

AN EVALUATION OF KANSAS STATE UNIVERSITY'S GRADUATE STUDENTS' OPINIONS
AND ATTITUDES ABOUT THE LECTURE-LAB APPROACH TO PHYSICAL EDUCATION

by

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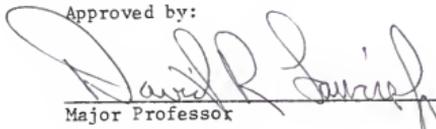
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Chapter 1

INTRODUCTION

Physical education, as a part of the total education of the individual, has been subject to many criticisms over the past decade. With the age of accountability, physical educators can no longer defend teaching practices and methods with the phrase, "This is the way it has always been done." They must evaluate every action to determine if student needs are met.

A major criticism heard concerning physical education is the non-separation of competitive athletics from the physical education classes. Many students felt if they did not possess superior athletic talent, there was no place for them in physical education. The physical educator was viewed as a coach and the teaching atmosphere was similar to the competitive field of athletics. It has become apparent to some physical educators that physical education is not reaching as many students as it should. A change in teaching methods and practices is necessary if physical education is to maintain a worthy position in the total education of the individual.

One method developed to make physical education more relevant to students is the teaching of concepts related to physical fitness, health and sports skills through the lecture-laboratory approach. Students spend less time in physical activity and more time in "reflection, discussion, evaluation and conceptualization" (24:110). It is a "student-oriented" (24:112) approach, with success determined by each

student's individual goals and objectives. The physical educator's main responsibility becomes developing "the desire to pursue an active life once they (students) have terminated their formal schooling. To succeed, physical educators must help their students develop knowledge and attitudes as well as skills" (16:128). The lecture-laboratory approach to physical education provides the tools necessary to develop and maintain knowledge and attitudes.

An example of the lecture-laboratory course is the Concepts in Physical Education taught at Kansas State University, Manhattan. The program has received nation-wide recognition and serves as a model for over 200 similar programs. Student evaluations of the Concepts program have rated it at 3.8 on a 5-point scale (5 = very good) (20:5). The course is structured around seven lectures, taught by a faculty member of the Department of Health, Physical Education and Recreation or on slide-tape projectors, and fourteen laboratories, conducted by graduate students in physical education and recreation.

STATEMENT OF THE PROBLEM

Since the Concepts program's inception in 1972 at Kansas State, there have been several attempts to evaluate the program's benefits to students. However, there has been no attempt to evaluate the program from the graduate student's point of view. This study investigated the opinions of the graduate student who either taught the laboratory section of the course or completed the graduate course 261-750 Teaching Concepts in Physical Education. The problems investigated were:

- 1) To assess the graduate students' opinions of the lecture-laboratory approach to physical education prior to entering Kansas State;
- 2) To determine if and how the graduate students' opinions about the lecture-laboratory approach to physical education change as a result of their exposure to the Concepts program;
- 3) To determine whether the graduate student felt his/her experience with Concepts has or is influencing their teaching practices;
- 4) To compare those with teaching experience prior to entering Kansas State as graduate students and those without teaching experience on their opinions of the Concepts program;
- 5) To compare the evaluations of the Concepts program of the Graduate Teaching Assistants for the school year 1977-78 and former graduate students with teaching experience since their exposure to the Concepts program;
- 6) To compare the opinions of the Concepts program of those who had taught Concepts at Kansas State and those who had completed 261-750 Teaching Concepts in Physical Education but had not taught Concepts at Kansas State.

PURPOSE OF THE STUDY

The purpose of the study was to determine if and how the Concepts program influenced graduate students who either taught in the program at Kansas State or had completed the graduate course 261-750 Teaching Concepts in Physical Education. The opinions were evaluated when initially exposed to the Concepts program and for the former graduate students, after they had left Kansas State to determine if their opinions changed.

LIMITATIONS OF THE STUDY

There were two limitations in the study. The first was the results were dependent on the return of the testing instruments. It

may have been that the more favorable the subject was to the program, the more likely he would return the items. Thus, the results may have been more favorable than the population's opinions of the program. The second limitation was the results were dependent on the assumption the questions were valid and answered honestly.

DELIMITATIONS OF THE STUDY

The subjects for the study were graduate students who either enrolled in 261-750 Teaching Concepts in Physical Education or taught the laboratory section of 261-101, 261-001, or 261-A01 Concepts in Physical Education at Kansas State University, Manhattan, from the summer term of 1974 to the spring semester of 1978.

DEFINITION OF TERMS

The following operational terms were used in the study in the following context:

Concepts in Physical Education: an all-university required lecture-laboratory course in physical education at Kansas State University based on the why, what and how of physical fitness.

Concepts Rating Scale: a confidence index administered to subjects to obtain their levels of confidence in establishing and teaching a lecture-laboratory course in physical education.

Concepts Survey: a testing instrument administered to subjects to obtain factual personal information and opinions about the Concepts program.

Evaluation Form of the Concepts Program: a five-question testing

instrument administered to subjects to receive their feedback about the Concepts program.

Opinion: according to Funk and Wagnell, "A judgment or estimate of the excellence or value of a person or thing."

Teaching Concepts in Physical Education: a graduate level course in the study of teaching methods applied to instruction of the basic concepts of physical education; organization of teaching materials for a foundation or conceptual program in physical education. (261-750) (Kansas State University Bulletin, 1977)

Chapter 2

REVIEW OF RELATED LITERATURE

The age of accountability in education has caused curriculums and programs to be evaluated. Long-standing teaching practices and methods are being examined to determine their value and worth to students. Students were consulted to evaluate the programs. This review includes evaluations of physical education programs from various schools and evaluations of the Concepts program at Kansas State University. Also included is a review of the relationship between the teacher's attitude and the student's attitude toward physical education. This information is included as relevant material because the graduate student's opinion of the Concepts program could influence his/her students' attitudes about physical education.

EVALUATIONS OF PHYSICAL EDUCATION PROGRAMS

Brunner (3) conducted a study in 1969 to determine how physical education classes of 20 to 30 years ago were remembered today. His purpose was to raise the question of how today's physical education classes be remembered 20 years from the present time. He found that adults did not feel their physical education classes did anything to help them establish lifetime habits of exercise. A typical comment was, "I am quite bitter about the physical education program I participated in. Most of my training was in sports--football, basketball,

etc.--which I could not pursue during my professional life" (3:42).

Hodges (11) conducted a 1974 study on the status and structure of physical education in public two-year colleges in the Midwest. He found there was a basic service program at 74% of the schools surveyed. Forty-one percent had individual study, which included proficiency exams. He concluded that physical education in the junior colleges was a growing area.

Thomas (26) conducted a similar study assessing physical education at junior colleges in the Southern district of AAHPER. He found that 98% offered physical education courses and 89% of those schools gave one-hour credit for the courses. Only 5% of the state institutions and no private schools offered a proficiency exam. When physical education was not required less than 10% of the student body enrolled in physical education classes. Thomas concurred with Hodges' findings that physical education was expanding in junior colleges.

Yarnell's (29) 1971 research on physical education in two-year colleges found that 81% required a physical education service program and over 71% gave academic credit for the courses. He concluded that the "majority of junior colleges considered physical education an integral part of the college curriculum" (29:82).

Oxedine (19) conducted his study to determine the validity of the challenge to required physical education. He found that 74% of the 788 colleges and universities that responded had required physical education as compared to 87% in 1968, 83% in 1960 and 86% in 1954. Where there was no physical education requirement for graduation 25% of the student body enrolled in a physical education class. Thirty percent

had competency exams as compared to 18% four years before. Course offerings emphasized lifetime sports and co-educational classes. Over 90% offered graduation credit for physical education.

Evaluations of the cognitive area of physical education have been conducted by Sheehan and Olson. Sheehan (22) found that "the physical educator has a hard time viewing cognition as an integral portion of the physical education process" (22:144). He advocated a teaching phase based on structuring objectives, employing instructional processes and evaluation of the product. College physical education should be based on preparing students for problem solving at higher levels of thinking, according to Sheehan. A taxonomy should be used to observe cognitive behavior and answer certain questions about physical education. Olson (18) supported Sheehan's view that college physical education should have a basis in the cognitive domain. He stated the key to physical education is "bodies of knowledge, academic disciplines, learning by insight and mastery and sport as experience" (18:141). The educational emphasis should be on personal meaning in relation to knowledge, individualizing instruction and education for meaning, relevance and excellence.

Corbin (4) investigated the lecture-laboratory physical education course at Texas A & M University in 1969 and found that 70% of the students rated the course favorably after the first semester and 95% rated it favorably after the second semester. In 1974, Corbin and Chevrette (5) studied the changes in attitude toward physical education as a result of a lecture-laboratory course. Using pre- and post-testing,

they found that the subjects scored higher on the post-test general subscale, the mental-emotional subscale and on the test total. There was no statistical change on the social and physiological-physical subscales over the semester. They recommended the development of a better instrument for measuring attitudes in a lecture-laboratory course and that other research be conducted to assess attitudinal changes resulting from a lecture-laboratory physical education course.

EVALUATIONS OF THE CONCEPTS IN PHYSICAL EDUCATION COURSE AT KANSAS STATE UNIVERSITY

There have been several evaluations conducted on 261-101 and 261-A01 Concepts in Physical Education at Kansas State University. Holder's (12) 1973 master's thesis investigated the attitudes of freshman men and women toward physical activity. She found that those students who attempted and passed the proficiency exam (quiz-out) had a poorer attitude toward physical activity, were not interested in participating in intramurals, had not participated in interscholastic sports competition, did not enjoy physical education and were from average to below average in physical ability. She concluded that the students who passed the proficiency exam were the ones who disliked physical activity and could benefit the most from the Concepts course.

A study conducted in 1974 by the Department of Health, Physical Education and Recreation at Kansas State entitled "Proposal Concerning Required Physical Education" (20) revealed the following. Students rated the Concepts program as follows on a 1 to 5 scale (1 = poor, 2 = fair, 3 = average, 4 = good, 5 = very good):

The Lecture.....	3.6
The Fitness Test.....	3.8
Gym Sessions.....	3.6
Lecture Instructor.....	4.1
Gym Instructor.....	4.1
Concepts vs. Sports Classes....	3.6
Usefulness.....	3.9

Total: 3.8

The study pointed out that the course was evaluated each semester and the credibility with students was high.

Gibson's (8) 1975 master's thesis evaluated the lecture-laboratory course in physical education at Kansas State. He found that the attitudes of the students who had successfully completed the course were more positive toward participation in lifetime sports and formal exercise programs than were students who were not exposed to the Concepts course. The Concepts course had developed a much more positive attitude among females in their confidence to evaluate their own physical fitness needs and to prescribe a program to meet their needs. The course was also rated favorably by the sophomores in the study. Based on student ratings, the course improved from the first to the second year of operation.

TEACHER AND STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION

There have been a number of studies conducted to determine the relationship between the teacher's attitude toward physical education and their students' attitudes toward physical education. Fleming (7) investigated the relationships of creativity, attitudes toward physical education and the activity skill of physical education students and

their teachers. He found there was a positive relationship between the creativity of the physical education teacher and the student's positive attitude toward physical education.

Reeves (21) investigated the attitude changes toward physical education activity courses at Mesa Community College in San Diego and found there was a positive change in a significant number of subjects after the course was completed. He suggested further research be conducted to determine the instructor's role in the attitude change of the students.

Zadeh's (31) 1970 dissertation dealt with the physical education teacher's behavior and how that behavior influenced the development of the attitudes held by elementary school children toward physical education. It was found that fifth and sixth grade students could identify critical teaching behaviors that led to their beliefs about physical education. These teaching behaviors were the demonstration and explanation method, providing a wide variety of activities and games, and doing something extra to make the activities fun and enjoyable.

Kahnert (14) found a positive relationship between the teacher's knowledge of physical fitness and the positive attitude held by students at the college level. The more knowledgeable the instructor appeared to be, the more positive the students were to physical education.

Yerg's (30) 1976 dissertation investigated the relationship between teaching behaviors and pupil achievement. She concluded that the more time the teacher spent with the students, especially in the form of interpersonal communication, the more rapid physical skills

were acquired. Sredentop (23) reached a similar conclusion that when physical education teachers acted as counselors and guided students to meaningful activities which reflected their interests and capabilities, students were more receptive to the activities and thus learned at a faster rate. Barrette (2) reached a somewhat different conclusion in his study. He found that physical education teachers spend 77% of their time talking and demonstrating instead of allowing students to employ problem-solving techniques. He stated there was a teacher dominance and control in elementary and secondary physical education classes.

Judkins (13) investigated the difference between student and faculty attitudes toward physical activity. He found that the values held by faculty members at the college level toward physical activity were reflected in the students' attitudes (physical education majors). He concluded there was a consistency throughout professional preparation in physical education.

SUMMARY

Professionals in the field of physical education are evaluating current teaching methods and practices to determine their value to students. Evaluations from different colleges and universities across the United States revealed that some type of physical education course is required at most institutions. Studies have also shown that the cognitive domain is becoming an important emphasis in physical education classes. The lecture-laboratory method is one program utilized that has met with approval and positive evaluations.

Concepts in Physical Education, a lecture-laboratory course taught at Kansas State University, has been favorably evaluated by students in several studies. A positive change in attitude toward physical activity has been recorded by a majority of students because of their exposure to the Concepts program.

Student attitude changes were also reviewed based on attitudes held by physical education teachers. It was concluded that if the teacher maintained a positive attitude, the students would likely hold a positive attitude, too. This conclusion is relevant to this study because the graduate student's attitude about the Concepts program may influence the student evaluations of the program.

Chapter 3

PROCEDURES

The following procedures were approved by the Committee for the Rights and Welfare of Human Subjects, Department of Health, Physical Education and Recreation, Kansas State University.

SELECTION OF SUBJECTS

Subjects for this study were all graduate students enrolled in 261-750 Teaching Concepts in Physical Education and/or who had taught the laboratory section of 261-101/261-001/261-A01 Concepts in Physical Education from the fall semester of 1974 to the spring semester of 1978. Forty-four males and 46 females were mailed the Concepts Survey, Concepts Rating Scale and Evaluation Form of the Concepts Program. They had the option of participating in the study by answering the questions and returning it, or not participating, in which case they returned the items without answering the questions. Subjects also had the option of withdrawing from the study at any time by notifying the researcher.

DEVELOPMENT OF INSTRUMENTS

The testing instrument consisted of three sections. The first section was the Concepts Survey (Appendix A). The survey was designed

to collect factual information about the graduate students' experience in physical education prior to attending Kansas State, their knowledge of the Concepts program prior to entering Kansas State, their present occupation and if they felt their experience with Concepts was of benefit to them. The survey contained 27 questions with responses that best described the subject's situation or opinion. A sample question was:

- 24) Since your exposure to the Concepts program have you changed any of your own fitness habits?
- () yes, I have developed more beneficial exercise habits
 - () no, my habits have not changed
 - () yes, I am not exercising as effectively as I was before my exposure to the Concepts program

The second section of the testing instrument was the Concepts Rating Scale (Appendix B). The instrument was designed to evaluate how confident the subjects felt in certain areas pertaining to Concepts. Subjects read 20 statements, then indicated if they were: 1-not confident; 2-unsure; 3-inbetween; 4-quite confident; 5-very confident. There were no right or wrong answers but a high level of confidence was considered to be a positive response. A sample item was:

I can help my students select physical activities that suit them.

The final section was the Evaluation Form of the Concepts Program (Appendix C). It consisted of five questions designed for the subjects to evaluate the Concepts program in their own words. They could also make suggestions about the program. A sample item was:

What advantages do you see for the student in the Concepts program as compared to other approaches to physical education?

The Concepts Survey, Concepts Rating Scale and Evaluation Form of the Concepts Program were evaluated by Dr. David Laurie, Concepts Coordinator at Kansas State; Dr. Don Kirkendall, Department Head of Health, Physical Education and Recreation at Kansas State; Dr. Robert Scott, professor of Adult and Occupational Education at Kansas State; and Dr. Charles Corbin, founder of the Concepts program at Kansas State. Their suggestions were made on a pilot testing instrument which was used for the final determination of the form of the three testing items. Final judgment of the contents of the instruments was with the researcher.

COLLECTION OF THE DATA

Testing instruments, along with a cover letter (Appendix D) were sent to 73 former graduate students and 17 testing instruments were personally delivered to graduate students enrolled at Kansas State for the spring semester of 1978. Thus, a total of 90 questionnaires were distributed. Each testing instrument was affixed with a number on the front so the researcher could determine who had returned the items. The master copy matching numbers with names was kept in the personal files of the researcher and was seen only by her. The subjects had the option of returning the information or the testing instruments unanswered. An addressed and stamped return envelope was provided. When the instruments had been received the subjects received a follow-up letter thanking them for their participation (Appendix E) and a copy of the article by Dr. Corbin and Dr. Laurie published in

the January 1978 issue of the Physician and Sports Medicine entitled "Exercise for a Lifetime: An Educational Effort". The article explained the current Concepts program at Kansas State, including changes that had taken place since 1972.

Twenty-seven follow-up letters were sent to subjects who had not returned the information within two weeks of the mailing date (Appendix F). The letter again asked for their help and the prompt return of the testing items.

Fifty-one surveys were returned within the first two weeks of the mailing date. An additional 18 items were received within the following three weeks.

ANALYSIS OF DATA

The data collected was used to report the opinions of the graduate students. Several comparisons were made and reported as percentages. It was determined what percent of the population felt they: a) had knowledge of the Concepts program prior to entering Kansas State from questions 5 and 6 of the Concepts Survey; b) changed their opinions about the lecture-laboratory approach to physical education while at Kansas State and if that change could be attributed to the Concepts program from questions 9, 10, 11 and 12 on the Concepts Survey; c) were using Concepts ideas or activities in their physical education classes from questions 20 and 21 of the Concepts Survey. A comparison was made between those with teaching experience prior to entering Kansas State and those without teaching experience to determine if one group had a

more favorable opinion of the program. A comparison of the Evaluation Form of the Concepts Program was made between graduate students currently enrolled and former graduate students who were teaching to determine if there was a difference in their opinions about the advantages and disadvantages of the program. Appendix G lists their comments. A comparison was also made between graduate students who taught the laboratory section of Concepts at Kansas State and graduate students who had not taught Concepts at Kansas State but had completed the graduate course 261-750 Teaching Concepts in Physical Education to determine if one group had a more favorable opinion of the program. The comparisons listed were also evaluated through the Concepts Rating Scale. Totals were established and the mean was recorded for each group. The scores are listed in Appendix H. Appendix I lists the percentages for each question on the Concepts Survey.

Chapter 4

RESULTS AND DISCUSSION

The purpose of the study was to determine if and how the Concepts program at Kansas State University influenced those who had taught in the program as Graduate Teaching Assistants and/or had completed the graduate course 261-750 Teaching Concepts in Physical Education. The information was obtained from the Concepts Survey, Concepts Rating Scale and the Evaluation Form of the Concepts Program.

RESULTS

Sixty-nine of the 90 surveys were returned for a total of 79%. Forty-six of the 73 items sent to former graduate students were returned within the first two weeks from the mailing date. Twenty-seven follow-up letters were sent and 6 testing instruments were returned. All 17 of the surveys distributed to graduate students enrolled at Kansas State during the spring semester of 1978 were returned. Seventy-four percent of the graduate teaching assistants since 1974 returned the items. Seventy percent of the graduate students enrolled during the summer of 1974 and the school year 1974-75 returned the testing items, 50% from the summer of 1975 and the school year 1975-76, 77% from the summer of 1976 and the school year 1976-77 and 92% from the summer of 1977 and the school year 1977-78.

Each subject had the option to omit any questions they did not want to answer or to respond with more than one answer if they desired. The percentages reported are based on the total of 69 testing instruments returned.

The first question to be determined was how many of the graduate students had knowledge of the lecture-laboratory approach to physical education before entering Kansas State. The totals are listed in Table 1.

Table 1

Knowledge of the Lecture-Laboratory Before Attending Kansas State

	No. of Responses	Percent
No previous knowledge	33	47
Had heard of it but knew little about it	22	31
Knew of a similar program	2	4
Understood what the lecture-lab was	15	21
Total	71	102

Only 6% of the subjects had participated in a lecture-laboratory physical education class in either high school or college.

A further breakdown of the data revealed that of the graduate teaching assistants who attended Kansas State since 1974, 52% had no previous knowledge of the lecture-laboratory approach to physical education, 28% had heard of it but knew little about it, 4% had heard of a similar program, and 20% understood what the lecture-laboratory

approach to physical education was. Twenty-seven percent of the graduate students who understood what the lecture-laboratory was indicated the Concepts program was a reason they had selected Kansas State for graduate work. In raw data, a total of three graduate teaching assistants since 1974 had attended Kansas State because of the Concepts program.

Table 2 presents the data on how the graduate students learned about the Concepts program at Kansas State.

Table 2
Knowledge of Concepts at KSU Obtained from:

	No. of Responses	Percent
Undergraduate program literature	5	7
Information sent by KSU	9	12
In-service training for GTA's	19	21
Teaching Concepts class	41	46
Talking with professionals	8	10
Other	6	8
Total	88	109

Of the 46% who learned of the Concepts Program at Kansas State from the Teaching Concepts class, 48% of the 46% had no knowledge of the lecture-laboratory before coming to Kansas State. It is possible that almost half of those who enroll in the class do not know what the class is about. Forty-three percent of the subjects attended the

in-service training for graduate teaching assistants but only 21% indicated it as how they obtained knowledge of the program.

Questions nine and ten of the Concepts Survey determined initial reactions to the Concepts program at Kansas State (Table 3) and initial reactions to teaching a lecture-laboratory course in physical education (Table 4).

Table 3
Initial Reaction to Concepts at KSU

	No. of Responses	Percent
Not impressed with it	2	3
No reaction	3	7
Thought it had some merit	28	38
Enthusiastic about it	39	54
Total	72	102

Table 4
Initial Reaction to Teaching Lecture-Lab

	No. of Responses	Percent
Not confident	11	15
No reaction	6	8
Anxious and confident	31	44
Other	21	32
Total	69	100

The large number of "other" responses in Table 4 were indications that the subjects did not have the opportunity to teach a lecture-laboratory course in physical education from information supplied by the subjects in the blank space provided on the Concepts Survey.

Sixty-nine percent of the total responses changed their attitude about the Concepts program as they learned more about it. Of the 69% that changed their attitude, 62% became more favorable about the program, 3% became less favorable about the program, and 4% were unsure how their attitude changed about the program. Of the 62% who changed their attitude to a more favorable one about Concepts, 90% had an initial reaction of thinking the program had some merit and 10% had no initial reaction to the program.

A breakdown of the data revealed of the 44% of the graduate students who were anxious and confident to teach a lecture-laboratory course in physical education, 40% had previous teaching experience

prior to their exposure to the Concepts program. Of the 44% of the graduate students who were anxious and confident to teach a lecture-laboratory course, 61% were graduate teaching assistants who taught Concepts at Kansas State.

Sixty-one percent of the population had previous teaching experience before their exposure to the Concepts program (more than student teaching). Fifty-one percent of that population believed their previous teaching experience was beneficial to them for teaching a lecture-laboratory course, 4% believed their experience was of no value to them in teaching a lecture-laboratory course, and 6% were unsure if their teaching experience was of any benefit to them.

Table 5 indicates the number and percentage of graduate students who have changed or foresee changing their teaching habits because of their exposure to the Concepts program.

Table 5
Changing Teaching Habits to:

	No. of Responses	Percent
Include more Concepts activities	40	60
Not include more Concepts activities	3	4
Total	43	64

The other 36% had not or did not foresee changing their teaching habits because of their exposure to the Concepts program.

If allowed to choose their own physical education program, 48 of the total population of 69 would choose a lecture-laboratory approach for 69%. Of the 48 who would choose a lecture-laboratory approach, 39 believed in the approach strongly enough to take the initiative to talk to administrators, parents and other teachers about starting a lecture-laboratory program in physical education. Table 6 is a breakdown of the data into current positions.

Table 6
Choose a Lecture-Lab Approach to Phy. Ed.

	Teaching	Working in Other Area	Currently Enrolled
Yes	21 = 64%	14 = 88%	13 = 68%
No	7 = 21%	-- --	-- --
Unsure	5 = 15%	2 = 12%	6 = 32%
Totals	33 100%	16 100%	19 100%

Of the 31 subjects who were graduate teaching assistants in the program, 25 would choose a lecture-laboratory approach for 81%, 2 would not choose a lecture-laboratory approach for 6% and 4 were unsure for 13%.

Forty-five percent of the population (31 of the 69) had changed their personal exercise habits to what they believed were more beneficial habits because of the knowledge they had gained in the Concepts program. Thirty-eight percent (26 of the 69) had not changed their

habits and 4% had developed less beneficial habits but did not attribute the change to the Concepts program. The other 13% (9 of 69) had developed more beneficial habits but were unsure if the change could be attributed to the Concepts program. The data is divided into current positions in Table 7.

Table 7
Change in Personal Exercise Habits Because of Concepts

	Teaching	Working in Other Area	Currently Enrolled
Yes	16 = 47%	9 = 56%	6 = 32%
No	14 = 41%	5 = 31%	9 = 47%
Unsure	4 = 12%	2 = 13%	4 = 21%
Totals	34 100%	16 100%	19 100%

Fourteen of the 31 graduate teaching assistants (45%) since 1974 had changed to more beneficial exercise habits because of their exposure to the Concepts program. Eleven of the 31 (36%) had not changed their exercise habits and 6 of the 31 (19%) were unsure if a change had occurred or if a change was because of the Concepts program.

Seventy-eight percent of the total population believed their experience with Concepts was of benefit to them in their present position. Seven percent believed their experience was not benefiting them and 15% were unsure. The data is presented according to present positions in Table 8.

Table 8
Concepts Experience Beneficial in Current Position

	Teaching	Working in Other Area	Currently Enrolled
Yes	25 = 76%	10 = 67%	17 = 89%
No	3 = 9%	2 = 13%	-- --
Unsure	5 = 15%	3 = 20%	2 = 11%
Totals	33 100%	15 100%	19 100%

Of the three in the "teaching" category who stated their experience with Concepts was not benefiting them, two were teaching in a field other than physical education. The two unsures in the "currently enrolled" category had not taught Concepts at Kansas State.

The Concepts Rating Scale was used to determine levels of confidence for establishing and teaching a lecture-laboratory course in physical education (scores listed in Appendix I). The mean for those who had taught Concepts at Kansas State was 82 (extreme scores of 34 and 93) with 100 as the most confident level. The mean for graduate students who had completed the graduate course 261-750 Teaching Concepts in Physical Education but had not taught Concepts at Kansas State was 43 (extreme scores of 38 and 99). Grouping the data according to current positions, those now teaching had a mean of 79 (extreme scores of 34 and 99), those working in other areas had a mean of 81 (extreme scores of 55 and 91), and those currently enrolled had a mean of 77 (extreme scores of 67 and 93). Those with previous teaching experience

had a mean score of 79 (extreme scores of 34 and 99) and those without previous teaching experience had a mean score of 82 (extreme scores of 55 and 93).

DISCUSSION

The first question to be evaluated was how many graduate students had knowledge of a lecture-laboratory approach to physical education before enrolling at Kansas State for graduate work. Seventy-eight percent of the population had no previous knowledge of the approach or knew very little about it. Twenty-one percent of the population understood what the lecture-laboratory approach was before enrolling but only 27% of that group chose Kansas State for graduate work because of the Concepts program. This totaled three graduate teaching assistants who attended Kansas State to teach in the Concepts program as one of their reasons for coming. From the data it can be concluded that the Concepts program is not a drawing card for graduate students. This includes graduate teaching assistants, whose responsibilities include teaching in the Concepts program.

Most of the graduate students (67%) learn about the Concepts program either from the graduate course 261-750 Teaching Concepts in Physical Education or from the in-service training for graduate teaching assistants. It can be concluded that since the two options are available only after the graduate students arrive on campus, the majority have very little knowledge of what the Concepts program is. Of the 46% of the graduate students who learned about the Concepts program

from 261-750 Teaching Concepts in Physical Education, 48% had no knowledge of the program. Therefore, 48% did not have a full understanding of what they were enrolling in when they entered the class.

Ninety-two percent of the graduate students had a favorable initial reaction to the Concepts program and 44% were anxious and confident to teach a lecture-laboratory course in physical education. The trend was for the graduate students to develop more favorable attitudes as they learned more about the program. Even those who were enthusiastic about the program initially developed more favorable attitudes about Concepts.

Sixty percent of the population favored Concepts activities enough to change their teaching habits to include more of the activities. The activities included the self-evaluation measures such as the Motor Fitness Tests and the Twelve-Minute Walk/Run, exercise programs such as Aerobics and the Circle Exercise and lecture materials. The program has been adapted by those surveyed to be taught at the elementary, junior high and high school levels.

Sixty-nine percent of the population would choose a lecture-laboratory approach to physical education if allowed to select their own program. Of that 69%, 74% had little knowledge of a lecture-laboratory approach to physical education before attending Kansas State for graduate work. Therefore, the knowledge gained at Kansas State can be considered a leading factor in establishing physical education programs similar to Concepts if the opportunity is available to subjects.

A change in personal exercise habits because of Concepts was recorded by 45% of the population. Many of those who indicated their

habits had not changed stated they had previously established beneficial exercise habits before their exposure to Concepts. Of those that indicated they had developed more beneficial exercise habits but were unsure why, they also stated in some cases that Concepts could be partially responsible. A few of those that indicated their exercise habits were not as beneficial as they had been stated their work in other areas prohibited the time they had once devoted to their exercise.

Seventy-eight percent of the population believed their experience with the Concepts program was beneficial to them in their present position. This included teachers in physical education and other fields, graduate students enrolled at Kansas State and those working in an unrelated field to physical education. While the vast majority of graduate students enrolled at Kansas State knowing little or nothing about the Concepts program, they left with knowledge they believed was beneficial in pursuing various careers.

A comparison of the Evaluation Form of the Concepts program was made between several groups (see Appendix G for a list of the comments). The opinions of those currently enrolled were compared to those with teaching experience since their exposure to the Concepts program. The advantages to the teacher were similar between the two groups. Both listed the cognitive approach as a means of accounting for skills and knowledge relayed to students, better student-teacher relations because of better communication and a sense of accomplishment and satisfaction for the teacher. Those teaching in the field also listed an effective objective grading system and easy guidelines for establishing a physical education curriculum.

The disadvantages to the teacher were varied between the two groups. Those currently enrolled saw fewer disadvantages than those teaching elsewhere. Some comments listed by those currently enrolled included boredom from teaching so many Concepts classes within the school year, students' initial attitudes, either positive or negative toward physical education, and the teacher preparation time at the beginning to acquire the scientific knowledge. Of those teaching, one of the most frequent disadvantages listed was adjusting the program to various grade levels. Other comments included that younger students needed more physical activity in their school day, adaption into a traditional physical education setting, lack of equipment and adaption to large classes.

The advantages to students listed by those currently enrolled included the knowledge gained in the "how, what and why" of physical activity, the no-failure approach, self-analyzation of fitness needs and the formation of better attitudes to physical fitness. Those teaching saw similar advantages to the student and also stated students with low skill levels were not penalized in the grading system and the opportunity for students to work at their own pace.

The disadvantages to students observed by those currently enrolled included a lack of skill development, receiving only one-hour university credit and boredom for some students with a high skill level. The teaching group saw more disadvantages to the student, including lack of skill training (frequently listed), motivational factors and lack of physical activity.

The currently enrolled group's suggestions for improving the Concepts program were mainly organizational and dealt with the laboratories. The other suggestions dealt with more training for the graduate teaching assistants and more evaluations of their teaching methods and behaviors. Those teaching felt the program could be improved by making slides and films available for teachers, developing a diet and nutrition concept, and a weightlifting concept and adjusting fitness test norms to different grade levels.

The comments made by the two groups were not that different considering the needs and demands of graduate students teaching Concepts at Kansas State and teachers trying to implement Concepts into a traditional educational setting. There were some disadvantages and advantages to both teachers and students that were unique to each group, such as the boredom to teachers from supervising the same activities up to twenty times in the same school year at Kansas State and lack of equipment for those away from Kansas State. The comments made by both groups were in general favorable with advantages seen as outweighing disadvantages and the criticisms made were constructive and if used could lead to a better Concepts program.

Chapter 5

SUMMARY AND CONCLUSIONS

With a new awareness of the importance of physical activity, millions of Americans have taken to the jogging trails, the tennis courts and the golf courses. For many, the new awakening is coming well into their adult lives. These new exercisers are looking back at their physical education classes in high school and college and questioning the value of any knowledge gained from the classes. The emphasis on team sports, with no scientific basis given for exercise, left them with very few skills and exercise principles that could be used when the class had terminated. Physical educators responded to the justified criticism with several alternatives. One was a new emphasis on lifetime sports, i.e., those that required few competitors and had available facilities for the general public. Tennis, golf, swimming and handball/racketball became the basis of the physical education curriculum, replacing football, basketball and volleyball.

Another alternative devised by physical educators was the lecture-laboratory approach to physical education. Based on the scientific principles of exercise, sports and games, students attended lectures in which the cognitive principles were taught and then attended laboratories to assess their current fitness levels and to experience various types of exercise programs. One such lecture-laboratory approach is the Concepts program taught at Kansas State University. It is a one-hour university credit seven-week physical education course required of

all students. The students attend lecture one day per week taught by faculty of the Department of Health, Physical Education and Recreation and laboratories twice a week conducted by graduate teaching assistants.

Because the graduate teaching assistants serve such an influential role in the Concepts program, the purpose of this study was:

- 1) to assess the graduate students' opinion of their knowledge of the lecture-laboratory approach to physical education prior to entering Kansas State;
- 2) to determine if and how the graduate students' opinion of the lecture-laboratory approach to physical education changed as a result of their exposure to the Concepts program;
- 3) to determine whether the graduate students' experience with the Concepts program is influencing their teaching practices;
- 4) to compare those with teaching experience prior to entering Kansas State as graduate students and those without teaching experience on their opinions of the Concepts program;
- 5) to compare the evaluations of the Concepts program of the graduate teaching assistants for the school year 1977-78 and former graduate students with teaching experience since their exposure to the Concepts program;
- 6) to compare the opinions of the Concepts program of those who had taught Concepts at Kansas State and those who had completed the graduate course 261-750 Teaching Concepts in Physical Education but had not taught Concepts at Kansas State.

Through the Concepts Survey, Concepts Rating Scale and Evaluation Form of the Concepts program, which were developed by the

experimenter, it was determined if and how the Concepts program influenced those who either taught in the program at Kansas State as graduate teaching assistants or had completed the graduate course 261-750 Teaching Concepts in Physical Education at Kansas State. The three testing instruments along with a cover letter were sent to any graduate student who had participated in the program in either capacity since 1974.

It was found that 47% of the population had no previous knowledge of the lecture-laboratory approach to physical education prior to entering Kansas State and 31% had heard of it but knew little about it. Forty-six percent of the graduate students learn about the Concepts program from the Teaching Concepts class, while 21% learn about it from the in-service training for graduate teaching assistants.

Over half (54%) of the graduate students' initial reactions to the Concepts program are enthusiastically in favor of it with another 38% believing the program has some merit. Sixty percent of the population has or foresees changing their teaching habits to include more Concepts activities and 69% would choose a lecture-laboratory approach to physical education if given the opportunity.

Forty-five percent of the population had changed to more beneficial personal exercise habits because of the knowledge they had gained through the Concepts program. Seventy-eight percent of the population believed their experience with Concepts was beneficial to them in their present positions. The Concepts Rating Scale and the Evaluation Form of the Concepts program were also used to determine opinions about the Concepts program.

CONCLUSIONS

The results presented in Chapter Four allow the following conclusions to be made within the limitations of the study:

- 1) The vast majority of graduate students had little or no knowledge of the Concepts program or a lecture-laboratory approach to physical education before entering Kansas State University. Therefore, the Concepts program cannot be considered a drawing factor for graduate students.
- 2) The majority of graduate students recorded a favorable initial reaction to the Concepts program and their opinions became more favorable as they learned more about the program. The changed opinion was a result of increased knowledge about the lecture-laboratory approach to physical education.
- 3) The majority of graduate students changed or foresaw changing some of their teaching habits to include more Concepts activities.
- 4) Those without teaching experience prior to entering Kansas State recorded a higher confidence level than those with teaching experience for establishing a lecture-laboratory in physical education. (Note: the confidence level was the subject's personal opinion and not based on any test to determine if their confidence level was justified). The majority of those with previous teaching experience believed the experience was beneficial in teaching a lecture-laboratory course.
- 5) According to the Concepts Rating Scale, former graduate students with teaching experience since their exposure to the Concepts program

had a slightly higher confidence level for establishing and teaching a lecture-laboratory course in physical education than the graduate teaching assistants for the school year 1977-78. However, both groups recorded favorable opinions of the program on the Evaluation Form of the Concepts program.

- 6) Based on the Concepts Rating Scale, graduate students who had taught in the program at Kansas State scored higher on confidence levels for establishing and teaching a lecture-laboratory course than those who had completed the graduate course 261-750 Teaching Concepts in Physical Education but had not taught Concepts at Kansas State.

RECOMMENDATIONS

Based on the conclusions of this study the following recommendations are suggested for the Concepts program:

- 1) Because the graduate teaching assistants who are selected by the Health, Physical Education and Recreation Department at Kansas State serve such a vital role in the Concepts program as laboratory instructors, it is recommended that the Department make available to them more information about the Concepts program before they arrive on campus. This information should include a job description of the laboratory instructor, the textbook so they can become familiar with the material and a description of the testing procedures used in the Personal Fitness Evaluation of the students.

- 2) The establishment of texts, films, slides and testing norms for elementary and secondary levels would be helpful to teachers using Concepts who are not at Kansas State. Eighty-six percent of the population not at Kansas State during the 1977-78 school year indicated slide-tapes and films would aid their programs.
- 3) There is a need for more publicity about the Concepts program and its adaptability from the Department of Health, Physical Education and Recreation at Kansas State to the community. If the program is as beneficial as the teachers who are exposed to it indicate that it is, then as a public service the Department should take the initiative in talking to administrators, school board members, teachers, PTA's, and other organizations with the purpose of informing them about the lecture-laboratory approach to physical education. Workshops and symposiums could be conducted to train teachers in conducting lecture-laboratories.

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APPENDIX

CONCEPTS SURVEY

Directions:

1. DO NOT PUT YOUR NAME ANYWHERE ON THIS SURVEY! You have been assigned a number. Only Jill Jordan has or will see the master copy to determine who has returned the survey.
 2. You have the option to omit any questions you feel violate your privacy or that do not apply to you.
 3. Jill Jordan will be the only one to see your survey. NO FACULTY MEMBER WILL SEE OR KNOW OF YOUR RESPONSES.
 4. Only group data will be presented from your survey. No individual data will be used.
 5. This survey is being conducted under guidelines established by Kansas State University. By cooperating you will help provide answers to important questions; however, your participation is strictly voluntary. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.
 6. If you do not wish to participate in the study, please return the unanswered material in the envelope provided.
 7. Check the response(s) that best describe your opinions and situation (may check more than one if necessary).
-

1) What is your present position?

- Teaching (at what level?) _____
 Subjects taught? _____
- Working in physical education-related field other than teaching
- Working in other area
- Pursuing graduate studies
- Other (explain) _____

2) Which of the following best describes the physical education requirement at the high school you attended?

- There was no required physical education
- I was exempt from physical education
- Lifetime sports (tennis, golf, etc.)
- Team sports and games
- Lecture-lab
- Other (Explain) _____

- 3) Which of the following best describes the physical education requirement at the college you attended?
- There was no required physical education
 - I was exempt from physical education
 - Lifetime sports (tennis, golf, etc.)
 - Team sports and games
 - Lecture-lab
- 4) What was your employment prior to attending KSU as a graduate student?
- Just completed undergraduate degree
 - Taught (at what level?) _____
Subjects taught? _____
 - Worked in physical education-related field
 - Worked in other area
 - Other (explain) _____
- 5) What was your knowledge of the lecture-lab approach to physical education prior to attending KSU as a graduate student?
- Had no previous knowledge of it
 - Had heard of it but knew little about it
 - Knew of a similar program
 - Understood what the lecture-lab approach was
- 6) How did you learn about the Concepts program at KSU?
- In undergraduate program literature
 - From information sent by the KSU Physical Education Department
 - Through the in-service training program for GTA's during the first seven weeks of the school year
 - By taking the Teaching Concepts class
 - From talking with professionals in the field
 - Other (explain) _____
- 7) Was the Concepts program a reason you selected KSU for your graduate work?
- Yes
 - No
- 8) Did you attend the in-service training for GTA's during the first seven weeks of the school year?
- Yes
 - No

- 9) What was your initial reaction to the Concepts program at KSU?
- Was not impressed with the program
 - No reaction one way or the other
 - Thought the program had some merit
 - Was enthusiastic about the program
- 10) What was your initial reaction to teaching a lecture-lab course in physical education?
- Not confident about teaching it
 - No reaction one way or the other
 - Was anxious and confident to teach it
 - Other (explain) _____
- 11) Did your attitude change about the Concepts program as you learned more about it?
- Yes
 - No
 - Unsure
- 12) If your attitude did change, how did it change?
- Became more favorable about the program
 - Became less favorable about the program
 - Other (explain) _____
- 13) Do you believe the Concepts program is justifiable as a physical education class with the purpose being mainly cognitive and not physical?
- Yes
 - No
 - Unsure
- 14) Do you believe the physical activities in the labs should be included as a measure of the student's grade (how well they performed on the labs)?
- Yes
 - No
 - Unsure
- 15) Do you believe the lecture-lab approach to physical education could be easily adapted to other physical education situations other than at KSU?
- Yes
 - No
 - Unsure

- 16) Would you recommend KSU to a peer for graduate school because of the Concepts program?
- Yes
 No
- 17) Would you be interested in talking to administrators, parents and other faculty members about initiating a lecture-lab course in physical education?
- Yes
 No
 Unsure
- 18) Have you had any previous teaching experience (more than student teaching) before your exposure to the Concepts program?
- Yes
 No
- 19) If yes, do you feel your previous teaching experience was an advantage to you in teaching a lecture-lab course?
- Yes
 No
 Unsure
- 20) Have you or do you foresee changing any of your teaching habits because of your experience with the Concepts program?
- Yes
 No
 Unsure
- 21) If yes, have you or will you include more of the Concepts activities in your program?
- Yes (list activities) _____
 No
- 22) In the Teaching Concepts class you were required to make a notebook. Has the notebook been of any help to you?
- Yes
 No

- 23) If allowed to choose your own physical education program, would you choose a lecture-lab approach?
- Yes
 - No
 - Unsure
- 24) Since your exposure to the Concepts program have you changed any of your own fitness habits?
- Yes, I have developed more beneficial exercise habits
 - No, my habits have not changed
 - Yes, I am not exercising as effectively as I was before my exposure to the Concepts program
- 25) If there was a change in your exercise habits, do you attribute this change to your experience with Concepts?
- Yes
 - No
 - Unsure
- 26) Do you believe your experience with Concepts has been any benefit to you in your present position?
- Yes
 - No
 - Unsure
- 27) If slide-tape or film-strip lectures and labs were available, would they aid your physical education program?
- Yes
 - No
 - Unsure

14. I believe the Concepts course should be required at KSU..... 1 2 3 4 5
15. I believe a lecture-lab program could be adapted to secondary physical education classes... 1 2 3 4 5
16. I believe a lecture-lab program could be adapted to elementary physical education classes.. 1 2 3 4 5
17. I believe a lecture-lab program could be adapted outside a school system (YMCA's, church groups, etc.) to teach physical fitness needs..... 1 2 3 4 5
18. As a result of the Concepts program I have improved my fitness habits..... 1 2 3 4 5
19. As a result of the Concepts program I have told family and/or friends about the need to be physically fit..... 1 2 3 4 5
20. As a result of the Concepts program I have improved my self-confidence..... 1 2 3 4 5

EVALUATION OF THE CONCEPTS PROGRAM

Thank you for your help in completing the study up to this point! I have one more item for you to complete. This evaluation is designed to get your input and ideas about the Concepts program. Please give the following five questions some thought and fill in your answers. Thank you!

1. What do you recognize as the benefits of the Concepts program for the teacher as compared to other approaches to physical education?
2. What disadvantages do you see in the Concepts program for the teacher?
3. What advantages do you see for the students in the Concepts program as compared to other approaches to physical education?
4. What disadvantages do you see for the student in the Concepts program?
5. What suggestions do you have for improving the Concepts program at Kansas State?

Department of Health, Physical Education
and Recreation
Manhattan, Kansas 66506

Dear K-State Alum,

It has been a while since we have heard from you! As participants in the graduate program at Kansas State, the department is interested in you and what you are doing. Make it a point to keep the department informed on your happenings! Your suggestions and comments about the graduate program would be helpful, too.

As graduate students who either taught in the Concepts program or completed the course 261-750 Teaching Concepts in Physical Education, I need your help. Dr. Charles Corbin and Dr. David Laurie were recently selected to address the AAHPER national convention in April about the Concepts program at Kansas State. As a part of the presentation, Dr. Corbin and Dr. Laurie have asked me to discuss the role of the graduate student in the Concepts program. I am gathering information as a part of my master's thesis from graduate students about their ideas of Concepts when they were at K-State and after they leave the program. I am interested in determining how your experience with Concepts is influencing you. Enclosed you will find a Concepts Survey, Concepts Rating Scale and an Evaluation of the Concepts program. Please fill in the information and return in the stamped envelope provided as soon as possible! Your honesty in answering the questions can lead to a better Concepts program.

Thank you very much for your help. Your time and efforts are greatly appreciated! If you have any questions feel free to contact me.

Sincerely,

Jill A. Jordan
Study Director

Department of Health, Physical Education
and Recreation
Manhattan, Kansas 66506

Dear

Thank you! Your cooperation and help in completing the Concepts information has benefited not only me in conducting my research, but also the Concepts program at Kansas State. I know how busy you must be, so your time and efforts were greatly appreciated.

As graduate students who either taught in the program or completed 261-750 Teaching Concepts in Physical Education, you may be interested in the changes that have taken place in the program over the last several years. Concepts is now a one-hour undergraduate required course. Students have the option of taking it for a grade (A,B,C,D, or F) or for Credit/No Credit. Room 301 of Ahearn has been converted into the Instructional Media Laboratory where students can come at their own convenience to observe the seven lectures on slide-tape projectors if they choose to enroll in Tutorial Concepts. The quiz-out (which is now free of charge) and the final exam are also taken in the Laboratory. It is open up to seven hours a day so students can choose the best times for themselves. The dresscode has also been dropped from the lab section of the class. The department is constantly looking for ways to make the Concepts program more beneficial to students' needs.

The changes and improvements in the program have not gone unnoticed. Dr. Charles Corbin and Dr. David Laurie's presentation at the National AAHPER Convention will be April 10 at 9:00 a.m. in Kansas City's Convention Center. Dr. Corbin will also present a section on Concepts in the High School on April 8 at 10:45 at the convention. Current information about the program will be presented. The third edition of Concepts in Physical Education is now available, and the new high school text entitled Physical Education Concepts: Fitness for Life will be available in June. The Concepts program at Kansas State was also featured in the January issue of The Physician and Sports Medicine (article enclosed).

Again, thank you. I hope you find the information of value to you. Plan to attend the national convention April 7-10 in Kansas City, too.

Sincerely,

Jill A. Jordan



Department of Health, Physical Education
and Recreation
Manhattan, Kansas 66506

Dear K-Stater,

Just a reminder to again ask for your help. Recently you received a survey, rating scale and evaluation of the Concepts program at Kansas State. Your cooperation is greatly needed by providing the information on the forms and returning them as soon as possible in the stamped envelope provided. The information is needed for the April 10 presentation at the National AAHPER Convention in Kansas City. Time is needed to analyze the results, so the information is needed just as soon as you can get it in.

If you did not receive the survey, rating scale and evaluation, please contact me at the address below and I will send you the items.

Thanks again for your help. I realize schedules are tight, so that makes your time and efforts appreciated all the more.

Sincerely,

Jill A. Jordan
Study Director

Return address:

Jill A. Jordan
Dept. of HPER, Ahearn 203
Kansas State University
Manhattan, KS 66506

COMMENTS FROM THE EVALUATION FORM OF THE CONCEPTS PROGRAM

Question 1: What do you recognize as the benefits of the Concepts program for the teacher as compared to other approaches to physical education?

Responses from those currently enrolled:

"Establish better rapport with all students--between teacher and students and between students themselves."

"Just as the Concepts program works for the students, it works for the teacher, i.e., a better understanding of the importance of the what, why and how in maintaining a healthful life."

"Allows more objective evaluation of student (cognitive testing). Is easy to incorporate widely varying skill levels into one lesson plan."

"More personalized approach to fitness, examines the science of physical education more than skills classes."

"It allows the instructor to present cognitive material in an organized fashion, also being complimented by labs. Reinforcing the cognitive materials. The instructor could try and include these facets of physical education knowledge in a skills class but it would not be as effective because of the splitting of objectives."

"Concepts, as advertised, does give the how, what and why. It is a cognitive approach. Students then become intelligent consumers and participants of fitness. Therefore, you are giving the student useful knowledge besides any skill."

"New approach to teaching. Go through orientation program--actually know what is going on. Refreshes your knowledge on Concepts of physical education."

"The instructor becomes more aware of individual students and their needs and capacities. Additionally, the responsibility of being aware of cognitive information is on the teacher and requires more thought than the typical physical education program."

"If the teacher believes the goals of Concepts, it makes teaching it a satisfying experience as opposed to just teaching sports and skills."

"It is about time we incorporated the cognitive side of physical education into our program."

"Makes physical education functional for the individual—meaningful, practical--something anyone can do--sets activities and activities any motor moron can do and succeed at--sets basis for interest, motivation of the individual—always felt the high failure rate in physical education was due to lack of basis, lack of physical fitness, lack of physical vitality to enjoy games--this begins at the ground floor and makes success possible for all."

"It gives the teacher the chance to communicate with all students."

"Not so much the teacher but the profession. I think the Concepts program gives a new insight into the old stereotyped physical education program."

"Very simply, the teacher has to be accountable for what he/she teaches. The Concepts program requires the teacher know the how, what and why of physical activity and fitness. Thus, the teacher has a more meaningful and powerful tool in teaching this profession."

"Cognitive learning is more readily accepted by college-age students."

Responses from those currently teaching:

"Step by step approach. Each concept student is expected to learn is identified clearly."

"More student-teacher interaction because of smaller class size in lab sections. Exposure to structured fitness testing. Exposure to personal requirements, organization and structure of program which will aid in implementation of program elsewhere."

"Sense of accomplishment. Pride in the credibility of your department in the total school curriculum. Personal feeling of accomplishment because you are doing a good job. Enhanced stature as a teacher rather than a recreation organizer. Improves coed physical education success. Improves departmental relation."

"I love the individualization possibilities and its adaptability to the secondary level."

"Has carry-over value. Approach is mental as well as physical."

"It tells each student why physical education is needed. It will clear up a lot of questions I am asked all the time like 'Why do we have to run?'."

"The lecture-lab program gives the teacher a more effective way of putting across specific points."

"A teacher has some good guidelines to follow if they decide to teach the Concepts approach. I think the book, lecture, lab, experiments, filmstrips or slides used by Dr. Corbin are excellent."

"The benefits that come to the teacher are just a very good feeling about teaching and watching people become physically active and noticing the importance."

"Ease in assessing grades. Team teaching, sharing adequate preparation time. Knowledge instilled in student."

"It is much more comprehensive and is very rewarding to observe students understanding the why behind the objectives of physical education."

"Gives important information to the learner about the hows, whats, and whys of exercise."

"Gives the instructor confidence in knowledge of the material. Helps give the physical education teacher a better attitude toward health and fitness, which will make him a better teacher."

"An ideal way to introduce many of the facets of the physical education curriculum to young freshmen and help them formulate exercise habits. There is an opportunity through this program, to get out there and do something that may be used throughout life."

"It makes the physical education program more relevant to the educational system--instead of simply telling the students what to do--teachers have the information to tell the students why they have to do certain exercises."

"Individual needs are stressed."

"The structure allows the teacher to get a lot of background information to students while also demonstrating ways to apply the information given in lecture."

"You have the opportunity to communicate the latest research findings to the students verbally with back-up reinforcement from the lab evaluations."

"The cognitive is interesting and informative--enables you to answer a lot of questions people ask everyday. As it is, it is well-organized and easy to teach."

"The Concepts program, as compared to other approaches to physical education, benefits the teacher by enabling the students to see and better understand the basic principles and philosophies of movement in relation to body systems and their action and reactions to exercise. This develops in the student a greater awareness, greater desire to participate and an appreciation of the benefits of an exercise program; thus making teaching an easier and more enjoyable task for the teacher."

"If used properly, the teacher can use one hour per week talking about physical education to a group of students and then follow-up with labs."

"The program is prepared for you and there is some meat to the physical education course as opposed to a regular game class."

"The definite idea of the needs for each and every individual in order to gain one's self fitness level he wants to reach. The understanding of why we do activities or exercises."

"The teacher becomes more aware of the basic health need in requiring physical education. I believe this answers any relevancy questions in requiring physical education. The teacher is more prepared to answer students' questions which pertain to beneficial exercises and what activities improve specific fitness needs. The teacher is more well-rounded with a knowledge of sports skills and fitness needs."

Question 2: What disadvantages do you see in the Concepts program for the teacher?

Responses from those currently enrolled:

"Teaching very many Concepts classes can become boring."

"Really there aren't any disadvantages. The teachers will have to work hard to keep up with changes in physical education so they will truly know their body of knowledge but this can only help make them better teachers. Teachers will have to avoid boring students like many classroom teachers have a knack of doing. They should keep it interesting and challenging."

"Students' interest, administrative support, purchasing testing equipment."

"Trying to get the students to apply the knowledge they learned."

"Some students may be turned off because they have motivation to play games--may become impatient with the Concepts program if there is not an adequate intramural program for this need to play to be fulfilled."

"Fitting into an existing physical education program for first and second year teachers."

"If taught without the proper background in terms of knowledge and enthusiasm he may not get the desired results. The big disadvantage is the teacher must study and prepare lessons--something which is extremely rare in physical education."

"Initially, organization and preparation is time-consuming. If teaching several classes consecutively, could become tedious, if order or selection of labs is not altered."

"You get the students excited and then it is over. Need activity course. You still need programs to teach lifetime skills."

"It is new--more preparation and mastery of knowledge--may be hard to sell as physical education to administrators."

"The approach requires knowledge of the human body, kinesiology, etc., that many physical educators do not have at the present time."

"Motivation for the students not programmed with this approach."

"If weak in background knowledge teacher could not do the lecture portion convincingly."

"For the teacher who is not willing to put in the extra work that is needed to get the program off the ground and for the teacher who is not knowledgeable in the Concepts areas this program would not be used or would be abused. Other than the teacher's attitude or knowledge of subject matter, I see no disadvantages."

"Takes time to acquire the scientific knowledges and the cognitive concepts to pass on to students."

Responses from those currently teaching:

"Boredom for the students."

"Need to be adjusted for different grade levels."

"My biggest disadvantage is not having the results of the labs geared to junior high girls instead of being based on college level norms, however, I have been informed that a new program with such information is forthcoming in June."

"None other than personal conviction about poor personal physical condition."

"Teaching the same thing twice a semester for two semesters gets a little repetitive. Getting students accustomed to the non-traditional approach of the lab-lec format. It is not their concept of a physical education course."

"Students are required to take the course, thus some students might not be interested."

"Not having enough in-service training."

"The kids get bored and want to have more activities and less paper work. I've tried the Concepts approach with 7th-12th graders. It is fine for about 4 weeks."

"The lack of regular physical activity and the impossibility of actually improving a student's level of fitness during the Concepts course. However, exercise guidelines can be carried over to activity classes."

"Too many physical education teachers are not comfortable in the classroom or do not know their material very well. Some teachers do not adjust their program to fit their own needs and lab equipment."

"More work involved. Teacher would have to be well-trained."

"The problem of adapting the new concepts idea into the traditional physical education program. One must get the backing up of administrators and parents in order to try new ideas on the students and sometimes that is a difficult situation."

"Preparation time required for seven levels."

"The teacher may place too much emphasis on just teaching Concepts. Physical education classes must also be aware of sociological growths found in physical education classes. (This places emphasis on discipline factors, team skills, emotional factors and communication skills)."

"Some teachers may feel the amount of preparing time they spend in order to effectively operate the lecture-lab program is more than they would like."

"Equipment to run the class effectively. Keeping interest in the program in lower grades."

"More work--more attention to details."

"Equipment needed--adapting it to large classes--i.e., 48 students in a 50-minute class."

"Dealing with students who should have quized out and did not. Some labs were not appealing to particular groups of students. I did not feel free or did not have time to adapt the labs to meet their needs."

"Not suited for K-9."

"The disadvantage I encountered when trying to teach Concepts was in motivating students who wanted to do things with their physical education class like play, improve skills, etc. Not sit and listen or see how far they could run in 12 minutes."

"Some of the data is incorrect. Some of the tests do not test anything--like the 1939 Bass Test of 'Balance,' etc. Some of the referencing is incorrect."

"Inadequate background and not necessary equipment."

"Norms for junior high age groups plus a reading text or materials for that level."

Question 3: What advantages do you see for the students in the Concepts program as compared to other approaches to physical education?

Responses from those currently enrolled:

"A physically active and healthy adult life."

"To learn the importance of the what, the how and the why in living a healthful life. It gives them the knowledge and a source of references which can be used after college or later in life."

"The cognitive positive experiences will last into other decades of their lives whereas the physical activities' benefits, especially if they are unpleasant, last only the length of the course."

"The program is implemented toward all aspects of becoming physically fit, both at present and for future needs."

"It prepares the student to make longterm decisions about his body--to help insure his health in later life."

"This helps the typical problem student (uncoordinated, fat, out of condition) learn to help himself. Traditional physical education allows only the physically talented to excell."

"Learn how, what and why. No failure. Actually assess level of fitness."

"Lack of competition promotes more confidence for those deficient in certain areas. Helps them become aware of their fitness needs and just how valuable physical activity after physical education can be."

"They get the opportunity to understand physical education in a deeper and more individual way. They can relate it to their individual needs as opposed to the customary physical education of skill learning and exercising."

"Being able to understand what they are doing and why."

"They are taught to assess their own physical fitness status and what they should/can do to change it. They are shown a way to exercise (and given the hows and whys for doing it) that does not require a gym or equipment."

"They learn about fitness and how it can be beneficial to each individual."

"New look to physical education, hopefully healthier attitudes and bodies."

"The students will have a far better chance in learning the how, what and whys of physical education. This program should make physical education more meaningful to students."

"Material is relevant to his uses. No one is trying to force anything down his throat."

Responses from those currently teaching:

"They see the why of physical education a whole lot better."

"It is just a little bit better than throw out the ball."

"Student knows why something is being done rather than being told to do an activity and not knowing or even being told the principle behind it."

"The student receives some valuable and pertinent information concerning the aspects of their physical fitness. Hopefully, this information will be the basis for a healthier adult life."

"Giving them the opportunity and access to becoming physically fit and not being forced to do something they do not know anything about or the benefits."

"Students are presented with several options for taking the course. Relaxed learning atmosphere since grade not based on physical ability. Individualized program--each student guided in how to meet his or her needs."

"Know exactly what they must do--concepts clearly stated."

"It explains everything and gives them results to prove yourself."

"The student benefits because he or she learns by listening and then doing instead of performing exercises or games without understanding why. The student is actually taught where his weaknesses are and what to do and how to do it."

"Students are given the tools to evaluate their fitness and establish personal fitness programs for a lifetime. Students are exposed to a wide variety of exercise programs and instructions in HOW to exercise. Students can accurately assess the important factors of fitness and find out what to do about their problems. Proper fitness attitudes and habits may be developed."

"Students who always hated gym because they were less skilled seem to like the program better since the stress is on the individual and not on comparing students."

"A chance to explore the different aspects of physical education."

"They improve their cognitive minds."

"They learn the why behind exercise."

"They learn more about themselves in terms of fitness, they discover their physical strengths and weaknesses as well as improving the weaknesses. They receive valuable information about the body and exercise that can be used for a lifetime."

"A well-rounded approach, a means of evaluating present condition. A chance to determine which form of exercise is suited to them. Where their needs lie."

"Background information. Insight into the future."

"Each can go about at his own pace and way to reach his ultimate fitness level. Understanding why fitness is important for the rest of their lives (ex.--help combat disease, hypokinetic types)."

"The student can analyze his own fitness needs and can determine whether or not he wishes to find a skill in which he can improve or maintain his fitness level. He also evaluates the need for fitness as it relates to health. Emphasis on skill is diminished as far as grading purposes."

"They have the basic facts, principles, objectives about fitness."

"The Concepts program helps form a better attitude through a working knowledge of health and fitness. Attitude is the key for fitness throughout life which is what our main goal in physical education should be."

"It emphasizes the cognitive domain and gives the student more of a total picture and total concept of physical fitness."

"More emphasis on cognitive approach to physical education. The why behind the what."

"Better understanding of their fitness level."

"Gives students things that will be valuable to them throughout life. Gives them facts that would not be available through traditional physical education courses. The combination of lab-lecture gives the program the chance to motivate students by facts as well as by actually doing activities and experiencing the results."

"They have a sufficient means of personal fitness evaluation with information to correct deficiencies present."

Question 4: What disadvantages do you see for the student in the Concepts program?

Responses from those currently enrolled:

"Negative attitude of students coming into a required class."

"Could become too rigid and structured for students (very doubtful however)."

"Writing up the labs, high school and elementary would need or desire more activity or have the Concepts approach integrated with other activities."

"Doesn't do much for the education of the physical (skill development, actual improvement of physical fitness, skill-related factors)."

"Having a limited background in physical education handicaps the student when filling out the Concepts labs. Getting only 1 hour credit."

"If taught by an unmotivated teacher the student can also develop a negative attitude toward the activities."

"Need life-time skills classes. Force students to take program."

"I really see none. Possibly the change to the cognitive approach would alienate a few students at first."

"He may come into the program with a bad attitude from not understanding the objectives."

"A child or student who has been labeled a 'slow learner' in reading or math might have difficulty grasping some of the concepts."

"May discourage already fit and skilled students who desired time to learn and practice sports skills."

Responses from those currently teaching:

"A student participating in a concepts program does not receive the necessary skill training that is needed for a total physical education."

"There is less time for activity--that is, some students still need that break in their school day to remain sane."

Question 5: What suggestions do you have for improving the Concepts program at Kansas State?

Responses from those currently enrolled:

"Don't require it."

"Labs more organized. Stress, then relaxation lab. To quiz-out you need to pass the personal fitness evaluation. If not average, take the class or option of jogging class or weightlifting or whatever applies. If student is hurt (ex.-broken leg) they should take course over when able to participate. They don't get that much out of class sitting!"

"A few organizational ideas: 1) teach the tension-relaxation lab together (make them tense, then use a relaxation technique to relax them). Physical education majors should be required to take a Teaching Concepts class. They don't really seem to respect it!"

"A more enthusiastic sell job of the program to the GTA. Contact them rather than assuming they know. They probably do not. Perhaps in the first week do a crash course having them do all the labs and then refreshing week by week during the semester. That might help them feel more comfortable with the material and become more comfortable with each other sooner. Sitting in meetings seems more trying than really physically participating. Just a thought!"

"Improve the exam by correcting grammar, spelling, and typographical errors in the present one. Update the exam to take into account the changes in the text. Give the GTA's more training before school starts."

"Evaluating the GTA's several times a semester so that the quality of instruction stays high. Include an obesity lab. Students may become self-conscious but I feel the problem of obesity should be dealt with in a more concrete and effective manner than what is given in the lectures and what they are told in the personal fitness evaluation. The labs on explosive power and agility can be eliminated because they are covered in Lab 2."

"Program is well organized at present; only problem is number of quiz-outs--test should be more difficult, possibly."

"Limit the enrollment in the first eight-week session to equalize numbers in both sessions. Teachers who teach 5 Concepts classes lose motivation very easily. Introduce GTA's to Concepts before they arrive--send them a Concepts book in the spring. Have Dr. Corbin teach at least 1 lab to keep in contact with the needs and values to students."

"Doing a little research for validity and reliability for the Concepts program. Have a lab book whose questions are not so ambiguous. Make the labs 1½ hours instead of 1 hour so more time and information can be included in the program."

"Toward the end of the session the students are supposed to analyze their own needs and develop a program to meet those needs. Very few probably ever use that information. People tend to learn by doing better than in any other way. It seems to me that if they had to utilize that program and watch their own improvement that you might win more over to regular exercise programs--might even get athletes to believe in developing their weaknesses, instead of remaining jocks and jockettes all their lives. Let them (make them?) practice what they preach! Show them that it works!"

"Go to a semester--the second half of which would be devoted to doing their exercise program."

"A little more organization and either all or none go by the same classroom standard rules."

"More time could be spent explaining and discussing the fitness evaluation."

"The program needs to be more intense. The instructors have only 7 weeks to teach the students what they should have had in 12 years of education. The Concepts instructors need to be sure their message is being received. This can be accomplished by putting all out in teaching, lecturing or listening to students."

Responses from those currently teaching:

"Looked pretty good!"

"I felt it was an effective program...perhaps the 7 week sessions are a bit brief for covering the course content."

"Make slides and films available for teachers who are using the Concepts program."

"I felt the summer program was a bit rushed but covered well in the amount of time allotted."

"Have a combined unit of diet and nutrition."

"More prayer for Dr. Laurie! I think it is presented very well at this time. GTA's should be very professional in their approach to teaching the labs."

"I would suggest having 2 levels of the lab. Start an advanced session for the lab. Students who already exercise and are motivated seem bored and stifled in the lab sessions. Let students choose the lab they want. In the advanced session I would put more emphasis on actually doing an exercise program for seven weeks and recording improvements."

"Perhaps a warm-up before participating in the fitness evaluation tests. Students complained of soreness following some of the tests."

"Better timing--have the classes in the afternoon so the kids can go after their other classes. They won't mind working and putting to practice the cognitive concepts they have learned!"

"GTA teacher should be more informed about the Concepts program at an earlier date."

"(I) The Concepts Program for Freshmen: I cannot state any suggestions for this program because I am not aware of the present procedure for teaching this. I am sure it has changed since I taught in the program. (II) The Concepts Program for Future Teachers of Physical Education: I am a strong believer in the basic beliefs found in the physical education Concepts; however, I believe there should be a more realistic approach to teaching this at an elementary and secondary level. Too many K-State physical education student teachers go out in the public schools with very unrealistic expectations of what their physical education classes will be like. These same teachers seem to have poor sports skill knowledge. There should be a balance between the emphasis on Concepts teaching and sport skill knowledge. The analysis on a normal secondary student reveals their need not only for the cognitive approach to physical education but also a social and emotional growth element

found in the physical education class. These students sit in classrooms all day long, they need an outlet for tension and anxiety. Perhaps a suggestion to incorporate in teaching Concepts, as far as helping to obtain a more realistic picture, would be to break away for a one hour lecture section and add shorter periods of lecture (discussion), then have an activity. The fitness analysis seems to go over very well with high school students--but--they do not want to sit longer than 15 minutes."

"Develop levels of fitness."

"Have one lab on weight training--proper use of weights. More emphasis placed on fitness program. Rewrite stress and tension labs. Some labs can be performed but do not necessarily have to have questions answered--busy work. Have students find out what recreational-community activities are available in hometown or city where they might live in the future. Determine what time of day is best for their physical activity with regards to work and study schedule."

"Stress how it can be used in ordinary school and life situations."

"I think the biggest problem we have is motivating students. Many students think the Concepts program is interesting but we still have trouble motivating them to improving their condition. If you find a way to keep the majority of students motivated to exercise send me a note and let me know the solution."

"Allow for more teaching of skill."

"I don't unless it would be a list of texts, authors, etc. that have tests and stats on the junior high kids."

"Closer supervision of GTA's. Making the lecture required attendance by taking roll or something."

"Not that familiar with the details of your operation."

"I only took the graduate class so I couldn't suggest anything for sure. From what I was exposed to I couldn't see anything that needed to be improved. It was a very good program."

"Remove the compulsory requirement. Look into other approaches--and/or throw out the Corbin et al. text. Have it as an elective--the free market approach will sort it out. Toss out all "physiological data" so far acquired--most of it must be grossly inaccurate. Essentially to improve K-State, remove the program--redirect grad assistants into research assistants or other more worthwhile things."

SCORES FROM THE CONCEPTS RATING SCALE

Graduate Teaching Assistants
(former and current)

34
64
69
74
78
80
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Graduate Students Completing
261-750

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CONCEPTS SURVEY

Directions:

1. DO NOT PUT YOUR NAME ANYWHERE ON THIS SURVEY! You have been assigned a number. Only Jill Jordan has or will see the master copy to determine who has returned the survey.
2. You have the option to omit any questions you feel violate your privacy or that do not apply to you.
3. Jill Jordan will be the only one to see your survey. NO FACULTY MEMBER WILL SEE OR KNOW OF YOUR RESPONSES.
4. Only group data will be presented from your survey. No individual data will be used.
5. This survey is being conducted under guidelines established by Kansas State University. By cooperating you will help provide answers to important questions; however, your participation is strictly voluntary. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.
6. If you do not wish to participate in the study, please return the unanswered material in the envelope provided.
7. Check the response(s) that best describe your opinions and situation (may check more than one if necessary).

1) What is your present position?

- 48% () Teaching (at what level?) _____
 Subjects taught? _____
- 0% () Working in physical education-related field other than teaching
- 23% () Working in other area
- 25% () Pursuing graduate studies
- 4% () Other (explain) _____

2) Which of the following best describes the physical education requirement at the high school you attended?

- 9% () There was no required physical education
- 6% () I was exempt from physical education
- 11% () Lifetime sports (tennis, golf, etc.)
- 73% () Team sports and games
- 0% () Lecture-lab
- 4% () Other (Explain) _____

3) Which of the following best describes the physical education requirement at the college you attended?

- 9% () There was no required physical education
 11% () I was exempt from physical education
 46% () Lifetime sports (tennis, golf, etc.)
 32% () Team sports and games
 6% () Lecture-lab

4) What was your employment prior to attending KSU as a graduate student?

- 32% () Just completed undergraduate degree
 52% () Taught (at what level?) _____
 Subjects taught? _____
 0% () Worked in physical education-related field
 9% () Worked in other area
 7% () Other (explain) _____

5) What was your knowledge of the lecture-lab approach to physical education prior to attending KSU as a graduate student?

- 47% () Had no previous knowledge of it
 31% () Had heard of it but knew little about it
 4% () Knew of a similar program
 21% () Understood what the lecture-lab approach was

6) How did you learn about the Concepts program at KSU?

- 7% () In undergraduate program literature
 12% () From information sent by the KSU Physical Education Department
 21% () Through the in-service training program for GTA's during the first seven weeks of the school year
 46% () By taking the Teaching Concepts class
 10% () From talking with professionals in the field
 8% () Other (explain) _____

7) Was the Concepts program a reason you selected KSU for your graduate work?

- 9% () Yes
 91% () No

8) Did you attend the in-service training for GTA's during the first seven weeks of the school year?

- 43% () Yes
 57% () No

9) What was your initial reaction to the Concepts program at KSU?

- 3% () Was not impressed with the program
 7% () No reaction one way or the other
 38% () Thought the program had some merit
 54% () Was enthusiastic about the program

10) What was your initial reaction to teaching a lecture-lab course in physical education?

- 15% () Not confident about teaching it
 8% () No reaction one way or the other
 44% () Was anxious and confident to teach it
 32% () Other (explain) _____

11) Did your attitude change about the Concepts program as you learned more about it?

- 67% () Yes
 27% () No
 6% () Unsure

12) If your attitude did change, how did it change?

- 98% () Became more favorable about the program
 2% () Became less favorable about the program
 -- () Other (explain) _____

13) Do you believe the Concepts program is justifiable as a physical education class with the purpose being mainly cognitive and not physical?

- 75% () Yes
 12% () No
 13% () Unsure

14) Do you believe the physical activities in the labs should be included as a measure of the student's grade (how well they performed on the labs)?

- 13% () Yes
 75% () No
 12% () Unsure

15) Do you believe the lecture-lab approach to physical education could be easily adapted to other physical education situations other than at KSU?

- 97% () Yes
 2% () No
 1% () Unsure

- 16) Would you recommend KSU to a peer for graduate school because of the Concepts program?
- 77% () Yes
21% () No
- 17) Would you be interested in talking to administrators, parents and other faculty members about initiating a lecture-lab course in physical education?
- 68% () Yes
9% () No
23% () Unsure
- 18) Have you had any previous teaching experience (more than student teaching) before your exposure to the Concepts program?
- 65% () Yes
35% () No
- 19) If yes, do you feel your previous teaching experience was an advantage to you in teaching a lecture-lab course?
- 82% () Yes
10% () No
8% () Unsure
- 20) Have you or do you foresee changing any of your teaching habits because of your experience with the Concepts program?
- 60% () Yes
4% () No
36% () Unsure
- 21) If yes, have you or will you include more of the Concepts activities in your program?
- 95% () Yes (list activities) _____
5% () No
- 22) In the Teaching Concepts class you were required to make a notebook. Has the notebook been of any help to you?
- 64% () Yes
33% () No

- 23) If allowed to choose your own physical education program, would you choose a lecture-lab approach?
- 69% () Yes
3% () No
28% () Unsure
- 24) Since your exposure to the Concepts program have you changed any of your own fitness habits?
- 56% () Yes, I have developed more beneficial exercise habits
33% () No, my habits have not changed
6% () Yes, I am not exercising as effectively as I was before my exposure to the Concepts program
- 25) If there was a change in your exercise habits, do you attribute this change to your experience with Concepts?
- 79% () Yes
5% () No
16% () Unsure
- 26) Do you believe your experience with Concepts has been any benefit to you in your present position?
- 78% () Yes
7% () No
15% () Unsure
- 27) If slide-tape or film-strip lectures and labs were available, would they aid your physical education program?
- 86% () Yes
7% () No
5% () Unsure

AN EVALUATION OF KANSAS STATE UNIVERSITY'S GRADUATE STUDENTS' OPINIONS
AND ATTITUDES ABOUT THE LECTURE-LAB APPROACH TO PHYSICAL EDUCATION

by

JILL ADELL JORDAN

B. S., Phillips University, 1977

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Health, Physical Education and Recreation

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1978

The lecture-laboratory approach to physical education, such as the course 261-001, 261-101 and 261-A01 Concepts in Physical Education, was evaluated from the opinions of graduate students at Kansas State University. The subjects were graduate students who were either enrolled in 261-750 Teaching Concepts in Physical Education and/or taught the laboratory section of 261-001, 261-101 or 261-A01 Concepts in Physical Education at Kansas State University from the summer term of 1974 to the school year 1977-78.

The problems investigated were:

- 1) To assess the graduate students' opinions of the lecture-laboratory approach to physical education prior to entering Kansas State;
- 2) To determine if and how the graduate students' opinions about the lecture-laboratory approach to physical education changed as a result of their exposure to the Concepts program;
- 3) To determine whether the graduate student felt his/her experience with Concepts has or is influencing their teaching practices;
- 4) To compare those with teaching experience prior to entering Kansas State as a graduate student and those without teaching experience on their opinions of the Concepts program;
- 5) To compare the evaluations of the Concepts program of the Graduate Teaching Assistants for the school year 1977-78 and former graduate students with teaching experience since their exposure to the Concepts program;

- 6) To compare the opinions of the Concepts program of those who had taught Concepts at Kansas State and those who had completed 261-750 Teaching Concepts in Physical Education but had not taught Concepts at Kansas State.

The data was obtained from three testing instruments designed by the researcher. The instruments consisted of the Concepts Survey, used to obtain factual personal information about the subject and his/her opinions of the lecture-laboratory approach to physical education, the Concepts Rating Scale, which was a confidence index scale, and the Evaluation Form of the Concepts program, used to obtain the subjects' evaluation of the Concepts program in their own words. The three testing items were mailed to seventy-three former graduate students and seventeen were delivered to graduate students enrolled at Kansas State during the spring semester of 1978. The data was analyzed and reported as percentages of the total surveys returned.

It was found that 47% of the subjects had no previous knowledge of the lecture-laboratory approach to physical education prior to entering Kansas State, and 31% had heard of it but knew little about it. Forty-six percent of the graduate students learned about the Concepts program from the Teaching Concepts class.

Over half (54%) of the graduate students' initial reactions to the Concepts program are enthusiastically in favor of it while an additional 38% believe the program has some merit. Sixty-nine percent of the population would choose a lecture-laboratory approach to physical education if given the opportunity. Seventy-eight percent believed their experience with Concepts was beneficial to them in their present positions.

The following was concluded from the study:

- 1) The vast majority of graduate students had little or no knowledge of the lecture-laboratory approach to physical education prior to entering Kansas State;
- 2) The majority of graduate students recorded a favorable initial reaction to the Concepts program and they became more favorable as they learned more about the program;
- 3) The majority of graduate students had changed or foresaw changing some of their teaching habits to include more Concepts activities;
- 4) Graduate students without teaching experience prior to entering Kansas State recorded higher scores on the Concepts Rating Scale than those with teaching experience;
- 5) Former graduate students with teaching experience since their exposure to the Concepts program scored higher on the Concepts Rating Scale than graduate teaching assistants at Kansas State during the spring semester of 1978;
- 6) Graduate students who had taught Concepts at Kansas State scored higher on the Concepts Rating Scale than graduate students who had completed 261-750 Teaching Concepts in Physical Education but had not taught Concepts at Kansas State.