

Professional Development Grant: Final Report

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Arkansas Association for Health Physical Education, Recreation, and Dance Conference

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Restatement of problem

A Professional Development Grant was submitted to attend and present a session at the Arkansas Association for Health, Physical Education, Recreation, and Dance (ArkAHPERD) held at Embassy Suites, Little Rock, AR. In addition to presenting at the conference, the following were goals of attending the conference:

- Present sessions entitled “Team-Based Learning in Coaching Theory” and “Expanding PETE Students’ Perceptions – Engaging Pre-Service Teachers in Collaborative Activities”.
- Attend sessions presenting innovative and exemplary methodologies and practices in the preparation and continuing education of quality physical education professionals relevant to the PETE program at Arkansas Tech University
- Share new ideas and collaborate with PETE faculty at various universities ▪ Network with physical education teacher educators in Arkansas

Brief review of the presentation and enhancement opportunity

The session “Expanding PETE Students’ Perceptions – Engaging Pre-Service Teachers in Collaborative Activities ” was presented Thursday, November 7. The presentation presented collaborative interactions between PETE faculty and students at culturally diverse universities in order to expose future physical educators to teaching philosophies, perspectives, and approaches that they would not normally be exposed to without inter-institutional collegiality and collaboration. ATU and UTEP faculty presented the background and organization of the interaction and ATU and UTEP students presented their experiences, perspectives, and learning from participating in the interaction.

The session “Team-Based Learning in Coaching Theory” was Friday, November 8. An overview of Team-Based Learning (TBL) was presented with audience participation in selected TBL activities to give them a taste of the strategy.

Summary of outcome and experiences

Attending ArkAHPERD is both a practical and a theoretical experience. Sessions are presented for all levels of education – from kindergarten to higher education – and all sessions are focused on an applied perspective. I gained new ideas and new tools to use in my classes as well as share with my colleagues. The conference provided time for reflection on current practices while gaining exposure to new strategies to new approaches to teaching both in public school and higher education.

Conclusions

The ArkAHPERD conference continued to be both a motivational and informational experience. Attending allowed me to experience new strategies and activities for use in physical education pedagogy classes as well as gather ideas, materials, and information to share with colleagues and students regarding secondary physical education.

A goal is to include Tech students as presenters in future presentations so they have the opportunity to attend an out-of-state conference to expand their perceptions of professionalism and high quality physical education in the K-12 setting.