

The 4th Research Forum on University Physical Education in East Asia

February 18 (Fri) 14:00-17:05, 2022
(Online) University of Tsukuba, Ibaraki, JAPAN
Zoom Link : <https://00m.in/G7Kzy>



Moderator: Hirokazu MATSUO (University of Tsukuba)

14:00-14:05	Opening Akihiro SAKAMOTO (University of Tsukuba)
14:05-14:55	Trim Exercise and New Sports: Including All Students. Shinichi NAGATA (University of Tsukuba)
14:55-15:05	Break Time
15:05-15:55	An Analysis of the Physical Education Teaching Practice Research in Taiwan Higher Education. Ching Ping, LIN Since 2020 PE Curriculum and Teaching in Higher Education in Taiwan: Challenges and Coping Strategies. Deng Yau, SHY “Houston, We’ve had a Problem as well.”: The Challenge of Taiwan doctoral Physical Education Teacher Education. Ching Wei, CHANG (National Taiwan Normal University)
15:55-16:05	Break Time
16:05-16:55	Understanding PE Teachers’ Professional Identity Formation and Implications for Preservice PE Teacher Education. Junhyuk PARK & Euichang CHOI (Seoul National University)
16:55-17:05	Closing Euichang CHOI (Seoul National University) Chi, Li-KANG (National Taiwan Normal University) Hideki TAKAGI (University of Tsukuba)

★ Presentation - 30 minutes; Q & A - 20 minutes

★As a rule, speakers should give a presentation in English. In terms of presentation slides, as long as the main parts are written in English, you can add other languages. In principle, English will be used for questions and answers, but if necessary, you may use an interpreter.

Forum Secretariat Atsushi KIUCHI (Univ. of Tsukuba) kiuchi.atsushi.fw@u.tsukuba.ac.jp

Trim Exercise and New Sports: Including All Students

Shinichi Nagata, Ph.D., CTRS (University of Tsukuba)

Physical Education (PE) for college students can influence their wellness-maintenance behavior for the rest of life. However, certain subgroups of students, such as students with disabilities and students who self-identified as “not good at sports”, are less likely to benefit from typical PE approaches. University of Tsukuba provides PE that serves all students including those mentioned above, with two courses: Trim Exercise course and New Sports course. Trim Exercise course only accepts students who have disability and provides a small-group activities that are modified based on individual need of the group members. New Sports course is established as a regular course, opened for all students. It utilizes non-traditional sports such as flying disc and unihoc floorball, with a stronger focus on socialization and teamwork among the students. The analysis of student narratives found two themes: (1) *you don't have to worry too much about performance*; and (2) *nobody had played New Sports prior to the class*. Results suggest that the activities done in these classes as well as the philosophy of delivery matched the needs of students who self-identified as “not good at sports”. Furthermore, students who had little interest in sport commented that they became more interested in engaging in sport in the future.

An Analysis of the Physical Education Teaching Practice Research in Taiwan Higher Education.

Professor

Ching Ping, Lin

Department of Physical Education and Sport Sciences

National Taiwan Normal University

In order to advocate teachers of higher education to value teaching quality, connect instructional effectiveness with faculty promotion, and finally, to change the tendency of attaching more importance to research than teaching, the Ministry of Education in Taiwan started to promote the project of teaching practice research in 2018, and published the “Journal of Scholarship of Teaching and Learning” in 2021. This article analyzes the research on the situation of teaching physical education in universities and leads to the following findings. First, teachers place more and more value on the Physical Education Teaching Practice Research project. The number of application increases and the pass rate decreases year by year. Second, quasi-experimental design and action research are mainly chosen as the research method. There are also various ways of data-collecting. Third, the most frequently used teaching subjects are ball games and physical fitness. The second most is dancing and recreational sport. Fourth, the research topic mostly focuses on the influence of teaching models and strategies to learning effectiveness. The research finds out that the project of teaching practice research not only enhances students’ learning outcome but also promotes teachers’ professional growth. As for questions and recommendations for future research, the first one is the conflict between research data-collecting and the learning of students. Secondly, how to come up with innovative thinking of the same subject for continuous research is also important. Therefore, it is worth exploring to strike the balance between research and teaching quality, and to keep the innovation in research on limited teaching subjects.

Since 2020 PE Curriculum and Teaching in Higher Education in Taiwan: Challenges and Coping Strategies

Professor

Deng-Yau Shy

Department of Physical Education and Sport Sciences

National Taiwan Normal University, Taiwan

Since 2020, the development and challenges of Physical Education in higher education in Taiwan have been influenced by the current international trends and the policies of national development. Rather, it is not a routine process of continuous and consistent change. The first is the impact of the covid-19 epidemic. Taiwan adopts a zero-tolerance epidemic clear policy. Once a student is diagnosed, the students will not go to school, and the physical course will change to an online course, the policy decisions great impact the physical education teaching. Secondly, for Taiwan to enter the ranks of bilingual countries in 2030, college physical education curriculum is also gradually developing towards bilingualism, and the teaching faculty and teaching methods immediately becomes an important issue. National Taiwan Normal University has become the only bilingual university in Taiwan that applies in the name of a university of TE. Whether it is in the field of physical education teaching or in the teacher training system and program, it must find coping strategies and play a leading role. Although in this situation, the moving is passive, but still meaningful, because these impacts can make us re-thinking and do reflection on the necessity and importance of physical education curriculum and teaching in higher education.

**“Houston, We’ve had a problem as well.”:
The challenge of Taiwan doctoral physical education teacher education**


Chingwei CHANG
Associate Professor
Department of Physical Education and Sport Sciences
National Taiwan Normal University

Doctoral physical education teacher education (PETE), PETE programs, and K-12 Physical Education (PE) programs are interrelated systems to deliver the quality PE in schools (van der Mars, 2011). In Taiwan, there is a shortage of future PETE professors who will be capable to teach physical education (PE) teaching method course. In some universities, in terms of PETE program, PE teaching method course and its relevant courses (i.e. PE learning assessment and PE curriculum design) are taught by other subdisciplines (non-specializing in Sport Pedagogy) professors or part-time school PE teachers due to the hiring policy linked with insufficient funding or the prerequisite enrollment condition of high performance scientific publications. Regarding to the recruitment policy, it may be favorable to those who are not prepared through PETE track but having better academic performance candidates. In this case, it has been becoming a potential threat for ensuring the quality PE teaching not only in school level but also in higher education one. To some extent, some subdisciplines' (non-specializing in Sport Pedagogy) faculties have to teach PE courses in higher education institutions with insufficient PE teaching knowledge and skills though. Moreover, a minority of them are responsible for carrying out the PE teaching method course. Therefore, how can one deal with these challenges becomes an important issue while facing the 21st century. Do other subdisciplines (non-specializing in Sport Pedagogy) doctoral students' need to know core content knowledge of PE teaching? How can one facilitate our faculties' PE teaching professional development in higher education? This is the major intention of the forum for discussing the issue.

Understanding PE Teachers' Professional Identity Formation and Implications for Preservice PE Teacher Education

Junhyuk Park, Euichang Choi (Seoul National University)

Professional identity formation (PIF) is a journey of integrating an individual's identity into the professional community, which is a process of internalizing the values and attitudes of a professional: professional identity (PI). The concept of PIF can play a key role for physical education (PE) teachers to internalize the fundamental values and attitudes of PE teachers. The purpose of this study is to explore and analyze the stages of Korean PE teachers' Professional identity formation process. The study participants consisted of 12 Korean PE teachers. Data collected through open-ended questionnaires, in-depth interviews, and local documents went through the process of description, analysis, and interpretation. As a result, there were a total of 4 stages. The 1st stage is 'Enduring and trial & error', which refers to the stage of taking the first step as a PE teacher. The 2nd stage is 'Adapting and plateau phenomenon', the stage of having the minimum required PI components needed to become a PE teacher. The 3rd stage is 'Leading and playing a key role', which is a stage of having a wholly formed PI and playing a pivotal role in school with it. The 4th stage is 'Sharing and giving guidance'. This is the stage of giving influence on the outside world by sharing and giving guidance with the wholly formed PI they have. Moreover, these stages were influenced by the representative characteristics possessed by Korean PE teachers: Participation in teacher learning community, School level, School type, and Teacher gender. Findings from PE teachers' PIF provide implications for pre-service PE teacher education where specially the techniques and the philosophies for being a good PE teacher are developed and cultivated altogether.



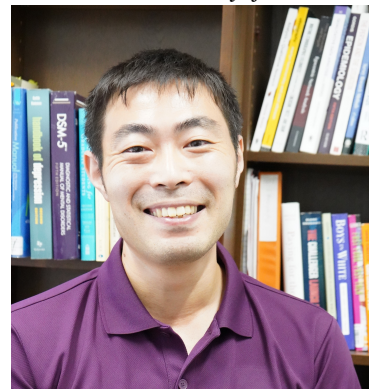
Trim Exercise and New Sports: Including All Students

Shinichi Nagata, Ph.D., CTRS
University of Tsukuba

Introduction of the Speaker



- Shinichi Nagata
- Areas of Expertise
 - Adapted Sport
 - Therapeutic Recreation
- Current Teaching Practices
 - New Sports
 - Trim Exercise



Purpose of this presentation

- Not a (full-fledged) research study – rather, a suggestion of a potential area for future research
- Reflections of my teaching practice + exploratory analysis of student responses
- I hoped to begin a conversation – practices in Korea, Taiwan? Possible future collaborations?



Inclusion in Physical Education

- Inclusion means that *“All children, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships.”* (NCHPAD, 2017)
- Inclusion has been a big trend in education, and it has been practiced in physical education (Block, 1999; Haegele et al., 2017; Qi & Ha, 2012)



Inclusion in Physical Education

- According to the MEXT: *“With an emphasis on active life and engagement in sports in various ways, physical education contents and instruction shall be reflective of inclusion. Children should be taught various ways of enjoying sports and physical activities and share the enjoyment with people of all background, regardless of their level of physical strength and skills, age, gender, or disability.”*
- How confident are we to serve diverse student populations?
 - Students with disabilities
 - Students who are self-identified as “not good at sports”



They were, in fact, excluded

- These students often feel being excluded from the activities
 - PE teachers do not feel well-prepared to include students with disabilities (Sato et al., 2007; Sawae, 2020)
 - Students with disabilities may be physically integrated to regular PE, but often be excluded from the activities (Haegle, 2019)
- Students who are not good at sports → Disliking PE → Not engage in sport after graduation (Ikushima, 2021; Japan Sports Agency, 2018)

Tsukuba-*Taiiku* (PE)

Vision

- Sound body, nurture a rich spirit, and increase mental strength through various sports activities.

Educational goals of Tsukuba Taiiku are as follows:

1. Teaching basic knowledge and the ability to think and practice in terms of health, strength and sports techniques
2. Nurturing a rich spirit and sociability
3. Developing a strong mind and a sense of morality
4. Cultivating good interpretive skills and appreciation for sports
5. Fostering an ability to keep developing independently



筑波大学体育センター
Sports and Physical Education Center

Tsukuba *Taiiku*

- All students must take 2 to 3 years of physical education (PE)
 - Variety of activities (individual vs. group based) – freshman

Group I (Individual/Budo)

<ul style="list-style-type: none">○Inline Skating○Fitness Training○Track & Field○Swimming○Jog & Walk○Dance○Education Gymnastics○Kendo○Judo
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Group II (Ball/Outdoor/Game Systems)

<ul style="list-style-type: none">○Volleyball○Softball○Handball○Table Tennis○Badminton○Soccer○Tennis○Outing Sports○New Sports

- Gaining skills – sophomore & junior
- “Trim Exercise” class as an alternative for students with disabilities

Trim Exercise

- Defined as an approach to improve health by sport, medicine, and nutrition, originated in Norway in 1960s
- Class size: 2 – 7 students
- Each student has different impairment/disability
 - Physical disabilities – Cerebral palsy, ACL injury, etc.
 - Psychiatric disabilities – depression, anxiety, etc.



Trim Exercise Case Study

- A student who had a psychiatric disability
- Goal setting:
 - Wanting to attend in-person classes
 - Maintaining physical activity
- Assessing triggers and interests
 - Not wanting to be compared
 - Becomes anxious if somebody is behind
 - Likes walking, interested in discs
 - Wants to interact with others

Trim Exercise: Activities & Evaluations

Activities done in PE class

- Walk and talk
- Boccia
- Flying disc
- Darts

Student Responses

- Achieved her goal “attend 80% or more in-person classes”.
 - She was glad to attend most of the class
 - There was a time she fell in crack (got sick) but recovered quickly
- Achieved her goal “take a walk at least twice a week” during the semester.
 - She thought that gave her energy to engage in academic work
- She was glad to interact with others without comparing her sport performances

New Sports

- Possibly the word that was used in Japan only?
- Non-traditional sports that was developed late 20th Century
 - Boccia
 - Flying disc
 - Ground golf
 - Pickle ball
 - Unihoc Floorball
 - And more!



New Sports Case Study

- Class size – around 40
- Once a week, 10 weeks class
- Many students who self-identified as “not good at sports”
 - Identified needs through informal interviews
 1. A hard ball is coming towards me – I am scared of volleyball and basketball.
 2. Group is nice but should not be too big because I cannot contribute to conversation.
 3. Instead of individual activities, I would like to cooperate with others.
 4. I do not want to be compared with other students.
 5. I would like to contribute to the game.
 6. I am not comfortable if the rule is too strict.

Activities

- Boccia
 - Creating teams, team practices, and a tournament
- Flying disc
 1. Introduction to flying disc – ways to throw
 2. Throwing accurately
 3. Disc Bingo
 4. Adapted Ultimate games
 5. The game of (real) Ultimate
- Addressing the identified needs
 - Grouping, cooperative activities,

Students Responses: Writing Assignment

- At the end of the semester, students were asked to write a short reflection paper:

Prompt

What did you think about exercise and health through physical education and new sports classes? Please write about your thoughts from any viewpoint you can think of, including comparisons with physical education classes you have taken in the past from elementary school to high school, and the importance of joint activities with others in the COVID-19 era.

- N=37

Theme 1: *Nobody had played New Sports prior to the class*

- New sports are not as popular as other major sports. Students liked new sports because they felt that they were on the same starting line with other students.
 - F said: *I had never liked sports that required teamwork, but at that time I found them fun. The reason for this was that most of the people around me had never played boccia or pétanque before, so it was not as if I was the only one who could not play well. From this point of view, my likes and dislikes in sports may have been influenced by the difference in performance between me and the people around me.*
 - D said: *In PE classes, students who have experience in the sport dominate the games, and students who had no prior experience of sport are left behind. As a result, the basic skills of the sport for beginners are often neglected, making it difficult for them to learn the joy of the sport in class. However, since new sports are newer sports ... most of the students who participate in the class are beginners ... and the class can focus on basic rules and techniques for everyone to enjoy the game.*

Reduced social comparisons?

Theme 2: *You don't have to worry too much about performance*

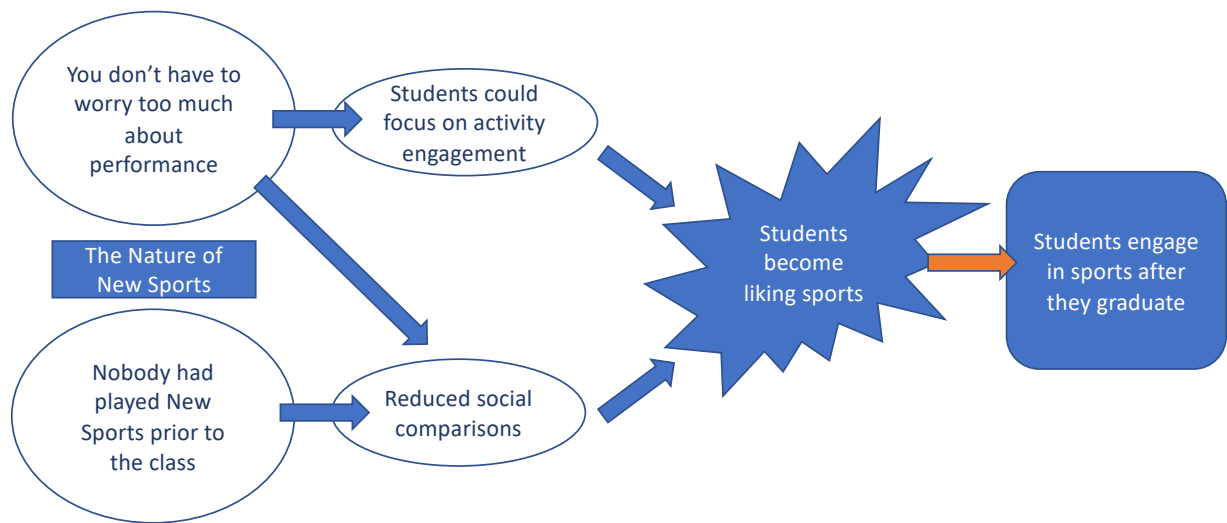
- Heavy focus is on performance in Grade School PE classes. New Sports were different, having a heavier focus on activity engagement.
 - H said: *When I was in junior high school, there was a skills test for each sport, and I felt that the emphasis was on "getting good at it." On the other hand, I felt that New Sports class was more focused on enjoying sports, and I was able to enjoy moving my body in a casual and pure way.*
 - E said: *In all of the physical education courses I took from elementary school to high school, "skills" were the most important thing. A low score in "skills" often meant a low grade, no matter how well the other objectives of "having fun" and "staying healthy" were achieved.*

Students could focus on activity?

Discussion

- Students typically conceptualize their ability by comparing with other students (Xiang et al., 2001). Realization of inferiority in PE can lead to disliking PE (Ikushima, 2021). Nobody had played New Sports before, and they did not have to feel that they cannot play well.
- Performing in front of others – fear of failure, fear of negative evaluation leading to decreased efforts and satisfaction (Coudevylle et al., 2021). New Sports typically do not require difficult skills to play, and that nature may have helped them engage in the activity, and that may have led to liking PE.

Discussion



Limitations

- Concerns related to students who have high physical abilities
- *At the beginning of this new sports class, **the intensity of the exercise was low and I felt it was quite insufficient and boring for me.** However, as the class progressed to boccia and flying disc, I began to think that the purpose of this exercise was not to increase physical strength but to interact with others, and the class became a little more enjoyable. **From small conversations such as confirming the rules to sharing the joy of winning a game, I think it was a time when I was able to value communication with others.***



Questions?

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Understanding PE Teachers' Professional Identity Formation and Implications for Preservice PE Teacher Education



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Euichang Choi



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Contents



01 Introduction

02 Methodology

03 Findings
& Discussion

04 Conclusion
& Implications



I . Introduction



Professional Identity Formation(PIF)

Professional Identity Formation(PIF)



Top issue in professional education
(medical education, lawyer education, etc.)

**“Developing perceptions and qualities
for proper professional education”**
(Cruess, Cruess & Steinert, 2015; Sullivan, 2005; Sullivan et al, 2007)

- Professional Identity Formation process could help form Professional Identity that could emphasize professionals to work not for themselves, but for the people and the society.
- PIF is becoming the key goal of teaching professionalism in various professional education (Cruess et al., 2014; Cruess et al., 2015).



Journey of forming a fully integrated moral self by assimilating one's identity into the professional spirit (Bebeau & Monson, 2012)

**“Proper professionalism could be imprinted on the mind,
attitude, and body of the prospective professional”**

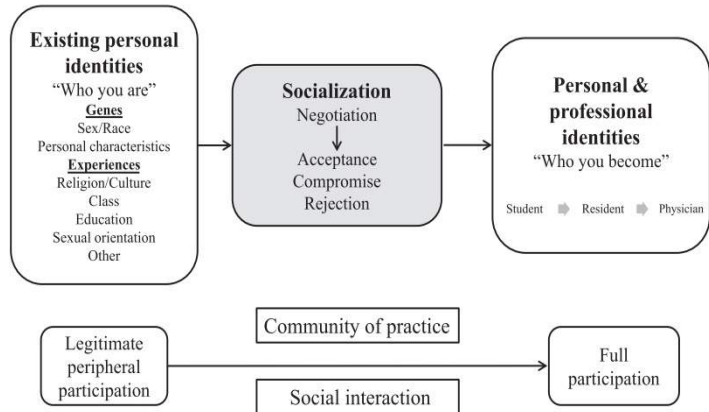


Professional Identity Formation(PIF)

Carnegie Report from Carnegie Foundation
for the Advancement of Teaching

- **Personal Dimension**
(Individual psychological development)
- **Collective Dimension**
(Socialization into a professional community)

→ Process that occurs at the same time
in both dimensions (Jarvis-Sellinger et al., 2019).



Professional Identity(PI) in Other Professions

Medical Education

The task of medical education is to instill the best knowledge, skill and professional identity to **“Think, Act, and Feel like a doctor”** (Cruess et al., 2014).

Nurse Education

Research on how nurses form professional identity and how it can be strengthened is the **key for the development of nurses to become real professionals** (Johnson et al., 2012).

Lawyer Education

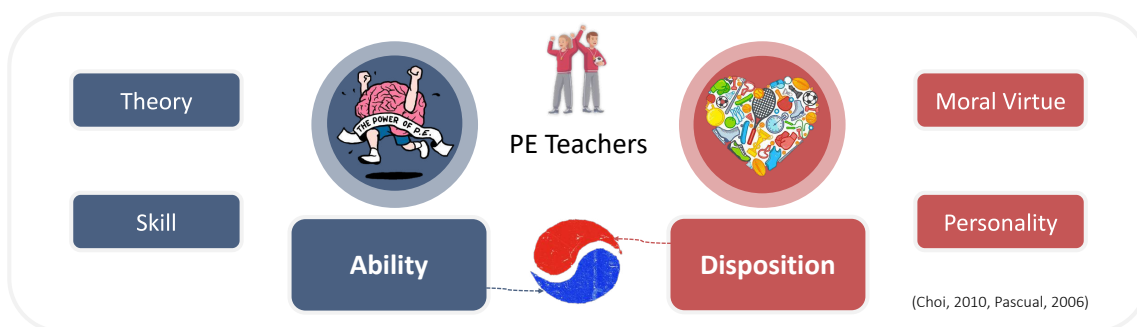
The concept of professional identity encompasses the **multi-faceted development** that lawyer education seeks to foster (Hamilton, 2011).

Allows professionals to focus more on moral/ethical aspect (Most overlooked aspect of the professional curriculum)

PIF should be the fundamental goal of professional education (Cooke et al., 2010; Hamilton, 2011).



Professionalism of PE Teachers



- However, the professionalism of PE teachers remains shallow (mainly dealt with only in terms of ability) (Choi, 2018).
- Problem in all areas of current Korean PE teacher education (Kim, 2009; Cho & Kim, 2014; Choi, 2009).

Impossible to acquire the 'whole' professionalism that PE teachers must have (Choi, 2004a; Korthagen, 2004).



Professional Identity Formation of PE Teachers

“

The process of internalizing values and attitudes as professionals (Cooke et al., 2010).

”

Implications to PETE

Emphasis on PIF can provide PE teachers with an understanding of the fundamental value or philosophy of physical education (MacPhail & Lawson, 2020)

“Proper PE teacher professionalism could be imprinted on the mind, attitude, and body of PE teachers”



Many PE teachers are not properly equipped with professional identity due to various factors, so there is a need for PE teachers to form their professional identity properly (Choi, 2011).



Research Purpose



A systematic understanding of the PE teachers' Professional Identity Formation process

→ A study for the improvement of pre-/in-service PE teacher education and policy.



Research Questions



- ① What stages do PE teachers experience in the process of Professional Identity Formation?
- ② What are the characteristics of PE teachers' Professional Identity Formation process?



Understanding PE Teachers' Professional Identity Formation and Implications for Preservice PE Teacher Education



I . Introduction



II . Methodology



Participants

		① Teacher Experience	② Gender	③ Teacher Learning Community	④ School Type	⑤ School Level
		Stage 1 to 4	Male / Female	Yes / No	Public / Private	Middle / High School
1	Lee	3yrs	M	N	PUBLIC	MIDDLE
2	Hong	4yrs	F	N	PUBLIC	MIDDLE
3	Lee	5yrs	M	Y	PUBLIC	MIDDLE/HIGH
4	Park	6yrs	F	Y	PUBLIC	MIDDLE/HIGH
5	Cho	7yrs	F	N	PUBLIC	MIDDLE
6	Kwon	8yrs	M	Y	PRIVATE	MIDDLE/HIGH
7	Choi	12yrs	M	N	PRIVATE	MIDDLE
8	Kim	13yrs	F	Y	PUBLIC	MIDDLE
9	Cho	20yrs	M	Y	PUBLIC	MIDDLE/HIGH
10	Han	21yrs	M	Y	PUBLIC	MIDDLE
11	Woo	26yrs	F	N	PUBLIC	MIDDLE
12	Jeon	32yrs	M	Y	PUBLIC	MIDDLE/HIGH



Data Collection

1. Open-ended Survey

- 20 min of online survey
- Preliminary work to understand participants and to make them understand the topic

2. In-depth Interview

- Semi structured interview
- 1~2 times per person
- 90 min~200 min per interview

3. Local Documents

- PET PI Graph, Teaching material, Documents, Online material, Books



Collected data with various methods to look deeply into the multi-faceted dimension of PE teachers' PI and PIF

▼ Open-ended Survey

▼ In-depth Interview Guide

본 연구의 목적은 PE 교사들의 전문성 발달에 영향을 미치는 요인을 탐구하고, 이를 바탕으로 PE 교사들의 전문성 발달을 촉진하는 방안을 모색하는 데 있다. 본 연구의 연구 문제는 다음과 같다.

1. PE 교사들의 전문성 발달에 영향을 미치는 요인은 무엇인가?

2. PE 교사들의 전문성 발달을 촉진하는 방안은 무엇인가?

3. PE 교사들의 전문성 발달에 영향을 미치는 요인과 촉진 방안 간의 관계는 무엇인가?

본 연구의 연구 방법은 다음과 같다.

1. 연구 방법: 질적 연구 방법 (Semi-structured Interview)

2. 연구 대상: PE 교사 (N=12)

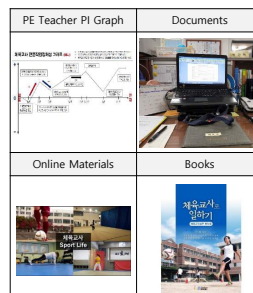
3. 연구 절차: 사전 개발형 설문지 배포, 인터뷰 실시, 자료 분석

본 연구의 연구 결과는 다음과 같다.

1. PE 교사들의 전문성 발달에 영향을 미치는 요인은 무엇인가?

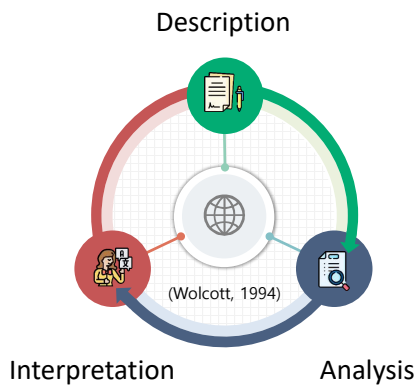
2. PE 교사들의 전문성 발달을 촉진하는 방안은 무엇인가?

3. PE 교사들의 전문성 발달에 영향을 미치는 요인과 촉진 방안 간의 관계는 무엇인가?

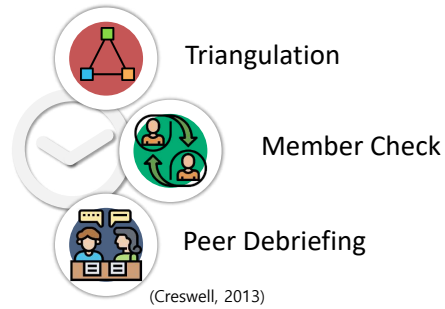




Data Analysis



Trustworthiness



Ethics

Followed IRB Regulations

IRB No. 2106/002-004

2021. 05. 28.

심사결과 통보서			
제출일자	제출인	심사일자	심사결과
2021. 05. 28.	김민준	2021. 05. 28.	승인
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Understanding PE Teachers' Professional Identity Formation and Implications for Preservice PE Teacher Education



I. Introduction



II. Methodology



III. Findings & Discussion

1) Process of PIF

- ① PI component
- ② PIF stages

2) Characteristic of PIF

- ① Teacher learning community
- ② School level
- ③ School type
- ④ Teacher gender

1) Process of PIF: PI component



Framework of PI Component: : Professional Identity Matrix for Physical Education Teacher(PIMPET)

Quality Dimensions

(Choi, 2018)

- Competence : PE teachers' **ability and skill**
- Knowledge : PE teachers' **intellect and wisdom**
- Disposition : PE teachers' **passion and character**

Task Areas

(Lee, 2019)

- Teaching : Task of instructing **PE class**
- Student : Task of taking care of **students**
- Administration : Task of managing **school tasks**

Quality \ Task	Teaching	Student	Administration
Competence	①	②	③
Knowledge	④	⑤	⑥
Disposition	⑦	⑧	⑨

Professional Identity Matrix for Physical Education Teacher (PIMPET)

PE teachers form their PI from the qualities of Competence, Knowledge, and Disposition, each at the area of Teaching, Student, and Administration.

III. Findings & Discussion



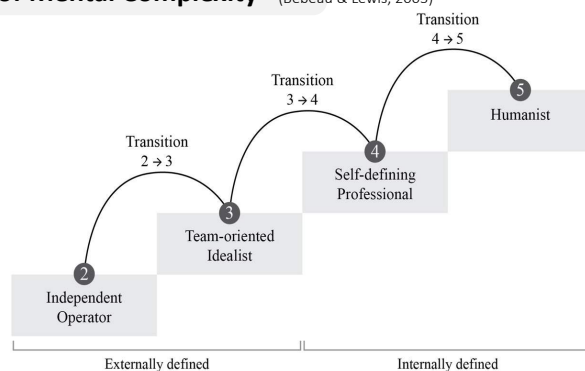
1) Process of PIF: PIF stages



Framework of PIF Stages : : Bebeau's Adaptation of Kegan's Stages of Mental Complexity

(Bebeau & Lewis, 2003)

- A framework of PE Teacher Professional Identity Formation based on Bebeau's adaptation of Kegan's stages of mental complexity
- 4 Stages and 3 Transition Phases



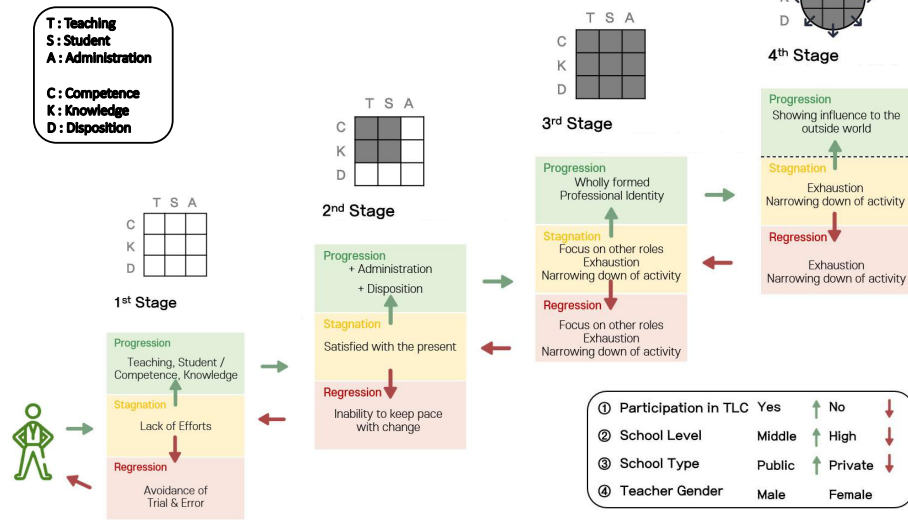
- Regression : Factors that hinder growth ⬇️
- Stagnation : Factors that make them complacent ➡️
- Progression : Factors that boost growth ⬆️

III. Findings & Discussion

1) Process of PIF: PIF stages



PE Teachers' PIF Stages



1) Process of PIF: PIF stages

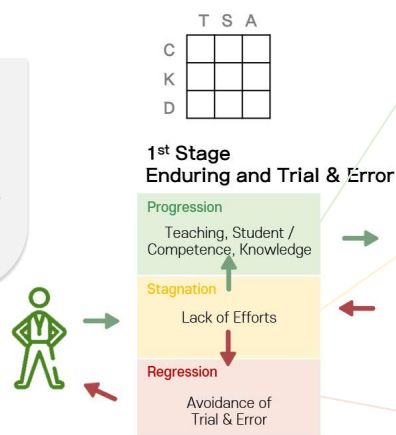


1st Stage : Enduring & Trial-Error

Starting Professional Socialization for the first time at school.
PE teachers encounter various trials & errors during this stage.



T : Teaching
S : Student
A : Administration
C : Competence
K : Knowledge
D : Disposition



Progression

- Focusing on the areas of Teaching, Student, and dimensions of Competence, Knowledge.
- When had the chance to experience quality pre-service teacher education, this stage is very short.

Stagnation

- Living without any growth (progression) effort and self-reflection process.
- When this situation gets worse, it could lead them towards regression phase.

Regression

- When they avoid trial & error, they will encounter constant regression.
- At some point, they will not be able to recover.

1) Process of PIF: PIF stages



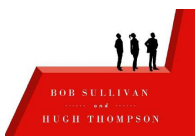
2nd Stage : Adapting & Plateau Phenomenon

Finding stability as a PE teacher through steady growth efforts.

(Area : Teaching, Student)

(Dimension : Competence, Knowledge)

(Appearance of plateau phenomenon)

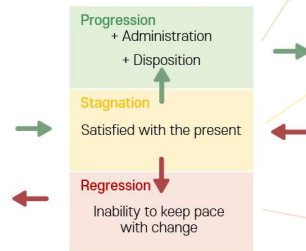


T : Teaching
S : Student
A : Administration

C : Competence
K : Knowledge
D : Disposition

	T	S	A
C			
K			
D			

2nd Stage Adapting and Plateau phenomenon



Progression

- Also focusing on the area of Administration.
- Also focusing on the dimension of Disposition.

Stagnation

- Satisfied with the adaptation process at school and living with what they have now.

Regression

- Continuous stagnation/regression will not allow PE teachers to keep pace with the changing physical education context.

1) Process of PIF: PIF stages



3rd Stage : Leading & Playing a Key Role

Having a wholly formed Professional Identity as a PE teacher.

Playing a pivotal role in school with the internalized PI.

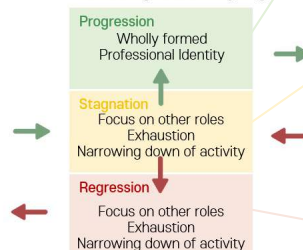


T : Teaching
S : Student
A : Administration

C : Competence
K : Knowledge
D : Disposition

	T	S	A
C			
K			
D			

3rd Stage Leading and Playing a key role



Progression

- Demonstrating teacher leadership.
- Going outside the school to give influence more PE teachers.

Stagnation

- Focusing on other roles or exploring another career path.
- Narrowing down due to the exhaustion of passion and energy.

Regression

- Focusing on other roles or exploring another career path.
- Narrowing down due to the exhaustion of passion and energy (end of playing key role).

III. Findings & Discussion

1) Process of PIF: PIF stages



4th Stage : Sharing & Giving Guidance

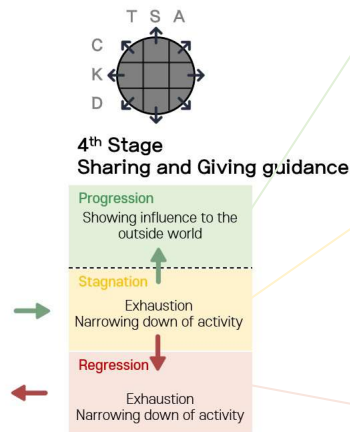
Revealing the wholly formed PI to the outside world by diverging outside the school.

Serving as a mentor or a role model to other PE teachers.



T: Teaching
S: Student
A: Administration

C: Competence
K: Knowledge
D: Disposition



Progression

- Having a steady driving force for growth.

Stagnation

- Having difficulty sharing with the outside world and serving as mentors due to various reasons.

Regression

- Narrowing down of activity due to various reasons which results in regression.

2) Characteristics of PIF

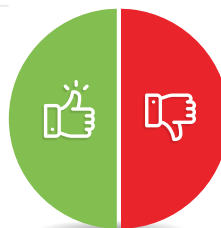


Characteristic 1. Participation in Teacher Learning Community



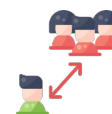
YES

- Abundant human resources ✓
- Sufficient motivation for growth ✓
- Having a solid foundation ✓



NO

- ✗ Narrow sight
- ✗ Exhaustion of passion and energy



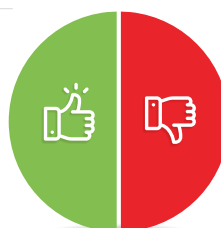
Characteristic 2. School Level



More important ← Importance of PE → Less important

Middle School

- High self-esteem as a PE teacher ✓
- Sufficient motivation for growth ✓



High School

- ✗ Low self-esteem as a PE teacher
- ✗ Insufficient motivation for growth



2) Characteristics of PIF



Characteristic 3. School Type



Public School

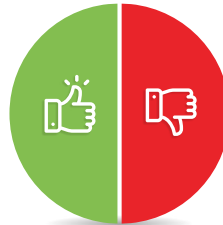
Active

← School transfers →

Inactive

Private School

Abundant human resources ✓
Sufficient motivation for growth ✓



Scarce human resources ✗
Insufficient motivation for growth ✗



Characteristic 4. Teacher Gender

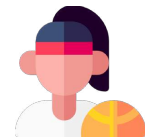


Male

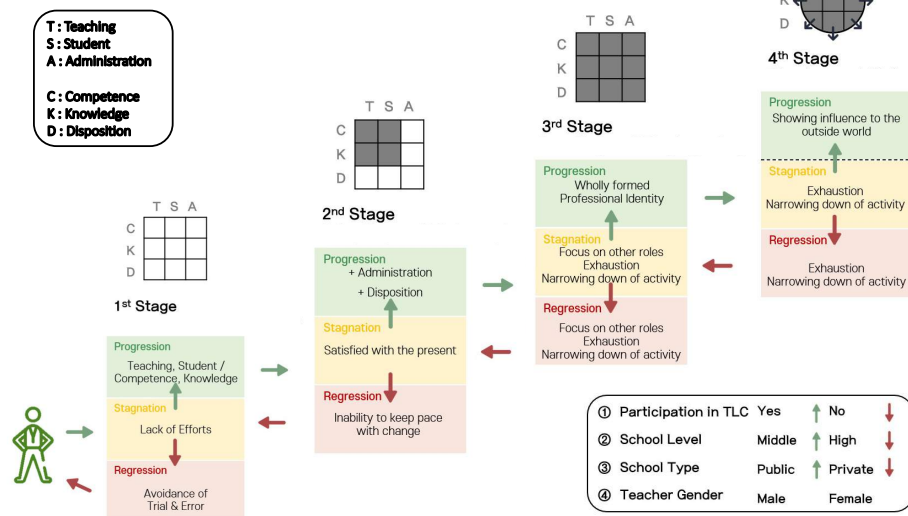
Facing less regression and stagnation factors (relatively) ✓



Female
Having an identity as a 'Mother' ✓
A sense of duty as a Female PE teacher ✓
Surviving inside the male-centered environment ✓



Summary : PE Teachers' PIF Stages



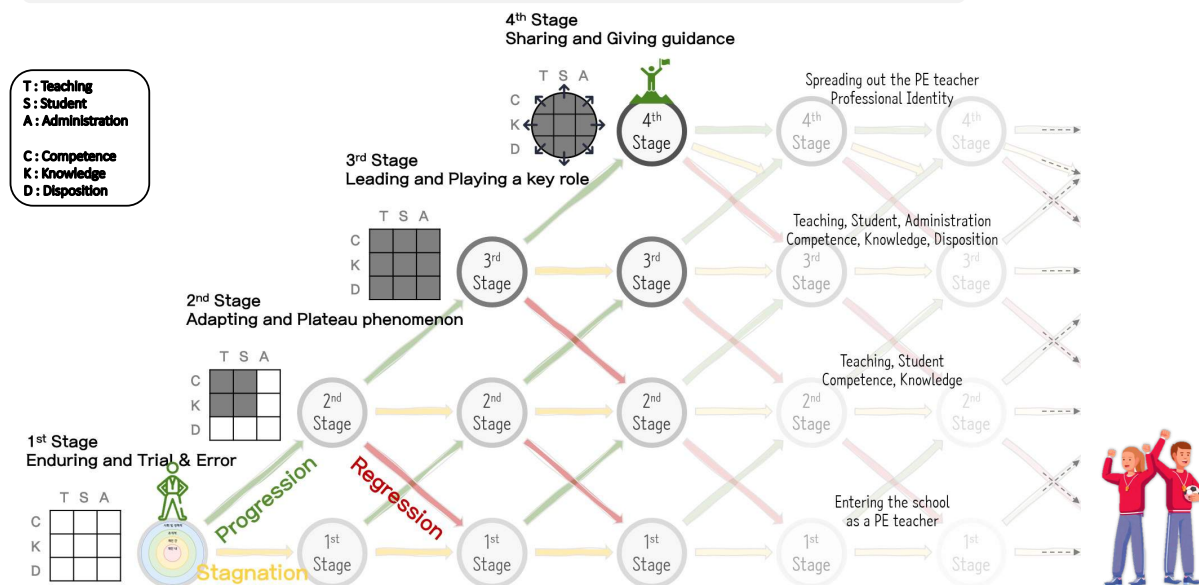
III. Findings & Discussion

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III. Findings & Discussion



Summary : Regression-Stagnation-Progression of PE Teachers' PIF



III. Findings & Discussion



Discussion

The concept of “PE Teachers’ Professional Identity Formation”

→ Presenting core standards as a ‘whole’ PE teacher, which makes it a core goal of PETE

“Horizontal expansion”

Deals with the in-depth and implicit dimension of PE teacher’s professionalism

Extending the range of PE teacher education horizontally

“Longitudinal expansion”

Regression-Stagnation-Progression is dynamic and two-way process, which highlights the importance of PETE

Extending the range of PE teacher education longitudinally

Concept of PE teacher PIF can serve as a core goal of PE teacher education & extend the role of PE teacher education both horizontally and longitudinally



I. Introduction



II. Methodology



III. Findings
& Discussion



IV. Conclusion
& Implications



Conclusion

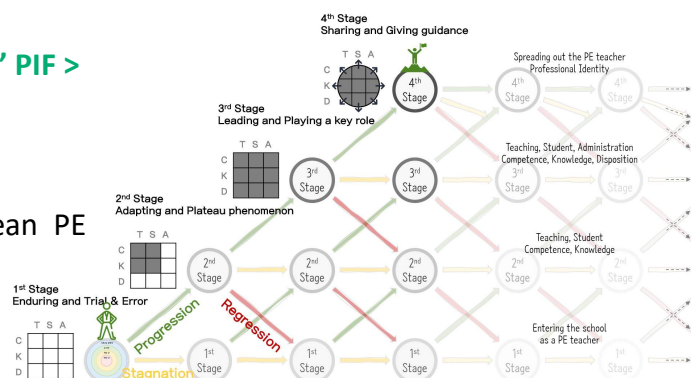
- ① What stages do PE teachers experience in the process of Professional Identity Formation?
- ② What are the characteristics of PE teachers' Professional Identity Formation Process?



IV. Conclusion & Implications

< A study to briefly overview PE teachers' PIF >

- ✓ A total of 4 stages
- ✓ 4 representative characteristics of Korean PE teachers influence the PIF process





Implications

“

1. Emphasis on overall understanding of the characteristics and the stages of professional identity

Content related to PIF could be intensively emphasized in the mandated physical education courses.

(e.g., PE curriculum, PE instruction, PE theory class)

”

“

2. Emphasis on the importance of the “Disposition” dimension in shaping professional identity

With the emphasis on development of teaching PE skill and knowledge, emphasis on the positive formation of disposition dimension (ethics, morality, personality, etc.) should be established, too.

(e.g., PE teacher disposition education class, highlighting PYD, Character or Sportpersonship education)

”



Implications

“

3. Emphasize efforts to develop professional identity daily through forming pre-service PE teacher learning community and systematic field training

Supporting the formation and operation of small learning communities and in-service PE teachers' mentoring program for students throughout the undergraduate years.

(e.g., Pre-service Professional Learning Community for Undergraduate Students, active involvement of in-service PE teachers in educational volunteer etc.)

”

“

4. Clearly understand that professional identity is formed systematically and gradually through a long-term, step-by-step development process throughout the entire life as PE teachers

Operation of programs linked with college of education/department of physical education/in-service PE teachers/regional office of education so that students can prepare and develop throughout their lives as a PE teacher, starting all the way from their undergraduate years.

”

Q & A

Thank you for listening.

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