*Teaching Learning Advisory Council (TLAC)*

*Conference Grant Program*

*Fall 2013*

**Grant Goal:** To increase access to conferences and workshops that focus on collegiate teaching. I am requesting $1000.00 (Total anticipated costs: $1,405.00) to attend conference sessions focused on collegiate teaching and present two accepted proposals related to collegiate teaching at the 2014 American Alliance of Health, Physical Education, Recreation, and Dance National Convention and Exposition Conference in St. Louis, Missouri, USA, April 1-5, 2014.

**Citation of Presentations:**

Bishop, J.C. & Krause, J.M.(2014). *Addressing the unique needs of students with ADHD.* Mini- Session presented at the Research Consortium Conference of the American Alliance of Health, Physical Education, Recreation and Dance National Convention and Exposition, St. Louis, MO.

Bishop, J.C., Baghurst, T., & Hughes, P. (2014). *Athletic directors’ opinions of a collegiate coaching education program.* Mini-Session presented at the Research Consortium Conference of the American Alliance of Health, Physical Education, Recreation and Dance National Convention and Exposition, St. Louis, MO.

**Introduction:**

The purpose of this application is to apply for funding for Jason Bishop, new faculty member (start date of January, 2013) of the School of Health, Physical Education, and Recreation, to attend conference sessions focused on collegiate teaching and present his research at the 2014 American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention and Exposition Conference in St. Louis, Missouri, USA, April 1-5, 2014. The timing is imperative as these two presentations have been approved for presentation at this specific conference. This presentation addresses both teaching and pedagogical issues unique to the field of physical education and adapted physical education. The purpose of the first presentation is to present session attendees with effective teaching approaches/strategies to meet the unique needs of elementary and secondary physical education students with attention deficit hyperactivity/impulsivity disorder (ADHD). Motor development research indicates that students with ADHD experience a delay in acquiring proficiency in fundamental motor skills (e.g., throwing a ball, catching a ball) which may lead to a decrease in lifelong physical activity participation and an increased risk of obesity and associated risk factors (USDHHS, 2012). This presentation utilizes observational learning theory, a component part of Albert Bandura’s social cognitive theory (Bandura, 1996) to address these children’s unique needs in the general physical education classroom. A brief overview of the neuropsychological, executive functioning, and sustained attention deficits of children with ADHD (APA, 2013; Barkley, 1997) will be presented through a motor learning perspective. An introduction to the four components of social learning theory will be presented next. A thorough description of how motor learning may be compromised in each component will then be presented. Finally, strategies to address each component of social learning theory will be presented, including the implementation of technology by Jennifer Krause, junior physical education teacher education faculty member at Northern Colorado University. A question and answer segment will follow the presentation.

The purpose of the second study was to determine the opinions of public high school athletic directors (ADs) regarding the value and desired content of a collegiate coaching education program in a state where required education is minimal. The findings of this study indicated that the ADs believed (a) first year coaches were generally unprepared for their assigned duties; (b) were more likely to hire someone with higher education qualifications in coaching; and (c) all courses that were suggested as important for a coaching education program received significant support except motor learning. Public and private school, recreation, and semi-professional coaching positions in the Upper Peninsula of Michigan appear to be holding steady. In response, many potential and current NMU students are attracted to our Physical Education Coaching major (PECO) as this degree prepares graduates to successfully enter the coaching field. Recently, the HPER department has employed new PECO faculty (e.g., Jason Bishop, Division Coordinator) who are assessing the PECO curriculum and preparing curriculum changes to submit to the Committee of Undergraduate Programs. These faculty members intend to use the results from this study as well as conference sessions to inform the curriculum changes. The results also provide face validity to our proposed curriculum changes at NMU.

**Collegiate Teaching Workshops**

The focus of the conference is to disseminate pedagogy research findings related to collegiate and elementary and secondary school health and physical education. This conference’s focus is in direct alignment of this grant’s program goal and Jason’s course load at NMU. For example, Jason’s course load includes health (HL) and physical education (PE) courses exclusively. These courses include, but are not limited to:

* HL150 Health Education for Elementary School Teachers
* PE112 Fundamental Motor Skills
* PE 217 Motor Development and Elementary School Physical Education
* PE 224 Developmental Physical Education for Classroom Teachers
* PE310 Measurement and Evaluation in Physical Education
* PE 318 Motor Learning and Secondary School Physical Education
* PE 346 Adapted Physical Education

The National Association of Sports and Physical Education (NASPE) is housed under AAHPERD and is the national organization responsible for providing university physical education teacher education (PETE) curriculum standards and program assessment tools. Jason plans to attend several workshops related to collegiate teaching provided by NASPE. As the conference is not scheduled until April, 2013, the final conference proceedings are not yet provided. However, a summary of collegiate teaching workshops from last year’s conference is listed below. Jason proposes to attend similar workshops that are anticipated to be offered at the April, 2013 conference. Workshops and sessions relevant to this grant that were offered last year are:

* Inquiring Minds: Helping PETE students (university undergraduate PE majors) develop and Apply Undergraduate Research
* Flipping the Classroom: New Pedagogies to Teach with Today’s Technology
* Assessing PETE Standard 2 with PE Metrics and FINTESSGRAM9
* Observational Measurements of Teacher Effectiveness in Physical Education
* College/University Instructional Physical Activity & Wellness Half-Day Conference
* Cooperative Learning as a Driving Force: An International Perspective
* Coordinate a Schoolwide Wellness Program with Fitness4Life Elementary
* Online Physical Education in Los Angeles Unified School District.
* NASPE/NCATE Aligning Assignments, Assessments & Rubrics for Initial PETE Standards

Attending similar sessions to these listed above will provide value added collegiate teaching knowledge that Jason will apply to his courses. It is anticipated that the most up-to-date teaching approaches adapted from these sessions will increase Jason’s teaching effectiveness and add value to the Secondary Education Physical Education (SEPE) and PECO majors.

**Selection Criteria**

Jason Bishop meets the required selection criteria listed below:

* Full time teaching faculty:

Jason is a full time tenure tract faculty in School of HPER

* Demonstrated interest in teaching and pedagogical issues, including scholarship of teaching

Jason continually seeks and finds opportunities to enhance his teaching effectiveness including seeking advice from senior faculty and meeting with his teaching advisor.

In addition, he has recently published the following studies related to teaching effectiveness in peer-reviewed journals:

Kelly, J.C., & Bishop, J.C. (2013). Learning strategies used while developing motor skill assessment competency. *International Council for Health, Physical Education, Recreation, Sport and Dance Journal of Research, 8*(1), 12-18.

Kelly, L.E. & Bishop, J.C. (2013). Remote video supervision in adapted physical education. *Journal of Physical Education, Recreation, and Dance, 84*(1), 26-29.

Bishop, J.C. & Block, M.E. (2012). The positive illusory bias in children with ADHD in physical education. *Journal of Physical Education, Recreation, and Dance, 83*(9), 42-48.

Jason has also applied and received two external grants related to collegiate teaching:

Bishop, J.C. (December, 2012). *Remote Video Supervision and Training in a PETE program*. Michigan Alliance of Health, Physical Education, Recreation, and Dance (MAHPERD). Requested: $1,000.00. Granted: $1,000.00.

Bishop, J.C. (March, 2013). *Development and Validation of the Test of Children’s Perceived Motor Skills*. American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Research Consortium Early Career Investigator Grant. Requested: $5,000.00. Granted: $5000.00.

* Consideration will be given to new faculty members seeking ideas for immediate improvement of their teaching:

Jason is a new faculty member (Start date: January 09, 2013) and proposes to utilize the innovative ideas presented at these workshops to immediately improve his classroom teaching effectiveness

* Consideration will be given to senior faculty members seeking ideas for updating or remodeling some aspect of their pedagogy:

Jason is a junior faculty member and does not qualify for this portion of selection criteria

* Consideration will be given to faculty members who will share conference information with the university community about what constitutes excellence in teaching and learning:

Jason proposes to disseminate conference information with the university community regarding the essential features of excellence in teaching with the TLAC, faculty of School of HPER, campus wide presentation opportunities afforded by the university

**Anticipated Expenses:**

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| --- | --- | --- | --- | --- | --- |
| **Airplane Tkts** | **Other Transportation (taxi)** | **Lodging** | **Meals** | **Conference fees** | **Total costs** |
| **$600.00** | **$40.00** | **$180/night = $360.00** | **$35 x 3 days = $105.00** | **$300.00 for AAHPERD Member** | **$1,40500** |

* Curriculum Vitae is attached with this in email
* Conference Presentation Acceptance Letter is attached with this email
* All application materials have been submitted to TLAC@nmu.edu