TRANSFORMATIVE PEDAGOGY IN PHYSICAL EDUCATION

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ABSTRACT

The goal of researching sociocultural perspectives and transformative pedagogies has been to improve society for all individuals. In particular, physical education (PE) and physical education teacher education (PETE) has been determined an under researched discipline in regard to transformative practice for equity and justice. Therefore, the purpose of the first study one was to determine the influence of one sociocultural foundations class taught by Florence, a teacher educator, on the perspectives and practices of two PE pre-service teachers (PTs), Michael and Bob. The primary data sources were from nine qualitative techniques including non-participant observation, formal and informal interviews, exit slips, three fictional PE teaching scenarios, a fictional curriculum outline, three stimulated recall interviews, documents, and digital interactions. The data were analyzed using theoretical thematic analysis (Braun & Clarke, 2006). The findings illustrated that both PTs faced frustration and discomfort during class. Nevertheless, the class did resonate and raise the PTs critical awareness related to sociocultural issues in PE. Key reasons for this change were attributed to the deinstitutionalizing pedagogical methods employed by Florence. Florence's "problem-posing" education (Freire, 1970) prompted the PTs to question their perspectives and assumptions related to society and culture.

Study two bridged the gap between PT and practicing teacher and sought to describe one elementary school physical education teacher's attempt to employ transformative pedagogy. The primary data sources were from eight qualitative techniques including formal and informal interviews, conversations, short films, document and content analysis, social media accounts, and an electronic journal. An inductive and deductive analysis (Patton, 2015) revealed that Harry, the

physical educator, embedded transformative pedagogy into his practice through four themes: (a) the big kid (b) restorative practice principles (c) a democratic curriculum, and (d) diverse forms of assessment. Furthermore, facilitators and barriers to Harry's practice were illustrated through internal and external themes. The findings provided meaningful implications for PTs, physical educators, and teacher educators working in social justice education.

The third study described sport pedagogy faculty member's (FM's) efforts at engaging in transformative physical education teacher education (T-PETE). T-PETE stresses the importance of FMs creating social change through their pedagogical approach and begins by asking preservice teachers to reflect on their perspectives and practices (Tinning, 2017; Ukpokodu, 2009). Participants were three white, female, able-bodied, lesbian/gay sport pedagogy FM's. The study was conducted in the United States. Feminist theory and feminist pedagogy drove data collection and analysis. Data were collected by employing a series of qualitative techniques. An inductive and deductive analysis revealed that FM's had specific T-PETE goals, content, and pedagogies. Furthermore, several internal and external factors served to facilitate and limit the FM's effectiveness when engaging in T-PETE. The findings suggest that program-wide PETE reform is necessary in the United States for creating social change, and influencing preservice teachers perspectives and practices.

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CHAPTER I

INFLUENCE OF A SOCIOCULTURAL FOUNDATIONS CLASS ON THE
PERSPECTIVES AND PRACTICES OF PRESERVICE PE TEACHERS

Abstract

Purpose: The purpose of this study was to determine the influence of one sociocultural

foundations class taught by Florence, a teacher educator, on the perspectives and practices of two

physical education (PE) pre-service teachers (PTs), Michael and Bob.

Method: The primary data sources were from nine qualitative techniques including non-

participant observation, formal and informal interviews, exit slips, three fictional PE teaching

scenarios, a fictional curriculum outline, three stimulated recall interviews, documents, and

digital interactions. The data were analyzed using theoretical thematic analysis (Braun & Clarke,

2006).

Findings and Conclusions: The findings illustrated that both PTs faced frustration and

discomfort during class. Nevertheless, the class did resonate and raise the PTs' critical awareness

related to sociocultural issues in PE. Key reasons for this change were attributed to the

deinstitutionalizing pedagogical methods employed by Florence. Florence's "problem-posing"

education (Freire, 1970) prompted the PTs to question their perspectives and assumptions related

to society and culture.

Keywords: transformative pedagogy, critical consciousness, physical education, physical

education teacher education

Introduction

A number of sport pedagogists have argued that neoliberalism can have a detrimental influence on schooling in general and physical education (PE) in particular (Azzarito, Macdonald, Dagkas, & Fisette, 2017; Macdonald, 2011). Specifically, these and other authors argued that this ideology's extreme focus on economic productivity has led to standardized PE curricula that are decontextualized, elitist, overly competitive, and hierarchical. As a result, PE has helped to perpetuate inequalities in society at a time when school enrollments are becoming more diverse (Banks, 2001; Fernandez-Balboa, 1993). To counter this state of affairs, scholars have argued for a social justice agenda in which teachers of all subjects, including PE, take a critical approach with the objectives of improving society by championing human rights, celebrating diversity, and protecting the environment (Azzarito et al., 2017; Fernandez-Balboa, 1995).

To prepare pre-service teachers (PTs) to take a critical approach, scholars have also argued that teacher educators employ *transformative pedagogy* (Tinning, 2017; Ukpokodu, 2009). Central to this form of teacher education, is the requirement of PTs to examine their own beliefs about power, equity, oppression, class, race, gender, and body awareness (Banks, 2001; Hickey, 2001), and to emphasize the role that teachers can play in creating social change (Fernandez-Balboa, 1993). Methods employed by transformative teacher educators to realize these goals include modeling, discussion, debate, role-playing, reflective journaling, and project-based learning (Ukpokodu, 2007). In addition, sport pedagogists have suggested that the transformative pedagogies employed by physical education teacher education (PETE) faculty could include storytelling; peer teaching; critically-focused field experiences; and the examination of PTs' biographies, critically oriented case studies, film, and readings (Ovens,

2017; Walton-Fisette et al., 2018). A small group of sport pedagogists has also suggested that such pedagogies be used within an overall framework that has both an inward focus on the analysis of teaching and an outward focus on curriculum studies (Curtner-Smith & Sofo, 2004; Kirk, 1986; Tinning, 1988).

The limited amount of research conducted to date indicated that PETE faculty's efforts to employ transformative pedagogy have largely been ineffective in terms of convincing PTs to take a critical approach beyond their PETE (e.g., Curtner-Smith & Sofo, 2004; Gerdin, Philpot, & Smith, 2018; Hickey, 2001; Philpot, 2015; Philpot & Smith, 2018). In the United States, this may be because PETE faculty lack the training and content knowledge to implement such programs (Ruiz & Fernández-Balboa, 2005; Walton-Fisette et al., 2018), operate by themselves rather than as part of a team (Fernández-Balboa, 1995; Flory & Walton-Fisette, 2015), are countered by the teaching of more ideological conservative colleagues (Cliff, 2012; Curtner-Smith, 2007; Ukpokodu; 2007), or because prior to beginning PETE physical education PTs have been socialized into perspectives that compete with a critical approach and are extremely hard to change (Curtner-Smith, 2017).

Another arena in which American PE PTs may be exposed to transformative pedagogy, and through which they may gain a critical perspective, are classes taught within colleges of education focused on sociocultural issues. These classes are generally taken by PTs training to teach all subjects. Sociocultural courses are mostly intellectually based; however, the practicalities of teaching both intellectually and practically cannot be separated (Cochrane-Smith, 2004). Thus, intellectual work will always influence practice and have an emphasis on pedagogical methods. The small amount of scholarship conducted on the impact of such classes on PE PTs also suggests that they have been largely ineffective (Banks, 2001; Flory & Walton-

Fisette, 2015). Nevertheless, how these classes are tailored to PE and how they are read by PE PTs is, as yet, unknown. The purpose of this study, therefore, was to determine the influence of one sociocultural foundation's class on PE PTs' perspectives and practices. The specific research questions I sought to answer were (a) What were the PTs' perspectives and practices at entry into and exit from the class; (b) What pedagogies did the teacher educator employ in an attempt to transform the PTs' perspectives and practices; and (c) What factors, if any, influenced the PTs' perspectives and practices during the sociocultural foundations class?

Theoretical Framework

Sociocultural foundations classes are encompassed within social justice education; therefore, data collection and analysis within this study was informed by theories of oppression and a commitment to social change for transformation (Griffin & Ouellett, 2007). Socially critical pedagogues Freire (1970, 2007, 2013) and hooks (1994) were drawn upon to illustrate how a teacher educator of a sociocultural foundations course attempted to transform PTs' perspectives and practices. Specifically, theoretical constructs including "critical consciousness," "banking education," and "problem-posing education" were drawn upon.

The term critical consciousness or *conscientizacao* has been used to recognize individuals becoming aware of the reality of social contexts (Freire, 1970, 2013). Social settings include PTs being informed of social structures in society that perpetuate forms of domination (e.g., racism, sexism, classism) and structures of oppression (e.g., discriminatory laws, unequal education, societal views). Critically conscious PTs are those who begin to question long-held perspectives, values, and beliefs related to society and are empowered to change their practices based on that awareness. The aim of critical consciousness is freedom. Freedom is seen as an ethical concept whereby individuals have respect and responsibility for one another (hooks, 1994). This caring

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attitude opposes a standardized education, which reinforces individualism and competition against peers.

Teacher educators engaged in raising critical consciousness reject traditional direct teaching styles (hooks, 1994) that perpetuate standardization, competition, indoctrination, and normalized practices, e.g., high stakes testing and teacher as authoritarian. Direct teaching includes the "banking method" (Freire, 1970, 2007), a pedagogical style that assumes the teacher has the knowledge, which should be deposited into passive consumers (i.e., PTs) and repeated back.

The ongoing process of raising critical consciousness can be frightening or painful for individuals (hooks, 1994). Griffin and Ouellett (2007) have explained four common themes associated with the consciousness journey. PTs could face all or some of these themes throughout different time points in the class. They include

1. *Dissonance:* PTs feel unsettled by the information, dominate the class discussion, see the class/teacher educator as invalid, and that the social context is part of natural society.

2. *Anger:* PTs become frustrated in class as they think their rights are available to others especially if they are from an advantaged group. PTs may believe in meritocracy and believe their perspectives are threatened.

3. *Immobilization:* PTs feel a sense of powerlessness, are overwhelmed, and have guilt for advantaged groups. PTs tend to withdraw from participating in the class.

4. *Conversion*: PTs embrace the critical perspective and challenge others in the class without reflecting on their own identity and its influences.

Teacher educators are encouraged to adopt a "problem-posing" education with an emphasis on theoretical dialogue to help PTs raise their critical consciousness (Freire, 1970). Theoretical dialogue includes conversation-based lessons surrounding scholarship (e.g., journal articles, books, legal documents, etc.) Teacher educators present materials (e.g., articles) to conscious, active PTs for their consideration and interpretation. Educators then facilitate knowledge sharing sessions, where both teacher and PT reflect on the knowledge exchanged (Freire, 2007). Organizationally, this means that classrooms disrupt the norm of standardized education and allow for deinstitutionalizing strategies such as spontaneity, negotiation, change, intervention, and question what it means to be ongoing critical citizens (hooks, 1994).

Method

Participants

Primary participants in the study were two PE PTs taking the sociocultural foundations class offered at one large public research university situated in the southeastern United States. A key informant and secondary participant in the study was the teacher educator of the sociocultural foundations class. Before data collection, all three participants signed forms indicating that they consented to take part in the study and selected fictitious names to protect their anonymity (see Appendix A).

Michael, the first PT, a 28-year-old African American, came from a military family and served in the United States Army as a medic for 4 years. Prior to enrolling in the university's undergraduate 4-year PETE program to become a certified teacher, he completed a non-teaching degree in kinesiology at another institution. At the time the study was conducted, Michael was at the beginning of his PETE and was taking his first methods course. Bob, the second PT a 35-year-old Caucasian and former navy engineer, was enrolled in the same program. In contrast to

Michael, Bob was near to finishing his degree and had completed a number of early field experiences in the local schools. Although the PETE coursework Bob had taken included a critical thread, its primary focus was behavioral and technical in nature with an emphasis on learning how to employ effective instructional (Silverman, 1991) and managerial (Doyle, 1986) behaviors and to deliver PE through a variety of instructional models (Metzler, 2017). The supporting exercise science classes that Bob had taken as part of his degree program were mostly from the natural sciences (e.g., exercise physiology and biomechanics) and included little social science which may have influenced his perspectives regarding critical pedagogies.

At the time the study took place, Florence, the 40-year old female Caucasian class instructor, was in her final semester as a doctoral candidate in Instructional Leadership with an emphasis on sociocultural studies. Florence was an elementary school teacher before enrolling in graduate school. Prior to teaching the class that was the focus of this study, Florence had taught sociocultural foundations to other groups of PTs on ten previous occasions.

The Sociocultural Foundations Course

The sociocultural foundations class met 2 days a week for 15 weeks during one spring semester on the university campus. Each class meeting was 75 minutes in duration. The course consisted of 23 female PTs as well as Michael and Bob. These 23 PTs were studying for degrees that enabled them to teach a variety of subjects at the elementary, middle, and high school level. Two of these PTs identified as African American and 21 as Caucasian. As advertised in the syllabus, the primary purpose of the class was to "explore sociocultural contexts of schooling, examine effects of factors such as race, class, gender, ability, and ethnicity on instruction and learning, develop/exercise personal voice and analyze historical and contemporary social, historical, political, philosophical issues in education." Content covered in the class included

how racism, classism, sexism, ableism, heterosexism, and linguicism are perpetuated through

schooling; the competing aims of education such as sociocultural justice, equal educational

opportunity, deculturalization, and consumerism; and analyzing the historical and current

struggles in the United States concerning educational policy and teaching practices.

Data Collection

Data were collected by employing nine qualitative techniques. *Non-participant*

observation involved the author observing all 30 sessions of the sociocultural foundations class

and taking copious field notes on a laptop computer describing their content, the pedagogies used

by Florence, and the reactions of Michael and Bob to these pedagogies. Both PTs completed two

open-ended *formal interviews*. One of these formal interviews took place prior to the class

commencing, and one after the class was completed. During these formal interviews, both PTs

were asked the same lead questions, but the interview guide allowed multiple follow-up

questions. The first formal PT interview focused on gathering relevant background biographical

data about Michael and Bob and data which described their espoused perspectives and practices

regarding PE teaching and the purposes of schooling in society. During the second formal

interview with the PTs, the focus was on establishing the extent to which the sociocultural

foundations class had influenced Michael and Bob's perspectives and practices and the factors

within the class that led to this influence.

Florence was also formally interviewed prior to the beginning and after the completion of

the course. Again, an open-ended format was employed for Florence's formal interviews. The

focus of the first formal interview with Florence was on the pedagogies, strategies, and methods

she intended to use during the class. Additionally, Florence was asked about her prior

experiences of teaching sociocultural foundations to PTs in general, PE PTs in particular, and her

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views regarding the purposes of education. The second formal interview with Florence focused on her perceptions regarding the influence her class had on Michael and Bob, and the pedagogies she believed were most and least effective. All six formal interviews lasted between 37 and 73 minutes and were audio-recorded and transcribed verbatim.

Whenever the opportunity arose before, during, and after class meetings Michael, Bob, and Florence were *informally interviewed*. The focus of the informal interviews was on the pedagogies that Florence employed and the influence it had on the two PTs' perspectives and practices. The content of informal interviews was recorded in note form as soon as they had been completed. After Lesson Four, Michael and Bob were asked to complete *exit-slips* at the end of each class session. These required the PTs to describe (a) the content covered in the class session, (b) the pedagogies by which this content was delivered, (c) the influence of the content and pedagogies on their perspectives and practices, if any, and (d) any additional reactions to the class session. In total, due to class absences, 43 exit slips were added to the data set.

Toward the end of the class, Michael and Bob were asked how they would respond to three short *fictional PE teaching scenarios* if they were the teacher, each of which was read to them. Scenario 1 focused on racism, Scenario 2 focused on sexuality, and Scenario 3 focused on ableism. Michael and Bob were also asked to write a *fictional one-page curriculum outline* in which they described their ideal school PE program for the ages they would like to teach concerning goals, content, curriculum models, pedagogies employed, and evaluation. Michael and Bob were asked to explain and expand on their curriculum plan during their final interview. All interviews lasted between 37 and 73 minutes and were audio-recorded and transcribed verbatim.

Additionally, Michael's methods course included an early field experience in a local middle school. Michael taught approximately 8 to 10 students each lesson. The school was racially and culturally diverse, and approximately 32% of the students qualified for free school lunch. *Non-participant observations* involved the author observing and filming Michael in lessons 10-14 in a 15-lesson sport education unit. After filming, the author took copious field notes on a laptop computer describing Michael's content and pedagogies. Michael then took part in three *stimulated recall interviews.* The stimulated recall involved Michael watching filmed episodes of his teaching from the early field experience, which the author deemed to be examples of inequitable teaching. Michael was asked to reflect on these episodes and explain his thoughts when teaching. All interviews were audio recorded and transcribed verbatim. Interview 1 lasted 40 minutes. Interview 2 lasted 57 minutes. Interview 3 lasted 71 minutes.

Two final sources of data were 66 *documents* created for and within the class by Florence and the two PTs, and relevant *digital interactions* between the author and the participants. The former included the PTs' written class assignments (e.g., teaching philosophy statement, index cards required from weekly readings as PTs answered questions on readings), the course syllabus, and Florence's evaluation rubrics, class handouts, class website, curriculum vitae, and any articles she required the PTs to read. The latter consisted of text messages and emails.

Data Analysis

The data were analyzed using theoretical thematic analysis (Braun & Clarke, 2006). This five-stage process involved the author (a) familiarizing herself with the data and identifying data which pertained to the three research questions I were attempting to answer, (b) assigning initial codes to data chunks, (c) searching for themes related to the constructs from the theoretical framework, (d) reviewing and revising themes, and (e) defining and naming themes. Data were

coded and sorted into themes using the QSR NVivo 11 software. Throughout the data reduction process, the dissertation chair acted as a "critical friend" (Costa & Kallick, 1993) which involved discussing and critiquing developing categories and themes with the author. During the final phase of the analysis, data snippets which illustrated key themes were identified and selected for use in the manuscript.

Credibility and trustworthiness of the analysis were ensured by employing four strategies (Tracey, 2010). First, an *audit trail* was created during data collection. This involved noting exactly which data were collected using which technique at which point in time. Second, by collecting data utilizing nine different techniques, I was able to *triangulate* the findings and cross-check them for accuracy. Third, *member reflections* were conducted throughout the data collection process during which Florence and the PTs were asked about the accuracy of data collected on earlier occasions. Fourth, any *negative* and *discrepant cases* discovered were used to modify developing codes, categories, and themes.

<div align="center">**Findings and Discussion**</div>

Unlike previous PETE research (Curtner-Smith & Sofo, 2004; Gerdin et al., 2018; Hickey, 2001; Philpot, 2015; Philpot & Smith, 2018), data gathered during this study indicated that PTs' perspectives and practices were influenced by Florence's teaching within the sociocultural foundations class. These findings were described in Florence's themes: *deinstitutionalization* and *dialogue*. Bob's themes were *social justice illiteracy, dissonance, anger,* and *immobilization,* and Michael's themes were *consciously aware, shock, immobilization, practice to action struggle,* and *critical transformation*.

Pedagogies Employed by Florence: Deinstitutionalization

To increase the PTs' critical consciousness, Florence wanted to make the PTs aware of the reality of their future social context (Freire, 1970, 2013). In this case, it was the oppressive structure of education as an institution:

> It [schooling] is an institution, it exists by virtue of habits, the habits live on through that institution. You can shape it [school] and alter it, and that's what I tell my students. You can shape it and alter it to what you are doing. You do not have to turn it into this mechanized dehumanizing space. You can infect your immediate surrounding, and with the help of others, you can start to enforce institutional change. (Interview 1, Florence).

Before the course, Florence stated, "I want them [PTs] to see two things. Life is way more complex than any of us know and have been taught and that human beings just really just wanna be accepted" (Interview 1, Florence). Florence's deinstitutionalizing strategy was "to create more humane interactions with people. Then they can open up to a communal experience and social change, but you gotta start there. Everything starts with a relationship" (Interview 1, Florence).

Florence aimed to build relationships with the PTs by embodying a transformative approach. She was fun, flexible, outgoing, approachable, and a negotiable course instructor. As Bob illustrated,

> There were a lot of instances where deadlines or what project would be due first and what or how projects could be done or really left up to us to come up as a collective to what we would prefer, which empowers us a lot to say that we have a more democratic classroom like we are all involved and our voice all gets heard. (Bob, Interview 2)

Considering Florence felt that respect and close human interactions were essential to relationship building, for each class, she rearranged the room from traditional rows: "I begin by arranging the seats in a U shape to facilitate group dialogue and eye contact" (Before Class Email, Florence). Additionally, during each class, Florence sat with the PTs rather than behind a lectern. Considering students are institutionalized to repeat information back to an educator (i.e.,

the "banking method"), Florence rejected this traditional mode of teaching. Thus, she provided a space for knowledge exchange between PTs and educator (Freire, 2007).

Dialogue. Florence's "problem-posing" pedagogy was based around the notion that the key to unlocking PT's critical consciousness was to "incite problems that students would take an interest in at a later date . . . You have to feel like something is wrong. Inquiry comes from an emotional impetuous" (Interview 1, Florence). The problems, or course content, were covered in critically focused theoretical homework readings and digital media (e.g., blogs, Vimeo, video documentaries, Ted Talks, YouTube clips, learning modules). The homework "expose[d] them [PTs] to a multitude of narratives from the perspective of individuals who have experienced the forms of oppression that we are talking about" (Interview 2, Florence). For example, an assigned reading on ableism was from an individual that identified as autistic.

As a result, class time was dedicated to student facilitation. Individually or as a pair, PTs facilitated discussions based on the assigned homework and came up with questions for the group to consider. Michael explained, "You do readings, and you come in. . . . it's open discussed [*sic*] and everybody pretty much talks" (Michael, Interview 2). This was an attempt by Florence to share control and power of the classroom (Griffin & Ouellett, 2007). As she illustrated, "For the most part, we are sharing the space, dialogue." Michael agreed: "As students, we had a voice; it wasn't like we couldn't talk. We were free and open to talk in *very* open discussions." Ensuring respect for each PT, Florence would begin the facilitation by saying, "Shut down your computers and just listen" (Field Notes, Lesson 18). While sitting with the group, Florence asked questions throughout these discussions to probe into students' thinking such as "What is a democracy? What does democracy mean in terms of power? Who benefits from a democracy?" (Field Notes, Lesson 28).

At times, Florence drew on an array of breakout strategies that allowed PTs the opportunity to reflect critically and increase their knowledge base. These included artwork (e.g., picture drawing), silent gallery walks, found poetry (e.g., searching for meaningful/targeted words), freewriting, journal entries, teacher read-aloud (poems/book extracts), visual metaphors (e.g., light being reflected as an image to demonstrate how light is interpreted in many different ways, similar to our societal perspectives), digital media, news articles, and pedagogical action orientated handouts (e.g., a checklist when implementing critical thinking techniques in the classroom). These strategies often came up spontaneously and changed the direction of the conversation to allow PTs to think more deeply about the material or emphasize a theoretical position/point. Florence asked one of her past students to come to the class and share ideas about pedagogical strategies for non-heterosexually conforming students in schools. As a gay-identifying male, he was able to speak from experience.

Assessment as dialogue. Aside from active participation and weekly homework tasks such as readings, PTs were required to complete several reflective essays, a biography, a philosophy statement, and a final assignment as part of their grade. Each week after the homework task, PTs were required to answer self-reflective questions on an index card and submit them to Florence. The purpose of the cards was to "try to keep the conversation going between the students and myself" (Interview 1, Florence). Once collected, Florence would reply to the PTs' index cards with further questions/considerations to provoke their thinking or clear up any misunderstandings. Consistently, Florence asked the PTs to peer-comment on index cards and essays:

> They have to share it with a peer. Their peers provide feedback for them . . . they are getting a multitude of people offering their input, not just a teacher to question their assumptions, to question their clarity about their beliefs. (Interview 1, Florence)

Then PTs would respond to comments before submission.

The culminating final project consisted of five options: a thoughtful reflective essay and portfolio, an arts-based research project, a Deweyan inquiry (problem-based), creation of a sociocultural children's library (narratives from diverse scholars), or a choice personal assessment, where PTs could choose the way they wanted to demonstrate what they had learnt. The choice assessment, which rejected traditional forms of assessment, demonstrated to Florence that some PTs preferred traditional assessments: "There is this period of deinstitutionalization that I think they have to go through, and not everybody embraces it" (Interview 1, Florence).

Bob: "Dude you Live the Same Life, you Just put a Different Skin On"

Perspectives prior to the class: Social justice illiteracy. Bob strongly felt assumptions and beliefs related to oppression, drawing from his own socioeconomic experiences prior to the class beginning: "I was poor . . . poor of mind, poor of money, poor of everything" (Interview 1, Bob). He found it particularly difficult to answer questions on teaching for a diverse audience: "I don't know. I guess I haven't really thought about it," stating that "people from the same background have the same perspective and can be educated the same way" (Interview 1, Bob). When questioning Bob about social justice before the class, he admitted: "I don't know anything about social justice" (Interview 1, Bob). When discussing oppressors such as sexism, genderism, ableism, Bob was not able to provide a definition or provide an example of each. On the subject of race, he believed

> It's like dude you live the same life; you just put a different skin on . . . there is really
> nothing different in you from them [African Americans]. I mean you look at your life,
> and it is the same; it is a carbon copy; you drive the same car; you live in the same
> neighborhood. (Interview 1, Bob)

Based on his personal experiences, Bob did not see a difference between his race privilege and African American minorities. By not recognizing a person's race, we ignore people's unique elements. This understanding has been termed "colorblindness." Colorblindness holds racism in

place because we *do* see the race of others and race often has unconscious meanings for us (Sensoy & DiAngelo, 2017). Bob's prior knowledge suggested he had multiple gaps in his expertise related to sociocultural issues and social justice. Where there are gaps in a person's understanding of what social justice is, it affects what is required to achieve an equitable society and is considered social justice illiteracy (Sensoy & DiAngelo, 2017).

   ***Factors influencing Bob: Dissonance and anger*.** Griffin and Ouellett (2007) outlined when PTs begin to learn about the reality of the social context, they can feel dissonance (e.g., unsettled, class/teacher educator as invalid, dominate class discussion) and anger, as they think their rights are available to others, especially if they are from an advantaged group. Anger was demonstrated through Bob's class experiences. He consistently remarked that he felt: "frustrated/irritated" (Exit Slip, Lesson 24) and that the class "was making him an angrier person" (Exit Slip, Lesson 26). After questioning Bob why he felt so angry, he confessed, "The class causes me to think in ways I hadn't before, thus instigates a change in my thoughts on some aspects of whatever topic" (Text Message Following Lesson 24, Bob). Florence justified Bob's reactions to the class:

> For people who have had various forms of privilege, this class can feel really nihilistic because we keep talking about the various forms of power that somebody in Bob's position has. So, for a person that has almost all of those forms of privilege with the exception of perhaps social class it can be very hard for the students to not self-blame and start hating on themselves and feel they can't do anything right. (Interview 2, Florence)

Bob enjoyed the dialogue aspect of the class: "I really enjoyed the first class. Mostly the informal way it was conducted and the topics of conversation. It definitely kept me interested" (Email Following Lesson 1, Bob). However, Bob tended to voice his opinion in class discussions. Florence recognized this: "Bob definitely did dominate the conversation many days, and there were certain points in time where I would have to nudge him back a bit to make sure

that we heard somebody else" (Interview 2, Florence). In his own words, Bob suggested he

> benefitted by this exposure and dialogue. . . . sitting in a room with 30 [25] other different
> individuals from different backgrounds, there were some things I learnt. . . . there were
> some things I *thought* or *assumed* I had a firm grasp on. . . . I had to really sit down and
> have these *really* open discussions on my own thoughts. (Interview 2, Bob)

However, Bob's lack of diligence in keeping up with readings affected his ability to use

theoretical dialogue in class. In his final assignment, he indicated

> I do not believe I explored or extended the concepts in our readings very well. I come to
> this conclusion based on the fact I neglected to do my due diligence in keeping up with
> the readings and accompanying assignments. (Final Assignment, Bob)

Furthermore, Bob had not completed a large number of index cards and submitted his philosophy

assignment 10 days late (beyond the class agreed deadline). Florence was aware and supportive

of Bob's needs in the class, allowing him to submit assignments late, and addressed his conflicts

as a learning opportunity (Griffin & Ouellett, 2007). Despite this, on several occasions Bob

retracted from the class

> Bob is sitting at the back of the room [not in the U shape], and Florence asks him if he
> wants to join the circle. He said, "Respectfully, I decline." He sits at the back, eats a
> Chick-fil-A sandwich and responds to emails on his laptop. (Field Notes, Lesson 16)

Furthermore, due to illness or family commitments, he arrived late, left the class early, and was

absent on five occasions. Bob's response to the class was not uncommon. Social justice

education courses can often counter long-standing assumptions and perspectives toward society

and conflict over what individuals have been taught to achieve equality (Griffin & Ouellett,

2007). Therefore, withdrawing from the class can take various forms.

> ***Perspectives after the class: Immobilization and thirsty for more***. Social justice courses

overwhelm PTs and they feel powerlessness, pain, and discomfort (Griffin & Ouellett, 2007;

hooks, 1994). Even though Bob felt anger and frustration toward the class, his exit slips also

suggested that the content set for the class resonated with him, and the reality of the unequal

schooling situation in the United States took hold. Specifically, the topic on racism made Bob realize that "the problem still exists and is far more reaching than I previously believed" (Exit Slip, Lesson 17). Later in the course, Bob expressed the content "made me question if I'll ever be able to be part of a genuine change" (Exit Slip, Lesson 25).

Bob placed a small amount of emphasis on the amount he learned in the class: "There were certainly things I learned. . . . this course has positively changed me as a person, to some extent" (Interview 2, Bob). Specifically, Bob enjoyed the guest lecture on sexuality; he said, "There is no better way to learn than from those that have truly done or experienced" (Interview 2, Bob). This lecture encouraged Bob to realize the need to separate "church and state, my personal religious views. . . . to help all children and people regardless of gender, race, sexual identity or affiliation, disability, socioeconomic background, or religious or personal beliefs" (Philosophy Assignment, Bob). Despite this positive influence toward a more inclusive perspective and being able to identify a substantial amount of knowledge related to teaching for a diverse audience, definitions related to multiple oppressors, and practical scenario strategies, Bob lacked democratic PE curricula ideas. When discussing his fictional PE curriculum outline, he emphasized the biomedical concepts of health and sport, focusing on models-based practice and teacher-directed instruction (Metzler, 2017; Silverman, 1991). Bob also commented that his PE courses lacked a social justice focus: "I wish I had more classes that aligned with these sorts of concepts . . . [in PE] they were never really touched upon in a well-rounded or thorough way. It's just not really bought up" (Interview 2, Bob). Importantly, Bob mentioned that he lacked concrete examples of how to deal with sociocultural issues in the PE classroom: "Like can you identify it [racism], and then what should you do about it or how should you address it?" (Interview 2, Bob). Bob explained, "By not making any real attempt to analyze [sociocultural

issues in class] . . . you are perpetuating it and underserving a lot of your students" (Interview 2, Bob). This recognition alone highlights the influence of the course on Bob; he no longer saw his role as a physical educator as abstract to the proliferation of social inequality (Fernandez-Balboa, 1993) and as he became more critically conscious, his awareness toward his education became critical, evidencing the beginning of critically conscious citizen (hooks, 1994).

Michael: "I can Really Make a Difference"

Perspectives prior to the class: Consciously aware. It was evident from Michael's first interview that he was astutely cognizant of multiple types of oppression and structures within society, even down to his minority status and identifying habits:

> I don't see myself as Black because if I say that I am Black, then that is like a color, I am not a color. I am also not African, I have never been to Africa. I am American, but I suppose I have to say African American. (Interview 1, Michael)

He also recognized that

> there is a lack of social justice. Social justice is basically about seeing a problem in the system and basically fixing that problem for a different social background. I think people don't know how to touch social justice topics correctly. So, it's a tough topic 'cause it is so prevalent today. You see people want social justice, but when it comes to that point to reflect, as far as voting, people fall short, especially in the South. (Interview 1, Michael)

Concerning PE, Michael noted,

> Physical education should be about the physical and mental of being healthy. . . . kids should be doing physical activity that tests their range of motion of your important skills, your stamina, and testing different levels of your physical fitness then mentally how to work past certain things. (Interview 1, Michael)

Although not socioculturally focused, Michael was new to his PETE program and came from a coaching background: "I really think I could be a good coach" (Interview 1, Michael). Michael could have been described as a "coaching orientated" (Curtner-Smith, 2017; Lawson, 1983). As Lawson (1983) explained, three factors influence a person entering PETE with a coaching

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orientation: an individual's athletic achievements, PE as a career contingency, and having a

traditional (custodial) teaching style. Michael acknowledged two of these:

> I played basketball and track. At first, I wanted to do physical therapy but for all sports, but I didn't focus enough for my grades or aim high enough to get to that ladder . . . so physical education could be a career option for me because kids need it. (Interview 1, Michael)

Factors influencing Michael: Shock and immobilization. Within the class, Michael was

shocked that Florence, a Caucasian educator, "would be the one who is touching on these [social]

issues" (Interview 2, Michael). During class meetings when Florence would talk to the class,

Michael would intently lean forward and write notes. After class, he commented, "[Class] got me

fired up and mad" (Field Notes, Lesson 13). Michael claimed, "The more I learn, the worse it

gets" (Informal Interview, Lesson 16). In Michael's final interview, he mentioned how much he

enjoyed hearing from others in the class:

> There were some things that shocked me like a lot of them [other PTs] . . . never knew some of the racial stuff was going on, and they had never seen that and that was kind of surprising being from here [the city] and they don't know what's going on and that they didn't know it was that bad. I could tell for some of them it was like an open light they had never seen that side especially about when we were talking about segregation. (Interview 2, Michael)

At the same time, on the topic of race and the re-segregation of the school system in the local

area, Michael recognized, "I didn't know about it either" (Interview 2, Michael).

As the weeks progressed, Michael proffered, "The education system is broken, and I want

to fix it, but I don't know how" (Exit Slip, Lesson 19). Michael felt a sense of powerlessness, a

common feeling of social justice education (Griffin & Ouellett, 2007). To learn more, Michael

would often stay after class and speak with Florence; this occurred after Lesson 6. After Lesson

15, Florence said, "Michael and I walked from the class to the parking lot together. He asked a

lot of questions about education. We spent a further 15 minutes talking, and I have shared some

additional resources with Michael" (Informal Interview, Florence).

   ***Factors influencing Michael: Practice to action struggle*.** Michael wanted to teach

equitably and "be able to mold the curriculum . . . to blend all cultures together" (Philosophy

Assignment, Michael). However, in practice, he found this particularly challenging. Curtner-

Smith (1996) noted that PTs early in their PETE are focused on the managerial aspect of

teaching (i.e., behavior management and organization). Michael's fictional PE curriculum,

scenarios, and methods course observations evidenced his focus on the managerial aspects of

teaching and the PE curriculum model he was using (i.e., sport education) was driving his

purpose as opposed to a sociocultural purpose toward PE. As stimulated recall Interview 1

evidenced, Michael was unable to recognize that he had segregated his sport education students

by ability and gender, instead of allowing students to decide their team roles.

> Author: What is going on here?
> Michael: They are officiating.
> Author: Do you see any issues?
> Michael: No.
> Author: You have given all the boys an officiating role in the class, and all the girls are
> stood behind you doing nothing, without a role.
> Michael: nooooooo, no, no, no, no. (Stimulated Recall Interview 1)

There were other instances in Michael's practice that displayed him promoting competition and

individualism. For example, he only cheered on those winning within the track and field events,

rather than all students, despite performance. When discussing this with Michael in his final

interview, he suggested his PE courses thus far were more focused on the act of sport

performance/physical competency, and as a PT it was not about intervening in social inequality:

> You can see in the schools there are [social injustices], but our job is not to do with social
> injustice, it is about teaching the curriculum and leaving. It is not about background and
> what are you going to do to break this up and it is not about that. It is about doing it,
> coming in and leaving. (Interview 2, Michael)

Similarly to Bob, Michael began to see his role as an educator more holistically. He exclaimed, "I can really make a difference in students' lives" (Interview 2, Michael).

Perspectives after the class: Critical transformation. Michael never asked about grades; for him, the process was always about learning and the learning within the class led to a deeper social justice understanding:

> I learned that I need to be more aware than anything on [*sic*] social issues and gender issues, and I need to worry about making sure my kids are not consumers and making sure they are actually free thinkers and how they can make difference in the world. (Interview 2, Michael)

Michael saw his role as an educator in creating social change (Fernandez-Balboa, 1993). Florence speculated that "Michael is seeing a broader social structure. . . . he looks at it now from a community perspective rather than individual interactions" (Interview 2, Florence). In Michael's final exit slip, he concurred: "This class has changed me as a student."

Michael evidenced choice, creativity, and action when he opted for an alternative final assignment. Thus, critical understanding leads to critical action (Freire, 2013). When PTs raise their critical consciousness, they can take their learning into their content area and intervene in unfair practices. For Michael's final project, he chose to highlight gender and race segregation in a youth track and field event held for the state. He created a video that included photographs with voice-over. The footage showed athletes racially or gender segregated. One photograph showed a group of Caucasian athletes praying together in a circle. Michael explained that while taking the photograph, a coach asked him why he was taking it. Michael clarified, "There are no African Americans in the circle. I am showing how teams are segregated by race." The coach noticed this issue himself and invited his African American athletes to join the circle. Michael then commented, "They are still not integrated, because the African American athletes are at one end of the circle and joining in after being asked is not integration. We need integration throughout

the circle and the community." Despite Michael's intervention with a coach at the event and acting on social injustice, he emphasized that he still had more to learn: "I think that [the class] is a step and we need more steps to get prepared especially for physical education. I want more classes that are geared toward physical education that are like this" (Interview 2, Michael). As Curtner-Smith (1996) encouraged, PETE courses should focus on the political, social, moral, and ethical concepts of sport and PE. Subsequently, specific courses related to sociocultural issues and practical strategies are suggested or "you could go through your whole physical education program and not talk about social issues at all" (Interview 2, Michael).

Summary and Conclusions

This paper has demonstrated how a sociocultural class taught by a transformative teacher educator challenged two PTs' perspectives and practices in PETE. The findings indicated that before the class, neither of the two PTs had thought much about critical issues in PE. During the class, they came to realize how important these issues were. The teacher educator, Florence, enabled critical awareness through "problem-posing education" and theoretical dialogue (Freire, 1970, 2007).

The first PT, Bob, had little knowledge related to sociocultural foundations before the class and withdrew from the course at times, feeling frustration, anger, and a sense of powerlessness to the content taught. Despite this, Bob found the conversational aspect of the class helpful in understanding the theoretical readings and his personal experiences. After completing the class, Bob was an advocate for sociocultural foundations, suggesting that their implementation is crucial so that teachers do not perpetuate inequalities in their contexts. This finding evidenced Bob's heightened critical awareness toward sociocultural issues.

Michael, the second PT, had a mature stance on sociocultural foundations before the class commenced. However, Michael was affected by hearing his classmate's perspectives throughout class dialogue. He learned content that shocked him and made him question whether he could make any social change. Furthermore, in his early field experience, Michael focused on the managerial aspects of teaching and evidenced a lack of skills when practicing teaching for equity. Despite this, Michael's critical consciousness was raised, and he intervened in an inequitable social context for social good. His actions and perspectives related to sociocultural foundations evidenced a critical transformation. As a consequence, Michael noted a need for more critically oriented classes throughout his PETE.

The findings in this study counter previous studies that have taken place in PETE, stating a critical approach has been mostly ineffective in raising consciousness toward critical action (e.g., Curtner-Smith & Sofo, 2004; Gerdin et al., 2018; Hickey, 2001; Philpot, 2015; Philpot & Smith, 2018). A reason for this, I believe, was Florence's pedagogical style. First, as the educator, she used transformative educational strategies including discussion, debate, journaling, storytelling, case studies, biographies, peer teaching (e.g., student facilitation), and project-based learning (Ovens, 2017; Ukpokodu, 2007; Walton-Fisette et al., 2018). Additionally, Florence drew upon digital media and arts-based pedagogies (e.g., gallery walks). As a result of Florence sharing the classroom space, she encouraged PTs to make assessment choices and negotiate deadlines. Furthermore, Florence created a culture where PTs could learn about democratic practices (Freire, 2013). By providing a space for critical interrogation and constructive confrontation, Florence supported PTs in their journey toward critical consciousness (hooks, 1994). Although both PTs mentioned they benefited from the dialogical aspect of the class, I cannot attribute the students' consciousness raising to one pedagogical method. I believe that an

accumulation of all of them helped challenge their perspectives and practices. I also

acknowledge that current beliefs serve to filter what I learn from new material, and similarly to

Philpot and Smith (2018), that transformation could have been attributed to their life-histories

and past experiences.

A noteworthy finding was the critical consciousness journey, which was met with

reluctance, discomfort, and frustration by the PTs. The primary focus of their PETE program was

behavioral and technical, and the sociocultural class competed with this view and asked the PTs

to avoid standardization, competition, and normalized practices in education. It was unsurprising

then to find both PTs focused on the managerial aspects of teaching and unable to provide moral,

ethical, political, and social practical examples (Curtner-Smith, 1996). Consequently, both PTs

advocated for more critically oriented classes so that they would be adequately prepared for

social issues in schools. Therefore, if these findings transfer to other PTs and other foundations

courses, then I tentatively suggest that PETE programs seek to adopt the sociocultural vision

(Cliff, 2012). As a recommendation, PETE programs could create a social justice program

culture, which includes professional development for faculty members (see Walton-Fisette et al.,

2018), and would be practically based around justice and equality for PTs to gain strategies for

their teaching spaces.

Finally, although the PTs in the current study raised their critical awareness, conducting

similar studies with other identifying PTs, including minority groups, would be beneficial.

Moreover, researching PTs throughout their PETE program into their culminating internship to

see whether PTs do, indeed, integrate a critical thread into their teaching would be helpful.

Furthermore, future research is needed to see whether PTs' critical perspectives are actioned, or

not, long-term into the PE profession (Philpot & Smith, 2018).

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CHAPTER II

ONE PHYSICAL EDUCATION TEACHER'S EFFORTS
TO EMPLOY TRANSFORMATIVE PEDAGOGY

Abstract

This qualitative study sought to describe one elementary school physical education teacher's attempt to employ transformative pedagogy. The primary data sources were from eight qualitative techniques including formal and informal interviews, conversations, short films, document and content analysis, social media accounts, and an electronic journal. An inductive and deductive analysis (Patton, 2015) revealed that Harry, the physical educator, embedded transformative pedagogy into his practice through four themes: (a) the big kid, (b) restorative practice principles, (c) a democratic curriculum, and (d) diverse forms of assessment. Furthermore, facilitators and barriers to Harry's practice were illustrated through internal and external themes. The findings provide meaningful implications for pre-service teachers, physical educators, and teacher educators working in social justice education.

Keywords: transformative pedagogy; physical education; social justice education; sociocultural perspective

Introduction

A number of critical sport pedagogists have suggested that in some circumstances physical education (PE) promotes inequality in Western cultures (Azzarito, Macdonald, Dagkas, & Fisette, 2017; Kirk, 1998, 2009). Scholars have suggested that PE content reflects the prevalence of consumerist and conservative capitalist governmental agendas to prepare working

class students for military service or employment in jobs requiring hard physical labor (Kirk, 1998; Wright, 2004). Other critics have argued that neoliberal ideologies have led to standardized curricula which privilege some students and discriminate against others (Azzarito et al., 2017; Macdonald, 2011). Specifically, when sporting performance is the key goal, the suggestion is that both the formal and hidden curriculum are elitist, sexist, racist, classist, and ableist (Azzarito, 2017; Dowling & Garrett, 2017; Fernandez-Balboa, 1993; Kirk, 1998; Wright, 2004). Moreover, since most PE teachers are socialized into accepting and supporting the delivery of sport-based curricula and the use of direct, teacher-centered, technically-focused pedagogies, they are oblivious to their own contributions to the proliferation of inequality (Fernandez-Balboa, 1993).

To rectify this state of affairs, a small group of sport pedagogists have argued that PE must change so that it becomes a medium through which inequality can be countered, in order to maintain its relevance for today's children and youth (Fernandez-Balboa, 1995; Fitzpatrick & Russell, 2015; McCaughtry & Centeio, 2014; Penney, 2017; Tinning & Fitzclarence, 1992). One way that this can be achieved is for PE teachers to embrace a sociocultural perspective through which they become acutely aware of how their content, teaching styles, methods of evaluation, and interactions with children and youth can serve to promote equality and social justice or support cultural inequities (Azzarito, 2017; Azzarito, Marttinen, Simon, & Markiewicz, 2014; Cliff, Wright, & Clarke, 2009). Additionally, scholars have championed the use of *transformative pedagogy* (TP), a philosophical approach to PE teaching, in which the main goals are to promote students' self-examination of their core values and beliefs and an understanding of those who have different core values and beliefs from their own within health, sporting, and physical activity contexts (McIntyre, Philpot, & Smith, 2016; Ovens, 2017; Tinning, 2017;

Ukpokodu, 2009). Furthermore, teachers who embrace TP encourage students to become critical consumers of physical culture, examining who exercises power and has privilege and who does not, acting when they recognize social injustice (Fitzpatrick & Enright, 2017).

Only a small amount of research on PE teachers' use of TP has been conducted to date, all of it within secondary schools. This research has indicated that the approach can lead to students changing their beliefs and values (Azzarito et al. 2014), but that teachers find it difficult to implement in their curriculum (Alfrey, O'Connor, & Jones, 2017). Moreover, PE teachers employing TP were successful when they built a close rapport with their students, used student-centered reflective pedagogies, deconstructed students' views regarding power relations in society, and explicitly focused on critical topics (Fitzpatrick & Russell, 2015; Oliver & Kirk, 2016). The goal of the study was to build on these limited findings. Its purpose was to describe one elementary school physical education teacher's attempt to employ TP. The specific research questions I attempted to answer were (a) What methods, content, and organizational structure did the teacher employ in order to influence students' beliefs and values? and (b) What barriers and facilitators served to limit or facilitate the teacher's ability to employ TP?

Theoretical Framework

The theoretical framework that drove data collection and analysis encompassed the six pedagogical principles for teaching social justice education described by Cochrane-Smith (1998, 2004). The principles included (a) enabling significant work within communities of learners; (b) building on what students bring to school with them; (c) teaching skills and bridging gaps; (d) working with (not against) individuals, families, and communities; (e) diversifying forms of assessment; and (f) making inequity, power, and activism explicit parts of the curriculum. These principles are described in Figure 1. To ensure transformative educators are adhering to social

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justice education principles, teachers should use them as a guide to reflect on their practice

(Cochran-Smith, 2004). Consequently, this approach was also helpful within the methodology of
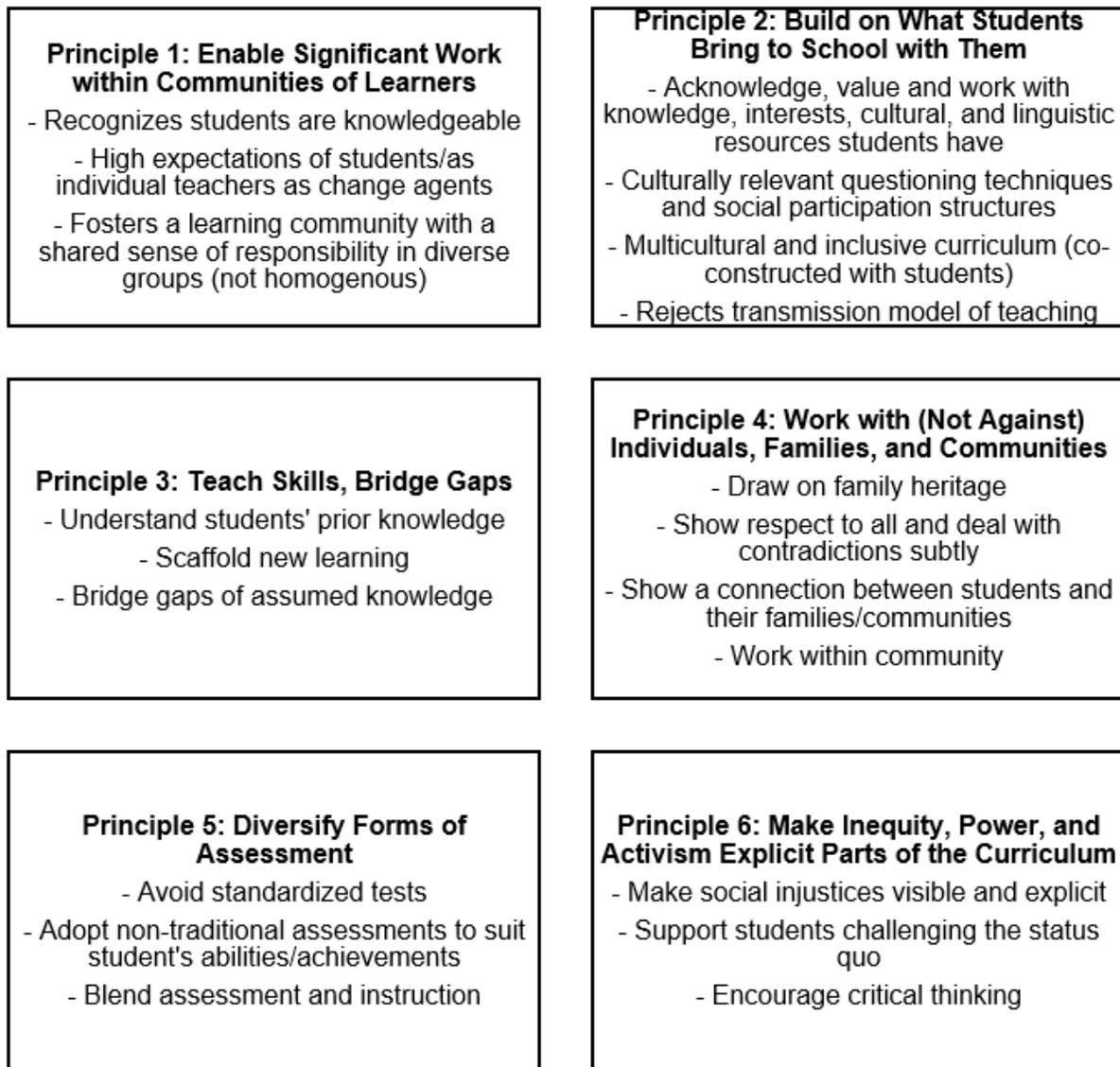
the study and drove the analysis.

Principle 1: Enable Significant Work within Communities of Learners

- Recognizes students are knowledgeable

- High expectations of students/as individual teachers as change agents

- Fosters a learning community with a shared sense of responsibility in diverse groups (not homogenous)

Principle 2: Build on What Students Bring to School with Them

- Acknowledge, value and work with knowledge, interests, cultural, and linguistic resources students have

- Culturally relevant questioning techniques and social participation structures

- Multicultural and inclusive curriculum (co-constructed with students)

- Rejects transmission model of teaching

Principle 3: Teach Skills, Bridge Gaps

- Understand students' prior knowledge

- Scaffold new learning

- Bridge gaps of assumed knowledge

Principle 4: Work with (Not Against) Individuals, Families, and Communities

- Draw on family heritage

- Show respect to all and deal with contradictions subtly

- Show a connection between students and their families/communities

- Work within community

Principle 5: Diversify Forms of Assessment

- Avoid standardized tests

- Adopt non-traditional assessments to suit student's abilities/achievements

- Blend assessment and instruction

Principle 6: Make Inequity, Power, and Activism Explicit Parts of the Curriculum

- Make social injustices visible and explicit

- Support students challenging the status quo

- Encourage critical thinking

Figure 1: Pedagogical principles of social justice education created from Cochrane-Smith

Method

Participants

The primary participant in this study was Harry (self-selected pseudonym), a 36-year-old male PE teacher who worked at Everytown (a fictitious name) Elementary School in the Northeastern United States. During his own schooling, Harry was a successful athlete taking part in basketball, wrestling and soccer. He continued to be active during his university PE teacher education (PETE) and, at the time the study was conducted, was still playing recreational "old man basketball." Harry's PETE was technically orientated; did not include a critical element, promote a sociocultural perspective, or focus on TP; and, according to Harry, was "useless."

Harry identified as Caucasian, Jewish, middle-class, socially liberal, and voted for the Democratic candidate in the 2016 general election. He had been teaching for 13 years. For the first 5 years of his teaching career, Harry worked part-time at two state-funded elementary schools. In the first school, he was a regular PE teacher, and in the second, he was the adapted PE teacher, which he claimed to be "the greatest job in the world." Following state education budget cuts, Harry was forced to find work elsewhere and moved to a new position as the only full-time PE teacher at Everytown Elementary located in the same region. At the time the study commenced, he had worked at Everytown for 8 years.

Secondary participants in the study included Everytown's principal (Gregory, also the school district's superintendent), assistant principal (Europa, also the school's curriculum coordinator), a first-grade classroom teacher (Sarah), and social welfare officer (Rachel). These participants were assigned pseudonyms selected by Harry. Prior to the study commencing, ethical approval was given by the university's institutional review board, and participants signed informed consent forms (see Appendix B).

Setting

Everytown Elementary School was situated in a small town of 15,000 with a mixture of suburban subdivisions and more isolated houses surrounded by farmland. Approximately 220 students between the ages of 3 and 13 years attended Everytown. Eighty-five percent of the students were Caucasian, 6% African American, 6% Hispanic, 2% Hawaiian native, and 1% Asian. Seventeen percent of the students were classed as economically disadvantaged. In addition, Everytown's enrollment included students whose parents worked at the local military base and students whose parents did seasonal work on the local farms.

Everytown's PE facilities were modest and included a small gymnasium which was the size of one regular basketball court and funded and built by the community. In addition, Harry taught lessons on an evenly grassed playing field and a small blacktop playground when the weather was suitable. Both of these facilities were adjacent to the school. PE equipment was plentiful and included an assortment of balls, bats, mats, and soccer and basketball goals. Students at Everytown were taught two 45-minute PE lessons per week in the first and third trimester and one 45-minute PE lesson and one 45-minute health lesson in the second trimester. Class sizes did not exceed 27 students.

Data Collection

Data were collected with eight qualitative techniques over a period of 28 weeks. One *open-ended formal interview* was conducted with Harry by the author, which focused on relevant aspects of Harry's background and career prior to the study, the goals and objectives of his PE program, the content he taught, and the practices and pedagogies he employed in the name of TP. In addition, Harry was asked to describe facilitators and barriers he encountered when attempting to implement TP. The formal interview was conducted via Zoom, was 113 minutes in duration,

and recorded and transcribed verbatim. Additional formal interviews were conducted with each of the secondary participants. The aim of these formal interviews was to gather information on colleagues' and supervisors' views of Harry's use of TP and gauge their thoughts on students' reactions to this kind of teaching. Formal interviews with the secondary participants were conducted via FaceTime, Google Hangout, Zoom, or telephone; ranged from 20 to 42 minutes in duration, and were audio-recorded and transcribed verbatim.

The author also recorded daily *conversations* with Harry via WhatsApp, Voxer, and email. During these audio and text conversations, Harry shared information on the content he had taught and the pedagogies he had employed during the preceding day, and the degree to which he thought his teaching had been successful. These conversations were also audio-recorded and transcribed verbatim. In addition, Harry supplied 15 *short films* of his teaching that illustrated the pedagogies he was employing and the students' reactions to these pedagogies. Films were uploaded to a shared Google Drive or shared on WhatsApp so that the author could view and make detailed notes on them and ask Harry any follow-up questions she had during short, *informal interviews* conducted via Voxer and WhatsApp. These informal interviews were audio-recorded and transcribed verbatim.

Harry was also asked to upload relevant documents and materials to the shared Google drive. These documents and materials included Harry's curriculum vitae, a philosophical statement about his views on teaching PE, his yearly scope and sequence chart, 111 lesson plans, two student evaluations, six pieces of student work, six health-related rubrics, 19 lesson resources (e.g., student worksheets, case studies, wall posters, etc.), the SHAPE America (2013) National PE standards (what students should be able to achieve by the end of each school year), and digital materials Harry had developed for his classes. Text documents were subjected to

document analysis and digital materials to *content analysis* by the author, which involved her

making copious notes.

Harry also agreed to allow the author to examine and extract relevant text and audio

conversations from his s*ocial media* accounts which included Twitter (3127 Tweets and Re-

tweets), an online blog Harry had started on questions surrounding health and PE teaching (24

entries), and a Voxer group Harry had initiated that discussed issues surrounding social justice in

PE. Audio conversations from this source were transcribed verbatim. All social media account

data were collected using NCapture (QSR NVivo 11 software). Finally, Harry shared reflections

about his teaching in an *electronic journal* via the shared Google drive. Within this journal,

Harry occasionally wrote about barriers and facilitators that constrained or enabled him to

employ TP.

Data Analysis

Data were analyzed through both inductive and deductive analysis (Patton, 2015). An

inductive thematic analysis (Braun & Clarke, 2006) was used to analyze the data. This five-stage

process involved the author (a) familiarizing herself with and identifying data which pertained to

the two research questions I attempted to answer, (b) assigning initial codes to data chunks, (c)

searching for themes, (d) reviewing and revising themes, and (e) defining and naming themes.

Data were coded and sorted into themes by using the QSR NVivo 11 software. Throughout the

data reduction process, the dissertation chair acted as a "peer debriefer" (Lincoln & Guba, 1985)

which involved discussing and providing feedback on developing themes. During the final phase

of the analysis, data snippets which illustrated key themes identified were deductively selected

for use in the manuscript.

Credibility and trustworthiness of the analysis were ensured by employing four strategies (Tracy, 2010). First, an *audit trail* was created during data collection. This involved noting exactly which data were collected, technique used, and time of collection. Second, by collecting data with eight different techniques I was able to *triangulate* the findings and cross-check them for accuracy. Third, *member reflections* were conducted throughout the data collection process by asking Harry about the accuracy of data collected and allowing him to suggest revisions at each stage of the manuscript. Finally, any *negative* and *discrepant cases* discovered were used to modify developing codes and themes.

Findings and Discussion

In the following sections, I begin by describing and illustrating Harry's transformative practice within four themes. These are *the big kid*, *restorative practice principles*, *a democratic curriculum*, and *diverse forms of assessment*. Next, I describe and illustrate the facilitators and barriers that Harry encountered when teaching within four themes. These are *internal facilitators*, *external facilitators*, *internal barriers*, and *external barriers*. Unless stated, the quotes throughout are drawn from Harry's formal interview.

Harry's TP

The big kid. Similar to findings by Fitzpatrick and Russell (2015) and Oliver and Kirk (2016), student-centered pedagogies are ideal for democratic teaching spaces. Harry's playful personality created an atmosphere where students felt comfortable talking to him. Harry's principal, Gregory perceived Harry to be "kind of like a big kid. He's got a very good rapport with the kids. He doesn't take himself too seriously. He's super inclusive." Sarah agreed, "He is just very laid back and easy going with the kids. He jokes around with them, but it never goes beyond that, and the kids can joke around back." Europa commented that her office was across the hall

from the lunch hall, and when Harry enters, "Oh my god! You just hear the kids, 'Mr. H, Mr. H'

shouting. They absolutely *love him* from the preschoolers to the sixth graders." In explanation to a

fellow educator, Harry noted, "If you're not a jerk on power trips, kids don't usually hate you. I

treat them how I would treat my kids. (Minus the butt pinch if they are rude.)" (Tweet 68). When

asking Harry to reflect on this, he said,

> My way for teaching isn't gonna work for most people. You gotta find your own stride,
> rhythm, your own way to build relationships with kids . . . I feel like it's very individual.
> You have to find your slant, your groove.

Harry's transformative practice was helped by building a close rapport with students and by being

himself.

Within the organizational structure of the class, Harry described key moments where he

would survey his students for feedback. One example was at the end of each of trimester, "to ask

how the class is going for them." Additionally, "to find out what their perception of me is. One of

the questions I ask them is 'how much do you feel Harry likes you?'" (Blog 7). Harry used student

feedback to change his practice: "They have a voice . . . The key is to amplify it and use what they

are saying to make real change" (Tweet 2649).

Restorative practice principles. The main method adopted in Harry's class was

restorative practice principles, where a community of learners was created. Restorative practice is

an alternative approach to the traditional educational experience, and its main aim is to restore

relationships and build a community within schools. Hopkins (2004) highlighted that the approach

consists of active, empathic, non-judgmental, non-directive listening through community

conferences and problem-solving circles. Harry specifically called these "share circles" or "circle

up time," which helped create a culture of inclusion and belonging within the school because

"students understand what the needs of everyone are" (Tweet 2190). Explaining how share circles led to discussions based around social injustices Harry proffered,

> So, social justice in my teaching practice is everything, is based on the restorative justice circles. So, we come in, we do an instant activity, and then we do circle time. We circle up, and everyone gets one share, or I give them a prompt. You can share anything you want, or you can answer the prompt that I give out; e.g., what's the last thing you read, what's the last thing you watched on T.V, what's your favorite thing to eat, anything. This is just to get students talking. From there, that's where I am looking for the items that we can expand upon into the realm of social justice and equity . . . I am always looking for these opportunities where we can look up race, gender, religion, you know, in a way that is authentic. You know, it is not really me driving the conversation, but I do want to identify what we can do. Over time, it gets easier for me to steer the conversation in a way where we can understand our differences and try and look at it as a positive instead of a deficit mindset. (Voxerchat 12.2.17)

At the end of the share circles, Harry gave students the choice of "a hug, a high five, a handshake, or nothing." Harry described the purpose of this as "still building the relationship and touch is so important. I want them to enjoy my class; I want them to feel like we have a relationship. I want them to feel like they are wanted in my class." Such inclusive approaches to teaching came with benefits like students feeling comfortable to open up and learn about each other: "One student told me his friend was killed in a quad accident the day before. No one else at school knew" (Tweet 2723).

Another part of restorative practice includes innovative approaches to misbehavior such as asking the student what harm happened and how they can put it right (Hopkins, 2004). Although these disciplinary occurrences appeared to be rare in Harry's class, he explained his steps to discipline: "Step 1. Recognize the harm, Step 2. Repair the harm, Step 3. Stop the harm from occurring again" (Tweet 914). The assistant principal, Europa, observed this as one of Harry's key strengths as an educator: "I have never heard him raise his voice. It's not, 'Oh, I blame you' situation." Harry gave an example of this method in action:

I'll go over and have the talk. I mean my kids know if they are upset, they can just start walking in the yellow, which is outside the perimeter of the gym. Sometimes I'll tell the kid just take a walk in the yellow and then we will have a conversation.

Harry was explicit that these occurrences are uncommon because "when you are constantly having input [i.e., from students] what is there to rebel against?"

A democratic curriculum. Harry's yearly scope and sequence indicated a basic structure of locomotor movements for the younger grades. For grades four and above, Harry adopted partial elements of curriculum models such as cooperative games, teaching games for understanding, sport education, and individual pursuits to align with the purpose of the lesson. He noted that at times, "I create some activities. The students make them better. They create some activities; I make them better. We can all be chefs" (Tweet 2452) in the complex pedagogical practice of educating. Harry also set up a program where older grades supported and peer-taught lower grades within his PE classes. This was done on the proviso that students must have completed all other classwork, and if so, they were able to co-teach the younger grades during certain class periods. Harry co-constructed the curriculum *with* his students as equals, rather than *for* his students, even if Harry initially drove the original content focus of the lesson.

Ovens (2017) stipulated that educators should include negotiated learning as part of transformative pedagogical practice, whereby students are involved in the design process of lessons, and the organizational structure of classes. Democratic practices were an evident finding within this paper. Both Harry and the secondary participants articulated an explicit rejection of traditional direct styles of teaching. Identifying his students' prior knowledge and experiences Harry noted,

> I don't believe in that tabular, empty vessel, I need to dump all my knowledge into these open mouths, and they have to take everything that I am telling them as gospel or that they have to learn from me.

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Rather, "everything is student-driven, he [Harry] puts a lot of ownership on the kids, and a lot of responsibility and they step up to the plate" (Rachel). Sarah agreed, "He allows the students to really own the curriculum," and "if they develop and draw a plan for a game and bring it into his classroom, he will have them play it, and they will discuss it—what worked, what didn't work, what are the rules."

Teaching videos 5 and 6 revealed a student-invented game that five second graders created called "The Boycott Game." In the video, the students articulated that they all "took turns and took votes" on the rules of the game. They recalled what a boycott was and why they had invented the game based on the bus boycott by Rosa Parks that they had learned about the week before in class. The innovative tag-like game had a bus driver, police officers, and people trying to get on the bus that were stopped by police officers on scooters with noodles. In the video, Harry asked the students, "Is it fair that people can't sit on the bus where they want?" The students concomitantly shouted "no" in unison. Student-designed games are a favorable way for students to understand how democracy works (e.g., collaboration, negotiation, inclusiveness, fairness) (Butler, 2016).

Social justice content. Cochrane-Smith (2004) suggested social justice education content has to be developmentally appropriate, and teachers should seek to scaffold information. Harry's explicit teaching of social injustices occurred in both PE share circles: "Today in class we talked about whether boys can play with Barbies or not and do toys have gender roles" (Conversation 11.20.17) and within Harry's health lessons. Wright (2004) proffered that social justice perspectives align with appropriate behavior towards others and sensitivity toward difference/diversity which is primarily taught in health education. However, the material in lesson plans indicated that students in Harry's PE classes covered privilege, discrimination, bias, bullying, equity, gang violence, community conflict, harassment, ability, citizenship, sex, sexual orientation,

class, race, and gender. It is noteworthy that such critically based topics were discussed all year round and not just on Martin Luther King Day. For example, "I have been doing the work all year and to focus solely on social justice today and then forget about it until next year seems disingenuous" (Blog 11).

Harry's resources indicated that he encouraged critical thinking and self-reflection through Edu puzzles, case studies, discussion, role-play, and advocacy projects. Additionally, Harry noted that students are rarely given homework as part of his class, but if they are, "I tell some of my little students of color, or in kindergarten, they have to go home and look in the mirror and tell themselves they are a handsome person." Not only did Harry reveal a rejection of transmissive teaching, but also a commitment to critical content areas that challenged the status-quo.

Diverse forms of assessment. Harry was an advocate for blending assessment and instruction to suit students' needs as recommended by Cochrane-Smith (2004). Harry believed that most grading systems are "bullshit," and as an alternative educator, he recognized "what standardizing testing has done to education" and that assessment can be a form of social stratification (Sensoy & DiAngelo, 2017). Harry assessed using Plagnets, individual student whiteboards, and Seesaw as tools for evidential learning. Considering Harry believed that "grades don't mean anything to students," he used assessment as a tool for dialogue with students and parents to show evidence of learning "where assessments are authentic and engaging" (Philosophy Statement).

Plagnets. Similar to plickers, plagnets allowed Harry to give students an individualized magnet for formal assessment before, during, or after class. After posing a question such as "how equitable was this activity?" (Lesson Plan 71), students had a variety of answers to choose from

and would attach their plagnet to the door or to a large whiteboard. Harry was able to correlate each of the answers to identify the students and what they learned in the lesson.

Whiteboards. Individual student whiteboards allowed Harry's students to "feel like a teacher" and have allowed students to "be reflective in the affective domain." After asking students to write on the whiteboard, Harry would "take a picture of the whiteboard, upload it to Seesaw so that parents can see what we are doing as well, you know, hopefully, that is a conversation starter" to engage them within the students learning.

Seesaw. Seesaw is a digital portfolio of student learning that can include videos, pictures, and documents and it was Harry's most commonly used assessment tool. Seesaw allowed reciprocal communication for all parties. For example, if students wanted to communicate with Harry regarding a game or activity they wanted to play, they could via Seesaw. Additionally, guardians could also communicate with Harry and vice versa. For instance, "if kids are not wearing sneakers, I'll just send a message through Seesaw to an individual parent." Seesaw was a way for guardians to see their child's learning in "real time." Rachel noted Harry's use of Seesaw "by recording the child and then sending it home to the parents, that parent gets a window . . . kind of like being a fly on the wall, I love it." By adopting Seesaw, parents were able to engage in their child's education and have constant dialogue with Harry, involving them in the PE community and curriculum that Harry created: "There is nothing more powerful than enabling a family to have a window into my class that starts a conversation about learning and joy" (Blog 1).

Facilitators and Barriers to Harry's Practice

Internal facilitators. Harry's largest facilitator to TP was his flexibility as the only PE teacher in the school. Harry's gym was located away from the main school building, allowing Harry a sense of freedom within his teaching space: "I have the freedom to do what I want or take

something in the direction I want personally or professionally." Freedom allowed Harry complete autonomy within the content for lessons, and almost all of Harry's lesson plans included a psychomotor component (e.g., striking, fielding, catching, kicking, throwing, rolling, balancing, fleeing, chasing, dribbling, attacking, and defending). However, his lesson plans, resources, curriculum materials, blogs, and colleague's comments suggested his focus was predominantly within the affective domain. The main recurring themes covered within these sources included trustworthiness, mindfulness, sportsmanship, communication, teamwork, cooperation, personal responsibility, relationships, student similarities, friendships, and having fun. Blog 13 testified to this: "If we do not target the social and emotional parts of our students, we are missing the boat."

Scaffolding new learning within the affective domain is an essential element of social justice education (Cochrane-Smith, 2004) and subsequently, Harry did not privilege technical and sporting techniques as a curriculum (Kirk, 1998, 2009). His curricular freedom allowed him to teach innovative sports without focusing solely on the "physical component." Rachel recognized Harry's focus: "I haven't come across many teachers that were more involved in the whole child, not just their physical abilities. It's their whole well-being; it's not just kicking a ball." Harry encouraged student participation and provided them with the opportunity to bring their culture into the gymnasium after exploring other cultures sports and activities. Material in Harry's yearly scope and sequence demonstrated that he covered a variety of "non-traditional, non-Eurocentric activities, and games from across the world" such as Handball (Denmark), Quidditch (game invented by J.K Rowling), La Gallinita Ciega (Mexico), Spikeball (United States), Peteca (Brazil), and Ki-o-Rahi (New Zealand).

External facilitators. Teaching others and learning facilitated Harry's transformative practice. Participation in a wider social justice education community is essential as an educator

(Cochrane-Smith, 2004), and Harry could not have been more of an advocate for professional development to facilitate his practice. Harry felt a moral imperative to be active in the wider teaching community: "I have a responsibility to use my privilege [i.e., race, ability, and gender] in order to amplify the voices of others and get the message across of social justice." Gregory noted this was one of the main facilitators of Harry's practice:

> Author: Do you think there is anything that helps Harry teach?
> Gregory: Yeah, his networking. You know his willingness to network . . . He is passionate about it . . . I would say if you had put his passion for education up against mine, he is more passionate about it than I am. He will go and spend four hours online, podcasting, writing his blog, connecting on Voxer. He goes to Educamps or as many conferences as we'll pay for him to go to. That's a huge sacrifice. He is the type where when his kids go to bed, he's probably online researching, trying to learn more. When my kids go to bed, I am trying to just keep my eyes open for another half hour. So, I can never fault that guy for his commitment to education. It's really impressive.

Social media was instrumental in Harry's advocacy, and his networking appeared to be appreciated by many educators in the profession. Social media became a platform where he was able to promote his transformative ideas but also learn from a variety of others from an array of perspectives: "Everyone has a story, and I can learn from everyone" (Blog 2).

Internal barriers. One of the biggest barriers in social justice education is social justice illiteracy; gaps in peoples' understanding of what social justice is, and what is required to achieve it (Sensoy & DiAngelo, 2017). Consequently, social justice illiteracy was noted as Harry's main barrier to transformative practice. Europa, the only African American educator in the school, believed "staff lack cultural fluency and sensitivity," and "when disciplining students of color, they often blame the child" saying "I don't know what to do with *them.*" One lunchtime attendant said, "It's been a long time since I had to deal with one of *those.*" Europa explained,

> The teachers are not connected to what's going on. They see it on the news, and it's not part of their life, and it's not part of their student's life or their parent's life, so it's just out of sight, out of mind.

As Fernandez-Balboa (1993) articulated, teachers can be oblivious of their contributions to the proliferation of inequality, seeing their role as abstract to the social justice cause. Interestingly, Europa and Gregory observed that Harry had attempted to inform teachers of their contributions, and teach them of the importance of bringing students cultures into the classroom, and ensuring their curriculum is inclusive. However, "they kind of get mad at him, like stay out of our business" (Europa). Subsequently, "he pisses off his co-workers, and I have to deal with the accompanying drama," said Gregory.

Moreover, Harry's "socially liberal" political views often conflicted the parents' views. Although Europa and Gregory supported Harry's controversial topics within class, on occasions, parents/guardians were against it. Europa explained, "When you talk to younger kids about White privilege, and they go home and tell their parents, and we are in a Republican area. Urgh, that's a tough situation." Another example was when Harry taught a second-grade gender roles and norms lesson. He received an email from a worried parent regarding her daughter that he shared with the author:

> I'm very confused. She told me that you were talking about how it's ok for a boy to dress like girls and wear nail polish. It's puzzling to me. I'm sure she got that all wrong . . . I am sure you would never take it upon yourself to instill your views on young and impressionable children. (Email 4.12.17)

Harry explained to the parent the national standards (SHAPE America, 2013) he covered within the curriculum and outlined the lesson to the parent. The parent was "still a little confused" but said, "You obviously have your way of teaching." After speaking to Harry about this incident he voiced

> You have to blur the line, come as close to the line as possible but don't cross it; let kids know you are real; take calculated risks, so know where you are going, but don't be too crazy and radical, just attempt to shift a student's perspective. (Conversation 12.4.17)

On asking Harry whether he was worried about job security, being a "radical" educator, he stated

that his "experience," content "knowledge," and "tenure status" meant "it is next to impossible to

fire me." "Tenure recognition" and "administration" has allowed Harry "greater freedom and

flexibility, despite occasional push-back from questioning parents" and colleagues.

      External barriers. Teaching for social justice is a complex issue considering teaching is a

political act (Cochrane-Smith, 2004). Therefore, not only did the mandated policies by SHAPE

America (2013), the national standards, affect Harry's practice, but also the political environment

in the country at the time the study took place. Harry had his "definite views on politics," and as

"socially liberal," he was "really scared for our children of color once Trump got in [elected as

president]." Harry believed that "all humans regardless of what they look like should have the

same opportunity for success in our country [United States]." However, equal opportunity "doesn't

seem to be working very well in our country right now."

      Politics are entangled within national organizations and government agendas reflect

consumerist and conservative plans; specifically, these are played out in neoliberal ideologies and

standardized curricula (Azzarito et al., 2017; Macdonald, 2011). Harry explained,

> Our national organization is moving toward more standards, more testing, and a more
> nationalistic approach to teaching. It is our job to remind our state and national
> organizations that *you* work for us. We need more individual resources that will impact our
> lessons not more standardization of content. Create units for us that are outside of the
> traditional North American Eurocentric sports garbage we have been doing for years.
> Incorporate biking standards, skiing standards, and swimming standards. No one is under
> the illusion that our students will master all of the standards that are out there. Create a
> boatload, so we can a la carte them and create a personalized, quality physical education
> program. (Blog 5)

Nevertheless, Harry was persistent that the political barriers around transformative practice

would not discourage him. He saw his role as a revolutionist: "Learning should be fun, engaging,

interesting, and new. Students deserve a system that says you are important and I will tailor education around you. Up until now, that has not been the case. I will help to change that."

Summary and Conclusions

This study produced several notable findings and added to previous research (Alfrey et al., 2017; Fitzpatrick & Russell, 2015; Oliver & Kirk, 2016). First, building student rapport and being playful were evident within Harry's transformative practice. Second, Harry adopted restorative practice principles into the organizational structure of his class. Negotiated learning, student-led activities, and student-invented games helped students promote meaningful relationships, reflection, and the appreciate multiple perspectives inline with transformative approaches (Tinning, 2017). Third, Harry developed uncensored democratic learning communities (Chomsky, 2000), where his students experienced belonging, autonomy, competence, and empowerment in environments that privileged discussion opportunities, and dialogue related to sociocultural issues (Ukpokodu, 2006). Finally, Harry adopted alternative assessment tools, which facilitated an open dialogue with parents and allowed them to "see into" his teaching space.

The findings also provided meaningful information regarding facilitators and barriers to TP. Largely, Harry's job was facilitated due to curriculum freedom, flexibility, a willingness to learn, support from administration, and job security. However, as Fitzpatrick and Russell (2015) encountered, critical teaching approaches come with a certain amount of messiness, disruptiveness, and often oppose conservative institutional values and cultures. The conservative culture of Everytown included both parents and colleagues and in combination contributed to Harry's biggest barrier when delivering transformative content and practices. Navigating their social justice illiteracy, along with political contradictions at a macro level demonstrated that he was able to work within and around the culture of social, historical, and political structures for the social

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justice cause (Cochrane-Smith, 2004). Unlike Alfrey et al. (2017), Harry did not attribute any of the barriers to the delivery of his pedagogical practice. More so, he saw them as an opportunity to make structural change.

I believe that shedding light on practical approaches to TP has been helpful to pre-service teachers, physical educators, and teacher educators. Collectively, we can move towards a more conscious and ethical approach to social change when our communities and, subsequently, our schools are becoming more diverse than ever. I agree there are no best organizational structures, contents, or methods that work for every context (Cochrane-Smith, 2004; Fitzpatrick & Enright, 2017; Ovens, 2017; Tinning, 2017) and teachers should find their own "groove" and "slant" for transformative practice.

To conclude, the findings of this study have implications for PE curricula and schools of education globally. PE curricula should focus on critical sociocultural perspectives (Cliff et al., 2009), along with negotiated and student-centered pedagogies that allow the student to take ownership and responsibility of their learning within schooling environments (Ovens, 2017). Consequently, teacher education programs should be a place of facilitation and opportunity for these concepts to be practiced. Schools of education and teacher preparation programs should highlight the formal and hidden curricula within PE with the goal of making pre-service teachers aware of their contributions to the proliferation of inequality (Fernandez-Balboa, 1993). Lastly, national and state organizations should focus their efforts on providing professional development opportunities within social justice education in PE. The social justice education principles would be helpful in this task (Cochrane-Smith, 2004). Future research should include other qualitative studies that focus on the transformative practices used by minority teachers within the profession,

and the reactions of all students to TP, particularly different groups of students in politically

diverse settings.

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CHAPTER III

FACULTY MEMBERS ENGAGING IN TRANSFORMATIVE PETE

Abstract

The purpose of this study was to describe sport pedagogy faculty members' (FMs') efforts at engaging in transformative physical education teacher education (T-PETE). T-PETE stresses the importance of FMs creating social change through their pedagogical approach, and begins by asking preservice teachers to reflect on their perspectives and practices (Tinning, 2017; Ukpokodu, 2009). Participants were three white, female, able-bodied, lesbian/gay sport pedagogy FMs. The study was conducted in the United States. Feminist theory and feminist pedagogy drove data collection and analysis. Data were collected by employing a series of qualitative techniques. An inductive and deductive analysis revealed that FMs had specific T-PETE goals, content, and pedagogies. Furthermore, several internal and external factors served to facilitate and limit the FMs' effectiveness when engaging in T-PETE. The findings suggest that program-wide PETE reform is necessary in the United States for creating social change, and influencing preservice teachers perspectives and practices towards equitable practices.

Keywords: Transformative pedagogy, Physical education teacher education, Social justice, Critical consciousness, Feminist theory, Feminist pedagogy

Introduction

A growing number of scholars have argued that current practices in teacher education, schools, physical education teacher education (PETE), and physical education (PE) contribute to

the inequalities that exist in Western cultures (Dowling & Garrett, 2017; Fernández-Balboa, 1993; Kirk, 2009). This state of affairs can be blamed in part on the influences of neoconservative and neoliberal ideologies on educational policy in general (Macdonald, 2011; Ovens, 2017), and the globalization of private markets in particular (Azzarito, Macdonald, Dagkas, & Fisette, 2017). In terms of PETE and PE, critics argued that these influences have led to foci on the control, health, beautification, and mastery of the body (Cliff, Wright, & Clarke, 2009; Kirk, 1998). In turn, they suggested that these foci have led to performance and health pedagogies being prioritized in PETE (Cliff, 2012; Kirk, 2009), and the performance of sport and the production of what the culture deems to be fit and healthy-looking bodies prioritized in PE (Dowling & Garrett, 2017; McCuaig & Enright, 2017). From this perspective, PE is viewed as an ableist, elitist, racist, sexist, classist, and healthist subject which privileges some groups of students over others (i.e., generally able-bodied, high-skilled, White, male, middle and upper-class students, with bodies that conform to societal norms of beauty and health over disabled, low-skilled, non-White, female, lower class students, with bodies that do not conform to societal ideals) (Fernández-Balboa, 1993; Rovegno, 2008).

A more equitable and relevant PE, some sport pedagogists have argued, should prioritize a critical examination of sociocultural issues by students (Cliff, 2012; McCuaig & Enright, 2017; Philpot, 2016; Ruiz & Fernández-Balboa, 2005; Walton-Fisette et al., 2018). Educators taking this sociocultural perspective use the medium of physical activity, sport, and health to guide students to reflect on and gain an understanding of the groups in a culture that are dominant, dominated, privileged, oppressed, powerful, and marginalized (Azzarito, Marttinen, Simon, & Markiewicz, 2014; Flory & Walton-Fisette, 2015; Rovegno, 2008). The ultimate goals of this kind of PE are to influence students' beliefs, values, and actions in order to play a role in the

construction of a more equitable, socially just, and democratic society, and to help students understand that knowledge is socially constructed through raising their critical consciousness (Azzarito et al., 2014; Cliff, 2012; Cliff et al., 2009; Philpot, 2016).

The production of PE teachers willing and able to deliver PE with a sociocultural focus necessitates university faculty members (FMs) taking the same perspective during PETE (Ruiz & Fernández-Balboa, 2005). Specifically, this involves FMs enabling preservice teachers (PTs) to aquire a critical perspective themselves (e.g., being aware of how PE, physical activity, sport, and health might contribute to the inequities in a culture) and arming them with some methods they can use in schools (Fernández-Balboa, 1993; Ukpokodu, 2009). Such *transformative pedagogy* (TP) (Tinning, 2017; Ukpokodu, 2009) employed by FMs stresses the importance of teachers creating social change through their pedagogical approach and begins by asking PTs to reflect on values regarding the body, race, class, gender, privilege, and dominance (Banks, 2001; Hickey, 2001). Several sport pedagogists have suggested this might be accomplished through an outward focus on the effect of the curriculum and an inward focus on the teaching act (Curtner-Smith & Sofo, 2004; Kirk, 1986; Tinning, 1988). Tactics and strategies used by FMs employing TP in PETE have included storytelling, discussion and debate of critical cases, peer teaching, role-play, critically-focused clinical experiences, project-based learning, reflective journaling, and asking PTs to examine their own biographies (Ovens, 2017; Ukpokodu, 2007; Walton-Fisette et al., 2018).

To date, most of the few efforts at this kind of transformative-PETE (T-PETE) were either infused within regular methods courses taught by sport pedagogy FMs (Curtner-Smith & Sofo, 2004; Hickey, 2001; Flory & Walton-Fisette, 2015) or were carried out within one education course designated for the purpose and taught outside the core PETE program (Walton-

Fisette et al., 2018). Limited evidence suggests that neither of these two strategies has been particularly effective as they have not been powerful enough to overcome the dominant performance and health-focused ideologies into which PTs have been socialized during their own schooling and within their other PETE coursework (Cliff, 2012; Curtner-Smith & Sofo, 2004; Hickey, 2001). This lack of potency appears to be partly because the FMs teaching such courses do not have the requisite preparation or content and pedagogical knowledge (Ruiz & Fernández-Balboa, 2005; Ukpokodu, 2007; Walton-Fisette et al., 2018), work alone, are pitted against university regulations which privilege traditional teaching methods, and expect change in PTs to occur too quickly (Fernández-Balboa, 1995; Flory & Walton-Fisette, 2015; Ovens, 2017). The objective of this study was to build on the limited amount of research previously completed on T-PETE. Its purpose was to describe sport pedagogy FMs' efforts at engaging in T-PETE. The specific research questions we attempted to answer were (a) What content, organization, and methods do sport pedagogy FMs employ in order to influence PTs' perspectives and practices? and (b) What factors serve to facilitate or limit sport pedagogy FMs' effectiveness when engaging in T-PETE?

Theoretical Perspective

Key concepts drawn from feminism and feminist pedagogy by sociocritical theorist bell hooks (1994; 2015a, 2015b) guided data collection and analysis within this study. Feminism is one of the most powerful social justice movements of the postmodern era (hooks, 2015b) and serves the needs of all individuals through advocating an end to sexism, sexist exploitation, and oppression of all kinds (hooks, 2015a). Since the feminist movement is aimed at providing peace and well-being for all, it has transformative potential.

Central constructs to feminism include political consciousness, sisterhood, and using work as a place for activism (hooks, 2015b). Politically conscious individuals commit to being educated on political matters. Subsequently, they form political solidarity with other feminist advocates. Specifically, advocates seek to challenge White supremacy, domination, heterosexism, genderism, classism, and racism, forming sisterhoods where allies come together in support of one another. To show a commitment to the movement, feminists take their perspectives into their workplace and advocate to end all types of oppression.

Feminist theory was appropriate to use in this paper because the participants in this study identified as women, and collectively they embodied and engaged in the feminist struggle as educators within higher education (hooks, 1994). Therefore, key concepts were also drawn from feminist pedagogy (hooks, 1994). Feminist pedagogy seeks to raise the critical consciousness of PTs. Critical consciousness has been used to recognize PTs becoming aware of the reality of inequality in society. Raising critical consciousness is an essential component of feminism because when individuals become aware of injustices, they can work toward combatting them. Furthermore, as hooks (1994) suggested, teaching is a political performative act that is dialogical, reciprocal, communicative, critical, non-conforming, and engaging. Thus, teaching opposes standard direct teaching methods, is largely conversation based, includes injustice topics, and draws on students' knowledge.

Method

Participants and Setting

Participants were three White, female, able-bodied, lesbian/gay sport pedagogy FMs who considered themselves socially liberal. They worked in different universities in the United States, and their primary role was to train PE teachers within 4-year undergraduate PETE programs. The

FMs were purposefully selected because of their scholarly focus on critical issues and due to their engagement in T-PETE for a number of years, thus answering calls for research and the long-term effects of delivering T-PETE (Ovens, 2017). During the academic year in which the study took place, all three FMs were teaching courses in which they attempted to use T-PETE. Prior to the study commencing, each FM signed a consent form and selected a pseudonym for herself (see Appendix C).

Harper was in her late 30s and had worked in a medium-sized public research-focused university situated in the Midwest for 10 years. As well as teaching in the undergraduate PETE program, she also served as her institution's director for teacher education. Harper attempted T-PETE within a secondary methods course, her department's introduction to kinesiology course, six content courses (fitness & health, target & fielding games and general secondary content) and a seminar for late-stage PTs. Typically, the enrollment in Harper's classes ranged from 10 to 20 PTs.

The second FM, Eva, also worked in the Midwest at a large public research-focused university. She was in her early 50s and had been employed at her institution for 20 years. Eva taught within her department's graduate program as well as working with undergraduate PTs. She attempted to conduct T-PETE primarily within an elementary methods course and courses on content for upper elementary children, adventure-based learning, sociocultural issues in PE and sport, and disability sport. The latter two courses included students from other kinesiological majors as well as PTs. Her class sizes ranged from 20 to 50 students.

The third FM, Tara, was in her late 30s and had worked at a large public, research-focused university situated in the Southeast for 8 years. Tara attempted to carry out T-PETE within a secondary methods course, three content courses (middle school adventure education,

the tactical games approach, and high school sport education; weight training; and physical activity/fitness), the culminating student teaching internship, and two seminars for late-stage PTs. Her class sizes ranged from 14 to 29 PTs. Tara also taught in her department's online PE master's program.

Data Collection

Data were collected by employing seven qualitative techniques. Each FM participated in a *formal interview* via Zoom with the author, during which they provided pertinent background and demographic data, described the pedagogies and methods by which they attempted to conduct T-PETE, and noted specific facilitators and barriers to taking this kind of approach to teacher education. Formal interviews were audio-recorded and transcribed verbatim. They ranged in length from 114 to 127 minutes. A 97-minute *focus group interview* with all three FMs was also conducted in person with the author, during which they were asked to collaboratively create an ideal T-PETE curriculum and were questioned about its contents and pedagogies. The focus group interview was audio-recorded and transcribed.

A third source of data was 29 free-written *email conversations* between the three FMs and the author in which the contents, successes, difficulties, and failures of FMs' recent T-PETE classes were discussed. Furthermore, FMs were asked to share any relevant written materials they used or had created as part of their efforts to conduct T-PETE. A total of 236 documents were collected. These materials were uploaded to a shared Google Drive and subjected to a *document analysis* which involved written notes being made on their contents. The FMs also uploaded entries to an *electronic journal* to the shared Google Drive. These entries included their thoughts and reflections as they taught their T-PETE classes regarding their methods and pedagogies and the barriers and facilitators they perceived as negating or promoting any

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successes and failures. In addition, Eva supplied three *film snippets* of herself (233 minutes) via

email, which illustrated some of the key pedagogies she employed while attempting T-PETE.

The author made notes on the contents of these film snippets and subsequently questioned Eva

about them. Finally, one of Harper's colleagues, Juju, shared *field notes* he had taken, describing

Harper's pedagogies and interactions with PTs during her courses as part of his attempt to

improve his own understanding of T-PETE. Juju also answered follow-up questions about these

notes posed by the author via email.

Data Analysis

Data were analyzed inductively and deductively by the author within an overarching

framework based on the three analytic actions outlined by Miles and Huberman (1994). These

were (a) data reduction, (b) drawing conclusions about the data's meaning, and (c) data display.

Throughout this process, she employed the QSR NVivo 11 software. Initially, data from all

sources were coded as chunks that represented single actions, thoughts, ideas, beliefs, and topics.

These chunks were then coded a second time as pertaining to one of the two research questions.

Thus, two subsets of data were formed. Subsequently, during multiple readings of each sub-set,

the author linked the findings to feminist theoretical perspectives, data chunks were grouped to

form categories, and categories were collapsed into larger themes. Finally, data snippets

representing each theme were selected for inclusion in the findings section of this manuscript.

Throughout the analysis, the dissertation chair took on the role of "critical friend" (Costa &

Kallick, 1993) by discussing and critiquing developing categories and themes with the author.

Four strategies were employed to enhance the credibility and trustworthiness of the analysis

(Patton, 2015). First, an *audit trail* was created, which involved noting the specific time data were

collected and the technique employed to collect those data. Second, by collecting data with seven

different techniques, we were able to *triangulate* the findings and cross-check them for accuracy. Third, any *negative* and *discrepant cases* discovered resulted in categories and themes being modified. Fourth, frequent *member checks* were made throughout the data collection process during which FMs were asked to confirm whether or not previously gathered data were recorded accurately. A final member check involved the FMs reading an earlier version of this manuscript and providing feedback as to its accuracy.

Findings and Discussion

In the following sections, we begin by describing and illustrating the content, organization, and methods the FMs employed in an attempt to influence their PTs' perspectives and practices within three themes. These were (a) *T-PETE goals*, (b) *T-PETE content*, and (c) *T-PETE pedagogies*. Next, we describe and illustrate the factors that served to facilitate or limit the FMs' effectiveness when engaging in T-PETE within four themes. These were (a) *internal facilitators*, (b) *external facilitators*, (c) *internal barriers*, and (d) *external barriers*.

FMs T-PETE

T-PETE goals: Sociocultural perspectives. The FMs teaching philosophy drove their T-PETE goal, and each FM identified a sociocultural goal for PE that did not focus predominantly on biomedical and psychomotor elements (Cliff, 2012; Cliff et al., 2009).

> It is [education] to allow kids to understand themselves, to grow into individuals who are emotionally grounded, socially competent, appreciate diversity, understand what it means to work with others of all different backgrounds than theirs and to be able to take those skills and apply them to their lives outside of schools. So I see the bigger picture . . . the more important skills are the social and emotional skills. (Eva, Formal Interview)

> I think that [PE] kind of allows us to make students become better consumers of knowledge and consumers of information so that they don't latch on to the latest fad diet and only eat grapefruits for six days and hope to lose 20 pounds or whatever, and to understand that *some* movement and *some* activity is better than none. (Tara, Formal Interview)

I want them to be able to feel comfortable within their own bodies, comfortable within a movement space, and hope for them, that they can gain confidence and have level of comfort in that environment that maybe they'll be interested in being physically active and for me, I don't care what physically active looks like and so I feel like PE is more about exposing them to physical activities. (Harper, Formal Interview)

The FMs' goals for PE drove their T-PETE content. Subsequently, this involved a critical examination of sociocultural issues by PTs as suggested by Cliff (2012), McCuaig and Enright (2017), Walton-Fisette et al., (2018), Philpot (2016), and Ruiz and Fernández-Balboa (2005).

T-PETE content: Political solidarity, fighting for all forms of oppression. Unlike findings with FMs by Ruiz and Fernández-Balboa (2005), each FM in this study had a clear understanding of the definitions, purposes, and practices congruent with T-PETE. Key content used by the FMs are shown in Table 1. The table reveals that the FMs covered a variety of content including race, ethnicity, social class, religion, and inclusive practices. One of the only differences in the FMs' delivery of the content included the fact that Eva taught a specific sociocultural course for PTs. She was able to intentionally and explicitly base all of the content for the class on various forms of oppression. However, both Harper and Tara used teachable moments (Walton-Fisette et al., 2018) to delve into oppression in methods courses. Harper's syllabi outlined, "A sociocultural perspective will be infused throughout all instructional and pedagogical discussions and experiences" (Harper, Document Analysis). Tara also provided a resource to her PTs stating: "Good teachers prevent inequalities, prevent student domination, [and] prevent the use of social stereotypes" (Tara, Document Analysis).

Each FM identified that they needed to dedicate a large portion of class time to educating PTs on the content of sociocultural issues. In line with feminist theory, they were cautious not to dismiss any form of oppression and used content related to the intersectionality of race, gender, and social class (hooks, 2015b). Eva acknowledged,

Table 1

FM Content, Methods, and Organizational Structure

Content	Methods in class	Assessment	Organizational structure
Curriculum/instructional models **State standards** **Global perspectives to sport** **Inclusive practices** **Culturally responsive teaching** **Social identity types/stereotypes** **Disability sport** **Disability/ableism** **Body image/size** **Culture and language** **Ethnicity** **Gender** **Social class**	Scenarios Digital media (YouTube, ted talks) Reflection sheet (including prompts) Free write: autobiography/reflections Student snapshots/personal profiles Picture identification Social identity posters Pair share Arts based drawing Identity activities Personal experience: storytelling Off campus methods course: teaching lab: teacher role modelling of exemplar units in school Field experiences (methods course: school teaching/urban schools, disability experiences) PowerPoint	Teaching philosophy Social identity paper and reflection Sociocultural journal Teaching video analysis Online discussion board Autobiography Midterm/final essay Unit/lesson plan/reports Research report Educative Teacher Performance Assessment (required by State) Journals (free write or weekly prompts) Online discussion board & peer discussion comments Group projects/presentations Definitions assignment	Semi-circle/ horseshoe, oval/ circle, small group tables Student centered: inquiry/experiential approach Residency model (partnered with a cooperating teacher) Discussion Dialogue with student through online system

Content	Methods in class	Assessment	Organizational structure
Hidden curriculum	Group work	Reading checks	
Critical pedagogy	Guest lecture	Article reflections	
LGBTQI	Practical sessions: have you ever, Scavenger hunt, challenge circles, privilege walk, peer teaching sessions	Visitation/observation report of peer/teacher	
Religion, spirituality		Reflection papers	
Social constructions of the body	Classroom discussion with questions	Discussion/participation	
Race	Beliefs survey	Research paper	
Intersectionality	Object metaphors	Immersion experience	
Teaching readiness	Readings: Critical, theoretical, practitioner journals, news articles, magazines, policy readings/government documents, narrative, legislation, case studies, resources	Professional development plan	
Unconscious and Implicit biases		Individual development plan	
		Critical incident journal	
Socially just teaching	Worksheets	Poster presentation at conference	
Micro aggressions	Immersion experiences of disability sport	Teaching portfolio	
Alternatives to fitness testing	Pop/team quiz	Contributing artifact to school	
Principles of effective teaching	Fictional story creation	Sociocultural resource packet	
	Team building activities	Service learning	
Establishing relationships	One minute paper		
	Gallery walk		

We need to address those social-cultural issues to help tackle or promote social justice, but at the same time realizing, for me, for example, I am a lesbian, but that's not the only part, so there needs to be the intersection of these social-cultural issues so it's not just realizing that it is a single issue. (Eva, Formal Interview)

Becoming aware of social issues that affect the teaching and learning process, both directly or indirectly, provided PTs the opportunity to raise their critical consciousness, and potentially for transformative action (Fernández-Balboa, 1995).

T-PETE pedagogies: The performative act. Each of the FMs shared similar approaches toward the pedagogical act. The key methods, assessment, and organizational structures used by the FMs are shown in Table 1. The table reveals that the FMs covered a variety of methods that were deemed common approaches to T-PETE such as storytelling, discussion and debate of critical cases, peer teaching, role-play, critically-focused clinical experiences, project-based learning, place-based pedagogies, reflective journaling, and autobiographies (Ovens, 2017; Ukpokodu, 2007; Walton-Fisette et al., 2018). Additionally, the FMs in this study employed digital media, freewriting, arts-based activities, gallery walks, and guest lectures as T-PETE methods (see Table 1). Each of the FMs adopted similar T-PETE methods with the exception of core assessment methods. Table 1 reveals the FMs' assessments. Harper and Tara, who did not have their own sociocultural class, were forced to include slightly more common methods that were required for passing teacher education in the United States, such as the Educative Teacher Performance Assessment (edTPA) and teaching portfolios. Despite being held to teacher education requirements by law, the FMs infused non-traditional assessments within their classes such as sociocultural journals, reflection papers, and resource packets (see Table 1). As Eva said, "I never do exams. I just don't like it" (Eva, Formal Interview). Each FM stressed the participatory aspect of assessment, and due dates were adjustable and flexible rather than rigid

and fixed (hooks, 1994). Class negotiation is a key element of T-PETE, as Tara illuminated, "My due dates are always flexible" (Tara, Formal Interview).

Lastly, Table 1 reveals the FMs' organizational structure of the class, which was largely discussion-focused and student-centered. The T-PETE methods were often dependent on the day, content, lesson, and mood of the teacher and were enhanced by the organizational structure of classes (often circle based), which allowed for a student-centered experience with a focus on dialogue. Juju noticed this in Harper's lessons: "[Harper] definitely focuses on bringing the students into the subject matter directly, most often through discussion and/or group work" (Juju, Field Notes). Tara also commented on how she encourages dialogue:

> I would have to say that classes are more discussion based . . . I don't allow my students to sit in rows. I hate rows. I think they are very sterile and so we call it the circle of trust and I just have them form a circle with the desks, so we can all sit and see each other and talk. I think that prevents people from being distracted on their phone and they are actually being engaged in what we are talking about. (Tara, Formal Interview)

In line with feminist pedagogy, the classroom was a participatory space for all to contribute to, where the FMs did not have to be dictators (hooks, 1994). At times, PT's peer taught one another: "My students continue to identify social justice issues and are open to the conversations on how to respond and for some, to educate others. That inspires and excites me" (Harper, Email Conversation). Importantly, dialogue provided students an opportunity to raise their critical consciousness and supported the classroom atmosphere toward a community orientation (hooks, 1994).

In Eva's teaching video, the author noted, "Eva is walking around the room with a baby on her hip. After five minutes, she gives the baby to another student and continues to walk around the room listening to small group discussions" (Eva, Film Snippet 2, Field Notes). When speaking with Eva about the baby and whose it was, she commented that the

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> [baby] belongs to one of my students. Due to the late afternoon/early evening timeframe for the class, there were a number of different times that [baby] came to class as her daycare closed before class was finished! The class was great with her, and a few of us would take it in turns to walk around with [baby] if she was a little fussy so her mum could focus on classwork! (Eva, Email Conversation)

Such a spirit of love, compassion, and understanding of other women's education is essential to feminist leaders (hooks, 2015b). Consistent with hooks (1994), the FMs provided a classroom climate that was open and encouraged intellectual rigor for all students, despite situational circumstances. Consequently, the FMs' pedagogies focused on creating a community through democratic settings and all students felt a responsibility to contribute; both are essential elements of TP (Ukpokodu, 2009).

Factors That Facilitated and Limited the FMs' Effectiveness

Internal facilitators: Personal experience facilitated critical consciousness. The main facilitator for conducting T-PETE for each FM was using their personal experience, which allowed them the opportunity to be vulnerable with their PTs in an attempt to raise their critical consciousness. Although TP does not necessarily lead to transformation (Ovens, 2017), the feminist educators in this study worked for critical consciousness (hooks, 2015a). Raising critical consciousness is an essential component of T-PETE because when an individual becomes critically aware of injustices, they can work toward addressing them (Cliff, 2012; Cliff et al., 2009; Philpot, 2016).

> [I aim to] to bring them [students] to a level of awareness and understanding . . . with the hope that some will develop a critical consciousness and even become advocates of their own, but I hope that when they become teachers, at the very least, they do not perpetuate social inequalities. (Harper, E-journal)

FMs were conscious of the pain, discomfort, and conflicting beliefs/values that the PTs could be experiencing, a common finding of conscious raising (hooks, 1994). Similarly to Flory and Walton-Fisette (2015), the FMs shared their "own stories," "personal experiences," and

confessions to support students in uncovering their "biographies," "beliefs," "values," and

"perspectives" and related them to the "students' lives/contexts." Specifically, Harper wrote a

personal social identity paper to show her students when they were completing their own:

> Whenever I talk to people back home, they cannot believe a poor kid who had a difficult upbringing has attained such an educational status as I have. I was one of the very few who made it. I'm still the only person from my mom's side of the family to graduate from college. And now, I consider myself to be monetarily privileged: Even though I had extensive student loans, I am a college professor and live comfortably, unlike many people in this world. I feel grateful for my economic privilege every single day. (Harper, Document Analysis)

Eva expressed vulnerability by emphasizing her passion and being emotional with her students:

> I'm completely honest with my students. They know who I am. They know my identity. I bring it up as examples in class . . . first off when we were talking about disability and then when we were talking about LGBTQI issues . . . But, when we were talking about those issues at the end of class because there was some flippant comments that were coming out . . . I took about 20 minutes and got really emotional actually when we were talking about disability saying you know I understand that most of you have never experienced this and its hard sometimes if you haven't experienced a disability to really understand how you are oppressed on a daily basis, and so I think putting myself into these sessions helped them to realize how passionate I felt about these issues and why I wanted them to understand these issues because my whole thing was, I want you to explore your identity and understand how these have impacted you. But more importantly, I want you to take this and understand this impacts you teaching or coaching because your identity, your self-identity impacts how you teach and so here you are flippantly talking about disability, and yet you will be teaching kids with disabilities day in, day out, whether it's a hidden disability or whatever it might be, and I did the same when we were talking about LGBT. I always *come out* in that class. I always try and save it for that class. (Eva, Formal Interview)

Also, after sharing a significant personal scenario with her PTs and confessing her own identity,

Tara reflected on the importance of being vulnerable with PTs:

> I am crying to my students about dating a woman and being a lesbian and my parents not totally knowing yet and all this scary stuff, and it was so unexpected, and I think that's when I realized when you are willing to be vulnerable and human with your students. I think you are able to get a lot more across to them. I know some professors do not like to share their personal lives with students whatsoever because they do not think it's professional and it crosses a line or whatever, but I think just being real and intentionally vulnerable with your students can be very positive and just the whole ivory tower, let's

knock it down, I'm an educator, you're an educator, let's learn together. (Tara, Formal Interview)

External facilitators: The sisterhood. A secondary facilitator included forming a sisterhood, which came to light through the FMs' shared research interests, influential past mentors, and friendship. Most T-PETE FMs work alone within their respective institutions in their efforts for conscious raising (Flory & Walton-Fisette, 2015; Ovens, 2017) and that was the case in this study. By forming allies, the FMs came together in support of one another. They directed their research line to common goals: "Having just written a [journal] paper on [topic], Harper and I wrote the introduction together" (Eva, Formal Interview). The sisterhood meant that the FMs were provided with support from colleagues outside of their institutions: "My colleagues and I, when I say my colleagues and I mean the research group that I work with" (Harper, Formal Interview). Harper went on to illustrate how difficult it was finding like-minded individuals: "Really finding very few scholars in the field to really connect with has been helpful but challenging" (Harper, Formal Interview).

The focus group interview provided an opportunity for the FMs to consider future needs in T-PETE, and they reflected on the instrumental value of their doctoral mentors:

Harper: We really need to think about the next steps for the research that we are doing, and obviously you [the author] are doing stuff that is similar but also different from what we are doing but . . .

Tara: We all had mentors, and they didn't pave the way, but they sort of swept some dirt off to help us blaze our trail.

Eva: Or pushed your thinking.

Tara: Yeah. So, you [Eva] had [name of professor], you [Harper] had [name of professor], I had [name of professor]. I think of each of us would potentially get here, but maybe, we needed a little extra nudge perhaps?

Harper: Yes, and my nudge was being in that minority mindset right? You had to fight and work, and that is why we came all together, and I knew ultimately I couldn't do it

[form in solidarity] by myself and I wanted other people that were strong that could do this, but we need to continue this, and we can't just stop the buck. (Focus Group Interview)

The FMs strengthened and affirmed one another by coming together to form a bond and creating a sisterhood (hooks, 2015b). Harper illustrated, "Honestly, you hold on to really good people. You are my left-hand person [Eva]" (Focus Group Interview). Tara explained her thoughts in an email conversation after the focus group interview:

> I was inspired to talk with two other colleagues that are like-minded and share some of our struggles and successes together . . . it will inspire me to reach out to Eva & Harper again in the future when I am struggling or having a tough time. (Tara, Email Conversation)

Internal limitations: Women at work. Four key internal limitations that hindered the FMs' ability to conduct T-PETE came to light during the study. These were sexism, homophobia, solitary work conditions, and the social justice illiteracy of colleagues. Sexism is still the norm in the workplace, and White middle-class women face stressful and unsatisfying work conditions (hooks, 2015b) while juggling family and personal commitments. After Harper's 2-hour interview, she remarked,

> I just got 22 emails in the time that we have been talking, and so I will quickly go through them in the next few minutes and get home quickly as possible as my daughter's school is closed this week and my wife has been looking after her all day, so it's my turn! (Harper, Formal Interview)

Juju identified how PTs inherit sexist thinking in Harper's institution:

> [Harper] has confided in me that she believes she's known as 'the bitch' of the program. She believes the students have this perception for one main reason—because she is a woman. After talking with her about it, my eyes were opened when she said that if she had the same energy, passion, intensity, and challenged her students the same way, but was a man, the perception would be different. I have to agree with her. Being a male educator is an inherent advantage because of some of the perceptions and stereotypes people hold . . . there is a truth to what she perceives, and it really seems to stem from the fact that she is female. (Juju, Field Notes)

Similar to Flory and Walton-Fisette (2015), the FMs in this study spoke at length as to how they worked in isolation and challenged homophobia and sexist thinking as part of the feminist movement (hooks, 2015a, b).

> I also asked if anyone in the group was dating—not because any of my business, but because that type of information might be important to know for grouping students. I also had on my mind that two students from my very first cohort got married just after the first of the year, which I found just adorable! . . . Well, after asking this of the group, one of the male students pointed across the circle to two other male students and said 'those two are!' and started laughing. I was frozen. This was a completely homophobic remark, and this group of students has no idea that I have a female partner, so I had to think quickly about how to address this . . . I also couldn't just let his homophobic comment go unaddressed, because that is a really terrible message to send. Looking back, I'm actually sort of proud of myself for thinking on my feet like I did! [Tara provided an example of homophobic language in school she had observed.] What I did say was that as educators, we need to be very careful about the words that we use, because what we say or don't say carries so much importance. (Tara, E-journal)

Additionally, they noted that colleagues perpetuated sociocultural issues:

> Eva: They think they are all on board with social justice, but their viewpoint or their lens is very different from like we have got a huge continuum, just talking about gender, 'well I talk about gender, so I am doing socially critically stuff [voicing a colleague]'. Erm, well no, not really.
>
> Author: But really, they are really perpetuating gender inequality?
>
> Eva: Yep. (Eva Interview)

Harper also emphasized her solitary work and research at her institution

> Author: Do you think your colleagues do perpetuate it because they are focused on [specific curriculum models]?
>
> Harper: Oh yeah, yep, I mean a lot of them don't see their own privilege, a lot don't teach about those issues. Even our adapted PE specialist who's [ethnicity stated] is also a traditionalist so his research may focus on some social issues but it's not what he practices at all . . . I am with two behaviorists, right? I mean I can't get away from [author/date] book. I'm like, let's move with the times people! . . . It's hard; it's hard. (Harper, Formal Interview)

In the focus group interview, Eva and Tara highlighted the frustration of social justice illiterate colleagues toward sociocultural issues and their fat biases:

Tara: One of our colleagues tells me about our obese students at least twice a week and how we should be fitness testing them and maybe how he needs to have a conversation with him *man to man* with this one student. It is like, do you not think he looks in the mirror every day and knows that he is overweight and do you want a lawsuit and do you want us to lose our program? You can't say that. It doesn't mean that he is not gonna be able. I am like, would you pass these tests? Just stop. He is like, back in the 70s in [university] we used to, and I am like it is 2018, that was 40 years ago, almost 50. I don't need to hear about that.

Eva: I have had colleagues around a student who was overweight, probably obese. Great playing, really good playing sports, really good teacher, had urban experience and when it came to our interviews one of them goes, 'is she [student] really a good role model for PE teachers?'

Tara: Just stop, bitch please, is what I have to say about that [referring to colleague].

Eva: [response to colleague] Yes, let's stop this conversation right now, first of all she's a great teacher, she has got a wealth of experience, and you are gonna stop her going into this profession because of her weight? What message is that sending to students? I am like oh my god, I am either gonna hit you or leave the room. But the mindset was there. (Focus Group Interview)

Those in higher education are expected to publish but not teach in unique and passionate ways (hooks, 1994). Consequently, conservative colleagues often feel threatened by liberal, left-leaning, non-traditional educators (hooks, 1994), but ultimately, being a solitary faculty member limits T-PETE. A faculty-wide agenda is necessary to raise the critical consciousness of PTs (Ovens, 2017), as Eva suggested,

I think the ideal PETE program would have a faculty who were all on the same page coming from the same philosophical position, buying into the same belief system. You can teach in different ways but having a consensus of people who feel the same way is important because that way it's a consistent message to students. (Eva, Formal Interview)

External limitations: Politically conscious. Three external limitations hindered the FMs' ability to conduct T-PETE. These were the political situation of the United States, the FMs' political consciousness, and their PTs' political views. All three FMs believed that the political climate in the United States served to counter and constrain their efforts to conduct T-

PETE. Specifically, they were concerned about the "lurch to the right" the country had taken

following the election of Donald Trump as President:

> It's just frightening to be honest, what is happening and how unsafe people are feeling who are being discriminated against or oppressed and how emboldened to those who have kept their views to themselves feel that they can come out and make these racist, misogynist comments or action without any recourse. (Eva, Formal Interview)

> I have my definite views on politics, exceedingly so, it's depressing, I am angry, I mean we have a tyrant that is in office who is sexist, misogynistic, every phobic in the entire universe who is overturning so much of what President Obama did . . . when it comes to education it's deplorable. (Harper, Formal Interview)

> I think we are on the cusp, I don't wanna say dark times, but I have a feeling that it is gonna get worse before it gets better…. just this veil of yuckiness because we have this awful president and there is all of this injustice and…. he's just a bigot, and people don't see the difference. (Tara, Formal Interview)

Each FM highlighted a political consciousness, which is essential to the feminist movement

(hooks, 2015b). However, the FMs also noted that many of their PTs were in favor of the right-

wing agenda being advocated by the President and his supporters and explained that this was a

further constraint on their effectiveness in terms of delivering T-PETE: "It's terrifying

sometimes to think about the preconceived notions and biases that some of our students have!"

(Tara, E-journal). Eva agreed, "That's how they've grown up and the values that they have had

and what has been accepted in their group" (Eva, Formal Interview). Harper illustrated the

importance of teaching her students about social inequalities, because otherwise "that is how we

end up getting someone like Trump in office because they don't know how to be able to see the

[social] issues" (Harper, Formal Interview). Eva suggested educators must "challenge [PTs] in a

constructive way" (Eva, Formal Interview). Each FM evidenced a sustained political

commitment to all forms of oppression (hooks, 2015a, b), and that no education is politically

neutral (hooks, 1994). Thus, the FMs' political consciousness influenced their T-PETE content,

pedagogies, and organizational structures.

Summary and Conclusions

This study produced several notable findings and added to previous research (Fernández-Balboa, 1995; Flory & Walton-Fisette, 2015; Ovens, 2017; Ruiz & Fernández-Balboa, 2005; Walton-Fisette et al., 2018). First, FMs had sociocultural perspectives toward PE (Cliff et al., 2009), which meant they embedded sociocultural content into their PETE courses and drew on an array of tactics and strategies to do so. One of the strategies most prominent was providing discussion-orientated pedagogical spaces that allowed students to reflect on their perspectives and practices. In order to help raise PTs' critical consciousness, the FMs shared personal experiences. This facilitated their T-PETE. The FMs also united as a sisterhood so that they could strengthen and affirm one another. Lastly, despite the facilitators, the FMs faced several limitations to their practice. They were individual liberal faculty members, in predominantly conservative institutions with traditionalist colleagues and typically, politically conservative individuals are anti-feminist and undermine many reforms (hooks, 2015b). Also, the political situation of the country at the time the study took place did not support the feminist goal of advocating an end to sexism, sexist exploitation, and oppression of all kinds (hooks, 2015a).

The FMs in this study embodied and engaged in the feminist struggle as educators in teacher education (hooks, 1994). Thus, this study has implications for PETE programs in the United States. Considering PETE should seek to address social justice issues and inequality (Ruiz & Fernández-Balboa, 2005), I agree with Ovens (2012): TP can only work when it is entrenched in every aspect of PTs' lives. Not only must all faculty be on board, but it must be consistent across content, methods, and organizational structures in programs. Furthermore, based on this study, I would tentatively suggest that many United States PETE programs would need reform, to reorient their programs to align with a social justice agenda. Ukpokodu (2007) made several

recommendations for teacher education courses; these included changing the core perspectives of the program, reorienting FMs' knowledge to the sociopolitical context of schools, creating and offering sequential courses on teaching for social justice in the program of study for PTs, and focusing efforts on diversifying faculty and student populations to create a balance that reflects student populations in public schools.

However, reforms are suggested based on the fact that to our knowledge, there is not a T-PETE program in the United States. Therefore, I suggest researching United States PETE programs that claim to be transformative or that are working toward more equitable goals. This would allow us to understand how a social justice agenda and T-PETE are enacted programmatically. Furthermore, I have told the White, female, lesbian/gay, able-bodied story. Future research would be beneficial with other identifying transformative pedagogues to see how they enact T-PETE. It would also be beneficial to research individual FMs who become T-PETE advocates, which would allow us to "learn what it actually takes to 'transform'" (Tinning, 2017, p. 290). Feminist pedagogy and feminist perspectives would be helpful in research tasks ahead.

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APPENDIX A

IRB APPROVAL FOR STUDY 1

October 10, 2017

Shrehan Lynch
Department of Kinesiology
College of Education
Box 870312

Re: IRB # 17-OR-338, "Influence of a Sociological Foundations Course on the Perspectives and Practices of Preservice PE Teachers"

Dear Ms. Lynch:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on October 8, 2018. If your research will continue beyond this date, please complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, please complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

Director & Research Compliance Officer
Office for Research Compliance

358 Rose Administration Building | Box 870127 | Tuscaloosa, AL 35487-0127
205-348-8461 | Fax 205-348-7189 | Toll Free 1-877-820-3066

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University of Alabama - Informed Consent Form

Influence of a Sociological Foundations Course on the Perspectives and Practices of Preservice PE Teachers

Shrehan Lynch, PhD Student, Kinesiology; Dr. Matthew Curtner-Smith, Professor, Kinesiology

You are being asked to participate in a voluntary research study.

If you are a faculty member your participation is being requested as PE students are enrolled in your BEF 362 class in the spring of 2018.
If you are a student your participation has been requested because of your enrollment in BEF 362 in the spring of 2018 and you are also part of the physical education teacher education program. You are required to be 18 years or older to participate in this study.

This study is being carried out for multiple reasons: (1) to better understand what critically orientated pedagogies, content, and organizational structure faculty members employ in an attempt to affect PTs' learning experiences, (2) to learn how students resonate with particular pedagogies, content, or organizational strategies employed in the class.

This study is called *"Influence of a Sociological Foundations Course on the Perspectives and Practices of Preservice PE Teachers."* The study is being done by Shrehan Lynch, PhD student within the Kinesiology Department at the University of Alabama. and Dr. Matthew Curtner-Smith (professor in the department of kinesiology at the University of Alabama) will be supervising Ms. Lynch for the duration of the study.

As we move into the future, teachers need to aware of diversity in society and preparation for being culturally relevant teachers in necessary in teacher education programs. We would like to investigate whether the use a diversity class has been a valuable learning experience for you.

Your participation in this study will entail researchers accessing the following material: (1) documents such as all classwork submitted for the BEF 362 class, syllabi, lesson plans (2) Observations of your teaching and this will be videoed, (3) interview material this will be audio recorded. You will take part in two formal interviews where if you are a student: you will be asked questions such as: what is your definition for teaching for a diverse audience? Do you think diversity classes are important in teacher education? If you are a faculty member you will be asked questions such as: what is the rationale behind the way you teach? What are the dominant pedagogical tools/ways of teaching your course? You will also take part in informal interviews, these maybe before or after class to discuss if you are a student: what you learned in class? If you are a faculty member: what you think the students learned in class? If you consent to researchers accessing this information then they will be stored on a password protected computer and your name will be changed to avoid you being identified.

There will be a maximum of 11 participants in this study and your additional time involvement will not exceed 5 hours. Everything else you will be required as part of the class you are in.

There is no pressure to take part in this study and there should be no feeling of obligation. Participation in this study may be withdrawn at any time. Involvement in this study poses no risk to you. The researchers

and participants will not receive compensation in any form for their involvement in this study. Although there are no direct benefits to you for taking part, this may provide valuable information for future diversity courses at the higher education level and you may have a deeper level of reflection than taking the class without this study.

Please feel free to direct any study-related questions, concerns, or comments to Shrehan Lynch at slynch@crimson.au.edu You may also contact my UA faculty advisor Dr. Curtner Smith at 205-348-9209 if you have any questions. If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

I have read this consent form. I have had a chance to email questions. I agree to take part in it. I will receive a copy of this consent form to keep.

_____

Printed name of Research Participant

_____   _____

Signature of Research Participant   Date

_____   _____

Signature of Investigator   Date

☐ I agree to be audio-recorded for the interviews

☐ I agree to be video-recorded for class and the footage to be used as part of this study for stimulated recall interviews

☐ I agree to allow images I create or produce to be shared in reports or results from this study

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: _10-9-17_
EXPIRATION DATE: _10-8-18_

APPENDIX B

IRB APPROVAL FOR STUDY 2

Office of the Vice President for
Research & Economic Development
Office for Research Compliance

October 17, 2017

Shrehan Lynch
Department of Kinesiology
College of Education
Box 870312

Re: IRB # 17-OR-347, "One Physical Education Teacher's Efforts to Employ Transformative Pedagogy"

Dear Ms. Lynch:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on October 15, 2018. If your research will continue beyond this date, please complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, please complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

Director & Research Compliance Officer
Office for Research Compliance

University of Alabama - Informed Consent Form
One Physical Education Teacher's Efforts to Employ Transformative Pedagogy.

Shrehan Lynch, PhD Student, Kinesiology; Dr. Matthew Curtner-Smith, Professor, Kinesiology

You are being asked to participate in a voluntary research study.

You are being asked to volunteer to participate in a research study because you represent a teacher that uses transformative pedagogy. This study is being carried out for multiple reasons:

- To better understand the critically orientated pedagogies, content, and organizational structure PE teachers employ in an attempt to affect students' perspectives and practices
- To understand the barriers that limit the ability of a teacher to employ transformative pedagogy in a K-12 setting
- To understand the barriers that augment the ability of a teacher to employ transformative pedagogy in a K-12 setting

This study is called "*One Physical Education Teacher's efforts to employ transformative pedagogy.*" The study is being done by Shrehan Lynch, PhD student within the Kinesiology Department at the University of Alabama. and Dr. Matthew Curtner-Smith (professor in the department of kinesiology at the University of Alabama) will be supervising Ms. Lynch for the duration of the study.

As we move into the future, teachers need to prepare students for the diverse society they are entering. Teaching has moved from direct instruction to a more democratic style. This includes incorporating critical thinking. We would like to investigate such thinking, embedded in a teacher's practice, the factors that assist in this process, along with the limitations.

Your participation in this study will entail researchers accessing the following material: (1) documents such as all lesson plans, unit plans, e-journal, class materials such as exit slips, blogs, tweets (2) Observations of your teaching and this will be videoed for stimulated recall interviews where you will be asked about the decisions you made when teaching – this will be done by you videoing your teaching or in person (3) interview material this will be audio recorded. (4) Informal interviews – this will be done by methods convenient to you for example: zoom, voxer, or any electronic communication you use (5) interviews of your colleagues, superintendent and principal of your school to investigate your teaching. If you consent to researchers accessing this information then they will be stored on a password protected computer and your name will be changed to avoid you being identified. To give you an idea of questions that you will be asked these include questions such as: what do you think the purpose of physical education is? How long have you been teaching? What assessment methods

do you adopt? Whose knowledge do you privilege in class? What pedagogical practices do you employ in class?

There will be a maximum of 6 participants in this study and your additional time involvement will not exceed 15 hours. Everything else you do, such as writing blogs, e-journaling, tweeting regarding issues on social justice are part of your daily practice and not included in this number. There is no pressure to take part in this study and there should be no feeling of obligation. Participation in this study may be withdrawn at any time. Involvement in this study poses no risk to you. The researchers and participants will not receive compensation in any form for their involvement in this study. Although there are no direct benefits to you for taking part, this may provide valuable information for physical education teachers and higher education faculty and you may have a deeper level of reflection than teaching normally without doing this study.

Please feel free to direct any study-related questions, concerns, or comments to Shrehan Lynch at slynch@crimson.au.edu You may also contact my UA faculty advisor Dr. Curtner Smith at 205-348-9209 if you have any questions. If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu. After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

I have read this consent form. I have had a chance to email questions. I agree to take part in it. I will receive a copy of this consent form to keep.

_____

Printed name of Research Participant

_____   _____

Signature of Research Participant   Date

_____   _____

Signature of Investigator   Date

☐ **I agree to be audio-recorded for the interviews**

☐ **I agree to be video-recorded for class and the footage to be used as part of this study for stimulated recall interviews**

☐ **I agree to allow images I create or produce to be shared in reports or results from this study**

University of Alabama - Informed Consent Form

One Physical Education Teacher's Efforts to Employ Transformative Pedagogy

Shrehan Lynch, PhD Student, Kinesiology; Dr. Matthew Curtner-Smith, Professor, Kinesiology

You are being asked to participate in a voluntary research study.

You are being asked to volunteer to participate in a research study because you work with the teacher that is being studied in this research project.

This study is being carried out for multiple reasons:

- To better understand the critically orientated pedagogies, content, and organizational structures PE teachers employ in an attempt to affect students' perspectives and practices
- To understand the barriers that limit the ability of a teacher to employ transformative pedagogy in a K-12 setting
- To understand the barriers that augment the ability of a teacher to employ transformative pedagogy in a K-12 setting

This study is called "*One Physical Education Teacher's efforts to employ transformative pedagogy.*" The study is being done by Shrehan Lynch, PhD student within the Kinesiology Department at the University of Alabama. and Dr. Matthew Curtner-Smith (professor in the department of kinesiology at the University of Alabama) will be supervising Ms. Lynch for the duration of the study.

As we move into the future, teachers need to prepare students for the diverse society they are entering. Teaching has moved from direct instruction to a more democratic style. This includes incorporating critical thinking. We would like to investigate such thinking, embedded in a teacher's practice, the factors that assist in this process, along with the limitations.

Your participation in this study will entail researchers accessing interview material that is audio recorded. If you consent to researchers accessing this information then they will be stored on a password protected computer and your name will be changed to avoid you being identified. You will be asked in this interview questions such as: what is your opinion on physical education? What do you know about the main participant in this study and his teaching? What do students say/think about the main participants teaching?

There will be a maximum of 6 participants in this study and your time involvement will not exceed 1 hour. There is no pressure to take part in this study and there should be no feeling of obligation. Participation in this study may be withdrawn at any time.

Involvement in this study poses no risk to you. The researchers and participants will not receive compensation in any form for their involvement in this study. Although there are no direct benefits to you for taking part, this may provide valuable information for physical education teachers and higher education faculty and you may have a deeper level of reflection related to teaching.

Please feel free to direct any study-related questions, concerns, or comments to Shrehan Lynch at slynch@crimson.au.edu You may also contact my UA faculty advisor Dr. Curtner Smith at 205-348-9209 if you have any questions. If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

I have read this consent form. I have had a chance to email questions. I agree to take part in it. I will receive a copy of this consent form to keep.

_____

Printed name of Research Participant

_____   _____

Signature of Research Participant   Date

_____   _____

Signature of Investigator   Date

☐ I agree to be audio-recorded for the interviews

APPENDIX C

IRB APPROVAL FOR STUDY 3

Office of the Vice President for
Research & Economic Development
Office for Research Compliance

October 17, 2017

Shrehan Lynch
Department of Kinesiology
College of Education
Box 870312

Re: IRB # 17-OR-348, "U.S. Faculty Members Engaging in Transformative PETE"

Dear Ms. Lynch:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on October 15, 2018. If your research will continue beyond this date, please complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, please complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

Director & Research Compliance Officer
Office for Research Compliance

358 Rose Administration Building | Box 870127 | Tuscaloosa, AL 35487-0127
205-348-8461 | Fax 205-348-7189 | Toll Free 1-877-820-3066

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University of Alabama - Informed Consent Form

U.S Faculty Members Engaging in Transformative PETE

Shrehan Lynch, PhD Student, Kinesiology; Dr. Matthew Curtner-Smith, Professor, Kinesiology

You are being asked to participate in a voluntary research study.

You are being asked to volunteer to participate in a research study because you represent a teacher educator that uses transformative pedagogy. This study is being carried out for multiple reasons:

- To better understand the use of critically orientated pedagogies, content, and organizational structure PETE faculty employ in an attempt to affect students' perspectives and practices
- To understand the barriers that limit the ability of an educator in employing transformative pedagogy in a higher education setting
- To understand the barriers that augment the ability of an educator in employing transformative pedagogy in a higher education setting

This study is called "*U.S Faculty Members Engaging in Transformative PETE.*" The study is being done by Shrehan Lynch, PhD student within the Kinesiology Department at the University of Alabama. and Dr. Matthew Curtner-Smith (professor in the department of kinesiology at the University of Alabama) will be supervising Ms. Lynch for the duration of the study.

As we move into the future, teachers need to prepare students for the diverse society they are entering. Teaching has moved from direct instruction to a more democratic style. This includes incorporating critical thinking. We would like to investigate such thinking, embedded in teacher educator's practice, the factors that assist in this process, along with the limitations. It is through understanding how and when it is used in teacher education we can consider the future teachers we prepare.

Your participation in this study will entail researchers accessing the following material: (1) documents such as lesson plans, syllabi, e-journals, class materials such as exit slips, blogs, course materials (2) Observations of your teaching, this will be videoed when is convenient for you and shared with the researcher. You will be responsible for providing the film of you teaching. (3) Interview material this will be audio recorded to investigate your background and pedagogical style, this will be done over video technology such as zoom, voxer, or a convenient electronic communication for you. Informal conversations will also take place at the national convention that the group is presenting at in March (already occurring) (4) a focus group will 2 other teacher educators where the purpose will be to create together a fictional curriculum PETE plan, this will be filmed and audio recorded. If you consent to researchers accessing this

information then they will be stored on a password protected computer and your name will be changed to avoid you being identified. To give you an idea of questions you will be asked in the interview these include: what do you think the purpose of physical education is? How did your educational degree programs educate you about diversity, social justice, and sociocultural issues? What is your understanding on transformative pedagogy? Would you call yourself a transformative educator? For the focus group you will be asked to come up with your ideal physical education teacher education curriculum plan for use in teacher education programs. You will then be asked to discuss this with 2 other faculty members in the group.

There will be a maximum of 3 participants in this study and your additional time involvement will not exceed 12 hours. Everything else you do, such as writing syllabi and other course materials are part of your daily practice and not included in this number.

There is no pressure to take part in this study and there should be no feeling of obligation. Participation in this study may be withdrawn at any time. Involvement in this study poses no risk to you. The researchers and participants will not receive compensation in any form for their involvement in this study. Although there are no direct benefits to you for taking part, this may provide valuable information for teacher educators and other higher education faculty. Furthermore, you may gain a deeper level of reflection on your teaching practice.

Please feel free to direct any study-related questions, concerns, or comments to Shrehan Lynch at slynch@crimson.au.edu You may also contact my UA faculty advisor Dr. Curtner Smith at 205-348-9209 if you have any questions. If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu. After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

I have read this consent form. I have had a chance to email questions. I agree to take part in it. I will receive a copy of this consent form to keep.

_____

Printed name of Research Participant

_____   _____

Signature of Research Participant   Date

_____ _____
Signature of Investigator   Date

    ☐ I agree to be audio-recorded for the focus group and interview

    ☐ I agree to be video-recorded for this focus group, interview and teaching

    ☐ I agree to allow images I create or produce to be shared in reports or results from this study