

PEP 15010 - INTRODUCTION TO PHYSICAL EDUCATION, FITNESS, & SPORT

Integrating Global Learning Perspectives within Physical Education, Physical Activity, & Sport

Purpose & Overview of Module

This is a required introductory course in the physical education teacher education program; however, students from other movement programs as well as other program areas across the university also take this course. Most of the students in the course (enrollment = 50-75) are first semester, first year students and have not been exposed to, reflected upon, or discussed their own social identity, cultural competency, and/or global perspectives – within the broad spectrum of life and specifically to physical education, fitness, and sport. The hope is for these students to have a greater understanding and knowledge base of their own culture as well as cultures other than their own and be able to critically reflect upon and analyze these cultures to the U.S. This is particularly important since most of my students want to become teachers – a career in which they will educate and interact with a diverse and global population – i.e., identities and cultures different from their own.

In addition to educating the students about global perspectives and initiatives, I educate my students on scholarly research – what is scholarly research, how to find scholarly research via research databases, and how to read and interpret research. Thus, this module encompasses an array of goals through a four-phase process. The focus of this module is to provide you with information on how to engage students in a 12-step research report as well as creating a global learning explorative assignment to meet the global learning outcomes.

Benefits of Implementing This Module

This module will be beneficial for faculty who want to find different pedagogical methods for students to reflect upon their own social identities and educate them about cultural competency and global perspectives, particularly in relation to their own identities and experiences. Furthermore, this module will help faculty educate students how to search for and read scholarly articles. Through the cultural and global content covered in class, as well as knowledge learned from the scholarly articles, students will be able to compare and contrast global perspectives about a specific topic of interest. In this course, it is related to physical education, fitness, and sport, but the pedagogical methods can be applied to all content/academic areas in higher education.

Step-by-Step Procedures of Module

Students will complete the following phases of a research project on global learning in one of the broad areas of physical education, physical activity or sport.

Phase I: Cultural Competency & Social Identity

Global Learning Outcome – Knowledge – Understands his/her culture in global and comparative context.

Disciplinary & Interdisciplinary Understanding – Recognize Perspectives

- Complete physical activity autobiography assignment (see Appendix A).

- Complete reading assignments and engage in class discussions on cultural competency/global perspectives.
- Complete social identity profile and reflection (see Appendix B).
- Watch 'A Class Divided', respond to reflection questions, and engage in class discussion (see Appendix C).
 - Jane Elliot Experiment – Part I: <http://www.youtube.com/watch?v=JcDxAwfxV0>
 - Jane Elliot Experiment – Part II: <http://www.youtube.com/watch?v=0UbNp15zDtE&feature=related>

Phase II: 12-Step Research Report (individual assignment)

Global Learning Outcome – Knowledge – Understands his/her culture in global and comparative context.

Disciplinary & Interdisciplinary Understanding – Recognize Perspectives, Investigate the World

- Select a topic of interest to research within physical education, physical activity, and sport (must be based in the U.S.) out of the following topics:
 - Educational standards and physical education curricula.
 - Laws, policies, and program initiatives that represent the infrastructure currently in place to support physical activity and healthy lifestyles.
 - Sporting cultures and expectations.
- Use the course libguide (<http://libguides.library.kent.edu/pep15010>) and 12-Step criteria to find a peer-reviewed research article.
- Complete the 12-Steps to Understanding Research assignment (see Appendix D).

Phase III: Global Learning Research Project (individual assignment)

Global Learning Outcomes

- *Knowledge* – Understands his/her culture in global and comparative context.
- *Knowledge* – Demonstrates knowledge of other cultures.
- *Skills* – Uses knowledge, diverse culture frames of reference, and alternative perspectives to think critically and solve problems.
- *Skills* – Interprets issues and situations from more than one culture.

Disciplinary & Interdisciplinary Understanding – Recognize Perspectives, Investigate the World

- Select one of the following topics to investigate:
 - Educational standards and physical education curricula.
 - Laws, policies, and program initiatives that represent the infrastructure currently in place to support physical activity and healthy lifestyles.
 - Sporting cultures and expectations.
- Based on the topic selected, you will be placed into groups (4-6) and will be assigned/will select a country to research out of: China, Japan, Ireland, South Africa, Australia, Kenya, India, Mexico, Germany, and Brazil. You might have already researched the U.S. on the same topic in your 12-Step Research Report.
- You will research the topic and country selected. Specifically, you will need to find data based information on your specific topic within the country assigned as well as the overall and general context of the country (i.e., describe the country, provide demographics, unique characteristics of the country, etc.). You will need to use a minimum of 5 resources, including at least two peer-reviewed research articles on

the selected topic, within the assigned/selected country. All of the resources MUST be on the same topic and country.

- Create a PPT to display your findings and to 'tell a story' about your topic and country. At the end of the PPT, through video, pictures, artwork, written text, or any other medium, demonstrate/respond to the following:
 - 'Show' what cultural diversity means to you.
 - 'Show' what global perspectives means to you in relation to physical movement.
- Write a 3-page paper that compares and contrasts the global perspectives and cultural differences/similarities on the topic selected between the country researched to the U.S. This means you will need to include a minimum of 2 resources on your topic situated in the U.S., including at least one peer-reviewed research article.
- Provide a reference list in APA format (additional page). Refer to the course Libguide for APA information.

Phase IV: Global Learning 10-minute PowerPoint Presentation (group assignment)

Global Learning Outcomes

- *Knowledge* – Understands his/her culture in global and comparative context.
- *Knowledge* – Demonstrates knowledge of other cultures.
- *Skills* – Uses knowledge, diverse culture frames of reference, and alternative perspectives to think critically and solve problems.
- *Skills* – Interprets issues and situations from more than one culture.

Disciplinary & Interdisciplinary Understanding – Recognize Perspectives, Investigate the World, Communicate Ideas

- Based on the topic selected and using all of the resources compiled within the group, complete one of the following:
 - Compare and contrast the global perspectives and cultural similarities/differences on the educational standards and physical education curricula between the U.S. and selected country.
 - Compare and contrast the global perspectives and cultural similarities/differences on the laws, policies, and program initiatives that represent the infrastructure currently in place to support physical activity and healthy lifestyles between the U.S. and selected country.
 - Identify and compare the global perspectives and cultural similarities/differences on the sporting cultures and expectations between the U.S. and selected country.
- To conclude the presentation, summarize what the group learned and describe its importance as future professionals.

Assessments for Global Learning Research Project & Presentation

PHASE II: 12-STEP RESEARCH REPORT (individual assignment)

Category	Unacceptable (0-69)	Acceptable (70-84)	Target (85-100)
Year of Articles	Selects a research article that was published in year 2000 or older.	Selects a research article that was published between 2001 and 2005.	Selects a research article that was published between 2006 and 2012.
	0 – 6.9	7 – 8.9	9 – 10
Type of Articles	Articles are not peer-reviewed research articles.	Article is a peer-reviewed research article that is a secondary source (i.e., authors review someone else's research).	Article is a peer-reviewed research article that is a primary source (i.e., authors conducted the study).
	0 – 10.9	11 – 12.9	13 – 15
Article Included	A hard copy of the article is not included.	A hard copy of the article is included.	A hard copy of the article is included.
	0 – 10.9	11 – 12.9	13 – 15
12-Steps Completed	All 12-steps are not completed and lack sufficient information.	All 12-steps are generally completed, lacking detail and depth in the responses.	All 12-steps are completed in detail along with interpretation/analysis of the information provided.
	0 – 17.9	18 – 20.9	21 – 25
12-Step Responses	Responses are accurate in less than 8 out of the 12 Steps.	Responses are accurate in at least 8 out of the 12 Steps.	Responses are accurate in at least 10 out of the 12 Steps.
	0 – 17.9	18 – 20.9	21 – 25
Submission	Assignment is submitted late.	Assignment is submitted on time.	Assignment is submitted on time.
	0 – 6.9	7 – 8.9	9 – 10

PHASE III: GLOBAL LEARNING RESEARCH REPORT (individual assignment)

Category	Unacceptable (0-104)	Acceptable (105-127)	Target (128-150)
Global Country Resources	Selects less than 5 resources, does not include peer reviewed research articles that were published in year 2000 or older.	Selects 5 resources, including at least 1 peer reviewed research article that were published between 2001 and 2005.	Selects 5 or more resources, including at least 2 peer reviewed research articles that were published between 2006 and 2012.
	0 – 10.9	11 – 12.9	13 – 15
U.S. Resources	Selects less than 2 resources, does not include peer reviewed research articles that were published in year 2000 or older.	Selects 2 resources, including at least 1 peer reviewed research article that were published between 2001 and 2005.	Selects 2 or more resources, including at least 1 peer reviewed research article that were published between 2006 and 2012.
	0 – 10.9	11 – 12.9	13 – 15
Content Research-based	Includes less than 5 salient facts, which are not supported by research citations. The facts are general and do not support the research topic and assigned country.	Includes 5 salient facts that are supported by research citations. The facts are descriptive and supportive of the research topic and assigned country.	Includes 6 or more salient facts that are supported by research citations. The facts are descriptive and supportive of the research topic and assigned country. Analysis and interpretation is included.
	0 – 17.9	18 – 20.9	21 – 25
Content Context-based	Includes less than 5 salient facts about the country, which are not supported by citations. The facts are not descriptive, informative, or unique about the assigned country.	Includes 5 salient facts about the country that are supported by citations. The facts are descriptive, informative, and unique about the assigned country.	Includes 6 or more salient facts about the country that are supported by citations. The facts are descriptive, informative, and unique about the assigned country.
	0 – 17.9	18 – 20.9	21 – 25
PPT Content & Presentation	PowerPoint had numerous spelling and/or grammar errors; font and graphics were not readable; lacked creativity. Includes 0-1 artifacts 'showing' what cultural diversity means to you. Includes 0-1 artifacts 'showing' what global perspectives means to you in relation to physical movement.	PowerPoint had 1-2 spelling and/or grammar errors; font and graphics were readable; limited creativity. Includes 2 artifacts 'showing' what cultural diversity means to you. Includes 2 artifacts 'showing' what global perspectives means to you in relation to physical movement.	PowerPoint had no spelling and/or grammar errors; font and graphics were readable; creative and eye-catching. Includes 3 artifacts 'showing' what cultural diversity means to you. Includes 3 artifacts 'showing' what global perspectives means to you in relation to physical movement.
	0 – 13.9	14 – 16.9	17 – 20
Research & Reflection Paper	Paper lacks content and a comparative analysis of the global perspectives and cultural similarities/ differences on the topic and country researched to the U.S.	Paper provides a general, informative and accurate comparative analysis of the global perspectives and cultural similarities/ differences on the topic and country researched to the U.S.	Paper provides a detailed, informative and accurate comparative analysis of the global perspectives and cultural similarities/ differences on the topic and country researched to the U.S.
	0 – 20.9	21 – 25.9	26 – 30

Research Paper Format	Papers are less than 2 full pages and have 4 or more spelling and/or grammar errors. A reference list is not included and/or is not in APA format.	Papers are 2 full pages and have no more than 3 spelling and/or grammar errors. A reference list is included in APA format (this is an additional page to the 2 full pages).	Papers are 3 full pages or more and have 0-2 spelling and/or grammar errors. A reference list is included in APA format (this is an additional page to the 3 full pages).
	0 – 13.9	14 – 16.9	17 – 20

PHASE IV: GLOBAL LEARNING 10-MINUTE POWERPOINT PRESENTATION (group)

Category	Unacceptable (0-69)	Acceptable (70-84)	Target (85-100)
Content	Includes less than 5 salient facts about the research topic. Includes less than 5 salient facts that provide information about the country. All facts are not supported by citations.	Includes 5 salient facts about the research topic. Includes 5 salient facts that provide information about the country. All facts are supported by citations.	Includes 6 or more salient facts about the research topic. Includes 6 or more salient facts that provide information about the country. All facts are supported by citations.
	0 – 13.9	14 – 16.9	17 – 20
Comparative Analysis	Lacked a comparative analysis of the global perspectives and cultural similarities /differences on the topic and country researched to the U.S.	Included a general and accurate comparative analysis of the global perspectives and cultural similarities /differences on the topic and country researched to the U.S.	Included a detailed and accurate comparative analysis of the global perspectives and cultural similarities /differences on the topic and country researched to the U.S.
	0 – 13.9	14 – 16.9	17 – 20
Summary	A summary of the lessons learned by the group and a description of the topic/finding's importance as future professionals were not included.	A general summary of the lessons learned by the group and a description of the topic/finding's importance as future professionals were included.	A detailed summary of the lessons learned by the group and a description of the topic/finding's importance as future professionals were included.
	0 – 13.9	14 – 16.9	17 – 20
References	A few articles were included in the content presented; reference list was not included.	Most articles were included in the content presented; reference list was included in APA format.	All articles were included in the content presented; reference list was included in APA format.
	0 – 9.9	10 – 12.9	13 – 15
Presentation	PowerPoint had numerous spelling and/or grammar errors; font and graphics were not readable; lacked creativity.	PowerPoint had 1-2 spelling and/or grammar errors; font and graphics were readable; limited creativity.	PowerPoint had no spelling and/or grammar errors; font and graphics were readable; creative and eye-catching.
	0 – 6.9	7 – 8.9	9 – 10
Delivery	Presentation was not clear; group did not work collaboratively; length was less than 8 minutes.	Presentation was clear and delivered in a collaborative manner; length was 8-9 minutes.	Presentation was clear, articulate, and delivered in a collaborative manner; length was 9-10 minutes.
	0 – 9.9	10 – 12.9	13 – 15

Appendix A

Assignment #1 – Physical Activity Autobiography

1. Write a response to the following questions:
 - What physical activity, sport, and physical education opportunities and experiences did you have growing up? Were they positive or negative? What contributed to this?
 - How did you feel as a physical mover as a child, a high school student and now? Do you believe these experiences/opportunities were similar/different for other people than for you? Why? Explain.
 - Describe experiences that you have had in regard to gender, race, sexuality, age, religion, ability, where you were privileged, discriminated against, or stereotyped in sport, physical activity, and physical education. How did you feel? What did you learn from it?

2. Criteria for the written response:
 - Page Length – minimum of 2.5 pages
 - 1 inch margins
 - Double-spaced
 - 10 or 12 point font
 - Be sure to spell/grammar check!!!
 - **Staple or paper clip pages together**

3. Assignment #1 is due, in class, on Wednesday, September 5th, 2012.

Unacceptable Level (0-27)	Acceptable Level (28-35)	Target Level (36-40)
<ul style="list-style-type: none"> • You describe less than 3 physical activity/sport experiences that you had growing up and/or do not describe how you felt when you engaged in those activities. • You do not reflect upon how other individuals might/might not have had similar/different experiences than you. • You do not describe how your experiences in physical activity/sport were influenced by your social identity. • Your reflection is less than 2.5 pages, is not double-spaced, and has more than 3 spelling/grammar errors. • You submit your assignment late. 	<ul style="list-style-type: none"> • You generally describe 3 physical activity/sport experiences that you had growing up and how you felt when you engaged in those activities. • You reflect upon how other individuals might/might not have similar/different experiences than you. • You describe how your experiences in physical activity were influenced by your social identity. • Your reflection is a minimum of 2.5 pages, double-spaced, and has no more than 3 spelling/grammar errors. • You submit your assignment on time. 	<ul style="list-style-type: none"> • You describe, in detail, more than 3 physical activity/sport experiences that you had growing up and how you felt when you engaged in those activities. • You reflect upon and describe how other individuals might/might not have similar/different experiences than you. • You describe how your experiences in physical activity/sport were influenced by your social identity and reflect upon how you felt and what you learned from those experiences. • Your reflection is a minimum of 2.5 pages, double-spaced, and has no more than 2 spelling/grammar errors. • You submit your assignment on time.

Appendix B

Social Identity Profile

Social Identities	Examples of Social Identities	Your Identity
Race	Black, White, Asian/Pacific Islander, Latino/a, Native American, Biracial	
Gender	Woman, Man, Transgender	
Class	Poor, Working Class, Middle Class, Owning Class	
Physical/Mental/Developmental Ability	Non-Disabled, Disabled	
Sexual Identity	Lesbian, Gay, Bisexual, Heterosexual, Questioning	
Religion	Catholic, Jew, Protestant, Buddhist, Hindu, Muslim, Baptist, Evangelical	
Age	Young, Old, Middle-Aged	
Other		

Using the social identities listed above that apply to you (i.e., how you identify as a person), on the left side of this sheet create a pie chart or diagram to show which identities are **most important** to you. Then, create a pie chart or diagram that show which identities **you think about the most**.

1. What is the meaning of one’s social identity? How is it developed/formed? How do you think YOU identify this way and why?
2. Reflect upon how you felt completing this social identity profile.
3. Reflect upon **WHY** it would be important to know and reflect upon your identity as future professionals?
4. Record additional notes, comments, or questions you might have.

Appendix C

Name _____

Date _____

PEP 15010 - Introduction to PE, Fitness, & Sport

Jane Elliot Experiment: A Class Divided (YouTube clips)

During this video, reflect upon the following:

1. What were you feeling as you watched this video?
2. What was the purpose of this experiment?
3. What did you learn from this experiment?
4. How does this experiment have meaning to you as a future professional?

Record your responses to the 4 questions below. Be sure to number each response. You may use both sides of the paper.

Appendix D

12-Step Research Report

As physical education, exercise science, and sport professionals, it is important for you to stay up-to-date on the latest research. Many national organizations, such as the Centers for Disease Control (CDC), American College of Sports Medicine (ACSM), and American Heart Association (AHA) gather data on individuals' health and fitness and present the findings in reports with a lot of statistics. Often times, individuals choose not to read research reports or articles, because they do not understand the language used by the authors. I still get confused when I read some research reports! Thus, it is very important for you to begin to learn how to read small-scale research reports. Throughout the first month of the semester, you will complete your first 12 Step Research Report. These 12 Steps are to guide you in understanding research. Specific guidelines and helpful hints can be found on Vista and the course libguide: <http://libguides.library.kent.edu/pep15010>. For your assignment, you are to select a research-based article (either quantitative or qualitative) through the library's research databases and complete the 12 Steps. You are to turn in the article you have selected AND the 12 step report before or on the due date. I highly suggest that you obtain approval of your article BEFORE you complete the assignment. If you choose not to get it approved and select an inappropriate article, you will not be allowed to redo the assignment.

4. Select a scientific or practitioner-based research article that focuses on contemporary physical education, exercise science, physical activity and/or sport in the U.S. The libguide provides you with a step-by-step process on how to find a research article and how to complete each of the 12 steps. Consider using the Research Databases found on the library homepage (<http://www.library.kent.edu/page/10000>). You can either type in key words under the 'Search for Articles' tab or click on 'Research', then 'Research Databases' and select a database such as SportDiscus, Physical Education Index, or Academic Search Complete. Feel free to choose any of the other databases that you might be more familiar as there are many. Be sure to select an article that was published in 2006 or later, interests you and you are able to read and understand (maybe not completely, but enough to be able to complete the 12 steps). Furthermore, you will be using this article as a comparative analysis for your *Global Learning Research Project*; meaning, be sure to pick a topic and article that can be researched from global perspectives. See the *Global Learning* assignment for more details.
5. Download the 12 Steps to Understanding Research Reports (there is a PDF and Microsoft Word option). Complete the 12 Steps either by typing the information into the actual table or writing your responses in a separate document. If you write your responses in a separate document, be sure to include the Step number and description of the Step.
6. Assignment is due, in class, no later than Wednesday, October 10th, 2012.

CRITERIA & SCORING RUBRIC

Category	Unacceptable (0-69)	Acceptable (70-84)	Target (85-100)
Year of Articles	Selects a research article that was published in year 2000 or older.	Selects a research article that was published between 2001 and 2005.	Selects a research article that was published between 2006 and 2012.
	0 – 6.9	7 – 8.9	9 – 10
Type of Articles	Articles are not peer-reviewed research articles.	Article is a peer-reviewed research article that is a secondary source (i.e., authors review someone else's research).	Article is a peer-reviewed research article that is a primary source (i.e., authors conducted the study).
	0 – 10.9	11 – 12.9	13 – 15
Article Included	A hard copy of the article is not included.	A hard copy of the article is included.	A hard copy of the article is included.
	0 – 10.9	11 – 12.9	13 – 15
12-Steps Completed	All 12-steps are not completed and lack sufficient information.	All 12-steps are generally completed, lacking detail and depth in the responses.	All 12-steps are completed in detail along with interpretation/analysis of the information provided.
	0 – 17.9	18 – 20.9	21 – 25
12-Step Responses	Responses are accurate in less than 8 out of the 12 Steps.	Responses are accurate in at least 8 out of the 12 Steps.	Responses are accurate in at least 10 out of the 12 Steps.
	0 – 17.9	18 – 20.9	21 – 25
Submission	Assignment is submitted late.	Assignment is submitted on time.	Assignment is submitted on time.
	0 – 6.9	7 – 8.9	9 – 10

12 Steps to Understanding Research Reports

Steps	Questions
Step 1 - Citation	What is the name of the study, who is (are) the author(s), and where and when was it published. Report the complete reference citation using APA format.
Step 2 – Purpose & General Rationale	What was the purpose of the study and how did the author(s) make a case for its importance? Is the study quantitative or qualitative in nature?
Step 3 – Fit & Specific Rationale	How does the topic of the study fit into the existing research literature and how is that information used to make a specific case for the investigation?
Step 4 – Participants	Describe who was studied (give number and characteristics) and how they were selected to participate in the study.
Step 5 – Context	Where did the study take place? Describe important characteristics of the environment and setting (e.g., group, demographics).
Step 6 – Steps in Sequence	In the order performed, what were the major procedural steps in the study? Describe or diagram in a flow chart. Show a sequential order and any important relationships among the steps.
Step 7 – Data	<p>If a quantitative study, what data sources were used (e.g., test scores, questionnaire responses, frequency counts), how were the data collected, and what was the role of the author(s) throughout the process?</p> <p>If a qualitative study, what data sources were used (e.g., field notes, interview transcripts, photographs, diaries), how were the data collected, and what was the role of the author(s) throughout the process?</p>
Step 8 – Analysis	What form(s) of data analysis was used and what specific questions was it designed to answer? What, if any, statistical operations and computer programs were employed?
Step 9 – Results	What did the author(s) identify as the primary results (products or findings produced by the analysis of data)? In general, 'what was going on there'?
Step 10 – Conclusions	What did the author(s) assert about how the results in Step 9 responded to the purpose(s) established in Step 2 and how did the events and experiences of the entire study contribute to that conclusion?
Step 11 – Cautions	What cautions does the author(s) raise about the study itself or about interpreting the results? Add here any of your own reservations, particularly those related to methods used to enhance validity and credibility (quantitative) or trustworthiness and believability (qualitative).
Step 12 – Discussion and Application	What interesting facts or ideas did you learn from reading the report? Include here anything that was of value in regard to: results, research designs and methods, references, data collection instruments, history, useful arguments, or personal inspiration. How can the information learned be applied to improve professional practice? Or, what were the implications of this study for a practitioner?
Adapted from Locke, L., Silverman, S., and Spirduso. (2004). Reading and Understanding Research. Thousand Oaks: Sage.	