of their action” (Polet et al., 2019, p. 2). Intervention can promote and raise the autonomous motivation; the interventions, such as the climate, play a significant role in motivation. It can be implied that a PE teacher has an important role to create an appropriate environment as well as give the students roles to motivate them to be involved in the physical activities. Also, Ntoumanis (2005) states that “individuals with high identified regulation have internalized the value of certain behaviors that they perform out of choice but without necessarily enjoying them” (p. 444). This level of motivation is called extrinsic motivation (See Figure 7). If the students know the importance of performing physical activity for their health, they will participate in physical activity by choice because they believe they are going to get the associated benefits. In contrast, intrinsic motivation has more positive outcomes on students’ motivation because the students prefer to participate in the activities which they find interesting and enjoyable. Based on these types, PE teachers can apply intrinsic motivation throughout their lessons due to the positive effects on the students, but also educate students to see the benefits in less desirable activities that they can take up by choice such as human exercising or eating healthy foods.

Amotivation refers to another level of the motivational social context which is associated with rarely occurring behaviours or performance without any goal or

intentions (Ryan, 1995 as cited in Perlman & Carp, 2010). Perlman and Carp (2010) indicate that “students who are amotivated feel they do not have the ability to achieve the desired goals and will make statements such as “I can’t do this”” (p. 403).

Social context	Psychological needs	Motivational levels	Outcomes/experiences
Level of autonomy-support	Autonomy	Intrinsic	Effort
	Competence	Extrinsic	Persistence
	Relatedness	Amotivation	Physical activity

Figure 7. Motivational Pathway of SDT cite in Perlman (2015) Study

3) Enhance PETE students’ knowledge related health

Harris (2014) indicates that “physical education teacher education (PETE) offers a context for students to learn about the promotion of active lifestyles in secondary schools through their interactions and experiences during the teacher education process” (p. 466). In contrast, many researchers claim that there is a lack of knowledge related to health education among PETE students; this is a significant issue because there is a huge expectation that Physical Education class can promote students’ physical activity and health (Harris, 2014). As a result, this issue leads Harris to examine the influence of health-related knowledge and behavior on the students who are being taught by PETE students. Harris’s study concludes “that changes clearly need to be made to the health-related interactions and experiences within PETE and within any PE and sports science degree programmes preceding or associated with PETE” (p. 478). Additionally, the PETE students in his study would not be able to improve their students’ knowledge based on health in secondary school. It might be acknowledged that PETE programs “is unlikely to effectively promote healthy, active lifestyles without the health-related aspect of PETE being radically changed, especially and crucially the school-based provision” (pp. 478-479).

What are Contemporary PE Instructional practices? Why are these Effective for Teaching PE?

This section was developed to provide a summary about contemporary PE instructional practices that were mentioned earlier in chapter 1. This can help to connect these practices with the participants' experience throughout EPHE 352 and EPHE 452 based on observations of the courses prior to conducting this study when EPHE 452 was taught predominantly online. Two areas that have traditionally informed the practice of teaching PE have been Mosston and Ashworth's (2002) teaching styles and Metzler's instructional models (2011). Related to insights developed in section one, these approaches have evolved in order to understand how the way PHE teachers teach promotes health, physical activity, as well as cognition development and personal and social learning that promotes healthy and physical active life style.

Overview About the Use of Mosston and Ashworth's Teaching Styles

According to Mosston and Ashworth (2002), the Spectrum is an important framework in teaching physical education, which is based on decision-making between the teacher and the learner in the pre-impact set, the impact set and the post-impact set. The Spectrum contains 11 teaching styles from command to discovery. A PE teacher can choose an appropriate teaching style to achieve the lesson objectives across the learning domains which are cognitive, social, psychomotor and affective. Also, all of the teaching styles are important, and no one is better than the other. Rather, each one is appropriate to a specific lesson objective. In a climbing lesson, for example, a PE teacher has to use a command teaching style for safety, and the teacher has to give the students specific instructions, such as no running around the climbing wall to keep the students and

everybody in the area safe. However, once students are able to demonstrate safe behaviours, they can be set practice tasks with a challenge to overcome, work in pairs to give reciprocal feedback in climbing technique, or problem solve how to plan a climbing route to teach the top of the wall.

Figure 8 shows the main six premises of The Spectrum. The first premise is *The Axiom* which is referred to “the initial premise that teaching behavior is a chain of decision making”, and every action of teaching is based on “a result of a previous decision” (Mosston & Ashworth, 2002, p. 9). *The Anatomy of Any Style* is a second premise in the Spectrum, which “is composed of the conceivable categories of decisions that must be made (deliberately or by default) in any teaching-learning transaction” (p. 9). This style is categorized by Mosston and Ashworth into three sets: the pre-impact set, the impact set, and the post-impact set. The third premise is *The Decision Makers* that allows both teacher and learner to make decisions throughout any teaching styles used in the PE lesson. *The Spectrum* is another premise that is referred to the teaching styles from A to K which indicates who can make decisions, when and what during a teaching event. *The Clusters* premise, where teaching styles are divided into areas, means that the structure of the Spectrum is designed to reflect the human “capacity for reproduction and the capacity for production” (p. 9). The final premise in the Spectrum is *The Developmental Effects* that is focused on creating conditions that developed the learners’ experiences “along the cognitive, social, physical, emotion, and ethical Developmental Channels” (p. 12).

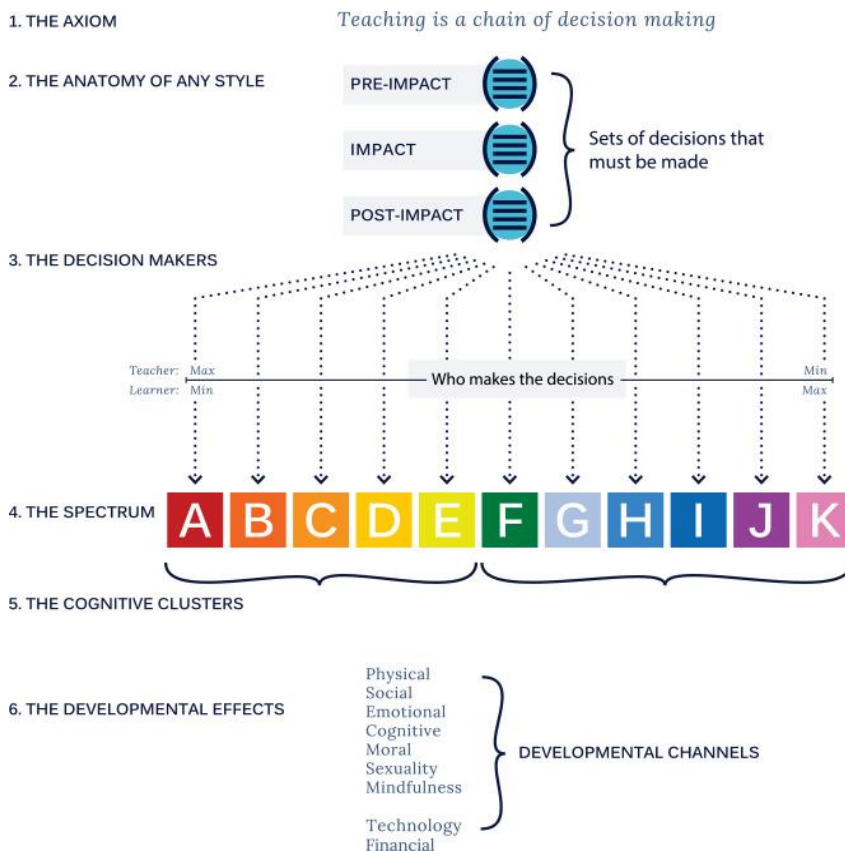


Figure 8. The Structure of The Spectrum

After Mosston’s original launch of his model in the 1960s, he realized that he has to change the structure of The Spectrum from the cone-shaped to a continuum shape with equal spaces (see Figure 9). The reason of this change was so that no style is more important than others, and the main idea is to select the style that is the one that is appropriate to the lesson objectives.

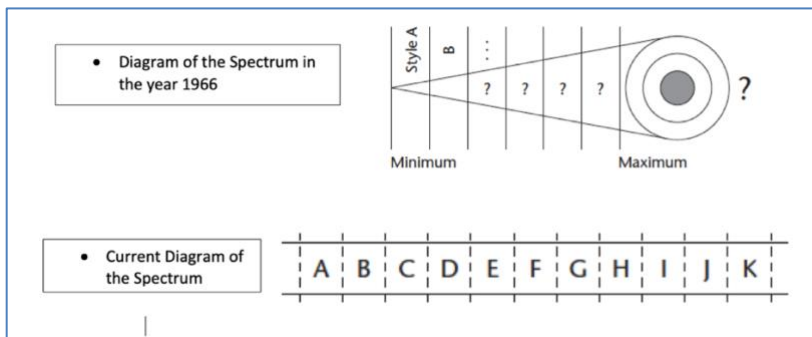


Figure 9. The Spectrum Structure in the Past and Currently

However, PE teachers have to shift between the teaching styles smoothly shifting between different styles in not set order from A to K throughout a lesson. In particular, to achieve the objectives of learning and develop student autonomy as noted in the previous section, Mosston and Ashworth (2002) noted the need to cross what they named the discovery threshold. This is where students learned to produce solutions to challenges, promoting knowledge, skills and positive attitudes to learning, not just to reproduce what the teacher modelled. This means that a PE teacher can transfer from reproduction teaching styles (A-E) to production teaching styles (F-K) in order to achieve their learning objectives.

In the next section, in order to understand how teaching styles have been used with PETE students, I will review two previous studies focused on the use of the Spectrum of teaching styles referring to Sympas and Digelidis (2014), and Caluza, Diaz and Garbon (2015). These articles have different objectives regarding the use of Mosston and Ashworth's teaching styles in teaching and coaching. The purpose of Caluza, Diaz and Garbon' work (2015) was to discover the teaching styles among the professors in MPE program as well as the effects of the professors' teaching styles on their students at Leyte Normal University in the Philippines. Sympas and Digelidis (2014) aimed to examine physical education student teachers' beliefs and their intention about the use of the Spectrum teaching styles in the future.

These studies focused on the Mosston and Ashworth's teaching styles framework. Sympas and Digelidis (2014) stated their assumption based on the constructivist approach because they believed there is a relationship between PE teachers' prior knowledge, which they gained from physical education classes during K-12, and their

intentions about the use of Mosston's teaching styles in the future. Consequently, the same authors assumed that "physical education students' prior beliefs play an important role in their intention to adopt or reject specific instructional approaches as future physical educators" (Syrmpas & Digelidis, 2014, p. 52). These authors found that the PE teachers prefer to apply the reproduction teaching styles more than the production teaching styles as these teachers have been experienced being taught the reproduction teaching styles throughout the school age.

In contrast, Caluza, Diaz and Garbon (2015) aimed to explore the use of Mosston's teaching styles among Master in Physical Education (MPE) professors and the effects of these styles on MPE students at Leyte Normal University. The results showed ideally that "students learned through experiential learning, guided discovery and self-check as facilitated by their professors". Also, "spectrum was very effective in the graduate program specifically in the MPE program" (p. 348), as it generated independent, adaptive thinking and promoted students' confidence to take on challenges. Key aspect of the Spectrum as indicated by both studies was the integration of learning domains with the social domain at the centre as students learned to work together to solve movement challenges as highlighter in Figure 10. In other words, PE classes should provide physical activities that are focused on the students' cognitive, social and physical developments in order to help them to develop their skills based on these learning domains.



Figure 10. The Learning Domains

Overall, Mosston and Ashworth’s teaching styles has several main ideas that help PE teachers to develop students’ skills. First, “the ability to identify the attributes makes it possible for the teacher to assess the quality and focus of each educational experience” (p. 12). Second, too much employment of command and practice teaching styles mainly will not enhance students’ performance or challenge the learning domains; as a result, a PE teacher has to shift smoothly between the teaching styles, such as reciprocal, self-check, inclusion and discovery teaching styles. Third, Mosston and Ashworth’s teaching styles can be used to develop students’ skills throughout a PE lesson. Finally, PE teachers need to develop the lesson plan based on the learning domains.

Introduction of the Instructional Models for Physical Education

The Spectrum teaching styles and the Instructional models for physical education are the foundation to teach PE effectively in order to help students to learn better and to achieve the objectives across the learning domains. This section is developed to provide a summary about the instructional models for PE. Metzler (2011) indicates that using model-based instruction in physical education can offer physical education teacher with several advantages. Also, “selecting and using the right model for the right purposes, in

the right way can lead to effective teaching at all times, regardless of content and class contexts” (p. 18). This means that each model has to be chosen based on the lesson objectives and the contexts to get a high level of learning. The following statements are the criteria to develop a model and also the benefits of using model-based instruction among physical education teachers as Metzler indicates:

1. A model provides an overall plan and coherent approach to teaching and learning.
2. A model clarifies learning domain priorities and domain interactions.
3. A model provides an instructional theme.
4. A model allows the teacher and students to understand current and upcoming events.
5. A model furnishes a unified theoretical framework.
6. A model has research support.
7. A model promotes a technical language for teachers.
8. A model allows the relationship between instruction and learning to be verified.
9. A model allows for more valid assessments of learning.
10. A model encourages teacher decision making within a unified framework.
11. A model directly promotes specific standards and learning outcomes (pp. 18-22).

According to Metzler’s summary, the main instructional models for physical education that meet his criteria are: sport education, inquiry teaching, teaching games for understanding, cooperative learning, teaching personal and social responsibility, direct instructions, personalized system for instructions, and a health-based approach (see Figure 11). Each model has a design which forms the foundation for all aspects of the model. Thus, PE teachers should fully know the details and the design of each model to

use these models appropriately within their instructions. Each model contains a different set of managerial plans, decisions, operations, learning activities, and assessments. Also, teachers and students have their own roles and responsibilities within these models. In other words, teachers have to know the expectations with pedagogical skills, content expertise, student management, and their own personal values for teaching. This section will provide an overview about the instructional models for physical education.

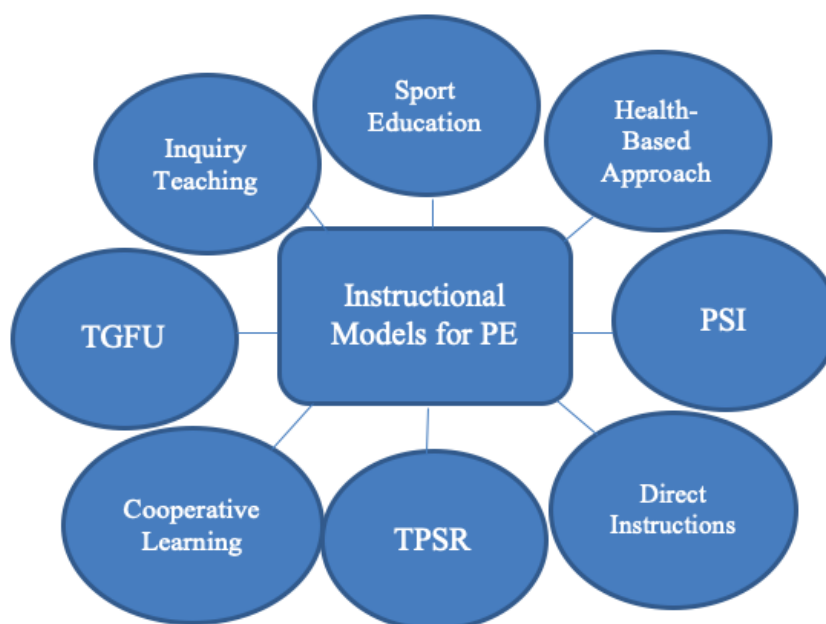


Figure 11. The Instructional Models for PE by Metzler

First, sport education model is one of the instructional models for physical education by Metzler. “The Sport Educational curriculum model was designed to provide positive motivational sport experiences for all students in physical education by simulating key contextual features of authentic sport” (Siedentop, 1994 as cited in Wallhead & Ntoumanis, 2004, p. 6). This model also focuses on developing students’ skills as well as engaging in other activities related to leadership, such as referee, coach,

captain and serving on a sports management team. The role of a PE teacher, based on this model, is to give the students some responsibility during a lesson to learn how to lead their team, cooperate within a team and learn skills. For instance, dance class can enhance students learning by giving them some roles, such as dancer, choreographer, sound tech, editor, dance coach and lighting manager (“How Can Physical Educators Motivate their Students,” 2017). The role of PE teachers while applying Sport Education model is to facilitate an appropriate strategy to help students to make an appropriate decision, and practice within the inclusion idea by working in a small group (Wallhead & Ntoumanis, 2004). Thus, applying a Sport Education model can give the students a positive experience in the class, so they are likely to practice physical activity outside of school.

Second, Metzler (2011) indicates that the inquiry learning approach and the problem-solving strategies have some similar ideas that are described under many different names, such as “student-centered teaching, problem solving, exploration teaching (Barrett, 1970), and guided discovery (Mosston & Ashworth, 2002)” (p. 325). Throughout applying these terms, PE teachers can use questions to guide the learning as a main foundation in these terms. As it is argued by Metzler, “the inquiry teaching model encompasses much more than any one of them” (p. 326). The key element in “the inquiry learning model is that student learning occurs in the cognitive domain first” (p. 326). So, the teachers can ask the students questions that lead them to think and then answer by performing some movements that expressed in the psychomotor domain.

Third, a tactical games model was invented by David Bunker and Rod Thorpe (1986) in the year 1982 as it is called teaching games for understanding (TGfU). These

scholars argued that “physical education programs should attempt to teach the underlying principles of games so that students really understand each game’s structure and tactics, along with the necessary performance skills” (Bunker & Thorpe, 1982 as cited in Metzler, 2011, p. 357). Thus, this model can help the students to perform the games much better by applying appropriate tactics and techniques. Metzler also indicates that an appropriate development of the game versions can help the students to play a game as adult versions of games. There are four types of games: Invasion (Territorial), Net/wall, Fielding/run scoring, and Target games (Butler, 1997 as cited in Mandigo et al., 2008; Almond, 1986 as cited Metzler, 2011).

Metzler suggests that when PE teachers apply TGFU the students can recognize and carry over some tactical skills to other games in the same category because the games under the same category have many common features. Basic concepts, such as positioning, off-the-ball movements, with-ball skills, playing offense, playing defense and tactics are the building blocks within each category (Metzler, 2011). For example, “the concept of defensive positioning is quite similar for soccer, basketball, and hockey” (Metzler, 2011, p. 358). In other words, if the students perform a defensive positioning very well within a soccer unit, they can transfer this performance easily to a basketball or a hockey game.

Fourth, “the cooperative learning model was developed and initially researched at Johns Hopkins University in the mid-1970s” that was led by Robert Slavin (Metzler, 2011, p. 228). Slavin developed this model based on three main concepts: team rewards, individual accountability, and equal opportunities for success for all students, and it was known as Student Team Learning (STL) (Slavin, 1983 as cited in Metzler, 2011). As

noted by Cuseo (1992), researchers developed 6 procedural elements that give the cooperative learning “model much of its identity and uniqueness”, these elements are: “intentional group formation, continuity of group interaction, interdependence among group members, individual accountability, explicit attention to the development of social skills, and instructor as facilitator” (Cuseo, 1992 as cited in Metzler, 2011, p. 229). These elements make this model different to other collaborative or small-group instructions (Metzler, 2011).

The major instructional goals for Cooperative learning are: “(1) to foster academic cooperation among students, (2) to encourage positive group relationships, (3) to develop students’ self-esteem, and (4) to enhance academic achievement (Hilke, 1990 as cited in Metzler, 2011, p. 230). This means that the process of learning must be applied within the cooperation process between students. This can be achieved by applying the teacher planning carefully and “monitoring of the group process” in order to avoid occurring the model disadvantages (Metzler, 2011).

Fifth, teaching personal and social responsibility through physical activity (TPSR) was first developed by Don Hellison “as a way to teach physical education to inner-city youths who were known to be at risk in several places: in school, at home, as gang members, and as participants (and victims) in violent crimes” (Metzler, 2011, p. 393). Within this model, the students can practice how to be responsible for themselves and others. The key idea in TPSR model is that “responsibility and physical activity (skill and knowledge) are not separate learning outcomes; they must be pursued and achieved at the same time in TPSR” (p. 393). The most important outcome in TPSR model is that the students should learn how to recognize, accept, and act on their personal responsibilities

throughout the physical activity settings. Also, PE teachers can apply the TPSR model when they plan to achieve the personal and social development. For example, “a teacher could be using Peer Teaching in a middle school fitness unit and incorporate several TPSR strategies to help students make better decisions for themselves and for others while they are in the role of tutor” (Metzler, 2011, p. 393). The TPSR model could be combined with other models such sport education to help the students to practice taking responsibilities and making decisions throughout having roles.

Sixth, the direct instruction model is based on giving students direct instructions by the teacher, and the students practice the skills and the movements with few decisions. Mostly, the students follow the teacher’s directions and response to the teacher’s questions in a pattern that provides a high level of practice. While the students practice the skills, the teacher can observe the students’ behaviors and provide corrective feedback. This can be effectively accomplished by developing unit content with “a series of sequential performance skills and areas of knowledge” (Metzler, 2011, p. 174). It has been suggested by Metzler that a task analysis and a list of content areas need to be covered to accomplish effective unit content. “Each skill and knowledge area will contain a set of specific performance tasks for students to practice and learn” (p. 174).

Seventh, a personalized system for instruction (PSI) model has some key elements. First, students’ progression is based on their “own pace through a sequence of prescribed learning tasks” (Metzler, 2011, p. 200). Second, “every learning module includes information on task presentation, task structure, error analyses, and performance criteria given to students in a written and/or mediated format” (p. 201). Third, the students can view videos and read prepared materials rather than watching the teacher

while he/she is explaining the skills. This method allows the teacher to provide “instructional interaction with the students”, and not spend the time on the lesson functions that mentioned earlier (p. 210). Finally, after completing all of the tasks based on the performance criteria, the students can move to the next task independently and without the teacher’ directions. A personalized system for instruction model is designed to be used when the teacher has a big number of students, and it allows the teacher to give the students one-on-one tutoring (Keller & Sherman, 1974 as cited in Metzler, 2011).

Finally, the health-based physical education (HBPE) “model is rooted in the self-determination theory of motivation”, “which supports the idea that individuals’ motivation lies on a continuum from high (intrinsic) to low (amotivation) levels of self-determination” (Deci & Ryan, 2000 as cited in Fernandez-Rio, 2016, p. 5). The key idea is “teachers can develop autonomy in their students by offering choice, options and decision-making opportunities”. Throughout these opportunities, students can feel the progression by providing a positive experience for all students (Fernandez-Rio, 2016, p. 5). Developing HBPE programs needs four fundamental actions, which are: (1) “teachers should promote physical activity in all lessons”, (2) “teachers must develop knowledgeable movers”, (3) “teachers must create a needs-supportive learning environment”, and (4) “the school, family and community must join forces to promote healthy physical activity habits” (Bowler & Sammon, 2015a as cited in Fernandez-Rio, 2016, p. 6). Thus, the main benefit of the health-based model is to “develop healthy, lifelong leisure-time physical activity habits in students” (p. 6).

To sum up, applying The Spectrum teaching styles and Metzler's models give the students several advantages, such as health, fitness, cognition, physical development, social maturity and academic achievements. These advantages should be accomplished within the PE class. In relation to the BC's educational system these approaches to teaching and learning in PE work very well. As noted below:

British Columbia's redesigned curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant ("Curriculum Redesign," para. 3).

As such both the spectrum of teaching styles and the models of instruction build in the key ideas of wholistic learning and social interactions. BC curriculum has three elements: Core Competencies (these include Thinking, Communication, Personal and Social responsibility) and essential learning (Learning standards), with literacy and numeracy foundations. All of these three elements are important to be considered while planning and teaching PE lessons.

The Teacher's Socialization Processes throughout their Traditional Practices

A challenge for students becoming PE teachers is their socialization into sport as generally successful athletes. Being successful at sports and an array of physical activities does not, however, mean a person is effective at teaching those physical activities to students in schools. Richards et al. (2014) argue that, "One factor that appears to have particular salience in determining whether teacher education will be effective in helping recruits to adopt knowledge, skills, and dispositions in line with best practices is the degree to which they are oriented toward teaching or coaching" (p. 119). Perhaps, PETE students' intentions to study PE are key elements to determine whether the teacher

education program will develop their perspectives or not. Teacher occupational socialization literature suggests that teachers, and PE teachers in particular, are socialized by an ‘apprenticeship of observation’ (Lortie, 1975). The occupational socialization in PE “includes all of the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers” (Lawson, 1986, p.107). This section will provide for detailed overview about the impact of teacher occupational socialization discussed in chapter 1 in relation to acculturation, professional socialization and organizational socialization phases on PETE students’ perspectives towards the teaching profession.

Graber, Killian and Woods (2017) used the occupational socialization theory in their work to explore the influence of acculturation stages on those who want to become PE teachers, and to provide a valuable insight, assumptions, values and beliefs that PETE students might carry forward in their teacher education program. Their work also aimed to help faculty in universities and colleges to develop their programs as well as to support PETE students to get high quality practices by improving trainees’ personal values and beliefs. This section will address the socialization process throughout each phase, and introduce the recruits’ experiences that can influence their “beliefs, values, and behaviours related to teaching” (pp. 64-65).

Acculturation (pre-training phase)

During school age, the students communicate with their teachers, administrators, coaches, and other persons in the school as a direct contact, and the students spend around 13,000 hours inside the school (Lortie, 1975). Graber, Killian and Woods (2017) explained that these communications and experiences in K-12 schools have an influence

on the recruits' beliefs, values, and assumptions about the teaching profession. This period of time can be described as the apprenticeship-of-observation, and the individuals can develop what it is called a subjective warrant (Lortie, 1975). "A subjective warrant is an individual's perception of what is required to be successful at a given occupation and how well the individual believes he or she can meet those requirements" (Graber et al., 2017, p. 65). Here, the pre-career experiences are important to study because these experiences are "more powerful than formal teacher education programs" (McCullick et al., 2012, p. 180). Probably, the students' observation of their teachers or/and their coaches' behaviors at the school can be important to develop their beliefs towards teaching and becoming PE teachers.

According to Graber, Killian and Woods (2017), teaching or coaching orientations can play a role in a recruit's behaviors towards the teaching profession. Some students, for example, will decide to be in the teaching profession program because of their passion in coaching. Thus, these students will develop their behaviors towards coaching as they are less interested in the teaching processes dealing with more heterogenous groups of students. Other students who have a teaching orientation role will develop their behaviors that related to the teaching role.

Professional Socialization (preservice training phase)

Once a PETE student enters his/her teacher education program, the professional socialization starts (Graber et al., 2017). A study by McCullick et al. (2012) on 798 PETE students showed that many of the students were from families whose parents were teachers while the rest of the students were interested in helping others and had conservative backgrounds. However, Graber, Killian, and Woods argue that many PETE

students enter the teacher education program for other reasons such having a passion to promote health and fitness positively among children, and these students are less interested in teaching sports and games. Likely, these students might not be able to teach sports that are important in the physical education program, but they could encourage students to be healthy and active by performing some physical activities and not by playing games. Some PETE students, on the other hand, show their interest as teaching oriented and less interest in a coaching orientation than the previous generation (Pike & Fletcher, 2014 as cited in Graber et al., 2017). Nowadays, PETE students maybe seem to be more awareness of the differences between teaching and coaching roles, which is also based on the structure of the physical education teacher education programs (McCullick et al., 2012). However, PETE programs may no longer offer a coaching role to recruits (Graber et al., 2017). In other words, the recruits' intentions to enter the teaching profession program can play an important factor that influence recruits' behaviors during the professional socialization phase.

In the field experiences, PETE students could follow some behaviors that were performed by their past teachers and/or coaches during K-12 as a part of their apprenticeship-of-observation rather than following their professors during the teacher education program (Curtner-Smith, 1999). This means that the acculturation has a bigger impact on the PETE students' beliefs compared to their professional socialization. Graber, Killian and Woods (2017) claimed that "given the dialectical nature of the socialization process, the effectiveness of teacher education may be contingent on the types of beliefs and experiences, sometimes referred to as "baggage", which recruits carry into the teacher education program" (p. 68). Regardless of how, "when recruits are

presented with information that does not align with their previous beliefs and experiences, they may choose to ignore or filter out that information” (p. 68). Recruits with strong coaching orientations are likely to filter out the knowledge that does not match with their past coaches’ behaviors more than the students with teaching orientations (Richards et al., 2014c as cited in Graber et al., 2017). It is therefore assumed that teacher education programs could be more effective among the students with a teaching orientation more than the students with a coaching orientation.

Organizational Socialization (induction)

The organizational socialization phase begins when the PETE student becomes certified as a professional teacher and enters the teaching profession. Throughout this stage, the PE teachers encounter an array of people, such as other teachers, administrators, parents, and presenters at in-service workshops or professional conferences, and well as students (Richards et al., 2013 as cited in Graber et al., 2017). “Many different socializing factors influence the manner in which new teachers conduct themselves and fulfill their teaching responsibilities” (p. 73). School culture and the levels of power are factors that can impact the teachers’ perspectives. These factors might be difficult or easier to adapt to depending on “individual personalities and the type of setting into which these teachers are being inducted” (p. 73).

Richards, Templin and Gaber (2014, pp. 120-121) define the school’s organizational culture as it is described by Lawson (1989) as the following: it is “largely unwritten and consisting of deeply embedded assumptions, which are accepted and professed by veterans and powerful school personal” (p. 120). The organizational culture has two functions. One function is to help “the school and its members meet external

environmental demands.” The other function is to facilitate the internal integration of diverse school workers into a common understand of practice in the school (Lawson, 1989 as cited in Richards et al., 2014, pp. 120-121). Templin and Schempp (1989) claim that “organizational socialization proceeds on the basis of interaction and learning” (p. 149). This “should allow new teachers to learn the ropes and become accepted in their schools” (p. 149). Nevertheless, the socialization among schools is different even for schools in the same district. As teachers work within schools this become known to them, often leading to occupational mobility as teachers attempt find a better workplace (Becker, 1952 as cited in Templin & Schempp, 1989).

Many new teachers struggle when they start teaching. One reason for this is getting full responsibilities for their teaching jobs that can created “reality shock” (Graber et al., 2017). Schempp et al. (1993) discussed this unexpected situation in the school environment that can lead the new teachers to forsake what they have learned in their PETE programs and what they have articulated as their beliefs about teaching PE in order to comply with the dominant teaching processes in the school. This tends to happen less in the schools which “support what new teachers have learned” (Zeichner & Tabachnick, 1981 as cited in Graber et al., 2017, p. 73). Another view by Templin and Schempp (1989) states that “such variability within and across schools in their organizational socialization is a basis for conflict within teacher education programs...When there is a wash-out effect, organizational socialization is in part responsible for it” (p. 150). In other words, having many responsibilities and unexpected situations in the school environment can lead new teachers to not apply what they learned throughout their teacher education program.

Practices in PE Teacher Education Program that May Hold Promise for Overcoming Teacher Socialization

Templin and Schempp (1989) indicate that “almost everyone considers field experiences in teacher-training programs to be critical” (p. 81). Haberman defined the student teaching as “the heart and mind of teacher preparation” as it is cited in Templin and Schempp (1989, p. 81). Recently many of the physical education teacher education programs offer both early field experiences and student teaching (Placek & Silverman, 1983 as cited in Templin & Schempp, 1989). This study has focused on PETE students who are in the physical education teacher education program at the University of Victoria. This teacher education program includes content courses associated with teaching PHE in BC schools as well as field experiences that PETE students can attend within EPHE 352 and EPHE 452 courses. A field experience is most often considered as the most powerful part in PETE program (Templin & Schempp, 1989). Templin and Schempp comment that “researchers and teacher educators should study what happens to trainees in the field” experience because it represents “the closest juncture between formal teacher training in the universities and on-the-job training in schools” (p. 81). Thus, examining the field experience as an educational experience with PETE students in their teacher education program is a critical mechanism to understanding a PE teachers’ growth and development (Patton et al., 2015).

Socialization Processes of PETE Students Learning in Field Experiences?

This section was developed to answer the question, “How do Socialization Processes help PETE Students to Learn in the Field Experiences?” It provides some

assumptions that can help professors at the universities to maximize effective training programs to their students based on the socialization processes.

First of all, Templin and Schempp assume that “a single, central vision of the ideal teacher must guide each program and professors must adhere to this vision as they teach trainees” (p. 83). The reason for that is to achieve the main goal of the professional teacher education programs, which is “to prepare the best entrants for the teaching work force” (pp, 82-83). Also, the teacher education program goals need “to share and should be sufficiently flexible and complex to allow both professors and trainees their individualistic variations (personal perspectives)” (Templin & Schempp, 1989, p. 83). A study by Graber et al. (2017) indicates that “the role of teacher education programs was to provide learning experiences for future teachers based on the professional ideal of the time” (p. 63). The assumption here is that teacher education program goals might be varied so as to be suitable for all different kind of perspectives to achieve both professors and students’ goals, and it should offer real life school experiences to PETE students.

Another assumption is that “in maximally effective training programs, professors understand how teachers are socialized throughout their lives, who the most significant agents are likely to be, and how socializing influences occur” (Graham, 1987 as cited in Templin & Schempp, 1989, p. 83). These authors also suggest that professors can increase their impact within the programmatic perspective by using appropriate strategies. Additionally, they claim that the professors can help the students to fully understand the professional knowledge that can improve PETE students’ perspectives within the teacher education program; this can help to keep the socialization processes under their control (Templin & Schempp, 1989). Similarly, Richards, Templin and

Graber (2014) argue that “faculty in some teacher education programs, particularly those who recognize and acknowledge the influence of acculturation, have been able to more strongly impact the teaching behaviors of their graduates” (p. 118). To maximize the impact of the teacher education program, Richards, Templin and Graber (2014) suggest that a progression structure of the teacher education program is required to develop PETE student’ subjective theories and to implement a new knowledge throughout real teaching practice. Thus, the teacher education program should be a combination of seminar courses and practicing teaching in a field experience to facilitate reflection (Smith & Schmidt, 2012 as cited in Richards et al., 2014).

A literature review by Richards, Templin and Graber (2014) also stated that PE educators may have a positive impact on PETE students’ perspectives if these educators understand the influence of PETE students’ favorite past teachers from kindergarten to grade twelve (Smith & Schmidt, 2012 as cited in Richards et al., 2014). However, it can be hard to get at the ‘best’ as the process of “socialization is not understood well enough yet.” Also, the socialization in field experiences is complex “because of the additional contexts and people involved” (Templin & Schempp, 1989, p. 83). Therefore, these scholars suggest that understanding the PETE students’ acculturation socialization phase (prior to the teacher education experiences) could maximize the impact of the professional socialization phase (the teacher education program) on recruits. It seems that teacher education instructors who are aware of the impact of the PETE students’ modeling role can be able to help PETE students to adjust their behaviours and attitudes in the field experiences. The reason for that is the PETE students are inclined to copy the behaviors that were performed by their favourite teachers and or coaches in the

acculturation phase unquestioningly, unless they are given opportunities to reflect on these behaviours as they build their capacities to teach.

The third assumption by Templin and Schempp is that professors who ask the right questions about what happens to trainees in field experiences could learn much about how to orchestrate socializing influences effectively to guide trainees toward the programmatic perspective desired (p. 83).

This means that instructors need to link their teaching practices in university courses to PETE students' prior experiences of being taught, especially in relation to previous field experiences. By doing this, instructors can enable PETE students to become more actively aware of the socialization experiences they have had and therefore how to move forward with refining and acting on their beliefs about worthwhile teaching practice. Also, examining the past experiences that the PETE students gained in other courses within their teacher education program can help to support their learning in the field experiences. The purpose of this is to accomplish the PETE students' progression related to learning to teach PE, and to complete if they missed anything such the teaching practice in other courses to focus on what was missed.

From another perspective, instructional approaches should be applied by professors in the teacher education program to increase the learning benefits among students (Curtner-Smith, 2009 as cited in Richards et al., 2014). For instant, sport education "may be one such instructional model as it tends to align with recruits' interests in team sports while also reflecting a research-based approach to teaching PE" (Stran & Curtner-Smith, 2009 as cited in Richards et al., 2014, p. 119). Previous research

literature, however, gives little information about how professors could use effective programmatic messages to PETE students in the field experiences (Templin & Schempp, 1989). I suggest that professors need to understand the socialization processes as well as apply methods in their courses, such as the instructional models for teaching PE as well as help the PETE students to develop their personal perspectives on teaching PE within the teacher education program.

Finally, teacher education faculty can present a relative agreement over the knowledge, skills, and dispositions that are required to teach PETE students effectively by applying a shared technical culture concept (Lortie, 1975). As Lawson (1986) suggests, “a shared technical culture is presumed to be an important contributor to the effectiveness of teacher education programs” (p. 111). This can be provided with concepts explained through core texts recognized by the field, research articles in peer-reviewed journals, all designed to increase PETE students’ knowledge in regard to physical education and how it is taught. In addition, Hung Cheng and Chee Pang (1997) argue that “during the course of the initial training programme, more discussions concerning the conduct of the profession should be included” (p. 200). The purposes of this are (1) to help PETE students to feel more confident, (2) to increase their beliefs towards teaching PE, and (3) to be more responsible of their decisions (Hung Cheng & Chee Pang, 1997). In other words, the teacher education programs should offer a rich knowledge base and engage discussions that lead students to improve their ability to understand PE and how to teach PE.

Chapter 3: Methods

The purposes of this research study are: (1) to provide an evidence-based case study on PETE candidates' experiences learning how to teach PE by applying contemporary PE instructional practices, (2) to describe PETE teacher candidates' developing perceptions about teaching PE after taking the culminating courses in their PHE teachable area courses, and due to the COVID-19 pandemic from 2020 to 2021, (3) and to explore the impact of COVID-19 pandemic on PETE students who are taking the EPHE 452 course throughout spring semester in the year 2021 on their learning to teach PE. The participants of the study are students who were taking the EPHE 452 course throughout spring semester in the year 2021. This chapter describes the methodology used to answer the purposes of this research. The chapter is divided into the following sections: research design, sources of data, sampling, data collection, data analysis and timeline of the study.

Design

This study used a combination of qualitative methodologies including autoethnography, ethnography participant observation, and a case study design. These methodologies were used to explore how the participants developed their perceptions toward teaching physical education based on their teacher education program at the University of Victoria, their past experiences of being taught PE and coached in a sport, and the processes of how PETE candidates learned to teach PE based on the Contemporary PE Instructional practices. These practices are based on the use of Mosston and Ashworth's teaching styles (2002), and the instructional models for PE described by Metzler (2011) outlined in chapter 2.

As a researcher, I used the autoethnographic method because as an international student my previous practice as a PE teacher was in Jordan and autoethnography allowed me to explore these experiences. It offered a useful method that helped me to unpack my socialization experiences in learning to teach physical education before I attempted to help the PETE students unpack their socialization experiences. As Ellis et al. (2011) indicate an autoethnography approach is “an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience” (p. 273). Thus, this approach helped me to understand how I learned to teach physical education throughout my teacher education program in Jordan. This was achieved by used a systematic sociological introspection process by drawing out critical situations that happened during my experiences as a student, in my teacher education program and as a practicing teacher. These situations were stimulated using memory work using the repertory grid elicitation process outlined by Hopper (1999, 2006). Essentially, this process asks the participant to recall past teachers and significant coaches in their life. This allowed me to compare my experience with the participants’ experiences in learning and teaching PE.

Moreover, using autoethnography as a core methodology helped me to examine the phenomenon of teacher socialization in this study from my own as well as the PETE students’ perspectives. As Brooks and DinanThompson (2015) illustrate, their experiences as elementary PE teachers is the phenomenon that includes an emotion, relationship, program, organization or a culture. Thus, my experience in learning to teach physical education as a pre-service student is the phenomenon that I will examine by representing my experience within a Jordanian culture. A similar method was used by

Legge (2014) called a snapshots style to share his experience in teaching in Maori culture. Legge provides explanations and sub-story after each snapshot; writing snapshot stories can help form a chronicle of the writer's life. Therefore, using snapshots style was an effective style in this study because I provided short snapshot stories that include many details to help to examine my socialization as a PE teacher. Additionally, "the value in the autoethnography genre is the knowledge that examines the researchers' social, culture and political positioning...telling stories and sharing experiences based on existing critical and social theory can help the reader to understand the study" (Cameron, 2012, p. 2). In other words, applying the autoethnography genre based on the occupational socialization theory, the snapshot approach offers an effective technique to examine the relationship between my perspectives about teaching physical education and the factors that influence my beliefs and values toward teaching physical education.

Ethnography is a second approach that was used in this study. I observed EPHE 352 in a fall semester in 2019 course to collect insights on the teaching and learning process as I prepared to complete this study. These observations helped me to narrow my research question down as well as to observe PETE students' behaviors throughout the EPHE 352 course. During the COVID-19 pandemic I again observed EPHE 352 throughout fall semester in 2020 to reframe the scope of my research project. These two informal observations allowed me to become acquainted with the processes of the teacher education courses and to develop my ability to connect with students through my second language of English. In the subsequent year in 2021 the EPHE 452 course became the participant observation site of my study during spring semester. This course was a hybrid version online via Zoom meeting and in person in a local middle school to complete the

students' experiences in teaching PE. In this observation process I followed a case study within EPHE 452 course to observe the students' interactions, materials they learned and the experiences that shaped their understanding of becoming a PE teacher.

A case study design is an approach which is commonly used by qualitative and quantitative researchers in order to understand the particulars of a particular phenomenon. As an approach it focuses on a person, process, event, group or organization; it is a useful to answer "how" and "why" questions (Sparkes & Smith, 2013). As suggested by Stake (2005) there are three kinds of case studies: (1) the intrinsic, (2) the instrumental, and (3) the collective case study. Stake (2005) calls

a study an intrinsic case study if the study is undertaken because, first and last, one wants better understanding of this particular case... [He uses] ...the term instrumental case study if a particular case is examined mainly to provide insight into an issue or to redraw a generalization (p. 445).

The collective case study is used when there less interest in one particular case, but rather a number of cases that may be studied jointly in order to investigate a phenomenon, population, or general condition. Stake classifies this as the "multiple case study or collective case study" (p. 445).

The present study focused on a collective case study to investigate how PETE students learn to teach physical education and how their beliefs, values, and attitudes toward teaching physical education have been changed within their teacher education program. The students in the EPHE 452 class were invited to participate in this study. Three students (two males and one female) volunteered near the beginning of the EPHE 452 course, and once ethical approval was received (see Appendix A), they were

interviewed based on their availability. The students who volunteered were students who had previously met me in EPHE 352 course and created the cases for this study. I suspect that previous relationship made them more inclined to be interviewed in my study as we had built a trusting relationship when teacher education courses were not limited to on-line instruction. None of the other students in the course objected to my presence in the course as a participant observer. In summary, the research design had three components: (1) an autoethnographic piece exploring students' socialization into becoming PE teachers based on interviews with 3 PETE students, (2) an ethnographic piece of my participant observation in the EPHE 452 course to explore PETE students' behaviours and progression within this course, and (3) then combining (1) and (2) in a collective case study based on my participation in the course and the three students who were interviewed prior to completing course requirements in the EPHE 452 course and then again after completing the course.

Sources of Data Used in the Study

The data in this study was a combination of three resources, including (1) two interviews with the participants, (2) the EPHE 452 course based on my observation and resources generated in the course and shared by the participants in their digital ePortfolios including their final exit interview with a professional from the educational field, and (3) the online classes and the field experience in a local middle school. During the analysis process these data sources were combined with the autoethnography approach to share my personal experience in learning to teach PE along with the participants' experiences in the course. This comparison helped to inform my analysis as

I reflect on the Jordanian culture and the Canadian culture of learning to teach physical education.

Sampling

The eligible participants had to complete a specific criterion in order to participate in this study. First, the participants had to have taken the EPHE 352 course prior to the EPHE 452 course. Second, they had to be willing to be interviewed outside of the class. Third, their age was to be between 18 to 25 years old. Fourth, I was seeking a combination of males and females. Finally, it was necessary that they were able to complete course requirements.

Students enrolled in the EHPHE 452 course in the winter term of 2021 were voluntarily recruited to be involved in the study. The first group was PETE students who participated in the two interviews (at the beginning of the course and at the end of EPHE 452 class) and who had completed EPHE 352. The second group was PETE students who participated as members of the EPHE 452 class whose experiences were noted as part of a participatory observation process.

Data Collection

The data collection emerged in three phases:

1. The first phase was to observe EPHE 352 course for three months in the Fall term of 2020 in order to narrow my research question down while observing PETE students' behaviors to teach PE in an on-line course due to COVID-19 restrictions.
2. The second phase was to observe the EPHE 452 course to observe the students' interactions.

3. The final phase was to interview the participants two times: (a) the first time at the start of the EPHE 452 course to ask the students questions related to their past teachers/coaches and related to their initial experience throughout EPHE 352, and (b) conduct a second interview after students had finished the EPHE 452 course to investigate how PETE students' perspectives have developed after their experiences EPHE 452 and the integrated experience teaching in a school.

Drawing on Sparkes and Smith (2014), two types of the interviews were used in this study. The semi-structured interview and the unstructured interview.

Throughout the semi-structured interviews researchers use open-ended questions and a pre-planned interview to guide them to a direct interaction (see appendix B and C).

Also, this structure allowed me to collect data about the focus of the study while giving the participants the opportunity to express their own thoughts and feelings. The main strengths of the semi-structured interview are as the following:

It gives greater control to the participants than the structured interview ... It has the potential to allow the participant a certain degree of flexibility to express their opinions, ideas, feelings and attitudes... The participant can reveal much more about the meanings they attach to their experiences, thereby providing the interviewer with deeper knowledge about them than could be gleaned from a structured interview. (Sparkes & Smith, 2014, p. 84)

As noted by McMahon and MacPhil (2007), open-ended questions were used in this study to explore more details related to pre-service teachers' experiences, and to clarify any misunderstandings from participants' responses in order to gain honest and realistic insights.

Due to the COVID-19 pandemic the two interviews were conducted online with no face-to-face connections with the participants (see Figure 12). The first interview was conducted after approval from the research ethics was received. The study invitation was done at the end of the class by providing a short summary about the study and reading the study script. My email was sent to everybody as a comment on the zoom meeting chat, so the students could connect with me if they were interested in participating in the study. Within a week, I got three volunteers, two male students and one female. A signed consent form was sent back to me via email (see Appendix D).

A similar study by McMahon and MacPhil (2007) used the semi-structured interview design to examine the influence of PETE students' past experiences on their learning to teach Sport Education Model (SEM). Drawing on this study, the first interview focused on the PETE students' feelings and beliefs towards teaching physical education and their past experience stimulated using a memory recall process outlined on in the next section. In the second interview these feelings and beliefs were re-examined as well as insights were gained on PETE students' perspectives towards teaching after taking the course and having a course integrated field experience in a local school. Each online interview was from 30 to 45 minutes.

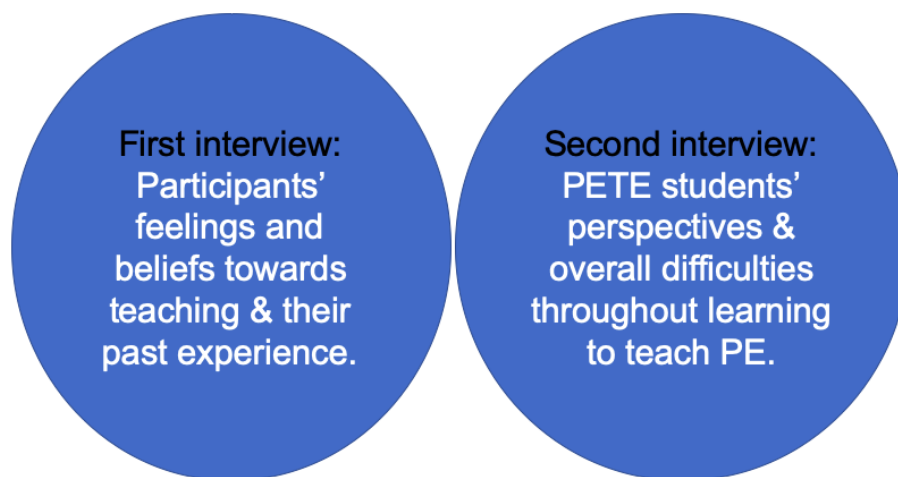


Figure 12. The Interviews Descriptions

All the final interviews were online and there was no face-to-face contacting with the participants due to the COVID-19 pandemic. So, emails were sent to the participants to ask them about their availability to join the Zoom meeting link. Their responses were different based on their availability to meet. For example, the second interview was conducted after the participants had done the EPHE 452 course as well as their own final exams of the Spring semester. So, I waited until they finished their exams and then the interviews were conducted.

Notes from class observations were typed and stored in a Google Folder on my personal computer. These notes included the details of contents and contexts that were discussed throughout 452 EPHE classes as well as the participants' behaviours and groups discussions. PETE students engaged in posting summary articles and comments on Folioz.ca digital ePortfolios forum entries and google classroom page¹. So, all of this

¹ The Folioz.ca digital portfolios can be found at <http://folioz.ca>, it is described as a digital learning hub.

data, with the permission of the students in the class, were also included as a part of a class observation. Additional artifacts from the course were also captured and stored in a digital folder. These artifacts included things such as extracts from students' digital portfolios or resources they generated as a part of their learning process within EPHE 452 course.

Repertory Grid Elicitation Process

To stimulate past memories of being taught PE or coached a sport an elicitation process was drawn on from the repertory grid process outline by Hopper (1999, 2005). This elicitation process was originally developed by psychologists to map changes in schizophrenia patients' beliefs about a phenomenon in order to help them overcome negative behaviours. Hopper (1999) used it to elicits PETE students' beliefs and values about teaching PE and then track how those beliefs and values shifted after a teacher education course and a practicum experience. For this study the elicitation process of comparing past teachers and coaches was used to stimulate stories and emotional recall about being taught PE or coached in a sport from the participants.

The process of elicitation included collecting data from memories stimulated by a comparison of past teachers/coaches (Hopper, 1999). To understand how to use this elicitation process I performed the process with the assistance of my supervisor. In the memory work process, I had to remember teachers who I considered as effective/good or ineffective/not good, in order to stimulate details related to my past teachers in school, sport coaches and in my teacher education program. The elicitation technique was being used to help me to recall memories related to my past teachers/coaches (Kelly, 1955). Throughout this technique, past effective and ineffective teachers were defined (Hopper,

1999). For example, I had to assign at least eight memorable teachers to the appropriate role titles that showed in the grid chart. An online interview was conducted by my instructor to help me to recall memories while applying the grid method. The open-ended questions were used to compare the three contrasting teachers; as Hopper (1990) indicates, “the repertory grid creates a process where the student teacher is comparing, contrasting, and synthesizing the similarities and differences between teachers” (p. 54). In other words, the repertory grid elicitation process focuses on comparing two good or not so good past teachers/coaches with one good or not good past teacher/coach, as identified by the participants, to find the similarities and the differences between their teaching styles. The following questions are examples of the elicitation questions that can be used to recall memories:

- If we compare the two good teachers (their names) together, what made them good or effective? or what are the similarities between them?
- If we compare these two teachers with the other not so good teacher (teacher’s name), what are the differences between them?
- Can you remember a class that worked very well with you? Why did you like this class more? What type of teaching styles were used by this teacher? Can you think of an example?
- Why are the two not good teachers (their names) different from the good teacher (teacher’s name)?

After I got the interview transcripts, I used the stories that were in the interview to help me to rewrite these stories in a first person of view. This step was important to remember and add many details in these stories. Four short stories emerged in relation to

my past good and not good teachers/coaches from my school age or from my teacher education program.

The repertory grid technique was also applied throughout interviewing my participants in the first interview. I used the same process of the questions to stimulate their memory related to their past teachers/coaches before entering the teacher education program. This was important to explore their experiences throughout the acculturation phase, and examine how these experiences might impact their behaviors within the professional phase. By the first interview time, I shared a table with the case studies and I asked them to identify at least 8 effective and not effective teachers/coaches throughout their school or university age. After I got the names, I prepared a list to compare two good or not so good past teachers/coaches with one good or not good past teacher/coach to help the students to recall their memory and to find the similarities and the differences between their past teachers/coaches. Consequently, the PETE students shared many stories related to their acculturation phase which helped me to write these stories from a second person point-of-view.

Credibility and Challenges

The main challenges that I faced was trying to remember many details regarding my teacher education program as well as my past teachers at school. Overcoming these challenges promoted credibility in the autoethnography genre because I had to provide factual evidence throughout sharing my experience. In fact, I had to ask myself some questions to check the credibility in my stories, such as: "Could the narrator have had the experiences described, given available "factual evidence"? Does the narrator believe that

this is actually what happened to her or him?” (Bochner, 2002 as cited in Ellis et al., 2011, p.284).

The reader can check the credibility of the data related to my stories and the participants' stories by comparing these stories with her/his experience in learning and teaching PE. Basically, does what I say sound reasonable? does it connect to the reality that other PETE students and PE teachers experience? From my own perspective, I would argue that these experiences can be different or similar in other countries based on the school culture and the teacher education programs design, but the basic student and teacher relationship process transfer between cultures based on the similar ways that schools are set-up and run.

Ethical Issues and Approval

Throughout writing my experience and the case studies' experiences in learning and teaching PE, I recognized that I might implicate the people that are stated in the stories, for example, my instructors or my students or my classmates or the participants. As Ellis et al., (2015) claim, including other people's names in the stories can be considered as a relational ethics. In order to avoid that, I changed other people's names that I mentioned throughout my stories and the participants' stories. As a reminder of this ethical commitment I also signed the consent form as the participant and the researcher in the autoethnography study similarly to the consent forms that were shared with the case study participants. Also, I was responsible to represent exactly what happened throughout my teacher education program as Sparkes (2002) indicates that the author can be seen as a witness while sharing his/her experience. However, there is a challenge in the autoethnography approach, which is “most of us, most of the time, do not find our

research interests as deeply intertwined with our personal lives as autoethnography requires” (Anderson, 2006, p. 390). This means that although I took steps to conceal the identity of those in the stories, I had to represent my stories in an effective way that can help the reader to engage emotionally with my stories. Consequently, sharing some specific details and emotional insights, was an important technique to examine the phenomenon in my stories and the participants’ stories as well.

Data Analysis

To generate the transcripts and develop the data analysis process the close captioning tool in YouTube was used (Hopper et al., 2021). All the participants were aware and consented to this tool be used. Data analysis drew on the following steps:

1. Creating a private YouTube channel to download the interviews Zoom recorded.
2. Extracting the transcripts from YouTube, and then copying and pasting into Google Docs.
3. Cleaning up the transcripts and editing the paragraphs to separate who spoke the words.
4. Adding initial comments and thoughts.
5. Sorting, analyzing and categorizing data by using the “Highlight Tool”.
6. Extracting the texts into a new document to generate the main themes.
7. Comparing the findings with the occupational socialization theory and with the Contemporary PE Instructional Practices.

My intention was to use a simple and straightforward technique to analyze the data in this research. Based on the different data sources I used the following process.

For my autoethnography piece I re-read, labelled and categorized my stories to find the themes in my short stories. These stories were contained in the interview I did with my thesis supervisor to explore the repertory grid process and in the participants' interviews as well. Telling stories is an effective strategy that can describe the events from distance to help the readers to think about the events in a more abstract way (Ellis et al., 2011). So, I used first-person to tell stories related to my own experience in learning to teach PE (Camron, 2012). For coding, I used the "Highlight Tool" to organize, categorize and analyze the data (Hopper et al., 2021). I used this method to analyze the data because it is a flexible form and there is no cost to use this method. The main strength in a thematic analysis is that I can highlight some similarities and differences across the data set (Sparkes & Smith, 2013). Also, I followed the following steps while applying the thematic analysis: Immersion; Generating initial codes; Searching for and identifying themes; reviewing themes; defining and naming themes; and writing the report (Sparkes & Smith, 2013). I think these steps are easy to follow in order to find the themes. In the immersion phase I read and reread the interviews transcripts to be familiar with the contents, and to "notice significant details as well as make new insights about their meanings" (Saldana, 2011, p. 95).

Saldana (2011) described the data analysis process in the qualitative research as the following: "qualitative research has no standardized methods of data analysis", and it is different than the quantitative research which needs to prove the findings with "statistical formulas and established hypothesis-testing protocols". Other researchers argue that "recommended guidelines from the field's scholars" can be followed to analyze the data. However, there are three primary methods that the researchers can apply

while analyzing the data in qualitative research. These methods are: “deductive, inductive, and abductive reasoning”, p. 93). To find the themes, I applied two methods, deduction and induction methods. First, deduction is based on a conclusion from established studies (Saldana, 2011). This method was important to find some major themes that were drawn on similar studies, such as Templin & Schempp (1989), Hopper (1999), and Richards & Gaudreault (2016). Second, an induction approach was used to “explore and infer to be transferable from the particular to the general” (Saldana, 2011, p. 93). By following a deduction approach, other themes were found in order to answer the main and the sub research questions. The final method is abductive reasoning which can be used to generate evidence that is most likely to be based on clues (Saldana, 2011). Using deductive and inductive reasoning was effective to investigate all the facts that are included in all the data resources: interviews transcripts, course observation, and participants exit interviews (Saldana, 2011).

To analyze the video-conferencing recording of my interview with my supervisor and with the case study participants interviews I transcribed the transcript as described by Hopper et al. (2021). The interview transcripts were copied from YouTube, reformatted and then pasted into a Google document to use for coding. The next step was cleaning up the transcripts from informal and broken speech, such as “uhs”, “ums”, and “mmmm” as it is unnecessary to include them (Saldana, 2011). Also, the participants’ name and the researcher’s name were added to the transcripts to recognize who was talking. While cleaning up the transcripts, Google Docs enabled me to add initial comments to identify key ideas and initial thoughts as it is suggested by Hopper et al., (2021). Then, I read through the transcripts to highlight the main ideas that I believed were going to answer

my research questions. In order to organize and categories the ideas, the similar ideas were highlighted with the same color. The “Highlight Tool” was being used to extract only the highlighted texts that could answer the research questions to find the main themes. I then got a table that shows the main ideas which have similar color together. I wrote some main themes that I explored from my four stories as well as the participants’ stories in separate documents. Themes that emerged from my stories and the participants’ stories are reported in chapters 4 and 5 with supporting quotes from the stories and the interview quotes.

Chapter 4: Autoethnography Findings of the Researcher

How I Learned to Teach Physical Education?

This chapter summarizes the findings from the autoethnography piece developed in the study. This aspect of the study helped me to examine the phenomenon to inquire into my socialization process into becoming a PE teacher. In particular, I focused on my experiences in learning how to teach physical education, to reflect on how that made me receptive or resistant to ideas taught to me in my teacher education program to be a PE teacher. The purpose of this aspect of my study was to explore a process that could be used to consider how PETE students learn to teach physical education in relation to their past experiences being taught PE and coached in sports.

Below are insights on what the teacher education program at The University of Jordan looked like. Most of my teachers were males and only four of them were females who were out of around 20 male instructors. I was taught by female teachers with female peers for three subjects which were Gymnastics, Swimming and Rhythm, but the rest of my courses were being taught by male or female teachers with a mix of male and female classmates. In the practical courses, female students had different grading average than men due to the differences in the body characteristics in relation to strength, power and agility. In the teaching methods courses in physical education courses there some practical teaching practice experiences. For example, I taught my female peers a basketball lesson for 15 minutes with some warm up exercises. I think this experience gave me a good opportunity to practice teaching my peers before teaching kids at school, and I felt comfortable while teaching my peers as I was familiar with most of them. However, practice teaching happened with the university course and was not connected

to any field experiences with school-age students. I had to teach school-age students at school for one semester (three months) for three times per week as a practicum within my teacher education program.

Autoethnography Research questions

To focus on understanding my socialization in becoming a PE teacher, I applied the following question as a main research question:

- How did my experiences as a student both in school and in the university teacher education program influence me in becoming a PE teacher?

Eman's Short Stories

This section is provided four short snapshots related to my past effective and ineffective teachers in school and in my teacher education program. After each positive and negative snapshot, I provided some explanations to represent the Jordanian culture and my theme values that I believe are indicated in each sub-story (Legge, 2014).

Story 1: "Doing well in math but others got hit"

I was a quiet student and I had excellent marks in math, so I was lucky because my math teacher made me so nervous, especially when someone could not answer a math formula. I remember often as the math teacher entered the class; everybody was silent. Maybe because of her angry face or because of a long stick that she had.

I think I was smart in solving math problems, or maybe her clear and precise style in showing how to solve math problems helped me, but I seemed to understand, unlike most of my peers. In any class students have different levels in understanding, and math problems seem to exaggerate that range of understanding, but for this math teacher getting it wrong seemed personal to her.

When my math teacher asked a question, everybody froze as she could suddenly pick anybody out to go to the board and solve the question. I remember vividly one time, she wrote a question from our homework on the board, and at that moment many students put their heads down. I felt the fear “I hope she will not choose me”. Then, she chose one of my classmates to solve the question. My classmate went toward the board shaking, almost overcome with dread, she could not solve the question. “Whack!!” my classmate got hit with the long stick. I stared back blankly, I could solve the problem, but I dared not speak. We all feared math class, even me who was good at math.

Unfortunately, hitting students was common at Jordanian schools in the 1990s. Different kinds of hitting were being used by many teachers, such as using sticks or with their hands. I think these teachers applied this method due to their beliefs towards hitting, which could adjust the students’ behaviors and their skills in learning, a form of behaviorist idea for shaping learning. Nevertheless Pritchard (2009) argues that “to apply models of behaviorism in the classroom, it is necessary to have clear ideas of the behaviors (operants) to be encouraged and reinforced. These behaviors could be either related to general behavior (in the good/bad behaviors sense of the word) or more educational content-related-spellings, table and so on” (p. 9). Probably, many teachers used to hit students throughout teaching because they got hit at school by their past teachers, and they believed that hitting worked for them to learn and force them to do their homework.

I was a lucky student because every time when my math teacher asked me to solve a math problem, I was able to solve it correctly. “Everybody claps for Eman,” she would say. At that time, I was proud of myself, but I felt the piercing looks from my peers as they were forced to clap, somehow, I was at fault for their failures, as if my success justified her approach to getting students to do

math. I felt sad for my peers, but also annoyed that somehow my success made them feel bad.

I think my math teacher helped me to understand the math problems, but she did not help most of my classmates; she was good in encouraging me, but she did not encourage the students who had a low level in understanding math. So here the idea of being successful as a student did not mean I wanted to copy this teacher's methods. I was successful but fearful, and I felt my peers' disdain at being able to do math when they could not. Somehow my success justified the math teacher's harsh practices. Doing well as a student with a teacher is not enough to mean that you want to copy a teacher's method. Here I felt I valued the precise and correct modelling of how to do the subject area modeled by this teacher, but I disliked the way the teacher used fear to force students to learn, how she saw students mistakes as a personal front to her.

Story 2: "Stations and being Flexible"

Ms. Sarah was my PE teacher from grade four to grade ten at the United Nations Relief and Works Agency (UNRWA) school. Ms. Sarah was very strict throughout the PE lesson, such as students could not talk to each other during the class and the students had to wear the athletes' uniform that had a specific color. For example, from grade four to sixth grade, I had to wear a red athlete uniform, and from grade seventh to grade tenth, I had to wear gray or navy. The student who forgot to wear the uniform had to stand beside the wall until the end of the class and the teacher would decrease the student's marks.

I think Ms. Sarah used to teach us in the same style throughout the different grades. She used to apply the station method in most of the classes. I think she applied this method because the number of the students was large with approximately 45 students

in each class and we had a big playground, so it was enough space to separate the students into five, six or seven stations. I think by applying the station method, Ms. Sarah could manage the big number of the students and manage the time as well. I can't remember if she described the technique of the game skills or not. However, throughout the stations, I performed several skills, such as jumping with the ropes, forward roll, shooting and passing in the basketball, and passing in volleyball. I loved the variety and the freedom to do the activities at your own pace with others, but silently. I think she didn't go around the stations to give the students feedback about their performance; just she gave us the direction to switch the station if the time was up.

I used to teach kids from grade one to grade six, and I applied the stations style very often, especially when I was teaching grade four to grade six. Similarly, with larger space and large class this method, and well-behaved students, this method seemed to work well. I believe this method worked very well for me as I could teach and enable students to perform different skills throughout a PE lesson. This example is supported by Graber, Killian and Woods' (2017) assumption which is that school-age students observe the teachers' behaviors from K to 12, and this observation may influence on the student's beliefs when becoming PE teacher. Also, I used to give the students feedback and to go around the stations while the students were practicing in the station method.

Ms. Sarah had her own technique to organize the class. For example, we had to stand in lines at the beginning of the class to perform the warm up exercises as well as at the end of the class to do the physical education class greetings, which are: "sport is power, sport is vitality, sport is activity, activity, activity". At the end we could clap in a specific rhythm. Once, we finished the PE class greeting, I felt that I was strong from inside with a full of power and energy. Also, Ms. Sarah decided who would be the leader for each line and who could grab and collect the

equipment throughout the class. I think she chose mainly smart and quiet students to do these jobs, so not all of the students liked Ms. Sarah as they may never be given the extra responsibilities.

In my secondary school experience as a student in PE class, I had a different PE teacher. So, it was a big transition for me as I spent 10 years in the UNRWA school and then I went to a local secondary school to study there for 2 years before going to the university. Ms. Leen was my PE teacher and she was very young and her age was close to my age. She had a happy face and she was super kind. The structure of the PE class was different than the PE classes in the previous school because we were bigger and more independent. Ms. Leen allowed us to talk throughout the class and she was so friendly. She did not apply the stations method like Ms. Sarah while teaching us basketball, but we were very active in her classes and we played and practiced volleyball, basketball and Gymnastics. I think we did not attend all of the PE classes in the secondary school because other teachers such as the Math teacher asked Ms. Leen to teach us Math throughout the PE classes. Some of my peers felt happy because they did not like to move their body, but for me I felt that I need to enjoy the physical activities and to have fun. It was not our choice as the school principal wanted us to focus on the subject classes rather than the PE classes, so that we would be ready for the standard exam which is called “Tawjihi”. This gives an indication of the value placed on PE in Jordanian culture.

Ms. Leen was different from Ms. Sarah because she was organized and flexible. For example, she allowed flexibility by allowing students to talk and laugh while performing activities. She was organized because she used to set up the tools by herself and before we entered the school field. She was a very sociable teacher, getting to know

aspects of students' lives through conversation, which makes the students talk with her without fear. She was smiling most of the time. I really valued her ability to respond to students, to engage with them to get to know them and to be sociable with students. This promotion of social interaction along with skill development was highly valued by this teacher.

Story 3: "Having Fun. You can close the window"

After I graduated, I got approved to teach at the same private school where I was trained throughout my teacher education program because I had to apply for teaching in a public school, and I was still waitlisted. So, I worked in that private school for one year, and it was the first-year experience for me to teach PE. Throughout this year, I faced many challenges, such as the limited equipment that the school had, teaching kids in the school backyard and extra classes that I had to teach per a week. The following story will represent some challenges that I faced within Jordanian school culture.

I had a class for grade four. It was such a cute class, all of them were girls, so it was a quiet class and I felt so comfortable while teaching them.

"Ms. Eman, what are we playing today?" the students asked. This question was heard in most of the classes that I taught. The students performed some warm up exercises, then they had a race. This race was like a relay with two teams. So, the students were so happy while encouraging their peers because they wanted to win the race.

They called out "come on, faster, we need to win!!"

These students liked to have a competition with each other which made their voices loud. Suddenly, a teacher of the grade three class came out of the

window from the second floor, and she shouted “Make them be quiet!! That is too loud, my students cannot focus and hear my lesson.” I raised my head up wondering who was talking. I froze for a second, then, I responded, “The students are having fun and it is not too noisy. Maybe you can close your window.” She frowned and said “No!! It might be getting hot”. Talking to myself I thought “what should I do? Should I complain to the director who encouraged me to help the students to enjoy taking PE?”

This was not a good solution because the third-grade teacher had been in the school for more than 10 years, but for me I am just a new teacher, and the school administration could change my contract at any time that they want. So, I decided to switch our location to play on the other side of the school.

A lot of noises were around me while teaching physical education. How can I achieve the lesson objectives while teaching PE if there is a limited equipment and a limited space as well? Having fun throughout a PE lesson is an important objective that needs to be achieved. Having the PE lesson in the school backyard was the main challenge that I faced because the building was too close to the area that the students can play sports. So, some teachers who taught other subjects were not satisfied with the PE lesson due to the noise. Schempp et al. (1993) discussed that the school environment could limit PE teachers' ability to apply what they have learned throughout their teacher education program. But, my passion to teach PE, my valuing of student engagement and related noise was something I saw as important to create an effective environment to help my students to learn sports. For instance, I used soft balls to teach basketball and volleyball instead of the actual ones in order to inspire my students to learn these sports

and to have fun within the PE classes. This was my dad's advice as he always recommended to me that, "*you need to adjust your behaviors based on the school environment.*" This recommendation made me consider how to use modified equipment like small and soft balls, lower basketball hoop and a rope as a volleyball net. This more accessible equipment helped my students to be more engaged in the games, to gain success and be happy. It helped them to be involved in the physical activities as the games were more accessible to them all, not just the good performers.

Once I graduated, I was so excited to teach at schools because this opportunity would allow me to apply what I have learned throughout my teacher education program into a real experience with. I expected that I would work in a school that had lots of equipment and big spaces to teach PE. The reality was different than my expectations. Richards and Gaudreault (2016) described that as the "reality shock". This could happen to me because I had many responsibilities while teaching, and my expectations were different than the actual real experiences. My values in the previous snapshots were: (1) learning in a social environment with interactions with the students, (2) creating a modified equipment to help students to have fun, and (3) being flexible while communicating with the students. However, the reality of the school made it hard for me to realize these values.

Story 4: "Dr. Amjad – funny. Examples of what people were doing"

My basketball teacher at the university was so kind, encouraging and funny. He was kind by always using gentle words to correct our behaviors as students without hurting my feelings, and that made me to feel good about the basketball classes. Throughout his course, my level in basketball improved a lot as I liked the course and his

style in teaching. For example, I had to practice by playing a game that was designed as 3 v 3 to learn offense and defense skills within a small team. He taught me how to shoot and pass accurately. He used to focus on the accurate technique of the hand position while shooting by showing a demo and then we practiced shooting as a drill with a partner. He always encouraged me if I made a mistake while practicing. For example, he used some verbal statement, such as “try again” and “that’s okay, now try to tuck the elbow under the shooting arm”. These encouragement statements worked very well with me and they made me to feel very confident while shooting, even though I did not have strong arms and I am not that tall. The following snapshot describes Dr. Amjad’s teaching style throughout the basketball course.

He was really funny while repeating what the students did throughout a basketball game. When he showed us how to dribble, he did what my peer did but emphasized what was not right. Actually, my teacher did the dribble while putting his head down to emphasize what he saw, but he did it in an exaggerated manner that made everyone laugh. That was so funny, I laughed because it looked so silly, but I always remembered to avoid what was being emphasized. To this day I always remember how important it is to dribble with my head up because I need to see the other players to make a good pass, see a space or shoot.

The following years’ experience in teaching physical education was in a different elementary school, but in the same district. The school environment was a little bit better as the teachers were very friendly. For example, when I was teaching PE in the school backyard, other teachers understood that the students might make a noise while having fun. So, the teachers used to close the windows if there was a PE class near to their classrooms. This school has some similarities with the previous school where I worked.

The similarities were: (1) teaching students in a limited space, (2) the school backyard was not safe place to play in because the ground was slippery and some hard metals were around, and (3) there was limited equipment. I found that the school environment effected what physical activities I should apply to support students' learning as in the second school I was able to feel comfortable by teaching games that can make my students to feel happy. Templin and Schempp (1989) argue that the school interactions might affect teachers' decisions while teaching PE. The culture of the school if too restrictive may cause PE teachers to not apply what they have learned within the teacher education program. For me, I felt that I was between polar perspectives on teaching. I either accepted what the school culture was to fit it or applying what I have learned in the teacher education program and navigate resistance and correction from my senior colleagues.

When I taught physical education, I liked to teach basketball as it was my favorite sport as well as the most available tools were one basketball and a hoop. I think I followed Dr. Amjad's technique in teaching; for example, I taught basketball skills step by step by playing a game with an open style that made the students to feel happy while performing the skills. By this I mean that I allowed students to show what they could do and then looked to adjust it, build on what they could do whilst explaining and showing ideas that would use to improve their play. I respected what they came to class with rather than treating them as a blank slate to fill up. What I realized I valued from this teacher is being open to what students could do, connecting to them trying to do a skill and then using humor, his way of imitating errors, to help students to remember what to avoid doing as well as what they needed to do to improve.

The Themes

From reviewing the interview and considering the ideas that I valued, I developed three themes that appeared across my short stories, which offered insights on key aspects that inform how I learned to be a teacher of physical education. These themes are: teaching challenges; the characteristics of effective and ineffective teachers (Hopper, 1999); and teaching PE in the Jordanian culture (see Table 2). These themes I felt help to locate the values are reflected on from my past experiences being taught PE, learning to teach and being a teacher of PE.

Table 2. The Description of the Main and the Sub Themes

The main themes	Sub themes	Key quotes
1). Teaching challenges	<ul style="list-style-type: none"> Limited equipment Limited space to play sports Having a lot of classes to teach 	<i>"I faced many challenges, such as the limited equipment that the school had, teaching kids in the school backyard and over limited hours that I had to teach the PE classes per a week".</i>
2). Effective teacher	<ul style="list-style-type: none"> Flexible Teaching step by step Funny style Organized Using encouragement statements Connection to the student, was sociable 	<i>"she allowed us to talk and laugh while performing a shooting drill".</i> <i>"I taught basketball skills step by step by playing a game with a funny style".</i> <i>"my teacher did the dribble while putting his head down...That was so funny, I laughed because it looked so silly".</i> <i>"by applying the station method, Ms. Sarah could manage the big number of the students and manage the time as well".</i> <i>"he used encouraging statements, such as "try again" and "that's okay".</i>
3). Ineffective teacher	<ul style="list-style-type: none"> Restricted Hitting students Lack of choice One level fit all 	<i>"Once my math teacher entered the class, everybody was silent".</i> <i>"After that time, my classmate got hit with the long stick".</i>
4). Jordanian culture	<ul style="list-style-type: none"> Some teachers do not cooperate with each other 	<i>"Suddenly, a teacher of the grade three came out of the window from the second floor, and she shouted "Make them be quiet!! That is too loud, my students cannot focus and hear my lesson."</i>

Summary of the Autoethnography Processes

Some processes that were implemented to share my experience in learning to teach physical education are critical to note for the interviews with the PETE students discussed in chapter 5. First, using the stimulus-recall aspect of the repertory grid elicitation process helped me to recall my memories related to my past teachers. As Hopper (1999) argues “the repertory grid process enables student teachers to create a distance between their sense of self and their developing understanding of teaching” (p. 59). The process allows memories to be recalled in a systematic way as comparisons are made between teachers as to why they are similar, and why they are different in relation to being an effective or ineffective teacher. This distance from current practice allows the participant to explain why they think the way they think about teaching PE now based on past teachers. Second, narration in the first person helped to introduce my voice as a narrator and participant as well (Legge, 2014). Furthermore, Legge (2014) indicates that “the benefits of workplace research, means that the research can be relevant to the task, and the professional, through critical analysis of the work” (p. 130). This means that representing my voice is a critical element in this study as I worked as a PE teacher, which means that I can reflectively share my forming sense of expertise in this field as I explore the PETE students forming sense of becoming a PE teacher. In a way I am exploring my forming teacher identity as I inquire into theirs. Finally, the Highlight tool was a useful method to categorize the main concepts used in coding in order to find common ideas and the emerging themes related to my core concept of being a PE teacher.

The main result of my autoethnography concludes that my past PE teacher at school had influenced my perspectives about teaching PE, and how a PE lesson looks like. This conclusion can support the assumption related to the occupational socialization theory, which is “an individual’s perception of PE is heavily influenced by his/her experiences in K-12 physical education” (Curtner- Smith, 1999 as cited in Syrmpas & Digelidis, 2014, p. 52). I learned from my PE teachers throughout my teacher education program some skills and techniques related to many sports, such as volleyball, basketball, handball and gymnastic, so I am able to teach critical skills in these sports. However, the way I teach and some of the key aspects of what I value in my teaching of PE can be traced back to these stories that are generated in challenging teaching situations from my past. I found that I applied some of the Spectrum teaching styles, such as command, practice and reciprocal as well as the Sport Education model by giving students some roles within the PE class.

To sum up, the processes in my autoethnography helped me to understand my socialization process to then study it in the PETE students. This process offered a window into how past experiences impacted PETE students learning and behaviours within the UVic teacher education program. As I am an international researcher who applied the occupational socialization theory to examine how PETE students learn to teach PE, studying my own socialization using an autoethnography method was invaluable to help me understand how past experiences shape current beliefs and values about teaching PE. In the next chapter I will explore how the participants’ acculturation process influences their professional socialization in the UVic PHE program.

Chapter 5: Case Studies' Findings

The case study research findings were based on three resources, (1) from three PETE students based on their emerging insights on teaching PE from two interviews at the beginner of and after a final course in the PHETE preparation program, (2) EPHE 452 course observation including course materials, forum entries and digital portfolios entries, and (3) on-line classes and field experiences observation of PETE students in the EPHE 452 course. My intention was to address the primary research question “How have PETE candidates developed their beliefs and values about teaching PE based on the experiences being taught and within the University of Victoria PHE teachable area courses?”

The cases of each PETE students' interviews were conducted separately; the first interview took place during the participants' reading break before teaching at the middle school, and the second interview was done after finishing the EPHE 452 course. The primary data was the participants' interviews while the course observation and the exit interviews conducted at the end of the course were important to support or to add any missing data in the interviews. The interviews' questions were open-ended to help to answer the research questions. From analysing the interviews and observing the EPHE 452 class, four organizing course themes with sub-themes emerged, along with insights on the impact of COVID-19 pandemic on the course acting as a mediating theme.

The four main themes and influencers from COVID-19 are summarized below in the concept map in Figure 13. The participants' experiences throughout the acculturation and the professional socialization phases were critical to investigate the phenomenon of learning to teach physical education. The four main themes are: (1) characteristics of effective PE teachers/coaches, (2) characteristics of not so effective PE teachers/coaches,

(3) teaching styles/models by past effective teachers/coaches, and (4) influential processes in EPHE 452 course. The COVID-19 pandemic was a fifth but separate theme, also impacted on PETE students' learning in EPHE 452 course, and it created opportunities and challenges among these students. This chapter was developed to address the participants' experiences and to connect selected literature on PETE students' socializations process in their teacher education program. In addition, it was developed to describe the factors that positively influenced PETE students' perspectives towards teaching PE.

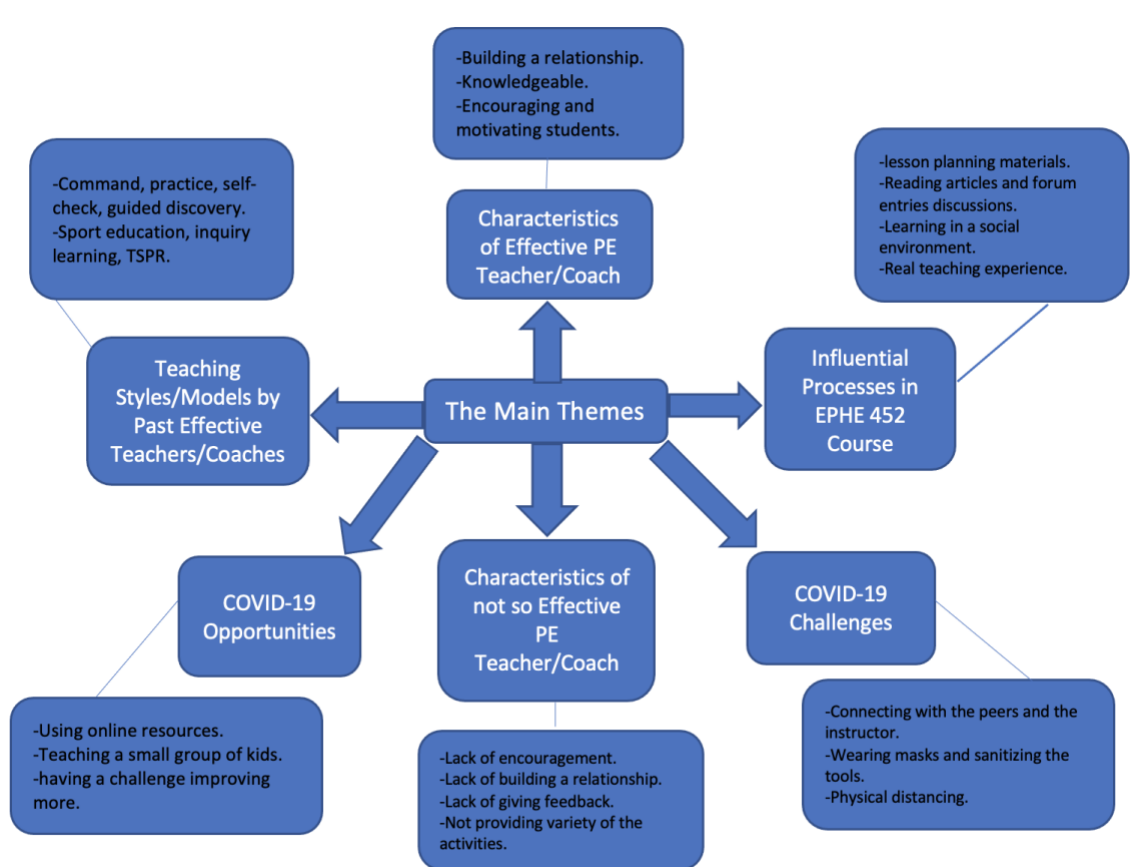


Figure 13. The Concept Map of the Main Themes and the Sub Themes

Section One: Descriptors of Participants

Jessy

Jessy grew up living in Victoria. She was 22 years old when the first interview was conducted. She played basketball, volleyball and soccer when she was in high school, and she is still playing these sports recreationally now. She was inspired to be active by her teachers in high school and by her coaches as well. The high school teachers led her to attending UVic for the Recreation and Health Education program. She believes that she was a lucky student because she had several coaches and teachers who encouraged her throughout her high school. As a result, Jessy wants to enter the teacher education program to become PE teacher as a primary major as well as an English teacher as a second teachable area to transfer her positive experience at the school to other students as well. Jessy also played a high level of soccer when she was at the elementary and the middle schools, and she has a passion for being outdoors and physically active. Jessy was a quiet student as she indicated in the first interview.

Jessy is an active person with bubbly personality who often volunteer to do more if it is possible. For example, when one of the EPHE 452 students was isolated due to potential COVID exposure while scheduled to teach at the middle school, she volunteered to take her peer's role. Jessy has done extension assignments in both EPHE 352 and 452 courses which helped her to integrate knowledge related to the teaching process as it was clear throughout the second interview when I asked her questions about the teaching styles and the instructional models for PE.

Ben

Ben is from Shawnigan Lake which is North of Victoria and he is 21 years old. He has grown up loving PE classes and PE class was always the best class for him. Ben was a player in different teams, such as swimming, soccer and rugby teams when he was younger, but now he is only on a rugby team. Being on a rugby team when he was in high school was important to promote his physical, health, social and cognitive development elements as a youth person. These elements in the PE classes are Ben's goals to focus on when becoming PE teacher because physical activities are important to "build teamwork and problem solving" (Ben, Folios profile). His second teachable area is social studies and he also likes outdoor education, such as skiing and hiking. Ben's dad was a high school PE teacher and now he is a school principal. Ben wants to be a PE teacher because he always enjoyed PE class and playing sport. So, when he came to decide to go to university, the only thing he was really interested in was sports, and he wanted to spin that into career and becoming a PE teacher (Ben, interview 1). He has helped coaching a few junior rugby camps when he was at the school.

Ben did not have experience in teaching before entering the teacher education program and he did not teach kids in EPHE 352 as he was not located in Victoria when the course was taught on-line. He was always on time on his classes and he did all of the assignments by the due dates to complete all of the course requirements.

Riley

Riley is originally from North Vancouver and he is 22 years old. He played football for 7 years from the elementary school to the high school. Also, he became a rugby player when he was in grade eight and he stopped playing rugby when he was 20

years old. As he stated in the data collection, he was on the football team at his high school as well as on a rugby team in both high school and the university throughout his first two years. He has several family members who are/were in the educational field. These family members are: (1) Riley’s aunt is a PE teacher at a secondary school in Vancouver and a coach of track and field, (2) grandfather was a long time principal and a PE teacher all over across Vancouver, (3) grandma who is a retired home economics teacher (Riley, interview 1). He wants to be a PE teacher because PE was his favourite subject at the school and he liked to perform many different physical activities as well as he is knowledgeable about many different sports. Also, he commented that “it just always kind of spoke to me and it always kind of it always kind of struck out as a something that I’d always thought, I’d like to do” (Riley, interview 1).

During the high school age, Riley helped to coach football and rugby for younger students. Additionally, he coached the football team in North Vancouver during Summer 2021. He found it difficult to recall some details related to his past teachers/coaches. He said “I cannot remember” when I asked him questions related to their behaviours and teaching styles.

Table 3 below summarizes some of the key descriptors of the three participants who were interviewed.

Table 3. Overview of the three Interview Participants

Common Domains	Jessy	Ben	Riley
Why becoming PE teacher	Passion in sport and being active.	Love sport and being in a rugby sport team.	Like sport and knowledgeable.
Second teachable area	English	Social Studies	English
Sports	Soccer, volleyball and basketball	Rugby, soccer, swimming	Rugby and football
Family	No family member.	His dad.	Three Family

	School impact.	Rugby team impact.	members.
Main Characteristics	Quiet kid	Shy kid	Always forgotten
Favorite Sport	Soccer	Rugby	Rugby
Past Coaching or teaching experiences	Coaching Soccer. Teaching tennis in EPHE 352 course.	Coaching Rugby. No past teaching experiences.	Coaching Rugby and football. Teaching in EPHE 352 course.

Section Two: Critical Events in EPHE 452 Course

Observation of the EPHE 452 class with all 15 students was a critical method that helped me to better understand the participants learning and behaviours within this course, and to collect data related to the methods that were used to enhance the PETE students' ability to teach physical education. This observation was included in all the events that happened within EPHE 452 course and the course field experiences. This section will discuss the most important events in the EPHE 452 course from January 11 to April 12, 2021 based on my observation notes on the classes in the course throughout the thirteen weeks of the course. Figure 13 and 14 gives a concise overview of the course created in consultation with the course instructor. The figures highlight key topics, student tasks and assignments, and then broad intents with links to examples and readings. These figures represent an outline plan for the course.

Week	Topic	Tasks and Assignments	Intents, Examples and Readings
1 Jan 14	Course outline Review Assignments TGfU – Game-based model. Assignment #1 Quiz and forum	Initial review Quiz from EPHE 352. Explore idea of how to teach games based on the readings. Create Folioz account and make friends.	TGfU Simply Good Pedagogy readings. Ch. 1 select chapter. Lil'Wat principles, Contract grade and Extension assignment
2 Jan 21	Groups for Sport Education Game Categories and Basic task model. TGfU model – Off-the-ball movements. 4Rs – Read/Respond/React/Recover	Form teams, names and roles. Review chapter to post in forum. Moderators lead Folioz forum discussions. Task program analysis of game from Joey Fey website .	Teaching Sport Concepts reading Ch 1 and 2. Read scholarly materials related to how to teach games. Example from Net/Wall Invisible ball tag example. Play to: co-op, compete, score, score-to-adapt
3 Jan 28	Modification by rep, exaggeration and adaption. Set-up visit to school. Planning TGfU lesson and task progression	Review planning process in groups. Eman recruit for research. Assignment #2 – Warm-up- then Game and Skill back to game.	Welcome from Central School VP Via Zoom. Target game for backward planning.
4 Feb 4	Prepare for school visit. Complete home video of TGfU game, task progression analysis and lesson plan	Quiz #1 – Readings set week #1. Skill fundamentals and teaching styles. Learning theories and quality in learning Pair of moderators for each group.	Basketball example of sequence of games. Read Rink Task development and Task presentation chapters. Mitchell, et al. (2021) chapter 3 – 5 and 8.
5 – Feb 11	School Initial Observation Visit and video observers review tools to observe	<ul style="list-style-type: none"> <input type="checkbox"/> Physical layout <input type="checkbox"/> Procedures and Routines <input type="checkbox"/> Use of students' names <input type="checkbox"/> Child Observation form Visit #1 Backward planning idea – What will be the culminating event in the sport?	Apply Rink Task presentation google form to review task develop from game and back to game. Get to know context, students and teachers. Get to know each other in person in group.
6 Feb 18	Planning for school visits Set group tasks in roles in group and observers' tasks. Shared Google drive folder in UVic G-Suite	Assign #2 Video of game taught and peer feedback. Review of BC curriculum. Feedback on plans – Growth and Development and readings Questioning Repetition. Skill Fundamentals	Rink readings - Teacher Functions during activity. Mitchell et al (2021) chapters on teaching concepts in sport BC Curriculum links Teaching planning resources
7 Feb 25	School Visit #1 Teach 2 lessons. Video observations.	First lesson in the rain and wind. Assign #3a planning shared lessons. Video from class and images posted. Child observation by video observer and feedback on teaching behaviour	Teach as a pair to learn routines, get to know students, assess ability and develop a play-practice-play approach.

Figure 14. Overview of EPHE 452 Course Delivered during January and February

Week	Topic	Tasks and Assignments	Intents, Examples and Readings
8 Mar 4	School Visit #2 Teach 2 lessons led by one person from group. Video observations. Develop ability to run a lesson and adapt as needed. Add in student roles in teams	Assign #3b lead lesson. Assignment #3c Unit planning. Focus on Scanning after set task. Game to practice on own then pairs and then back to game. Planning and leading lessons. Observation feedback on teaching behaviour and student learning. Post lesson Game focus task presentation survey.	Assessment ideas both teacher assessment of learning, assessment for learning by students. Feedback on teaching to add to personal reflection. How to help students focus on skill fundamental after playing the game. P5 tennis video - self-rally
9 Mar 11	School Visit #3 Teach 2 lessons led by one person from group. Video observations.	Assign #3b lead lesson. Assignment #3 c Unit planning. Planning and leading lessons. Observation feedback on teaching behaviour and student learning. Post lesson Game focus task presentation survey.	Teacher Assessment of student learning. See peer teach and assist. Set-up students for fourth lesson after Spring break. Building positive relationships with students – know names.
10 Mar 17	Instructional models applied to teaching games The six moderators will try to address the guiding questions as best they can from scanning resources, reading and/or watching videos.	Moderators for Forum phase 3 lead discussion on selected model. Preparation for Exit interview with 4-page Folioz framework created by the instructor with guide to add artifact from planning and self-assessment charts based on skills in each competency.	Learning and teaching games. Summary from forum leaders. Exploration, imagine "what if..." and think big ideas with others in the world about the potential of PHE
11 Mar 24	Google Form on Team roles from Mar 22. Focus on how self-assessment has on the learning process in a class?	Practice interviews on one page linked to UVic teacher education competencies. Competency Charts and course Building your own Digital portfolio part 1, 2 and 3	Gamification process in Sport Education model and forum peer scoring.
12 April 1	Final visit to school for culminating event. Team events where possible.	Shared lessons as co-teachers with teams and scoring. Prizes. Assignment #3c Unit planning and assessment strategies for culminating event.	Video observer selects TSN moments and peers teaching successes for clips to be posted in Digital portfolios.
13 April 8	Exit Interviews prep with feedback from instructor to pass. Exploring and Enhancing Pedagogy · Learning Processes · Discipline concepts · Pedagogically sound practices	April 8 and 12 Four pages addressing 3 UVic teacher education competencies. Example, "Focusing on that competency, can you show us in your portfolio how well you feel your skills are progressing in relation to that competency?"	Intent – present examples from experience that show forming professional competencies and goals have to develop further. Teaching professionals Zoom videos in pairs, recorded and posted in digital portfolios. 30 mins in pairs – each share pages for 15 mins
Grading	Contract graded for B+ if all assignments meet mastery standard.	A- to A+ grade achieved through extension proposals	All students got B+, 1 student A, 3 got A-/A and one got an A+.

Figure 15. Overview of EPHE 452 Course Delivered during March and April

The first week was focused on introducing the course outline, assignments and creating Folios account as well as finishing the initial review quiz from EPHE 352 course. The first reading material was to choose one chapter from the book “TGFU Simply Good Pedagogy”, and then the students posted a summary on the forum to promote discussion on the readings. Students were expected to lead and be involved in the forum entries discussions at least two times on each summary as one of the course requirements. The purposes of the reading materials were to increase students’ knowledge related to the teaching fundamentals and teaching processes related to game teaching. The Teaching Games for Understanding (TGFU) model was presented by the instructor to explain the model fundamentals, such as game centered teaching models used across the world, the learning domains, Games-Teaching Matrix, fundamental Motor Skills, basic task model, refining skill performance, task progression, and Constraints-led Approach.

The EPHE 452 class was divided into three groups and each student had a specific role, such as team spirit, tech consultant, captain, communications, and director of planning. Also, the first forum entries were based on leading the discussion of each forum with instructor Moderator and one Moderator from each group, and this forum was running throughout the first month of the course. The key idea here was that students were expected to lead their peers’ learning as well as learn from the instructor. The First Nations Lil’Wat principles were highlighted to focus on the idea of learning as a community with contract grading explained to reduce the idea of competing for marks (Sanford et al, 2014).

In week two, the students worked to finish their first quiz and the first reading materials. The students who had questions joined the class Zoom link to help them while working on their assignments. The main assignment for this week was “Task Program Analysis of Game” from “Joey Fey Website – The physical educator”. After watching a selected video, the students could analyse Off-the-Ball movements and On-the-Ball skills, and then share their views with the group as a Google Doc. The reading article for this week was “Teaching Sport Concepts” and scholarly articles related to how to teach games. As well, a video related to the invisible ball tag game was shown to explain how it is important to simplify territory games like basketball and soccer to focus on the off-the-ball movements. Invisible ball tag without a ball helps the students to understand the off-the-ball movement of the game better and to get involved in these types of sports before learning ball control skills. A presentation by the instructor was used to then discuss some tactical games foundations, such as the tactical awareness for game performance, game performance assessment inventory (GPAI) which are: base, decision making, cover and adjust as they are described by Mitchell et al. (2020). The key element for week two was understanding how adult games can be developed from simple game structures that allow students to play games before they need to develop challenging technical skills. The concept of modified game and constraints to enable game play was focused upon.

Week three focused on the TGFU lesson planning materials, tactical exaggeration, modification to adaptation principles and task progression analysis as well as the students worked in groups to review the invasion games chapters (Hopper, 2011). Students were set Assignment #2 in this week where they had to teach a games lesson warm-up. They

had to teach a modified game and skill progression to two or more people in their social bubble. This assignment was submitted at the beginning of week #6, giving students two weeks to plan and implement. Assignment #2 focused on a peer feedback that gave the students an initial experience in teaching a session of around 15 minutes in a selection game. The students were able to upload their videos to UVic G-Suites or to a YouTube channel and then share the videos with a peer to get feedback. Once the students got the peer feedback, they added their final reflections and then submitted the assignment to the course instructor. The students really appreciated this experience in teaching as they felt comfortable while teaching a few persons who were familiar with such as friends or colleagues or family members.

Working in pairs was important because it enabled students to share ideas, give feedback and discuss their lesson plans to be ready to teach at the middle school. The students also practiced how to use the Google slides template to work on the lesson plans. Another important video that the students reviewed was about the learning theories (Behaviorism, Mentalism, Constructivism, Social Constructions and Ecological), and how PE teachers can connect these theories throughout teaching sports and helping students to learn skills within the PE classes. This week was important among PETE students because they had to be ready to go to the school for observation in the following week. The middle school vice-principal joined the class via a Zoom link to introduce the school, answer questions and welcome the students to the school. The vice-principal discussed the importance of following COVID-19 procedures while teaching at the school. These procedures were: wearing masks, separating the school students into groups, sanitizing kids' hands, and sanitizing the equipment. Also, the school principal

described the middle school students' needs and developments based on their age. The school principal was very friendly and he tried to answer PETE students' questions related to the school visit for observation first and then teaching two groups four times. This pre-visit connection was very much appreciated by the PETE students as they felt welcomed into the profession as well as into the school.

In Week four, PETE students prepared to visit the middle school for observation. Monday was a drop-in class, to be used if the students had any questions. This helped the students to develop their lesson plans materials and to discuss the teaching process with the course instructor and within their groups. On Thursday, the students went to the middle school for observation and they had to complete the observation sheet and to observe the children's behaviours and the school environment. In this week the students also completed Quiz #1 that was based on the Rink article and task presentation chapters from Mitchell et al. (2021)'s book. Once the students passed Quiz #1, they were able to start completing assignment #3 that enabled students to prepare the lesson planning materials and to teach at the middle school. Additionally, students were put into pairs with a third person not located in Victoria who was doing the class totally online, assigned to each pair.

In week five the students visited the school in pairs, due to COVID each pair was staggered to visit at a different time on the Thursday based on when their class was taught. Each pair observed and assisted in two classes. Those not in Victoria met online to review how to do observation assignments in the future visits. I was there as a member of the class. This helped me to observe the PETE students' behaviours in the field experience, but also to get to know the participants better, and understand their learning

process to teach PE. The first visit to the middle school was critical among PETE students to help them to know the school kids' names as well as to observe the school gym, the outdoor field and the school equipment. My group observed two groups of students from grade 7, and the first group was around 18 students and the second 20 students. One class played floor hockey in teams and the other group did a fitness stations that were spread out in the gym. Learning students' names was a key focus emphasized by the instructor for the PETE student teachers to do.

Week six was the reading break for the PETE students and this week allowed them to work on the lesson planning, reading materials, such as Rink's book and Mitchell et al. (2021)'s chapters on teaching concepts in sport. Also, the students reviewed the BC Resigned Curriculum and the teaching planning resources to help them to develop their four lessons planning. Some students were able to meet online anytime via the class Zoom link to discuss the ideas related to the task progression, applying the modified games, and students' assessments. Meeting via a Zoom link allowed the students to complete their group work and to know each other better. Here by meeting my group members as a member of a group, I was able to observe what was happening. Being a group member allowed me to be able to know some of the PETE students very well and I was able to offer suggestions and some feedback based on my experience in teaching PE. During this week students also learned how to use some digital technology tools based on Hopper's (2020) book chapter. Using technology was also a key aspect in the EPHE 452 course to support students' learning in PE and but also for teaching skills related to planning and assessment. For example, the students learned how to use Google Slides to plan their lessons, Google Forms to collect insights from students and the SlowMo

application to capture video of performing skills and then compare to a model of the skill being performed (Hopper, 2020).

In Week seven, the students taught their first lesson in the middle school. The structure of the EPHE 452 classes during this week was as the follows: (1) Mondays were focused on discussing the lesson planning strategies, setting up observation tools for students not in Victoria, reviewing equipment needs and linking ideas to readings, and (2) Thursdays were focused on the students' visits to the middle school to teaching two classes of 8 to 12 students in two timeslots. On the first Monday, the instructor explained some ideas related to essential elements in PE lesson planning that PE teachers should cover to help students school age to learn sports. The first element was understanding the milestones for age 11 to 14 and this age group's growth and developments including physical, cognitive, emotional and social development. The second element was reviewing a guide for developing a skill fundamentals charts in a format developed by Tennis Canada that the instructor has adapted to other sports, such as pickleball, volleyball, and disc golf. The skills fundamental phases are: recovery, impact point, set-up, hitting zone, and grip. These fundamentals are important to develop skill cues in many sports. The third key element to develop the lesson plan was designing the lesson plan according to the BC curriculum which is based on core competencies that reflect ideas in the readings slinked to learning domains (cognitive, affective, psychomotor, social). The core competencies and links to learning domains are communication (psychomotor), thinking (cognitive), personal and social responsibility (affective and social domains). Additionally, before teaching in the middle school, PETE students had to sign-up for a time to meet the instructor in order to discuss their lesson plans, and to

get effective feedback to develop their lesson plans based on the sport that they selected. Finally, the “repetition without repetition” idea was also discussed to describe how even well-learned movements show variation when achieving the task outcome as it is stated by Bernstein (1967). The “repetition without repetition” design can be achieved after applying a modified game, designed to exaggerate the tactical use of a skill and therefore the need for the skill to be learned or refined. To develop a skill a player needs to work on the motor skill in a repetitive way but not in isolation but rather with a goal in mind, with the context of a game framing the use of the skill.

Weeks eight and nine the class operated in the same structure as Week seven because on Mondays the students were taught and reviewed key ideas related to the teaching and planning processes based on experiences in the school then given time to plan as a group, and then Thursdays they taught kids at the middle school for lesson 2 and 3. According to the EPHE 452 course observation, the students had to arrive at the middle school 15 to 30 minutes earlier to their teaching classes time because they needed time to sign in, set up the equipment and to be ready to meet the kids whether in the gym or in the outside field. Each student in a pair led the two lessons with their partner assisting. To help share planning and promote PETE student learning, the teaching assistant was rotated from one group to another allowing the assigned PETE student to lead the lesson. Video recording on iPads for each class was set up by the course instructor to capture PETE student teachers’ development in the field experiences and also to share with their observing colleague who was not, due to COVID, located in Victoria. The videos recordings were also posted on the Google Classroom so the students could watch the videos later, and then add their personal reflections on their

teaching sessions. The video was linked to a “Game focused Task Presentation reflection Survey” Google form that the PETE students completed after teaching their lessons (<https://forms.gle/RtRxJGmGCKS2XV7K9>). They could adjust their teaching behaviours in the next teaching class by scanning through the video and determine what they needed to improve or to work on after completing the survey that linked them back to the course readings. Additionally, PETE students were able to add these videos to their digital Portfolios to show artifact evidence on their teaching development and/or capture screen shots that were taken from the videos to write reflections related to the kids’ skills developments across the learning domains. This teaching experience with a small group of 10 or 12 students was eagerly done by the PETE students. The hands-on experience with the instructor and school teacher observing and assisting if needed, was an ideal situation to try out ideas they were reading about and being suggested by their university instructor. Capturing the videos of the teacher students’ behaviours was effective because it enabled them to watch their teaching lessons and then adjust their behaviours in the following lesson.

Week nine was focused on introducing the instructional models for physical education and creating 4 Folios (digital portfolio) pages framework to be prepared for the Exit interview at the end of the course. PETE students did not teach at the middle school in this week as the school was closed due to the Spring Break. So, they discussed their reading summary related to the instructional models for teaching physical education by (1) describing how different models of instruction could be combined to promote students learning, (2) and explaining how different PE models of instruction can be used to promote the Big ideas, Core Competencies and learning standards of the BC redesigned

curriculum. After posting the summary on the forum entries, the moderators could score the point/s on the team points table that was created by the instructor to motivate students' competition. In order to enhance students' abilities to build their profile and to be ready to the final "Exit Interview", the instructor stated all the steps that the student needed to complete this task including: downloading the group lesson planning materials, assessment tools, unit plan overview, editing the pages, protecting their profiles privacy, embedding google slides, and copying in links to resources. These tasks contributed to Assignment #4 in developing professional evidence of their forming teaching competency.

Throughout Week ten, PETE students discussed their last planning lesson which was based on a culminating event among school students by having a competitive game in tennis, pickleball, volleyball, or golf. They also submitted their final "Exit Interview" of 4 pages on their ePortfolios profile to get feedback from the instructor as well as they practiced introducing their profile with a peer for 15 minutes. The "Exit Interview" questions covered three criteria which were: (1) UVic teacher education competency, (2) the students' artifacts to show evidence related to their experiences in learning and teaching PE, and (3) students' future goals that could help them to improve their teaching practice.

In Week eleven the instructor focused on assessment ideas previously shared in earlier classes to help students develop assessment ideas for their final class in the school. The students were able to develop the assessment chart based on the learning domains (psychomotor, cognition, affective and social). The assessment tools were important to follow the children's development across the learning domains. After the instructor

discussed the assessment tools chart, the students joined the break-out rooms to work on their self-assessment chart. The students discussed a main idea with the instructor, which focused on how they can create a system that could help children throughout COVID-19 pandemic. The response was that the physical education class should focus on working as groups not as individuals because this can support students social and cognition growth, especially once COVID-19 created the social distance. In this week the students also practiced the “Exit interview” with a partner in order to get a peer feedback and to be ready before getting interviewed by a professional who is in the teacher education field. The students were so excited to prepare for the last teaching lesson at the middle school as they really wanted to see how well the school students developed their skills and transferred these skills while playing a competition game.

For week twelve the PETE students taught their culminating lessons and also watched the video clips from their lesson recording, the student observer selected the most critical moments of two successful clips, and then posted them in a Digital Portfolios. These two short clips could help the students to develop their skills in teaching, to watch the kids’ improvements, to post the clips on their profiles. At the end of the class, the students were presented their prize of a winner team who got more points based on the forum entries discussions. The “Yellow Team” was the winner and they got a “Trophy” from the instructor. The PETE students enjoyed the competition within their groups as they were keen to post more reflections on the forum entries to get points and to win. This competition motivated the students to read more articles and to share their own reflections related the Instructional Models for Teaching PE by Metzler (2011).

Week thirteen was the last week in the Spring semester, and within this week the students had done the “Exit Interview” with the assigned teaching professional. All of these interviews were also recorded and posted on the students’ profiles. The students were sign-up in pairs to be interviewed on the final two classes. Each 30 min time-slot involved an interview with a professional from the field with 15 minutes focused on each teacher candidate’s digital ePortfolios. This time could be longer, based on the questions that were asked by the interviewer. Teacher candidates were expected to answer questions on their digital ePortfolios that contains artifacts from the course, selected by them, as well as the unit planning materials and images captured from the field experience at the middle school. This “Exit Interview” was a critical event among students because it helped them to show an evidence related to the UVic teacher education competencies and their experiences in learning and teaching. In addition, it was an invaluable experience in helping them to be familiar with a real interview process, as several of the interviewers were school administrators, before they started their PE careers at a school.

In summary, from the EPHE 452 course observation I noted that this course was focused on enhancing students’ abilities to teach physical education based on three criteria: (1) the BC redesigned curriculum, (2) the Indigenous learning principles and the social responsibility for own and others learning, and (3) the Core Professional Competencies. Also, the students had to complete all the course assignments in a mastery standard in order to pass the class and to get a B+ grade. If they desired to get a grade A-, A or A+, they had to submit an extension proposal that is required specific criteria to be achieved. Several teaching styles and the instructional models for PE were being applied

by the instructor to give them an idea about how to apply them in the real practice. Sport Education, for example, is a model that was applied by giving the PETE students roles across their teams, and having a gamified competition scoring points to motivate students' learning and practice. The self-check teaching style was modeled through the "Game focused Task Presentation reflection Survey" post lesson survey, and the inquiry learning model and the guided-discovery teaching style were also applied by setting students with problems to solve such as teaching a class of students using a game-centred approach, then guiding students to various solutions with feedback related to different teaching processes.

Section Three: The Case Studies' Experiences throughout the Acculturation Phase

This section was developed to share stories that emerged throughout the first interviews. These stories were chosen to examine the PETE students' backgrounds in teaching and coaching as well as their past teachers/coaches' behaviours within the acculturation phase. Examining the PETE students' past experiences and the reasons for becoming PE teachers was a critical element to help investigate the factors that impacted the students' beliefs throughout the teacher education program, and possibly would influence them later when they become certified as PE teachers (Templin & Schempp, 1989). While analyzing the first interview transcripts of the participants, some main ideas emerged based on the participants' past experiences, intentions, and whys of becoming PE teachers. These ideas will be discussed with connections made to the literature, as well as with the course observation outlined in section 2.

1) What inspired entry into PE Preservice Program?

It was important to investigate the biographies of the participants in the first interview by asking general questions related to their past experiences, intentions, course expectations and the reasons to become PE teachers. Data from the participants' profiles was also included to provide better understanding of the participants' biographies.

First of all, it was clear that Jessy case study was inspired by her high school teachers as they supported her to be active, and they guided her to choose a physical education major at the university. It seems likely that her experience throughout high school age made her passionate about sport and being active. The school PE teacher's form of motivation also led her to have an intention to transfer the sport passion she experienced to other children as a PE teacher, as Jessy stated in the first interview:

I think that in high school, I remember around a lot of really great role models striving to make me be proud through sport, and that sort of thing. And they were always super supportive of me, and took the extra time to help me plan for the university or whether it was sports or school. They were always super encouraging and supportive. So, I think that's kind of what motivated me a lot to give that to another kid because I think that impacted me a ton through high school, and moving forward into university. So, I would say that Alex High School also has a really great outdoor education program. So, I love being outside and getting kids outdoors and hiking.

Jessy's high school teachers led great outdoor education program that were perhaps the main factors that motivated her to study PE. In contrast, Ben and Riley have family member/s who is/are in the teaching profession area. Ben indicated that he grew up loving PE and playing sports, such as soccer, rugby and swim. Also, he participated in some outdoor activities, such as hiking, surfing, skiing, biking and camping with his

family (Ben, forum entry). He was inspired by them to be a PE teacher, as seen in the following quote:

My dad was a high school PE teacher. When I was younger, and then later in his career, he transitioned into being a principal for a school...During school growing up pretty much, I didn't hate other subjects. But the thing I always enjoyed most was PE and playing sports. So, when I came to decide if I want to go to university, the only thing I was really interested in was kind of sports and a way to kind of spin that into career is to take physical education.

Second, Ben believed that his PE teacher at high school was a good teacher as he liked a class when the teacher gave him and his peers responsibilities by using guided discovery questions to explore their areas of interest. I felt this high school PE class was important for Ben because it convinced him about how the PE class should look. Also, he thought that giving students responsibilities and using a guided discovery questioning approach can be used as effective methods to get a successful PE class. Ben argued the following in a forum entry:

My PE teacher did a good job of using questions to guide our learning. He was also pushing us to take responsibility for our learning and explore our interests. Overall, the class really shifted my perspective on what a PE class should cover.

Third, Riley has three family members who are/were in the physical education field. I found that Riley's relatives had a big impact on him to be in the teacher education program. When Riley was asked about family who were teachers or coaches, he stated:

quite a lot actually. My aunt right now she's a PE teacher at a secondary school in Vancouver. My grandfather was a principal long time principal and a PE teacher all over across Vancouver...My grandma she's retired now, but she was a home Economics teacher in West Vancouver...she also taught all over Vancouver back in the early days...she also coaches track and field at a

secondary school. And then I think that's pretty much it for coaching. I've coached quite a lot too, so that's everyone in my family that I know.

Also, Riley provided a short summary about himself in his Folios profile, referring to his family members in their teaching and how they had inspired his love for PE classes and influenced his choice to be PE teacher in a high school.

I liked PE. It was always my favorite subject in school, so it was one that I really enjoyed the most. I really had the most connection with. So, I think that well I mean it does run in the family, but I don't know it always kind of spoke to me and it always kind of it always kind of struck out as a something that I'd always thought I'd like to do so far.

My high school PE teacher, my aunt (who is also a PE teacher at Secondary school), and my grandfather all inspired me to become a PE teacher because they showed me the importance of physical health and various ways to improve physical health.

Experiences in Teaching and/or Coaching

PETE students' orientations into coaching or teaching were critical factors that influenced the participants' behaviors within the teacher education program. The participants in this study had minor experiences in coaching before entering the teacher education program. These coaching experiences had some positive impact on the PETE students' behaviors in the role of leading the group, however practicing teaching at the middle school, as it was their intentions to become PE teachers, was obviously very impactful. The EPHE 452 course focused on enhancing their ability to become PE teachers by being a teacher, creating a teaching orientation as suggested by Graber, Killian and Woods (2017) who claim that PETE programs no longer offer a coaching role to recruits. I would assume that PETE students' initial coaching orientations had a little

impact on their teaching behaviors in the field experiences as these coaching orientations did not relate to the diverse set of students they were assigned to teach, several of who lacked basic skills for the activity being taught. The following quotes will examine PETE students' past experiences in teaching and/or coaching.

Jessy is a soccer player and she found it hard at the beginning to teach tennis throughout EPHE 352 course in the previous term as she was not familiar with the tennis cues and the tennis fundamentals. Obviously, Jessy started developing her skills to teach tennis after taking the EPHE 117 Tennis course in the previous term and then having her first experience in teaching tennis within EPHE 352 course. She indicated that teaching tennis at the beginning was a challenge for her, but after learning the fundamental cues and tactical concepts in EPHE 117 and then the planning process in EPHE 352, she was able to teach tennis and feel much more comfortable. I felt that Jessy started to demonstrate a real sense of confidence in teaching as opposed to coaching, from this initial experience teaching tennis to students in the middle school throughout EPHE 352 course. My expectation is that Jessy would show a big improvement within the teaching experiences in the EPHE 452 course as she transferred from a quiet student at school to a practicum student who can be able to teach a sport that she never played before. Jessy also was so happy and so proud of her progress and her ability to teach around 4 lessons while feeling confident, as she noted below:

I think the soccer cues are more where I feel more comfortable because I can say teaching cues because I understand soccer a lot more, but going into a middle school doing tennis which of course I don't know a lot about, it was definitely a learning curve at the beginning, and trying to get comfortable in that situation. But then I found by the end of the three or four lessons that I did, I was

getting super comfortable and had a sense of how to use the fundamental skills to say cues to students and saw that improvement too which was really cool.

Ben is a rugby player and he did not have any experiences in teaching before starting EPHE 452 course. Also, he did not have the opportunity to teach in EPHE 352 course as he was online and not located in Victoria. He is a rugby player and know from early days of being coached Rugby of his intention to be a PE teacher. This could have an impact on his teaching practice in the field experiences. Ben helped out coaching junior rugby camps for a few times and to coach the younger students in his school, but he noted in his interview that these experiences were minor.

Nothing major I helped out kind of with a few junior rugby camps...At my school I helped out with a little bit of coaching with some younger students, but nothing really official before I went to the program.

Riley was a football and a rugby player and he stopped playing two years ago. In regards to teaching or coaching experiences, he indicated that he had some coaching experiences in high school as he coached the younger students. It seems that Riley is going to coach a football team, but he indicated that he wants to be a PE teacher not a coach. Probably his experience in playing rugby and football allowed him to get have a positive experience in coaching a sport. These coaching experiences would have an impact on his teaching behaviours in the field experiences and later when he becomes PE teacher but to what degree is hard to say. However, the quotes below shows how confident and keen he is to be involved in a coaching/teaching role in different sports that would give him an opportunity to try out ideas he is learning at the university.

When I was actually in high school. I helped coach younger kids in football, and in rugby. So, I did that for all through high school for five or six years probably.

I did the 352...So, I did that placement, and then I'm in 452 right now and then I did coach some more. One rugby team in 2019 or 2018 I can't remember for one spring in a middle school...what it looks right now is this summer I'm going to be going back to North Vancouver and coaching to help coach the football team for a little bit.

Jessy and Ben showed a weak coaching orientation from their acculturation phase and this could support their socialization in the teacher education program. Otherwise, PETE students who have strong coaching orientations might ignore some information from their teaching program when they become PE teachers (Templin & Schempp, 1989). Riley might have a strong coaching orientation that focuses on instructing players who are keen to learn the sport and have self-selected themselves into the activity. Those experiences might impact his teaching behaviours in the field experiences as students in PE lessons are not necessarily motivated to learn or do not possess basic skills. The diversity in a PE class often needs different approaches to coaching a sport. It is hard to guess about this until Riley starts teaching PE but it was interesting to note how Riley started to experiment with different teaching styles and assessment on the practicum experience early on which implies he was shifting from a more direct instruction coaching orientation.

2) PETE Students' Expectations for EPHE 452 Course

When students enter the teacher education program, they believe that the preparation programs offer valuable experiences in teaching (Templin & Schempp, 1989). Hence, the EPHE 452 course offers a practicum experience in teaching children at the middle school as well as provides materials, such as lesson planning, reading articles and fundamental cues to help them to develop their planning skills as it is stated in

Figures 13 and 14. The participants were questioned in relation to their course expectations in the first interview. Two of the participants were similar in their expectations for the EPHE 452 course in relation to getting a hands-on experience. This supports Templin and Schempp's (1989) claim that all students expect to get a real experience in teaching within their education program, but "few students may expect to become accomplished in planning curricula" (p. 64). However, the participants responses below indicate that the PETE students were expecting an integration of field experience with curricula content processes. While Ben and Riley expected to get a real experience in teaching children, in fact Ben rearranged his timetable to make sure he could teach in the school, Jessy expected to better understand the lesson planning process and Riley really wanted to use the TGFU approach.

The participants expectations were as the following:

1) Ben was taught many classwork materials in other courses throughout his teacher education program. So, he really liked to get a real experience in teaching kids at the school because he believes that teaching at the school can help him to improve his ability in teaching by learning from his mistakes as well as to transfer what he learned in other courses into a real-life experience, as he commented below:

What I want to get out of it is just lots of school is almost just classroom work, and it's not a lot of hands-on work. But I think the only way you can really learn, and learn from your mistakes, and get a feeling for what it's to actually physically be in the classroom. So, I'm really hoping it kind of draws together all the stuff I've learned, and kind of given me some real-life experience.

2) Jessie indicated that she was hoping to continue in the same progression that she started in the EPHE 352 course with teaching experiences that would help her be ready to teach at the middle school by understanding the lesson planning materials, saying:

“My expectation is that it builds off 352 course which it has been so far I've found. I think the more lesson planning and seeing all the content analysis and everything that comes together. It's a really great preparation...as well how using the documents we use is great practice because moving forward that's what we'll see in the PDP program. So, I think my expectation is just to keep building on that and feel more prepared when I eventually go into that space as well.

3) Riley commented that he is going to apply the Teaching Games for Understanding model into a real practice, and to transfer what he learned in the teacher education program from the reading articles into a real practice.

My expectation is definitely to learn to integrate more of the TGFU style into practice. I've definitely we've been learning about and reading about it up until now. So, I would say an expectation now is transitioning to putting what we've been reading through all the stuff that we've been reading into practice. So, hopefully that will occur in next week and the week after.

3) Characteristics of Effective PE teachers/coaches

Ben was on basketball, rugby and swim teams when he was at the school age. He had several effective coaches and teachers, but the number of past coaches were more than the teachers when asking to sign in the past effective and not effective teachers/coaches. This could mean that Ben was being experienced coaching sessions more than teaching classes. However, his favourite sport was rugby with two different

coaches in high school and at the University of Victoria and both of them were described as effective coaches.

When I asked Ben: *“why do you think your rugby coach at the university is effective?”* he explained first how the rugby team does look like. *“The UVic rugby team structure is there are three teams...there's kind of a first-year team, a second third year team, and then the senior team.”* Then, Ben discussed the structure of the rugby class routines as he indicated that the seniors team use to be the leaders and run the practice which demonstrates a more teaching-orientated approach to coaching. He expanded, *“what that allows them to do is there's a good everyone on our team even though there's 60 or 70 players.”* I felt that Ben really enjoyed this structure because he commented that all of the players who are from different levels and different ages can practice all together as well as they can practice the games independently. As he indicated:

It's we're all we know each other very well there's no separation between the older players who are better and the younger players. I think he lets us be very independent which is good because we're all in university and that's kind of how we want and how we want it to be anyway.

Ben gave an example of how his rugby coach gives the players roles, especially a team captain for a senior player to lead and to coach the team. Also, the senior players have a large leadership role, and it seems that Ben recognizes the importance of performing the games as a group to build a relationship between the players. As he stated: *“He just lets the senior players have a large leadership role which is great for kind of forming a good team rapport and good connections between the players.”* But I felt that Ben did not recognize the name of this model structure as he did not mention whether it is a Sport Education model or it is another model. I would argue that Ben has been

experienced being taught a Sport Education model while playing rugby at the University of Victoria, but he did not recognize the name when conducting the first interview.

I asked Ben also “What teaching styles do you remember most by your rugby coach?” He described that this coach applied a command teaching style if he wanted to focus on a specific drill. Also, this coach used a few guided-discovery questions.

He'd be... play this game, see if you focus on the a or b channel, and see if there's ever a gap that you can run through and break the line. So, we kind of posed with us with some tactical idea kind of...a guided discovery way...he'd let us play the game and kind of let us work through it on our own, and then at the end of the practice, he'd kind of say 'did you see Ava was able to get through the channel...why do you think that worked?' and then we'd have a quick chat about that.

The guided-discovery teaching style by Mosston and Ashworth could be also known as the inquiry learning model. The guided-discovery questions can be used while teaching and/or coaching games and it is a well-known within the Teaching Games for Understanding approach (Metzler, 2011). Interestingly, Ben's rugby coach may also apply aspects of another model such as the teaching personal and social responsibility through physical activity (TPSR) as he asks his players to reflect on their role for the benefit of the team as Ben indicated that his rugby coach gave them roles and then guided them to what they were supposed to do in their role to do tasks independently for the team and the group. Probably, Ben did not know the exact name of all of these models because he had not learned about the instructional models for teaching PE yet when the first interview was conducted.

Jessy was asked the following question, “*What are the similarities between Ms. Kim (female PE teacher) and David (soccer coach)?*” Jessy responded that these were

teaching and coaching her throughout the high school age. Before she answered the question, she wanted to explain her characteristics at that age as she was a very quiet student. Jessy stated:

When I was in kind of any environment where I was the learner or the participant, I was more reserved. But I am an outgoing person...anytime I would be listening to instructions. I wasn't the type to be socializing with others...kind of got pegged as this quiet person, which I wasn't...that always frustrated me because other teachers would point out, "oh Jessy's not a contributor" or "do this or that with others", but I was kind of off on my own just focusing on what I was supposed to be doing.

It was clear that Jessy was kind of not a social person as she was a quiet student, and it seems that she only wanted to perform the tasks, follow the teachers' instructions, and not socialize. So, she explained why Ms. Kim and David were a very effective.

Similarity of both of them is that they kind of understood that I was quieter but that I was focusing and actually putting a lot of effort into what I was doing...they kind of both pointed me out in that way and would encourage me in a way that came across as encouragement to me instead of just oh yeah Jessy is pretty quiet...I think something about both of them that I really appreciated was they instead of addressing the entire class in a certain way, they would take a moment to get to know you, change the way they were teaching which is a really great example of something for me to reflect on as that not all people are learning the same; and different people are encouraged with different words or different ways.

I would argue that Jessy stated a key element in teaching PE which is that students need to learn the physical activities in ways that focus on the students' developments across the learning domains, such as affective, psychomotor, cognition and social (Mosston & Ashworth, 2002; Metzler, 2011). The physical activities also have to

fit all of the students' levels to motivate them to involve in the physical activities throughout a social environment. Jessy provided an example of how her favourite coach encouraged her in a way that made her feel satisfied about her performance in the soccer training sessions.

David was pretty quiet as well, so he didn't really operate like the standard as a coach...I think practice was more where I would to hear cues from him or tweaks on my technique...I think just having that engagement was something that showed a good example to me of support or that sort of thing.

This would support a claim by Ramos et al. (2019), which is that students need to feel good throughout the PE class through using some encouragement statements, such as “try again” or “you can do it”, feeling a personal support from the teacher.

Riley's role model was his senior rugby coach who coached him from grade 10 to grade 12. I asked Riley in the first interview the following question, “*What made William a good coach?*” While Riley was responding to this question, I felt that he really enjoyed the rugby training sessions that were done by William because he was able to remember some details very well though Riley tended to be a forgetful person. Also, he was very happy while explaining how his rugby coach motivated him, and for me as a listener I felt his excitement about these rugby sessions.

I think...he did a very good job of motivating us and motivating us why we should work hard and why we should work as a team...he did a very good job of explaining tactics, and again he was similar to Kieran in the sense that he had a lot of little tricks to teach us...he did a good job of sort of analyzing the other team and giving us good feedback on what to do and when.

I would suggest that this type of motivation can be called extrinsic motivation because the learners need to know the importance of performing physical activities in order to get

involved in these activities. As Ntoumanis (2005) states, individuals need to be a well-informed of the benefits of certain behaviors to perform out of choice without necessarily enjoying them. The TGFU model also can be applied to motivate students to learn the tactical skills by explaining the importance of off-the-ball movements and the on-the-ball movements so the students can realize why they should move to home base, for example, and then they can perform the tactical skills effectively.

Kieran was Riley's coach of his rugby team at high school. Riley was happy to describe Kieran.

He lived down the street from me when I went to high school...it was a very close connection between me and him...he's a very old school style coach, he had been teaching PE and wrestling in football, and starting out football rugby at my high school since probably the early 90s. He had a good 20 or 30 years at the school; he had lots of experience; he was very knowledgeable. He knew a lot of little tricks on how to get advantages in the game. So, he was very knowledgeable in the games and how he sought of transferred that knowledge from him to us was very helpful.

Riley's rugby coach helped his students to be fully motivated by providing the knowledge related to game tactics, he had an 'old school' style of coaching that implies more direct instruction, but in the context of coaching similar ability players who were keen to play the sport, this approach seemed to really work for Riley as a player.

However, unless Riley separates the practice from the context in which the coach is successful, he might duplicate these practices that might be inappropriate for PE teaching situation.

I asked Riley a follow up question to give an example that can explain how his rugby coach helped him to understand the tactics tricks. It was surprisingly that Riley was

able to recall. He said *“I remember this quite well.”* It seems that the close connection between Riley and his rugby coach made Riley remember this coach very well. Riley explained a little bit about the rugby team structure. *“There are two separate groups in rugby...there's the backs and the forwards...I was with the forwards and he had played for the forwards at a local club for a long time.”* I found that Kieran transferred the experience in playing rugby to Riley, and that was clear in the following example.

So, he's very knowledgeable...there's a quick synopsis...there's in the game of rugby... there's a scrum to contest a ball. So, to decide who gets the ball for the next phase of the game, he was just very knowledgeable on all the little types of tricks that you can do in a scrum to get an advantage over the opponents like signals for when and where inputting the ball...very little, but game-changing tactics in the end.

Riley also indicated that he had several effective teachers and coaches throughout school age from 13 to 18, but he saw John, William, Alex and Kieran as *“exceptional leaders.”* Then Riley explained why these were so effective as the following:

They were teaching us a lot of useful things for a lot of different things across PE rugby and football. What made William, for example, as a good male rugby coach is he did a really good job of making things fun and connecting a lot of things with a lot of other things...he focused a lot of his central teaching into all the techniques and safety techniques strategies in rugby, but I saw a lot of parallels amongst PE classes as well.”

Riley has experienced being taught in an effective way that made him to know the rugby skills, techniques and tactics by several knowledgeable coaches and teachers who had a long experience as well as in having fun. However, a notable difference between the rugby coaching of Riley and Ben was that Riley focused on techniques and tactics as

content, whereas Ben focused on the instructional processes such as players teaching players, roles and problem-solving tasks solved by a group.

4) Characteristics of ineffective PE Teachers/Coaches

The elicitation process helped to compare three teachers together and to recall memories related to their behaviours while teaching. Riley was asked a comparison question, “What are the differences between Mr. Sam (not so good) and Jack (good teacher)?” He described Mr. Sam who was Riley’s English teacher from age 13 to 18 as a new teacher at the school. He indicated that

Mr. Sam had a very narrow focus on English and how he taught it...he used a lot more of a straightforward approach to English than a regular teacher...I think it might just be because English differs in how you teach all these different styles...I just saw him as a less inclusive more a narrow-focused teacher as compared to William or Jack...he was very individual focused...in assessment and teaching in general...I would say very individual focused as opposed to group collective learning.

After taking the EPHE 352 and 452 courses, Riley re-emphasized that Mr. Sam class did not have equity for all the learners and really ignored the expected diversity in any class. The reason this developing belief really grew for Riley, was after he learned about the First People’s principles, which is important to get at the equity for all of the students to help them to learn and for students to help others learn. The First People’s principles were discussed by the instructor as they are described in the following classroom online resources:(www.fnesc.ca).

Riley described his female school teacher as the same as Mr. Sam’s experiences because she was new at the school. Riley compared Ms. Lisa (not so good female teacher) with Jack and William as these teachers had been teaching at the school for a

while and these teachers, who had a long experience in teaching, had developed some sort of rapport.

These newer teachers...it's partially my view on them...But I think my perspective on what made her was again I would draw similarities between her and Mr. Sam because of their sort of lack of inclusivity or focus on the individual rather than the group collective.

The elicitation process and the open-ended questions were effective in helping the participants to recall memories related to their past coaches and teachers. I asked Riley to give an example of a class that did not help all of the students.

She would teach us some lessons, I don't know say Newton's third law or something like that...she would do a PowerPoint presentation on a workshop, but I would say there's almost sort of a disconnect between her and the student because I saw that she would sort of almost depend on the learner to figure it out.

Riley was able to connect Ms. Lisa's behaviour with another class that he took throughout the teacher education program. Riley recalled:

Looking back on it there was another education class that I took at UVic which talked about the mismatch of learners to teachers...there was different stages of learners and...probably what I saw in Ms. Lisa's class was that it was a very much a mismatch of learners to teachers in the sense that she didn't really pertain to what she saw the students, or what the students felt was needed or what was required to get a good understanding of the material.

Ben explained that his soccer coach in the high school did not build a relationship with the students, and he focused on himself rather than focusing on motivating the students. So, Ben and his peers did not get involved in the class activities or even pay attention to the soccer coach. *"Bill was kind of distant. He didn't really build a*

connection with us and help us out...just he'd explain the drills, we'd go do it. He might say one or two things, but then we kind of just move on." This means that this soccer coach focused on giving the instructions that were related to the soccer skills and techniques rather than focusing on other aspects in the learning domains. Also, Ben described this teaching style as 'command', directing students as a whole. Mosston and Ashworth (2002) suggest that PE teachers should apply different teaching styles in order to achieve the objectives across the learning domains. Ben already understood this point, and that was clear when he explained the reason why Bill was not an effective coach. Ben stated:

Maybe one of the reasons why he wasn't very effective because...he didn't really try any other styles or he didn't let us have any independence or anything. It was just always what he said...then nothing really after that no follow-up or no correction, so wasn't very effective.

I tried to help Ben to recall the soccer class and to explain how it looked like. So, the next follow-up question was: *"Maybe he was using drills or did you play a game or how was that?"* Ben described the soccer class as the following: *"it was mostly we'd do a warm-up, and then maybe two or three different drills, and then we'd usually end the practice with a bit of some kind of adapted game...there weren't really lots of times, the drills didn't really connect into the game...the practice kind of felt broken up and pointless."*

I would say this approach can be described as a traditional approach in teaching PE, but Ben mentioned a key point which is that the drills did not help him to improve his skills and it did not have any purposes that focus on playing the game as he was learning about in relation to a TGFU approach. Other not so good teachers/coaches were also

compared so as to explore the similarities and the differences between them. Simon (swimming female coach) and Dave (rugby male coach) were Ben's coaches when he was 12 years old. Ben was a shy kid, so he believes that these coaches were not effective because they did not try to make a relationship between him.

"I was young when they were both coaching me, I was a pretty shy kid and they didn't really bother to build a connection. I kind of almost felt they were coaching as if we were 18 years old...but really, we were only 12 years old, so they were kind of gave us instructions...and it was just high expectations."

I was trying to explore more teaching behaviours that were applied by these coaches. So, I asked Ben in the first interview: "Did they use a task progression or something like that?" Ben was sure that these coaches did not apply a lot of task progression and they applied mainly direct instructions. *"It was a very kind of old school rigid, kind of...do this, do this, and then that was kind of it. Not a lot of progression or a lot of more learning and focus drills and skill focus drills...they were coaching adults, but really we were only 12 years old...kind of weird."* Ben gave an example of not so good a rugby session. While he was explaining this session, I was able to feel how bad this class was and it left a negative impact on Ben as he was a new learner.

I remember I was probably 11 or 12 years old. It's kind of when I first started playing rugby and it was a youth rugby team. So, none of us were very good. Rugby's hard because every time you knock the ball forward, it's usually the game doesn't flow very well because there's lots of obviously everyone's making mistakes everywhere...so we pretty much did a warm-up and then he just threw us right into a few of these drills and he got pretty mad. He was yelling at us and everything because...the drill was really hard and we weren't doing very well.

So, instead of simplifying it and adapting it, he kind of just made us keep on doing the drill even though it wasn't working.

Jessy had a not so effective female PE teacher when she was in grade nine. Jessy was dissatisfied about Ms. Tessa's behaviours in the PE class because this teacher focused on following the lesson plan without giving the students feedback. According to Jessy Ms. Tessa tried to just taught PE to finish her job in teaching PE and the lesson objectives were limited. This teacher cancelled the outdoor activities for any reasons such as the rain. She did not know how to adjust her behaviours based on the school environment. She claimed that:

Ms. Tessa was my PE teacher when I was in grade nine, and she came across as just checking things off a box. Kind of she just wanted to get whatever she was supposed to be getting done...she also would kind of go off track if students expressed that they didn't want to do something. So, if we were supposed to go for a run one day and someone in the class would make up an excuse, such it's too windy or something that seems a little ridiculous...she would go with that and change it...I think it just made it seem not very important, so it came across to me as she just didn't really care. So, that's why it wasn't super effective for me.

Jessy was able to remember another teacher who was not effective. This teacher was the social studies teacher and she was similar to Ms. Tessa. Jessy felt that her social studies teacher was just checking boxes off of the curriculum.

My social studies teacher was supposed to be teaching. She would give us packages of worksheets and that was all we did. It was never any variety; it was just here's all these worksheets that you have to fill them out, and they were always fill in the blanks and that sort of thing. So, I always felt I wasn't actually absorbing what I was supposed to be learning I was more just finding the

resources to copy into my worksheet of what I was supposed to be completing...Less of a focus on actually learning and more of just the marks.

Jessy's social studies teacher used direct instructions in teaching and she did not use any teaching styles that could help students to develop their thinking. Jessy felt that she was just copying what the teacher asked her to do and was not given any tasks that could develop her thinking.

Mr. Jamie is another not so effective PE teacher as Jessy indicated in the first interview. What I noticed is that Jessy showed an interest while talking about her PE teacher in the middle school. This probably because of his not effective style in teaching or because Jessy really wanted to learn soccer within the PE class. She described him as a person who *"poked fun at certain students to try and build a relationship or a connection"*. But she thought *"he was very dismissing of those who didn't play any sports or didn't want to participate...it was more just if you could play this sport then you could participate, and then with the poking fun thing. I think he would take it a little far once in a while, and maybe hurt someone's feelings or just not be very encouraging"*. I would argue that Mr. Jamie did not develop all students from different level in the PE class as his tone was sarcastic about the students' performance, which made Jessy to feel unmotivated to play soccer. I asked Jessy to explain how the teacher did not help all of the students from different levels. Jessy indicated that:

He would kind of single out students if they were doing well. So, if you were the one who participated in all the sports that we did in PE then you were kind of a favorite just because he would engage more with you or if you had a question to ask, he would answer it seriously and actually try to help you. Whereas, I think for those students who weren't participating as much just because they weren't as efficient at the sports, he wouldn't really pay any attention to you. So, it was a

total lack of support and encouragement...if you're not going to participate then that's your choice. Whereas, I am sure those kids could have appealed to a lesson in a different way if there was something for them to connect to with.

For Jessy Mr. Jamie would encourage only the students with a high level in sport, but ignore the students who never played sport, so they would not be able to learn or to develop their skills within the PE class. She believes that the students who had no idea about playing games such soccer would learn better if the class environment supported their learning. Ramos et al. (2019) indicated that PE teachers need to use some phrases, such as “You can do it” or “Try again” to motivate students’ learning and to help them to feel confident about themselves. These types of statements were lacking for less able students in Mr. Jamie’s PE classes.

5) Experiencing the Contemporary PE Instructional Practices throughout the Participants’ Acculturation

Sinelnikov and Hastie (2017) argued that “there is no evidence in the literature as of yet that describes the experiences of those recruits to physical education teacher programs that have experienced models-based practice during their acculturation phase” (p. 135). In order to investigate this argument, the elicitation process was applied to examine the teaching styles and the instructional models that were being used by the participants’ past teachers/coaches. Also, the same authors suggested that

the examinations of how, what impact, and to what degree experiencing models-based practice during acculturation influences future teachers’ decisions of becoming physical education teachers, and to what extent models-based practice helps shape their understanding of the profession, seem to be fruitful areas for future research efforts (p. 135).

Thus, this section was developed to investigate Sinelnikov and Hastie's argument and to provide some participants insights related to the teaching styles and the instructional models that PETE students have experienced being taught in their acculturation phase. Also, this understanding will help to predict how these experiences might impact on their beliefs throughout the teacher education program and later when they become PE teachers. However, "how these experiences translate to future physical education teacher educators remains to be investigated" (Sinelnikov & Hastie, 2017, p. 135). These insights will be discussed in the next section to examine what teaching styles and instructional models the participants have experienced being taught.

I asked the participants in the second interview questions related to their experience on the spectrum of teaching styles and the instructional models if they have experienced being taught any of these styles and these models. Their responses were different. Jessy, for instance, was sure that she has had the inquiry learning model in her outdoor education experiences in high school. She indicated that the structure was focusing on giving the students an outline to guide them; they were set the problem of how to put up tarps in a local park near to her school and they had to bring the equipment, and then figure out the process. She explained the reason of applying the inquiry learning model throughout that situation as the following:

Because the environment you're into being outside, and the point of that class is to explore nature and figure out how to camp four days out of a backpack that kind of thing. So, I think a lot of it is just figuring it out as you go and then also that we had previous experience because this would be in my grade 12 class. So, the teachers knew that we had knowledge about it already. So, it's easier to just say go ahead and figure this out.

I think the structure that Jessy mentioned could be called a guided-discovery teaching style as well because this teaching style has a similar structure as the inquiry learning model, and the students make the decisions independently with a little guidance from the teacher (Mosston & Ashworth, 2008), but a certain solution is in mind that the teacher expects. I felt that she was very confident while discussing the inquiry learning model's key ideas. That was really clear when she claimed that "*I am super interested in inquiry learning*". She remembered these ideas because she led a discussion post on the forum entry that other students also added comments on and she had created an overview, read their responses responded with a summary, connecting their comments with her own experience. I think her experience in leading the discussion on the class forum entry made her remember key ideas related to the inquiry learning model. However, Jessy stated in the first interview that her math teacher was an effective teacher because he used the guided-discovery teaching style very often. Throughout the math class Jessy was able to participate in solving the maths problems within a group as it is clear in the following quote:

He used actually a lot of guided discovery. So, I often felt I was being challenged when I was in the class because he was asking questions, and having us brainstorm, and come up with our own solutions or not necessarily because it was math. But any problem he was giving us, we would work together or we would have a worksheet that day or the next day we'd be in groups. So, I think he challenged us and was asking questions and that sort of thing. So, it was more engaging for me I felt.

On the other hand, Jessy was not as sure about the Sport Education model characteristics and that was clear when I asked her a following question in the second interview: "*Have you experienced being taught using any of these teaching styles or the*

instructional models? How? and Why?". She responded with the following: *"Can you remind me is Sport Education more when it's a tournament kind of style with sports?"*

My response to her was based on the knowledge that I have gained in the EPHE 452 course when I was observing that class in the previous term. So, I said without hesitation: *"I think the Sport Education means maybe you can give the students roles, and also they can work as groups and each student might be a coach, a referee or a player"*. This description drew on Metzler's (2011) book "The Instructional Models for Physical Education". After that clarification of the Sport Education model, Jessy commented:

So, okay that is what I'm thinking of, and I've definitely been in those experiences as a student as well more tournament-based games ...with different roles that having someone referee or someone be a linesman.

Another experience that Jessy had was in being taught a range of the Spectrum of teaching styles, such as command, guided discovery and learner directed. As she stated:

In my university classes I've definitely had quite a bit of command probably more just lectures and listening for sure but then I've also had guided discovery in university as well. I think last term I was in an outdoor education class and that one was more we had to make up presentations about. We had to take the class actually outside to do an activity. So, that sort of thing felt more I guess open-ended more learner directed.

Then, she explained: *"In my own high school experiences too I think I was mostly command and practice in an actual Phys Ed class. it was more than it was anything else probably"*.

She also observed that she had experienced being taught command, practice, and guided discover teaching styles and TGFU model in EPHE 117 (tennis course) at the university. She took this course online so was hard to identify the teaching styles in the

same way, but she was sure that the course used videos to perform the skills in a way that related to self-check, guided discovery and practice styles. *“So, I found myself always looking back through the videos that the instructor would provide and trying to take pieces from it and replicate it in my videos. So, I guess command and practice for when we were actually on zoom calls which wasn't all the time anyways and then for our actual assignments, I would say I guess kind of some guided discovery and self-check”*.

Riley claimed that he was being taught a lot of sport education model when he was in high school. Throughout his teacher education program, the EPHE 117 course instructor used command, practice, guided-discovery teaching styles and the TGFU model. In the first interview, Riley indicated that his rugby coach used command, practice, self-check and inclusion teaching styles. He gave an example about the self-check teaching style that was used by his rugby coach: *“I would probably say self-check we used. So, I remember quite well we sort of had these set guidelines for how to tackle properly, and how to keep our head in the right spot. So, he divided us up into groups, and then we practiced against the set criteria for how to tackle correctly”*.

Ben claimed that when he was a student in middle and high school, an old school in teaching styles was being applied. His sounded to me that he was likely just realizing that the younger teachers were trying to apply more advanced models, such as the inquiry learning, the cooperative learning, and the health-based PE.

I think the idea of working with your peers and problem solving was kind of coming up more. And then also I'd say we got a little bit into health-based PE. We had a few instead of just doing games and sports all the time. We had one about a unit talking about food and healthy diets and then also healthy lifestyles outside of PE being healthy in general. But I think it's definitely not to the extent

that. I think now in the last five years or so I think it's really picked up in popularity within teaching.

It is can be implied that Ben meant PE teachers recently tend to apply more than command and practice teaching styles, and applying other teaching models. Then, he claimed that he had experienced mainly a command teaching style which is beneficial to apply when the teacher wants to control the class and it is easy to apply within many games. Ben also described that his past teachers applied the guided-discovery and the inquiry learning for a few times by giving students responsibilities within their learning. It is noted by Mosston and Ashworth (2008) that is it beneficial if a PE teacher chooses the teaching style that is appropriate to the game or situation and the students' levels as no one teaching style is better than other. The most important idea for Ben was that a fully informed PE teachers should know why and apply several teaching styles and the instructional models while teaching kids. As Ben indicated:

I think I just understand that in order to be effective, you need a bit of a variety in a toolbox of ways to teach. I don't think you shouldn't be a teacher that teaches command style as your only style. It's okay to use that in certain situations. I think it's really important to have a bunch to pick from, and then kind of react how the situation is going and then either plan or implement on the fly kind of these different teaching styles. I think it's really important for teachers to be aware because overall it's just going to improve the student's experience.

Section Four: PETE Students Candidates' experiences in the Field Experiences

This section was well developed to introduce the PETE students' experiences in the field experience based on the EPHE 452 course observation and the participants second interview after finishing this course. Several questions were developed in the second interview to examine the participants' experiences when they taught kids in the

middle school. The following headings were chosen based on key concepts that were discussed within the EPHE 452 course in order to capture students' progression.

1) What are Teaching Styles and Instructional Models that PETE Students applied in the Field Experiences?

Throughout teaching at the middle school, PETE students taught different sports based on their own selections, such as tennis, pickleball, volleyball or golf. Jessy, Riley and Ben decided to teach pickleball. Pickleball had never been played by all the participants, but the participants had played tennis in EPHE 117 and got some insights on pickleball from the EPHE 352 course. I was in the same group with Ben whilst being a participant observing in the EPHE 452 course. Ben indicated that he had no idea about pickleball tactical concepts, skill fundamentals and cues. He therefore had to find some resources with assistance from his group as everybody in the group had to share ideas that could improve the lesson planning materials. Ben taught three PE lessons in the middle school with some assistance from his peers who were connected on-line. As shown in the course observation tools and video clips, Ben was able to teach pickleball by applying the TGFU model using the tactics components, task progression, demonstration demos and questioning.

Ben claimed that the TGFU model is the most model that he can remember very well after taking the EPHE 452 course because he believes that the EPHE 452 course was focusing on providing the strategies that are related to teaching tactics components of games education. In addition, he found that applying the assessment tools was effective to check the students' development across the learning domains. As he indicated in the second interview:

That was super helpful really...The social effect of cognitive and psychomotor...we use that for assessment and it was cool to look at the students different kind of domains and it was a good way to focus in on a student and make sure you're not missing anything. We'd fill it out after the class...for example if one of my students didn't have their social or affective field out at all then it may be kind of a gap in what you're monitoring, and then focus on something next class.

A critical idea that appeared in Ben's reflections was applying the scanning steps when teaching, moving from safety, to on task review and clarification, to questioning and to cues needed to help students learn. He felt this was an important teaching skill to develop in the lesson plan and then integrate what was missing to be ready to teach the following class. The scanning steps material was discussed in week seven throughout the EPHE 452 course (see Figure 13).

The recall and realize questions were effective to examine the participants' understanding of the PE class purposes. Ben was critically asked: "How do these ideas inform our thinking about how to teach PE?" These ideas refer to the Spectrum teaching styles and the Instructional models for teaching PE which include several effective principles that can help PE teachers to teach effectively as it is stated by Mosston & Ashworth (2002) and Metzler (2011). Ben valued the idea that teaching PE is not only required to teach students the game skills, but it is also required to help them in their life skills. As Ramos et al. (2019) conclude, PE teachers should promote physical activity that can help students to be active for their life long. Also, applying the inquiry learning model can promote students' thinking of how to solve problems in the PE class and later in their life. Ben's claim was stated in the following quote:

It just gives you structures to follow really. You don't want to just be teaching the class for the sake of teaching the class if that makes sense, you don't want to just be getting through content and just really ticking the basic boxes. I think these models allow you to have tools that will help you teach in an effective way. So, you're not just ticking those blocks but the kids are also having a good experience and learning through ways that'll help them out later in life, and not get through the content. For example, the inquiry learning model you're getting them to think critically and problem solve. To work with the peers. Those are big idea skills that are going to help them out a lot more rather than learning how to do an overhand serve correctly or something like that.

A main idea was discussed by Ben, which is that a PE teacher should choose an appropriate style based on the skills that the teacher is going to teach. This idea is totally true as it is argued that the Spectrum is an approach that can be applied to achieve the students' development across the learning domains, but the PE teacher should choose an appropriate teaching style from command to discovery to achieve the lesson objectives (Mosston & Ashworth, 2002). Ben indicated that:

I think I just understood that in order to be effective you need a bit of a variety in a toolbox of ways to teach. I don't think you shouldn't be a teacher that teaches command style as your only style. It's okay to use that in certain situations. I think it's really important to have a bunch to pick from and then kind of react to how the situation is going. Then either plan or implement on the fly kind of these different teaching styles. I think it's really important for teachers to be aware because overall, it's just going to improve the student's experience.

Jessy believes that

all of the teaching styles and all of the different models are interesting to consider depending on the group that you're teaching and how many different aspects go into that. So, how old are they? What's their previous experience with

the sport you're teaching? Or what you're doing for the unit? or that sort of thing.

This response was given after asking Jessy the following question: “How do these ideas inform your thinking about how to teach PE?” Then Jessy explained some key ideas in the inquiry learning.

I thought it was interesting to think about how inquiry learning could be utilized in a different setting that isn't just after education and what it takes from a group of students in order to do that and as well as a teacher and how you have to be comfortable and confident in order to do that sort of stuff...teaching games for understanding...the main thing for me that I took away from the middle school this term was that I was linking fundamental skills with tactical components and building those fundamental skills...the Spectrum. It's I guess also what level of independence or direction the students or the teachers have depending on which side of the spectrum you're on.

Then, Jessy was able to apply the TGFU model while teaching at the middle school as this model helped her to teach the tactical components and the fundamental skills. The real experience of teaching was important because it helped Jessy to understand the TGFU model better. As Jessy claimed in the following example:

I have one example on my extension assignment that I did on my Folios that shows a student who didn't quite understand the use of a self-rally, and then as soon as she was individually spoken to and given cues as to how she could perform that skill. She executed it superbly well and then was able to use it in a more tactical way too. She was thinking about the fact that she needed more time. So, I think tying those things together is something I guess that made me have a better understanding of that model.

Also, Jessy applied the guided-discovery teaching style and she improved in a way of how to use the exact questions that can lead students to the answer.

It's important that some students can watch it and visually understand what you're saying but then a lot of other people would rather just verbally answer a question and that's how they get their understanding. So, I think I gained an understanding of that as well and saw that in different individuals in the classes that we were teaching.

Riley was asked the following question: "How do you understand these approaches after your experience of teaching?" Riley had done some readings that highlighted the Spectrum teaching styles and the instructional models for physical education are effective method to use within the PE class. Also, his teaching experience in the middle school allowed him to learn by starting to apply these approaches. Riley realized the following: *"Definitely throughout reading all the literature...it's you can see why it's backed by research and it's proven that these frameworks are effective and we know that now by actually using it in the school...definitely we learned both how to use it and then understand why we used them throughout the class in 352 and 452"*.

2) Learning to manage students in the Field Experiences

While I was observing and assisting a few PETE teacher students in the middle school, a few kids were misbehaving in the tennis class. I was not sure what the response to these kids should be as my experience in teaching was in a different culture. My response in Jordan would be to either exercise away from class or remove them from the class. Otherwise, if they were kept misbehaving, operating in a dangerous way, I could send them to the principal or to the school counsellor. I sternly said to one of the students "That was not a good idea" as he hit the tennis ball wildly and too strongly towards other students and far away. The PETE student teacher struggled to deal with these students, in fact they disrupted the class and then left early. The EPHE 452 instructor talked to these

students at the end of the class to explain that their behaviors were not appropriate in the PE class. One of these students was from Syria as I recognized from his name “Ahmed”, I wondered if he would have behaved that way in Syria. The PETE student was conflicted as he was focused on getting the students’ attention to learn the skills that he planned -- he did not want to focus on the students’ misbehaviours. At times he was focused on assisting students that were trying rather than managing the students who were off task. Because of that situation, the following EPHE 452 class discussed the topic on how to deal with misbehaving students in the PE class, how to scan before for safety before focusing on tasks and feedback.

In the following teaching lesson at the middle school, I had to assist another PETE teacher, but for the same group of children. I met Michelle (PETE student) on the outside basketball court while she was setting up the tennis equipment. She asked me about what happen in the last class with a few kids and I explained, and then I suggested: “You know what Michelle, it is a good idea to ask the students to make a line or a semi-circle at the beginning, or at the end of the class, or when you need to explain a skill or to show a demo. This could help the students to be more organized, and to listen to your instructions as well as you can see everybody in the class”. She said: “Yeah, that is a good idea”.

The class started with different group of kids, we surprised that these kids were in the pickleball group, and not in the tennis group. The school PE teacher thought that switching the kids might help the PETE teacher student to avoid the interaction with the misbehaving students who were in the previous lesson. However, the EPHE 452 instructor requested the group stay the same as he wanted the PETE student teacher to

build a rapport with the children and develop a progression in the activity. So, the original tennis group came outside. The class started as it was planned by the PETE student, and it focused on consistency, aiming for spaces and then the backhand groundstroke and grip. I noticed that Michelle was trying to focus on teaching the students these skills, managing the class, using guided-discovery questions, and showing demos. She used the EPHE 452 instructor's feedback by setting tasks, then scanning for safety and on-task behaviour before looking to give feedback, posing questions and giving demos (Rink, 2014). A critical incident happened early on in the lesson. The EPHE instructor, concerned about previous lesson behaviour stayed on to watch the lesson. He worked with one of the disruptive students in relation to returning to home-base behind the backline between points so as to give time to play the backhand shot. The boy had grasped this idea and performed the skill well. Michelle saw this and stopped the class to get the boy to demonstrate. She then asked him why he returned to the home base and he gave a perfect answer. The EPHE 452 instructor was happy and the boy was obviously proud at being identified for being successful. Michelle then created a game where students scored 2 points for a backhand winner instead of 1. This game got students to focus on the skill and apply it in the game. All the students returned to the home-base between shots after the boy's demonstration and there was noticeable improvement in the backhand shots.

Michelle showed significant progression throughout teaching the tennis lessons. Like Jessy she was not a tennis player but she posted several artifacts in her digital portfolio to show evidence that related to her teaching proficiency teaching this sport. Lesson number 3 was an important lesson for Michelle because she noticed how much

the students improved. I think the boy's demo motivated the students to perform the backhand skill in apply fundamental techniques. Michelle remembered her instructor's feedback while teaching kids, managed the class well which then motivated her to use questioning, showing a demo, and reinforcing good behaviour by the students with feedback and encouragement.

Ben noted management challenges when teaching at the middle school as he had a few students who were easily distracted and they had their little clique of friends. This made Ben struggle at the beginning because he did not know how to work with these students. As he commented in the second interview:

So, it's not a lot of consequence difficult kids in the school there was a few kids who were I struggled with...I think at that age they're very easily distracted, and they all have their friends' group. So, it's really easy for them to go off the court into the corner, and do their own thing. So, I think that was something I wasn't quite ready for. I didn't really make the association between the age group and where they were in terms of maturity and how they'd feel within a peer group and stuff like that.

However, working students into teams, giving them targets to aim for and scoring points for their teams, did start to shift this behaviour to less off-task socializing to on task learning. In addition, Ben really learned to set tasks, scan to check for on-task behaviour and then to ask questions, show student demos and give feedback to whole class as well as individuals.

Then, Ben had another challenge while teaching at the middle school, which is the number of the students were different in the two classes. Ben found this challenge as a difficult situation to deal with, but then he felt that was a great opportunity for him to

learn how to adjust his teaching behaviours once a situation like this happens. He claimed the following:

Also, something I struggled with was the fluctuating class size. Some classes we would have 12 kids and then the next class we'd only have five. Sometimes I found that a little bit hard to deal with because you make plans for 12 kids, and then you kind of have to change it on the fly, and five kids really isn't that much. so that was a difficulty but it was a good experience kind of showed me you need to be ready to adjust your lesson depending on the class.

3) The Main Events in EPHE 452 Course/Program Effectiveness (Professional Socialization)

Some questions related to the main events in EPHE 452 course were purposely chosen to examine the processes that helped PETE students to develop their abilities to teach PE (see Appendix C). The main question being asked was to investigate the main events that helped the PETE students to be ready to teach kids at the middle school. The participants' responses will be discussed in the following stories in order to find the similarities and the differences between their responses. Sinelnikov and Hastie (2017) noted that some authors such as Metzler (2011) has provided a content that can build effective physical education programs by describing the most critical issues relate to selecting, planning, and implementing a meaningful curriculum. Thus, examining the most significant events can provide an overview insight related to how the PETE students were developing a vision of an effective teacher education program.

Ben found the lesson planning materials and the school vice-principal online visit were effective to help him to be ready to teach at the middle school. By introducing the planning process by the course instructor throughout week 3 in the EPHE 452 course, Ben was able to understand all the planning processes that he needs to teach at the school.

Also, the school vice-principal was a guest within EPHE 452 course in week 3 and welcomed the PETE students to the school in the week 4 to the teachers they would work with, outlining what they were going to be expecting from the school kids. Ben felt that this introduction was very helpful as it was a great opportunity to ask questions and to share discussions.

I would say...the reviewing the planning process and then the welcome from the school vice-principal both were very helpful because...we had our first lesson planned...we had that little zoom call with the school vice-principal and that kind of made sure that there weren't any gaps in understanding and we were kind of all on the same page I think as far as planning and getting ready. I think that was super helpful because we had an opportunity; we had planned everything out; we talked in our group, we had an opportunity to discuss stuff with the instructor...After that we were pretty much ready to go to school...a good strong first step to get ready to go teach.

The reading materials and the forum entries were also a helpful method that helped Ben to teach kids at the middle school because reading materials allowed him to get involved the forum entries and sharing ideas. That was clear from his following claim:

I think the readings such the Rink readings...specifically the forums and the readings in general. I think that was super helpful because it is kind of allowed us to discuss new ideas...in a collaborative way even though we're on zoom...it allowed us to interact and discuss our ideas...a fun interactive way to work through material that would previously you just read the material and that would be it and that's not super fun.

Also, assignment number two was an effective assignment that enabled Ben to get a feedback from his peers. This assignment, as it is described in Figure 13, focused on teaching two or more persons at home for 15 minutes and then getting feedback from

peers and then instructor. As Ben stated: *“We got that peer [and instructor] feedback that was helpful because it was kind of one of the first times that we had taught in the class and that allowed us to get feedback and see kind of where we were at so I think that was helpful in getting us ready to teach for the first school visit it just gives you a little background and a little kind of dabble of teaching in a really safe environment...that was really helpful as well.”*

Riley was asked to choose the main event that helped him to teach at the middle school. He stated that week 3 and 4 were critical weeks in EPHE 452 course because Riley was able to get ready to teach at the middle school. The visit from the school vice-principal and the subsequent visit to the school, the planning process, the modification by exaggeration and representation were so important to Riley.

I think probably week three would probably be the week that um got us ready the most or well concentrated the most...critical weeks in terms of getting ready...the visit from the school vice- principal, the planning process and then the modification by exaggeration and representation.

Jessy was so excited to talk about the most significant events in EPHE 452 course as I noted in the second interview. Jessy was a student teacher who liked to be ready and organized throughout the course and she also loved to enhance her knowledge related to the lesson planning materials to be ready to teach kids at the middle school. Jessy found that:

I would say probably any time we were talking about the planning processes, discussing lesson plans and just how that looked in a lesson plan like using the play practice play. I think was a big thing that as soon as I understood that and knew to use that in my lesson plans, I felt a lot more prepared...I also actually really made a lot of connections with the forum posts because the more I would

talk about theories or instructional models the more I would actually see connections in my lesson plan and be this is a spot where I can use this and these tie into each other, that sort of thing.

Riley, Ben and Jessy were similar in their beliefs regarding to the most significant events in the EPHE 452 course, which helped them to improve their abilities to teach at the middle school. They commented that the lesson planning materials, reading articles, forum entries participation, school vice-principal introduction and most of all the school visits were all effective to develop their abilities to teach and be ready to meet the students at the middle school. However, Ben found teaching a lesson for two of his friends was also important as he got a peer feedback that he found very useful.

4) COVID-19 between Opportunities and Challenges Among the Participants

It was not expected that PETE students who took the EPHE 452 course in spring semester in the year 2021 would be taking this class throughout COVID-19 pandemic. However, it was fortunate that these students went to the middle school to teach students. Following the COVID-19 restrictions, such as wearing masks, teaching small groups of kids, and sanitizing the equipment, they were given a better teaching situation in relation to lesson numbers to teach and more space to work in than was usually the experiences in the EPHE 452 class. Typically, in the past the EPHE 452 students taught in pairs a 25 to 30 class size of students in different schools. This experience created some challenges and opportunities among PETE students in EPHE 452 class.

The participants were different in their responses when they were asked about the opportunities that COVID-19 created. For example, Jessy indicated that

I think I was able to develop a lot of skills to do with technology. So, using Google Docs and Google Forms and videos and Zoom in general too. Having

that as a different avenue of a way to communicate with group members I guess. I think mostly learning how to use online tools for students and how that can create a different level of engagement for them too.

It seems that learning online throughout COVID-19 pandemic made Jessy more able to use online applications, such as Google classroom, doc, slides and forms as well as using Zoom as they were used for multiple times to connect PETE students together to join the class or to share ideas or/and to post comments. In contrast, Riley had a different opinion related to the opportunities that COVID-19 created. He enjoyed teaching a small group of students because that allowed him to remember the kids' names. On the other hand, Riley showed his interest in learning a sport education model by watching a video that was captured by the instructor a few years ago in the gym. This video helped him to understand this model better. Within the EPHE 452 class, the students were taught how to apply the instructional models for PE throughout week 10. Six of the students were chosen to post details and lead the discussions regarded a selected model. Scanning resources, reading and/or watching videos were the main resources to add and support the ideas on the forum entries. Riley claimed within the second interview.

I think I enjoyed it a little bit more working with less kids. So that was a sort of aspect of the challenge not working with as many kids as usual. But it was good with getting to know names and a little bit easier in that aspect. Also, as I say it proved challenging with not really getting to do hands-on stuff and learning how to do stuff right then and there. So, the instructor taught us a lot of stuff about how to use technology in 352 and there was one other even just teaching us how to show games using Google Slides. He would actually show us how to do games, and he even showed us there's that video of I think it's probably four or five years maybe even seven years ago now when they did the sort of sport education model in the class, where the 452 students all played pickleball and

each person in the team had a role. So, that's definitely something that I kind of missed but it's what it is.

I could argue that even though Riley missed learning sports in the gym, he was able to learn from the video that was captured by the previous students, but he wanted to experience it himself. Using online resources such videos could be considered as an important method to apply to address barriers such COVID-19 where students cannot meet face-to-face within the teacher education program. Additionally, Riley claimed that using online resources in the EPHE 352 course helped him to be ready to learn how to use technology in EPHE 452 so well.

Ben found that teaching a PE lesson in the middle school and then having a one-week rest to teach the following lesson made him to adapt the lesson plan.

Making a lesson plan and then adapting it based on the situation, we definitely had to do some stuff differently and adapt on the fly. I think it was an opportunity to see how you deal with situations and working through stuff.

Teaching at the middle school throughout the COVID-19 pandemic created some challenges among PETE students while having their practicum experiences. As I was a part of the EPHE 452 class, I noticed that school age student had to wear masks as well as the teachers. I felt it was hard to teach while wearing a mask as the students might not hear the teacher's voice very well. Also, the student teachers had to sanitize the kids' hands and the equipment after finishing the class. The following insights can provide some of these challenges.

Jessy found that taking the course being online affected her engagement with the peers even though she was able to connect with them via Zoom meetings. She felt that online communication was different than meeting in person and having a group

discussion. However, the field experience at the middle school was a place where Jessy was able to interact with her peers to have a discussion related to the teaching process. Also, Jessy liked to see how to apply the instructional models for teaching PE in the gym before applying these models in the field experiences. This can be seen in the following quote:

There was obviously less cooperative stuff even we would have. I did zoom calls with my group members outside of class time. But I think it's not really the same rather than actually being in a class in person. I think the challenge there was just a lack of communication being more difficult because not a lack of... we still talked about everything and discussed things, but it was just different...I guess not seeing the models actually happening until we were actually at the middle school teaching them stuff like that.

Jessy argued that she did not have big challenges while teaching a pickleball game, but wearing a mask and sanitising the equipment were extra jobs that she had to finish. Also, keeping the students six feet apart was hard to manage in the PE class as the social connection is a key element that can develop students' social developments. As Jessy noted:

I think we were able to kind of get around it with everyone wearing masks. I guess felt the same just that you're wearing a mask and that we just had to clean things a little bit extra...with them all being in their kind of their class bubbles...there weren't really any restrictions other than they were supposed to be physically distancing and that sort of thing...I think for pickleball which is what we were teaching, it wasn't. I don't think I had really any challenges because of COVID-19.

Ben found that learning how to teach PE within the COVID-19 pandemic was hard for him because he preferred to learn in the gym within a group in person and chat with the instructor. So, meeting online was a big challenge

It's definitely made it harder I think especially within a Phys Ed setting I think it's really you kind of need to be in a gym with a bunch of kids running around to really learn. But at the same time having that skill of being able to work online I think that's useful...I think because if you weren't on top of it, those in the classroom you could just run to the front of the classroom and ask the instructor "I'm not sure about this" and he could just give you the answer and then you could keep on going but with zoom you had to work through it and try to figure it out and you'd be on the document and if something wasn't working. It was a lot harder to get help because you'd either have to contact one of your group members or email the instructor. I think that was the biggest struggle just not being able to be in contact with him and chatting to him.

Ben also struggled with having a mask while teaching at the middle school as it was hard to talk, and he did not hear exactly what the students were talking about. Also, it was a challenge to guess who was talking. This made the teaching process as it was hard to deliver the voice.

I think it would be that hard but you're trying to talk and it's over your face and it's all masks off and it's hard for you to project your voice and then even when kids are talking, it's hard to tell what they're saying because theirs all masks off as well. I think it was a lot harder to learn names because you only have this much of the kids face to remember their names. So, I actually struggled with that as well...

The COVID-19 pandemic created extra work that the teacher students had to deal with such as sanitizing the tools after each class. As Ben indicated, *"Sanitizing the tools wasn't bad. It was just a pain and it was just something you had to remember to*

do...Overall, I think it inhibited my learning more than it was just an extra thing we had to deal with.”

Riley compared the field experience in EPHE 452 with the teaching experience that he gained in EPHE 352 course. What made EPHE 452 a difficult situation was because it was hard to speak loudly to get everybody’s attention in the school gym. Also, he missed to learning how to teach PE within a close group as he stated, “*When we taught in 352 there's a sense of intimacy within the group just because of how close we were.*” Also, Riley found it hard to use the online tools while teaching at the middle school. For example, he planned to use an iPad for the students’ self-assessment, but it was not allowed to share any tools with the students due to COVID-19 pandemic.

It definitely impacted how we interacted with the students and how they interact with each other. For example, with Google forms we had set up, that was one of our downfalls of our google forum. We weren't allowed to bring iPads into the gym and do the forums right...I remember in 352 we were in the little tiny weight room so it was easy to talk to everybody and it was easy to get everybody's attention. But it was a little bit challenging to speak in a larger space with a group where you do not know if everybody can hear you...I mean it impacted our interactions with the kids, but I would say we got the same opportunity as I'm sure it would have been in if things were different.

Riley also found learning in person whether in the gym or in the pedagogy lab at Uvic, was effective as he was able to connect with the course instructor and with his peers. Riley enjoyed the learning process within the EPHE 352 class as the instructor created a good environment that helped Riley to get involved in the classroom much better than talking about the learning and teaching processes throughout the online classes. Riley stated:

I mean even if I remember this well because of 352 so if we were...I'm pretty sure that if we were in normal class then 452 would have been you know taught by the instructor in the pedagogy lab. So, it would have, it's, he has a charisma which extends past the classroom. So, he does a good job. So, I think if things were different then I'm sure we would have learned a little bit more about hands-on stuff than what we unfortunately were able to do ...he has an interesting sort of classroom environment that's just go fly by the seat your pants but I enjoy it. So yeah that would we definitely miss that.

Section Five: Key Moments from Acculturation to the Professional Phase

Building a connection between the participants' experiences in the acculturation phase and the professional phase was a critical aspect to examine their socialization. Key moments were purposely chosen to describe how this happened in the course.

Story 1: "Pulling Ben Aside"

Ben was a pretty shy kid when he was a student at the school as he stated in the first interview. He explained that when I asked him some questions related to his past teachers and/or coaches. While asking Ben questions throughout the first interview, I felt that he was shy to ask questions in the PE classes or in the training sessions. It seemed that Ben enjoyed the PE lesson if the teacher was kind because that helped him to play and discover his own work. As Ben claims:

I was about 10 years old....my swimming instructor was super understanding super nice. Kind of allowed us to work at our own pace, and she was when especially we were young, the what it really came down to was she was just relatable and easy to talk to, and she wasn't scary. So, it was really easy to ask her questions, and she was super nice, and it was especially at a young age. It was a great way to be in a learning friendly environment.

I was wondering if there is a connection between a shy kid and Ben's stories while learning sports throughout his acculturation phase. Later on, I was surprised when I

listened to his exit interview at the end of the EPHE 452 course as he stated that he was a shy kid, and he was trying to help shy students while teaching at the middle school.

Throughout the exit interview, he gave an example about how he helped a shy kid to understand the pickleball techniques by teaching this kid individually. This links to how he tried to transfer his experience of being taught to other kids. Here is Ben's story when he was learning the breaststroke in the swimming class:

We were working on breaststroke, and I've seen some of the older kids when they're going really fast. Kind of shoot their arms out of the water, and go forward, and it looked pretty cool, and it was shooting water, and she's just and its actually bad technique. So, she just pulled me aside, and was hey I think that's really cool you've watched the older kids, and see what they're doing. But right now, at your age level, it's better just to kind of push your hands through the water. That was just super helpful because she kind of analyzed what I was doing, understood what I was doing and then didn't make me feel bad or anything. She's like hey I think that's really cool that you're copying the older kids, but right now you should be focusing on this.

Ben believes this way to teach kids was effective among him and other shy classmates to learn sports better. Pulling Ben aside in the context of an activity was an effective method that helped him to learn throughout his acculturation phase. Later on, Ben also applied this method when he was teaching at the middle school often he would circulate around the class and speak to individual students to guide their learning.

Surprisingly, this method also was critical throughout the field experience for Ben as a learning teacher. I had a conversation with the EPHE 452 course instructor about how Ben learned to teach kids at the middle school. The instructor said I pulled him aside when he was teaching and asked to look and see who was doing the activity well. He identified one student who was using height on his shot to gain time to recover, so the

instructor told him to stop the class and get the student to do a demo. Ben did, and it worked very well and all the students in the class immediately got better at the activity. Pulling Ben aside as a student teacher was a critical method to improve Ben's ability to teach PE effectively as he shifted into the professional phase of learning to teach PE. This parallel process to how he learned as a student in the acculturation phase connected to how he was learning to be a teacher in the professional. A critical value was emerged from this story, which is that teaching students individually within the situation can help students to improve their behaviours, but is critical to help novice teachers learn to teach.

Teacher Education Program Challenges and Solutions

The main aim of the teacher education program is to improve PETE students' abilities to teach and to become certified as PE teachers. The University of Victoria teacher education program offers several content courses with two required courses being EPHE 352 and 452. The aim of these courses is to provide a real experience in teaching to the PETE students. After having the experiences in all courses, the PETE students can connect these experiences while teaching students at the school. The participants were challenged and supported to examine how well they applied any techniques from their teacher education program to deal with any challenges that they faced while teaching kids at the middle school.

Themes

The participants' experiences throughout the acculturation and the professional phases were discussed through stories and participants' insights in the previous sections. These stories helped to examine the PETE students' beliefs towards teaching physical education as well as to understand their socialization. Main themes and sub themes

emerged by comparing and analyzing the participants' stories which were developed based on three resources the (1) participants' interviews, (2) course observation, and (3) participants' Folios profiles. The following table describes the main and the sub themes that were emerged from the data resources.

Table 4. The Case Studies' Main and Sub Themes

The Main Themes	The Sub Themes	Key Quotes by Jessy	Key Quotes by Ben	Key Quotes by Riley
-Characteristics of effective PE teacher/coach	-Building a relationship. -Knowledgeable -Encouraging and motivating students.	<i>"They kind of both pointed me out in that way...would encourage me in a way that came across as encouragement to me...I really appreciated...instead of addressing the entire class in a certain way."</i>	<i>"he just lets the senior players have a large leadership role which is great for kind of forming a good team rapport and good connections between the players."</i>	<i>"he was very knowledgeable in the games and how he sorts of transferred that knowledge from him to us was very helpful." "I think...he did a very good job of motivating us and motivating us why we should work hard and why we should work as a team."</i>
-Characteristics of not so effective PE teachers/coaches	-Lack of encouragement. -Lack of building a relationship. -Lack of giving feedback. -Not applying variety of the activities.	<i>"She would give us packages of worksheets and that was all we did. It was never any variety."</i>	<i>"Bill was kind of distant. He didn't really build a connection with us and help us out...just he'd explain the drills, we'd go do it. He might say one or two things, but then we kind of just move on."</i>	<i>"I just saw him as a less inclusive more a narrow-focused teacher as compared to William or Jack...he was very individual focused...in assessment and teaching in general."</i>
-Teaching styles/models by past effective teachers/coaches	-Command, Practice, Self-check, Guided-discovery,	<i>"He used actually a lot of guided discovery. So, I often felt I was being challenged when I was in the class"</i>	<i>"So, we kind of posed with us with some tactical idea kind of...a guided discovery way...he'd let us play the game"</i>	<i>"I would probably say self-check we used. So, I remember quite well we"</i>

	-Sport education, Inquiry learning.	<i>because he was asking questions, and having us brainstorm."</i>	<i>and kind of let us work through it on our own, and then at the end of the practice."</i>	<i>sort of had these set guidelines for how to tackle properly, and how to keep our head in the right spot. So, he divided us up into groups, and then we practiced against the set criteria for how to tackle correctly"</i>
- Influential processes in the EPHE 452 course.	-Providing lesson planning materials. -Reading articles and forum entries discussions. -Learning in a social environment. -Practice teaching at the middle school.	<i>"I understood that and knew to use that in my lesson plans, I felt a lot more prepared...I also actually really made a lot of connections with the forum posts."</i>	<i>"I think the readings such the Rink readings...specifically the forums and the readings in general. I think that was super helpful because it is kind of allowed us to discuss new ideas...in a collaborative way even though we're on zoom...a fun interactive way to work through material that would previously you just read the material and that would be it and that's not super fun."</i>	<i>"I think probably week three would probably be the week that um got us ready ...the visit from the school principal, the planning process and then the modification by exaggeration and representation"</i>
-COVID-19 mediating course experiences as opportunities.	-Using online resources. -Teaching a small group of kids. -having a challenge, improving more.	<i>"I think mostly learning how to use online tools for students and how that can create a different level of engagement for them too."</i>	<i>"I think it was an opportunity to see how you deal with situations and working through stuff. Overall, I think it inhibited my learning more than it was just an extra thing we had to deal with".</i>	<i>"I think I enjoyed it a little bit more working with less kids...But it was good with getting to know names and a little bit easier in that aspect."</i>
-COVID-19 mediating course experiences as challenges.	-Difficulties to connect with the peers and the instructor.	<i>"I guess felt the same just that you're wearing a mask and that we</i>	<i>"It was a lot harder to get help because you'd either have to contact one of your</i>	<i>"it's harder to talk to a group that's big and sort of is</i>

	-Wearing masks and sanitizing the tools. -Physical distancing.	<i>just had to clean things a little bit extra...they were supposed to be physically distancing and that sort of thing."</i>	<i>group members or email the instructor."</i>	<i>covering a large area rather than just."</i>
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Summary

Several processes were useful to answer the research questions. First of all, the interview questions helped to examine how PETE students learned to teach PE based on the experiences that they have gained in the acculturation phase and the professional socialization phase. Second, the elicitation process was also critical to help the participants to recall memories related to their past teachers/coaches throughout the participants' school age. Several contrasting characteristics of the past teachers/coaches were discussed by sharing stories that indicated, in the participants view, what made them effective or not so effective as teachers. Third, the course observation and the participants' profiles were effective data that helped to expand on insights from the interview transcripts.

Overall, the participants showed a big improvement while teaching at the middle school based on the course observation. These courses in the teacher education program at the University of Victoria offers key processes that helped PETE students to enhance their ability to teach physical education. Although these courses in the teacher education program supported students' professional socialization, it was clear that students carried out beliefs from their acculturation period into the field experience.

Chapter 6: Conclusions, Reflections and Recommendations

Introduction

To address the main focus of the study to explore the processes that help physical education teacher education (PETE) students increase their ability to teach PE effectively, this chapter will discuss five key ideas that emerged from the participants' insights based on their acculturation and their professional socialization phases of learning. Firstly, a brief summary of what this study has added to our understanding of PETE students' professional socialization. Second, an outline of how the findings addressed the research questions with connections to occupational socialization theory. Third, recommendations for EPHE 452 based on the research findings and considerations for teacher education program development. Fourth, discussion on the research process including limitations, challenges and personal reflections. And finally, the participants as future PE teachers, my predictions and future research possibilities.

An Overview of the Study

This study was conducted to examine how PETE students learn to teach PE based on the processes that were discussed throughout EPHE 452. As McMahon and MacPhail (2007) indicate, from an occupational socialization perspective it is important to understand how the pre-service teacher's values, beliefs and actions impact their forming teaching practice in PE. Examining the participants' past experiences was effective, as indicated by the participants' commitment to the process, and helped understand their acculturation phase into wanting to become a PE teacher and how this phase impacted their beliefs towards learning and teaching in PE.

Examining how PETE students learn to teach in the field experiences was critical to understand the students' development to teach PE. Observation the PETE students' behaviours in the field experience was critical to understand their progression while learning to teach. As Templin and Schempp (1989) noted it is important to study what happens to students in the field experience because it represents "the closest juncture between formal teacher training in the universities and on-the-job training in schools" (p. 81). Also, Patton et al. (2015) indicated that the field experience is a critical element within the teacher education program. It is a space in which one can understand the mechanism of how PETE students develop their abilities to teach PE.

My primary research question was "How have PETE candidates developed their beliefs and values about teaching PE based on their experiences being taught and within the University of Victoria PHE teachable area courses?" To address this primary research question, the three sub research questions will be addressed in the following sections.

1) What are the processes that influence PETE candidates' ability to learn how to teach PE in relation to contemporary PE instructional practices?

The Influence of the Acculturation Phase on PETE Students

To get at the "processes that influence" PETE candidates the study examined the three participants' past teachers and coaches' behaviours. This data collection process was important to understand PETE students' perspectives towards teaching PE early on in the EPHE course and after completing the course. As Templin and Schempp (1989) noted the past experiences of being taught PE and coached in a sport can shape the teaching perspectives for physical education teachers. PETE students' experiences throughout the acculturation phase influences PE students to enter the teacher education

program and again later when they become PE teachers (Lawson, 1986). Indeed, Syrmpas and Digelidis (2014) concluded that the period from Kindergarten to grade 12 has a big impact on PETE students' perspectives towards teaching PE.

It was clear that in the field experience, the participants started following some behaviours that were clear in their role modeling characteristics, such as being knowledgeable about the content area and valuing building a relationship with students. The participants focused on giving individual feedback to students while teaching at the middle school, a valued teaching skill that was learned and became more effective with feedback from the course instructor to help PETE students to adjust these teaching behaviours. The participants had positive beliefs towards teaching PE as they really liked the past teachers/coaches who supported, motivated and encouraged them to learn better. Also, the participants were able to recognize what was effective in the past teachers/coaches teaching styles and what was not so effective. For example, Jessy did not like the teachers who did not support all of the students from different background, and she also was able to recognize a main principle which is that students have a variety of ability and they might not perform the skill all the same. This means that the participants are likely to transfer the positive experience that they had in learning PE to other students when they become PE teachers as they learned to apply the skills appropriately in the complex context of teaching.

Two of the participants had a family member or members who were in the teaching field while one participant had no family member. As McCullick et al. (2012) concluded in their study that most of the participants were from families whose parents were teachers. However, other PETE students might enter the teacher education program

for other reasons, such as having a passion to promote health and fitness positively among children (Graber, Killian & Woods, 2017). Though family members could be a factor in deciding to be a teacher, the most common factor for all the participants was passion for a sport, being supported and motivated by their school teachers in PE, and because it was their favourite subject.

Sinelnikov and Hastie (2017) argued that “there is no evidence in the literature as of yet that describes the experiences of those recruits to physical education teacher programs that have experienced models-based practice during their acculturation phase” (p. 135). The participants’ insights showed that they have experienced being taught the sport education model, health-based approach, inquiry learning and teaching personal and social responsibility (TPSR). First, Jessy has experienced being taught the inquiry learning model throughout the outdoor education program when she was in the high school. Second, the Sport Education model was being applied by Riley’s PE teachers in high school. Third, Ben’s past teachers applied mainly command and practice teaching styles with a few of the health-based approaches. He described it as the following:

I think the idea of working with your peers and problem solving was kind of coming up more. And then also I'd say we got a little bit into health-based PE. We had a few instead of just doing games and sports all the time. We had one about a unit talking about food and healthy diets and then also healthy lifestyles outside of PE being healthy in general.

Also, Ben has experienced being taught the Sport Education model by his rugby coach at the university. He described the rugby class structure as *“he just lets the senior players*

have a large leadership role which is great for kind of forming a good team rapport and good connections between the players.”

Overall, the participants had experienced being taught mostly command and practice teaching styles with some self-check and guided-discovery teaching styles at the school age. They also experienced being taught some of the Instructional models for teaching PE, such as Sport Education, health-based approach, inquiry learning, and TPSR. The Teaching Games for Understanding model was being applied throughout their teacher education program in EPHE 117, 352 and 452 courses as well as the inquiry learning and the Sport Education models. I strongly assume that these students are likely to apply some of these teaching styles and Metzler models as they have experienced being taught them within their acculturation phase and the professional socialization phase.

The effectiveness of the Professional Socialization Phase

The occupational socialization researchers indicate that the professional socialization phase might be considered as a weak stage compared to the acculturation phase because the professional socialization is shorter than the acculturation phase (Lawson, 1986; Lortie, 1975; Templin & Schempp, 1989). To maximize the effectiveness of the teacher education program, Templin and Schempp suggested that the professors can provide professional knowledge to improve PETE students' perspectives within the teacher education program. The professional knowledge refers to a concept which provides core textbooks and research articles in peer-reviewed journals. This study found that EPHE 452 provided many data related to the teaching styles, the instructional models for PE, lesson planning materials, students' assessment chart, and scanning resources that

the PETE students used when teaching students in the school. Additionally, PETE students needed to implement new knowledge, as in adapt and develop their own lesson materials, throughout their experience in teaching, as suggested by Richards, Templin and Graber (2014). Giving the students in EPHE 452 the opportunity to teach children in the middle school meant that the course supported the students' socialization by providing both a professional knowledge and the beginning of an organization orientation by working in a real teaching practice. The practicum experience made the students to be fully understand how to apply the professional knowledge into a real practice and then be master in teaching when becoming PE teachers. The experiences within EPHE 452 were effective to help students to shift their beliefs towards teaching PE as this course supported their professional socialization.

Richards et al. (2014) has noted that PETE students' intentions to teach PE was a key element to determine whether the teacher education program will improve students' perspectives on the processes to teach PE. The participants' insights showed positive teaching orientations within their practicum experience, for example they spent many hours prior to teaching a class by planning lessons that attempted to include all learners and promote social skills such peer feedback. These positive orientations were helpful in developing PETE students' behaviours related to the teaching role. All the participants indicated in their interviews and when teaching that they understood why it is effective to apply several teaching styles building towards instructional models while teaching PE. They also recognized that the children have different levels and it is a benefit to choose an appropriate style to achieve the lesson objectives across the learning domains as described by Mosston and Ashworth (2002).

The key idea to maximize the effectiveness of teacher education programs is that the university professors need to understand how teachers are socialized throughout the occupational socialization phases and how PETE students' socialization might influence the students' beliefs and values towards teaching PE (Graham, 1987 as cited in Templin & Schempp, 1989). The instructor of EPHE 452 helped PETE students to shift their beliefs towards teaching PE based on the students' socialization because he helped PETE students to fully understand the teaching professional knowledge first and then apply the professional knowledge in the real teaching practice. As Templin and Schempp indicated, "If teacher educators began to design ways to explore and deal with student presocialization as part of preservice training, the potency of the program as a socializing agency might be greatly enhanced" (p. 75)

The participants' expectations from EPHE 452 were also important to examine to help to understand how well this course would develop and broaden their perspectives or not. Templin and Schempp concluded that the students' progression within the professional socialization phase can be based on both students' expectations and the educational goals. These researchers described that as the following: "what they expect to receive from training, to decide how they will be molded" (p. 67). Two of the participants expected to get the real experience in teaching children at school and one participant expect to fully understand of the lesson planning materials before going to teach at the middle school. Definitely, EPHE 452 provided the two expectations as they were described in the course outline, which means this course was well developed to enhance PETE students' abilities to teach PE based on their socialization.

The processes that influence PETE students' abilities to learn how to teach PE in relation to contemporary PE instructional practices

Several processes were examined as effective tools that are important to be considered in the teacher education program to help to develop PETE students' abilities to teach PE. First, offering the reading resources and the lesson planning materials. Second, field experience and hands on activities. Third, peer feedback and group discussions. Fourth, learning in a social environment.

Some of the instructional models for teaching PE were implemented within EPHE 452 to develop students' learning to teach PE. Richards et al. (2014) suggested in their literature that instructional approaches should be applied by professors in the teacher education program to increase the learning benefits among students (Curtner-Smith, 2009 as cited in Richards et al., 2014). For example, the Sports Education model was applied in EPHE 452 to help students work as a group to develop their lesson plans, share ideas and communicate. Additionally, the inquiry learning model was applied by the course instructor to guide the students to an appropriate answer to develop their thinking.

The participants' expectations of the course have supported Templin and Schempp's (1989) claim, which is that students expect that the teacher preparation program offers a valuable experience in teaching that is required to be certified as PE teachers. The students' expectations were similar among the participants, which was a hope to get real practical experiences in teaching students at school. The EPHE 452 course outline supported the students' socialization by offering a real experience in teaching at a local middle school. Thus, the field experience was an effective experience

in EPHE 452 as the students showed a big improvement in teaching PE, and this experience supported their socialization.

Templin and Schempp (1989) noted that “professors who ask the right questions about what happens to trainees in field experiences could learn much about how to orchestrate socializing influences effectively to guide trainees toward the programmatic perspective desired” (p. 83). This process was beneficial in the UVic teacher education program because the participant’ insights showed an integration process between EPHE 352 and EPHE 452 courses. These courses aimed to develop PETE students’ abilities to teach PE by providing both context knowledge and real teaching experiences.

The participants can teach a sport that they have never played before if they have been taught the fundamental skills cues and the lesson planning materials. So, they will feel confident while teaching PE as their coaching orientation showed a positive influence on their learning process. Also, they saw how to apply the teaching styles and the instructional models by the teacher education instructors and then demonstrate them in a real-life experience to show how well the students improve after having experienced being taught these teaching styles and these models.

After having the real experience in teaching at the middle school, the participants more fully understood why the Spectrum and the Instructional models for PE should be applied in the PE class because they now realized how well the students perform once applied these teaching styles and these models. Overall, processes that developed students’ ability to teach are: lesson planning materials, practicum experience because once they apply the skill, they can be familiar of the teaching skills and they can adjust their behaviours. Overall, EPHE 452 provided rich of data related to the lesson planning

materials, reading articles and the field experiences, which means this course supported PETE students' socialization and helped them to shift their perspectives.

2) What are Challenges and opportunities that PETE Students Face While Learning how to teach Physical Education in Schools?

Opportunities while learning how to teach Physical Education in Schools

EPHE 452 offered several learning opportunities among PETE students. The participants' insights showed that the teaching experience at the middle school was an effective opportunity that helped the students to learn how to teach PE. In the field experience, the teacher students applied different teaching styles and started to draw on the TGFU and Sport Education models that they learned in the EPHE 352 and 452 courses. Critically, this experience helped them feel confident while teaching children and to adjust their behaviours in the real situation. The participants had expected that EPHE 452 would offer professional knowledge to teach PE, but the hands-on experience, organized in teaching groups, enable the course to exceed the students' expectations. The three participants had all take EPHE 352 prior to EPHE 452, which meant they were ready to learn from the field experience. In fact, one student Ben who had taken EPHE 352 on-line in the previous term, made sure he could attend the course and he relocated in the second term to be in Victoria. The students shifted their beliefs after they had applied some of the instructional models, such as TGFU and Sport Education in practice. For example, Jessy commented in the course forum,

My main take away from being at the middle school was the transition that occurred when points were implemented in the activities we had planned for the

lessons. Students were much more engaged, competitive, and seemed to be implementing the fundamental skills we introduced more effectively.

Committing to using teams and developing roles within the teams was a radical shift in practice for the students. They all noted, like Jessy, that as they added in the social dimension through team identification, rotated opponents with rules that adapted the game rules to increase the challenging to players who win, to make the games close, then they got real focused engagement for the vast majority of the students.

Challenges while learning how to teach Physical Education in Schools

The participants' insights showed some challenges that PETE students faced while teaching children in the middle school. These challenges impacted students' learning on how to teach PE and challenged their learning on how to deal with these challenges which made them to develop the skills that they need to be professional teachers. First, unpredictable numbers of students in some class as some classes had a small number of students while others had a bigger number. Second, management issues and learning to scan the whole before focusing on individual students. Ben identified the main challenge that he faced while teaching at the middle school as the following:

It was a little bit hard sometimes to motivate the kids because they just won't hang out in their peer group and not really take part. So, for the first two classes, I wasn't really ready to deal with that. But the next week I was able to had a little talk with the course instructor and my group members to try to see how we could work it out better and then the course instructor suggested if kids are kind of going off on their own, you can switch their partners. So, they're with different students in the class.

Third, the participants' insights showed another challenge that they faced while teaching at the middle school, which was developing a teaching presence through setting up

routines, getting equipment collected up (in teams for points helped), using demos and learning to ask questions that students would answer. Jessy and Riley were in the same group and they were teaching a pickleball lesson together and they were teaching a game and the game did not work. Jessy explained

So, before noticing that one individual was having troubles with something. I would back away kind of look around the room and notice that everyone was having the same issue. So, in that example, it was clear that the game wasn't working how we thought it would. So, I think that was something that I utilized and then being able to switch it on the fly and make modifications too.

Finally, as EPHE 452 was happening online, the students were not able to meet in person to discuss their lesson plans within their groups.

3) How has COVID-19 pandemic influenced PETE students learning how to teach PE?

COVID-19 Opportunities and Challenges among PETE Students

PETE students who took EPHE 452 in Spring Semester in 2021 did not expect that they are going to have the opportunity to teach children at the middle school due to COVID-19 restrictions. Teaching throughout COVID-19 was a different experience among students who took EPHE 452 in Spring Semester in the year 2021 compared to other PETE students who took this course before COVID-19 pandemic. The on-line class, the mask wearing, social distancing protocols and continuous expectations to sanitize equipment all were new challenges to navigate. The pandemic created some opportunities and challenges among PETE students.

COVID-19 created some opportunities among PETE students. First, the participants appreciated teaching a small group of children (half the class so classes were 10 to 14 students), which made them to feel confident learning how to teach with less

management concerns and could get to know students' names very quickly. Second, within the Pandemic, the participants were able to use some online resources, such as Zoom application and Google-Suite apps which promoted the digital technology skills to know how to create and develop their portfolio profiles.

Although COVID-19 pandemic created opportunities among PETE students, it also created challenges. Some challenges focused on the learning process through Zoom video-conferencing and online resources. The instructor tried to teach using videos and on-line websites. This had limited impact until students were asked to develop evidence of their learning by planning and then teaching friends, using a video to capture the lesson to reflect upon. This helped created the foundational tools to teach in the school.

Other challenges required students to put extra efforts in order to address these. First, the PETE students and the children had to wear masks throughout the classes, which made the teaching process difficult as the students could not recognize all of the children faces, struggled to be heard when speaking and hear the children very well when they responded to questions. Second, sanitizing the tools after each class was also extra work that PETE students had to plan and manage at the end of each class and before the start of the next class. Third, the challenge of meeting online within the group to discuss their lesson plans was complicated and reduced the more natural social interactions they would have a classroom. Fourth, it was hard to use the smart devices like iPads within the teaching process because it was not really available in the school for the gym and students were not allowed to access their mobile devices. Some PETE students tried using Google forms to collect survey self-assessments from the students but this had limited success without the classroom teacher supporting the process.

In summary, COVID severely constrained how to teaching through practical modelling at the university, but the intent to teach four lessons in the school gave students a target expectation to learn for. This seemed to allow them to transfer ideas taught into the reality of teaching in the school. Even though they faced some challenges, they were able to deal with these challenges by getting support from the course instructor and from their peers. The opportunities that COVID-19 created may help the professors at the university to develop their programs in order to create a learning environment that can enhance PETE students' ability to teach PE.

Recommendations

Suggestions for EPHE 452

This course offered several learning opportunities among PETE students, such as teaching children at the middle school, reading articles, lesson planning materials, group discussions, and the "Exit Interview" experience. However, I would recommend that EPHE 452 consider combining with online classes and in person classes, when it is necessary, because some students are the able to join the course from other cities and they might not be available to attend in person. This increases the potential draw of a course like EPHE 452 and the EPHE 352 in the previous term. This could help these students to register and get the benefits of the online resources that EPHE 452 can offer. The challenge would be how to develop the real teaching experience in the school. Being in the gym and learning in person, with mentorship from the instructor, are important processes that EPHE 452 course offered that seem to help address the limitations of the acculturation phase on the professional learning phase as part of the occupational socialization.

My recommendation for EPHE 452 is this course should offer hands-on experiences to the students to help them to develop their teaching practice, but with ongoing and supportive mentorship from the instructor and student's peers. Using the online tools was very effective among PETE students, they effectively shared and co-edited their planning which made develop mastery skills in using technology, that they will use when they become PE teachers, which I doubt would have happened as well with the COVID-19 restrictions. This course focused on getting the PETE students to learn by doing, reflection, having support from their peers, working as groups and having feedback from the instructor without focusing on their grades. The course focused on PETE students personal learning progressions.

Suggestions for Teacher Education Program Preparation

My main recommendation is that teacher education instructors need to understand the students' socialization in order to help them to learn better in their programs. I would suggest that the teacher education instructors can conduct an initial interview with their students to examine the characteristics of the PETE students' past teachers and/or coaches. This can be achieved by applying the rep grid elicitation process to help them to recall memories that related to the pre-education period as the part of their apprenticeship observation. This process can be very helpful, especially if the course includes a practicum experience in teaching, so the educators can help the students to adjust their behaviours in the field experience. As Richards, Templin and Graber (2014) suggested in their literature review, PE educators may have a positive impact on PETE students' perspectives if these educators understand the influence of PETE students' favorite past teachers throughout the school age and are able to draw on this knowledge in order to

teach professional ideas that build on PETE students past experiences being taught or coached. For example, Ben's examples of his university rugby coach who set tactical problems for teams to solve, and got the older players to teaching the new players key practices and games, really helped him embrace the teaching styles and the TGfU approach.

Discussions, limitations and reflections

The main technical limitation for me was conducting the interviews online as this may affect the quality of the Zoom recorded because the internet connection sometimes was unstable either from mine or from the interviewers' internet connection. However, I checked the records accuracy by listen to the records at least three times to make sure about every single word in the interview transcripts. Due to COVID-19 pandemic, I was not allowed to meet with any of the participants face-to-face. For future studies, I recommend using two record methods to record the interviews. For example, both a Zoom meeting record and Quick Player screen recorded can be used to collect two records in case the researcher lost the interview data. This method is important to avoid losing the data.

The main limitation in the autoethnography approach in that I and my participants could not remember all of the details related to our past teachers, so that might limit the insights which could be produce by my personal experience in a deeper description. As Ellis et al. (2010) argue, autoethnography represents the researchers' personal experiences in a thick description, which can be achieved by having evidence, such as field notes, interviews, and or artifacts. In the elicitation process I simply used memories that were recalled from comparing past teachers and coaches. On the other hand,

conducting the interview by applying the repertory grid process was a critical process, creating surprising results for me and my participants that triggered memories and details of our past influential teachers/coaches that would not have surfaced in a conversation, that allowed patterns to emerge across our stories.

Personal Reflections and Recommendation

Graber, Killian and Woods (2017) indicated that “teacher socialization is a lifelong process that begins with acculturation, continues into professional and organizational socialization, and does not end until a teacher decides to leave the profession” (p. 74). The study methods helped to examine the PETE students’ socialization throughout the acculturation and the professional socialization phase, but the students’ organizational socialization needs to be investigated further once the participants become certified as PE teachers. By applying the elicitation process to help students to recall memories related to their past teachers and coaches provided a window into PETE students that was opened to allow professional knowledge to build from previous related experiences. My course observation was important to investigate the processes that help PETE students to develop their teaching professional knowledge. Those experiences helped to predict the PE professionals’ behaviours. It was hard to investigate the PETE students’ socialization throughout a short time because this study focused on examining PETE students’ beliefs within the acculturation and the professional phases. It might be helpful if another study was conducted once the participants become PE teachers to investigate how well they are able to apply the experiences that they had within the EPHE 452 with other university instructors, or when they start a career as a teacher.

This study provides a unique perspective about the occupational socialization theory as I am a researcher who was a PE teacher in Jordan. I have used this theory to explore how PETE students learn to teach PE within the Canadian culture. Also, having the English language as a second language has made this research a very unique study, a struggle for me to do, but a very enriching experience. Richards and Gaudreault (2017) argue that the occupational socialization theory has been examined by some researchers not only in the United States, but also in other countries, such as Australia (Morgan & Bourke, 2008), Greece (Zounhia et al., 2006), Hong Kong (Li & Cruz, 2008), Ireland (Chroinin & Coulter, 2012), Singapore (Wright, 2001), the United Kingdom (Curtner-Smith & Meek, 2000), Iran (Alirezaeian et al., 2014), Finland (Makela et al., 2014), and Germany (Reuker, 2016). I can argue that few, if any, researchers examined the occupational socialization theory by a Jordan teacher within the physical education studies in the English language. This study has provided new insights that related to the occupational socialization theory by a researcher who came from Jordan and worked as a PE teacher within the Jordanian culture.

As I am an international researcher, I was not familiar with the rugby game structure. So, I had to do some research to understand the participants characteristics based on the game structure because two of the participants were rugby team players. This helped me to analyze the participants' key characteristics in order to examine their personal beliefs based on the game that they play.

While writing the participants' stories as a second-person of view, I found that it is so important to address what happened exactly throughout their experience and to express their feelings because that could help the reader to understand the participants'

socialization. I felt that I was responsible to represent the PETE students' feelings, related to the positive or to the negative experiences, so they could transfer these feelings to the reader. The reader can check the credibility by comparing the shared experiences within the stories, mine and the participants, to their own experiences.

I found that the researcher needs to be a good listener while conducting the interviews because that was a critical element that can lead the participants to share many stories related to their experience in being taught and/coached. I noticed because I showed an interest in listening to their stories by supporting their feelings, they talked a lot and they did not mind sharing their personal stories. This was so important to examine the study phenomenon, to gather an insight into the PETE students' beliefs and values towards teaching PE as well as their past experiences throughout the acculturation phase. Personally, working with the PETE students in the middle school helped me as a researcher to know the participants better, to improve my perspectives toward teaching PE, and to understand teaching PE within the Canadian culture.

The participant as Future PE Teachers: My predictions

Templin and Schempp (1989) indicated that the professional knowledge that PETE students learn throughout the teacher education program might be washed-out when they become certified as PE teachers. I would assume that the participants in this study might forget some knowledge that they learned in the teacher education program, and they might not apply all of the teaching styles and the instructional models for PE when they become PE teachers. It is hard to predict. A future, longitudinal study would be useful to examine the participants' behaviours when they become PE teachers. However, the learning in the context of the school, especially where the PETE students

noted progress by the children, I think offers compelling evidence that those practices and ideas will re-emerge for the PETE students when they return to schools as PE teachers in the future.

The school culture is an important area to examine next to see whether PETE students will be able to apply what they have learned in professional socialization phase. As the PE teachers may well experience what PE scholars have described as a “reality shock” when the school environment does not support their professional knowledge through the organizational socialization phase of their development (Lawson, 1896; Templin & Schempp, 1989; Graber et al., 2017). Will they be able to resist more traditional practices that they have openly critiqued from some of less effective teachers and coaches?

Observing the PETE students’ behaviours while teaching at the middle school was effective to predict their teaching behaviours when becoming PE teachers. Templin and Schempp (1989) claimed that there is a need to study school teaching experiences to help to understand what happened to students in the field experiences. Thus, examining the processes that helped PETE students in the middle school during the EPHE 452 course, to support their developing beliefs and forming practices towards teaching PE, was critical to answering Templin and Schempp’s concerns.

Future Research Possibilities

For future studies, researchers need to examine further the link between PETE students’ stories related to different types of teachers and coaches before entering PE program. This could help educators at the university to understand the background of different kinds of PETE students in order to help them to learn better within their teacher

education programs by critically drawing on their past experiences of being taught, as they guide them through their professional orientation to the field.

It was hard to explore the PE teacher's socialization in a short period of time because "socialization into teaching is a lifelong process" (Richards & Gaudreault, 2016, p. 64). However, exploring the PETE students' acculturation with them can help them to learn in relation to their past experiences, to draw on the positive models that relate to professional knowledge advocated in their teacher education programs. Such a process would help them to look critically at the experiences of the past that bring them to the teaching profession in PE, to become thoughtful and open-minded professional teachers.

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Appendix

Appendix A

Office of Research Services | Human Research Ethics



**University
of Victoria**

Board

Michael Williams Building Rm B202 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-4545 | F 250-721-8960 | uvic.ca/research | ethics@uvic.ca

Certificate of Approval

<p>PRINCIPAL TIM Hopper (Supervisor) INVESTIGATOR</p> <p>PRINCIPAL APPLICANT Eman Khalifah Master's student</p> <p>UVIC DEPARTMENT Exercise Science, Physical and Health Education EPHE</p>	<p>ETHICS PROTOCOL NUMBER 20-0366</p> <p>Expedited review - delegated</p> <p>ORIGINAL APPROVAL DATE 29-Jan-2021 APPROVED ON 29-Jan-2021</p> <p>APPROVAL EXPIRY DATE 28-Jan-2022</p>
<p>PROJECT TITLE PETE Teacher Candidates' Perceptions about Learning to Teach Physical Education</p> <p>RESEARCH TEAM MEMBERS Eman Khalifah - Principal, UVic</p> <p>DECLARED PROJECT FUNDING None</p> <p>DOCUMENTS INCLUDED IN THIS APPROVAL tcps2_core_certificate.pdf - 25-Nov-2020 The set of first interview questions.docx - 12-Dec-2020 The second Interview reflections on learning in EPHE 452 and your teaching education program.docx - 12-Dec-2020 Study Script.docx - 22-Jan-2021 Participant Consent Form 2.docx - 28-Jan-2021</p>	
<p>CONDITIONS OF APPROVAL</p>	

This Certificate of Approval is valid for the above term provided there is no change in the protocol.

Modifications

To make any changes to the approved research procedures in your study, please submit a "Request for Modification" form. You must receive ethics approval before proceeding with your modified protocol.

Renewals

Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.

Project Closures

When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.

Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Participants.

Dr. Rachael Scarth
Associate VP Research Operations

Certificate Issued On: 29-Jan-2021

Appendix B

First Interview Questions Guide:

First part (The contextual questions):

- Where are you from? If they are not Canadian, how long have you been living in Canada?
- How old are you?
- How did you experience school? What did PE look like for you?
- Did you play any sport before entering your teacher education program?
- Who coached you in your favorite sport?
- In your family, are there other people who are teachers or coaches?
- Why do you want to be a teacher?
- Have you done any teaching or coaching before? What was that like?
- What do you remember about teaching styles taught in EPHE 352?
- In your PE teacher education program up to now, do you remember any teaching styles being taught by your instructors?

Second part:

The participants can assign at least 8 effective and ineffective past teachers or coaches. Key is to have some contrasting teachers.

Age	5 to 12		13 to 18		18+	
	Good or Effective	Not so good or Not Effective	Good or Effective	Not so good or Not Effective	Good or Effective	Not so good or Not Effective
Female PE Teachers						
Male PE Teachers						
Female Sport coach						
Male Sport Coach						
Female teacher						

School Male teacher						
School Female teacher						
you as a coach						
you as a PE teacher						
Games						
PE activity						

The elicitation techniques:

- If we compare the two good teachers (their names) together, what made them good or effective? or what are the similarities between them?
- If we compare these two teachers with the other not so good teacher (teacher's name), what are the differences between them?
- Can you remember a class that worked very well with you? Why did you like this class more? What type of teaching styles were used by this teacher? Can you think of an example?
- Why are the two not good teachers (their names) different from the good teacher (teacher's name)?

When the participants answer the question, I might ask them follow-up questions to help them to recall memories such that you smiled that means you liked his/her style? Why was that?

Can you remember what made the class good for you and for the class in general?

How did the teacher look like when he/she was teaching you? For example, he/she was funny or restricted?

This process would be repeated several times selecting different combinations of teachers/coaches in order to elicit memories of being taught and coached.

Expect to do around 4 to 5 rounds depending on how much the student is able to remember.

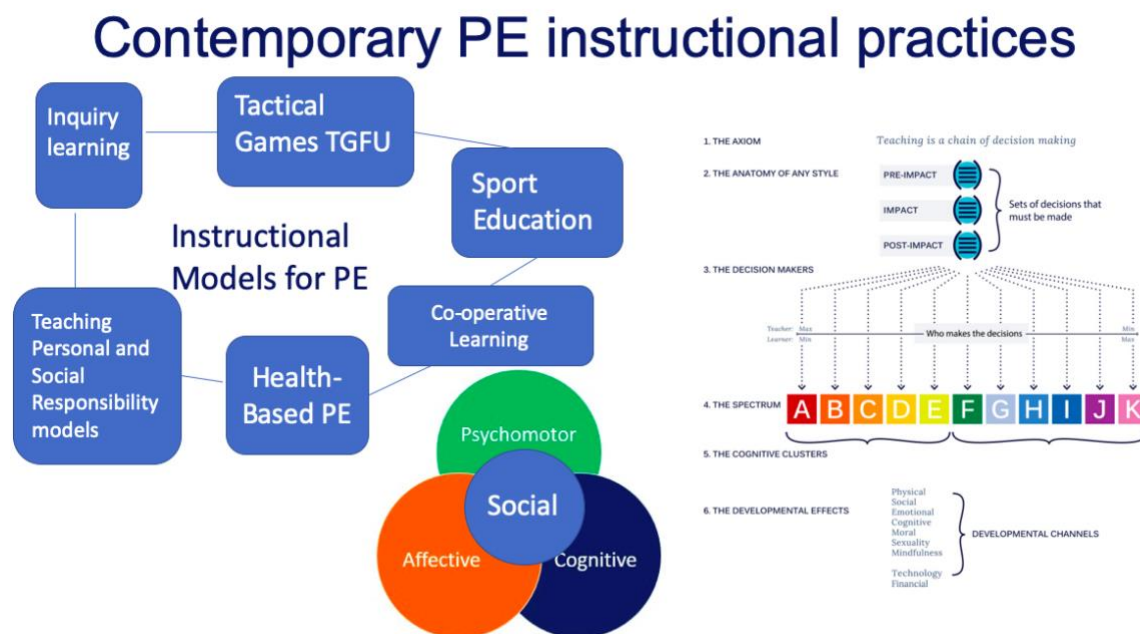
The goal is to get snapshot anecdotes from the student to get an idea on what they remember well from being taught or coached.

Appendix C

Second Interview Questions Guide:

The second Interview reflections on learning in EPHE 452 and your teaching education program

The diagram below captures some of the ideas taught in EPHE 352 and 452.



Recall and realize questions:

- How do these ideas inform our thinking about how to teach PE?
- Have you experienced being taught using any of these teaching styles or an instructional model? How and why?
- How do you understand these approaches after your experience of teaching?
- What teaching styles did Dr. Tim used in EPHE 117?
- What are the instructional models Dr. Tim used in EPHE 117?
- What opportunities did you get to teach in EPHE 452 course?

- Did you face any difficulties while teaching (at school, at home)? What were they?
- How did you deal with those challenges?
- Did you apply any techniques that you have learned within your teacher education program to deal with this challenge?
- What teaching styles/instructional models did you use when teaching (share ePortfolios)?
- Why did you apply these styles?
- How well did the students learn when using this teaching style? Why? Can you give an example?
- What teaching behaviours are you working on like planning, positioning, giving feedback, using demos, or using questioning? How well are you using these teaching skills?

Recalling of past teachers:

In our first interview you spoke about these teachers:

1. Teacher A
2. Teacher B
3. Teacher C
4. Teacher D
5. Teacher E
6. Teacher F
7. Teacher G
8. Teacher H

Now you have had some experiences being a teacher, how do you recall any of these teachers being good or effective at teaching.

Researcher selects one or two names to focus on.

What do you recognize as being effective in their practice?

Some of these teachers you saw as not so good or ineffective. Select one of two of the names.

Why do you think they were not effective? What were the challenges they did not address? How do you think they could have done it differently knowing what you now know?

COVID questions:

- Do you think that Covid-19 has impacted on your learning to teach in the PETE program? How has it impacted that process?
- What were the challenges that COVID presented?
- What were the opportunities that COVID created?
- Do you have any questions you would like to ask me?

Appendix D



University
of Victoria

School of Exercise Science,
Physical & Health Education

Participant Consent Form

PETE teacher candidates' perceptions about learning to teach physical education: A qualitative pedagogy study.

You are invited to participate in a study entitled a qualitative pedagogy study about PETE teacher candidates' experiences in learning how to teach physical education that is being conducted by Eman Khalifah. She is a graduate student in physical education master degree is conducting qualitative research in the school of Exercise Science, Physical and Health Education at the University of Victoria. You may contact me if you have further questions by my phone or by my email.

As a graduate student, I am required to conduct research as part of the requirements for a degree in MA masters. It is being conducted under the supervision of Drs. Tim Hopper and Sam Liu. You may contact my supervisor Dr. Liu if you have any questions or concerns.

Purpose and Objectives

The purpose of this research project is to gather qualitative data on your insights on PETE students' experiences in learning to teach physical education. This data will allow the researcher to cover a missing gap which is "the mechanism of how PETE students learn to teach PE has been considered as a missing link in comprehensive curriculum research".

Importance of this Research

Research of this type is important because it will allow the participants to share their experience in learning to teach physical education, which would represent their voice as a PETE student and how the teacher education program influenced their ability to teach physical education. This voice is important to understand how PETE students learn to teach physical education, and to share more stories related to the physical education field.

Participants Selection

You are being asked to participate in this study because you are an eligible participant who took EPHE 352 course whether in fall semester in the year 2019 or in the year 2020 (or equivalent courses), and you are taking EPHE 452 course this coming spring semester.

What is involved

The researcher will use her personal Laptop to type the notes throughout her observation the EPHE 452 course. When conducting interviews with selected students from the course, it will be conducted via UVic Zoom meeting video conference program and stored on the researcher's computer. The researcher will use her personal laptop to save all of the data including the data analysis. With the permission of participants artifacts in their ePortfolios will be used to stimulate discussion with the participants on their learning to teach PE if they decide to share the artifacts with the researcher. Students can participate in the study simply as a member of the course but in addition four students who volunteer, can be involved in two interviews one at the beginning of the course and the other at the end of the course.

Inconvenience

There are unknown or little potential inconveniences to the participants. Participation in this study may cause the participants some inconvenience as it asks of their time in order to participate in two 30 minutes interviews. In order to lessen any inconvenience created by the participation, the interview can be arranged at a time and location that is most convenient to the participants.

Risks

There is no known risk in this study. Participants will share some of their own past stories about being taught PE or coaching a sport in the interviews but this is done on a purely voluntary basis.

Benefits

This research will have benefits to the participants, such as sharing their experiences in learning to teach physical education and representing the participants' voice as PETE students learning how to teach PE. Also, this study will help the instructors who teach in the teacher education program to explore the processes in helping PETE students to become PE teachers. This study will explore the links between PETE students' occupational socialization mechanisms and how it influences their learning to teach physical education.

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If participants decide to withdraw from the study, they will have the choice to keep or remove their data. To withdraw from the study, you can either contact Dr. Liu or by contact the researcher Eman Khalifah. If you decide to withdraw, the researcher will send another form where you can indicate what aspects of the data you wish to keep in the study or not. If not, then the data will be destroyed.

Researcher's Relationship with Participants

The relationship between the researcher and the participants is minimal. The participants can withdraw from the study at any time without penalty. Dr. Tim Hopper is the instructor of EPHE 452 course and he is the researcher's supervisor therefore during the course he will not be involved in recruitment, consenting participants or data collection. Any student can decline to participate in the study without penalty. The course instructor will not know who is involved in the study.

Anonymity

In terms of protecting your anonymity in any papers or presentations made in relation to data collected in this project your name will be changed and any descriptions identifying you or people related to you will be changed to protect your anonymity.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected by any recorded data being stored in a locked filing cabinet. Any typed data will be held in a double password protected computer storage device. Due to the context of the study, it is possible that students in EPHE 452 course and Dr. Tim Hopper may become aware of who has participated after the study is reported but as much as possible participants confidentiality will be respected.

Dissemination of Results

It is anticipated that the findings of this study will be shared at the end of the researcher's program as a requirement to pass her degree. A final report might be published to use as a useful resource at The University of Victoria to the physical education students. Any findings will be shared with you before being published.

Disposal of Data

Data from this study will be disposed of 12 months after the course requirements have been completed and marks have been posted.

Contacts

Individuals that may be contacted regarding this study include Eman Khalifah as researcher by phone number or by email. Drs. Tim Hopper.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office ethics@uvic.ca at the University of Victoria (250-472-4545).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher.

Please indicate your preference with a [✓] for first or both options. You can revise your consent at any time.

- I volunteer to be involved in the study as a participant whilst engaged in the EPHE 452 class.

- I volunteer to be considered for a two 30-60 min interview on my experiences becoming a PE teacher.

I consent to the use of my ePortfolios in the following ways:

____ I permit the researcher to access and write about the contents of my ePortfolios.

____ I permit the researcher to use and copy the contents of my ePortfolios.

____ I would like the researcher to contact me before they use and copy the contents of my ePortfolios.

Name of Participant

Signature

Email Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.