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Chapter 1 : Approaches to Physical Education in Schools - Educating the Student Body - NCBI Bookshelf

Get this from a library! A comparison of opinion among physical educators to selected purposes of human movement. [Rod K Dishman].

Suffice it to say that some philosophers, as well as focusing inward on the abstract philosophical issues that concern them, are drawn outwards to discuss or comment on issues that are more commonly regarded as falling within the purview of professional educators, educational researchers, policy-makers and the like. An example is Michael Scriven, who in his early career was a prominent philosopher of science; later he became a central figure in the development of the field of evaluation of educational and social programs. See Scriven a, b. At the same time, there are professionals in the educational or closely related spheres who are drawn to discuss one or another of the philosophical issues that they encounter in the course of their work. An example here is the behaviorist psychologist B. Skinner, the central figure in the development of operant conditioning and programmed learning, who in works such as *Walden Two* and *Beyond Freedom and Dignity* grappled—albeit controversially—with major philosophical issues that were related to his work. What makes the field even more amorphous is the existence of works on educational topics, written by well-regarded philosophers who have made major contributions to their discipline; these educational reflections have little or no philosophical content, illustrating the truth that philosophers do not always write philosophy. However, despite this, works in this genre have often been treated as contributions to philosophy of education. Finally, as indicated earlier, the domain of education is vast, the issues it raises are almost overwhelmingly numerous and are of great complexity, and the social significance of the field is second to none. These features make the phenomena and problems of education of great interest to a wide range of socially-concerned intellectuals, who bring with them their own favored conceptual frameworks—concepts, theories and ideologies, methods of analysis and argumentation, metaphysical and other assumptions, and the like. It is not surprising that scholars who work in this broad genre also find a home in the field of philosophy of education. As a result of these various factors, the significant intellectual and social trends of the past few centuries, together with the significant developments in philosophy, all have had an impact on the content of arguments and methods of argumentation in philosophy of education—Marxism, psycho-analysis, existentialism, phenomenology, positivism, post-modernism, pragmatism, neo-liberalism, the several waves of feminism, analytic philosophy in both its ordinary language and more formal guises, are merely the tip of the iceberg. Analytic Philosophy of Education and Its Influence Conceptual analysis, careful assessment of arguments, the rooting out of ambiguity, the drawing of clarifying distinctions—all of which are at least part of the philosophical toolkit—have been respected activities within philosophy from the dawn of the field. No doubt it somewhat over-simplifies the complex path of intellectual history to suggest that what happened in the twentieth century—early on, in the home discipline itself, and with a lag of a decade or more in philosophy of education—is that philosophical analysis came to be viewed by some scholars as being the major philosophical activity or set of activities, or even as being the only viable or reputable activity. The pioneering work in the modern period entirely in an analytic mode was the short monograph by C. Hardie, *Truth and Fallacy in Educational Theory*; reissued in *In his Introduction*, Hardie who had studied with C. Richards made it clear that he was putting all his eggs into the ordinary-language-analysis basket: The Cambridge analytical school, led by Moore, Broad and Wittgenstein, has attempted so to analyse propositions that it will always be apparent whether the disagreement between philosophers is one concerning matters of fact, or is one concerning the use of words, or is, as is frequently the case, a purely emotive one. It is time, I think, that a similar attitude became common in the field of educational theory. Ennis edited the volume *Language and Concepts in Education*; and R. Archambault edited *Philosophical Analysis and Education*, consisting of essays by a number of prominent British writers, most notably R. Among the most influential products of APE was the analysis developed by Hirst and Peters and Peters of the concept of education itself.

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A criminal who has been reformed has changed for the better, and has developed a commitment to the new mode of life if one or other of these conditions does not hold, a speaker of standard English would not say the criminal has been reformed. Clearly the analogy with reform breaks down with respect to the knowledge and understanding conditions. The concept of indoctrination was also of great interest to analytic philosophers of education, for, it was argued, getting clear about precisely what constitutes indoctrination also would serve to clarify the border that demarcates it from acceptable educational processes. Thus, whether or not an instructional episode was a case of indoctrination was determined by the content taught, the intention of the instructor, the methods of instruction used, the outcomes of the instruction, or by some combination of these. Adherents of the different analyses used the same general type of argument to make their case, namely, appeal to normal and aberrant usage. Unfortunately, ordinary language analysis did not lead to unanimity of opinion about where this border was located, and rival analyses of the concept were put forward. Snook First, there were growing criticisms that the work of analytic philosophers of education had become focused upon minutiae and in the main was bereft of practical import. It is worth noting that an article in *Time*, reprinted in Lucas, had put forward the same criticism of mainstream philosophy. Fourth, during the decade of the seventies when these various critiques of analytic philosophy were in the process of eroding its luster, a spate of translations from the Continent stimulated some philosophers of education in Britain and North America to set out in new directions, and to adopt a new style of writing and argumentation. The classic works of Heidegger and Husserl also found new admirers; and feminist philosophers of education were finding their voices. Maxine Greene published a number of pieces in the 1970s and 1980s, including *The Dialectic of Freedom*; the influential book by Nel Noddings, *Caring: In more recent years all these trends have continued*. APE was and is no longer the center of interest, although, as indicated below, it still retains its voice. Areas of Contemporary Activity As was stressed at the outset, the field of education is huge and contains within it a virtually inexhaustible number of issues that are of philosophical interest. To attempt comprehensive coverage of how philosophers of education have been working within this thicket would be a quixotic task for a large single volume and is out of the question for a solitary encyclopedia entry. Nevertheless, a valiant attempt to give an overview was made in *A Companion to the Philosophy of Education Current*, which contains more than six-hundred pages divided into forty-five chapters each of which surveys a subfield of work. The following random selection of chapter topics gives a sense of the enormous scope of the field: Sex education, special education, science education, aesthetic education, theories of teaching and learning, religious education, knowledge, truth and learning, cultivating reason, the measurement of learning, multicultural education, education and the politics of identity, education and standards of living, motivation and classroom management, feminism, critical theory, postmodernism, romanticism, the purposes of universities, affirmative action in higher education, and professional education. The *Oxford Handbook of Philosophy of Education* Siegel contains a similarly broad range of articles on among other things the epistemic and moral aims of education, liberal education and its imminent demise, thinking and reasoning, fallibilism and fallibility, indoctrination, authenticity, the development of rationality, Socratic teaching, educating the imagination, caring and empathy in moral education, the limits of moral education, the cultivation of character, values education, curriculum and the value of knowledge, education and democracy, art and education, science education and religious toleration, constructivism and scientific methods, multicultural education, prejudice, authority and the interests of children, and on pragmatist, feminist, and postmodernist approaches to philosophy of education. Given this enormous range, there is no non-arbitrary way to select a small number of topics for further discussion, nor can the topics that are chosen be pursued in great depth. In tackling it, care needs to be taken to distinguish between education and schooling—for although education can occur in schools, so can mis-education, and many other things can take place there that are educationally orthogonal such as the provision of free or subsidized lunches and the development of social networks; and it also must be recognized that education can occur in the home, in libraries and museums, in churches and clubs, in solitary interaction with the public media, and the like. In developing a curriculum whether in a specific

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subject area, or more broadly as the whole range of offerings in an educational institution or system, a number of difficult decisions need to be made. Issues such as the proper ordering or sequencing of topics in the chosen subject, the time to be allocated to each topic, the lab work or excursions or projects that are appropriate for particular topics, can all be regarded as technical issues best resolved either by educationists who have a depth of experience with the target age group or by experts in the psychology of learning and the like. Is the justification that is given for teaching Economics in some schools coherent and convincing? The justifications offered for all such aims have been controversial, and alternative justifications of a single proposed aim can provoke philosophical controversy. Consider the aim of autonomy. These two formulations are related, for it is arguable that our educational institutions should aim to equip individuals to pursue this good life—although this is not obvious, both because it is not clear that there is one conception of the good or flourishing life that is the good or flourishing life for everyone, and it is not clear that this is a question that should be settled in advance rather than determined by students for themselves. Thus, for example, if our view of human flourishing includes the capacity to think and act autonomously, then the case can be made that educational institutions—and their curricula—should aim to prepare, or help to prepare, autonomous individuals. A rival justification of the aim of autonomy, associated with Kant, champions the educational fostering of autonomy not on the basis of its contribution to human flourishing, but rather the obligation to treat students with respect as persons Scheffler []; Siegel It is also possible to reject the fostering of autonomy as an educational aim Hand Assuming that the aim can be justified, how students should be helped to become autonomous or develop a conception of the good life and pursue it is of course not immediately obvious, and much philosophical ink has been spilled on the general question of how best to determine curriculum content. One influential line of argument was developed by Paul Hirst, who argued that knowledge is essential for developing and then pursuing a conception of the good life, and because logical analysis shows, he argued, that there are seven basic forms of knowledge, the case can be made that the function of the curriculum is to introduce students to each of these forms Hirst ; see Phillips In the closing decades of the twentieth century there were numerous discussions of curriculum theory, particularly from Marxist and postmodern perspectives, that offered the sobering analysis that in many educational systems, including those in Western democracies, the curriculum did indeed reflect and serve the interests of powerful cultural elites. A closely related question is this: Scheffler argued that we should opt for the latter: The function of education—is rather to liberate the mind, strengthen its critical powers, [and] inform it with knowledge and the capacity for independent inquiry. Or should every student pursue the same curriculum as far as each is able? Medically, this is dubious, while the educational version—forcing students to work, until they exit the system, on topics that do not interest them and for which they have no facility or motivation—has even less merit. For a critique of Adler and his Paideia Proposal, see Noddings Over time, as they moved up the educational ladder it would become obvious that some had reached the limit imposed upon them by nature, and they would be directed off into appropriate social roles in which they would find fulfillment, for their abilities would match the demands of these roles. Those who continued on with their education would eventually become members of the ruling class of Guardians. The book spurred a period of ferment in political philosophy that included, among other things, new research on educationally fundamental themes. Fair equality of opportunity entailed that the distribution of education would not put the children of those who currently occupied coveted social positions at any competitive advantage over other, equally talented and motivated children seeking the qualifications for those positions Rawls Its purpose was to prevent socio-economic differences from hardening into social castes that were perpetuated across generations. One obvious criticism of fair equality of opportunity is that it does not prohibit an educational distribution that lavished resources on the most talented children while offering minimal opportunities to others. So long as untalented students from wealthy families were assigned opportunities no better than those available to their untalented peers among the poor, no breach of the principle would occur. Even the most moderate egalitarians might find such a distributive regime to be intuitively repugnant. All citizens must enjoy the same basic liberties, and equal liberty always has moral

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priority over equal opportunity: Further, inequality in the distribution of income and wealth are permitted only to the degree that it serves the interests of the least advantaged group in society. But even with these qualifications, fair equality of opportunity is arguably less than really fair to anyone. But surely it is relevant, given that a principle of educational justice must be responsive to the full range of educationally important goods. Suppose we revise our account of the goods included in educational distribution so that aesthetic appreciation, say, and the necessary understanding and virtue for conscientious citizenship count for just as much as job-related skills. An interesting implication of doing so is that the rationale for requiring equality under any just distribution becomes decreasingly clear. That is because job-related skills are positional whereas the other educational goods are not. If you and I both aspire to a career in business management for which we are equally qualified, any increase in your job-related skills is a corresponding disadvantage to me unless I can catch up. Positional goods have a competitive structure by definition, though the ends of civic or aesthetic education do not fit that structure. If you and I aspire to be good citizens and are equal in civic understanding and virtue, an advance in your civic education is no disadvantage to me. On the contrary, it is easier to be a good citizen the better other citizens learn to be. At the very least, so far as non-positional goods figure in our conception of what counts as a good education, the moral stakes of inequality are thereby lowered. In fact, an emerging alternative to fair equality of opportunity is a principle that stipulates some benchmark of adequacy in achievement or opportunity as the relevant standard of distribution. But it is misleading to represent this as a contrast between egalitarian and sufficientarian conceptions. Philosophically serious interpretations of adequacy derive from the ideal of equal citizenship (Satz ; Anderson). This was arguably true in *A Theory of Justice* but it is certainly true in his later work (Dworkin). The debate between adherents of equal opportunity and those misnamed as sufficientarians is certainly not over. Further progress will likely hinge on explicating the most compelling conception of the egalitarian foundation from which distributive principles are to be inferred. In his earlier book, the theory of justice had been presented as if it were universally valid. But Rawls had come to think that any theory of justice presented as such was open to reasonable rejection. A more circumspect approach to justification would seek grounds for justice as fairness in an overlapping consensus between the many reasonable values and doctrines that thrive in a democratic political culture. Rawls argued that such a culture is informed by a shared ideal of free and equal citizenship that provided a new, distinctively democratic framework for justifying a conception of justice. But the salience it gave to questions about citizenship in the fabric of liberal political theory had important educational implications. How was the ideal of free and equal citizenship to be instantiated in education in a way that accommodated the range of reasonable values and doctrines encompassed in an overlapping consensus? Political Liberalism has inspired a range of answers to that question (cf. Callan ; Clayton ; Bull). Other philosophers besides Rawls in the 1980s took up a cluster of questions about civic education, and not always from a liberal perspective. As a full-standing alternative to liberalism, communitarianism might have little to recommend it. But it was a spur for liberal philosophers to think about how communities could be built and sustained to support the more familiar projects of liberal politics. Furthermore, its arguments often converged with those advanced by feminist exponents of the ethic of care (Noddings ; Gilligan).

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Chapter 2 : Movement and Learning

A comparison of opinion among physical educators to selected purposes of human movement. by Rod K. Dishman. Microform Publications, College of Health, Physical Education and Recreation, University of Oregon, J.

Summary Regular physical activity is linked to enhanced health and to reduced risk for all-cause mortality and the development of many chronic diseases in adults. Children and adolescents are more physically active than adults, but participation in physical activity declines in adolescence. School and community programs have the potential to help children and adolescents establish lifelong, healthy physical activity patterns. This report summarizes recommendations for encouraging physical activity among young people so that they will continue to engage in physical activity in adulthood and obtain the benefits of physical activity throughout life. These guidelines were developed by CDC in collaboration with experts from universities and from national, federal, and voluntary agencies and organizations. They are based on an in-depth review of research, theory, and current practice in physical education, exercise science, health education, and public health. The guidelines include recommendations about 10 aspects of school and community programs to promote lifelong physical activity among young people: Although regular physical activity enhances health and reduces the risk for all-cause mortality and the development of many chronic diseases among adults 10,,17, , many adults remain sedentary Although young people are more active than adults are 1 , many young people do not engage in recommended levels of physical activity 47, In addition, physical activity declines precipitously with age among adolescents 47, Comprehensive school health programs have the potential to slow this age-related decline in physical activity and help students establish lifelong, healthy physical activity patterns 49, This report is one in a series of CDC documents that provide guidelines for school health programs to promote healthy behavior among children and adolescents These physical activity guidelines address school instructional programs, school psychosocial and physical environments, and various services schools provide. Because the physical activity of children and adolescents is affected by many factors beyond the school setting, these guidelines also address parental involvement, community health services, and community sports and recreation programs for young people. The guidelines are written for professionals who design and deliver physical activity programs for young people. At the local level, teachers and other school personnel, community sports and recreation program personnel, health service providers, community leaders, and parents may use the guidelines to promote enjoyable, lifelong physical activity among children and adolescents. Policymakers and local, state, and national health and education agencies and organizations may use them to develop initiatives that promote physical activity among young people. In addition, personnel at postsecondary institutions may use these guidelines to train professionals in education, public health, sports and recreation, and medicine. CDC developed these guidelines by reviewing published research; considering the recommendations in national policy documents; convening experts in physical activity; and consulting with national, federal, and voluntary agencies and organizations. When possible, these guidelines are based on research; however, many are based on behavioral theory and standards for exemplary practice in physical education, exercise science, health education, and public health. More research is needed on the relationship between physical activity and health among young people, the relationship between physical activity during childhood and adolescence and that during adulthood, the determinants of physical activity among children and adolescents, and the effectiveness of school and community programs promoting physical activity among young people. Physical activity is "any bodily movement produced by skeletal muscles that results in energy expenditure Exercise is a subset of physical activity that is planned, structured, and repetitive" and is done to improve or maintain physical fitness. Physical fitness is "a set of attributes that are either health- or skill-related. Specific forms of physical activity and exercise in which young people might participate include walking, bicycling, playing actively i. The places or settings in which young people can engage in physical activity and exercise include the home, school, playgrounds, public parks and recreation centers, private clubs

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and sports facilities, bicycling and jogging trails, summer camps, dance centers, and religious facilities. For example, it improves cardiorespiratory endurance, flexibility, and muscular strength and endurance 1, Physical activity may also reduce obesity, alleviate depression and anxiety, and build bone mass density. Physically active and physically fit adults are less likely than sedentary adults to develop the chronic diseases that cause most of the morbidity and mortality in the United States: All-cause mortality rates are lower among physically active than sedentary people. Although more research is needed on the association between physical activity and health among young people, evidence shows that physical activity results in some health benefits for children and adolescents. For example, regular physical activity improves aerobic endurance and muscular strength 82. Among healthy young people, physical activity and physical fitness may favorably affect risk factors for cardiovascular disease e. Regular physical activity among children and adolescents with chronic disease risk factors is important. Physical activity among adolescents is consistently related to higher levels of self-esteem and self-concept and lower levels of anxiety and stress. Although the relationship between physical activity during youth and the development of osteoporosis later in life is unclear, evidence exists that weight-bearing exercise increases bone mass density among young people. Physical activity among both girls and boys tends to decline steadily during adolescence. Demographic factors include sex, age, and race or ethnicity. Girls are less active than boys, older children and adolescents are less active than younger children and adolescents, and among girls, blacks are less active than whites 47,48. Perceiving benefits from engaging in physical activity or being involved in sports is positively associated with increased physical activity among young people. These perceived benefits include excitement and having fun; learning and improving skills; staying in shape; improving appearance; and increasing strength, endurance, and flexibility. Conversely, perceiving barriers to physical activity, particularly lack of time, is negatively associated with physical activity among adolescents. Among older children and adolescents, physical activity is positively associated with that of siblings, and research generally reveals a positive relationship between the physical activity level of parents and that of their children, particularly adolescents. Parental support for physical activity is correlated with active lifestyles among adolescents. Physical activity among young people is also positively correlated with having access to convenient play spaces, sports equipment, and transportation to sports or fitness programs. For example, the prevalence of overweight is at an all-time high among children and adolescents. In addition, physical activity has a beneficial effect on the physical and mental health of young people. People begin to acquire and establish patterns of health-related behaviors during childhood and adolescence; thus, young people should be encouraged to engage in physical activity. However, many children are less physically active than recommended 47,48. Physical activity declines during adolescence 47,48, and enrollment in daily physical education has decreased 48. Schools and communities have the potential to improve the health of young people by providing instruction, programs, and services that promote enjoyable, lifelong physical activity. Schools are an efficient vehicle for providing physical activity instruction and programs because they reach most children and adolescents 49. Communities are essential because most physical activity among young people occurs outside the school setting. Schools and communities should coordinate their efforts to make the best use of their resources in promoting physical activity among young people 49. School personnel, students, families, community organizations, and businesses should collaborate to develop, implement, and evaluate physical activity instruction and programs for young people. One way to achieve this collaboration is to form a coalition. National, state, and local resources that might be useful in promoting physical activity among young people are available to schools and community groups Appendix A. Within the school, efforts to promote physical activity among students should be part of a coordinated, comprehensive school health program, which is "an integrated set of planned, sequential, and school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students. The program involves and is supportive of families and is determined by the local community based on community needs, resources, standards, and requirements. It is coordinated by a multidisciplinary team and accountable to the community for program

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quality and effectiveness" This coordinated program should include health education; physical education; health services; school counseling and social services; nutrition services; the psychosocial and biophysical environment; faculty and staff health promotion; and integrated efforts of schools, families, and communities These programs have the potential to improve both the health and the educational prospects of students 49, Some school health programs have implemented educational and environmental interventions to promote physical activity among students , Programs that seem to be most effective focus on social factors that influence physical activity e. Following this list, each recommendation is described in detail. Establish policies that promote enjoyable, lifelong physical activity among young people. Provide physical and social environments that encourage and enable safe and enjoyable physical activity. Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Implement health education curricula and instruction that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Provide extracurricular physical activity programs that meet the needs and interests of all students. Provide training for education, coaching, recreation, health-care, and other school and community personnel that imparts the knowledge and skills needed to effectively promote enjoyable, lifelong physical activity among young people. Assess physical activity patterns among young people, counsel them about physical activity, refer them to appropriate programs, and advocate for physical activity instruction and programs for young people. Provide a range of developmentally appropriate community sports and recreation programs that are attractive to all young people. Regularly evaluate school and community physical activity instruction, programs, and facilities. Policies provide formal and informal rules that guide schools and communities in planning, implementing, and evaluating physical activity programs for young people. School and community policies related to physical activity should comply with state and local laws and with recommendations and standards provided by national, state, and local agencies and organizations. These policies should be included in a written document that incorporates input from administrators, teachers, coaches, athletic trainers, parents, students, health-care providers, public health professionals, and other school and community personnel and should address the following requirements. Require comprehensive, daily physical education for students in kindergarten through grade 12. Daily physical education from kindergarten through 12th grade is recommended by the American Heart Association and the National Association for Sport and Physical Education and is also a national health objective for the year 2020. The minimum amount of physical education required for students is usually set by state law. Require comprehensive health education for students in kindergarten through grade 12. Comprehensive health education, which includes instruction on physical activity topics, can complement the instruction students receive in comprehensive physical education. Many educational organizations recommend that students receive planned and sequential health education from kindergarten through 12th grade , and such education is a national health objective for the year 2020. Administrators of public schools and parents of adolescents in public schools believe that these students should be taught more health information and skills. Require that adequate resources, including budget and facilities, be committed for physical activity instruction and programs. The National Association for Sport and Physical Education and the Joint Committee for National Health Education Standards note that adequate budget and facilities are necessary for physical education, health education, extracurricular physical activities, and community sports and recreation programs to be successful , However, these programs rarely have sufficient resources , Schools and communities should be vigilant in ensuring that physical education, health education, and physical activity programs have sufficient financial and facility resources to ensure safe participation by young people , Schools should have policies that ensure that teacher-to-student ratios in physical education are comparable to those in other subjects ,, and that physical education spaces and facilities are not usurped for other events. Schools should have policies requiring that physical education classes be scheduled so that students in each class are of similar physical maturity and grade level ,, Require the hiring of physical education specialists to teach physical

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education in kindergarten through grade 12, elementary school teachers trained to teach health education, health education specialists to teach health education in middle and senior high schools, and qualified people to direct school and community physical activity programs and to coach young people in sports and recreation programs. Planning, implementing, and evaluating physical activity instruction and programs require specially trained personnel ., Physical education specialists teach longer lessons, spend more time on developing skills, impart more knowledge, and provide more moderate and vigorous physical activity than do classroom teachers . Schools should have policies requiring that physical education specialists teach physical education in kindergarten through grade 12, elementary school teachers trained to teach health education do so in elementary schools, health education specialists teach health education in middle and senior high schools, and qualified people direct school and community physical activity programs and coach young people in sports and recreation programs ., Some states have established minimum standards for teachers. Some states have established minimum standards for athletic coaches. Coaches who work with beginning athletes should meet at least the Level I, if not Level II, coaching competencies identified by the National Association for Sport and Physical Education . Entry-level interscholastic coaches and master coaches should achieve at least Level III and Level IV coaching competencies, respectively . Require that physical activity instruction and programs meet the needs and interests of all students.

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Chapter 3 : Developmental Characteristics of Young Adolescents

Physical educators are key personnel to help young people achieve physical activity goals. As well as their teaching role they are well placed to encourage out of school physical activity, help students become independent participants and inform them about initiatives in the community (McKenzie et al.,).

High-quality physical education programs are characterized by 1 instruction by certified physical education teachers, 2 a minimum of minutes per week 30 minutes per day for children in elementary schools and minutes per week 45 minutes per day for students in middle and high schools, and 3 tangible standards for student achievement and for high school graduation. Students are more physically active on days on which they have physical education. Quality physical education has strong support from both parents and child health professional organizations. Several models and examples demonstrate that physical education scheduled during the school day is feasible on a daily basis. Substantial discrepancies exist in state mandates regarding the time allocated for physical education. Nearly half of school administrators 44 percent reported cutting significant time from physical education and recess to increase time spent in reading and mathematics since passage of the No Child Left Behind Act. Standardized national-level data on the provision of and participation, performance, and extent of engagement in vigorous- or moderate-intensity physical activity are insufficient to allow assessment of the current status and trends in physical education in the United States. Systematic research is needed on personal, curricular, and policy barriers to successful physical education. The long-term impact of physical education has been understudied and should be a research priority to support the development of evidence-based policies. Physical education is a formal content area of study in schools that is standards based and encompasses assessment based on standards and benchmarks. It is an avenue for engaging in developmentally appropriate physical activities designed for children to develop their fitness, gross motor skills, and health Sallis et al. This chapter 1 provides a perspective on physical education in the context of schooling; 2 elaborates on the importance of physical education to child development; 3 describes the consensus on the characteristics of quality physical education programs; 4 reviews current national, state, and local education policies that affect the quality of physical education; and 5 examines barriers to quality physical education and solutions for overcoming them. Its role in human health was quickly recognized. By the turn of the 20th century, personal hygiene and exercise for bodily health were incorporated in the physical education curriculum as the major learning outcomes for students Weston, The exclusive focus on health, however, was criticized by educator Thomas Wood ; Wood and Cassidy, as too narrow and detrimental to the development of the whole child. During the past 15 years, physical education has once again evolved to connect body movement to its consequences e. This perspective is also emphasized by Siedentop , who states that physical education is education through the physical. Sallis and McKenzie stress two main goals of physical education: These goals represent the lifelong benefits of health-enhancing physical education that enable children and adolescents to become active adults throughout their lives. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children NASPE, To understand physical education as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Physical education is influenced by this system, which leads to great diversity in policies and curricula. These expanded waiver and substitution policies discussed in greater detail later in the chapter increase the possibility that

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students will opt out of physical education for nonmedical reasons. Curriculum Models Given that curricula are determined at the local level in the United States, encompassing national standards, state standards, and state-adopted textbooks that meet and are aligned with the standards, physical education is taught in many different forms and structures. Various curriculum models are used in instruction, including movement education, sport education, and fitness education. In terms of engagement in physical activity, two perspectives are apparent. First, programs in which fitness education curricula are adopted are effective at increasing in-class physical activity Lonsdale et al. A paucity of nationally representative data is available with which to demonstrate the relationship between the actual level of physical activity in which students are engaged and the curriculum models adopted by their schools. Movement Education Movement has been a cornerstone of physical education since the s. Exemplary works and curriculum descriptions include those by Laban himself Laban, and others e. Over time, however, the approach shifted from concern with the inner attitude of the mover to a focus on the function and application of each movement Abels and Bridges, In the s, the intent of movement education was to apply four movement concepts to the three domains of learning i. The four concepts were body representing the instrument of the action ; space where the body is moving ; effort the quality with which the movement is executed ; and relationships the connections that occur as the body movesâ€”with objects, people, and the environment; Stevens-Smith, These standards emphasize the need for children to know basic movement concepts and be able to perform basic movement patterns. It is imperative for physical educators to foster motor success and to provide children with a basic skill set that builds their movement repertoire, thus allowing them to engage in various forms of games, sports, and other physical activities see also Chapter 3. Sport Education One prevalent physical education model is the sport education curriculum designed by Daryl Siedentop Siedentop, ; Siedentop et al. The model entails a unique instructional structure featuring sport seasons that are used as the basis for planning and teaching instructional units. Students are organized into sport organizations teams and play multiple roles as team managers, coaches, captains, players, referees, statisticians, public relations staff, and others to mimic a professional sports organization. Depending on the developmental level of students, the games are simplified or modified to encourage maximum participation. In competition, students play the roles noted above in addition to the role of players. A sport education unit thus is much longer than a conventional physical education unit. Siedentop and colleagues recommend 20 lessons per unit, so that all important curricular components of the model can be implemented. Findings from research on the sport education model have been reviewed twice. In a more recent review, Hastie and colleagues report on emerging evidence suggesting that the model leads to improvement in cardiorespiratory fitness only one study and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in physical education, increased sense of affiliation with the team and physical education, and positive development of fair-play values. The only study on in-class physical activity using the model showed that it contributed to only Hastie and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi-experimental design, the findings must be interpreted with extreme caution. Fitness Education Instead of focusing exclusively on having children move constantly to log activity time, a new curricular approach emphasizes teaching them the science behind why they need to be physically active in their lives. The curriculum is designed so that the children are engaged in physical activities that demonstrate relevant scientific knowledge. The goal is the development and maintenance of individual student fitness. The conceptual framework for the model is designed around the health-related components of cardiorespiratory fitness, muscular strength and endurance, and flexibility. A recent meta-analysis Lonsdale et al. Several concept-based fitness education curriculum models exist for both the middle school and senior high school levels. They include Fitness for Life: Middle School Corbin et al. Stokes and Schultz, ; Personal Fitness: Activities in the curriculum are designed for health benefits, and the ultimate goal for the student is to develop a commitment to regular exercise and physical activity. It is assumed that all children can achieve a health-enhancing level of fitness through regular engagement in vigorous- or moderate-intensity physical activity. Randomized controlled studies on the impact

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of a science-based fitness curriculum in 15 elementary schools showed that, although the curriculum allocated substantial lesson time to learning cognitive knowledge, the students were more motivated to engage in physical activities than students in the 15 control schools experiencing traditional physical education Chen et al. Longitudinal data from the study reveal continued knowledge growth in the children that strengthened their understanding of the science behind exercise and active living Sun et al. It is suggested that through this proposed comprehensive framework, fitness education be incorporated into the existing physical education curriculum and embedded in the content taught in all instructional units. The entire framework, highlighted in Box , can be viewed at <http://> Demonstrate competency in techniques needed to perform a variety of moderate to vigorous physical activities. Technique in developing cardiovascular fitness. Accordingly, fitness education in school physical education programs is being enhanced through the incorporation of active video games, also known as exergaming. These active games have been incorporated into school wellness centers as high-tech methods of increasing student fitness levels to supplement the traditional modes for attaining vigorous- or moderate-intensity physical activity Greenberg and Stokes, Mean metabolic equivalent MET values for each game were comparable to or higher than those measured for walking on a treadmill at 3 miles per hour. Graf and colleagues , studying boys and girls aged , found that both Wii boxing and DDR level 2 elicited energy expenditure, heart rate, perceived exertion, and ventilatory responses that were comparable to or greater than those elicited by moderate-intensity walking on a treadmill. Similar results were found by Lanningham-Foster and colleagues among 22 children aged and adults in that energy expenditure for both groups increased significantly when playing Wii over that expended during all sedentary activities. Staiano and colleagues explored factors that motivated overweight and obese African American high school students to play Wii during school-based physical activity opportunities. Mellecker and McManus determined that energy expenditure and heart rate were greater during times of active play than in seated play. Fawcner and colleagues studied 20 high school-age girls and found that dance simulation games provided an opportunity for most subjects to achieve a moderate-intensity level of physical activity. The authors conclude that regular use of the games aids in promoting health through physical activity. Haddock and colleagues conducted ergometer tests with children aged and found increased oxygen consumption and energy expenditure above baseline determinations. Maddison and colleagues , studying children aged , found that active video game playing led to significant increases in energy expenditure, heart rate, and activity counts in comparison with baseline values. They conclude that playing these games for short time periods is comparable to light- to moderate-intensity conventional modes of exercise, including walking, skipping, and jogging. Additionally, Sit and colleagues , studying the effects of active gaming among year-old children in Hong Kong, found the children to be significantly more physically active while playing interactive games compared with screen-based games. Exergaming appears to increase acute physical activity among users and is being used in school settings because it is appealing to students. Further, results of studies conducted in nonlaboratory and nonschool settings have been mixed Baranowski et al. Moreover, any physical activity changes that do occur may not be sufficient to stimulate physiologic changes. For example, White and colleagues examined the effects of Nintendo Wii on physiologic changes. Although energy expenditure was raised above resting values during active gaming, the rise was not significant enough to qualify as part of the daily 60 minutes or more of vigorous-or moderate-intensity exercise recommended for children. While collecting data on the effects of Nintendo Wii on year-olds in New Zealand, White and colleagues found that active video games generated higher energy expenditure than both resting and inactive screen watching. Therefore, it may be helpful in reducing the amount of sedentary behavior, but it should not be used as a replacement for more conventional modes of physical activity. Sun found that active gaming can increase student motivation to engage in physical activity, but the motivation may decrease as a result of prolonged exposure to the same games. This study also found that exergaming lessons provided less physical activity for children than regular conventional physical education. For inactive children, however, the exergaming environment is conducive to more active participation in the game-based physical activities than in conventional physical education Fogel et al. Finally,

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Sheehan and Katz found that among school-age children the use of active gaming added to postural stability, an important component of motor skills development. From the research cited above, as well as ongoing research being conducted by the Health Games Research Project funded by the Robert Wood Johnson Foundation, active gaming is promising as a means of providing young children an opportunity to become more physically active and helping them meet the recommended 60 or more minutes of vigorous- or moderate-intensity physical activity per day. Different types of games may influence energy expenditure differentially, and some may serve solely as motivation. Selected games also appear to hold greater promise for increasing energy expenditure, while others invite youth to be physically active through motivational engagement. The dynamic and evolving field of active gaming is a promising area for future research as more opportunities arise to become physically active throughout the school environment. Other Innovative Programs While several evidence-based physical education programs—such as the Coordinated Approach to Child Health CATCH and Sports, Play, and Active Recreation for Kids SPARK—are being implemented in schools, many innovative programs also have been implemented nationwide that are motivating and contribute to skills attainment while engaging youth in activities that are fun and fitness oriented. These programs include water sports, involving sailing, kayaking, swimming, canoeing, and paddle boarding; adventure activities such as Project Adventure; winter sports, such as snow skiing and snowshoeing; and extreme sports, such as in-line skating, skateboarding, and cycling. Differences Among Elementary, Middle, and High Schools Instructional opportunities vary within and among school levels as a result of discrepancies in state policy mandates. Although the time to be devoted to physical education e. With respect to content, in both elementary and secondary schools, physical activity is an assumed rather than an intended outcome except in the fitness education model.

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Chapter 4 : Interdisciplinary Movement Sciences Lab | School of Medicine | University of Colorado Denver

The purpose of this editorial is to investigate the claims that team sports are not lifetime activities and that high school students are not interested in team sports. When a new perspective, such as the physical activity movement, gains noticeable traction among professionals in the field.

Micki Caskey, Vincent A. Early adolescence is a distinct period of human growth and development situated between childhood and adolescence. During this remarkable stage of the life cycle, young adolescents, to year-olds, experience rapid and significant developmental change. Understanding and responding to the unique developmental characteristics of young adolescents is central among the tenets of middle level education. Tenets of This We Believe addressed: Educators who value working with this age group and are prepared to do so Curriculum that is relevant, challenging, integrative, and exploratory Organizational structures that support meaningful relationships and learning During the 20th century, early adolescence gained acceptance as a distinctive period of development. Stanley Hall , American psychologist, identified early adolescence i. Other notable psychologists and theorists Flavell, ; Havighurst, ; Piaget, , advanced the credibility of early adolescence and developmental stage theory. Research suggests distinctive characteristics of young adolescents with regard to their physical, cognitive, moral, psychological, and social-emotional development, as well as spiritual development Scales, While examining these developmental characteristics of young adolescents, two cautions warrant consideration. First, developmental characteristics are overlapping and interrelated; each affects another characteristic. These categorizations vary and are relatively arbitrary Scales, Many factorsâ€”race, ethnicity, gender, culture, family, community, environment and the likeâ€”influence development. Cognizant of these cautions, a summary of developmental characteristics follows. Physical Developmental Characteristics Physical development refers to bodily changes including growth, improved gross and fine motor skills, and biological maturity. In early adolescence, the young adolescent body undergoes more developmental change than at any other time except from birth to two years old. Because bones are growing faster than muscles, young adolescents often experience coordination issues. The onset of puberty is an intense developmental period with hormones signaling the development of primary sex characteristics genitalia and secondary sex characteristics e. Girls tend to mature one to two years earlier than boys Caissy, The increased adrenal hormone production affects skeletal growth, hair production, and skin changes Dahl, The young adolescent brain undergoes remarkable physical development. The prefrontal cortexâ€”an area of the brain that handles executive functions such as planning, reasoning, anticipating consequences, sustaining attention, and making decisionsâ€”continues to develop. Adults can provide accurate information, respond to questions, and encourage young adolescents to consult credible resources Scales, Schools can support physical development by offering responsive educational opportunities for young adolescents. Schools also need to provide a programs that encourage adequate exercise and healthy lifestyles, b access to plenty of water and nutritious food during the school day, c appropriate instruction concerning the risks of alcohol and drug use, teenage pregnancy, and sexually transmitted diseases. When young adolescents avoid physical activity due to concerns about body image Milgram, , teachers can incorporate movement in classroom activities, minimize peer competition, and interrupt comparisons between early and late maturing youth. Intellectual Development Intellectual development refers to the increased ability of people to understand and reason. In young adolescents, intellectual development is not as visible as physical development, but it is just as intense Stevenson, ; Strahan et al. Typically, young adolescents are eager to learn about topics they find interesting and usefulâ€”ones that are personally relevant Brighton, During early adolescence, youth develop the capacity for abstract thought processes Elkind, ; Flavell, ; Piaget, , though the transition to higher levels of cognitive function varies considerably across individuals. Young adolescents typically progress from concrete logical operations to acquiring the ability to develop and test hypotheses, analyze and synthesize data, grapple with complex concepts, and think reflectively Manning, Similarly, they

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are increasingly able to think through ideological topics, argue a position, and challenge adult directives Brighton, ; Stevenson, Additionally, they appreciate more sophisticated levels of humor Stevenson, To make sense of the world around them, young adolescents, as learners, build upon their individual experiences and prior knowledge Piaget, Intellectually, young adolescents seek opportunities to explore the varied facets of their environment Brighton, They also tend to be inquisitive about adults and are often keen observers of adult behavior Scales, Implications for Practice Teachers need to consider the intellectual developmental differences of young adolescents when planning learning experiences. In addition, young adolescents need teachers who understand and know how they think Stevenson, To foster intellectual development, these youth need to interact directly with their worldâ€”through discourse and hands-on experience with peers and adults Stevenson, Similarly, young adolescents need to learn and engage in democratic principles Brighton, Teachers can also provide forums for them to examine the reasons for school, home, and societal rules. As adult role models, teachers can guide young adolescents to connect intellectual thought and moral reasoning. During early adolescence, many of the attitudes, beliefs, and values that young adolescents develop remain with them for life Brighton, They move away from blanket acceptance of adult moral judgment to the development of their own personal values; however, they usually embrace the values of parents or key adults Scales, As noted, the increased capacity of young adolescents for analytical thought, reflection, and introspection characterizes the connection between their intellectual and moral development. As they progress into the interpersonal conformity stage of moral development Kohlberg, , young adolescents begin to reconcile their understanding of people who care about them with their own egocentricity Roney, They transition from a self-centered perspective to considering the rights and feelings of others Scales, Gender affects how adolescents approach moral dilemmasâ€”males view moral issues through a justice lens and females use an interpersonal care lens Gilligan, They also begin to view moral issues in shades of gray rather than only in black and white. While young adolescents start to consider complex moral and ethical questions, they tend to be unprepared to cope with them. They can organize instructional experiences that foster critical thinking skills and higher levels of moral reasoning. For example, teachers plan assignments that help students to incorporate their thoughts and feelings in writing Scales, Teachers can engage young adolescents with activities that require consensus building and application of democratic principles; teacher advisory programs and service learning can foster teamwork and build community Brighton, In addition, teachers can design experiences for students to examine moral dilemmas and contemplate responses Scales, Further, teachers can develop scenarios that prompt young adolescents to examine concepts of fairness, justice, and equity. School programs or curricula can include a focus on societal issues such as the environment, poverty, or racial discrimination. Acknowledged as a legitimate domain of human development, spiritual development is rarely referenced in education. Understandably, concerns about the separation of church and state and First Amendment rights prompts educators to avoid this aspect of human development Brighton, Nevertheless, the exclusion of spiritual domain limits the prospect of developmentally responsive education Lingley, Acceptance of the spiritual domain in middle level education is important. Young adolescents often want to explore spiritual matters, develop connections between self and others, and gain a sense of themselves and the world Scales, Implications for practice will depend on commitments to educating the whole child. Psychological Development During early adolescence, psychological development is characterized by identity formation and the quest for independence. Young adolescents experience two stages of identity formation: Identity development depends on the degree of exploration and commitment to an identity see Marcia, They may experience an increased awareness of their ethnic identity as well Scales, As young adolescents expand their affiliations to include family and peers, feelings of conflict may arise due to competing allegiances Wiles et al. The search for identity and self-discovery may intensify feelings of vulnerability, as they become attuned to the differences between self and others Scales, Typically, early adolescence is intense and unpredictable Scales, They are often self-conscious and highly sensitive to criticism of their perceived personal shortcomings Scales, Emotionally-charged situations may trigger young adolescents to resort to childish

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behaviors, exaggerate simple events, and vocalize naive opinions or one-sided arguments. Their emotional variability makes young adolescents at risk of making decisions with negative consequences Milgram, and believing that their experiences, feelings, and problems are unique Scales, Young adolescents need frequent opportunities to explore and experiment with various roles and experiences within the classroom context. Teachers can provide educative experiences such as role-playing, drama, and reading that foster identity formation. In addition, teachers can incorporate opportunities for student choice and self-assessment. Likewise, teachers can acknowledge the importance of friendships and explain that shifting peer allegiances are normal Scales, To foster successful experiences for every young adolescent, schools need to provide organizational structures such as teaming and advisory programs. These structures help to ensure that every young adolescent is known well by at least one adult and has regular occasions to experience positive relationships with peers. Young adolescents need opportunities to form relationships with adults who understand them and who are willing to support their development. Young adolescents deserve school environments that are free from harsh criticism, humiliation, and sarcasm. In early adolescence, social-emotional maturity often lags behind physical and intellectual development. Young adolescents have a strong need to belong to a groupâ€”with peer approval becoming more important and adult approval decreasing in importance Scales, As young adolescents mature socially and emotionally, they may experience conflicting loyalties to peer group and family Wiles et al. Young adolescents often experiment with new behaviors as they seek social position and personal identity Scales, They are also torn between their desire to conform to the peer group norms and their aspiration to be distinctive and independent Brighton, Young adolescents experience a variety of peer associationsâ€”positive and negative. During early adolescence, youth typically widen their circle of friends Brighton, and may experience feelings of romantic or sexual attraction Scales, Issues of sexual orientation and identity can also arise at this time Brighton, Negative peer associations, particularly bullying, also become more prevalent in the middle school years. Young adolescents tend to emulate their esteemed peers and non-parent adults. Young adolescents may be rebellious toward their parents and adults, yet tend to depend on them Scales, Young adolescents also frequently test the limits of acceptable behavior and challenge adult authority. They may overreact to social situations, ridicule others, and feel embarrassment Scales, Teachers can design cooperative learning activities and collaborative experiences for young adolescents to interact productively with peers Scales, Schools play a key role in providing young adolescents with educative programs that promote freedom and independence within a safe space. School districts need to support programs that interrupt negative peer interactions, particularly bullying, that impedes the healthy development of youth. Practitioners, parents, and others who work with young adolescents need to be aware of both subtle and obvious changes in developmental characteristics. Such changes can give adults insights into the challenges facing young adolescents and illuminate possible reasons for shifts in their abilities and behaviors. The middle school founders e.

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Chapter 5 : Philosophy of Education (Stanford Encyclopedia of Philosophy)

"Physical education is the study, practice, and appreciation of the art and science of human movement" (Harrison, Blakemore, and Buck, p. 15). While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional.

There are many different educational philosophies throughout the world, all of which are designed to promote academic and social growth in children. Some of the most child-centered educational philosophies have their origins in the theories of child development specialists and psychologists who believe that young children learn best through play and self-discovery. These four methods all approach early learning from a developmental perspective, and stress the importance of play and self-directed exploration. There are also several differences in the philosophies and environments of the four different methods. In , Froebel created a program based on principles of early childhood specialists which became the foundation for kindergartens everywhere, as well as several educational philosophies which are the basis of many preschool and early education methods today. Froebel asserted that young children could learn best in atmospheres that provided a stimulating and prepared environment where they could explore and learn from their own perspectives. Key Features of Froebel Schooling Methods Froebel education stresses that parents are the first educators for children, and that there should be close links between home and school. The main goal of a Froebel education is to teach the whole child in all developmental areas: There are four main components of the Froebel Method: The Froebel Philosophy stresses that: Froebel education believes that play is purposeful and not idle, and that meaning is created through hands-on play activities. Another key component of a Froebel classroom is the use of the materials referred to as the Froebel Gifts and Occupations. The Froebel gifts are a series of sets specially designed materials, which provide hands-on explorations of solids, surfaces, lines, rings and points. Children use these materials to explore principles of movement, math, and construction. The Occupations are a set of activities designed to provide further hands-on explorations and practice with skills like clay work, wood work, lacing, weaving, drawing, and cutting. Again, these materials are designed to allow children uninterrupted periods of play where they construct their own meaning of how things work. Strengths of the Froebel Method There are many strengths to the Froebel method. One of the main strengths for students who attend a Froebel School is that they learn to see problems from many angles and to solve them independently. As they work with materials, they gain perseverance as they attempt to figure out how to manipulate them to create the output they want. The Froebel method also works well to encourage independence in students. Since they are used to solving problems that arise during their play, they feel confident in their ability to handle issues as they arise. The Froebel classroom develops fine motor skills in students, which aids them with later learning and activities, such as writing and advanced art skills. Criticisms of Froebel Education Critics of the Froebel education believed that the structure of the program was too rigid. More progressive educators modified the original program into the kindergarten that we know today, which includes more free and imaginative play. In addition to the Froebel gifts, other unstructured materials were added such as doll houses and large blocks where children could experience more free-play and social interaction. There are also those who believe that there is too much focus on fine motor skills, and that more language, writing and reading would benefit students. Many think that the focus on the gifts and occupations should be supplemented with more academic types of activities, reading and writing specifically, so that children who are developmentally ready for these types of activities will have the opportunity available to them. Montessori began to develop her methods after attending pedagogy courses in Rome, and carefully observing children beginning at birth. In , Montessori founded the Association Montessori Internationale to support international growth of Montessori methods and teacher education. Montessori schools are based on the belief that children are naturally eager learners who can create meaning in a carefully prepared and supportive environment. Key Features of the Montessori Method The Montessori approach is a child-centered one that operates on several defining

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principles. The goal of a Montessori classroom is to develop the whole child, which includes physical, social, emotional and cognitive abilities. Hallmarks of Montessori include: Children of mixed ages work together in classrooms. Younger students observe older ones, which helps to prepare them for upcoming and more challenging materials. Older students serve as mentors and guides for those who are younger. The Montessori approach operates on the belief that children learn best when they possess background knowledge about a subject. Focus on Sensitive, or Critical, Periods: Montessori believed that there are certain times when children could best obtain certain skills. The physical environment of a Montessori classroom is designed with children in mind. All furniture is appropriately sized, and materials are placed to be accessible by the children in the room. The environment is prepared with developmentally appropriate materials designed to stimulate multiple senses and stimulate learning. Self-correcting materials are available so that students may work on them independently. These materials can be cross-curricular, including blocks, letters, and other types of manipulatives. Respect for all life forms is stressed, along with focus on inner-peace, peaceful interactions, social justice and community service. The Montessori classroom is home to many specially designed materials and manipulatives that are appealing to children and are designed to teach one skill at a time. These materials are designed so that they can have multiple uses and grow with the child. The materials are designed to invite interaction and activity, and use a hands-on approach to make abstract concepts, such as base 10 math, more concrete. Key Strengths of the Montessori Approach Children are prepared for the real world, where they work side by side with people of all ages and dispositions. They also develop self-discipline, independence and analytical thinking. All materials in a Montessori classroom have a proper place, and it is the responsibility of each student to properly store their materials when they are done to maintain order, which is very important to this philosophy. Students who learn under the Montessori Method develop a true understanding of their work, instead of just rote memorization. They develop a true life-long love for learning. This is a method that focuses on personal growth and development, and has been shown to foster maturity and creativity in students. Lessons fall into three main categories: Criticisms of Montessori Schooling Critics of the Montessori Method refer to the cost of maintaining a program. Since the approach uses sanctioned furniture and materials, the costs can be rather high. The program relies on high quality expensive materials and furniture which is expensive. In theory, this should encourage children to share, but critics state that it often creates a competition between students and that older students often win out over the younger ones. Many parents send their children to Montessori programs for preschool and first grade, but then move them into traditional elementary schools. The director of this movement was Loris Malaguzzi, who studied the works of many pedagogists and child-development specialists and used their theories to create an atmosphere that he felt would best support and encourage early childhood development. These educators and parents founded their approach on the basis of respect, responsibility and community through an atmosphere of exploration and discovery. Key Features of Reggio Schooling The Reggio philosophy is based on natural child development as researched and described by many child psychologists and researchers. The key features of the program include the ideas that: Children learn best through a multi-sensory approach: Reggio classrooms contain experiences that appeal to all senses. Children will be touching, seeing, hearing, moving, speaking and listening. Children should have some control over their own learning: Reggio classrooms are about children making their own meaning through exploration and discovery. Children are seen as co-constructors of knowledge, instead of being viewed as targets of instruction. They participate in many different projects where they can observe, hypothesize, question and clarify to create understanding. Children must have many ways to express themselves: Children in Reggio schools gain deep understanding of the materials in their classrooms and the world around them. They look at materials from a variety of ways, and participate in long term projects designed to let them view a subject from many angles. Both relationships with other children and with adults are imperative in the Reggio Emilia classroom. Children are expected to work together in communities to collaborate with each other. Children need to have relationships with the materials they are to explore: The physical environment of a Reggio classroom is highly important and designed to be aesthetically pleasing as

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well as engaging. The environment is considered to be the third teacher in a Reggio setting. Children are encouraged to display their understanding through a variety of means. Key Strengths of the Reggio Schooling Method Most people agree that the main strength of the Reggio method is the ability to use the environment as a teacher. Other strengths are the mix of long- and short term projects which provide students with deep understanding of the subject matter. Another strength is the documentation that Reggio teachers collect about their students. This is where the idea of a portfolio of student work was originated. In the Reggio method, teachers are seen as researchers. Flowcharts are very important in these classrooms to document what has occurred, and for future considerations. Criticisms of Reggio Emilia Schooling The Reggio method had been called one of the best approaches in the world by many different news magazines and researchers, but it is not without its critics. The main criticism of the Reggio approach is that it is not a formal model, with defined methods, and teacher certification. Without teacher certification it is sometimes difficult for teachers to truly know how to implement this model, and classrooms can sometimes be chaotic. Waldorf Steiner Method The Waldorf Steiner method is another approach that is based on an understanding of child development. It was originated by Rudolf Steiner in Germany, and his first school opened in This method was modeled strongly on the work of the Jean Piaget, who believed that young children learn best through play and that childhood is divided into three stages. Steiner believed that people actually have twelve senses, the traditional five plus thought, language, balance, movement, warmth, life and individuality. Imagination is at the heart of learning: Waldorf classrooms include a great deal of storytelling, fantasy, make-believe play, art, drama and crafts. One of the toys in a Waldorf classroom is an old-fashioned, faceless doll. It is believed that this stimulates creative thinking and imagination in children. Life-skills are imperative to a complete education: Children in Waldorf classrooms are taught things like wood carving, sewing, gardening, and sculpting.

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Chapter 6 : Kinesiology - Wikipedia

right to physical education and sport can become a reality for all human beings, Stressing the importance for peace and friendship among peoples of co-operation between the international governmental and non-governmental organizations.

It is a system of philosophy which believes that what is real is the idea of the object which is at the conscious level of our mind and not the object that we see which is a mere shadow of that idea. According to Idealism man is being spritual is a supreme creation of God. They believe that man has spirit or mind and through this spirit or mind he controls the environment. Although the man is supreme creation of God and he can create values, yet he cannot find knowledge of ulimate reality from anyone, elsewhere except God, not possible through the methods of observation, experimentation,reasoning,etc. Idealists believes in three spritual values, they are the Truth, the Beauty and the Goodness. The Truth is an intellectual value, the beauty is an aesthetic value and the good is a moral values. For Plato these three values are identical to each other. Things that are abstract super natural or out of human mind are not the facts. Idealists believe that ideas are the only true reality. It is not that all idealists reject matter the material world , but rather they hold that the material world is characterized by change, instability and uncertainty. While some ideas are enduring. Thus idealism might be more correct descriptive term for this philosophy. Idealism believes that what is real is the idea of the object which is at the conscious level of our mind and not the object that we see which is a mere shadow of that idea. Material or physical world is not complete expression of reality. To him the physical world is the manifestation of some great spirit behind it. Shahid, Idealism believes in refined wisdom. It believes that truth is in the consistency of ideas and that goodness is an ideal state to strive to attain. As a result, schools exist to sharpen the mind and intellectual processes. Students are taught the wisdom of past heroes. Realism believes in the world as it is. It is based on the view that reality is what we observe. It believes that truth is what we sense and observe and that goodness is found in the order of the laws of nature. Realistic believe that the fact is something that is made an image in the human mind Shahid, As a result, schools exist to reveal the order of the world and universe. Students are taught factual information. Realism is the classical philosophy of education. Like other aspects of life the Realism also searches in education for the fact and reality in education. Realism discusses the three basic questions of philosophy that is: Realistic educators say that knowledge is that what is good. The fact is in the supernatural. The physical world is just an image of the reality. Reality is that what is never changing permanent. So if it is like that then there should be uniform education in everywhere. Realistic philosophy says that they have a treasury of literature in their literature that is a good source of knowledge. One has to get knowledge from this treasury of literature. Aristotle is known as the father of the realistic approach. Comparison of idealism and realism in Education Comparatively idealism and realism both are classic but two different doctrines of education. The teacher in the idealistic approach is autocratic who has more knowledge and pedagogical strength then the pupil. On the other hand the idealism has fully stressed upon the objects and their ideas on the human mind. The student learns by the discussion. While Realists place enormous emphasis upon critical reason aided by observation and experimentation. Realists support the lecture method and other formal ways of teaching. The teacher lectures and the learner has a role of passive and obedient listener. The learning experiences or content in the idealism is chosen situational regarding the need of the learner where in the idealism these learning experiences are chosen from the literature that have been written by the great philosophers in the past. The learner in the realistic approach is a passive factor that has to follow the teacher what ever the teacher says. He is a hardworking pupil. The same in idealism but here the learner is comparatively more active then that of the realism. The pupil can take participation in the discussion and debates. Reference list Shahid, M. Retrived on from:

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Chapter 7 : Comparison of opinion among physical educators to selected purposes of human movement

In recent years, there has been an increase in the popularity of high-intensity exercise programs and physical activities such as CrossFit, Spartan races, and P90X. This article discusses whether such activities have a place in middle and high school physical education, and how they could be safely.

Advanced Search Abstract The purpose of this study was to assess physical activity levels during high school physical education lessons. The data were considered in relation to recommended levels of physical activity to ascertain whether or not physical education can be effective in helping young people meet health-related goals. Sixty-two boys and 60 girls aged 11–14 years wore heart rate telemeters during physical education lessons. Percentages of lesson time spent in moderate-and-vigorous MVPA and vigorous intensity physical activity VPA were recorded for each student. This equated to Boys participated in MVPA for High-ability students were more active than the average- and low-ability students. Students participated in most MVPA during team games

Introduction Regular physical activity participation throughout childhood provides immediate health benefits, by positively effecting body composition and musculo-skeletal development Malina and Bouchard, , and reducing the presence of coronary heart disease risk factors Gutin et al. In recognition of these health benefits, physical activity guidelines for children and youth have been developed by the Health Education Authority [now Health Development Agency HDA] Biddle et al. A secondary recommendation is that children take part in activities that help develop and maintain musculo-skeletal health, on at least two occasions per week Biddle et al. This target may be addressed through weight-bearing activities that focus on developing muscular strength, endurance and flexibility, and bone health. School physical education PE provides a context for regular and structured physical activity participation. The extent to which this rationale is accurate is arguable Koslow, ; Michaud and Andres, and has seldom been tested. However, there would appear to be some truth in the supposition because PE is commonly highlighted as a significant contributor to help young people achieve their daily volume of physical activity Biddle et al. These include three PE-associated objectives, two of which relate to increasing the number of schools providing and students participating in daily PE classes. However, research evidence suggests that this criterion is somewhat ambitious and, as a consequence, is rarely achieved during regular PE lessons Stratton, ; US Department of Health and Human Services, ; Levin et al. The potential difficulties of achieving such a target are associated with the diverse aims of PE. These aims are commonly accepted by physical educators throughout the world International Council of Sport Science and Physical Education, , although their interpretation, emphasis and evaluation may differ between countries. However, to achieve this, these aspects should be delivered within a curriculum which provides a diverse range of physical activity experiences so students can make informed decisions about which ones they enjoy and feel competent at. However, evidence suggests that team sports dominate English PE curricula, yet bear limited relation to the activities that young people participate in, out of school and after compulsory education Sport England, ; Fairclough et al. In order to promote life-long physical activity a broader base of PE activities needs to be offered to reinforce the fact that it is not necessary for young people to be talented sportspeople to be active and healthy. While motor, cognitive, social, spiritual, cultural and moral development are valid areas of learning, they can be inconsistent with maximizing participation in health-enhancing physical activity [i. PE goal number 1 Simons-Morton,]. Moreover, it is possible that the lack of policy, curriculum development or teacher expertise in this area contributes to the considerable variation in physical activity levels during PE Stratton, a. However, objective research evidence suggests that this is mainly due to differences in pedagogical variables [i. Borys, ; Stratton, a]. Furthermore, PE activity participation may be influenced by inter-individual factors. For example, activity has been reported to be lower among students with greater body mass and body fat Brooke et al. In addition, highly skilled students are generally more active than their lesser skilled peers Li and Dunham, ; Stratton, b and boys tend to engage in more PE activity than girls Stratton, b ; McKenzie et al. Such inter-individual factors are likely to

have significant implications for pedagogical practice and therefore warrant further investigation. The data were considered in relation to recommended levels of physical activity Biddle et al. Specific attention was paid to differences between sex and ability groups, as well as during different PE activities. Method Subjects and settings One hundred and twenty-two students 62 boys and 60 girls from five state high schools in Merseyside, England participated in this study. Three students per class were randomly selected to take part. Written informed consent was completed prior to the study commencing. The schools taught the statutory programmes of study detailed in the NCPE, which is organized into six activity areas i. The students attended two weekly PE classes in mixed ability, single-sex groups. Girls and boys were taught by male and female specialist physical educators, respectively. The students were fitted with the HR telemeters while changing into their PE uniforms. HR was recorded once every 5 s for the duration of the lessons. Telemeters were set to record when the teachers officially began the lessons, and stopped at the end of lessons. At the end of the lessons the telemeters were removed and data were downloaded for analyses. Resting HRs were obtained on non-PE days while the students lay in a supine position for a period of 10 min. The lowest mean value obtained over 1 min represented resting HR. Students achieved maximum HR values following completion of the Balke treadmill test to assess cardiorespiratory fitness Rowland, HRR accounts for age and gender HR differences, and is recommended when using HR to assess physical activity in children Stratton, a. This threshold represents the intensity that may stimulate improvements in cardiorespiratory fitness Morrow and Freedson, and was used to indicate the proportion of lesson time that students were active at this higher level. Design Sixty-six lessons were monitored over a week period, covering a variety of group and individual activities Table I. In order to allow statistically meaningful comparisons between different types of activities, students were classified as participants in activities that shared similar characteristics. These were, team games [i. The intention was to monitor equal numbers of students during lessons in each of the four designated PE activity categories. However, timetable constraints and student absence meant that true equity was not possible, and so the number of boys and girls monitored in the different activities was unequal. Number and type of monitored PE lessons PE activity category.

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Chapter 8 : Child-centered teaching methods enhance early childhood physical education

Physical education is a formal content area of study in schools that is standards based and encompasses assessment based on standards and benchmarks. It is defined in Chapter 1 as "a planned sequential K standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors of healthy active living, physical fitness, sportsmanship, self-efficacy.

The Applied Anatomy Lab is approximately sq. The Applied Anatomy Lab also supports interdisciplinary research using human cadaver tissues for the purposes of advancing our knowledge of joint structure and function. Past research projects in this laboratory have examined alterations in knee biomechanics following ACL sectioning; as well as, changes in ankle and subtalar joint function following the application of braces, manual therapy, and ligament sectioning. For further information please contact Dr. Ryan McCann at rmccann@odu.edu. Located in Innovation Research Park building II, this research area covers approximately 3, square feet and is outfitted with state-of-the-art equipment for measuring various aspects of movement, including: Using this knowledge we design and assess rehabilitation based on innovations such as virtual reality. Of special interest are the causes and treatment of falls. Steven Morrison at smorriso@odu.edu. The Clinical Outcomes Research Laboratory is approximately sq. The majority of research projects conducted in this laboratory focus on understanding sensorimotor compromise following lower extremity injury and advancing the clinical evaluation and rehabilitation strategies for these injuries. Several research projects conducted in this laboratory utilize the following pieces of equipment: Bonnie Van Lunen at bvanlun@odu.edu. Research Areas Balance and Falls Falling in older adulthood can lead to significant injuries that can cascade into further health problems. Unfortunately, the risk of falling also increases with age, and with the development of many different diseases. Research in our school seeks to better understand balance and falls with aging and disease e. Relation between risk of falling and postural sway complexity in diabetes. Gait and Posture, ; Mobility, balance and falls in persons with multiple sclerosis. Balance training reduces falls risk in older individuals with type 2 diabetes. Diabetes Care, ; 33 4: Educational Outcomes and Competency Advancing the outcomes related to educational competency development and implementation for students currently enrolled in AT and PT programs is pivotal for advancement in each respective field. Understanding effective methods to provide continuing education to practicing clinicians is also critical for professional advancement and provides unique challenges for educators. These areas are particularly concerning for developing competency in evidence-based practice in all clinicians and health professions. Several research projects in our School are dedicated specifically to educational competency development and implementation in the area of evidence-based practice. Other areas of educational research are related to understanding the role of preceptors and clinical education coordinators in educational outcomes and understanding the appropriate entry-level degree for AT education. Future directions of evidence-based practice in athletic training: Journal of Athletic Training, ; 49 2: Use of evidence-based practice among athletic training educators, clinicians, and students, Part 1: Perceived importance, knowledge, and confidence. Journal of Athletic Training, ; 48 3: Perceptions of approved clinical instructors: Student knowledge, attitudes, and use of evidence-based concepts following an educational intervention. Athletic Training Education Journal, ; 6 2: To contribute to these concepts, several lines of research within our School are dedicated to advancing our knowledge of the best practices related to the evaluation, management, and prevention of injuries; particularly related to the lower extremity. Another emphasis area is specifically related to patient-centered healthcare and understanding how patient-reported outcome measures can be best incorporated into injury evaluation and management. In addition to the original research studies dedicated to this area, faculty and students are regularly performing systematics reviews, meta-analyses, and critically appraised topics to synthesize and interpret the existing evidence in the field. Patient-reported outcomes in male and female collegiate soccer athletes during an athletic season. Journal of Athletic Training. Health-related quality of life in individuals with chronic ankle instability. The effects of

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mobilization with movement on dorsiflexion range of motion, dynamic balance, and self-reported function in individuals with chronic ankle instability. *Manual Therapy*, ; 19 2: Comparison of functional and static evaluation tools among adolescent athletes. *Journal of Strength and Conditioning Research*, ; 27 Outcomes following ACL reconstruction utilizing the quadriceps tendon autograft: The effectiveness of prophylactic ankle braces in reducing the incidence of acute ankle injuries in adolescent athletes: A critically appraised topic. *Journal of Sport Rehabilitation*, ; 22 2: Gait Walking is a ubiquitous activity across humans and is critical for maintaining independence. Research in our school aims to better understand how healthy individuals control gait and how this changes with musculoskeletal or neurological disorders and with aging. This knowledge is being used to develop efficacious gait training for individuals with movement disorders. Walking at the preferred stride frequency maximizes local dynamic stability of knee motion. *Journal of Biomechanics*, ; Predictors of Standardized Walking Obstacle Course outcome measures in a sample of children with and without developmental disabilities. *Pediatric Physical Therapy*, ; Leg asymmetries and coordination dynamics in walking. *Journal of Motor Behavior*, ; Age-related differences in head and trunk coordination during walking. *Perceptual Information in Action and Virtual Reality* Perceptual information about the environment and the body is critical in guiding action, and can be used to stimulate and alter movements. We are investigating how visual, auditory and somatosensory information is used in the performance of different movements. Visual flow alters gait in treadmill walking. *Journal of Sport and Exercise Psychology*, ; Katsumata H, Russell DM. Prospective versus predictive control in timing of hitting a falling ball. *Experimental Brain Research*, ; Reality enhanced partial body-weight supported treadmill training post stroke: Feasibility and effectiveness in six individuals. *Archives of Physical Medicine and Rehabilitation*, ; Combining a virtual reality system with treadmill training for children with cerebral palsy. *Journal of Cybertherapy and Rehabilitation*, ; 2: Prediction of Recurrent Injury and Chronic Joint Instability Athletes with lower extremity joint injuries commonly return to sport before all structure and functional impairments are resolved. Additionally, athletes commonly experience recurrent injury and chronic joint instability, particularly following an ankle sprain. Thus, within our School, we aim to determine the influence of residual impairments on recurrent injury and chronic instability. Large-scale, community-based studies involving high school and collegiate athletes and clinical athletic trainers examine the predictive value of common clinical evaluations techniques used by athletic trainers. Information from this area can improve long-term outcomes for injured athletes and improve the efficiency of care provided by athletic trainers. *Sensorimotor Compromise Following Joint Injury* Several joint injuries are associated with residual deficits in both sensory and motor aspects of function. Further defining sensorimotor alterations following injury may lead to novel intervention strategies to enhance short-term recovery, reduce the long-term implications, and prevent many injuries. The research conducted in our School is primarily focused on sensorimotor issues related to ankle and knee injuries. Specifically, recent studies have focused on somatosensory alterations, functional movement patterns, and changes in biomechanics related to chronic ankle instability and anterior cruciate ligament injuries. In addition to defining new areas of sensorimotor compromise, research is also being conducted to identify novel strategies to address these types of impairments and activity limitations in individuals with an injury history or those at risk. *Plantar cutaneous sensitivity and balance in those with and without chronic ankle instability. Clinical Journal of Sports Medicine.* Weight-bearing dorsiflexion range of motion and landing biomechanics in individuals with chronic ankle instability. Effect of a 2-week joint mobilization intervention on instrumented measures of single-limb balance and ankle mechanics in those with chronic ankle instability. *Journal of Sport Rehabilitation*, ; 23 1: Two different fatigue protocols and lower extremity motion patterns during a stop-jump task. *Journal of Athletic Training*, ; 47 1: Landing technique affects knee loading and position during athletic tasks. *Journal of Science and Medicine in Sport*, ; 15 2: Sports Related Concussions Sports related concussions represent a significant risk when participating in athletic activities. Following concussion, most symptoms typically last for approximately 7 to 10 days. However, there are also long-term consequences of repeated head contact which include depression, central nervous system impairment and mild

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cognitive impairment. Even after recovery, the effects of head trauma can persist, as concussed athletes are at increased risk for lower extremity injury when they return-to-play. The goal of the IPLAI Improving Participation, Limiting Athletic Injuries lab group is to develop a greater understanding of techniques and strategies to limit athletic injury and maintain participation. Comparison of a head mounted impact measurement device to the Hybrid III anthropomorphic testing device in a controlled laboratory setting. *International Journal of Sports Physical Therapy*, ; 12 4: Epidemiology of knee sprains in youth, high school, and collegiate American football. *Journal of Athletic Training*, ; 52 5: *Journal of Athletic Training*, in press.

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Chapter 9 : Education reform - Wikipedia

Early adolescence is a distinct period of human growth and development situated between childhood and adolescence. During this remarkable stage of the life cycle, young adolescents, to year-olds, experience rapid and significant developmental change.

Tab Content One Movement Strategies and Physical Activity after Dysvascular Amputation Although it is well established that patients with dysvascular lower extremity amputation adopt different compensatory movement strategies in comparison to healthy patients, it is not understood what effects these compensatory strategies have on physical function. Clinicians cannot make decisions during rehabilitation regarding movement reinforcement or retraining without understanding of the relation between movement patterns and functional ability. This investigation provides the framework to develop interpretable measures that classify compensatory movement patterns and neural control strategies as either beneficial or detrimental using measures of muscle demand and muscle synergies. Collaborative-care Rehabilitation to Improve Functional Outcomes after Dysvascular Amputation Limitations in physical function are common following dysvascular major lower limb amputation. While physical impairments and functional limitation can show modest improvement across the course of rehabilitation after amputation, long-term functional outcomes are poor. This multi-site study uses a collaborative-care rehabilitation program combining traditional physical rehabilitation goals with patient self-management techniques to improve functional outcomes following dysvascular amputation. Physical Function During Prosthetic Training and Long-Term Follow-up after Lower Limb Amputation There is a limited amount of standardized physical function performance data for individuals recovering from dysvascular lower extremity amputation. Characterizing physical function and the influence of rehabilitation and comorbidity on functional recovery is a necessary next step to advance the care for people with non-traumatic lower limb amputation. The purpose of this study is to describe functional outcomes during and after rehabilitation for people with dysvascular lower limb amputation. The data gained will provide a basis for future studies aimed at developing a comprehensive rehabilitation strategy. Physical Function Outcomes Related to Prosthetic Rehabilitation after Dysvascular Transtibial Amputation Successful prosthetic rehabilitation depends on the critical time periods before and immediately after prosthesis fitting for patients with dysvascular transtibial amputation. Mediating physical impairments during the time surrounding prosthesis fitting through appropriate physical training can be vital to successful prosthetic rehabilitation. However, there is no consensus on optimal outcome measures to define successful prosthetic rehabilitation following dysvascular transtibial amputation. The purpose of this descriptive study is to characterize current physical function outcomes and physical training intervention before and during prosthetic rehabilitation. Improving Function with Weight Bearing Biofeedback Patients with knee osteoarthritis OA who undergo unilateral total knee arthroplasty TKA have asymmetrical movement patterns during function. These asymmetrical patterns persist, even after participation in rehabilitation programs designed to improve surgical limb strength, knee motion, and function. A characteristic of these altered movement patterns is weight-bearing WB asymmetry, with less weight placed on the surgical compared to the non-surgical limb. Such unresolved WB asymmetry may account for persistent weakness and functional deficits for patients following TKA. The major goals of this study are to determine the effects of a weight-bearing biofeedback intervention on functional weight bearing asymmetry during sit to stand transitions, gait, and stair climbing as well as on functional performance and strength recovery following total knee arthroplasty. Tab Content Two left to right: Bradley Davidson Bioengineering and Dr. Cory Christiansen Physical Therapy.