

Implementing a Personalized System of Instruction by an Experienced Physical Educator

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The purpose of this study was to describe and explain Calvin's (the teacher of this study) understanding and implementation of PSI based on his occupational socialization. In addition, this study examined how Calvin's occupational socialization would affect his implementation. The participant of this study was one experienced teacher who taught one intact eighth-grade class of 28 pupils at a private academy. Data were collected using qualitative methods. These methods of data collection were analyzed by employing analytic induction and constant comparison. The theoretical framework that guided this study's data collection and data analysis was occupational socialization.

Metzler and Sebolt (1994) acknowledged that the PSI workbooks could be easily adapted for middle school students; nevertheless, there are hardly any accounts of PSI being used in middle school physical education programs. Therefore, this research was conducted in a middle school setting and implemented by an experienced teacher named Calvin. The purpose of this study was to describe and explain Calvin's understanding and implementation of PSI based on his occupational socialization.

The participant in this study was a physical education teacher at a predominantly African American private school in the southern region of the United States. This teacher had eleven years of experience teaching K-12 students. His peers and former students and parents recognized this teacher as being a good teacher. During this study, the teacher taught an eighth-grade badminton class using the PSI instructional model for the first time. The unit was twelve lessons in duration. Prior to using the instructional model, the teacher participated in a professional development workshop that focused on the implementation and follow through of the PSI instructional model.

The private school in which this study was conducted had a total K-12 enrollment of 322 students. The school was in a small college town with large industries in the southern region of the United States. The eighth-grade class consisted of 28 students (12 boys and 16 girls). The eighth-grade class met for 50 minutes daily over the course of the semester. Available facilities included a gymnasium with nine badminton courts.

The data sources used in this study were informal/formal interviews, observations, a stimulated recall interview, and PSI workbooks. The PE teacher, Calvin, participated in three formal interviews during the 12-lesson badminton unit. The first formal interview was conducted before the unit was taught to examine the teacher's socialization journey to teaching. The second and third interviews focused on the complexities and issues of teaching the PSI model, what he had learned, and how teaching a unit of PSI impacted future teaching. Each interview was approximately 30 to 90 minutes in length. Each interview was audiotaped and transcribed verbatim. The interview questions can be found in Appendix A.

Throughout the implementation of the PSI model, informal questions between the researcher and the teacher were manually recorded and entered a word document to compare and form themes from collected data. All 12 lessons were observed. The researcher took copious notes during the badminton unit. Eight different class sessions were videotaped for the explicit purpose of conducting a stimulated recall interview.

One stimulated recall interview was conducted with the PE teacher after all lessons had been videotaped to examine the process involved in executing the lesson. The researcher reviewed the videos beforehand and identified key moments in the lesson to serve as prompts for stimulated recall. The duration of the stimulated recall interview was approximately 45 minutes in length. The stimulated recall interview was audiotaped and later transcribed.

All the students' PSI badminton workbooks were collected to get an overall understanding of the instructional unit. This data was used to help determine if the instructor taught a valid PSI unit as well as to assist the researcher in understanding students' progress during each lesson. The interviews were transcribed verbatim. All interviews, PSI workbooks, and notes were coded and searched for common themes. Themes are defined as units derived from patterns such as "conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings and proverbs" (Taylor & Bogdan, 1984, p. 131). Patterns were identified and put into categories. New categories were also created to handle data that did not fit into a pre-existing category.

The review and analysis of data from multiple sources within and across contexts facilitated data triangulation during analysis (Denzin & Lincoln, 2003; Janesick, 2010). Triangulation was used to see if data from interviews, PSI workbooks, and observation notes supported each other. Results of this study indicated that some experienced teachers have a hard time excepting modification in their classroom. Furthermore, the aspects of occupational socialization (acculturation, professional socialization, and organizational socialization) have a large impact on some teacher's ability of giving up control of their classroom to their students.

References

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