

שאלתה: מעמדו של המורה לחינוך גופני  
מילות מפתח: teacher status, physical education, teaching physical  
education

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מספר פריט: 12566  
מיון: 10.148.3  
סוג: מאמר  
כותר: A case of inclusion in a physical education teacher preparation program  
מחבר: Lidor, Ronnie  
עורך: Feiman-Nemser, Sharon /Ben-Peretz, Miriam  
מו"ל: Littlefield & Tha MOFET institute /Rowman  
שנה: 2017  
בתוך: Getting the teachers we need  
עמודים: 119-127  
מקום: Lanham, MD  
מילות מפתח: הכשרת מורים; חינוך גופני; חקר מקרה;

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מספר פריט: 11588  
מיון: P45  
סוג: מאמר  
כותר: הכשרת מורים לחינוך הגופני בארץ ישראל - רקע היסטורי וחבלי לידה  
מחבר: רם, יצחק  
מו"ל: מכללת זינמן במכון וינגייט  
שנה: 2014  
בתוך: בתנועה : כתב-עת למדעי החינוך הגופני והספורט  
כרך: 10(4)  
עמודים: 491-504  
מילות מפתח: הכשרת מורים; חינוך גופני; ישראל;

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מספר פריט: 11680  
מיון: 10.127.1  
סוג: ספר  
כותר: קווים מנחים לכתיבת תכנית לימודים בחינוך גופני - נייר עמדה  
מחבר: שובל, אלה /שחף, מירי /לידור, רוני  
מו"ל: מכון מופ"ת  
שנה: 2014  
עמודים: 53

**מקום:** תל-אביב

**מילות מפתח:** תכניות לימודים; כתיבה; חינוך גופני; מורים; בתי-ספר;

**טקסט מלא:** 

**תקציר:**

נייר עמדה זה הוא סיכום דיונים שערך צוות חשיבה שדן במשמעויות ובתפקידים של תכנית לימודים בחינוך גופני במאה ה-40. צוות החשיבה כלל אנשי חינוך גופני ממערכת הפיקוח במשרד החינוך, מהמוסדות להכשרת מורים ומבתי הספר. המסמך מבוסס על ספרות מקצועית

עדכנית, תאורטית ומחקרית, וכולל כמה נושאים: התייחסות לייחודו של מקצוע החינוך הגופני, תרומתו להתפתחות הילד ולבריאותו והאתגרים ביישומו; הצגה של מאפייני תכנית לימודים בכלל ובחינוך הגופני בפרט על יתרונותיהם ומגבלותיהם; פירוט התכנים של תכנית הלימודים; המלצה לקווים מנחים בכתיבת תכנית לימודים עתידית בחינוך גופני; והצעה של חומר למחשבה לקובעי מדיניות בחינוך הגופני

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**מספר פריט:** 11137

**מיון:** P106

**סוג:** מאמר

**כותר:** מנהיגות בחינוך הגופני והספורט: מודל הכשרה ופיתוח מנהיגות

**במכללת קיי**

**מחבר:** אהרוני, חזקיה (חזי) / נאגר, חנה / אלגביש, ליטל

**מו"ל:** מכון מופ"ת

**שנה:** 2013

**בתוך:** ביטאון מכון מופ"ת

**כרך:** 50

**עמודים:** 32-36

**מילות מפתח:** חינוך גופני; הכשרת מורים; ניהול; מכללות למורים; מנהיגות; ספורט;

**טקסט מלא:** 

**תקציר:**

באופן כללי, מנהיגות מוגדרת כיכולת הפרט (המנהיג) להשפיע על הקבוצה, להובילה ולהניעה בהצלחה להשגת מטרות ויעדים חשובים ומשותפים. מנהיגות בחינוך הגופני ובספורט מוגדרת ככישורים הנדרשים ממורים לחינוך גופני, ממאמנים וממנהלי קבוצות ספורט להוראת מיומנויות מוטוריות, אימון, ארגון, ייזום, גיוס כספים ומשאבים, ניהול מוצלח, מהנה ובטוח של תכניות חינוכיות בכיתה או בשעות הפנאי בבית הספר ובקהילה. לפי מודל המנהיגות הקיים כיום, מעטים יכולים להיות מנהיגים ומעטים יכולים להוביל מנהיגות, אך תפיסה זו אינה מקובלת עוד; ראוי שלימוד מנהיגות יהפוך לנחלת כלל התלמידים והסטודנטים (בדומה למודל המנהיגות המונהג במכללה האקדמית לחינוך ע"ש קיי). יש לעודד כל פרט לרכוש מיומנויות בכישורי מנהיגות וביישומם בהוראה ובאימון בבית הספר ובקהילה. מיומנויות מנהיגות אלה דורשות הקניית בסיס ערכי ומורלי רחב, המדגיש את העזרה לזולת, למתקשים ולצרכים בחברה שלנו. תכנית מנהיגות מוצלחת תכלול מרכיבים של לימוד עקרונות וערכים חברתיים יישומיים במערכת החינוך ובחברה

5.

**מספר פריט: 11054**

**מיון: R1298**

**סוג: מחקר**

**כותר: עמדות מורים כלפי שינוי במערכת החינוך ודרכי יישום רפורמת**

**"אופק חדש" בקרב מורים לחינוך גופני**

**מחבר: זר, סימה /אינגלס, ורדה**

**מו"ל: מכללת זינמן במכון וינגייט**

**שנה: 2012**

**עמודים: 48**

**מילות** רפורמה בחינוך; שינוי חינוכי; אופק חדש; חינוך גופני; מורים;

**מפתח:**

**הערות:** בתמיכת מכון חופ"ת

2 עותקים

**כלי מחקר:** עמדות מורים כלפי שינוי במערכת החינוך

יישום אופק חדש בחינוך הגופני



**תקציר**

**מנהלים:**

**תקציר:**

המחקר בדק את יישומה של רפורמת "אופק חדש" ואת מידת ההתנגדות לשינוי של המורים לחינוך גופני לאחר חמש שנות יישום הרפורמה בבתי הספר היסודיים. מטרת המחקר היו לברר את דרכי היישום של הרפורמה בקרב מורי חנ"ג ביסודי ובחט"ב, לבדוק את עמדות מורי החנ"ג כלפי הרפורמה, ולברר את העמדות כלפי השינוי הכרוך ביישומה. אוכלוסיית המחקר כללה 381 מורים לחינוך גופני משישה מחוזות פיקוח בארץ כלי המחקר היה "שאלון יישום אופק חדש בחינוך הגופני" מן הממצאים: (1) השעות הפרטניות ושעות השהייה שנוספו במסגרת "אופק חדש" אכן משמשות את המורים בכל המטלות הנדרשות מהם; (2) לרוב המורים ( 70% ) יש פינת עבודה משלהם; (3) רוב ההשתלמויות בפיתוח המקצועי היו מספקות והמורים הגיעו אליהן מתוך מוטיבציה פנימית לקידום; (4) מן המחקר עולה כי ההכנה

לרפורמה לא הייתה מספקת ויעילה; (5) לדעת המורים, התלמידים מראים יותר מעורבות בחיי בית הספר ויחסי מורה-תלמיד מתחזקים אף הם

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**מספר פריט:** 10562  
**מיון:** 10.98.1  
**סוג:** מאמר  
**כותר:** מאפייני מתמחים בהוראה בתחום החינוך הגופני: תפיסה עצמית ופרשנות של מורים חונכים לחינוך גופני  
**מחבר:** שובל, אלה /ארליך, אילנה  
**עורך:** שץ-אופנהיימר, אורנה /משכית, דיצה /זילברשטרום, שרה  
**מו"ל:** מכון מופ"ת /משרד החינוך  
**שנה:** 2011  
**בתוך:** להיות מורה : בנתיב הכניסה להוראה  
**עמודים:** 267-300  
**מילות מפתח:** מתמחים; התמחות בהוראה; חינוך גופני; חונכות; תפיסה; זהות עצמית; מורים מאמנים;

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**מספר פריט:** 10778  
**מיון:** P45  
**סוג:** מאמר  
**כותר:** המדרשה לחינוך גופני וראשית הכשרת המורים לחינוך גופני בארץ ישראל ובמדינת ישראל  
**מחבר:** קאופמן, חיים  
**מו"ל:** מכללת זינמן במכון וינגייט  
**שנה:** 2011  
**בתוך:** בתנועה : כתב-עת למדעי החינוך הגופני והספורט  
**כרך:** 10(1)  
**עמודים:** 110-128  
**מילות מפתח:** ספורט; חינוך גופני; הכשרת מורים; ישראל; מכללות למורים;

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**כותר:** למידה דרך גילוי בחינוך הגופני - רציונל, סקירה והשלכות להוראת המקצוע

**מחבר/יוצר:** ינוביץ, עינת (מכון וינגייט), טלמור, רחל (מכון וינגייט), לידור, רוני (מכון וינגייט)

**שנת פרסום:** 2015

**נושא:** שיטות הוראה, הנחיה (חינוך), למידה מוטורית, חינוך גופני, למידת חקר

**מתוך:** בתנועה: כתב-עת למדעי החינוך הגופני והספורט, י"א, 1 (תשע"ו, 2015),  
עמ' 178-198

**תקציר:**

מתן הנחיות מילוליות (הוראה ישירה) הוא דרך הוראה שמורים לחינוך הגופני מרבים להשתמש בה בשיעוריהם: המורה מנחה את תלמידיו מה לעשות וכיצד לעשות זאת, ואלו ממלאים אחר ההנחיות ומתרגלים את המיומנות המוטורית הנלמדת. שני חסרונות עיקריים לשימוש בדרך הוראה זו: האחד, אימוץ דפוסי תנועה שאינם מתאימים ללומד ושהיה מעדיף אחרים, והשני - קשיים בהבנת ההנחיות ובתרגומן לשפת המעשה. כדי להתמודד עם שני החסרונות האלו של מתן הנחיות מועלית במאמר זה הטענה שיש לבחון (מחדש) את השימוש באחת מדרכי ההוראה שנחקרו בשנות השבעים של המאה הקודמת - דרך הלמידה מגילוי (discovery learning) - בשיעורים לחינוך הגופני כדרך הוראה המקדמת למידה בקרב לומדים בעלי מאפיינים מסויימים.

ארבעה חלקים במאמר זה: החלק הראשון מתאר כמה מודלים ותאוריות שפותחו בחינוך ובחינוך הגופני המבטאים את עיקרון השונות - תלמידים הם בעלי מאפייני חשיבה/למידה שונים ולומדים בדרכים שונות, ולכן על המורה להתאים את דרך הוראתו למאפיינים אלו; החלק השני מגדיר למידה מגילוי מהי ומתמקד בכמה ציוני דרך של חקירת דרך למידה זו בספרות החינוך; החלק השלישי סוקר כמה מחקרים על למידה מגילוי בתהליכי למידה של מיומנויות מוטוריות; החלק הרביעי דן בכמה השלכות של למידה דרך גילוי על החינוך הגופני. (מתוך המאמר)

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**כותר:** תפיסת תרומתם של מדריכים פדגוגים ומורים מאמנים להכשרת סטודנטים להוראה – השוואה בין תכנית PDS (Professional Development Schools) לבין תכנית "רגילה" של הכשרה להוראת החינוך הגופני

**מחבר/יוצר:** חורש, נועה (מכון וינגייט), זך, סימה (מכון וינגייט) רם, יצחק (בי"ס אליאנס ומכון וינגייט) (מכון וינגייט), הררי, ישראל (מכון וינגייט)

**שנת פרסום:** 2016

**נושא:** חינוך גופני – הוראה, הכשרת מורים, התפתחות מקצועית -- מורים, מיומנויות מקצועיות, מורים מאמנים

**מתוך:** בתנועה: כתב-עת למדעי החינוך הגופני והספורט, י"א, 2 (תשע"ז, 2016),

עמ' 321-343

**תקציר:**

מטרת המחקר הנוכחי הייתה לאמוד תכנית חלוץ של הכשרה להוראת החינוך הגופני בשיטת "בית הספר להתפתחות מקצועית" (PDS בישראל). במחקר נערכה השוואה בין תכנית PDS לבין התכנית הרגילה בהתייחס למידת התרומה של תכניות אלה להכשרה להוראה ובהתייחס לתפיסת המסוגלות להוראה ולהוראת החינוך הגופני בקרב סטודנטים. השתתפו במחקר שלוש קבוצות (22=) (ההוראה שלמדו בשיטת PDS ושלוש קבוצות (45=) (חשלמדו בשיטה הרגילה). שיטת המחקר שילבה את הגישה האיכותנית עם הגישה הכמותית וכללה שאלונים חצי-מובנים וראיונות עם הסטודנטים על תרומת התכנית מנקודת מבטם, ראיונות חצי-מובנים עם מנחים להוראה ומורים מאמנים ושאלונים לבדיקת תפיסת המסוגלות העצמית בהוראה. ממצאי המחקר מצביעים על שביעות רצון של הסטודנטים מהכשרתם להוראה בשתי השיטות. תרומתם של המנחים להוראה ושל המורים המאמנים נמצאה כתלויה באישיות המנחה או המורה, בגדרו, בדרכי התקשורת שלו עם המורה המאמן ועם הסטודנט וב"אני מאמין" המקצועי שלו. ביקורי מנחה תכופים בימי ההוראה ב-PDS לעומת התכנית הרגילה עלו כהיבט מרכזי בר-השפעה על מעמד המורים המאמנים, על תפיסת תפקידם ועל התפתחותם המקצועית של הסטודנטים. לא נמצאו הבדלים בין שתי תכניות ההכשרה בתפיסת המסוגלות להוראה. (מתוך המאמר)

.10

**TI: Expert Perspectives on the Future of Physical Education in Higher Education**

AU: Lorusso, Jenna R; Richards, K. Andrew R

SO: Quest (00336297); Jan-Mar2018, Vol. 70 Issue 1, p114-136,

Abstract:

Despite physical education teacher education/physical education sport pedagogy's (PETE/PESP's) significant strides in the past century, there are concerns about its future. Grounded in participatory research, and through an interview-Delphi method, this study purposefully sampled

five male PETE/PESP scholars' expert critiques of current threats, projections of probable and preferable futures, and recommendations for transformation. Data were analyzed through an interpretive approach. Findings included: (a) limitations in physical education policy, teacher preparation, and status as key threats; (b) more of the same conflicts in the probable future and increased cooperation regarding conflicts in the preferable future; and (c) proactively revising the subdisciplinary framework and doctoral studies as transformative recommendations. We interpret issues critiqued as threatening PETE/PESP's future, and projections of the probable future, as reflective of neoliberal rationality that has renormalized academic work in de-democratizing ways. We interpret that projections of preferable futures and transformative recommendations call for a re-emphasis on ethical academic attitudes to resist neoliberalization and reclaim democracy

11.

TI: **Physical Education Professionals Developing Life Skills in Children Affected by Poverty.**

AU: Jenny, Seth E; Rhodes, Sidney

SO: Physical Educator. 2017, Vol. 74 Issue 4, p653-671

Abstract:

Physical education (PE) professionals must believe that all students can learn, and they should equip themselves with the knowledge and expertise to instruct each student effectively. This article focuses on the effect that a PE teacher can have on the lives of students who come from low socioeconomic status (SES) households. It provides PE teachers with specific ideas and examples of how to teach life skills effectively within the PE setting to marginalized children affected by poverty. PE teachers often must intentionally influence the

development of life skills, and some feel that practitioners are responsible for implementing ways to encourage that development. Personal and interpersonal skills are essential developmental factors that can be influenced through PE. This article highlights ways of incorporating proper affective assessments, developing a growth mindset, and giving exposure to specific PE curricular models that focus on life skill growth. Finally, it provides a practitioner's example to further elucidate the effect that intentional life skill instruction may have on students of low SES.

12.

TI: **Physical education teachers' perceptions of perceived mattering and marginalization.**

AU: Richards, K. Andrew R; Gaudreault, Karen Lux; Starck, Jenna R

SO: Physical Education & Sport Pedagogy; Jul2018, Vol. 23 Issue 4, p445-459

Abstract:

Background: In many countries around the world, physical education (PE) has been identified as a marginalized subject. PE teachers have been found to feel negative consequences associated with marginality, such as stress, burnout, and early career attrition. Recent evidence also indicates that physical educators can develop a sense of perceived mattering both in relation the subject of PE and their role as that teacher of that subject. Less is known, however, about the relationship between perceived mattering and marginalization, and how teachers navigate social messages associated with each that they receive while teaching. Role socialization theory has emerged as an approach to studying teachers' experiences in school environments, and can be used to understand their experiences with marginality and mattering. Aims: The purpose of this study was to understand how the



social environment of schools influences PE teachers' perceptions of marginalization and perceived mattering, and how these two constructs interact. Method: The investigation was conceptualized as an interview study, and framed using a social constructivist epistemology. Participants included 30 in-service PE teachers (16 males, 14 females) from the Midwest region of the US. Data were collected using in-depth qualitative interviews, and analyzed through a collaborative approach to data analysis that drew upon both inductive and deductive forms of analysis. Results: Participants identified experiences with both perceived mattering and marginalization in their work, and noted that sometimes these messages were contradictory. Some participants felt the effects of marginalization as their discipline was viewed as a dispensable commodity that is only meaningful for the service it provides to other teachers (e.g. gives elementary classroom teachers a break for planning). Some of the teachers internalized their marginal status and began to see their primary function as supporting the work of teachers in other subjects. Nevertheless, the participants derived a sense of mattering by building relationships with colleagues, administrators, and students, and by advocating for the discipline. Teachers also felt validated when colleagues acknowledge their attempts to implement effective practices, but struggled when working with colleagues who are resistant to change. Conclusions: PE teachers experience both marginalization and perceived mattering, which are shaped largely by social interactions within the school environment. This study specifically lends to the view of marginalization and perceived mattering as two constructs at opposite ends of a continuum, rather than a binary conceptualization. This suggests that it could be the summation of marginalizing experiences and those that promote mattering that lead physical educators to develop overall impressions of their role in schools. Furthermore, this study adds to the literature

indicating that physical educators may eventually internalize feelings of marginalization when consistently told that they do not matter. This has implications related to the washout effect whereby teachers who no longer feel as if they are making meaningful contributions to children's education may compromise their teaching practice.

13.

TI: **Early Career Experiences of Physical Education Teachers in Urban Schools**

AU: Barnard Flory, Sara

SO: Journal of Teaching in Physical Education; Oct2015, Vol. 34 Issue 4, p661-679

Abstract:

The purpose of this study was to examine the early career experiences of three physical education (PE) teachers who taught in urban charter schools. Using cultural relevance theory, three early career PE teachers were observed and interviewed for approximately six weeks each. Data were analyzed using constant comparison. Two major themes emerged from the data: the mechanisms of school support, and achieving 'insider' versus 'outsider' status during teachers' early careers. These findings highlight the challenges that early career PE teachers face in urban schools, and demonstrate how being a culturally relevant teacher can improve teaching in physical education.

14.

TI: **Physical Education Teachers and Their Attitudes Toward Change: Implementation of the New Horizon Educational Reform.**

AU: Zach, Sima; Inglis, Varda

SO: Journal of Teaching in Physical Education; Oct2013, Vol. 32 Issue 4, p355-374,

Abstract:

The New Horizon ("Ofek Hadash" in Hebrew) educational reform agreement was signed between the Israeli government and the Teachers' Union in 2008. The purposes of the educational reform document were (a) to improve students' achievements, (b) to provide fair recompense to teachers, and (c) to strengthen teachers' status in society. Research goals were to clarify the ways in which New Horizon was implemented among physical education (PE) teachers, and to examine their attitudes toward the reform and to the changes entailed in implementing it. A survey questionnaire was completed by 381 PE teachers. The study participants reported that changes were positive following the implementation of the reform

15.

#### **TI: Physical Education Teachers' Self-Reported Communication of Content Relevance**

AU: Webster, Collin A; Villora, Sixto González; Haney, Rachel

SO: Physical Educator; Late Winter2012, Vol. 69 Issue 1, p89-103

Abstract:

Communicating how class content can satisfy students' personal interests and goals--referred to as content relevance is an important teaching behavior that has been linked to numerous indices of student success in school. However, no known studies have examined teachers' communication of content relevance in K-12 physical education. The purpose of this study was two-fold: (a) to determine the extent to which physical education teachers report communicating content relevance, based on their status as either elementary or secondary teachers, years of teaching experience (5 years vs. 10 years and level of expertise (expert vs. novice), and (b) to identify ways in which the teachers apply this communication behavior when teaching. One hundred and three K-12 physical education teachers attending a state physical education convention were surveyed using an established

scale from classroom research. Additionally, participants provided written examples of how they communicated content relevance in their physical education classes. Between-group differences in self-reported communication behavior were analyzed using three separate one-way Analyses of Variance (ANOVA). The teachers' examples were categorized and organized into themes. Results indicated the only factor accounting for significant differences in teacher communication was teacher expertise, with experts reporting higher frequency of using content relevance strategies than novices. Themes identified in the teachers' examples served to illustrate multiple ways relevance can be infused into physical education instruction

16.

#### TI: **Should I Stay or Should I Go? Physical Education Teachers' Career Intentions.**

AU: Mäkelä, Kasper; Hirvensalo, Mirja; Whipp, Peter R

SO: Research Quarterly for Exercise & Sport; Apr2014, Vol. 85 Issue 2, p234-244,

Abstract:

This study investigated Finnish physical education (PE) teachers' intentions to leave the profession and the reasons behind them. Method: A large sample (N = 808) of PE teachers who graduated between 1980 and 2008 (432 women, 376 men) answered a modified job satisfaction and teacher follow-up questionnaire that elicited career perceptions, intentions, and current work duties. Results: In this sample, 26% of the respondents were contemplating leaving their jobs as PE teachers and an additional 13% were actually in the process of transferring from PE teaching but planned to remain in school teaching. To determine the reasons for considering leaving the PE teaching profession, principal axis factoring with direct oblimin rotation was performed on the 35 items of the questionnaire. These factors were

labeled as status of the PE teaching profession, pupils, working conditions, colleagues, expertise, workload, administration, and stress. The most influential factors were poor facilities, poor equipment, and isolation from the peers. Additional factors included working conditions, low status of the PE teachers, and workload. For women, workload and stress were more significant reasons for leaving the profession than they were for men ( $p = .010-.040, d = 0.34-0.43$ ). PE teachers in the age group of 40 to 44 years old constituted the largest group who were considering leaving the profession. Conclusion: Thirty-nine percent of the PE teachers considered leaving the profession. Even though PE teachers face a variety of challenges in their work, the majority intend to remain in the teaching profession. Improved resourcing and collegial support could potentially reduce PE teachers' intention to leave 17.

**TI: [Situated Game Teaching Through Set Plays: A Curricular Model to Teaching Sports in Physical Education.](#)**

AU: Li, Weidong; Xie, Xiuye; Li, Huanyu

SO: Journal of Teaching in Physical Education; Oct2018, Vol. 37 Issue 4, p352-362

**Abstract:**

Guided by Situated Learning theory, the purpose of this article is to propose an extension to existing game-centered curricular models, named Situated Game Teaching through Set Plays (SGTSP). This proposed model fills in the gaps in the literature on game-centered curricular models by theorizing the concept of game scenarios/match conditions in the coaching literature for physical education, utilizing Situated Learning theory as a theoretical framework to systematically develop a curricular model, and conceptualizing and operationalizing the stimulus-response selection and execution or if-then links decision-making process in teaching sports and games in physical education.

This SGTSP model has a potential to advance the curricular development and provide an alternative approach to teach tactical decision making in sports and games in physical education. Future research shall examine the effectiveness of SGTSP curricular model on students' motivation, tactical decision making, technique development, and game performance. Features of this model and implications for future research will be discussed

18.

**TI: THE IMPACT OF SOME PHYSICAL EDUCATION TEACHING STYLES ON THE MENTAL PERCEPTION TO INTERMEDIATE EDUCATION STAGE.**

AU: Murad Ben Omar; Mo'een Ahmad Oudat

SO: Journal of Institutional Research South East Asia; May/Jun2018, Vol. 16 Issue 1, p152-164

Abstract:

This study aimed at identifying the effect of some physical education teaching styles (command, practice, reciprocal), on developing the mental perception dimensions (visual perception, auditory perception, motor sensation, and emotional state) in track and field to Intermediate education stage. The researchers applied the empirical method on the three experimental groups (command, practice and reciprocal). The sample consisted of (105) students, from the 4th graders Intermediate education stage. The validity of the instrument was verified by presenting it to arbitrators, whereas the reliability coefficient was calculated using Chronbach Alpha (0.85). The statistical processing (means, standard deviation, T-test, One-Way ANOVA, and TUKEY test) were used on the mental perception scale in the sports area. The results showed statistically significant differences at (P.0.05) level among the groups as follows: There were statistically significant differences between the first group using the command style, and the

second group using the practice style, in favor of the first, in developing the mental perception skill. And there were statistically significant differences between the first group using the command style, and the third group using the reciprocal style, in favor of the first, in developing the mental perception skill. And there were statistically significant differences between the second group using the practice style, and the third group using the reciprocal style, in favor of the third, in developing the mental perception skill. And there were statistically significant differences among the three teaching styles on the mental perception scale, in favor of the command style. And there were differences in all the dimensions of the scale between the practice style and the reciprocal style, in favor of the reciprocal style.

19.

TI: **Validation of a Teachers' Achievement Goal Instrument for Teaching Physical Education**

AU: Jian Wang; Bo Shen; Xiaobin Luo

SO: Journal of Teaching in Physical Education; Jan2018, Vol. 37 Issue 1, p91-100

Abstract:

Using Butler's teacher achievement goal orientation as a conceptual framework, we developed this study to validate a teachers' achievement goal instrument for teaching physical education. Methods: A sample of 322 Chinese physical education teachers participated in this study and completed measures of achievement goal orientations and job satisfaction for teaching physical education. Results: An exploratory factor analysis provided preliminary support with the instrument comprising four types of teachers' orientation: mastery, ability-approach, ability-avoidance, and work-avoidance goals. A confirmatory factor analysis and multi-step invariance tests further corroborated the four-factor construct with acceptable reliabilities. Its

predictive validity was also confirmed by the associations between job satisfaction and mastery goals and ability approach goals. Discussion/Conclusion: Overall, the findings lend evidence to the conceptual validation of the structure of teachers' goal orientations. It is suggested that physical education teachers' individual differences in construing success be considered and instructionally addressed during teaching and learning

20

**TI: Perceptions of the Physical Education Doctoral Experience: Does Previous Teaching Experience Matter?**

AU: Richards, K. Andrew R; McLoughlin, Gabriella M; Gaudreault, Karen Lux

SO: Physical Educator. Spring 2018, Vol. 75 Issue 2, p255-281

Abstract:

In the United States, physical education doctoral programs place great stock in recruiting students who have prior in-service teaching experience. However, little is known about how this experience influences perceptions of doctoral education. We conducted this cross-sectional, exploratory study to develop an initial understanding of how prior teaching experience and gender influence physical education doctoral students' perspectives of program experiences. Participants included 60 physical education doctoral students (29 females, 31 males) who completed an online survey related to their experiences in doctoral education. Data were analyzed using 2 × 2 factorial ANOVAs, and the differences among study variables based on gender and prior teaching experience were examined. Females without experience had more positive perceptions of their program experiences than did those with experience. These results reinforce the role of prior socialization experiences in framing doctoral program socialization. Further research



on the recruitment and education of doctoral students with and without teaching experience is warranted.

21.

**TI: Integrating generic and content-specific teaching practices in exploring teaching quality in primary physical education.**

AU: Kyriakides, Ermis; Tsangaridou, Niki; Charalambous, Charalambos<sup>1</sup>

SO: European Physical Education Review; Nov2018, Vol. 24 Issue 4, p418-448

Abstract:

The vast majority of research in physical education (PE) has focused on teaching and teacher effectiveness. Despite the fact that this research strand is fast growing, what effective teaching is and how it contributes to student learning still remains an open issue. Aiming to contribute toward moving the research of effective teaching in the field of PE a step forward, in this paper, we conduct a review of studies on effective PE teaching in primary schools. An examination of this literature suggests that scholars have largely pursued two distinct paths. One group has focused on generic teaching practices, namely teaching behaviors that cut across different subject matters; other scholars have focused on content-specific teaching practices, namely teaching behaviors which are more pertinent to teaching PE. The unique contribution of generic and content-specific teaching practices on student psychomotor learning in primary PE is examined and the potential benefits of integrating these two types of practices in studying teaching quality in PE are discussed. The theoretical, methodological, and practical implications of this review are outlined and suggestions for future research in primary PE are offered.

22.

**TI: Applications for Constructivist Teaching in Physical Education.**

AU: Butz, Jennifer V.

SO: Strategies (08924562); Jul/Aug2018, Vol. 31 Issue 4, p12-18

Abstract:

As obesity rates rise among youth, physical education classrooms have become a resource for teaching children how to make lifelong changes that will lead to improved overall health. In addition, new curricula and government mandates are focusing on health-related fitness content and its application to lifelong fitness. As these components become integrated into physical education classrooms, physical educators need to utilize teaching techniques that are student-centered. Constructivist teaching practices can help students in making personal, life-long connections to health-related fitness content. This article synthesizes research pertaining to past and contemporary physical education practices, with an emphasis on current views of constructivist teaching practices, and presents effective approaches to constructivist teaching in the modern physical education classroom.

23.

TI: **Physical education teaching as a caring act—techniques of bodily touch and the paradox of caring.**

AU: Andersson, Joacim; Öhman, Marie; Garrison, Jim

SO: Sport, Education & Society; Jul2018, Vol. 23 Issue 6, p591-606

Abstract:

In this article, we investigate 'no touch policies' as a practical teacher concern that includes the body as a location, a source and a means in educational activity. We argue that to understand issues regarding physical touch within school practice we must conceive it as deeply associated with specific teaching techniques. Thus, the didactical challenge is not found in argumentations about the pro and cons of physical touch, but through analysis of how teachers handle student interaction and teaching intentions. We consider teaching as a caring

profession. Caring, as a practical teacher concern, requires wisdom regarding the right time to use bodily touch and to refrain from such use. This wisdom involves the ability to discern people's needs, desires, interests and purposes in particular situations and act appropriately. From a body pedagogical perspective we approach intergenerational touch not only as a discursive and power-related question but as an essential tension in the intersection of the; ambiguity attendant to any intentional act such as teaching, the conflict between the ethics of care and the ethics of justice, and finally, the paradox of caring. We draw on interviews with PE-teachers in Swedish primary, secondary and upper-secondary schools and analyses of a collection of techniques of bodily touch that are established and practiced with specific pedagogical purposes. The results shows PE teacher's competence in handling different functions of intergenerational touch in relation to three different techniques of bodily touch; (1) Security touch, which is characterized by intentions to handle the fragile; (2) Denoting touch, which is characterized by intentions to handle learning content and (3) Relational touch, which is characterized by caring intentions. Each of these is of importance for the teachers in carrying out their call to teach and each of these relies on professional assessments whether or not it meets its intended purpose.

24.

**TI: Teaching values in physical education classes: the perception of Brazilian teachers**

AU: Freire, Elisabete dos Santos; Marques, Bruna Gabriela; Miranda, Maria Luiza de Jesus

SO: Sport, Education & Society; Jun2018, Vol. 23 Issue 5, p449-461

Abstract:

The contribution of Physical Education (PE) and School Sport to learning of values has been identified by teachers and researchers. However, we know little about how that teaching takes place during classes. This study aimed to understand the perceptions of teachers on teaching values in their classes and to analyse the conception of values that have guided their professional intervention. To do this, a qualitative study was conducted with a sample of three teachers, using class observations and interviews with the teachers as research tools. For all these teachers, teaching values is a central goal of PE classes; for two of the teachers, it is the main goal. Because of this conviction, their pedagogies prioritize the teaching of moral values over others that can be taught in PE. A belief in the possibility of teaching values in the classroom is part of the *habitus* of the PE teacher; it can sometimes be characterized as an *illusio*. For these reasons, teachers can set unrealistic expectations, disregarding their own limitations as well as the conflicts and complexity involved in the construction of value systems.

25.

**TI: Early childhood teachers' views about teaching physical education: challenges and recommendations.**

AU: Tsangaridou, Niki

SO: Physical Education & Sport Pedagogy; May2017, Vol. 22 Issue 3, p283-300,

Abstract:

Educational scholars emphasize that in order to gain a better understanding of the complexity of teaching, greater attention needs to be paid to teachers' views and perceptions of the challenges and barriers of teaching. Purpose: The purpose of this study was to describe preschool teachers' views and perceptions of the main challenges of teaching physical education. The major question

addressed was: what are the main challenges that preschool teachers face in teaching physical education, and based on their experiences what suggestions do the preschool teachers make in reference to early childhood physical education? Data collection and analysis: Four experienced early childhood educators from Cyprus volunteered to participate in this study. Data were collected through formal interviews and were analyzed inductively via individual-case and cross-case analysis. Findings: The findings suggest that the four early childhood teachers believed that the main aim of physical education, in the early years, is to provide children with opportunities to develop their psychomotor, cognitive, and social skills. Although the participants consider physical education to be an important subject in the school curriculum, they admitted that it has been undermined to a great extent and is viewed as a marginal subject. Findings from the study suggest that the four early childhood educators faced common barriers, deficiencies, and constraints, relative to the teaching resources. Finally, the participants called for meaningful professional development programs. Implications of these findings for educators are discussed.