National Association for Physical Education in Higher Education

“Beyond the Campus – Transforming Education Through Partnerships”

Queen Mary, Long Beach, CA
January 16-18, 2003
Physical Education Methods for Elementary Education Majors

Michael W. Kernodle
Robert N. McKethan
Appalachian State University

At many institutions of higher education, teacher education degree programs are offered at off campus locations such as community colleges. These programs are targeted to nontraditional students seeking a degree and licensure in elementary education. Physical education, music education and art education are a part of the curriculum.

Across the United States, classroom teachers, rather than trained physical education teachers, are often charged with the responsibility of teaching physical education. (Allison, 1990; Pangrazi, 1997). Only 7 states require that physical education be taught by certified physical educators and 39 states use a combination of physical educators and elementary education classroom teachers (NASPE, 1997).

Our approach to instruction of nontraditional elementary education majors in physical education methods is one that provides support for the physical educator at the school. We also operate under the philosophy that the school physical educator should solicit the classroom teacher for support. Our approach to a methods course is based on the following assumptions:

1. Classroom teachers are held accountable for the academic progress of their children with the result that instruction in physical education is not a high priority.

2. The classroom teacher has heavy demands upon their time.

3. Classroom teachers, in one semester, cannot be trained to be instructional leaders in physical education.

4. Individuals select areas of teacher education based upon their interests and perceived competencies in the subject area.

The purpose of this presentation is to describe the course content and instructional methods to meet the needs of nontraditional students. The major content includes the following:

1. Provide instruction in the use of technology.
2. Provide instruction on curriculum standards in physical education.
3. Provide experiences designed to increase the comfort level of class participants.
4. Provide experiences that address Neil Williams, PE Hall of Shame elements.
5. Provide experiences with qualitative analysis of motor and manipulative skills.
6. Provide experiences in lesson planning as well as teaching.
7. Provide experiences on curricular integration.
8. Provide experiences dealing with managing student behaviors.