

Research About P.E.T.E. Programs

La Vine, M., & Ray, C. (2006). **Physical Activity Patterns of PETE Majors: Do They Walk the Talk?**. *Physical Educator*, 63(4), 184-195. Retrieved from Academic Search Premier database.

This study was designed to investigate the activity patterns of physical education teacher education (PETE) majors. The purpose of the study was to raise the level of awareness for PETE majors as to the value and benefits of physical activity and allow these majors to gain a greater understanding of the need to adopt a lifestyle of being more physically active, not only for themselves, but also for the children they will teach.

Results indicated that in the fall study the majors were not reaching the minimum recommended level of physical activity which, after the intervention of education and an increased level of awareness in the spring semester, led to an increase in their physical activity.

Bulger, S., Mohr, D., & Wiegand, R. (2007). **Comparison of Traditional and Alternative Methods for Teaching Exercise Physiology**. *Physical Educator*, 64(4), 180-191. Retrieved from Academic Search Premier database.

The purpose of this study was to compare alternative and traditional approaches to exercise physiology course design within physical education teacher education (PETE). The participants formed the following groups:

- PETE majors taking an alternative exercise physiology course (n=37)
- Exercise physiology majors taking a traditional exercise physiology course (n 33)
- PETE majors taking a traditional exercise physiology course (n=14)
- a control group of PETE majors taking an introductory course within the major that includes no exercise physiology content (n=53).

Post hoc comparisons revealed that PETE students enrolled in the alternative course significantly outperformed both comparison groups on the content knowledge test, all of which outscored the control group.

Hill, G., & Brodin, K. (2004). **Physical Education Teachers' Perceptions of the Adequacy of University Coursework in Preparation for Teaching**. *Physical Educator*, 61(2), 75-87. Retrieved from Academic Search Premier database.

In this study, a sample of K-12 physical educators within the state of Washington were surveyed to determine their undergraduate coursework in physical education, the value of each course in preparing them to teach, and specific areas in which they experienced difficulty during their first year of teaching.

Results indicated that most physical education teacher education (PETE) programs consist of similar course requirements. In addition, the respondents' perceptions of the value of the components that were included in these classes generally validate current college and university PETE curriculums. The findings also indicate that dealing with inadequate facilities and equipment, classroom management and discipline, meeting the needs of students in special populations, schedule interruptions, personal fatigue, parental contact, and student assessment are the most significant challenges experienced by first year teachers.

Hardin, B. (2005). **Physical Education Teachers' Reflections on Preparation for Inclusion**. *Physical Educator*, 62(1), 44-56. Retrieved from Academic Search Premier database.

The purpose of this study was to identify practicing physical education teacher's perspectives regarding the adapted physical education curriculum of their respective Physical Education Teacher Education (PETE) programs, and to explore how their preparation programs have affected their feelings of competence and confidence when teaching students with disabilities in inclusive environments.

Pre-service teachers' confidence is boosted via hands-on experience in teaching students with disabilities. No matter how valuable, one special education class or adapted physical education class is not sufficient. Teaching students with disabilities should be a thread of information woven throughout the teacher education curriculum. Teacher education faculty should become more pro-active and provide pre-service teachers with experience teaching students with disabilities in both early field experiences and student teaching.

Chepyator-Thomson, J., & Liu, W. (2003). **Pre-service teachers' reflections on student teaching experiences: lessons learned and suggestions for reform in PETE programs**. *Physical Educator*, 60(2), 2-12. Retrieved from SPORTDiscus database.

The purpose of this study was to investigate pre-service teachers' reflections on student teaching experiences. A questionnaire was developed and pilot-tested with 10 % of pre-service teachers the previous year.

A finding of the study was that the majority of pre-service teachers (60.7 % of total) learned class management and discipline techniques. In contrast, a small portion of the pre-service teachers (17.0 % of total) developed teaching-related skills. Another finding was that the pre-service teachers' field teaching experiences were not enough or lacking in their undergraduate program, which resulted in "reality shock" and inadequacy in transition from possession of declarative knowledge to application of procedural knowledge in the field. The pre-service teachers suggested that, instead of the program focusing on the performance, the activity classes should focus on how to teach

various specific sport skills.

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