Celebrating Our Successes

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

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

(continued)
From the President, continued

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

Finally, after heroic efforts to move the *Chronicle* to an online format for NAKPEHE, Dr. Mike Metzler will be passing the responsibilities for *Chronicle* Editor to Dr. Shane Frehlich. We thank Shane for accepting this responsibility and we are sure that the *Chronicle* will continue to meet the high standards set by past editors. Mike Metzler is the current NAKPEHE President-Elect and will be helping Shane during the spring transition time. On behalf of NAKPEHE, I thank Mike Metzler for his visionary leadership in this editorial effort. He has clearly “moved mountains” in a relatively short period of time and I believe the quality of the publication has improved and rises well above similar publications of other associations.
One of the main goals of coaches/teachers is to provide a teaching/learning environment culminating in the learner’s ability to retain the information for extended periods of time and transfer the learning to any number of different competitive situations. For coaches that would mean organizing on the field or on court practices that challenge the athletes both in the cognitive and motor domains adhering to the Encoding Specificity Principle that suggests practice should be as close to competition as possible. For teachers, work in the classroom should result in a positive transfer to quizzes and exams in the form of creative problem solving necessary for vocational and life preparation. This article will examine how, in an effort to enhance learning on the field or in the classroom, the learning environment may need to be changed from teacher-centered (inactive) to student-centered (active).

Coaching Facilitation Styles

According to Martens (2004) there are three coaching styles. The first is the Command Style (Dictator) characterized by the coach making all the decisions and the athlete simply responds. A well-known example would be Bobby Knight who was famous for his dictatorial style of coaching and on court antics as evidenced by the following YouTube site: (youtube.com/watch?v=NvR02GE4x4M). Another example was Woody Hayes, the infamous football coach at Ohio State University whose career ended after striking a player during competition (http://www.poetv.com/video.php?vid=29397). Although these coaches were successful, the command style does not stimulate much problem solving or learner involvement as the decisions are usually made by the dictator. The Command Style coach would provide feedback constantly which would result in the athlete becoming dependent upon the coach’s feedback making it very difficult for him/her to be a decision maker during competition.
Best Practice, continued

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

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

Teacher Facilitation Styles

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

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

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

The final style is the Facilitator which is a student centered approach and is characterized by encouraging the students to ask questions, explore options and develop the capacity for independent action. The advantage here...
is that the student is an active agent in their learning experience. However, this style can be more time consuming. There are a number of surveys you can take to help determine your teaching style, one of which, developed by Grasha and Riechmann, can be found at http://www.longleaf.net/teachingstyle.html.

Rationale for Active Engagement

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

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

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

Recommendations

Teachers and coaches should not overwhelm their students and athletes with large amounts of new information at any one time. It may be that the presentation of the least amount of information relevant achieving a criterion goal is the most effective method to use. This agrees with suggestions from the discipline of Motor Skill Learning that Prescriptive Knowledge of Performance (describes an error and prescribes a solution) is the most effective form of feedback for a learner in the early stages because it causes the learner to focus on the least amount of information relevant to the performance of the task. This prevents an overload of the information processing system.
Moreover, coaches and teachers may want to examine techniques such as: using cooperative learning techniques (Think-pair-share, Talking Aloud Paired Problem-Solving, Three step interview, send a problem, Student Teams-Achievement Divisions, Jigsaw), Problem Base Learning (PBL), Inquiry Based Learning and collaborative learning. Additionally, if you attend one of the conferences or workshops focusing on teaching enhancement (e.g. Lilly Conference, Teaching Professor Conference) you will discover that many of the presentations deal with the move from a teacher centered (lecture-based) approach to a student centered approach, frequently via active learning.

References

Funding for NAKPEHE Special Projects

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

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

Project requests should include:

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

____ Request Advance ____ Request Reimbursement ____ Other

For 2009 requests, submit your proposal to: Judy Bischoff (jbischof@niu.edu) or 1891 N. Via Carrizal, Green Valley, AZ 85614 before May 15th and after October 15th. Between those two dates, send to 854 Sandpiper Shores Rd., Coolin, ID 83821.
The National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) would like to invite doctoral students to submit poster presentations for the 2006 conference in California. The conference will provide the doctoral students with a wide array of sessions to attend that will have greater meaning as they prepare to enter the higher education employment arena. This year there will be a special opportunity for doctoral students to participate in the conference. All doctoral students will be offered the opportunity to participate in a committee-reviewed doctoral student poster presentation session. The poster presentations will be available for viewing at the conference. A Review Committee will select one doctoral student poster to receive the Joanna Davenport Poster Presentation Prize, and the presenter will be awarded a monetary prize and a free membership in NAKPEHE for the coming year. The Joanna Davenport Poster Presentation Prize will be awarded at a special reception following the Delphine Hanna Lecture.

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

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

We hope to see you in Arizona!

_Camille O’Bryant, Ph.D., Cal Poly State University, San Luis Obispo, CA_  
Joanna Davenport Poster Presentation Prize, Chair

**Call for Posters**

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

(continued)
Poster Presentation Prize, continued

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

Selection Criteria:

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

Awards:

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

Submit Proposals To:
Dr. Camille O’Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386

Deadline for Submitting Proposals:
September 1, 2009 (Acceptance and Notification by October 15, 2009)

Presentation Date and Location:
January 2020 NAKPEHE Conference, Scottsdale, AZ

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

(continued)
Poster Presentation Prize, continued

FORMAT FOR POSTER SESSION PROPOSALS/PRESENTATIONS

PROPOSAL:

Poster Title:

Presenter(s):

Institution:

Address:

Doctoral Advisor:

Advisor’s Phone Number:

Advisor’s E-mail:

Presenter(s)’s Address:

Presenter(s)’s Phone Number:

Presenter(s)’s E-mail:

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

Dr. Camille O’Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386
805-756-1787

cobryant@calpoly.edu