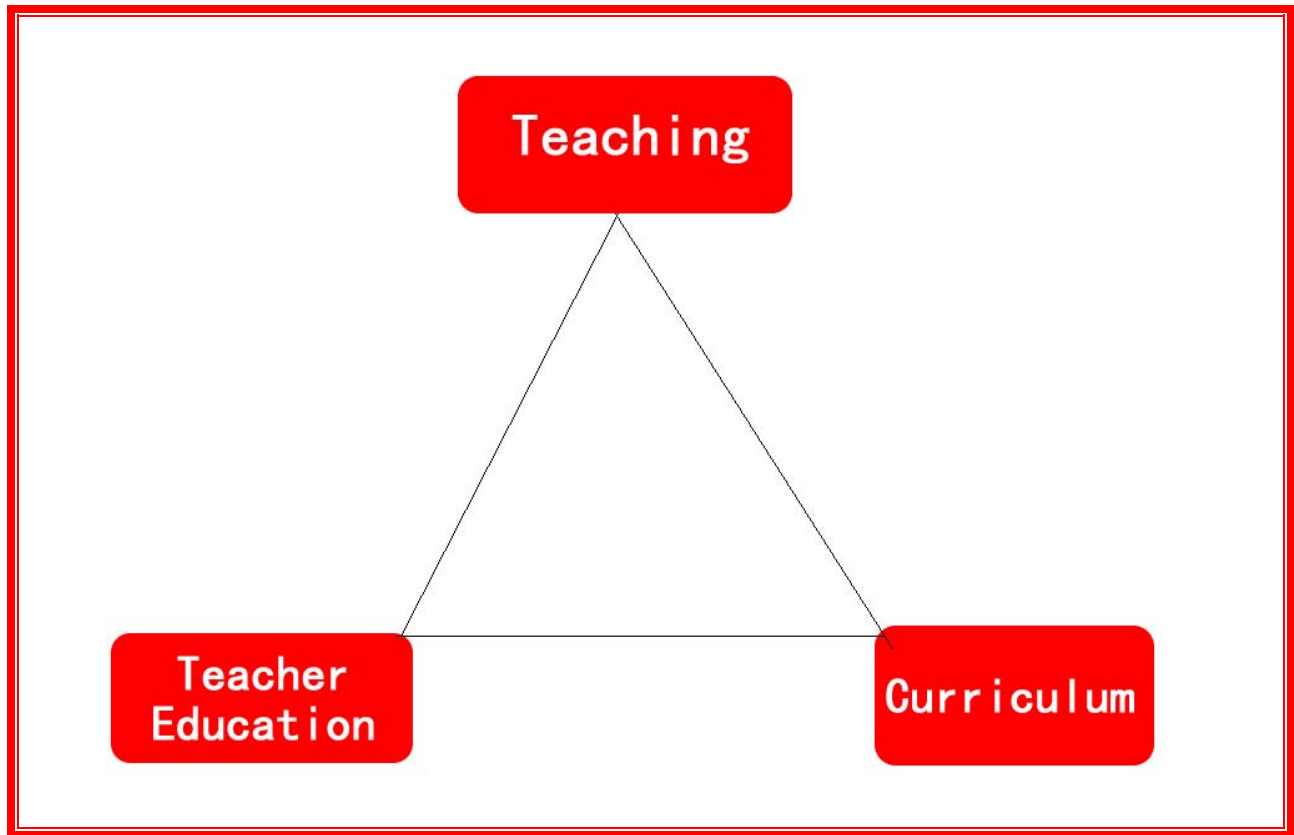


Sport Pedagogy



Research on **teaching** physical education concentrates on teaching effectiveness from the perspectives of teachers and students.

Research on **teacher education** focuses on teacher training and development.

Curriculum researchers study what is taught, why teachers select content for their classes, how teachers' values influence curriculum selection and implementation, and the process by which curriculum is designed.

[Silverman, 2003]

LAB DESCRIPTIONS

Approximately 10000 square feet of lab space is dedicated to the teaching and research for the sport pedagogy program. The goal of this space is to support the education, training and research in the area of Physical Education Teacher Education (PETE) for undergraduate and graduate students in Exercise and Sport Science. One separate laboratory and one teaching and learning gym are used to meet this goal.

Pedagogy Lab: 107 HPER-West

The pedagogy lab includes a computer lab strictly for graduate students, a small pedagogy library, a secure closet with a large variety of equipment, and office space for one doctoral student with Alice Oakes Bronson Pedagogy Fellowships. This lab is linked to all PETE courses at both the undergraduate and graduate levels in providing students with the environment necessary to analyze teaching tapes/DVD's and data collected from various forms of technology (accelerometers, pedometers, heart rate monitors, etc), as well as create and edit teaching/learning portfolio's.

Specifically, the lab is equipped with four televisions and VCRs, a video editing machine, 75 Actigraph Accelerometers, 10 Lifecorder EX Activity Monitors, 30 Polar E600 Heart Rate Monitors, 50 Polar Vantage XL Heart Rate Monitors, 100 SW-701 and 50 SW-200 Digi-walker pedometers, 50 NL-2000 and 55 NL-1000 Piezo-electric pedometers, a POLAR Tri-Fit portable assessment unit, four computers with printer and assorted technology aides such as 4 Mini-DV video cameras, 3 VHS video cameras, cordless microphones, and mini-tape recorders.



Computer Lab



Program Contact:

James Hannon, Ph.D., C.S.C.S.

206 HPER North

Salt Lake City, Utah 84112

Phone: (801) 581-7646

Email: james.hannon@hsc.utah.edu

Teaching and Learning Gym: 116 HPER-West

The teaching and learning gym is used for the teaching and research activities for the sport pedagogy program. The full sized gym is equipped with an overhead sound system and six retractable basketball hoops. The gym has several large closets stocked with an ample supply of physical education teaching equipment such as *basketballs, footballs, volleyballs, baseballs, scooters, sandbags, golf irons and balls, tumbling mats, parachutes, various sized and textured activity balls, medicine balls, stability balls, juggling scarves, hoops, jump ropes, rhythmic movement supplies, pinnies, and cones*. The gym is primarily used for demonstration, pre-service teacher observations, and peer-teaching in physical education teaching methodology courses. It is also an activity site for the UFit special physical education clinic.



Basketball Court



Closet

Recent PhD Graduates:

**Hyun-ju Oh (2008) –
Assistant professor
Ohio University**



**Andrea Silva (2008) –
Assistant Professor
Carroll College**



Pedagogy Faculty



Dr. James C. Hannon

Dr. Hannon's general research interests are focused on pediatric physical activity and fitness measurement, as well as instructional and environmental interventions to increase physical activity in P-12 school and community settings. Specific physical activity measurement tools used in Dr. Hannon's research are pedometers, accelerometers, heart rate monitors, and systematic observation.

Dr. Hannon has completed extensive work in examining the physical activity patterns, teacher behaviors, and student learning opportunities in coeducational versus single-gender physical education. He has recently been investigating how playground environmental changes affect physical activity patterns of preschool aged children. Dr. Hannon's work has appeared in numerous academic journals including, but not limited to: *Journal of Teaching in Physical Education*; *Journal of Physical Education, Recreation and Dance*; *Journal of School Health*; *Physical Educator*; *Research Quarterly for Exercise and Sport*, and *Strategies*. He has presented at many conferences and received the highest rating in the area of Sport Sociology for his research poster at the 2006 AAHPERD National Convention. Dr. Hannon teaches numerous classes in both the undergraduate and graduate program. Examples of courses taught include: Methods of Teaching High School Physical Education, Observation & Analysis of Physical Education/Activity, Physical Activity Interventions, Physical Activity Measurement, and Curriculum and Supervision in Physical Education.

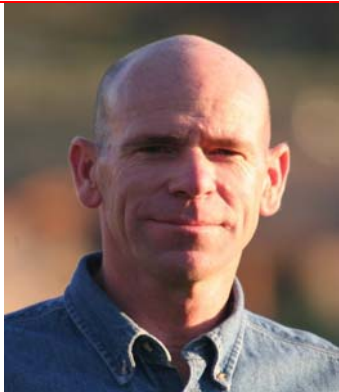


Dr. Zan Gao

Dr. Gao's research has focused on teaching and student learning from the psychological perspectives. Specifically, one major line of his research is examining the relationships between motivation and physical activity levels among school children and college students. His other research interests include measurement of school children's physical fitness and physical activity levels, student motivation and curriculum content, and teaching effectiveness and childhood obesity.

His research productivity is substantiated by numerous research projects, presentations and publications. Recently seven of his first-author manuscripts were accepted for publication in peer-reviewed journals such as *Research Quarterly for Exercise and Sports*, *Quest*, *Journal of Teaching in Physical Education* and *Journal of Applied Sport Psychology*. Dr. Gao has been the recipient of several national awards including 2006 Graduate Student Research Award of American Education Research Association (AERA) Special Interest Group - *Research on Learning and Instruction in Physical Education* and 2007 American Alliance for Health, Physical Education, Recreation, and Dance Ruth Abernathy Presidential Scholarship Award. He currently serves as a reviewer for *Journal of Sport and Exercise Psychology*, *Journal of Teaching in Physical Education*, and AERA annual meeting abstracts. He also served as editorial assistant for *Journal of Teaching in Physical Education* and executive committee member of *International Chinese Society for Physical Activities and Health (ICSPAH)*.

Current Pedagogy Doctoral Students



Brian McGladrey, M.A., CSCS, is a doctoral student in the Department of Exercise and Sport Science at the University of Utah, specializing in Sport Pedagogy. Brian earned a Bachelor of Science in Organizational Behavior at the University of San Francisco, and then attended Saint Mary's College of California, where he earned a Master of Arts in Health, Physical Education, and Recreation. Brian's professional background includes 18 years working in the athletic club business, and 10 years as a high school baseball coach. He is an NSCA Certified Strength & Conditioning Specialist. Brian's research interest includes examining the knowledge of strength and conditioning among physical educators and high school sport coaches.



Chaoqun Huang, M.Ed., is a doctoral student in the Department of Exercise and Sport Science, specializing in Sport Pedagogy. He earned a Bachelor of Education in Physical Education at East China Normal University (ECNU) of China, completed master courses in Theory and Method of Physical Education Teaching and Training, and earned a Master of Education at Shanghai Institute of Physical Education. His professional background includes 22 years of instructional experience in Physical Education. Chaoqun's research interests include physical education teaching and student learning, specifically in promoting students' physical activity levels through the angles of self-efficacy, motivation and gender in Physical Education, and the professional development of PE teachers.



Tanjian Liang, M.A., is a doctoral student in the Department of Exercise and Sport Science, specializing in Sport Pedagogy. Tanjian Liang earned his bachelor degree of Physical Education at East China Normal University in Shanghai and his master degree from the University of Findlay in Ohio. Kin's professional background includes teaching at Guang Dong University of Finance for four years as a physical education teacher. He also coached track hurdling events and basketball. Kin is an experienced competitor in track and field. Kin gained the championship of Decathlon in the 2001 Shanghai college students' track and field tournament.



Skip Williams, M.A. is a doctoral student in the Department of Exercise and Sport Science at the University of Utah, specializing in Sport Pedagogy. Skip originates from Avon, Utah. He earned a Bachelor of Science degree in Physical Education with a Health Education minor from Utah State University, and then attended the University of Northern Iowa where he earned a Masters of Arts in Physical Education. Skip's professional background includes teaching high school and middle school physical education and coaching football and basketball. Skip's research interest includes curriculum development in physical education, motivation among physical education students, same-sex/coeducational physical education classes and effective teaching behaviors.



Timothy Stanley, M.S. is a doctoral student in the Department of Exercise and Sport Science at the University of Utah, specializing in Sport Pedagogy. He earned a Bachelors of Arts degree from Sonoma State University, and then attended Idaho State University where he earned a Master of Science and Masters of Health Education. Tim has extensive public school teaching experience in the states of California, Nevada, Utah, and Idaho. He is currently the chair of physical education and health at a high school in Boise, Idaho. Tim's current research involves assessing the effects of modified games on student physical activity and enjoyment in physical education.



Geri Conlin, M.Ed. is a doctoral student in the Department of Exercise and Sport Science at the University of Utah, specializing in Sport Pedagogy. She earned a Bachelors of Arts degree in Physical Education from Weber State University, and a Masters of Education specializing in Curriculum and Instruction from Weber State University. She has 9 years of public school teaching experience at both the elementary and secondary levels. She is currently an instructor in the Department of Health Promotion and Human Performance at Weber State University. Geri's research interests include the influence of teacher role modeling, as well as teacher positioning and feedback on student activity levels in physical education.