Inclusive Pedagogy Seminar – Kimberly Hurley - Summer 2010

The course that I chose for my seminar project is titled: **PSYCHOLOGICAL & SOCIAL ISSUES IN PHYSICAL EDUCATION**

This course is designed to introduce the philosophical, psychological, and sociological issues related to physical education. Topics covered examine a variety of factors which influence teacher and student effectiveness. Content covers theoretical issues as well as professional practices.

COURSE OBJECTIVES

The course structure includes a variety of learning opportunities including lecture, small and large group discussion, multiple lab activities (popular video analyses, cooperation challenges, group problem solving), behavioral assessment project, and knowledge testing. My hopes are that students will be able to demonstrate competencies in their abilities to:

- Explain how physical activity can promote personal and social responsibility
- Identify and apply appropriate management techniques to provide appropriate, inclusive opportunities for all
- Identify positive and negative factors affecting self-esteem and how those factors impact performance and participation.
- Understand how values influence teacher and student behaviors.
- Understand the role of motivational beliefs and the learning environment.
- Understand the structure and function of groups within the educational context and different dynamics which influences group processes.

I propose two significant changes to this course in order to enhance inclusiveness and promote diversity in understanding. Most students in this major (physical education teacher preparation) are Caucasian, middle class, mixed gender distribution, age group 20-30 yrs. and have minimal exposure to multiple races or ethnicities (established via course discussion w/similar cohort). My main objective for increasing diversity is exposure to historical different case studies

Course structure/environment changes:

- Seating will be a horseshoe design to increase eye/face contact for discussion and question/answer opportunities.
- Lecture/discussion session will BEGIN w/ key points slides or handouts of the material to covered instead of end of class summary/recap slides.
- PPT slides will be designed with more key points (bulleted) and less lengthy
 information (that will be provided via text, teacher, student examples, ideas, etc.).

• Guided ppt notes will also be provided (albeit sparingly) for course concepts that tend to be particularly challenging for many students (e.g., motivation theories, self-referent constructs).

Course content changes: (Based upon a 4-6 week proposal)

- Week 1& 2: Establishing baseline awareness
 - highlight and identify the various determinants of group/person differences (similar to our in-class activity)
 - facilitate open discussion about personal experiences w/diverse individuals, groups, institutions
 - small group work develop short presentation of how teachers/administrators/staff in various school environments create exclusive or discriminatory climates (students need to utilize 8-10 ideas w/different diversity categories) AND have all groups brainstorm ideas to counteract discrimination and/or create more inclusiveness.
 - view PBS Frontline "A class divided" Iowa teacher Jane Elliot's experiential project with her 3rd grade class, subsequent discussion at a 14 year reunion w/her students and the Iowa prison system workshop for adult employees.
 - facilitate guided discussion to highlight students' original reactions and any provoked thoughts/feelings that they experienced while viewing and further address how these videos may NOW impact their actions, personal and professional as educators.
- Weeks 3 & 4: Applied learning opportunities
 - invite novice and veteran teachers from a variety of schools in Midwest Indiana for information sessions and Q & A
 - >teachers would describe student and teacher demographics
 - >teachers provide information on current curriculum and class logistics (space, time, equipment)
 - >discuss class dynamics (biggest challenges, best practices)
 - >teachers would provide real case studies which can be single student, group or entire class examples for students to work with.
 - >in small groups students would be challenged to examine possible issues regarding exclusion/inclusion and/or any potential discriminatory pitfalls AND brainstorm ideas for best practice and 'universal design'
- Weeks 5 & 6: Research/inquiry and group presentations
 - Students groups would be actively engaged in research review on discrimination practices and anti-discrimination movements.

- >groups are expected to research 2 different groups that have been discriminated against (e.g., females and blacks, individuals with disabilities and individuals of Islamic faith).
- >students need to link the research with the physical activity discipline, specifically, how might these issues impact their classroom dynamics, their school environment, the teams they may coach, their community as a whole.
- Student groups would develop and present their findings and finally, construct and present a model (concept map) of their philosophy for inclusion (can be a graphic representation or mission/practice statement). These models should include constructs that are covered in class (behavior management, prosocial behaviors, self-constructs [self-esteem, self-efficacy, physical self-perceptions], reinforcement/feedback).

Finally, I would provide class time for large group discussion for individuals to share (could do anonymously as well) what was meaningful, what was their "aha" moment, what was uncomfortable, how and/or if they have changed in their understanding of and potentially interacting with, individuals different than themselves.