



## Routledge Handbook of Physical Education Pedagogies (Routledge International Handbooks)

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### **Routledge Handbook of Physical Education Pedagogies (Routledge International Handbooks)** From Routledge

The first fully comprehensive review of theory, research and practice in physical education to be published in over a decade, this handbook represents an essential, evidence-based guide for all students, researchers and practitioners working in PE. Showcasing the latest research and theoretical work, it offers important insights into effective curriculum management, student learning, teaching and teacher development across a variety of learning environments.

This handbook not only examines the methods, influences and contexts of physical education in schools, but also discusses the implications for professional practice. It includes both the traditional and the transformative, spanning physical education pedagogies from the local to the international. It also explores key questions and analysis techniques used in PE research, illuminating the links between theory and practice. Its nine sections cover a wide range of topics including:

- curriculum theory, development, policy and reform
- transformative pedagogies and adapted physical activity
- educating teachers and analysing teaching
- the role of student and teacher cognition
- achievement motivation.

Offering an unprecedented wealth of material, the *Routledge Handbook of Physical Education Pedagogies* is an essential reference for any undergraduate or postgraduate degree programme in physical education or sports coaching, and any teacher training course with a physical education element.

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## **Editorial Review**

About the Author

### **Senior Editor:**

**Catherine D. Ennis** is a Professor in the Department of Kinesiology at the University of North Carolina at Greensboro, USA. Professor Ennis is past president of the National Academy of Kinesiology and a former president of the Research Consortium of SHAPE America. Professor Ennis has published well over 100 articles and chapters including more than 75 referred articles in the area of curriculum theory and development. She also has presented over 150 papers or invited addresses at national and international conferences. As a principal investigator, she has received over US\$3 million in grants from the U.S. National Institutes of Health to design, implement, and evaluate the Science, PE, and Me! elementary (2003-2008) and Healthful Living middle school physical education curriculum models (2011-2016) She has served on the editorial boards of *Sport, Education and Society*, *Physical Education and Sport Pedagogy*, *European Physical Education Review*, and *Contemporary Educational Psychology*

### **Associate Editors:**

**Kathleen Armour** is Professor of Education and Sport, and Head of the School of Sport, Exercise and Rehabilitation Sciences at the University of Birmingham, UK. Kathleen's teaching and research focus on career-long professional learning for teachers and coaches and its impact on young people's learning in physical education and youth sport. She has pioneered the development of 'pedagogical cases' as a new mechanism for bridging theory/research and practice for the benefit of practitioners and researchers in the field. Kathleen is a Fellow of the Academy of Social Sciences in the UK, International Fellow of National Academy of Kinesiology in the USA, and has been honoured as the SIG Scholar at AERA 2016. She was also an academic assessor for the field of Sport and Exercise Sciences, Leisure and Tourism in the UK's most recent national assessment of research quality. Most recently, Kathleen has been appointed as the next Pro-Vice Chancellor (Education) at the University of Birmingham

**Ang Chen** is Professor of Kinesiology at the University of North Carolina at Greensboro, USA. His research encompasses children/adolescent motivation for physical activity, learning in physical education, physical activity and physical skill assessment, and program evaluation. Dr. Chen has been a principal investigator and co-investigator in several federally funded, large-scale, multi-year physical education curriculum intervention studies involving dozens of public schools and thousands of students. His research has been published widely in research journals and scholarly books. Dr. Chen has served on many expert panels including the US Institute of Medicine (IOM) Committee on Physical Activity and Physical Education in the School Environment. He is Active Fellow of the National Academy of Kinesiology. Dr. Chen received his Bachelor of Education degree from Nanjing Teachers University and Master of Education degree from the Shanghai University of Sport in China. He completed his Ph.D. study at the University of Maryland – College Park, USA

**Alex C. Garn** is a Senior Lecturer and member of the Teachers and Teaching research group in the School of Education at the University of Newcastle in New South Wales, Australia. He earned his PhD from Indiana University, Bloomington in 2007 and spent eight years in the School of Kinesiology at Louisiana State University prior to his appointment at the University of Newcastle. His research interests focus on

achievement motivation and multidimensional self-concept in a variety of contexts. Dr. Garn has also worked closely with the Wayne State University Center for School Health focusing on Comprehensive School Physical Activity Programs. He currently holds leadership roles in both the Physical Education Special Interest Group of the American Education Research Association and SHAPE America and is an Associate Editor for the Journal of Teaching in Physical Education

**Eliane Mauerberg-deCastro**, Sc.D. in psychobiology, is associate professor at São Paulo State University, Rio Claro, São Paulo, Brazil (1987 to present). In 1995, Dr. Mauerberg-deCastro completed a year of post-doctoral research at Indiana University (USA) under the supervision of Dr. Beverly Ulrich, and later, in 2000, with Dr. Esther Thelen. Currently, she supervises doctoral and master's students in three programs: psychobiology, movement science, and human development and technology. Dr. Mauerberg-deCastro has published more than 70 research articles in national and international journals and as book chapters, and, in 2005 (revised in 2011) she published the first Brazilian textbook in adapted physical activity (APA). Using psychophysics and biomechanics, she researches action-perception phenomena in people with and without disabilities. Her theoretical frameworks include ecological and dynamic systems approaches. Since 1989, she has coordinated APA programs at her university, personally providing in-service training to over 500 undergraduate students and giving physical activity and sports experiences to nearly 2,000 participants with disabilities

**Dawn Penney** is Professor of Physical Education and Sport Pedagogy at Monash University, Australia; and an Honorary Visiting Fellow in the School of Sport and Exercise Sciences, Loughborough University, UK. Dawn gained her PhD from the University of Southampton, UK, in 1994 and has held positions in the UK, Australia and New Zealand. Her research has focused on contemporary developments in policy, curriculum and assessment relating to Health and Physical Education and sport in schools. Working with government agencies, curriculum authorities, schools and teachers, Dawn has sought to bring equity issues to the fore of political and professional attention. Dawn's publications include *Politics, policy and practice in Physical Education* (1999, E&FN Spon); *Gender and Physical Education: Contemporary issues and future directions* (Routledge, 2002); *Sport Education in Physical Education: Research based practice* (Routledge, 2005); *Assessment in Physical Education: A sociocultural perspective* (Routledge, 2013), many academic journal papers, chapters and professional publications

**Stephen J. Silverman** is Professor of education and Chair of the Department of Biobehavioral Sciences at Teachers College, Columbia University, USA. He received the B.S. degree from Temple University, the M.S. degree from Washington State University, and the Ed. D. degree from the University of Massachusetts at Amherst. His research has examined a number of teaching effectiveness variables including performance, task presentation, and feedback. His most recent research interest examines student attitudes toward physical education/activity. In addition to presenting over 200 presentations, he has published over 16 books and 120 chapters and papers, including more than 85 refereed research articles. Professor Silverman served as co-chair of the Physical Activity and Physical Education Expert Panel of the American Academy of Pediatrics. He is a Fellow in the SHAPE Research Consortium, an Active Fellow in the National Academy of Kinesiology and a past-president of both organizations. In 2010 he was named an AERA Fellow

**Melinda A. Solmon** is the Roy Paul Daniels Professor and Director of the School of Kinesiology at LSU, USA. Her research interests focus on factors that influence motivation in physical activity settings. She is active professionally, having served terms as the Chair and Program Chair for the American Educational Research Association (AERA)/Special Interest Group on Research on Learning and Instruction in Physical Education (SIG-PE); Secretary and President of the Research Consortium of the American Alliance for Health, Physical Education Recreation and Dance (now SHAPEAmerica), Pedagogy Section Editor for RQES, and co-editor for the Journal of Teaching in Physical Education. She is a recipient of the Outstanding Scholar Award from the AERA/SIG-PE (2007), the 2011 Honor Award from the Curriculum and Instruction

Academy, and the 2015 Distinguished Service Award from the Research Council of SHAPE America. She was inducted into the National Academy of Kinesiology as an active fellow in 2006

**Richard Tinning** is Emeritus Professor of Pedagogy and Physical Education in the School of Human Movement & Nutrition Science at the University of Queensland, Australia. Richard was an early advocate of critical pedagogy and has published extensively on school physical education and teacher education. His most recent books include *Pedagogy and Human Movement Studies: Theory, Practice & Research* (Routledge, 2011) and the co-edited collections *Education, Social Justice & the Legacy of Deakin University: Reflections of the Deakin Diaspora*. (Sense Publishing, 2011) and *Education: Critical Perspectives*. Routledge, 2011)

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