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UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

AN ASSESSMENT OF ATTITUDE CHANGE IN PRESERVICE PHYSICAL
EDUCATION MAJORS AFTER EXPOSURE TO MOVEMENT EDUCATION

A Dissertation
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
Doctor of Philosophy

By
VICTORIA A. LOWELL DANSBY
Norman, Oklahoma
1998

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AN ASSESSMENT OF ATTITUDE CHANGE IN PRESERVICE PHYSICAL
EDUCATION MAJORS AFTER EXPOSURE TO MOVEMENT EDUCATION

A Dissertation APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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“Life does not have to be interpreted, and the dance is LIFE. It has to be EXPERIENCED, not taken apart and dissected. DANCES affect the body, not just the mind. Dance is not a MIRROR, but a PARTICIPATION, a voicing of the hidden but common EMOTIONS.”

Martha Graham, 1937.

There are many people who have influenced my life and my decision to complete my terminal education, but there is just one deservedly of top billing, my mother. I dedicate this work with everlasting love and gratitude to the memory of my mother, her love, support, encouragement, and sacrifices instilled in me rich lessons, personal fortitude and internal strength.

Next I offer my sincerest appreciation and gratitude to my personal “Dream Team,” for their patience, insightful suggestions, encouragement, assistance, and “don’t worry, it will be all right” support throughout my matriculation at the University of Oklahoma. As a doctoral student I have heard numerous horror stories regarding committee unrest and brutality. I am pleased to proclaim I did not suffer from any such denigration and exploitation, and therefore would like to express my sincerest appreciation to my chair Dr. David Tan and my committee Dr. Robert Fox, Dr. Kevin Grasse, Dr. Rick Hall, and Dr. Paul Kleine. This cluster of scholarly superiority shared a diversity of interests which converged and provided a mutual blending of ideas and support. Each of these gentlemen has contributed to my success by sharing their considerable wisdom and expertise through serving as true mentors. Their standards of high quality have been my guiding influence, pushing me to “be all I could be,” and therefore I will forever be indebted to you “Dream Team.”

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ABSTRACT

The purpose of this study was to examine the impact of exposure before and after the 16-week course, Skills and Techniques of Movement, Exercise, and Fitness on preservice physical education majors' attitudes toward participation in movement education. A secondary objective was to determine if such demographics as age, gender, religious affiliation, high school graduating class size, college G. P. A., and year in college were related to potential shifts in subject attitude domains. The statistical analyses indicated that exposure produced positive attitudinal shifts for subjects receiving the treatment. Thus, considering the findings and within the limitations established for this study, strong affirmational evidence is offered with respect to the effectiveness of exposure in fostering positive attitude shifts in preservice physical education majors' attitudes toward participation and future utilization of movement education curricula.

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CHAPTER I

INTRODUCTION

The attitudes of preservice physical educators in reference to formal movement education curricula are of great importance. Attitudes often influence perceptions and choices, and negative attitudes can generate barriers, effect actions, reactions, and personal judgments. Stewart (1988) and Cook, Bozarth, Krauft, and Rubin (1976) state that professionals who are responsible for preparing future practitioners should be concerned with preservice educators' attitudinal orientations, for their beliefs filter what they learn or except during formal training. Furthermore, these individuals will subsequently have the opportunity to exert an influence upon future generations, thus enhancing the possibility for perpetuating specific attitude orientations.

Peoples' attitudes toward change are important in any professional development activity (Byrd & Koohang, 1989). Altering peoples' attitudes, opinions, and perceptions is one of the basic objectives of formal education. Research suggests that it is possible to alter personal attitude domains, although most people do not possess the dispositions for initiating a modification, without the presence of an outside intervention or stimuli (Triandis, 1971). One assumption frequently made is that certain attitudes are due to ignorance or misinformation; therefore, if attitudes are to be altered or changed, individuals must be exposed to new experiences, information, and knowledge. Involvement in the educational process can provide positive stimuli aiding students in the recognition and

analysis of their own attitude domains, as well as prompting them to become more accepting of others' attitudes, opinions, and perceptions. Thus, professional teacher preparation courses designed to provide experience through participation can have a significant positive influence on future professionals' attitudes toward that discipline.

The concept of attitude domains refers to the affiliations, assumptions, constructs, expectancies, and experiences that determine the way in which people perceive their world. Attitudes and cognition's are not static, fixed entities, but rather are often growing and adjusting through assimilation, accommodation, and organization of new information. Changing peoples' attitude orientations indicates changing aspects of these influences, in addition to altering particular thoughts, feelings, or behaviors determined by these influences (Kahle, 1984).

Most students enter college with their attitudes, beliefs, and values defined by their prior experiences and socialization. Preservice preparatory programs have recognized the importance of examining these constructs for they influence the learners' receptivity to new ideas and information. Hoover and Schultz (1968) have stated that the building and changing of student attitudes has been and should be one of the fundamental objectives of a formal education. Consequently, it is important for preservice preparatory programs to examine the extent to which they are influencing the various developmental objectives associated with the learning and teaching context (Astin, 1972).

Higher education is expected to influence students in a wide variety of ways. Previous investigations into the general impact of college on student attitudes and the research on the impact of shorter-term educational interventions suggest that some shift in attitudes occurs as a result of education. Paige (1983) suggests, "few settings are more

conducive to or oriented toward new forms of learning and the expression of new ideas than the university” (p. 106). Petty (1979) suggested that an atmosphere where students are forced to confront opposing views and concepts will increase developmental growth and enhance the understanding of their place adjacent to others in a pluralistic world.

The majority of literature on attitudinal shifts during the college years is concerned with the global impact of the college experience (Astin, 1977, 1993; Chickering, 1970; Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991). While there exists a substantial amount of information regarding the impact of higher education on individual attitudes, in general, there has been a diminutive amount of investigation into attitude change as a result of a specific course. This inquiry explores the impact of exposure to a 16-week course in movement education on subject attitudinal shifts and/or changes. In addition, this research will make a knowledge contribution in attitude change and participation in movement education.

Statement of the Problem

The majority of Health, Physical Education, and Recreation majors have minimal exposure to formal movement education techniques and philosophies. To compound this problem, many future physical educators, will be required to teach courses in movement education. Sending these individuals into the classroom ill-prepared has the potential for creating a multitude of problems. Consequently, it is essential for these future practitioners to acquire competencies in a variety of activities including specific movement curricula. Furthermore, they must be capable of disseminating this knowledge correctly, safely, and effectively. Thus, a sizable proportion of physical education

teacher preparation programs have augmented pedagogically focused movement education courses as part of their preservice program requirements.

The primary goal of preservice preparatory programs is to develop future practitioners. Limiting content exposure narrows students' experiences, options, and opinions. Thus, physical education programs with missions focused solely on sport and fitness activities produce practitioners assembled from a two-sided knowledge triangle. In response to this, pedagogically focused movement education courses have become an integral component of many physical education programs, and play a major role in the professional preparation of preservice physical educators.

Dance and physical educators alike have discussed the appropriateness of physical education teachers utilizing the medium of movement education. Mehrhof and Ermler (1992) has suggested, if formal movement activities continue to be taught in the confines of physical education, then university teacher preparation programs must accept the challenge of preparing physical education specialists to teach movement education theories and techniques. Jansma and Shultz (1982) lend support for this integration by stating the value in providing appropriate participation experiences for preservice teachers prior to their student teaching experiences. Courses such as this enhance the preservice physical educator's knowledge base and preparedness. Furthermore, they argue that direct exposure to a knowledge base may influence their general attitudes toward that knowledge base.

Petty and Cacioppo (1981) have suggested that peoples' attitudes are the "enduring positive or negative feeling about some person, object, or issue," and that these attitudes can bias the association and processing of information relevant to an attitude

object (p. 7). Thus, attitudes are seen to be summary evaluations of an object reflecting one's degree of favorability or receptiveness toward an object. Based on this concept, the prior socialization and attitude orientations for many preservice physical education practitioners could be a principle determinant influencing their receptiveness toward participation in the discipline of movement education.

Prior investigations have established that there is a wide discrepancy between attitudes of physical education majors toward dance and related movement education activities as compared to most other physical activities. This may be attributed, in part, to a sizable cross-section of this population harboring gender stereotypic beliefs regarding movement education activities (Oluko, 1995). Our society has revered the all American male as governmental leader, business and/or financial tycoon, builder, soldier, and athlete, but rarely artist, caretaker and dancer. Furthermore, many people have inherited religiously based biases against participation in movement activities. Uninformed and unexamined attitudes can evoke strong behaviors that serve to perpetuate ancient antagonisms. Wagner (1997) stated that,

First and most obvious, dancing involves the human body. Even the person untrained in dance knows that the human body is subject to wide-ranging perceptions and values. The body can be thought beautiful or ugly, good or evil. It is personal, sensual, sexual, and powerful. When issues of gender and race are added to the mix, views of and values assigned to the body become ever more complex . . . When bodily motion is accompanied by rhythmic sound, powerful sexual stimuli can come into play . . . Therefore, the issue of whether or not people can or should dance becomes intertwined with other basic values . . . especially those pertaining to study, work, worship, family, and friends (p. xiii).

Thus, developing movement theories and movement-specific pedagogical skills may be difficult if these individuals are not receptive to the content. It is a concern that the biases of these future practitioners will compromise their abilities to effectively teach in this discipline.

Prior research in attitude formation and change has suggested that educators' attitudes toward a concept or object exert an influence upon their students' perceptions and overall learning (Krauft, Rubin, Cook, & Bozarth, 1976). If this is so, negative or inappropriate attitudes may be readily transferred to the pupil. Therefore, if attitudes can be positively changed in the process of a physical education preparation experience, that should be seen as an affirmative step to predisposing facilitative teaching behaviors toward formal movement education courses. The researcher is anticipating that exposure to formal movement curricula will foster favorable attitudes toward participation and application of this knowledge base.

Purpose of the Study

The purpose of this study was to examine the impact of exposure before and after the 16-week course, Skills and Techniques of Movement, Exercise, and Fitness on preservice physical education majors' attitudes toward participation in movement education. A secondary objective was to determine if such student demographics as age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of curricula are related to shifts or changes in subject attitude domains.

Justification for the Study

The following issues have been addressed to lend support for this study:

1. Inquiry into the personality constructs of college students can provide valuable information for educators. The formation and alteration of attitudes, beliefs, and values constitutes a critical dimension of student development; therefore, thoughtful research is essential and necessary.
2. Attitudes toward the arts, in general, seem to be based on contact with a narrow range of experiences (Mittler, 1972). With greater exposure to

movement education curricula, future practitioners may recognize the benefits and uses of this discipline, in addition to expanding their knowledge base upon which they may build their future movement attitudes and perceptions.

3. In support of preservice pedagogical practica, Jansma and Shultz (1982) suggest that it would be judicious to provide preservice physical education teachers with appropriate training experiences. Furthermore, they argue that such direct exposure to specific curricula may influence their general attitudes regarding that knowledge base. In addition, Jones (1984) and Patrick (1987) proposed that an effective strategy for positive improvements in preservice educators' attitudes was the blending of skill training with experiential learning.
4. Research, to date, in movement education has been restricted to isolated studies of teacher behavior and limited investigations of student attitudes and achievement. With scholarly endeavors so few, I believe further investigation is merited. An assessment of student attitudes toward teacher preparation movement education courses before and after participation will assist in providing valuable insight and information for faculty, teacher certification program directors, and administrators.

Significance of the Study

The significance of this study lies in its evaluation of various movement education concepts, their impact on students' attitudes and perceptions regarding participation and utilization of formal movement education curricula, and their educational contribution to developing the "whole learner." Several movement specialists have written in support of these educational benefits. For example, Shapiro (1996) states,

movement education is a place where students make connections between the personal and the social; develop their perceptual, imaginative, and sensual abilities; find their own voices; validate their feelings and capacity for compassion; and become empowered through affirmation of their ability to be co-creators of their world (p. 46)

Furthermore, Little (1977) suggests the unique contribution of movement education is that it provides a means of expression and communication. "Dance is the stuff of the affective domain! Through movement experiences students learn about themselves. They are clearer on their whoness . . . me as a unique individual who likes myself and feels of worth" (p. 37). Logan (1984) reinforces these statements when expressing,

Kinesthesia . . . is the link between our inner world of psychic experience and the outer world of objects and events. This sense of movement is pathetically undereducated and thus quickly overwhelmed by those senses which more clearly serve the rational, analytical aspects of human consciousness. . . Dance and its appreciation involve a heightened kinesthetic awareness, a bodily intelligence, and a sharpened perception of movement as a dimension of aesthetic experience (p. 302).

Research Questions

The research questions framed to guide this study are as follows:

1. To what extent do demographic characteristics such as, age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of curricula influence the impact of exposure to in a 16-week movement education course in altering preservice physical education majors' attitudes.
2. To what extent does exposure to a 16-week movement education course alter preservice physical education majors' attitudes toward movement education curricula?

3. Controlling for the background variables (age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of curricula), does exposure to movement education curricula alter preservice physical education majors' attitudes toward the discipline?

Limitations

The following limitations have been identified and accepted for this investigation. The sampling strategies were limited to the utilization of all college students enrolled in the targeted course, and all Health, Physical Education, and Recreation majors who have not completed the targeted course. Therefore, the lack of a purely random selection process will limit the generalizability of the findings. This study was conducted on a single college campus, therefore, generalizability will be limited to campuses with similar course offerings, institutional characteristics, and geographic congruence. The relatively small sample size for groups receiving both pretest and posttest may dilute the internal validity, and retard the power and/or significance of the statistical findings. The findings will be limited by the boundaries produced from human response. Personal perceptions are subject to less than rational and truthful explanations of people's attitudes, beliefs, and opinions.

Definition of Terms

The following definitions are used in this study and presented here for clarification:

1. **Affective Domain:** Represents students' feelings and emotions associated with their experiences and learning in the discipline of movement education (Tanner, 1969).
2. **Attitude:** For the purpose of this study, attitude is defined by Allport

(1935) as a mental and neural state of readiness, organized through experience, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it relates. Attitudes are comprised of three components: affective, behavioral, and cognitive. The affective component, where emotion is attached, is an incubation stage where the knowledge gained about the object is set in line with already pre-existing knowledge and experiences. This new knowledge is either integrated with the existing information, modified, or discarded. The behavioral component consists of a state of action and predisposes a person to act predictably toward an object. It is in this stage that others experience the individual's attitudes. Finally, the cognitive component which consists of the experiences the individual has with the object as well as the input about the object from external sources.

3. **Creative Movement:** Refers to expressive communication through the rhythmic and spatial form of the whole body (Murray, 1975). The craft of creative movement is self-expression through the elements of body, space, time, force, and flow. Students investigate their own space, relative to body size and movement task, gaining insights into their own capabilities for composition development, expression, problem-solving and critical thinking through the medium of motion (Joyce, 1980).
4. **Likert-Scale:** A numerical scale where the subjects respond by expressing their belief or agreement with a statement. They are asked to reply by checking one of five possible responses: strongly agree (5), agree (4), No Opinion/Neutral (3), Disagree (2), and Strongly Disagree (Borg & Gall, 1989; Erickson & Wentling, 1988).
5. **Mere Exposure:** The making of a stimulus accessible to an individual's perception (Zajonc, 1968).

6. **Movement Education:** The process of learning and self-discovery through the medium of movement exploration. A process by which lessons are both activity centered and student centered. The class structure is informal with the focus on self-directed or individualized learning. The activities are designed to develop problem solving, self-actualizing/self-awareness, and teamwork/interpersonal skills.
7. **Movement Education Curriculum (MEC):** This curriculum is customarily categorized into four broad elements of human movement, with each representing a domain for developing awareness through guided movement experiences. These four elements are: (a) body awareness, (b) effort awareness, (c) space awareness, and (d) awareness of relationships (Dauer, 1971; Gilliom, 1970; Logsdon, 1977).
8. **Perception:** The process by which a person selects, organizes, and interprets sensory stimuli into a meaningful and coherent pattern. The processes involved in perception includes attention, encoding or interpretation of what is just seen or heard or felt or tasted, short-term memory, and rehearsal of what has been encoded. The encodings or interpretations, as well as what is chosen to be attended to, are partially determined by what is previously stored in long-term memory (Jones, 1982). The perceptual process is influenced by one's experiences inasmuch as those experiences establish a person's predisposition to act in one way or another (Newmark & Molefi, 1975).
9. **Self-Concept:** One's identity as a distinct individual, including appearance, abilities, attitudes, and feelings.
10. **Self-Esteem:** The image a person has of self, as measured by physical self, moral-ethical self, anxiety, popularity, and happiness (Robinson, 1987).

11. **Values:** Those moral codes or practices which people consider as right, desirable, or worthy based upon the processes of choosing, prizing, and acting (Raths, Harmin, & Simon, 1966).

Organization of the Study

This study has been organized into five chapters. Chapter I provides the introduction, background, and overview of the study. Chapter II presents a comprehensive analysis of the related literature concerned with an exploration of three bodies of knowledge. First, an examination of the definitions, formation, and nature of attitudes as well as the prominent theories of attitude change are provided. The review proceeds with an analysis of the related literature on movement education. Finally, a discussion of the affective concerns in movement education is presented together with information on the measurement of the affective domain and its relation to movement education. Chapter III presents the design of the study, including the method of data collection and data analysis. Chapter IV contains the presentation and analysis of the data and the researcher findings. Chapter V presents the discussion and conclusions in relation to the findings, and offers implications and recommendations for future research.

Summary

The purpose of this study was to examine the effectiveness of exposure to a 16-week teacher preparation course in formal movement education on preservice physical education majors' attitudes toward participation and future utilization of movement education. As the literature suggests, peoples' attitude domains are relatively permanent structures which are in most instances fairly resistant to change and usually persist through time. This may be the primary reason why the prior socialization and attitude orientations of the targeted population appear to be the chief determinants influencing their receptiveness toward participation in movement education courses. This study has

investigated attitude and attitude change in relation to the impact exposure to formal movement education curricula had on student attitudes toward participation in a select movement education course.

CHAPTER II

REVIEW OF LITERATURE

This review of the literature has been organized into four sections. The first section provides an examination of the definitions and nature of attitudes and attitude change, as well as a review of exposure theory. Section Two examines the rationale for the inclusion of movement education within higher education. Section Three presents a discussion of the affective concerns in movement education together with measurement in the affective domain and its relation to movement education. The Fourth section provides a review of related research in which subject attitude change is measured after exposure to creative movement and formal movement education curricula.

Research into the area of attitude change has seen an impressive proliferation of divergent theories. A comprehensive review of attitude theories may be accessed from Cialdini, Petty, and Cacioppo (1981), Cooper and Croyle (1984), Fishbein and Ajzen (1975), Insko (1967), McGuire (1969), Oskamp (1977), Norris and Stuckhardt (1977), and Triandis (1971). These overviews suggest the following: (a) that the attitude change process is complex; (b) that information exchange is a necessary but not sufficient condition; (c) that resolving cognitive dissonance between a negative expectancy and a positive cognition/outcome is a possible source of attitude change (Festinger, 1957); and (d) that attitude change may be dependent upon a multitude of individual internal functions such as self-concept, ego defense, self-insight, and belief in a just world (Katz, 1960). Attitude change research frequently uses the terms feelings, opinions, beliefs, and values when describing peoples' attitude domains. These terms will appear throughout the review of literature.

Attitudes Defined

Despite the long history into attitudes, there is no universal definition. Most descriptions, however, possess similarities with the majority of theorists defining attitudes in terms of evaluation, affect, cognition, and behavioral predisposition's. They suggest that attitudes denote a psychological state that predisposes a person to action (Chaiken, 1992; Greenwald, 1989; Triandis, 1991). One of the earliest recorded uses of the term attitude was by Spencer in 1862 (Allport, 1967). Although the meaning of the term was used inconsistently, the importance of the concept was clearly articulated when Thomas and Znaniecke in 1918 defined social psychology as the scientific study of attitudes (Allport, 1968).

Contemporary researchers in the social sciences still vary in their definitions of attitudes. Thurstone (1928) defined an attitude as "the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic" (p. 531). In attempting to find some agreement among authorities concerning the definition of attitude, Allport (1967) defined an attitude as being "a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 8). Halloran (1967) describes Allport's definition in three phases. First, an attitude is an alert state that guides the individual to perceive people and objects in particular ways. Second, attitudes are not innate. They are learned, refined, and organized through experience. Attitudes are relatively long lasting, yet they are to some extent flexible in nature. Third, attitudes are active. They are not latent states waiting for something to happen. They can be organized and can motivate an individual to seek or avoid the object about which they are formulated. Thus, an attitude is not only a product of one's experiences, but it is also a directive factor which influences one's behaviors. Others, in addition to Allport, have emphasized the concept as a state of readiness. For example, Edwards (1964) and Barrow and Mc Gee (1964), both view an

attitude as a disposition which provides readiness for action. Additionally, Broom and Selznick (1968) define people's attitudes toward an object as their "predisposition to perform, perceive, think, and feel in relation to it" (p. 236).

Sarnoff and Katz (1954) defined an attitude as "a stable or fairly stable organization of cognitive and affective processes around some object or referent" (p. 116). The cognitive object is the individual's understanding of the object in the real world, and is set in the individual's value system. It is part of the function of knowledge and understood reality, yet it is regulated by the value to which it is associated. In addition, Sarnoff and Katz (1954) included a frame of reference for attitudes. This frame of reference is affected by both the individual's external environment and the individual's needs or motives. It is the interplay of the individual's cognitive standards and all other forces acting on the individual that permits the judgments.

Directionality has been emphasized by many authorities when defining attitudes. Bogardus (1926) suggests attitudes are "a tendency to act toward or against some environmental factor which becomes thereby a positive or negative value" (p. 45). Krech, Crutchfield, and Ballachey (1962) suggest attitudes are "an enduring system of positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to a social object" (p. 177). Hilgard (1962) includes both the concepts of the state of readiness and direction by stating that "an attitude represents both an orientation toward or away from some object, concept, or situation, and a readiness to respond in a predetermined manner to these or related objects, concepts, or situations" (p. 564).

Olson and Zanna (1993), stated that most theorists agree that: "(a) evaluation constitutes a central, perhaps predominant, aspect of attitudes, (b) represented in memory, and (c) affective, cognitive, and behavioral antecedents of attitudes can be distinguished, as can affective, cognitive, and behavioral consequences of attitudes" (p. 119).

Although these definitions are varied, the commonality among them suggests that attitudes are acquired and integrated selectively through experiences, are enduring dispositions, and include both a positive and a negative affect toward a social and/or psychological object. In general, it is unlikely that any one approach to defining attitudes are superior, but when referenced to a specific experiment the attitude should be assigned an appropriate operational definition.

Attitude Measurement

Attitudes possess several characteristics, although most investigations have been concerned with measuring only two: the direction and magnitude of attitude; and the presence of an attitude shift or change. The assessment of these properties may be divided into three stages: administering, scoring, and the interpretation of data (Scott, 1968).

The development of attitude scaling methods found their inception in the 1920s in the field of social psychology. The most common and widely used method of measuring attitudes is self-report/scaling in which the subjects react to stimulus statements believed to be symbolic representations of the attitude object. Mc Nemar (1946) defines scaling as, "the development of a measuring device which will distribute individuals along a continuum running from a highly unfavorable through neutral to a highly favorable attitude" (p. 229). In addition to this, several new techniques of attitude measurement are being introduced, including meta-analytic techniques, computer simulation, methods which allow for tailored or individually adapted surveys, and a method for recording response times in telephone interviews (Bassili & Fletcher, 1991).

During the late 1920s and early 1930s, several attitudinal scaling methods were developed, many of which are still in use today. The two most popular techniques for creating attitude scale measurements have been the equal-appearing interval scales developed by Thurstone and Chave (1929), and the method of summated ratings

developed by Likert (1932). The equal-appearing interval scale directs subjects to express agreement or disagreement with a group of statements relating to the attitude object, and with the method of summated ratings the subjects are asked to indicate one of five possible responses to each statement: strongly agree (5), agree (4), No Opinion/Neutral (3), Disagree (2), and Strongly Disagree (1).

A third technique for measuring attitudes was developed by Osgood, Suci, and Tannenbaum (1967). This method, referred to as the semantic differential, requires subjects to respond to a series of seven bipolar adjectival scales concerning a particular attitude concept. Osgood, Suci, and Tannenbaum (1967) pointed out that the "semantic differential is not a specific instrument, but rather a generalized technique of measurement that must be adapted to the requirements of each research problem to which it is applied" (p. 76).

Currently, the bulk of attitude measurement procedures focus on the assessment of direction and affective magnitude. Regardless of the type of scale used, all scaling techniques convert nominal level variables to interval or ordinal levels of measurement.

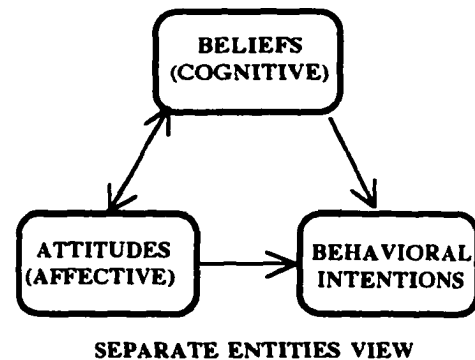
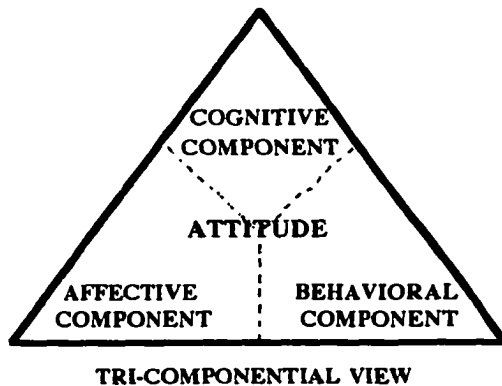
The Nature of Attitudes

The concept of attitude has gone through a long evolution. Part of this metamorphosis has addressed the traditional question of whether attitudes are unidimensional or multidimensional. This question has received a great deal of research attention (Chaiken & Stangor, 1987). The single dimensional view regards attitudes as affective orientations toward objects (Fishbein & Ajzen, 1975). Katz and Stotland stated that the most commonly accepted multidimensional view is the tripartite model (as cited in Chaiken & Stangor, 1987). The tripartite model assumes that attitudes have an affective, a behavioral, and a cognitive component, and recent investigations have focused on these domains as correlated entities of attitudes. However, attitudes have been shown to exist without possessing all three components.

The following figures represent three viewpoints for the tripartite theory of the nature and formation, and response modes of attitudes. For each figure the cognitive component denotes peoples' ideas and beliefs about the attitude object, the affective component is representative of the feelings and emotions people have toward the object, and the behavioral component depicts poeples' action tendencies toward the object (Oskamp, 1991). As presented in Figure 1, the tri-componential viewpoint, in which an attitude is a single entity, but possesses three aspects or components. Figure 2 presents a more recent theoretical viewpoint, where attitudes are comprised of three distinct components which function as separate entities and in which the relationship is dependent upon the situation (Fishbein and Ajzen, 1975).

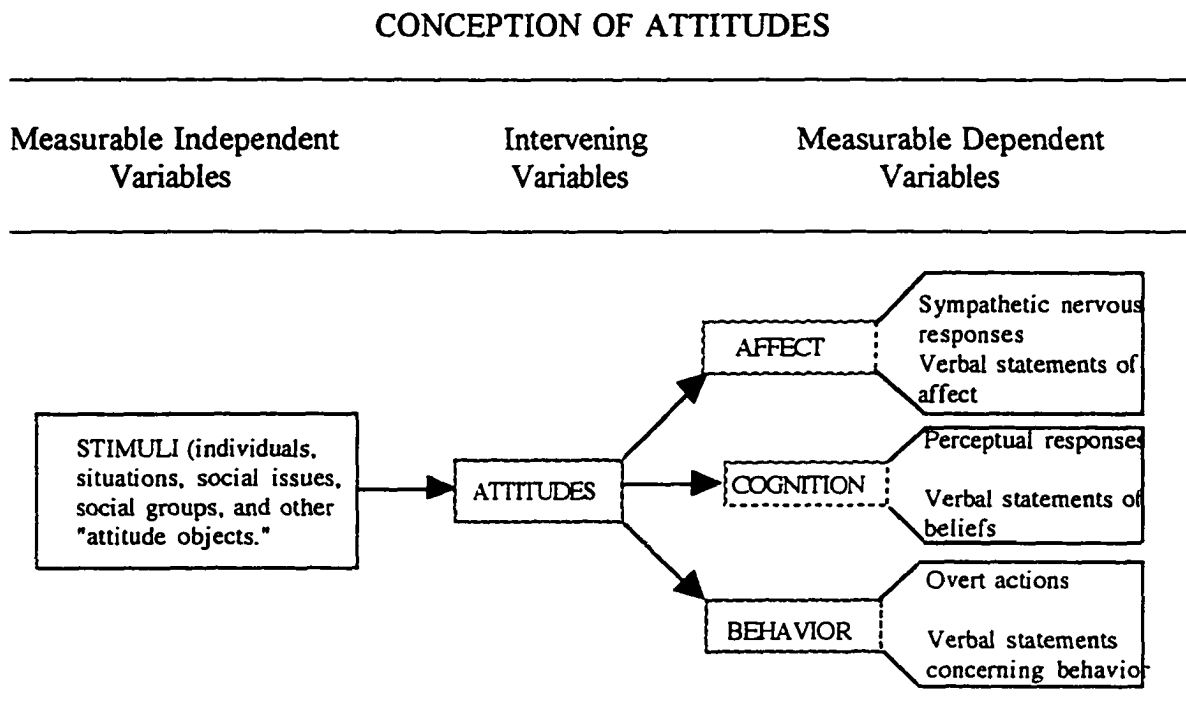
Figure 1: The Tri-Componential View

Figure 2: The Separate Entities View



(Oskamp, 1991, p. 9).

Figure 3 exhibits , Hovland, Milton, and Rosenberg's (1960) schematic conception of attitude, where attitudes are presented as predispositions which respond to classifications of stimuli rendering certain orders of responses, and specify the three major types of response as cognitive, affective, and behavioral.

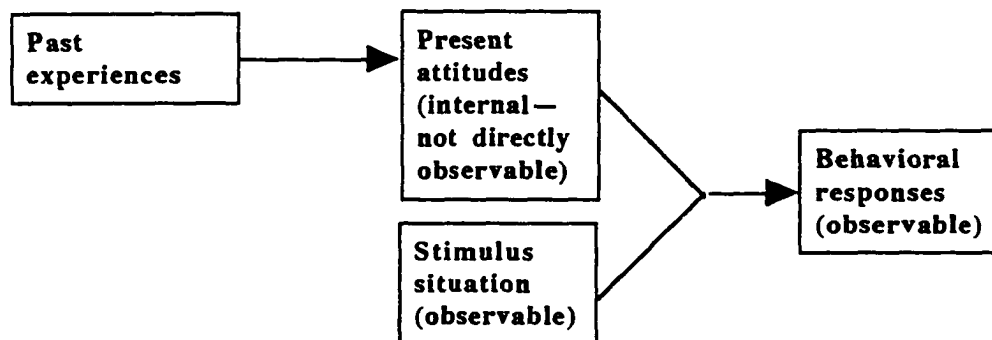


(Hovland, Milton, & Rosenberg, 1960, p. 3).

Considerable research has been directed toward the analysis of each of the three attitude components, and several studies (Breckler, 1984; Kothandapani, 1971; Ostrom, 1969) have validated the tripartite model to contain these three components. However, there are varying perspectives regarding the interrelated tripartite approach. A more recent approach considers these three aspects of attitude to be separate and distinct entities and are referenced as beliefs, attitudes, and behavioral intentions (Oskamp, 1991). Regardless of which approach is accepted, the tripartite model provides a useful

framework for the evaluation of attitudes, even though these domains may not all apply to a given attitude. Palmerino et al. (1984) have stated that although the number of components attitudes are seen to possess, and/or the referencing of the relationships among attitude domains may vary, virtually all current definitions of attitude (e.g. Allport, 1935; Krech, Crutchfield, & Ballachey, 1962; Smith, Bruner, & White, 1956) essentially agree that attitudes have three characteristics. First, attitudes develop through peoples' past experiences with an object. Second, attitudes predispose people to act predictably toward an object; and finally, attitudes lead people to make positive or negative evaluations. Figure 4 represents how peoples' attitudes are derived of their past experiences and how these experiences when combined with present stimulus events influence peoples' current behavioral responses. This theory is referred to as the Latent Process Viewpoint (Oskamp, 1991).

ATTITUDES AS INTERVENING VARIABLES



(Oskamp, 1991, p. 15).

Attitudes, beliefs, and values are intangible and influence our behavior. Attitudes are related to beliefs. Beliefs are predispositions to action, and an attitude is an

organization of interrelated beliefs. Attitudes and values are related to opinions. An opinion is a verbal expression of some belief, attitude, or value comprised partly from our attitudes and partly from factual information. Sarnoff & Katz (1954) have suggested that an attitude is a fairly stable organization of cognitive and affective processes associated to an object, and that the organization of specific attitudes into a hierarchical structure results in a value system. However, there are some distinctions concerning the interrelationship of these domains. Peoples' attitudes may express their values, and values often underlie attitudes, but values are more interrelated to our behavior. People may possess a multitude of varying beliefs and attitudes, but hold few concrete values (Rokeach, 1986).

Whether attitudes are viewed as unidimensional or multidimensional, or whether they operate from the premise of an interrelationship or the concept of separate entities, it is important to remember that attitudes must refer to something: a person, an object, a place, or an action (Robinson, 1987), and that attitudes can only be measured in relation to that specific object.

Attitude Change

The topic of attitude change has generated considerable investigation, far more than other areas of attitude research, resulting in a plethora of competing theories. Despite a lack of consensus in attitude research, most theorists agree that attitudes are products of lifelong learning and serve various functions. Also, a primary goal of attitude change theory is to define the conditions under which attitudes will change and which methods to employ to foster such change.

Research suggests that attitudes fulfill many functions, and the changing of peoples' attitude domains is dependent upon the functions particular attitudes play. Furthermore, the changing or altering of peoples' attitude domains is seen as a complex and difficult task, for attitudes may be alternated only when the function of an old

attitude no longer provides satisfaction or serves its objectives. Katz (1960) has suggested that the modification or replacement of old attitudes is considered a process of learning. Examples of factors which may bring about attitude change include removal of a threat, ventilation of feelings, and exposure to new knowledge or information. The exposure procedure utilizes two approaches: (1) experience in the form of a single traumatic or salient incident, and (2) experience in the form of repeated, accumulated contacts (McGuire, 1968). In addition, attitudinal and behavioral changes tend to occur when an individual is exposed to new information.

Attitude change may occur with respect to the object, the person, or in the relationship between the two (Palmerino et al., 1984). Changes in the object or the person may not seem like a change in attitude, but these changes do affect the way people think or feel about or act toward that object. An important consideration when measuring how attitudes predict behavior is the consistency between the attitude and behavior (Rosenberg, Hovland, Mc Guire, Abelson, & Brehm, 1960). For example, if people feel and think in certain ways, do they act in a corresponding fashion? If so, their attitude is said to be consistent. If not, their attitude is said to be dissonant. To change peoples' attitudes, all three components--affective, behavioral, and cognitive should be addressed.

Halloran (1967) discusses the importance of "recognizing and paying attention to the motivational bases of attitudes" (p. 57). Halloran quotes Phillip Davidson as stating that "all human actions and reactions, including changes in attitudes and knowledge, are in some way directed toward satisfaction of wants or needs"(p. 57). Thus, it is apparent that peoples' attitudes will change only when information is presented that pacifies a given necessity or deficiency in their lives. In addition, Herek (1986) points out that attitudes will be more easily changed when information is matched with what the individual feels is important.

Halloran have postulated that the basic configuration of attitude change occurs when there is a "degree of discrepancy between one's own position and the position

advocated in a message, and the felt necessity of coping with that discrepancy" (p. 58). Halloran prepared a summation of the research evidence which suggested the possibilities of altering peoples' attitudes. From this he concluded that peoples' attitudes can change but only when the information presented is received and accepted, and that it is more likely to occur if the information meets peoples' needs or drives (Halloran, 1967).

A common misconception about attitude change in the educational field is that the mere presentation of information changes attitudes. Actually, changing attitudes is not that elementary. There are many factors involved other than new information. Halloran has suggested several factors which may influence a potential change or shift in attitude:

the effectiveness of the presenter, the form in which the information is given, the circumstances of the delivery, the manner of the presentation, the conditions and affiliations of those receiving the knowledge, and the function that knowledge might perform in serving the needs of its recipients. (p. 60)

In addition, Halloran surmises that a change or shift in attitude is more likely to occur if the person does not feel that the presenter is manipulating or presenting a "deliberate intention" to the listener.

Attitudes as information-processing structures have been considered by Schroder, Driver, and Streufert (1967). This theory suggests when peoples' attitudes influence information processing the amount of assimilation, type of expression, and integrative complexity of information is affected. Subsequently, people possessing concrete structures form their attitudes from a narrow range of highly salient information. For example, people with an externally oriented locus of control would be more affected by external stimuli than those with an internal locus of control. Furthermore, it has been hypothesized that externals would be more susceptible to an externally originated persuasive communication than internals (Lefourt, 1972; Rotter, 1966).

Krech, Crutchfield, and Ballachey (1962) see attitudes developing in relation to peoples' societal affiliations and the information to which one is exposed.

Peoples' attitude orientations do not develop in a vacuum but involve their lifelong exposure to outside stimuli. Much of this exposure will be accessed through group affiliations. Schramm (1961) has written: "We live in groups. We learn most of our values and standards from groups. To a large degree peoples' attitudes depend upon the attitudes and norms of their personal group associations" (p. 15). Thus, interpersonal and intergroup attitudes form as a consequence of the affiliation and integration of information provided by the domain of stimuli. Furthermore, people exposed to more integrative and complex group structures develop attitudes on a broader range of information, and include more discrepant units of information and less categorization. Whereas people exposed to less integrative and complex information structures tend to move in an alternate direction. Although group influences may be a strong determinant of individual attitude domains, the degree and permanence of such affiliations must be evaluated before determining the extent of influence.

In summary, attitude investigation has undergone an extensive evolution. A considerable amount of this activity has been directed toward the multidimensional approach to attitude, where attitudes are known to possess affective, behavioral, and cognitive components. Peoples' attitudes are relatively long lasting, yet to a point flexible in nature. An attitude must have an attitudinal object. People can change their attitudes toward an object, but to foster that change, appropriate stimuli must be present.

Exposure Theories

Exposure theories were developed from the assumption that as the frequency of contact with a stimulus was increased, the attitude about the stimulus would change incrementally in a positive direction. Four theories have been developed which rely on this technique: Zajonc's exposure theory; Hull's Learning theory; Hovland, Janis, and Kelly's Reinforcement theory; and Berlyne's Two-Factor theory. Each of these theories

utilize either persuasive communication or increased contact with the attitude object, for initiating subject attitude shift or change.

Theory of Mere Exposure

Zajonc (1968) found that as exposure to a stimulus was increased the affective outcome increased incrementally. In three experiments using words, Chinese characters, and photographs, numerous repetitious exposures to the attitude object were found to foster favorable conditions for the enhancement of attitude change.

Studies by Stang (1975), and Zajonc, Swap, Harrison, and Roberts (1971) have supported Zajonc's (1968) exposure theory. Stang (1975) found that as exposure to 16 Turkish words increased from one to 64 exposures the pleasantness rating also increased. Zajonc et al. (1968) using a within subject design found significant exposure effects with no tendency toward saturation with a maximum of 81 exposures. There have been additional studies on selective exposure which have indicated that an attitude alteration can be obtained as a result of exposure (Chaffee & Miyo, 1983; Cotton, 1985; Frey & Rosch, 1984; and Sweeney & Gruber, 1984).

Learning Theory

Hull's (1943) learning theory utilized the technique of stimulus-response to foster or predict changes in the subject. Most of the primary behavioral laws in this system were derived from illustrations of learning under the control of reinforcement (Grippin & Peters, 1984). Hull's theory was formulated around the concepts of simple associative or elementary trial-and-error learning, conditioned-reflex learning, and habit strength learning. The first two concepts were considered to be essentially interchangeable, with the dissimilarities associated to the circumstances under which the major principles operate (Hull, 1951). Each of these learning concepts focused on complex interactions of intervening stimuli which arrived at a probability of a specific reaction to a given stimulus.

Furthermore, Hull moved beyond the primary concept of learning through simple conditioning to examine more complex learning phenomena such as; discriminatory learning, maze learning, rote memorization, and tool-using (Hilgard & Bower, 1966). Hull's theory provided some modifications in basic reinforcement theory, foremost was his interpretation of reinforcement as central to learning.

Reinforcement Theory

Hovland, Janis, and Kelly (1953) developed an attitude change theory based upon the concept that attitude change results from learning produced through reinforcement. This theory was based on Hull's learning theory which supports the notion that through repeated learning experiences, opinions are developed or changed. Both of these theories operate under the premise that attitude change is related to opinion change. This happens via persuasive communication. Hovland, Janis, and Kelly surmise that attitude and opinion are "intervening variables between which there is a high degree of mutual interaction" (Insko, 1967, p. 12). The important interaction, then, is the interaction in which a change of attitude follows a change in verbal or nonverbal actions. This would constitute a learning experience.

Participants have two choices when exposed to persuasive communication: to think of their own answer or to answer as suggested by the communication. These choices will depend upon the incentives involved in the communication. These incentives can be looked upon as rewards or punishments that follow the individual's decision.

Hovland, Janis, and Kelly (1953) have identified three key variables in their reinforcement theory: attention, comprehension, and acceptance. For people to undergo an attitude change, they must pay attention to the communication, comprehend the communication, and accept the communication as valid. Credibility of the communicator becomes very relevant in this theory of attitude change.

Two-Factor Theory

Berlyne (1970) amplified Zajonc's theory and concluded that when there was extreme exposure to the attitude object there was a decrease in the positive attitude domain toward that object. This led Berlyne to develop his two-factor theory based on the inverted-U. The two-factor theory allows for peoples' attitude orientations to crest and then diminish due to saturation or boredom. It was surmised that exposure to an attitude object increased learning, which in turn produced a positive increase in attitude toward the object.

Summary

Research into the area of attitude change has produced a plethora of divergent theories. Despite a lack of consensus in attitude research, most theorists agree that attitudes are products of lifelong learning. Furthermore, this investigation supports the supposition that attitude change comes about only when the attitude holder has been exposed to new information, and the expression of an old attitude no longer provides satisfaction or serves its initial function. This modification or replacement of an old attitude is considered the process of learning. This process of learning appears to the researcher as the central question in education: Can formal instruction have an active part in changing students' attitudes?

Movement Education

In no age can humankind live in their intellect alone. The living organism exists as a triad of interwoven functions which embrace feelings, actions, and thoughts. Therefore, the totality of the educational process must exist through an interaction between the learner and their intellectual self, the learner and their emotional self, and the learner and their physical self. Recently contemporary educational thought has embraced this

concept by proclaiming a need to educate the “whole” learner. Gray (1989) has offered support for this statement when expressing that movement education curricula can foster the urge to learn by involving the “whole” learner in problem solving, exploratory activities, and information processing. Eisner (1986) further develops these thoughts by expressing:

The cultivation of literacy in forms of aesthetic representation can significantly improve a student's ability to use prepositional forms of representation. The ability to create or understand sociology, psychology, or economics depends on the ability to perceive qualitative nuances in the social world, the ability to conceptualize patterns from which to share what has been experienced, and the ability to write about them in a form that is compelling. Aesthetic education cultivates sensitive perception, develops insight, fosters imagination, and places a premium on well-crafted form. (p. 89)

Aesthetic education is a vital part of the total educational process. Through this discipline the learner will encounter a myriad of experiences. Aesthetic education stimulates the learner to explore, understand, accept, and use ambiguity and subjectivity, for in aesthetic education as in life, there is often no clear solution to the infringing problems. Participation has been shown to improve skills in problem-solving, observation, concentration, listening, hand-eye coordination and craftsmanship.

Motion cannot be divorced from life for it is of life's essence. As movement specialists our goal is to speak to the needs of the whole learner by challenging them physically, emotionally, and intellectually. Movement education is the vehicle by which the learner may explore life, it's creations, it's complex problems, and it's solutions. Movement experiences can carry the learner beyond themselves into a broader world of imaginative experience and understanding (H' Doubler, 1940).

Movement is common to all human beings. The abilities to balance, to run, to bend, or to jump are elements most of us possess. Yet movement can go beyond the common elements mentioned above and can be enlisted to evoke physiological (body

image), psychological (self-actualizing, critical thinking and problem-solving), and social (cooperative) changes in the participants. The essence of the movement experience is that the engaged become aware of still another way of interpreting ideas, feelings, and sensory impressions about themselves through their kinesthetic perception. The very nature of movement activities adapt to the concept of “education of the whole being,” for it is only through movement that all aspects of a learner’s complex nature, that of the affective, cognitive, and kinesthetic domains, are united in the development and attainment of new knowledge. Through movement education the individual becomes whole.

Rationale for the Inclusion of Movement Education

Much of the content in the American educational system teaches students to conform to rules. Most learners spend the majority of their education experience being told exactly what to do, how to perform the act, and when to do it. Mathematics operations, spelling, reading, grammar, and punctuation are all based on following specific rules for attaining the “correct answer.” Although this approach is necessary to many subjects, the rules approach is inappropriate for fostering and developing the ability to cope with ambiguity, to experience nuance, to weight the tradeoffs among alternative courses of action, develop arguments, or interpret subjective information. Therefore, it becomes a matter of spiritual survival for the learner to escape the rigor with “mental micro-sleeps.” In contrast, there is no single answer or process for arriving at the solution of an artistic problem, and thus reducing learner apathy (Boston, 1996).

In the past education has regarded learners as growing, changing organisms whose minds become increasingly their most distinctive and dominant characteristic. Movement education specialists believe these growing, and changing organisms should develop all their faculties and capabilities. Kuni, (1963) offers support for this as he summarizes Plato, one of the first masters of educational theory, when stating the purpose of education should be to provide the body and soul with all the available aesthetic,

psychological, and physiological nutrients possible to ensure the development of the human organism's fullest potential. Movement education can be the vehicle by which educational totality is realized. Through the integration of the learners' emotional, intellectual, spiritual, and physical resources, movement specialists can cultivate educational wholeness.

Recently, much academic attention and debate has centered on the failure of the American educational system to provide students with a foundation in either critical, evaluative thinking or rudimentary cultural knowledge, resulting in an undiscerning and "illiterate" population (Bloom, 1987; Bennet, 1984, p. 2). Movement specialists can take the responsibility for offering courses which do, indeed, provide students with these elements. Formal movement concepts and theories serve the entirety of human development by improving the physical state, stimulating the imagination, challenging the intellect, cultivating aesthetic appreciation, providing problem analyses experiences, and refining intuitive or emotional awareness. Furthermore, formal movement education curricula cultivates the whole learner, by incrementally developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Movement specialist Kuni (1963) stated movement education can enhance the human condition, by embellishing people's sensitivity to their surroundings, thus enriching their perception of rhythm, of space, of movement, of relationships between form and movement, and of time. Through this medium people can heighten their awareness and cultivate their personal perceptively in relation to their environment. Therefore, if the American educational system is to address the education of the whole learner, formal movement activities must be included in the total learning process.

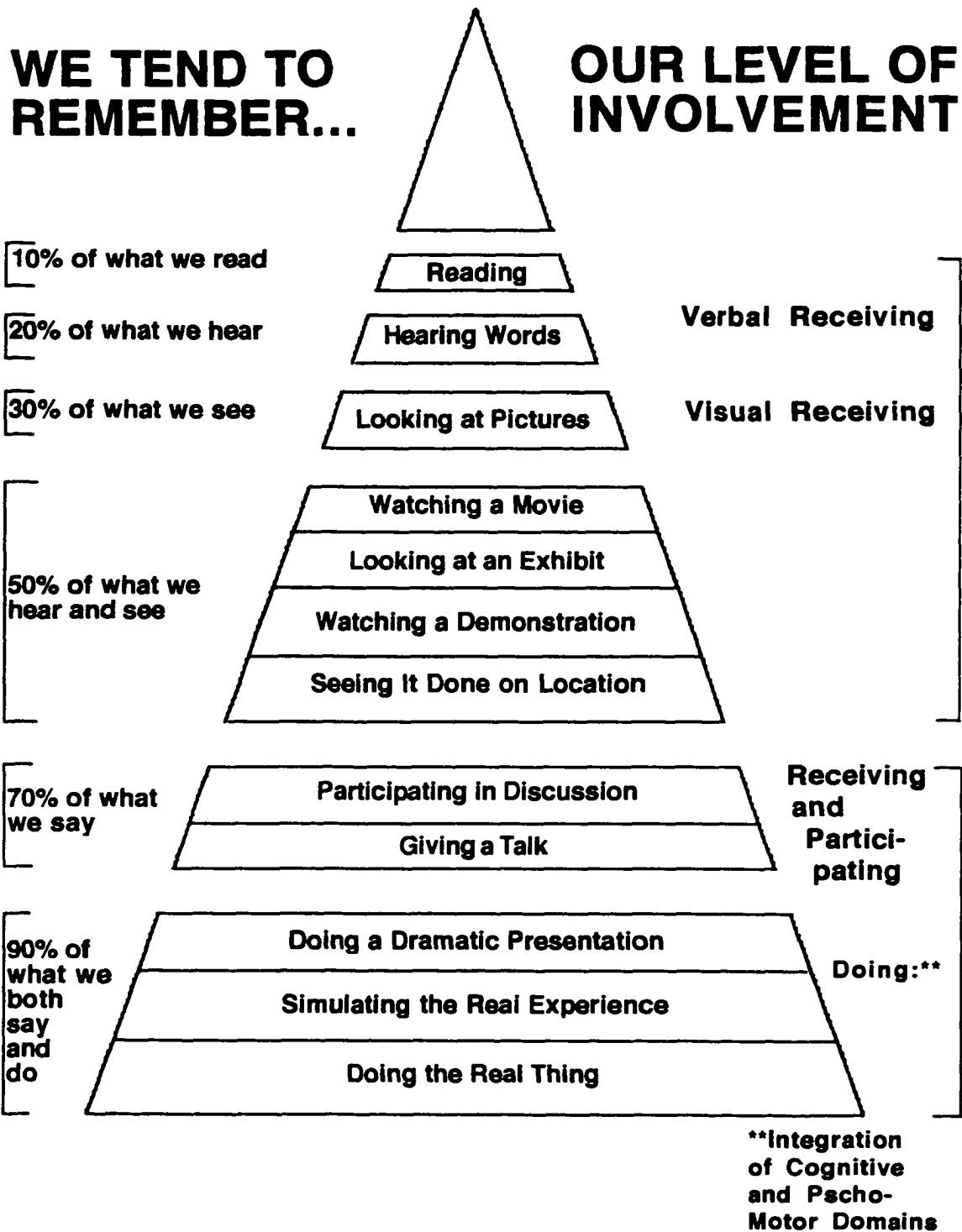
Creative dance was first adopted by physical education programs in the 1920s and 1930s (Chapman, 1980). One of the original objectives for the inclusion of movement education curricula in a school setting was the teaching of creative rhythmic movement concepts. This new movement experience generated excitement in the physical education

community, rapidly gaining wide spread interest and claims of academic success.

Chapman (1980) further stated that because of this success, creative dance has continued to grow and new realms of movement experiences continue to be explored. Today formal movement education curricula are excepted as an essential part of the well-rounded physical education program.

Movement education activities emphasize the development of the “whole” individual. Past research has provided support for the concept that the development of motor skills involves more than the execution of specific movements. Understanding the cognitive, affective, and kinesthetic/psychomotor knowledge of movement facilitates learning and ultimately improves skill acquisition. The utilization of formal movement education activities can provide a means for integrating these three learning domains. As presented in Figure 5 the a learning triangle exhibits how knowledge retention increases when inactive and active learning methodologies are combined.

EXPERIENCE and LEARNING



(Gaghan & Wolfe, 1994, p. 3).

This concept offers support for engaging the learner in activities which incorporate the affective, cognitive, and kinesthetic/psychomotor domains for the enhancement of knowledge comprehension and acquisition.

In recent decades, movement education has become an important vehicle for involving students in critical thinking, problem-solving, and self actualizing processes through guided movement explorations. This medium offers the participants a unique and dynamic way in which to learn and process knowledge. It provides an opportunity for meaningful and constructive group involvement, through the encouragement of intensive, cooperative social interaction, and interpersonal relationships among the participants. (Jarratt, 1987). Furthermore, as learners discover the ability to express themselves through movement, they will develop self-confidence, self-reliance, self-respect, and above all, the respect that comes from knowing that all people have unique ways of interpreting information. One of the primary goals of movement education is to evoke the body's kinesthetic memories and gain knowledge of one's self (NDA, 1988). Dance educators in the Wisconsin Department of Public Instruction Publication, (Bulletin No. 2119, 1981), clearly expressed these objectives:

The role of dance in education is to provide all students with an opportunity to experience a wide, varied, and in-depth exposure to dance as an art form. Dance educators have a commitment to teach students how to use movement as a medium of expression, to integrate the motor with the cognitive, to explore the bond between personality and movement, and to stretch the traditional boundaries of the educational process. To be realized as an integral part of education, the dance experience must develop, progress, and grow toward clearly defined goals. Most important in the establishment of these goals is that they be responsive to the needs and interests of each individual student. For reasons such as these, dance should be intrinsic to the education of all students at all grade levels. (p. 7)

Movement education specialists have identified the following learning outcomes:

Cognitive Outcomes:

1. Participants increase their knowledge and vocabulary through an understanding of the elements and principles of movement education and the creative process.
2. Participants learn to solve problems which are designed to improve their problem-solving skills.
3. Participants increase their listening skills and learn how to follow directions.
4. Participants gain an understanding of art histories and cultural diversity.

Affective Outcomes

1. Participants increase their self-esteem through self-expression and the mastery of movement concepts while being engaged in a form of positive and noncompetitive movement education.
2. Participants learn self-discipline as they develop skills.
3. Participants learn to take risks by mastering movement challenges, and they learn trust through activities that engage in weight-sharing, partnering, and group cooperation.
4. Participants express their feelings through movement, becoming more attuned to the inner self.

Physical Outcomes

1. Participants learn body awareness, control, balance, and coordination.
2. Participants gain physical strength, flexibility, stamina, and agility.
3. Participants release stress through positive physical activity.

4. Participants increase their personal movement vocabulary as they work with other individuals and learn from other cultures.

Social Outcomes

1. Participants learn to cooperate with others through partner and group work.
2. Participants increase leadership skills through partner and group work.
3. Participants learn appropriate ways of touching others through gentle physical contact and weight-sharing.
4. Participants discover the value of individual differences through creative exploration, problem-solving, and the study of other movement forms and cultures

The core of the movement experience should ensure that people become aware of the various methods of discovering their kinesthetic abilities as well as their creative self.

Fowler (1977) expresses the importance of movement education in a discussion of formal movement experiences as education:

Dance is a way to feel what it is to be human and to be alive. In that sense it is a celebration. It makes something special out of life. It is revelation; some would say, "illumination." Because it involves the self, it reveals self. It communicates what one knows of one's own bodily feeling. Like all the other arts, dance is a code . . . in this case a structuring of gestures and motions that captures and conveys subjective inner experiences. The elements that make up this code are sound, movement, line, pattern, form, space, shape, rhythm, time, and energy. (p.2)

In discussing "Education for a Dynamic Lifestyle," Ulrich (1977) reasoned that whatever the purpose of formal movement techniques, the process is the same; people learn about self through movement. When the discipline of movement education is employed to encourage investigation, deliberation, questioning, and experimentation the learner can

begin to understand how movement exploration can guide them toward visualizing, discovering, experiencing, sharing, and participating in the acquisition of internal and external knowledge. It is through this stimulation that movement education can play its most important role in the educational arena. In addition, Fleming (1976) viewed creative rhythmic movement as an integral part of the educational process. She observed that movement experiences are not end-points, but are dynamic and essential ingredients in the total curricular design.

Little (1977) implied that dance offers a unique contribution to the learning environment by providing a means of expression and communication. "Dance is the stuff of the affective domain! Through movement experiences students learn about themselves. They are clearer on their "whoness" . . . me as a unique individual who likes myself and feels of worth." (p. 37)

H'Doubler (1966) wrote of the inherent relationship among feelings, thoughts, and actions which provide direction for creative teaching and learning. It is the awareness of their inseparability in the totally functioning human organism which forms the basis of movement education.

Metheny (1968) shared insights in her focus on the act of moving, when stating that directed movement experiences are the nonverbal form of human understanding. She hinted that the meaning of movement depends upon the interests, and affective feelings of the engaged. As people acquire certain skills, come to behave in certain ways, and experience feelings of self and self-awareness, they will find meaning in what has been learned.

Humanistic movement education emphasizes the search for self, placing self-esteem, self-actualization, self-understanding, and interpersonal relations at the center of the movement education teaching-learning act (Hellison, 1978). Hellison said, "as we become more aware of ourselves . . . as we begin to get in touch with our own feelings and desires and potentialities, we begin the process of searching for and building our own

identities” (p. 2). He advised physical educators to move beyond the orientation of playing games and progress toward an integration of mind, soul, and body for the development of complete movement experience and exploration.

With the resurgent interest on integrating the concept of humanism into American physical education programs, the inclusion of movement education will provide a significant contribution to the affective, cognitive, and kinesthetic/psychomotor experiences of the learner. H'Doubler (1940) stated,

the fact that dance has long been an integral part of our society compels us to accept it as an old and deeply rooted human activity whose foundations reside in the nature of humankind. Movement exploration will continue as long as the rhythmic flow of energy spurs the human spirit to respond to the forces of life and the universe. “As long as there is life, there will be dance” (p. 168).

Affective Concerns in Movement Education

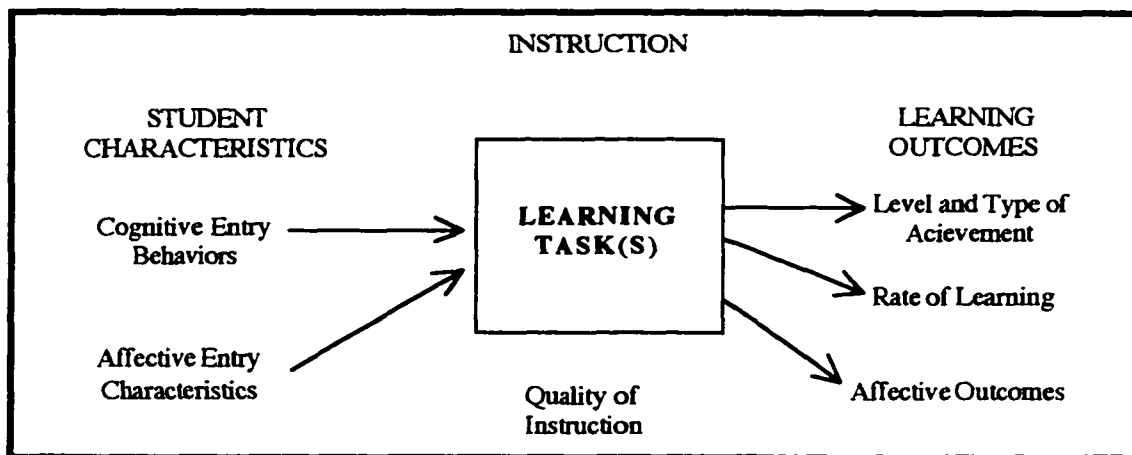
Technological and cultural changes have intensified the importance of affective concerns in education. Both individual and societal values are gradually adapting from an emphasis on achievement to one of fulfillment (Johnson, 1973). Furthermore, the emphasis is shifting from self-control to self-expression, and from independence to interdependence with others. Socrates (1978) has suggested, “the relation of man to self, to others, to things, and to the surrounding world can be identified, defined, and understood in terms of one’s affective life” (p. 10).

Several theories have supported the concept of affective, cognitive, and psychomotor domains playing balanced roles in education. Halverson (1971) suggests that people need to grow and learn as whole beings, not organisms split into motor, social, perceptual, conceptual, and affective pieces. Bilbrough and Jones (1968) proposed that the education of the whole student must be the foremost aim of movement education. North (1973) stated the educational process should be applied through an integration of the intellectual, emotional, physical, and social in order that a student may develop, learn,

and express equally. Mauldon and Redfern (1969) shared their beliefs about education as being the integration of doing, thinking, and feeling. In addition, they advocated a natural and continuous integration of movement education with education as a whole. Tanner and Barrett (1975) advocate a global view of movement education which incorporates affective concerns, inferring that they are synonymous with physical education. Furthermore, they suggest that “the individual rates of development and styles of learning are respected with belief that capacity for learning is related to confidence in self” (p. 20). Whitehurst (1971) implored the necessity for creating a joint effort across disciplines to consider the “wholeness” of people whom we teach, through an integrative philosophy of learning, rather than compartmentalized training.

Bloom (1976) developed a model by which to associate the affective and cognitive relationships in the learning environment. He has suggested that during the learning process students compare novel learning tasks with prior affective memory (e.g., attitudes, self-esteem, interests, and values), as well as with cognitive memory. Therefore, during the learning process, it is the entwined interaction of the cognitive and affective domains which produce results in both cognitive learning outcomes and associated affective outcomes. It is the learners’ affective outcomes which help guide future feelings regarding course content and issues (attitudes), feelings of personal worth and achievement (self-esteem), motivation to become involved in new activities (interests), and personal principles (values). Table 6 illuminates this theory in which an interaction between the learner, the dissemination of information, the concept around which the information is formulated, and the acquisition of new knowledge is accomplished.

THE THEORY OF SCHOOL LEARNING



(Bloom, 1976, p. 11).

Measuring in the Affective Domain

The affective domain involves personal interests, attitudes, values, and the development of appreciation's and adequate adjustments. This domain may be arranged into six stages which move from simple to complex. These stages are identified as: receiving, responding, valuing organization, and value complex (Krathwohl, Bloom, & Masia, 1964).

Educators frequently engage in the assessment of the learners' affective characteristics before and after the learning experience. In such situations it is essential to employ affective measuring instruments which are theoretically based and pyrometrically sound (Gable, 1986). In addition, Gable (1986) has developed an eight step reference for designing of an affective instrument: (1) develop conceptual definitions, (2) develop operational definitions, (3) select a scaling technique, (4) conduct a judgmental review of items, (5) select a response format, (6) develop directions for responding, (7) prepare a draft of the instrument and gather preliminary pilot data, (8) prepare the final instrument (pp. 170-172). Furthermore, instruments designed to measure affective characteristic

must correlate directly with the program objectives, theoretical rationale and content and projected outcomes, after which the conceptual and operational definitions of the affective characteristic must be addressed. Therefore, the research strategy, design, and instrumentation must contain implicit assumptions regarding causal links and human causality.

McGee (1977) advised that measurement in the affective domain deserves special attention by movement education specialists. She urged that students' learning experiences should be approached from the holistic perspective since the engaged will feel and think as they move. Such affective measurement could provide students with the opportunity to know themselves better. It could also encourage educators to better structure experiences to help students to move, feel, and think in harmony.

Movement education specialists have been interested in such affective aspects as self-esteem, attitudes, self-awareness, body image, and movement satisfaction. Wylie (1961), in her review of measures of self-concept, used the term self-regard as an all-inclusive label, under which to subsume other terms: self-worth, self-respect, self-appraisal. Instruments to measure these various affective concepts can be found readily in the measurement literature (Barrow & Mc Gee, 1979; Baumgartner & Jackson, 1982; Bosco & Gustafson, 1983; Johnson & Nelson, 1986; Kirkendall, Gruber, & Johnson, 1980; Logsdon et al, 1984; Mood, 1980; Phillips & Hornak, 1979; Matthews, 1978; Safrit, 1986; Verducci, 1980). Although, the literature has produced several measurement approaches the concept of self remains one of the most difficult ideas to measure in psychological theory.

Several researchers have attempted to utilize these affective scales to assess various program outcomes. For example, Hanson (1970) studied the effect of a concentrated movement program on the affective behavior of four-year-old children. The purpose of this study was to ascertain the usefulness of a movement behavior program used as a part of the regular daily curriculum. The analysis of the data indicated that

anxiety of the children in the movement behavior program was lowered. In addition, the children were perceived as feeling better about themselves relative to their ability to participate in the various movement activities.

Riley (1984) studied the factors of self-esteem, body image, and problem solving as related to nine-year-olds in a six-week creative dance program. The boys and girls were pretest and posttests, in addition to individual interviews. The study demonstrated that a creative dance program resulted in an increase in physical self-esteem, with girls showing the highest gains, while the boys displayed heightened anxiety levels associated with participation.

Carlson (1980) used a self-report technique to gather affective responses from second grade students. The responses were both oral and written. She asked the children to complete this statement "When I Dance, I Feel" The study showed that after participating in a creative dance program, children had more positive feelings of satisfaction with their own physical selves. In addition, the children gradually became aware of their feelings about dance and about themselves as moving beings.

In a more recent study, Ayob (1986) examined the concepts of creative dance. These concepts were identified from the creative dance literature (i.e. freedom of expression, movement skills, enjoyment and fulfillment, aesthetic awareness, self-image, and socialization). Ayob's findings indicated that students exhibited a higher degree of involvement and comprehension appropriate to the identified purpose concepts of creative dance techniques.

Assessment of the affective domain is essential if students are to be evaluated effectively during the learning process, in addition to ensuring their "whole" development. The majority of affective instruments have been designed to be used in the classroom. These scales have been widely utilized for assessing various student and program outcomes.

Summary of Related Studies

The following section provides an overview and evaluation of a variety of research studies conducted in the area of participation and attitude change. The first grouping of inquiries utilizes exposure to select movement activities as the stimulus for prompting change or shift in participant attitude orientations. They include an investigation by Allison (1976) which examines fifth-grade students' attitudes toward dance; Carlson's study (1980) which probes the affective responses of the participants to movement experiences; Halsted's study (1980) which examines attitudes toward dance in general and in the classroom; a study by Neal which provides an assessment of attitude change toward dance after exposure; and an assessment of dance movement satisfaction conducted by Sanders (1988). The remaining two studies represent research conducted in semester-long college level courses. Burton (1977) studied attitudes toward physical activity, and Hodge (1994) examined the effects of exposure to select curricula on attitudes of preservice physical education majors. Examination of this study was relevant due to its similarity to the current investigation.

Impact on Student Attitudes toward Movement Education

Allison's Study

The main thrust of Allison's study (1976) was to develop a reliable and valid assessment instrument for measuring attitudes related to the creative dance experiences of grade-five students. Support for this endeavor was provided by her review of the current professional dance literature, from which she concluded that none of the previous research had produced a reliable or valid instrument for assessing student attitudes toward participation in creative dance. The secondary objective for her study was to evaluate attitudinal fluctuations based on sex and race.

Allison (1976) developed the Creative Dance Attitude Inventory. This inventory was constructed using the Thurstone ratings and was comprised of 104 creative

dance related attitude statements. On completion of the instrument, Allison administered her questionnaire to 70 fifth-grade students.

The findings revealed no significant difference in creative dance attitudes between the variables sex or race. The results of no difference between the 40 boys and 30 girls is contrary to the results of other studies in dance or combinations of the arts including dance in which all found sex differences (Halsted, 1980; Neal, 1983; Tilton, 1983).

Carlson's Study

Carlson's (1980) study was designed to assess the personal meaning and significance of select movement experiences by means of self-report. This information was obtained from 27 students enrolled in the second-grade. The data was generated from student work by means of written, artistic, and discussion formats. The researcher utilized open-ended inquiry to access the attitudes and feelings of the subjects. The interview statements made specific reference to five major categories which characterize physical education classes: environment, self, social interactions, content of physical education, and teacher. The questions and topics were specifically designed to gather affective responses as a direct outgrowth of the actual physical education experience.

This inquiry revealed that the physical education environment which characterized this study was a rich and varied setting for encouraging and obtaining participant affective responses. The subjects readily shared their feelings about the experiences/exposure to physical education. The subjects recorded positive attitude orientations toward the experience, in addition to positive feelings about self, self-awareness, body image, and others. Carlson concluded that, "the subjects' affective responses were spontaneous, unpredictable, and highly personal--often defying categorization" (p. 215).

Halsted's Study

Halsted (1980), using Allison's (1976) Creative Dance Attitude Inventory, provided an analysis of differences in dance attitudes for second-through sixth-grade students. She sought to provide data regarding attitudes and definitions about dance in general and dance in the classroom after a classroom-based dance program.

This study involved four classrooms and was conducted over an eight-week period. The researcher conducted four classroom-based dance activity sessions, which included students and teacher. On completion of the four sessions, the teacher conducted one session with the aid of the researcher.

The data was generated through the utilization of questionnaire and interviewing methods. First a short-answer questionnaire was used to determine definitions of dance from the teachers and students before and after the study. Data were displayed in a descriptive table format and reported frequency of response and grade level. Second an interview format was employed to gather data from the teachers. This information was presented in the form of instructor profiles with analyses and conclusions based upon these narratives.

Allison's Creative Dance Attitude Inventory was used to elicit responses from the students because it had been proven both valid and reliable from prior investigation. The Creative Dance Attitude Inventory was scored with a method of summated ratings. Existing data were analyzed using a two-way Analysis of Variance to determine significant differences among classes and between sexes.

The findings produced from the Creative Dance Attitude Inventory showed that girls in all five grade levels had more positive attitudes toward dance than did the boys following the dance treatments. A significant interaction was displayed in the questions that dealt with dance anxiety. In addition, data revealed that the second grade students had the most positive attitudes while the sixth grade students had the most negative attitudes after their participation in the dance program.

This study provided important data regarding teacher and student attitudes as they relate to participation in classroom-based dance activities. The results determined that the variables of age and gender (i.e. younger and/or female students) had more positive attitudes toward dance activities. Furthermore, the analysis produced evidence which showed instructor-based feelings of incompetence regarding their abilities to conduct/direct dance activity sessions.

Neal's Study

Neal's (1985) inquiry provided information in respect to change or shift in students' attitudes toward dance after three 35-minute dance sessions. In addition, he examined the contrast in dance attitudes among five groups over time, sexes over time, and treatments, sex, and time. The population was comprised of 113 fourth-grade students, which were randomly assigned to one of the five groups. These groups consisted of four treatment and one control groups. Each group was administered the pretest and posttest. The instrument utilized for this study was designed by the researcher and is referred to as the Neal Dance Attitude Inventory. The treatment employed an exposure to formal instruction in jazz, modern, and sport/fitness dance techniques. The statistical analysis indicated a significant change in attitudes toward dance over time and a gain in mean attitude scores for all five groups. The researcher concluded that students' attitudes toward dance shifted by merely participating in the study without respect to group assignment, and therefore no generalization about the effect of dance treatments on attitude could be drawn.

Sanders' Study

The purpose of Sanders' (1988) study was to develop a dance movement satisfaction scale to measure the effect of a creative dance program. Two phases were

used in the research design. The first assessed the validity and reliability of the scale, while the second measured the treatment effects of the creative dance program.

To determine the validity of the dance movement satisfaction scale, a panel of judges was employed to review the contents of 103 movement items. After the evaluation, the items were reduced to 70. The remaining items were then used in the preliminary study to assess the reliability of the scale.

Two measures were used to determine the reliability of the scale, a test-retest for stability and an item analysis. The Pearson coefficient for stability was reported at .85, and the Cronbach Alpha for internal consistency was reported as .95. After the item analysis, the scale was reduced to 55 items for the second phase of the investigation.

The purpose of the second phase was to determine the capabilities of the dance movement satisfaction scale to measure various levels of satisfaction in elementary age children. There were 147 second- and fourth-grade subjects that participated in this phase of the study. Subjects were randomly assigned to one of two groups, the creative dance program (treatment) or a games unit (control). For six consecutive weeks one class of second-grade students and one class of fourth-grade students received the creative dance program, with the other two groups participating in the games unit.

During the first class the students from both groups received the pretest. The posttest was administered during the last class. The data obtained from the Dance Movement Satisfaction Scale were statistically analyzed using a 2 x 2 x 2 analysis of covariance, with the pretest serving as the covariate.

The findings from the statistical analysis showed that the treatment groups had significantly ($p < .01$) higher satisfaction scores than did the control groups. There was no significant difference found between gender and grade levels, and there was no significant interaction effects among groups.

Based on the findings of this study and considering the limitations of the investigation, it was concluded that the Dance Movement Satisfaction Scale effectively

measured the program effects of a creative dance unit. Sanders concluded that the subjects who participated in the creative movement experience demonstrated a heightened awareness of their bodies, had more positive feelings of satisfaction toward their own physical self, and developed a larger movement vocabulary. This freedom of expression in the physical form allowed the subjects to express the degree to which they felt satisfied with their movements. This study has offered support to the idea that movement education should be considered for inclusion in the total physical education curriculum.

Course Impact on Student Attitudes

The following studies examine changes in attitudes resulting from participation in a semester long college-level course.

Burton's Study

Burton's (1977) inquiry evaluated the influence of instructional media on attitudes toward physical activity of junior college women enrolled in a beginning modern dance course. To date, this is the only dance attitude study which utilizes a college age population. The investigation addressed whether the traditional lecture demonstration method or the experimental instructional media method fostered more favorable attitudes toward movement education activities among beginning modern dance students.

The identified population consisted of 42 junior college women enrolled in a beginning Modern Dance course. Data was generated through the administration of three types of instruments. Subjects responded to a pretest and posttest using Kenyon's instrument, Attitude Toward Physical Activity. Second, the researcher distributed the instrument, Self-Evaluation Inventory, which measured the students' evaluation of their own movement abilities. Finally, the students responded to the Student Critique Inventory.

The researcher arrived at the following conclusions: First, the experimental instructional media method was not a more efficient teaching method than the traditional lecture demonstration method for fostering positive attitudes of beginning modern dance students toward physical activity in general. The traditional lecture demonstration method of teaching produced increased favorable attitudes in one sub-domain from Kenyon's Attitude Toward Physical Activity Scale. This was in the area of physical activity as an ascetic experience. Second, the experimental instructional media method of teaching revealed no superiority over the traditional lecture demonstration method toward the sub-domain of physical activity as an aesthetic experience. Third, dance students instructed in the traditional lecture demonstration method developed significantly higher self-evaluation of their total movement abilities than did the experimental instructional group. Fourth, the experimental instructional media group indicated no superiority over the traditional group in influencing the beginning dance students' self-evaluation of changes in movement abilities. Fifth, the traditional instructional group yielded no significant influence for increasing favorable attitudes toward the sub-domains of Kenyon's Attitude Toward Physical Activity Scale, of physical activity as a social experience, health and fitness, as the pursuit of vertigo, and as an ascetic experience. However, the traditional instructional method group did show significant influence on student attitudes in the sub-domain of physical activity as an aesthetic experience, as catharsis, and physical activity in general. Finally, the experimental instructional method group did not show influences of any significant changes in attitudes toward the sub-domains of physical activity or toward physical activity in general.

Hodge's Study

Hodge (1994) examined the effects of enrollment in introductory adapted physical education (APE) courses, with and without practicum experiences, on the attitudes of preservice physical education majors toward teaching students with disabilities. This

national study included 40 volunteering colleges and universities which offered an introductory adapted physical education course, with and without practicums.

The primary independent variable was identified as students enrolled in introductory adapted physical education (APE) across the participating institutions. The dependent variables identified are as follows: (a) academic system type, (b) time, (c) pupil disability type, (d) practicum site type, (e) gender, and (f) ethnic membership status.

The data was generated through the use of collaborative methods. First, a subject sample was taken from preservice physical education majors enrolled in APE courses. This was followed by the distribution of a mailed survey, incorporated within a Nonequivalent Control Groups, Pretest-Posttest Design. An ANOVA and post-hoc statistical analyses were elicited to evaluate any effects of the primary independent variable, and to select other independent variables on the dependent variables (i.e., respondents summated attitudinal mean scores on the Physical Educators' Attitudes Toward Teaching Individuals with Disabilities-III (Rizzo, 1993) survey).

The findings yielded statistically significant treatment effects, across various group conditions in relation to the identified variables, as they affected attitude change. Hodge concluded that strong confirmational evidence was offered with respect to the effectiveness of introductory APE courses, with and without practicum experiences in positively influencing preservice physical education majors' attitudes toward teaching students with disabilities.

Summary

The focus of this review has investigated four categories of knowledge. The investigation revealed diversity among authorities pertaining to the meaning, nature, and theories of attitudes. While consensus has not been reached on one universal definition for attitude, the term may be defined for specific purposes. For the purpose of the

current investigation Allport's (1935) definition of attitudes has been selected. The intensity of an attitude toward an object was found to be measurable through the application of scaling methods including, among others, the Likert, Thurstone, and semantic differential techniques of attitude measurement.

Research has shown that the inclusion of movement education in the academic arena provides a significant contribution to the development of the "whole individual." It provides a framework by which students can develop their kinesthetic awareness, awareness of self, and awareness of others. In addition, if movement education is to remain a viable discipline within the academic community, then educators must develop a reliable method for evaluating the outcomes of such programs.

Stinson (1979) pointed out that the dance experience is significant to the affective domain even though its outcomes are often difficult to measure. In order for movement education programs to be a viable part of the educational community the information providers must develop an accurate and credible method for assessing the outcomes of such programs.

Measurement experts have suggested that if positive affective behaviors are important for continued participation in dance and physical education movement experiences, then affective assessment tools should be provided.

Although numerous studies in attitudinal research have been conducted, both in general and to a lesser degree in relation to exposure to movement activities, many questions still remain unanswered. Even so, the majority of such investigations have suggested that attitudes can be shifted, altered, or changed in a positive direction. Such interventions as coursework, direct contact, exposure/participation, and in-service training experiences have demonstrated significant effectiveness in influencing personal attitude domains. It is apparent that further investigations of variables influencing the attitudes toward participation and application of movement education curricula of preservice physical educators are warranted. In this connection, this study will consider the

effectiveness of a pedagogically focused movement education course in fostering positive attitudes toward participation and application of movement education curricula.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Conceptual Framework

The purpose of this study was to examine the impact of exposure before and after the 16-week course, Skills and Techniques of Movement, Exercise, and Fitness on preservice physical education majors' attitudes toward participation in movement education. A secondary objective was to determine if such student demographics as age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of movement education curricula are related to shifts or changes in subject attitude domains. It was surmised that these socio-demographic variables may be related to the dependent variable, attitude change.

This chapter consists of the following sections: research design, attitude identification, identification of variables, research questions, hypotheses, limitations, population and sampling, subject confidentiality, and instrumentation.

Research Design

This inquiry was designed to illuminate the liberalizing impact select movement education curricula have on student attitudes toward participation in and future utilization of movement education. The primary procedure for this investigation consists of a

Soloman four-group experiment in which three comparisons are illuminated: (1) the assessment of effect regarding the experimental treatment compared to the control treatment; (2) the assessment of the effect of a pretest correlated with a no pretest; and (3) the assessment of the main effects of testing and the interaction between pretest and treatment conditions (Borg & Gall, 1989). Two experimental groups will receive a treatment (e.g., the course skills and techniques of movement, exercise, and fitness), while two control groups receive no intervention. Soloman (1949) has recommended the utilization of a 2 X 2 analysis of variance as a viable statistical application. Although documentation has been presented in support of this approach, the current investigation will utilize independently paired t-tests, factorial analysis and ANCOVA statistical procedures. The ANCOVA has been recommended as a demographic variable control agent. In this respect, the 2 X 2 analysis of variance offers several limitations.

The initial stage of this design involved the administration of a pretest to groups one and two. Stage two involved the application of the experimental treatment to groups one and three. This treatment consisted of participation and completion of the 16-week course Skills and Techniques of Movement, Exercise and Fitness. To conclude the experiment all four groups were administered a posttest. The influence of the course on students' attitude change was measured while examining the independent and interactive effects of age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of movement education curricula.

Sample selection was comprised of preservice physical education majors' enrolled and not enrolled in the course Skills and Techniques of Movement, Exercise and Fitness. Subjects participating in the control group procedures were selected from the current pool

of physical education majors who had not completed the course. To acquire an appropriate experimental group sample size the researcher found it necessary to utilize all students currently enrolled in Skills and Techniques of Movement, Exercise and Fitness during fall semester 1996 and spring semester 1997, thus the application of a purely random subject assignment was not possible.

The lack of a purely random subject assignment may affect the validity of the experiment. In support of the rationale for employing this design, Ary, et al. (1990) argue that:

Although randomized assignment of subjects to groups is the ideal, it often is not possible in practice. In a typical school situation, schedules cannot be disrupted nor classes reorganized in order to accommodate the experimenter's study. In such a case it is necessary to use groups as they are already organized into classes or other intact groups. (pp. 336-337)

However, Ary, et al. (1990), Campbell and Stanley (1963), and Gay (1992) argue that the more similar the groups are at the beginning of the study (e.g., preservice physical education majors only) and the more this similarity is confirmed by group mean scores on the pretest, the more credible the results of the study become. Thus in respect to the current study, the relatively open process by which students elect to enroll in this required course should assure little threat to the external validity.

The theoretical approach most closely linked to this investigation is that of the, Theory of Mere Exposure (Zajonc, 1968; Zajonc, Shaver, Travis, & VanKrevelde, 1972; & Zajonc, Swap, Harrison, & Roberts, 1971), in which findings suggested, as exposure to an object increases the chance for an attitude shift or change increases. Zajonc (1968) defined mere exposure as a "condition which makes the given stimulus accessible to the individual's perception" (p. 1). Zajonc thus suggested that, simple unreinforced exposure leads to increased liking for a stimulus; in short, familiarity leads to positive attitudes or

liking. This theory will be embraced to lend support for conceptualization of the current investigation.

The secondary methodological procedure consisted of a qualitative inquiry. The researcher believes this approach added a more humanistic quality to the data collection, by offering a small window from which to examine the personal motivations, perceptions, recollections, and summations of four subjects. This methodology united the subjective experiences of both the researcher and the participants into the research framework, thus providing a depth of understanding often lacking in other approaches to research. The uniqueness of what is shared and what is revealed was respected as being of paramount importance to that person. These personal insights assisted in forming the core of the inquiry and provided beneficial support for the primary research methodology.

Qualitative measurement assumes that life prevails in a perpetual state of flux; therefore, measurement within this realm must contain the dynamic of constant fluidity. The degree to which variables can be statistically isolated is inversely related to their validity in reality. Similarly, analysis is always context-bound so that conclusions are valid within specific contexts of time and situation for both the observed and the observer (Wilson, 1994).

Subject selection consisted of a purely voluntary process. Two subjects from each experimental group were selected for interview. These individuals underwent a series of three 30 minute interview sessions. Each interview was audio taped and later transcribed for review and analysis. The first interview was conducted during week two of the semester, the second at mid-semester, and the concluding interview was conducted during finals week. All interviews took place in the researchers' office, SCH. 260, located on the campus of East Central University. Common questioning guidelines were developed for each of the three interview sessions. Subjects participating in the interview portion of this study received no preferential treatment regarding grading or course work; this was a purely voluntary obligation.

The integration of design methodologies was intended to provide a thorough examination of the available data. This methodological synthesis offered the investigator both objective and subjective information, adding to the richness of the findings. Although this approach added breadth to the investigation, the degree to which generalizations could be made from these findings remained limited.

Attitude To Be Examined

This study was limited to investigating preservice physical education majors' attitudes toward participation and utilization of formal movement education curricula. The researcher examined what influence, if any, participation in a required movement education course had on altering student perceptions and attitudes toward participation and utilization of this discipline. The assumption was made that personal attitude domains toward a person, concept, or object may be altered or changed through exposure to new experiences, information, and knowledge. This hypothesis is supported by previous inquiry into the area of attitude change, where it has been stated that, to some extent personal attitude domains can be altered by direct contact with the targeted object (McGuire, 1968).

Variables

This study identifies one dependent variable, student attitudes toward participation in movement education. The primary independent variable (treatment) was exposure to the course Skills and Techniques of Movement, Exercise, and Fitness. In addition, the following student demographic variables were evaluated: age, gender, fundamentalist or non-fundamentalist religious orientations, high school graduation class size, college G. P. A., year in college, and possible future utilization of formal movement education curricula.

Research Questions

This study was designed to meet the research objectives associated with determining if collegiate students' attitude scores differed due to participation in the select movement education course, Skills and Techniques of Movement, Exercise, and Fitness.

The research questions framed to guide this study include the following:

1. To what extent do demographic characteristics such as, age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of curricula influence the impact of exposure to in a 16-week movement education course in altering preservice physical education majors' attitudes.
2. To what extent does exposure to a 16-week movement education course alter preservice physical education majors' attitudes toward movement education curricula?
3. Controlling for the background variables (age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of curricula), does exposure to movement education curricula alter preservice physical education majors' attitudes toward the discipline?

Limitations

The following are accepted limitations for this study:

1. The generalizability of this study is limited to similarities in subject demographics, course content, institutional characteristics, and geographic congruence.
2. The process of random subject selection, for the experimental groups will not be possible, for it is imperative to utilize all students enrolled in the course.

3. Variables other than those identified may contribute to differences in students' attitudes toward participation in movement education courses.
4. In respect to the factorial analysis, a five to one ratio was not achieved in relation to sample size and number of instrument items, thus diluting the internal validity, producing possible instability within the identified factors, and retarding the power and/or significance of the statistical findings.
5. The human scope is limited to the expressed statements, attitudes, beliefs, feelings, opinions, and perceptions of the identified population.

Population and Sampling

The population from which the sample was acquired were 152 full-time preservice physical education majors' attending East Central University. The experimental sample consisted of 76 students enrolled in the course Skills and Techniques of Movement, Exercise, and Fitness for Fall, 1996, and Spring, 1997. The control group was comprised of an equivalent number of students selected from the pool of all currently enrolled preservice physical education majors who had not completed the course. Subjects in the control groups were be matched by demographics to the subjects in the experimental groups.

Verbal Test Instructions

Prior to testing, all participants received a set of uniform instructions. These instruction were brief, clear, and consistent. Each participant was given a brief explanation of the terms movement education, social dancing, aerobic fitness, creative movement, and jazz, modern, and ballet techniques as they relate to this study. These

instructions were carefully designed so as to limit any possible influence upon participant response.

Confidentiality

Respondent confidentiality was guaranteed through the use of the following procedures:

1. Subjects in both the experimental and control groups were asked to participate in the study.
2. These subjects were assured that participation was voluntary and that it would in no way influence course evaluations.
3. All raw data collected from the pretest and posttest questionnaires was identified by the use of a numerical coding process.
4. All raw data collected from the interview sessions was coded to ensure the privacy of the subjects.
5. The observed classes were not recorded on video tape.

These procedures were implemented in support of subject confidentiality .

Instrumentation

The data were collected by means of two procedures: (1) the administration of a pretest and posttest questionnaire, and (2) personal interviews. The instrument was modeled after the following attitudinal scales: Wear (1951), Scale for the Evaluation of Attitudes Toward Physical Education as an Activity; Cohen (1941), Scale for Measurement of Attitudes Toward the Aesthetic Value; and Hand (1953), A Scale to Study Attitudes Toward Colleges Courses.

The above listed questionnaires were evaluated and statements were adapted to address activities solely relating to the concepts encompassing the discipline of movement education. The questionnaire consists of a list of statements representing expressions of

attitude. A five point Likert-type scale will be employed to measure the direction and intensity of individual and group responses. The Likert scale is a summated rating scale and is seen as the most useful in behavioral research (Isaac & Michael, 1981, p. 142). To indicate their reaction toward the instruments' statements, subjects will be directed to circle the key word which most closely represents their attitude and/or belief orientation: from 1, strongly agree to 5, strongly disagree. It is believed that the questionnaire will place individuals in rank order regarding intensity of attitude toward participation in movement education curricula and will indicate the direction and extent of shifts of individual and group attitudes.

The questionnaire was designed to elicit information on student attitudes toward movement education curricula as it was presented in the course Skills and Techniques of Movement, Exercise and Fitness. The instrument items were organized into three sections. The first section provided participant background information (identified demographic variables) as elicited by questions 2, 3, 4, 5, 6 and 9. These questions are as follows:

1. Participants' Age
2. Participants' Gender
3. Religious Affiliation
4. Participants' High School Graduating Class Size
5. Participants' College G. P. A.
6. Participants' Year in College

The second section gathered information relating to participants' prior movement education exposure and perceived benefit for future utilization of movement education curricula as elicited by questions 7 and 8. The third section provided participant attitude information as elicited by questions 10 through 39. In an attempted to cluster like items, a factorial analysis Correlation Coefficient matrices as developed producing four distinct test item clusters. These four factors are as follows:

1. Attitudes about the Course - F3d (Questions 19, 22, 29, 32 and 39).
 19. This course encourages the development of problem-solving and critical-thinking skills.
 22. This course is an important part of the teacher preparation requirements.
 29. I shall be able to utilized the information obtained from this course in my prospective career.
 32. The course, Skills and Techniques of Movement, Exercise and Fitness will provide nothing which will be of value to me when I graduate.
2. Competitive and Non-Competitive Attitudes - F2d (Questions 18, 21, 23 and 28).
 18. I am not particularly interested in those movement activities whose sole purpose is to depict human motion as something elegant.
 21. I prefer competitive movement activities over non-competitive activities.
 23. Of all the kinds of movement activities, I do not particularly care for those which require me to share my personal feelings, emotions and thoughts.
 28. The best forms of movement activities are those which provide me with thrills, risks and danger.
3. Social Attitudes - F1d (Questions 14, 15, 17, 27, 30, and 34).
 14. This course is essential to adequate cultural development.
 15. Participation in movement education activities tends to make the participants more socially desirable people.
 17. I like to engage in socially oriented movement activities.

27. The best thing about movement education is that it enhances my confidence in social situations.
 30. Participation in movement education activities will enhance my self-awareness.
 34. Participation in movement education activities will give me a more wholesome outlook on life.
4. Values, Beliefs, and Perceptions about Movement Education - F4d
(Questions 16, 31, 35, 36 and 38).
16. People would be better off emotionally if they did not participate in movement education activities.
 31. I do not believe that I would receive any benefit from my participation in movement education activities.
 35. I believe movement education activities to be nonsense and a waste of my time.
 36. I have a great interest in movement education activities.
 38. I believe that movement education activities are more appropriate for females than for males.

Administration of Instrument

The following procedures were conducted to assist in data collection:

1. Subjects in group one and group three were administered a pretest questionnaire on the third class meeting of the semester.
2. The first interview sessions were conducted on week two of the semester.
3. The 16-week treatment was administered to the experimental groups.
4. The second interview sessions were conducted at mid-semester.
5. The last interview sessions was conducted during the last week of the semester.

6. The posttest questionnaire was administered to groups one through four during final examination week.

Summary

The purpose of this study was to extend prior research on attitudinal change in physical education settings. This has been accomplished by examining the influence select movement education curricula had on preservice physical education majors' attitudes toward participation in and future utilization of movement education. In an attempt to uncover relationships among exposure, student variables, and attitude change, the study proposed three questions: What factors among demographic variables i.e., age, gender, religious affiliation, size of high school graduation class, college G. P. A., year in college, and were useful predictors of perception and attitude change? To what extent does exposure to a 16-week movement education course alter preservice physical education majors' attitudes toward movement education curricula? Controlling for the background variables (age, gender, religious affiliation, high school graduation class size, college G. P. A., year in college, and future utilization of curricula), does exposure to movement education curricula alter preservice physical education majors' attitudes toward the discipline?

Procedural strategies relating to the research design, sampling techniques, instrumentation, and data collection provided appropriate and empirically defensible methods for accomplishing these objectives.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

This chapter presents the results from the analyses of data. The succeeding information has been organized into the following sections: (a) Introduction, (b) Instrument Reliability Analysis, (c) Group Characteristics, (d) Descriptive Statistics for Groups and Demographic Variables, (e) Inferential Statistics for Groups and Demographic Variables as Related to the Specific Research Questions, (f) Qualitative data analysis, and (g) Discussion and Summary.

Introduction

The primary purpose of this study was to examine the impact of exposure before and after the 16-week course, Skills and Techniques of Movement, Exercise, and Fitness on preservice physical education majors' attitudes toward participation in movement education. Thus, this investigation's initial research question was: To what extent did exposure to a 16-week movement education course alter preservice physical education majors' attitudes toward participation in movement education? Furthermore, a secondary objective was examined to determine if subject demographics such as: age, gender, religious affiliation (fundamentalist, non-fundamentalist, or none), high school graduating class size, college G. P. A., and year in college, were related to shifts or changes in subject attitude domains.

In an effort to accomplish the objectives of this study, a Solomon four-group design was employed. The data were generated from preservice physical education majors enrolled or not enrolled in the course, Skills and Techniques of Movement,

Exercise, and Fitness, by means of a pretest-posttest or posttest only procedure.

Respondents' total scores were evaluated descriptively and inferentially to determine if any statistically significant attitudinal shifts had occurred as a result of treatment exposure.

The instrument utilized for data generation was a general attitude measurement test modeled after the Carlos L. Wear attitude scale for the Evaluation of Attitudes of College Men Toward Physical Education as an Activity (Wear, 1951); J. B. Cohen (1941), Scale for Measurement of Attitudes Toward the Aesthetic Value; and J. Hand (1953), A Scale to Study Attitudes Toward Colleges Courses. The current instrument utilized a five point Likert-type scale in which a response of (1) indicated Strongly Disagree and a response of (5) indicated Strongly Agree. Thus, a higher mean score on the posttest indicated an increase or positive shift in subject attitudes toward participation in movement education activities.

Instrument Reliability Analysis

An instrument reliability coefficient analysis was conducted to generate support for the internal consistency of the measuring device. According to Borg and Gall (1989) reliability coefficient alpha rankings will vary from .00 to 1.00, with reliability increasing as the numerical ranking becomes closer to 1.00. Therefore, an alpha ranking of at or above the 50th percentile range is imperative to ensure a high level of instrument reliability. Furthermore, as the alpha ranking increases the level of error variance will be reduced which augments test reliability. The current analysis produced a pretest alpha of .8747 and a posttest alpha of .9162, each of which falls within the acceptable range for test reliability. Further instrument analysis was conducted as an ANOVA was performed to assess pretest and posttest interaction. The results of this analysis yielded no significant interaction with $F(1, 150) = .184, p = .669$.

Participant Characteristics

The succeeding information has been organized into sections including; sample size information, participant demographic information and group organizational information.

Sample Size Information

This study was conducted with a total of 152 preservice physical education majors, of which 112 subjects were male, representative of (73.7%) of the total population, and 40 female, representative of (26.3%) of the total population.

Participant Demographic Information

The age distribution identification was coded as traditional college age 18-22 or non-traditional college age 22 and over. Within these groupings a total of 97 subjects were identified as traditional college age students with 55 subjects identified as non-traditional college students. The age by gender distribution identified 23 female subjects as traditional college age and 17 as non-traditional, with 74 male subjects identified as traditional college age and 38 as non-traditional students. The year in college category identified 6 Freshman subjects, 19 Sophomores, 67 Juniors, 60 Senior subjects, and 0 Graduate participants. The high school graduation class size identified 46 subjects in the 1-49 class size, 51 subjects in the 50-99 class size, 30 in the 100-199 class size and 25 subjects in the 200 and over graduating class size. The G. P. A. distribution identified 29 in the 2.5 or below category, 79 in the 2.51 to 3.0 category, 33 were representative of the 3.01 to 3.59 area and 11 in the 3.60 and above category. The mean G. P. A. score for total population was 2.20. The distribution identification for religious affiliation was coded as fundamentalist or non-fundamentalist. Within these groupings 99 subjects were

identified as affiliated with a fundamentalist religious organization, and 53 were identified as non-fundamentalists.

Group Organizational Information

As dictated by the Solomon four-group research design the total population was divided into 2 experimental groups and 2 control groups. The experimental groups were comprised of 76 total participants currently enrolled in the course, Skills and Techniques of Movement, Exercise and Fitness. The gender distribution for this group consisted of 16 female subjects and 60 male subjects. The control groups totaled 76 participants, with 24 female subjects and 52 male subjects. Table 7 presents the demographic information as it relates to the investigation participants.

Table 1

Demographic Characteristics by Group, Age, and Gender.

GROUP	GENDER		18 - 22		23 & OVER		TOTAL
	F	M	F	M	F	M	
1 Pretest	10	29	6	17	4	12	39
1 Treatment							
1 Posttest	6.5%	19%	3.9%	11.1%	2.6%	7.9%	25.6%
2 Pretest	12	22	7	16	5	6	34
2 Posttest	7.9%	14.4%	4.6%	10.5%	3.2%	3.9%	22.3%
3 Treatment	6	31	2	15	4	16	37
3 Posttest	3.9%	20.3%	1.3%	9.9%	2.6%	10.5%	24.3%
4 Posttest Only	12	30	8	26	4	4	42
	7.9%	19.7%	5.2%	17.1%	2.6%	2.6%	27.6%

Descriptive Statistics for the Total Population and by Group

Tables 2 through 6 present the descriptive statistical data generated from pretest and posttest scores for the total population and for each of the four individual groups. Higher posttest mean and total scores were produced for groups subjected to the treatment process, with groups void of treatment exposure yielding somewhat lower mean and total scores.

Note: The categories Year in College, High School Graduating Class Size, and Religious Affiliation carry numerical rankings as follows:

1. Year in College: (a) Freshman 1.00; (b) Sophomore 2.00; (c) Junior 3.00; (d) Senior 4.00; and Graduate 5.00.
2. High School Graduating Class Size: (a) 1-49, 1.00; (b) 50-99, 2.00; (c) 100-199, 3.00; and (d) 200 or more, 4.00.
3. Religious Affiliation: None: 0.00; Fundamentalist: 1.00; and Non-Fundamentalist: 2.00

Table 2

Descriptive Statistics for Total Sample Pretest and Posttest Data.

Variable	<u>N</u>	Mean	<u>SD</u>	Min	Max
Pretest	152	59.16	53.13	.00	131.00
Posttest	152	111.27	15.36	52.00	145.00
Age	152	23.26	4.87	18.00	51.00
Gender	152	1.74	.44	1.00	2.00
Religious Affiliation	152	1.31	.57	.00	2.00
H. S. Graduating Class Size	152	2.24	1.07	1.00	4.00
GPA	152	2.20	.84	1.00	4.00
Year in College	152	3.22	.81	1.00	4.00

Table 3

Descriptive Statistics for Group 1 Pretest and Posttest Scores.

Variable	<u>N</u>	Mean	<u>SD</u>	Min	Max
Pretest	39	103.18	13.88	80.00	131.00
Posttest	39	113.85	16.74	52.00	145.00
Age	39	24.46	6.21	19.00	51.00
Gender	39	1.74	.44	1.00	2.00
Religious Affiliation	39	1.51	.51	1.00	2.00
H. S. Graduating Class Size	39	2.13	1.13	1.00	4.00
GPA	39	2.33	.90	1.00	4.00
Year in College	39	3.59	.59	2.00	4.00

Table 4

Descriptive Statistics for Group 2 Pretest and Posttest Scores.

Variable	<u>N</u>	Mean	<u>SD</u>	Min	Max
Pretest	34	105.91	12.03	64.00	129.00
Posttest	34	107.12	15.71	61.00	134.00
Age	34	22.53	2.96	18.00	33.00
Gender	34	1.65	.49	1.00	2.00
Religious Affiliation	34	1.09	.62	.00	2.00
H. S. Graduating Class Size	34	2.26	.99	1.00	4.00
GPA	34	1.97	.76	1.00	3.00
Year in College	34	2.94	.85	1.00	4.00

Table 5

Descriptive Statistics for Group 3 Posttest Only Scores.

Variable	<u>N</u>	Mean	<u>SD</u>	Min	Max
Pretest	37	.00	.00	.00	.00
Posttest	37	114.54	15.57	68.00	144.00
Age	37	24.49	4.84	19.00	38.00
Gender	37	1.84	.37	1.00	2.00
Religious Affiliation	37	1.41	.60	.00	2.00
H. S. Graduating Class Size	37	2.24	1.01	1.00	4.00
GPA	37	2.32	.82	1.00	4.00
Year in College	37	3.70	.46	3.00	4.00

Table 6

Descriptive Statistics for Group 4 Posttest Only Scores.

Variable	<u>N</u>	Mean	<u>SD</u>	Min	Max
Pretest	42	.00	.00	.00	.00
Posttest	42	109.36	12.79	77.00	137.00
Age	42	21.64	4.25	18.00	45.00
Gender	42	1.71	.46	1.00	2.00
Religious Affiliation	42	1.21	.47	.00	2.00
H. S. Graduating Class Size	42	2.31	1.14	1.00	4.00
GPA	42	2.17	.85	1.00	4.00
Year in College	42	2.67	.79	1.00	4.00

Findings

The findings for this study suggest that exposure to a one semester-long course in movement education can foster positive attitudinal changes in preservice physical education majors. The results of the various statistical analyses revealed subject attitudinal shifts in a positive direction for participants receiving the treatment. In response to the primary research question, SPSS independently paired sample t-tests were employed to ascertain if a significant difference at the .05 level had occurred between pretest and posttest scores on the dependent variable student attitudes. This analysis was conducted with groups 1 and 2, in which group 1 pretest and posttest comparisons indicated a statistically significant difference on attitude scores $t(39) = 4.30, p = .0001$. Correspondingly a comparison of pretest and posttest attitude scores for control group 2 indicated no statistical difference $t(34) = -.76, p = .452$. Thus, the assumption has been made that exposure to the treatment has fostered attitude shifts in a positive direction as demonstrated by the increase in experimental group posttest scores. Borg and Gall (1989) suggest that the investigator may be fairly confident with such findings if research procedures have been properly addressed.

In response to the secondary objective identified for this study, an analysis of covariance was employed with total population posttest scores and with pretest and posttest score comparisons for groups 1 and 2, to ascertain if significant interaction could be attributed to such student demographics as age, gender, religious affiliation, high school graduating class size, college G. P. A., and year in college. Based on these analyses, the following summary of results are offered in relation to the specific research objective. As presented in Tables 7 through 12, the ANCOVA's performed on total population posttest scores produced no statistically significant differences for the identified covariates, except in the case of gender which yielded $F(1, 147) = 3.04, p = .031$.

These findings have indicated a significant interaction between gender and subject posttest attitudinal change scores. Further support for these findings were provided from

the statistical analysis performed on groups 1 and 2, in which pretest and posttest comparisons yielded a significant difference, $F(1,70) = 4.46$, $p = .038$ as a function of gender. These findings may indicate differences with respect to prior socialization, life experiences, receptivity, and perceived appropriateness of participation in relation to gender identification. Furthermore, this may be attributed to female subjects exhibiting more favorable attitude orientations toward participation in a preparatory movement education course. Flohr (1948) lends support of this notion when stating, "There is a definite indication that female students are more well informed and more active and interested in dance than are males" (p. 37). After all the ideal American male has been revered as woodsman, soldier, statesman, businessman, financial tycoon, and athlete but rarely artist or dancer. In addition, Yunker (1977) points out, "when attitudinal differences appear to occur as a function of gender, they should be attributed to the influence of other variables, such as information or contact" (Hannah & Pliner, 1983, p. 18).

Table 7

ANCOVA for Posttest by Group with Gender on the Total Population.

Source	DF	SS	MS	F	P
Gender (C)	1	2753.468	2753.468	12.86	.0001*
Group (B)	3	1955.405	651.802	3.04	.031*
Residual	147	31473.970	214.109		
Total	151	35621.941	235.907		

*Statistically significant at an alpha level of .05.

The findings indicated that such demographic characteristics as age, religious affiliation, high school graduating class size, college G. P. A., and year in college were not notably related to attitude shifts by yielding no statistically significant differences.

These findings are in agreement with the findings of Brockhaus (1982) and Gasse (1985) premise that demographic characteristics do not critically influence our ability to predict whether or not participant attitudes are likely to move in one direction or the other.

Table 8

ANCOVA for Posttest by Group with Age on the Total Population.

Source	DF	SS	MS	F	P
Age (A)	1	433.160	433.160	1.88	.172
Group (B)	3	1015.457	338.486	1.47	.224
Residual	147	33794.279	229.893		
Total	151	35621.941	235.907		

Table 9

ANCOVA for Posttest by Group with Religious Affiliation on the Total Population.

Source	DF	SS	MS	F	P
Religious Affiliation (G)	1	42.360	42.360	.182	.670
Group (B)	3	1167.203	389.068	1.67	.175
Residual	147	34185.079	232.552		
Total	151	35621.941	235.907		

Table 10

ANCOVA for Posttest by Group with High School Graduating Class Size on the Total Population.

Source	DF	SS	MS	F	P
H. S. Graduating Class Size (F)	1	183.885	183.885	.794	.374
Group (B)	3	1434.108	478.036	2.06	.107
Residual	147	34043.554	231.589		
Total	151	35621.941	235.907		

Table 11

ANCOVA for Posttest by Group with G. P. A. on the Total Population.

Source	DF	SS	MS	F	P
GPA (D)	1	316.749	316.749	1.37	.243
Group (B)	3	1150.236	383.412	1.66	.178
Residual	147	33910.689	230.685		
Total	151	35621.941	235.907		

Table 12

ANCOVA for Posttest by Group with Year in College on the Total Population.

Source	DF	SS	MS	F	P
Year in College (E)	1	65.159	65.159	.280	.597
Group (B)	3	848.078	282.693	1.21	.306
Residual	147	34162.280	232.396		
Total	151	35621.941	235.907		

Further comparisons were addressed through the employment of analysis of covariance (ANCOVA) as groups 1 and 2 (N = 73) pretest and posttest scores were contrasted to determine if a significant difference existed between treatment and control situation posttest scores. This analysis produced a statistically significant difference $F(1,70) = 8.70, p = .004$. Again, the assumption has been made that exposure to the treatment has fostered attitudinal shifts in a positive direction as demonstrated by the increase in experimental group 1 posttest scores.

The results produced from the ANCOVA comparing demographic characteristics and posttest scores indicated that such demographic characteristics as age, religious affiliation, high school graduating class size, college G. P. A., and year in college were not notably related to attitude shifts by yielding no statistically significant differences. However, corresponding to the previous demographic analysis statistical significance was found in the case of gender which yielded $F(1, 70) = 4.46, p = .038$. These findings suggest that gender can influence subject attitude orientations. Although, when attitudinal differences appear to occur as a function of gender, Yuker (1977) stated, this may ascribe to an array of outside experiences.

This information has been presented in Tables 13 through 19 for your consideration.

Table 13

ANCOVA for Posttest by Group with Pretest on Sample Groups One and Two.

Source	DF	SS	MS	F	P
Pretest (G)	1	7427.346	7427.346	45.77	.0001*
Group (B)	1	1413.056	1413.056	8.70	.004*
Residual	70	33794.279	229.893		
Total	72	35621.941	235.907		

*Statistically significant at an alpha level of .05.

Table 14

ANCOVA for Posttest by Group with Gender on Sample Groups One and Two.

Source	DF	SS	MS	F	P
Gender (C)	1	1772.138	1772.138	7.292	.009
Group (B)	1	1084.780	1084.780	4.463	.038*
Residual	70	17012.468	243.035		
Total	72	19606.959	272.319		

*Statistically significant at an alpha level of .05.

Table 15

ANCOVA for Posttest by Group with Age on Sample Groups One and Two.

Source	DF	SS	MS	F	P
Age (A)	1	24.137	24.137	.090	.765
Group (B)	1	739.245	739.245	2.75	.101
Residual	70	18760.469	268.007		
Total	72	19606.959	272.319		

Table 16

ANCOVA for Posttest by Group with Religious Affiliation on Sample Groups One and Two.

Source	DF	SS	MS	F	P
Religious Affiliation (G)	1	50.594	50.594	.189	.665
Group (B)	1	588.318	588.318	2.19	.143
Residual	70	18734.012	267.629		
Total	72	19606.959	272.319		

Table 17

ANCOVA for Posttest by Group with High School Graduating Class Size on Sample Groups One and Two.

Source	DF	SS	MS	F	P
H. S. Graduating Class Size (F)	1	931.946	931.946	3.654	.060
Group (B)	1	935.531	935.531	3.668	.107
Residual	70	17852.661	255.038		
Total	72	19606.959	272.319		

Table 18

ANCOVA for Posttest by Group with G. P. A. on Sample Groups One and Two .

Source	DF	SS	MS	F	P
GPA (D)	1	.025	.025	.0001	.992
Group (B)	1	782.670	782.670	2.917	.092
Residual	70	18784.581	268.351		
Total	72	19606.959	272.319		

Table 19

ANCOVA for Posttest by Group with Year in College on Sample Groups One and Two.

Source	DF	SS	MS	F	P
Year in College (E)	1	62.323	62.323	.223	.631
Group (B)	1	863.243	863.243	3.228	.077
Residual	70	18722.284	267.461		
Total	72	19606.959	272.319		

A McNemar test was performed on groups one and two ($N = 73$), comparing pretest and posttest rankings of the variable usage. This comparison was conducted to examine changes in attitude regarding perceived future utilization. In this case, respondents were asked which of the following movement disciplines they perceived as most beneficial and likely to utilize as future practitioners: (1) social dancing techniques, (2) aerobic fitness techniques, (3) creative movement techniques, and (4) jazz, modern, and classical ballet techniques.

Usage one and two produced increases in predicted benefit and utilization. The variable usage 1 yielded no statistically significant difference with a Binomial 2-Tailed ($p = .2295$), with response increases moving from nine pretest responses to 16 posttest responses. Usage three produced the greatest shift with respondents' registering 5 pretest responses, increasing to 28 posttest responses. This sizable increase yielded a statistically significant difference at $\chi^2(1, N = 73) = 14.66, p < .0001$. The variables usage 2 and 4 produced decreases in predicted future utilization. There was no statistically significant difference for usage 2 ($p = .3323$), with responses declining from 11 pretest responses to 6 posttest responses. Usage 4 yielded little to no change at ($p = 1.000$), compiling 7 responses on the pretest and 6 on the posttest.

Additional support for these findings were generated from an open-ended question regarding the subjects' perceived benefit and future utilization of course content. At semester's end groups one and three were asked to reflect upon their semester's experiences. Each was asked to respond to the following question: "Reflecting on the semester's experiences, which section of this course do you foresee benefiting you most when you enter the classroom?" Seventy-six responses were reviewed from which specific categories were generated. A frequency count was tabulated and the results are as follows: Category (1) the social dancing unit received nine responses, category (2) the aerobic fitness unit received 16 responses, (3) the creative movement unit received 42 responses, and (4) the formal dance technique unit received 6 responses. The open-ended

question yielded very similar results to that of the McNemar posttest results. Again, preservice practitioners assigned the greatest numerical increase to category usage 3 with respect to perceived benefit and future utilization of the content.

A factorial analysis Correlation Coefficient matrices was developed from groups one and two ($N = 73$) test scores. This examination produced four test item clusters. These clusters, or factors were coded in relation to their attitudinal association. Factor one was identified as Social Attitudes (test items 14, 15, 17, 27, 30 and 34), factor two as Competitive and Non-Competitive Attitudes (test items 18, 21, 23 and 28) , factor three as Attitudes about the Course (test items 19, 22, 29 and 32), and factor four was representative of subject Values, Beliefs, and Perceptions about Movement Education (test items 16, 31, 35, 36 and 38).

Following the factor identification, a simple factorial analysis of variance was performed on each of the four factors to determine if a significant shift in attitude existed between pretest and posttest deltas. There was no statistically significant difference found for F1D and F4D with F1D yielding $F(1, 71) = 3.66, p = .060$ and F4D yielding $F(1, 71) = 2.94, p = .091$. However statistical significance was produced for the factor 2 and factor 3 deltas. This analysis indicated that a significant difference occurred for the factor two delta Competitive and Non-Competitive Attitudes yielding $F(1, 71) = 9.37, p = .003$. These findings support the findings for the usage 3 analysis, in which post-exposure responses yielded a significant shift in preservice physical education majors' attitudes toward non-competitive movement activities. These findings may be attributed to subject exposure to non-competitive movement education activities, activities which foster aesthetic and affective educational outcomes not merely playing games which produce winners or losers. In contrast, movement education activities provide non-competitive opportunities for constructive group involvement, through the encouragement of intensive, cooperative social interactions. Hellison (1978) advocated moving beyond a "balls and bats" orientation in physical education toward an integrated

“self-body-world” connection, a playful spirit, and a sense of community with others. Orlick (1977) stated, “Why not play games that help us become the kind of humanistic and concerned people we know we have the potential to be?” (p. 33). Humanistic movement education emphasizes the search for self, placing self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the learning environment (Hellison, 1978). As indicated by the findings, exposure to this learning process has fostered a significant shift in preservice physical education majors attitudes about the discipline. Furthermore, the identified population exhibited an awareness of the potential applicability and appropriateness of movement education activities within the physical education environment.

The factor 3 delta Attitudes about the Course yielded $F(1, 71) = 6.21, p = .015$. This supports the premise that exposure to new and unfamiliar information, in this instance the course, can produce positive attitudinal shifts in the targeted population. No significance was found for the factor 1 delta Social Attitudes or the factor 4 delta Values, Beliefs, and Perceptions. The factor 3 delta, Attitudes about the Course, also produced substantial shifts in subject posttest attitudinal orientations at ($p = .015$). These results suggest that exposure to new information may foster positive attitude shifts in preservice physical education majors’ attitudes toward participation in the course Skills and Techniques of Movement, Exercise, and Fitness. In reiteration the assumption has been made that these findings can be attributed to the effects of the treatment and further demonstrate that exposure can promote significant positive attitudinal shifts of preservice practitioners with respect to movement education. This information has been presented in Table 20.

Table 20

ANOVA for Groups One and Two, Performed on Factors One through Four.

Source	DF	SS	MS	F	P
F1 Delta Group	1	41.530	41.530	3.661	.060
Residual	71	805.456	41.530		
Total	72	846.986	11.764		
F2 Delta Group	1	83.089	83.089	9.379	.003*
Residual	71	628.965	8.859		
Total	72	712.055	9.890		
F3 Delta Group	1	55.269	55.269	6.216	.015*
Residual	71	631.251	8.891		
Total	72	686.521	9.535		
F4 Delta Group	1	41.489	41.489	2.943	.091
Residual	72	1001.005	14.099		
Total	71	1042.493	14.479		

*Statistically significant at an alpha level of .05.

Qualitative Aspects of the Investigation

As indicated in chapter three, a qualitative investigation has been carried out within the framework of this quantitative study. The integration of design methodologies was intended to provide a more thorough examination of the available data, thus augmenting the scope of the findings by yielding subjective information regarding subject attitudes about the experiment.

The findings and interpretations surrounding the interview data demonstrated that the respondents' attitudes shifted as a result of exposure to the course. However, these conclusions must be seen as existing within a specific capsule of time, place and context, in order for the findings to maintain validity, and must be recognized as limited to the views of the interview participants and to the subjective explanations of this information by the researcher. Furthermore, all coding, analysis and synthesis of the data was filtered by personal perspectives/biases, subjective interpretations and life experiences. Therefore, generalizability from these findings must remain bounded.

The respondents' expressed clear statements in respect to their beliefs surrounding their experiences, course validity, and future utilization of course content. Each expressed similar thoughts in respect to harboring apprehension, skepticism, and fear of the unknown toward the course.

Subjects were acquired from preservice physical education majors' currently enrolled in the course, Skills and Techniques of Movement, Exercise, and Fitness. The selection process was purely voluntary, with two men and two women agreeing to participate in a series of three interviews. Three subjects, Mr. D., Ms. B., and Mr. J., were representative of the traditional college age student grouping, with one participant, Ms. M., exemplary of the non-traditional student category. No incentives or remuneration were offered the participants for their involvement in the interview process. Furthermore, no subjects from the control group were involved in the qualitative investigative proceedings. All interviews were audio-tape recorded and transcribed,

verbatim. The interview format was designed to extract personal motivations, perceptions, opinions, and attitudes pertaining to their course experiences. In an attempt to foster informational focus the analysis of available interview data was limited to the examination of findings in direct relation to the quantitative instrument items.

Prior to the initial interview sessions, the participants were involved in a discussion/information session, in which an explanation was provided as to the intent of the research project. At this time the researcher expressed the importance of the responses representing their pure thoughts and feelings regarding the course and not what they might perceive that I wanted them to feel and think. Furthermore, that this information was useful only if their responses were what they honestly believed to be the case could this 'communiqué' be employed in the pursuit of new knowledge.

Participant Profiles:

Ms. M.:

Ms. M. is a twenty-six year old female. She is married with two children and resides in a small town approximately 25 miles west of the university. She is a Health, Physical Education, and Recreation education major and currently maintains a G.P.A. in the range of 3.60 or above. Prior to her enrollment in the course Skills and Techniques of Movement, Exercise, and Fitness, she participated in social dancing techniques. Her identified religious affiliation is Catholic, but stated that currently she is not active in church endeavors. When asked if she had postponed enrollment in this course she responded with:

Yeah. I put it off and put it off and put it off, but honestly, I believe I will enjoy it. . . I guess I was just the typical Southern jock who thought if it wasn't basketball, baseball, running, football, that kind of stuff, that it really wasn't physical education.

Mr. D.:

Mr. D. is a twenty-four year old single male. He is currently a junior majoring in athletic training with a G.P.A. in the range of 2.51 to 3.0. His prior movement exposure consists of participation in social dancing and aerobic dance techniques. His identified religious affiliation is Lutheran, but stated that he was not an active member. He currently resides in Ada, although his permanent home is in the Fort Worth, Texas area. He attended a large high school where dance was part of the physical education curriculum. When asked why he had enrolled in the course at this time he stated:

Well, I needed this course for my major and it just fit my schedule. I've done a lot of the stuff that you have outlined in the syllabus . . . except maybe that jazz and ballet stuff. But the stuff I've done before, I like doing.

Ms. B.:

Ms. B. is a twenty-nine year old single female, currently residing in Ada. She stated that after graduation she hopes to secure a teaching position outside of the state of Oklahoma. Ms. B. is a senior majoring in Health, Physical Education, and Recreation education with a G.P.A. in the range of 2.51 to 3.0. Her prior movement experiences consist of exposure to each of the four identified movement categories. When asked if she attended a particular church, she stated that she was not associated with an organized religious affiliation although she did believe there was a God. She was then asked which of the identified techniques she perceived would be the most beneficial in her as a practitioner, she stated: "Probably the aerobics and the creative movement techniques because if I'm with younger children, there's a lot of games they can play with that, you know, different movement activities other than just P. E."

Mr. J.:

Mr. J. is a twenty-one year old single male. He is a member of the ECU football team and currently resides in the athletic dormitories. He is a junior majoring in Nursing and minoring in Health, Physical Education, and Recreation with a G. P. A. in the range of 3.01 to 3.59. He has no prior exposure to the identified movement disciplines. When asked if he was associated with a particular organized religious affiliation he stated that he had been raised in the Catholic faith, but since he had been in college he was not actively involved. The course Skills and Techniques of Movement, Exercise, and Fitness is not part of his degree requirements, but it is an option for an elective requirement. When asked why he had enrolled he replied: "I thought it would give me a different outlook on athletics and physical education, and the different roles it could play, although I must admit I was very leery."

Each participant occupies exclusive belief systems comprised from a life time of assimilated experiences, experience which permeate their thought, and actions. Miller & Sellar, 1985 suggested that peoples' personal philosophies evolve from the culmination of life experiences, developing the context by which they assimilate all new experiences. In this association, each subject possessed clear statements regarding their beliefs about their personal orientations to teaching, movement education, the course, participation, and future utilization of the course content. The following narratives provide insight into the questions for the current investigation.

Interview One

Question 4: What are your initial impression of this course?

Each participant expressed similar thoughts when responding to this question, one of which was a fear of the unknown, as one subject addressed in his first interview:

J: At first . . . we were all real leery, but now it's neat to see where dances come from . . . to see how different dances are put together and through different cultural beginnings.

In addition, they verbalized possessing little knowledge in regards to course content, format, or direction.

B: I had no idea what we would be doing . . . I like the course so far. I figured we'd be doing more book work though. I had no idea it would be an activity/participation type course. I didn't really know what to expect.

M: My initial impression was, "Oh no, I'm not going to like this at all! On the first day when you were explaining what we were going to be doing, I thought, "Oh, God," this will be a class that I'll cut all the time or I'm going to dread coming to. Then we began our first unit and it was a big challenge for me . . . I could not get that first routine . . . I thought to myself, I've got to keep showing up . . . I'm going to get this, and then I was hooked . . . I found myself having fun!

I believe, in part, the respondents' views can be attributed to their lack of exposure to movement education concepts and/or courses of this nature. Without prior educational involvement they possessed limited resources in which to ready themselves for the prescribed tasks, and thus found themselves harboring feelings of apprehension or skepticism toward the course.

In support of this assumption, quantitative data were collected on the variable prior exposure. Seventy six subjects participated in the experimental group process from which, 37 subjects, 48.6% of the population received no prior exposure to movement education concepts or techniques. Seventeen subjects, 22.3% of the population reported experiencing aerobic fitness activities, 13 subjects, 17.1% reported exposure to social dancing techniques, and 9 subjects, 11.8% had received formal movement exposure. The

nine subjects reporting prior exposure to formal movement activities, which includes ballet, modern, and jazz dancing techniques, were female. None of the subjects reported prior exposure to creative movement techniques.

Question 6: How do you feel about this being a required course?

Each of the respondents was of the opinion that the course was indeed an important part of the physical education curriculum and expounded by adding that involvement in the course reinforced their initial assessment.

D: It needs to be, P. E. teachers need to know more than just about competitive sports . . . we need to know about all type of movement experiences.

M: I think it's a good idea. I think everybody should go through it . . . I came into it pretty close-minded, but now . . . what it's done for me . . . it's opened my eyes, I've loosened up and enjoy showing up for the class . . . I have found myself looking forward to what's coming next.

J: I think it's good because it gives you a better background and helps you with cultural differences, you know, now we have kids from many difference ethnic backgrounds and we need to know stuff from different cultures.

B: I think it should be mandatory if you're going into physical education; after all it's movement.

Question 8: What does the term movement education mean to you?

Subjects had difficulty expressing their thoughts regarding this question; only one was able to articulate beyond such responses as, "I'm not really sure," or " Just how the body moves through space I guess." Again, I believe this can be attributed to their insufficient educational exposure to movement education concepts. One subject discussed how their opinion had been altered due to exposure to new knowledge and experiences:

D: It's changed, I know that. When I first enrolled in this class I would have said movement education was more about aerobics and how to get a cardiovascular workout. But now, I realize that there's movements you can do to enhance every part of your physical being . . . So you get more out of it as a whole being, not just physically but socially, and mentally too. By doing these creative movements, we're having to bring out a part of yourselves that a lot of people don't like to do, especially P. E. majors, because they figure there's a little ball out there, just go play.

Question 11: As a future physical educator, which movement activities do you foresee benefiting you most?

- (1) social dancing activities
- (2) fitness activities
- (3) creative movement activities
- (4) formal movement activities

At this stage of the semester the participants had received exposure to unit one. Therefore, I believe the responses were strongly influenced by the participants limited knowledge base. Each subject has offered an opinion as to which unit they perceive will provide the most benefit as future practitioners.

D: Until I experience it I can't say for sure, but I'd imagine it would be ballet.

- M: Without more knowledge about it than I have, I would say the social dancing. It has made us get to know each other better, and relax around each other.
- J: Probably ballet because it's more of an art. You can express yourself through ballet. Aerobic fitness, it's just more of a workout.
- B: Probably the aerobic fitness and creative movement activities, because if I'm with the younger children, there's a lot of games they can play with that . . . different movement experiences that would be a big benefit to me as a practitioner.

Interview Two

Question 1: How has the course affected your attitudes and perceptions of movement education curricula, so far?

The subjects were beginning to make connections regarding the course content and its potential validity in the psychomotor educational arena. Each was developing a personal comfort zone in respect to the novel environment and had become more receptive to the course activities.

- D: It's reinforced a lot of what I believe . . . it's reinforced by personal feelings about the importance of movement . . . it has built confidence both individually and socially. . . I'm understanding how beneficial it can really be. And I've noticed a lot of other people realizing it too because I've talked about it with a couple of other people to find out what they would say, kind of testing them to see what they've been thinking.

M: I guess it has opened my mind. I'm not near as close-minded as I was before . . . I kind of felt like I got over the hurdle of, gosh, I don't want to be touched, and I don't want to touch someone.

J: I didn't know it was as in-depth as it was. I didn't know there was as much background as there is.

B: I now know what movement education is . . . I was lost in the beginning and I now understand that this will be useful to me when I become a teacher. . . Well, I see ways I can use the movement activities in the classroom.

Question 4: How do you perceive participation in formal movement education as it relates to gender appropriateness?

The subject responses lend support for the assumption that formal movement activities are often perceived as a more feminine activity, although each expressed opinions which suggested its appropriateness for both genders. These findings support similar results produced by the quantitative analysis.

D: . . . A lot of guys would say, you know, these movement activities are just girly stuff, just girly . . . I've never thought that . . . I've enjoyed this . . . As far as men dancing, I think it's O.K. . . As far as individually for me, it's allowed me to be more comfortable in my role as a male. . . it's given me an ability to relate to somebody, given me a foundation on how to . . . how to socially combine movement and communication.

M: I think it can go for both genders . . . I think if the guys can get over their testosterone then they will enjoy it . . . No, I think it can go for either gender.

J: I wish I could do it better, because I think it's neat . . . I don't know if many people feel that way, that's just the way I see it. I think it's an art.

B: I see it more as a women thing . . . my first thought is of a ballerina . . . a woman dancing . . . I can see where it's beneficial for everyone though . . I guess I just don't associate it with the male gender . . . I mean because the way they're raised. Girls and boys are raised differently . . . If I was to have a little boy and wanted to put him in ballet, I don't know that my husband would let me, you know, because of the way they're raised . . . that's why when boys grow up, they perceive dance as being what girls do.

Question 5: How do you perceive participation as it relates to age appropriateness?

The responses suggested that movement activities are relevant for all age groupings, although it was expressed that the creative movement activities may be more appropriate for younger children and social dancing activities may be more appropriate for seniors.

D: I believe it's appropriate from the time they can walk and keep a beat 'til you dance until you can't walk anymore . . . even then there are movement activities designed for people in wheelchairs . . . It teaches a sense of what your body can do, what your body can respond to, and all the different things your body can achieve.

M: I think it's completely appropriate for every . . . I think the younger you could introduce kids to that stuff, at the grade school level, the better off they would be . . . I think you may have motivational problems with junior high and high school age kids, but they need it too . . . seniors need it too, to keep them active.

J: I think different kinds of dancing would be more appropriate for different age groups like, ballroom dancing would be more appropriate for the

seniors and creative movement activities would be better with the young kids and maybe jazz or modern for high school kids.

Question 6: Do you believe one's religious affiliation has any effect on the individual's receptiveness or attitude toward participation in movement activities and/or a course such as this?

Each interview participant was of the opinion that one's religious affiliation could influence peoples' attitudes toward movement activities. Each expressed how they believed particular religious doctrines may restrict members from engaging in dancing activities and how this could influence people's receptiveness to courses employing movement education activities and concepts. An example of historical religious doctrine is presented in the famous speech by Mather (1685) as he stated: "The question that concerned the ministers was whether or not "gynescansrical dancing, or that which is commonly called Mixt or Promiscuous Dancing of Men and Women, was lawful and could be indulged in without sin." (Marks, 1957, p. 20). Views such as this still influence contemporary fundamentalist church doctrines; therefore individuals raised in such an environment may very well harbor attitudes which inhibit their ability to participate in movement activities. Furthermore, people's attitudes are developed over time and are influenced by a multitude of life experiences including their religious experiences.

D: I imagine it would. Yes. If a person is a real religious person . . . in some religions, they don't like dancing. They disapprove of dancing, and this would be very difficult to overcome because they've been taught that this is something they're not supposed to do. I don't really agree with it, but I could see how it could be a problem.

M: Most definitely yes. I think it limits a person, and I don't want to sound anti-Christian because I am a Christian. But in recent years, I've re-evaluated what I think, what I grew up believing, and I think religion really limits you in a lot of ways.

J: Yes, because someone who is real conservative in their religious beliefs, would have a problem participating in the activities we've been doing. But if you're real open and real liberal, you can just go with it and have fun.

B: Some of them certainly can. There's a lot of religions that don't believe in dancing. I went to school with a girl who couldn't take ballet or tap or jazz with any of us because her parents didn't believe in dancing, and I just thought that was sad because she missed out on so much. So yeah, it hurts them.

Interview Three

Question 1: Have your views regarding any aspect of this course changed from your initial impressions?

The current study has offered support for the theory of exposure in respect to fostering positive attitude shifts in preservice physical education majors. Prior research has made the suggestion that as exposure to an object increases the chance for an attitudinal shift increases (Zajonc, 1968; Zajonc, Swap, Harrison, & Roberts, 1971; & Zajonc, Shaver, Travis, & VanKrevelde, 1972). The following responses lend support for this notion as they express personal accounts of positive attitudinal shifts toward movement education activities and concepts. Furthermore, the subjects address the potential for future utilization of acquired knowledge and the importance of possessing alternative methods of teaching movement activities.

D: It's reinforced my feelings toward creative movement especially, but movement activities in general. We need to do more in our physical education classes besides play ball. It's been a reinforcement.

M: Yes, I went from being really negative . . . I didn't think I would enjoy this at all . . . I've learned a lot. I'm much more open-minded since this class when it comes to dance and movement and all that kind of stuff.

J: Yes, my attitudes toward willingness to do stuff is better than at the first of the semester. I wasn't real enthused about dancing every day. It was fun once you broke down your ego barrier, it was all right.

B: Well, yeah. A lot of the things we did in class I can use in class if I'm teaching elementary. I now know what the course is, I didn't before, and I believe every physical education major should be required to take it. I didn't think like that before I took your class.

Question 3: In movement education, which is the most important:

- (1) the process or the product
- (2) competitive or non-competitive activities?

Perhaps the single most controversial issue in competitive physical education experiences is the concept of WINNING AND LOSING. Often, those responsible for movement programs have divided the participants into winners and loser, thus preventing them from having a positive learning experience (Martens, 1978; Orlick, 1975; Schneider, 1976). People's attitudes about participation may be adversely effected by these early experiences.

The subjects responses, in respect to the above mentioned concept comparisons, disclosed far less certainty associated with their personal attitude expressions than has been articulated for previous questions. Three out of the four respondents demonstrated apprehension when asked to differentiate between the identified concepts, although each expressed beliefs which offer support for the appropriateness of non-competitive movement activities within the physical education setting. All of these subjects have participated in some aspect of competitive athletics. Therefore, the assumption has been made that this association may have influenced their attitudes regarding this question.

D: In a physical education setting, I don't think it's as much competitive as it is when you have to attain a goal, or you know, win a game . . . But I don't think the process is as much important as their product.

J: Probably the process and I believe competitive activities. You know to keep your edge. Being a football player I'm interested in my competitive edge.

B: The process, I guess I would have to say would be the most important. In teaching every child is an individual, you need to find the right learning process. As far as competitive verse non-competitive I think non-competitive in movement education because it lets the children become actively involved. A lot of kids are afraid. They don't take sports because they're afraid of the competition and with the creative movement activities, they just all have fun.

M: Most definitely the process and non-competitiveness. It's not the winning, it's the growth in getting there. I didn't realize that until recently.

Question 4: Have your views or attitudes changed as a result of this course?

Each expressed a shift in their personal attitude domains regarding teaching methodologies for movement activities and physical education in general. Furthermore, their responses offered support for the importance of such courses in preservice physical education programs.

D: This class has helped me understand that there are alternatives to exercising.

M: Absolutely. Not necessarily just because of the course, but what you did . . . how you've handled things with the class and the different people and problems that came up. I've learned by example. I've learned a lot of how I want to teach my kids.

J: Yes. Well the understanding of how to teach movement, an understanding of the importance of movement activities other than athletics and you know I play football so that's a big one for me.

B: Yeah. Well, I liked the course from the beginning, but I was unsure of what we were going to be doing. My views are that we need this for physical education majors or minors. I think this is a very important course.

Question 6: Which movement activities do you foresee benefiting you most after exposure to this course?

(1) social dancing activities

(2) fitness activities

(3) creative movement activities

(4) formal movement activities

The subsequent interview responses support the findings yielded from the quantitative investigation, in which the creative movement activities category produced the largest gain in prospective practitioner usage potential. The current subject statements provide explanations regarding the usage possibilities for elementary age students, in addition to the versatility and validity of creative movement activities and concepts.

D: Creative movement because it's good to engage in creative activities and it helps enhance social skills by encouraging interaction with other students. It's a group process, and it allows for personal expression.

M: The creative movement activities. I was surprised to see how many ways you could use it to teach many concepts . . . You can make learning fun.

J: Oh, I think for teaching probably the creative movement activities.

B: The creative movement. Yeah, the creative movement because I want to be an elementary teacher and I believe this will be very useful.

At semester's end Ms. M. left a letter on my desk, with additional responses and thoughts which disclosed her profound introspection regarding particular course activities. Her thoughts were expressed as follows:

After our conversation on Friday, I have been trying to recall what "cord" you had struck in class a few weeks ago. Here it is Monday and it finally dawned on me . . . The class that particular day was about creative movement . . . you were feeling us all out, trying to decide why participation was basically non-existent . . . It struck a nerve in me because you were asking us to give something to you that all of our

lives we have been asked to suppress. Teachers in the public school system do not applaud creativity, free-spirited individuals, or those who march to the beat of a different drum. For the last twenty years I have been asked to conform, fit the mold, color inside of the lines. Then you come along with this creative movement thing. You ask me to tear down all these carefully constructed walls that took years to assemble. You reached inside and asked for the me I have so long denied. And to be frank, it scared the hell out of me. Here I was in the midst of a large group of peers . . . and what you were asking for was not “cool.” But that fear gave me such a rush! I caught a glimpse of the potential of what you were saying and doing. It wasn’t just about letting go of all the emotional baggage and experimenting with creative movement, it was about letting go of all the emotional baggage and experimenting with life . . . I’ll close with this . . .
don’t feel like you have to choose between traditional choices.
whether to be a big fish in a little pond or a
little fish in a big pond
may not have an ounce of relevance to what your spirit wants to do.
maybe you need to be a speckled
trout in a wilderness river
or a flying fish in a tropical sea.
pigeonholes are for pigeons . .
not for people like you.

Thanks for broadening my horizons!

One of the difficulties in any qualitative study is the issue of inclusiveness. To what extent have all possible variables been extracted and examined? This study attempted to examine all variables related to change in respondent perceptions in respect to exposure. These findings have been closely associated with the findings produced from the quantitative analysis, thus strengthening the findings of the investigation. However, the changes experienced by the participants were profound expressions of deeply personal reformations and moved beyond their reactions to the course. At the conclusion, this study has revealed as much about the general personal lives of the respondents as it has about their beliefs and attitudes toward participation and future utilization of movement education concepts.

The present study elected to focus on the perceptions and personal reactions of four respondents’ as it related to exposure and attitude change. The interview sessions

proved to be a two-way mirror illuminating the effects this course had on the participants and in turn on myself. This procedure offered more in-depth information as to the hows and whys this particular curricula fostered shifts in subject attitude domains and provided meaningful information for preservice physical education preparatory programs. However, the interpretation of this information must not be considered conclusive without consideration of other aspects of the change agent, either pro-or re-active, in the total lives of the respondents.

The significant changes in student's attitudes produced by this investigation moved in a positive direction. This positive swing in student attitudes toward participation and future utilization of movement education curricula has indicated that exposure can foster favorable shifts in participant attitudinal orientations. This supports Zajonc's (1968) exposure theory which suggests that as exposure to new or unfamiliar information increases, attitudes about that information will change in a positive direction. The current investigation has produced similar findings.

Summary

The purpose of this study was to examine the effectiveness of exposure to a teacher preparation course in formal movement education on preservice physical education majors' attitudes toward participation in movement education. Based on the findings of this study, the appraisal of the identified limitations and the results from the statistical analyses, it was concluded that exposure to the course content significantly influenced preservice physical education majors' attitudes toward participation in movement education, by producing positive subject attitude shifts. More specifically, through the statistical application of independently paired sample t-tests the data revealed that preservice physical education majors' receiving experimental exposure produced posttest attitudinal scores at a statistically significant level of ($p < .0001$). Control group subjects, receiving no exposure to the course, yielded no significant

difference at ($p < .452$). This implies that preservice physical education majors' attitudes toward participation in movement education can be favorably influenced as a result of exposure to formal movement courses which employ multi-conceptual movement experiences. This has important implications for professionals responsible for the preparation of future physical educators with respect to the significance of exposure to formal movement education theories and techniques.

Further analyses revealed a significant difference in relation to the demographic variable gender, which yielded $F(1,147) = 3.04$, $p = .031$ for total population posttest attitudinal change scores and $F(1,70) = 4.46$, $p = .038$ for groups one and two pretest and posttest comparisons. These findings may indicate differences with respect to prior socialization, life experiences, receptivity, and perceived appropriateness of participation in relation to gender identification. Furthermore, this may be attributed to female subjects harboring more favorable attitude orientations toward participation in a preparatory movement education course.

The general findings for this investigation support those who advocate including a formal movement education course in preservice training programs. Courses such as, Skills and Technique of Movement, Exercise, and Fitness contribute to the preservice practitioners' acquisition of professional skills, promote competency and confidence, and improve attitudes toward participation and future utilization of movement education theories and techniques.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS

This chapter will present a summation for this investigation, discussions and conclusions, and implications and recommendations. In this respect, the chapter is divided into three sections. Section one summarizes the purpose, procedures and results of the study. Section two offers discussions and conclusions based on the results of the research findings. The final section identifies implications and areas in which future related investigation is recommended.

Summary

The purpose of this study was to ascertain preservice physical education majors' attitudes toward participation in movement education before and after exposure to the 16-week course, Skills and Techniques of Movement, Exercise, and Fitness. A secondary objective was to determine if such student demographics as age, gender, religious affiliation, high school graduation class size, college G. P. A., and year in college were related to shifts or changes in subject attitude domains. Furthermore, subject responses were examined to determine whether attitude orientations changed in regard to perceived future utilization of curricula as a result of exposure. The specific intent was to examine the effectiveness of various movement education concepts for evoking a liberalizing influence on preservice physical education majors' attitudes and perceptions of such a course. Attitudinal change was quantitatively analyzed based on respondents' numerical gains in posttest scores. Qualitative analyses were based on the subjective examination of participant interview responses.

Attitudinal outcomes should be of great concern in the higher education arena. Educators need to evaluate not only the benefits of various instructional approaches but also the benefits of exposure to diverse knowledge for maximizing the likelihood of fostering desirable learner attitudinal development. Stewart (1988) and Krauft, Rubin, Cook, and Bozarth (1976) stated that professionals who are responsible for preparing future practitioners should be concerned with attitudinal orientations. In relation to the current investigation, the significant shift in participant attitudes toward the stimuli is consistent with the findings of Palmerino, Langer, and McGillis (1984). The significant shift in subject attitudes toward participation in the course, as indicated by the rise in posttest scores, offers support for the premise that exposure to a select stimulus can foster subject attitude shifts in a positive direction.

The study of movement education and its various creative processes are universally beneficial to preservice practitioners. This unique knowledge base provides a non-competitive learning environment allowing for self-discovery, peer interaction and problem-solving through aesthetic explorations. Prior research on the assessment of participation in dance and related movement education activities on student attitudinal shifts has indicated that exposure can produce a liberalizing impact on student attitudes (Neal, 1985 and Sanders, 1988). Neal (1985) concluded that as a result of exposure participant attitudes toward dance activities shifted in a positive direction. Sanders (1988) reported that exposure to movement activities produced general attitudinal shifts in a positive direction as well as subjects developing a heightened awareness of their bodies and more positive feelings of satisfaction toward their physical self.

In addition, research assessing the impact of semester-long courses on student attitudes (Chappel & Veach, 1987; Jones & Jacklin, 1978; Weis, Rabinowitz, & Ruchkstuhl, 1992; and Wylie & Parcel, 1982) found that exposure to course content resulted in student attitudinal shifts in a positive direction. These findings lend support for the results produced by the current investigation.

Procedural strategies employed in this study included (a) the application of a Solomon four-group design in which four comparisons were illuminated: (1) change assessment in relation to the experimental group compared to the control group; (2) assessment of a pretest correlated with a no pretest; (3) the assessment of the main influences of testing and the interaction between pretest and treatment conditions; and (4) assessment of background variable interaction (Borg & Gall, 1989), (b) population sampling which involved the identification of an experimental group (N=76) comprised of preservice physical education majors currently enrolled in the course and a control group (N=76) comprised of all accessible physical education majors with no exposure to the course, (c) the utilization of a general attitude measurement instrument was administered as a pretest and posttest, (d) the statistical analyses of available data was achieved through the employment of independently paired sample t-tests, chi-square, analysis of variance, analysis of covariance, and factorial analysis. The SPSS statistical software was employed for all data analysis. An alpha level of .05 was used for all statistical tests.

The theory of exposure as developed by Zajonc (1968) was framed for use in the current investigation. The foundation for this theory states that as exposure to a stimulus is increased the affective outcomes will increase in a positive direction (Zajonc, 1968). Additional studies by Stang (1975), and Zajonc, Swap, Harrison, and Roberts (1971) have supported Zajonc's (1968) exposure theory.

The course was designed to provide the participants with exposure to 4 movement education techniques: (1) aerobic fitness techniques, (2) social dancing techniques, (3) creative movement techniques, and (4) formal movement techniques which include ballet, jazz, and modern dance techniques. Models previously appearing in research were examined and incorporated into the current course design. The targeted population was scrutinized in an attempt to identify pertinent subject characteristics. All experimental group participants were preservice physical education majors currently enrolled in the course, Skills and Techniques of Movement, Exercise, and Fitness. The

instruction/treatment took place three days a week in one hour sessions and continued for a 16-week period. The data was appraised, followed by an evaluation of the relationship between exposure and subject attitude change. This analysis produced statistical evidence that exposure to the select stimuli did foster positive subject attitude shifts.

The findings presented in this investigation are vulnerable to limitations and restrictions traditionally accepted with the employment of non-randomized sampling techniques (e.g., all preservice physical education majors' currently enrolled in the course, Skills, and Techniques of Movement, Exercise, and Fitness, over two semesters were assigned to the experimental groups); control group subjects were obtained from the pool of preservice physical education majors' not enrolled in the course (i.e., respondents were volunteers who had not completed this course). Although non-randomized group formation was employed, the sampling of 152 subjects yielded beneficial results. In support of such field-based research studies, Steward (1990) argues that "When studying the effects of curriculum with classes, pure scientific randomization is impossible" (p. 79). While all field-based research investigations are vulnerable to various limitations, this study still contributes worthwhile information regarding exposure theory and the effects of formal education. Furthermore, this study offers evidence in support of requiring preparatory movement education courses, in that it investigated the effectiveness of this course for influencing attitudinal change of preservice physical education majors' toward participation and future utilization of the discipline. Based on the information produced from the general attitudinal inventory, the following summary of results are presented.

Discussions and Conclusion

The results of this investigation suggest that exposure to one 16-week movement education course can influence preservice physical education majors' attitudes to move in a positive direction. Students completing the course expressed more favorable attitudes toward the discipline, an outcome which may foster more positive practitioner attitudes

and behaviors. The positive impact this intervention produced on the core attitudes of the targeted population might be explained by the applications of instructor delivery, course design, environmental nuances, and that subject attitudinal orientations were directly addressed in relation to subject matter and future practitioner pedagogical methodologies.

Educational divulgence to movement education is of great importance for the preservice physical education practitioner. Movement education experiences have the power to transform the learner through the exploration and development of kinesthetic awareness. Structured movement activities possess the properties to develop the “whole” being as an organ for sensing, for knowing, for expanding their consciousness, for expanding cooperative and interpersonal skills, and problem-solving skills, rather than merely an organ for the display of physical prowess. Therefore, preservice physical education preparatory programs should offer courses in movement education.

Prior socialization and movement experiences have been shown to influence preservice physical education majors’ attitudes. Furthermore, their extensive sport and games experiences have assisted in shaping their beliefs regarding the appropriateness of movement education curricula as participants, and within professional physical education settings. Therefore, the problem facing preservice educators lies in persuading this population to recognize the difficulties or inconsistencies in their current attitudes about movement education, to question their past perceptions, and thus to explore the possibilities of this new material. Dewey (1934) stated, “Oppositions of mind and body, soul and matter, spirit and flesh all have their origin, fundamentally, in fear of what life may bring forth” (p. 22). This study has been formulated around the theory of exposure, the exposure to new experiences, and what life brings forth in the movement educational arena.

The present study supports the literature review in which the premise suggests exposure can foster positive attitude shifts in participants. Thus, the researcher

appraised a series of research-based procedures which were considered in the treatment design to promote the likelihood of producing positive attitudinal outcomes (Thompson, Simonson, & Hargrave, 1992). They include:

1. Participants react favorably to instruction that is personable, realistic, and stimulating.
2. Participants are positively affected when persuasive messages are presented in as credible a manner as possible.
3. Participants who participate in post-instructional discussions and critiques are likely to develop favorable attitudes toward the information.
4. Participants who experience a purposeful emotional involvement or arousal during instruction are likely to change their attitudes in the desired direction.

Attitudinal outcomes should be a concern as the educator prepares the teaching materials (Jones & Clarke, 1994). Therefore, related research was reviewed, course design and course syllabi were examined and incorporated into the design of the present study. The treatment was organized into four units: (1) aerobic fitness, (2) social dancing techniques, (3) creative movement techniques, and (4) formal movement techniques. Furthermore, the specific characteristics of the targeted population were taken into account as the course format was selected. The treatment conditions were carefully designed to provide an atmosphere in which the learner could step outside of their comfort zone, without compromising their presents of self, and without compromising the necessary instructional criterion.

Instruction began with aerobic dance fitness techniques, a discipline closely allied to other physical education activities as well as an area in which the population would be more likely to have received prior movement experiences, thus reducing the threat of intimidation or fear of the unknown and enhancing a sense of assurance and community.

The researcher's assumptions for these considerations were developed from previous research findings and personal observations of the targeted population.

Unit 2 was comprised of three social dancing techniques; square dancing, folk dancing, and ballroom dancing techniques. Once again careful consideration was taken in respect to sequential organization. Thus, the researcher perceives square dancing as less threatening do to its participatory groupings of eight, whereas ballroom techniques are executed in partner formation. In this respect, the dancers must touch and stand face-to-face. This situation may present additional hazards if the class does not possess an symmetrical gender distribution.

Unit 3 consisted of the creative movement techniques, considered by the researcher to be the "heart and soul" of movement education theory. The final unit was comprised of the formal movement techniques such as ballet, modern and jazz movement experiences. At this phase of the semester the class had developed a rapport with one another and readily engaged in these activities. The participants became eager for opportunities to think, learn, and discover through the vehicle of movement education. Movement became their medium for cultivating a growing awareness of self. The participants exhibited increased kinesthetic awareness, cooperative and interactive skills, and expressed valuing the course experiences and their personal growth. An openness emerged in the movement environment as the participants' willingness to share feelings and attitudes, engage in problem-solving activities, and discuss outcomes shifted in a positive direction.

Unit 4 addressed formal movement techniques associated with the disciplines of classical ballet, jazz and modern dance. Students were exposed to terminology, protocol and historical foundations. Subjects participated in basic classical ballet barre exercises, jazz progressions and short modern dance motifs. Subjects exhibited a willingness to engage in these activites, although nervous laughter and finger pointed abounded throughout the classroom.

Therefore, in respect to these discoveries the researcher believes the key questions are: (1) Would this occur if the units/stimuli order were altered? Prior research suggests that when people are confronted with unfamiliar experiences, information, or objects they will attempt to compare this with representations of older, internalized information. Furthermore, when confronted with selecting between information that is somewhat like previous experiences or information and that is entirely unfamiliar, people exhibit tendencies to choose the more familiar information, experiences, or objects (Zajonc, 1980, 1984). This theory supports the researcher's decision in selecting aerobic dance fitness as the first stimulus for this information was more likely to be of a familiar nature to the targeted population . (2) Would similar results exist if the treatment consisted of one unit/stimulus? Saegert and Jellison (1970) suggest that multi, or complex stimuli produce stronger exposure outcomes than do simple or solitary stimuli. Furthermore, stronger exposure outcomes are obtained when stimuli are presented in a heterogeneous sequence than when stimuli are presented in a homogeneous sequence (Harrison & Crandall, 1972). (3) Would the findings persist over varied educational setting? In this respect, an array of information may be produced related to institutional mission, program diversity, and educator perceptions of instructional methodology, curriculum design, and evaluative processes as well as their personal and educational philosophies, the intensity of their value-commitments, and the degree to which they deliberately pursue attitudinal outcomes in the learning environment. The researcher believes further investigation must be addressed to answer these questions fully. Continued investigation in this area will provide important information for preservice preparatory program directors and movement specialists alike.

The researcher believes in the importance of the movement environment and its application and relationship to preservice physical education preparation programs. It seems plausible that a "non-threatening" learning environment can be created for realizing optimal positive attitude shifts, in respect to the designated knowledge base. In the

present study a climate was created which nurtured and encouraged the participants' feelings of self awareness, a sense of trust, and a sensitivity to newness and difference.

Based on the findings of this investigation and within the limitations and assumptions identified for this study, it may be concluded that exposure to the 16-week course Skills and Techniques of Movement, Exercise, and Fitness produced significant attitudinal shifts in preservice physical education majors with respect to participation and future utilization. These findings are consistent with the findings of Palmerino, Langer, and McGillis (1984) which stated attitude change may occur in the form of the attitudinal object, the person, or in the relationship between the two. Furthermore, this study supports the findings of Allison (1976), Burton (1977), Halsted (1980), Neal (1983), Tilton (1983), and Neal (1985) for in a like vein, it has established positive attitudinal shifts toward participation in movement activities immediately following exposure.

The related research question of whether or not select background variables influence preservice physical education majors' attitude scores was reputed except with respect to gender. In this case, gender was found to produce significant interactive effects. These findings are in agreement with the findings of Brockhaus (1982) and Gasse (1985) who surmised that demographic characteristics do not critically influence the researchers' ability to predict whether or not participant attitudes are likely to move in one direction or the other. Furthermore, the researcher is under the assumption that the findings for the demographic variable gender may be attributed to previously acquired information, contact, or group stereotypic notions. The gender distribution may have contributed to these results for the groupings were unevenly paired.

Considering the findings within the limits of this study, strong confirmational evidence is offered with respect to the effectiveness of exposure in fostering positive attitude shifts in preservice physical education majors' attitudes toward participation and future utilization of movement education curricula. According to Fishbein (1967) and Ajzen and Fishbein (1980) exposure to or contact with an attitudinal object (e. g.,

preservice physical education majors enrolled in the movement education course, Skills and Techniques of Movement, Exercise, and Fitness) allows for attitudinal formation. Furthermore, if such exposure or contact situations are positive and structured, positive attitudinal changes are likely to occur (Ajzen & Fishbein, 1980). Findings within this investigation suggest that such exposure and/or direct contact with the discipline can influence preservice physical education majors' attitudes toward participation and future utilization of movement education curricula.

Implications and Recommendations

The majority of preservice physical education majors have minimal exposure to formal movement education techniques and theories. The results of this study have demonstrated that participation in a 16-week course in movement education can foster positive attitudinal changes in preservice physical education majors. Based on the findings for this study the researcher believes that the influence of one course can have an impact upon people's attitudes, although the extent to which these changes are permanent structures or long lasting is unclear. In this relationship, institutions of higher education responsible for the preparation of future physical education practitioners are a crucial link in fostering positive attitudes toward new and unfamiliar information such as movement education curricula. Katz (1960) stated that attitudinal and behavioral changes will occur through exposure to new information and that modifying or replacing old attitudes are considered a process of learning. Halloran (1967) stated that information must be given, received, and accepted by subjects, the source of the information must be believable, and there must be appropriate presentation in order to effect an attitude change. It has been demonstrated that the attitudes of preservice physical education major's can be positively influenced through the use of exposure as it relates to participation in varied movement education activities. Therefore, personnel preparation programs in physical education should provide educational experiences which extent across the kinesthetic spectrum.

In correspondence with other investigations addressing the effects of short-term and semester long interventions on attitudes (Chappel & Veach, 1987; Jones & Jacklin, 1978; Weis, Rabinowitz, & Ruchkstuhl, 1992; and Wylie & Parcel, 1982), the current study did not measure actual behavioral changes following the intervention. Based on the goals of the Skills and Techniques of Movement, Exercise, and Fitness course, one would hope that the program would have an indirect effect on future practitioner behaviors. However, there is no assurance, even if students report attitudinal shifts in a positive direction following exposure to the course, that those attitudes will translate into specific behaviors in their subsequent professional practice, or even that these attitudes will persist over time (Campo & Levy, 1990; Haberman, 1991). Future research will be imperative to produce evidence regarding the persistence of educationally induced attitude change. A longitudinal study could provide valuable information on persistence of participant attitude change.

The findings of this study suggest that further research is needed in the area of educationally induced attitude change. An increase in the generalizability of the results requires additional studies with larger samples conducted across similar institutions. Based on all the results in this study, the following recommendations are offered.

1. It is recommended that a longitudinal follow-up, tracking in-service physical education practitioners, be conducted investigating the persistence of educationally induced attitudinal change.
2. It is recommended that a study be conducted across institutions of comparable size and mission which offer courses similar to the course identified in this study. This would provide comparisons between regional differences, site differences, instructor differences, and program differences.

3. It is recommended that a study be conducted to compare personality type and attitude change toward participation and future utilization of movement education.
4. It is recommended that a study be conducted to compare ethnicity and attitude change toward participation and future utilization of movement education.
5. It is recommended that this study be conducted using varied attitudinal measuring instruments.
6. It is recommended that a theoretically-based study similar to the present study be conducted investigating the correlational associations between attitudinal responses, and future utilization of knowledge of preservice physical education majors.

According to Fishbein and Ajzen (1967) and Zajonc (1968) exposure to, or contact with an attitudinal object (e.g. preservice physical education majors enrolled in the course Skills and Techniques of Movement, Exercise, and Fitness) allows for attitudinal formation. Thus, if such exposure or contact situations are positive, positive attitudinal shifts are likely to occur (Ajzen & Fishbein, 1980). Clearly, an array of influences bombarding the lives of students beyond their enrollment in one specific course, and it is unrealistic to expect substantial shifts in only a 16-week period (Pascarella and Terenzini, 1991). However, findings within this study suggest that exposure to movement education curricula can influence preservice physical education majors' attitudes toward

participation and future utilization of the discipline in inclusive physical education environments.

When people encounter novelty, something unfathomable, they are forced out of the comfort zone, invited to live in fuller awareness. But that awareness can only emerge if they move from their safe house to the edge of their known worlds. Nietzsche (1954) addresses this by stating:

One day, when in the opinion of the world one has long been educated, one discovers oneself: that is where the task of the thinker begins; now the time has come to invoke his aid . . . not as an educator but as one who has educated himself and thus has experience (p. 71).

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APPENDIX A
CERTIFICATION OF SUBJECT CONSENT
Agreement to Participate

This letter is to obtain your consent to participate in a research project by Victoria A. Dansby, Assistant Professor at East Central University & Ph. D. candidate at the University of Oklahoma. This project will be conducted on the campus of East Central University, but under the auspices of the University of Oklahoma-Norman Campus. I am operating under the sponsorship of Dr. David Tan, professor of education at the University of Oklahoma, Collings Hall, Rm. 227, Norman, Oklahoma 73019, phone 405-325-5986. Please read the entirety of this agreement carefully, and sign if you agree to participate. If you elicit not to participate you may remain enrolled in the course without prejudice to you, and without any adverse effects upon your final grade.

The purpose of this study is to explore physical education majors' attitude change toward movement education after participation in a sixteen week teacher preparation movement education course. This information will be collected through the administration of a pretest and posttest questionnaire. Subjects will be actively engaged in four units of instruction: (1) social dancing techniques; (2) aerobic fitness techniques; (3) creative movement techniques; and (4) jazz, modern dance, and classical movement techniques. As instructor of this course I attach my signature as evidence that I do not foresee any mental or physical risks to any participants involved in this study that do not currently exist in a participatory movement education course taught by Victoria A. Dansby. On the other hand, subject's may acquire benefits from participation. With greater exposure to movement education curricula, future practitioners may recognize the many uses and values of this discipline, in addition to expanding their knowledge base upon which they may build their future movement attitudes, perceptions, and pedagogical

techniques. At this time there are no known disadvantages or advantages, outside the normal boundaries of attendance, for enrollment in this course during the semesters of Fall, 1996 and Spring, 1997.

Date

Researcher's Signature

This is to certify that I, _____,
(print full name)

hereby agree to participate as a volunteer in a scientific investigation as a part of an authorized research program of the University of Oklahoma Adult and Higher Education program. I understand that this allows my completed questionnaire to be used in research, but that my name will not be used in conjunction with any information. All information will remain confidential through the utilization of a coding system.

I have been informed and understand that participation is purely a voluntary act, and that I am free to refuse to participate in any part of this project without prejudice or negative repercussions to me and my final grade. I understand that by signing this form, I agree to participate in this research. however, this does not waive my legal rights. I understand that Dr. David Tan, Professor for the OU department of EDAH or Victoria A. Dansby will answer any questions I have relating to the research procedures.

Date

Subject's Signature

SURVEY INSTRUMENT

PLEASE READ CAREFULLY: Below you will find a series of statements concerning movement education. I would like to know how you feel about each statement. Please complete the statements by filling in the blank, or circling the most appropriate answer. All information will remain confidential, these data are for research purposes only, and will not be made available to anyone other than the researcher. Thank you for your cooperation.

1. Student I. D. number: _____
2. Age: _____
3. Gender:
 - a. Female
 - b. Male
4. Year in college:
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate
5. Your G.P.A.:
 - a. 2.0 or below
 - b. 2.51 to 3.0
 - c. 3.01 to 3.59
 - d. 3.60 or above
6. Size of your high school graduating class:
 - a. 1-49
 - b. 50-99
 - c. 100-199
 - d. 200 or more
7. Do you have any prior exposure to the following movement education education curricular? If so, please circle the appropriate area.
 - a. Social Dancing Techniques
 - b. Aerobic Fitness Techniques
 - c. Creative Movement Techniques
 - d. Jazz, Modern, and/or Classical Ballet Techniques
8. Which of the following movement experiences do you believe will be the most beneficial for physical education specialists.
 - a. Social Dancing Techniques
 - b. Aerobic Fitness Techniques
 - c. Creative Movement Techniques
 - d. Jazz, Modern and/or Classical Ballet Techniques
9. Religious affiliation: _____

Note:

SA (5) = Strongly Agree A (4) = Agree N (3) = Neutral/No Opinion
D (2) = Disagree SD (1) = Strongly Disagree

		SA	A	N	D	SD
10.	Movement education is an integral part of a college liberal education.	5	4	3	2	1
11.	If, for any reason, a few subjects have to be dropped from the Health, Physical Education, and Recreation curriculum, movement education should be one of the subjects removed.	5	4	3	2	1
12.	It is possible to make movement education a valuable subject by proper selection of activities.	5	4	3	2	1
13.	Movement education curriculum should stress vigorous exercise since it contributes most to personal fitness.	5	4	3	2	1
14.	This course is essential to adequate cultural development.	5	4	3	2	1
15.	Participation in movement education activities tends to make the participants a more socially desirable people.	5	4	3	2	1
16.	People would be better off emotionally if they did not participate in movement education activities.	5	4	3	2	1
17.	I like to engage in socially oriented movement activities.	5	4	3	2	1
18.	I am not particularly interested in those movement activities whose sole purpose is to depict human motion as something elegant.	5	4	3	2	1
19.	This course encourages the development of problem-solving and critical-thinking skills.	5	4	3	2	1
20.	I would enroll in a movement education course only if it was required.	5	4	3	2	1
21.	I prefer competitive movement activities over non-competitive activities.	5	4	3	2	1
22.	This course is an important part of the teacher preparation requirements.	5	4	3	2	1
23.	Of all the kinds of movement activities, I do not particularly care for those which require me to share my personal feelings, emotions, and thoughts.	5	4	3	2	1

		SA	A	N	D	SD
24.	One of the things I like most about movement education activities is the great variety of ways human movement possibilities can be explored.	5	4	3	2	1
25.	I believe movement education concepts and theories are not utilized often enough in the public school system.	5	4	3	2	1
26.	The best form of movement activity is when the body is used as an instrument of expression.	5	4	3	2	1
27.	The best thing about movement education is that it enhances my confidence in social situations.	5	4	3	2	1
28.	The best forms of movement activities are those which provide me with thrills, risks, and danger.	5	4	3	2	1
29.	I shall be able to utilize the information obtained from this course in my prospective career.	5	4	3	2	1
30.	Participation in movement education activities will enhance to my self-awareness.	5	4	3	2	1
31.	I do not believe that I would receive any benefit from my participation in movement education activities.	5	4	3	2	1
32.	The course, Skills and Techniques in Movement, Exercise, and Fitness will provide nothing which will be of value to me when I graduate.	5	4	3	2	1
33.	I would advise anyone who is physically able to take a movement education course.	5	4	3	2	1
34.	Participation in movement education activities will give me a more wholesome outlook on life.	5	4	3	2	1
35.	I believe movement education activities to be nonsense and a waste of my time.	5	4	3	2	1
36.	I have a great interest in movement education activities.	5	4	3	2	1
37.	I believe every physical education major should have some training in movement education curricula.	5	4	3	2	1

		SA	A	N	D	SD
38.	I believe that movement education activities are more appropriate for females than for males.	5	4	3	2	1
39.	I would recommend this course to my college friends.	5	4	3	2	1

APPENDIX C

PERSONAL INTERVIEWS

SAMPLE QUESTIONNAIRE: First Interview

The following are guiding questions for discussion during taped interview sessions. Additional questions will be asked in relation to particular responses.

1. Introductions and explanations.
2. Why do you want to become a physical education teacher?
3. Why have you enrolled in this course at this particular time?
4. What are your initial impressions of this course?
5. What do you expect to gain from this course?
6. How do you feel about this being a required course?
7. Do you have any prior exposure/experience in formal movement curricular?
8. What does the term movement education mean to you?
9. How do you feel about dancing?
- 10.. Which movement activities most interest you:
 - a. social dancing: ballroom, folk, and square dancing techniques
 - b. aerobic dancing techniques
 - c. creative movement techniques
 - d. formal movement technique: ballet, jazz, and modern
11. Which of the above mentioned movement activities do you foresee benefiting you most in your teaching practices?

SAMPLE QUESTIONNAIRE: Second Interview

1. How has the course affected your attitudes and perceptions of movement education curricula, so far?
2. Have any of your thoughts expressed in our first meeting, changed?
3. What are your feelings regarding the course activities, so far?
4. Do you believe participation in formal movement curricular is more appropriate for girls/women than for boys/men? If so, why.
5. How do you perceive participation in formal movement curricular as it relates to age appropriateness?
 - a. early childhood
 - b. elementary
 - c. junior high/middle school
 - d. high school
 - e. college
 - f. senior/retirees/elderly
6. Do you believe one's religious affiliation has any effect on an individuals receptiveness or attitudes toward participation in movement activities and/or a course such as this?

SAMPLE QUESTIONNAIRE: Third Interview

1. How have your views regarding any aspect of this course changed from your initial impressions (attitudes and perceptions)?
2. What would you change, if anything, about this course?
3. In movement education, which is the most important:
(1) process or product
(2) competitive or non-competitive activities?
4. Have your views or attitudes changed as a result of this course?
5. Which movement activities most interest you now?
 - a. social dancing: ballroom, folk, and square dancing techniques
 - b. aerobic dancing techniques
 - c. creative movement techniques
 - d. formal movement technique: ballet, jazz and modern
6. Which of the above mentioned movement activities do you foresee benefiting you most in your teaching practices, now?
7. Have you changed your views or attitudes on anything you have said in our previous interview sessions?
8. Will you recommend this course to other preservice education majors?
9. What impact has this entire process had on you personally and on you as a future educator?

APPENDIX D
COURSE PROCEDURES AND PROTOCOL

**EASTCENTRAL UNIVERSITY
COURSE SYLLABUS**

I. Instructor: Victoria A. Dansby
Office: SCH - 260
Hours: MTWTH: 9:00 - 9:45
T: 12:00 - 2:00
TH: 12:00 - 1:00
F: 11:00 - 12:00 and 1:00 - 2:00

Phone: 580-332-8000 x624

II. Course Title: **SKILLS AND TECHNIQUES IN
MOVEMENT, EXERCISE, AND
FITNESS**

Course Code: HPER 2332 **Course Section Number:** 1985
a. 2 Semester hours
b. Fall, 1996 - Spring, 1997

III.

1. Course Description:

The purpose of this course is to prepare the prospective physical educator for the dissemination of information in the following content areas:

1. Aerobic exercise
2. Basic ballet terminology and techniques
3. Ballroom dancing techniques
4. Basic Jazz dance techniques
5. Basic modern dance techniques
6. Creative movement techniques
7. Folk dancing techniques
8. Square dancing techniques

2. Course Prerequisite: None

IV. Topical Outline:

1. Aerobic Dance Fitness Programs
2. Social Dancing Techniques
3. Creative Movement Applications for Educational Settings
4. Formal Movement Techniques and their Applications for Educational Settings
 - a. Classical Ballet
 - b. Contemporary Jazz Techniques including historical foundations
 - c. Modern Dance Techniques, including historical foundations

V. Course Objectives and Competencies:

1. students shall demonstrate an understanding of the techniques and terminology's associated with the following dance forms: aerobic dance, beginning ballet, creative movement activities, beginning jazz dance, beginning modern dance, and social dance
2. students shall demonstrate an understanding of the techniques and terminology's associated with the implementation of an aerobic dance exercise program
3. students shall demonstrate an understanding regarding the design and implementation of a creative movement activities program for K-12

VI. Required Textbook:

1. Kan, E., & Kraines, M. (1996). **Keep Moving, Third Addition.**
2. Landalf, H., & Gerke, P. (1996). **Movement Stories for Young Children Ages 3-6.** N.H.: Smith and Kraus, Inc.

VII. Policies:

1. Grade posting disclaimer:

Student scores or grades shall not be posted in any fashion, to protect the confidentiality of all students. You must meet with the instructor for a conference.

2. ADA Statement:

East Central University is committed to providing equal access to University programs and services for all students. Under University policy and federal and state laws, students with documented disabilities are entitled to reasonable accommodations to ensure each student has a equal

opportunity to perform in class. If any member of the class has such a disability and needs special academic accommodations, please report to *Student Support Services, Room 155 Administration Building*, as soon as possible. Reasonable accommodations may be arranged after Student Support Services has verified your situation. Do not hesitate to contact me if any assistance is needed in this process.

3. Writing across the curriculum:

In keeping with the university's emphasis on writing proficiency, all student produced writing will be expected to reflect clear content, coherent and organized structure, and adherence to the stylistic and mechanical standards articulated by the professor.

4. Attendance/Withdrawal Policy:

- a. After 5 unexplained absences the student's final grade shall be automatically dropped one letter grade.
- b. If student absences equal 1/3 of the semester the student is recommended to withdrawal, if problems arise please make an appointment to see me!!!

VIII. Evaluation and Grading:

- 1. Attendance, attitude, and participation 5 points per day
 - a. after (4) unexplained absences the letter grade will be dropped one letter grade
 - b. excessive absences will result in failure of this course
- 2. Completion of all assignments related to each unit
 - a. completion of group projects
 - 1. aerobic dance routine composition 50 points
 - 2. square dance composition 50
 - 3. creative movement curriculum 50
 - 4. execution of ballroom dancing techniques 50
 - 5. execution of folk dancing techniques 50
 - 6. final exam and/or performance 50

Total Points Possible

300

*****PLUS PARTICIPATION POINTS *****
 (Approximately 215 points possible)

Grading Scale

- A 515 - 485
- B 484 - 444
- C 443 - 393
- D 392 - 347
- F 346 and below

IX : Course Outline: Activities, Assignments, Requirements

1. Unit #1 - Aerobic dance exercise
 - a. briefly cover aspects associated with the design and implementation of an aerobic fitness program
 - b. students will be exposed to the techniques associated with the selection, counting, and outlining of music for the choreography of an aerobic dance routine
 - c. Group projects:
 1. students will choreograph and present an original aerobic routine (groups of three)
 2. students will present an oral report related to a fitness topic (see text)
2. Unit #2 - Social Dancing Techniques
 - a. ballroom dancing techniques
 1. waltz
 2. cha cha
 3. tango
 4. jitter bug/swing
 - b. folk dancing techniques
 1. England
 2. Ireland
 3. Scotland
 4. Italy
 5. Sweden/Norway
 6. Greece
 - c. square dancing techniques
 1. choreograph an "original" square dance from calls covered in class
 - d. skills test
3. Unit #3 - Creative Movement Activities
 - a. definition of and rationale for a creative movement program
 - b. aspects associated with the design and implementation of a creative dance curriculum

- c. group project - applying creative movement theories/activities to any discipline
 - 1. each group shall design a lesson plan utilizing creative movement techniques
 - 2. each group will present their lesson plan using classmates as their students
- 4. Unit #4 - Formal Dance Techniques
 - a. basic barre techniques and terminology's
 - b. basic turns
 - c. progressions
 - d. basic combinations related to jazz, and modern

SEMESTER SCHEDULE OF EVENTS

January

Discussion/explanation of syllabus, course requirements, and group assignments

Unit #1

AEROBIC FITNESS TECHNIQUES

Fitness techniques - Clients Information Forms

Fitness techniques - Warm-ups

Fitness techniques - Aerobic Activities

Fitness techniques - Aerobic Activities

Fitness techniques - Toning and Cool Down

Composing an aerobic routine

a. selecting, and outlining/counting music

b. select topic for oral report

Aerobic compositions and oral reports due

a. refer to schedule posted on door for your group date!!!
“ “

February

Aerobic Projects

Aerobic Projects

Unit #2

SOCIAL DANCING TECHNIQUES

Square dancing techniques

Square dancing techniques

Square dancing techniques

Square dancing techniques

Square dancing techniques

**Square dance compositions due

Continued

Continued

Folk dancing techniques - England

Folk dancing techniques - Ireland

March

Folk dancing techniques - Scotland

INSTRUCTOR GONE - ACDFA

INSTRUCTOR GONE - ACDFA

SPRING BREAK - HAVE A GREAT TIME!!!!

Folk dancing techniques - Italy
Folk dancing techniques - Sweden and Norway
Folk dancing techniques - Greece
Folk dance Evaluation
Folk Evaluations
Ballroom dancing techniques - Waltz
Ballroom dancing techniques - Cha Cha

April

Ballroom dancing techniques - Tango
Ballroom dancing techniques - Jitter Bug/Swing
Ballroom dancing techniques - California Seven Step
Review
Evaluation

Unit #3

CREATIVE MOVEMENT TECHNIQUES

Discussion - What is Creative movement?
a. Movement exercises - Trust
Creative movement exercises - space awareness and sculpting
Creative movement exercises - teaching other disciplines
a. anatomy, biology, spelling, etc.
Group Projects due
Continued
Continued
Continued

Unit #4

FORMAL DANCE TECHNIQUES

Practice for Spring Dance Concert - MEET IN THEATRE
Practice for Spring Dance Concert - MEET IN THEATRE
"DRESS REHEARSAL"
PERFORMANCE 8:00 p.m.

May

Review
"FINAL - 11:30 - 2:30"

FINAL FAREWELL - YOU SURVIVED !!!

Course Handouts and Assignments

Unit #1

A. Aerobic Fitness: Students will be assembled into groups of three. Each group will be responsible for choreographing an original aerobic routine and the presentation of an oral report. Requirements are as follows:

1. Selection of music
2. Outline musical format and counts
3. Teach routine to the class
4. Present an oral report, topics will be selected from the follow list.
 - a. Define and discuss the three types of fitness and the two type of endurance.
 - b. Explain the benefits of an aerobic exercise program.
 - c. Explain body Composition:
 1. methods utilized in determining one's body composition
 2. discuss the three categories of body typing
 - d. Explain the difference between aerobic and anaerobic exercise and the benefits of each.
 - e. Discuss proper diet and nutrition for the maintenance of idea body weight.
 1. diets for competitive athletes
 2. diets for the weekend or non-competitive athlete
 - f. Define and discuss training effects
 1. threshold of training
 2. overload principle
 - g. Define and discuss
 1. cross training
 2. interval training
 3. circuit training
 4. step workout
 - h. How can aerobic exercise reduce stress and aid in relaxation?
 - i. Define and discuss the three types of aerobic dance exercise and address the benefits and concerns for each type.

1. non-impact
2. low-impact
3. high-impact

****Reference texts:**

Kraines, M. G., & Kan, E. (1992). Keep Moving, Third Edition. Mountain View, Ca.: Mayfield Publishing Company.

Unit #2:

A. Square Dancing: Students will be required to choreograph an original square dance utilizing calls from the following list.

1. Honors
2. Allemande Left or Right
3. Backtrack
(Gents or Ladies)
4. Bend the Line
5. Box the Gnat
6. California Twirl
7. Circle - Right or Left
8. Courtesy Turn
9. Dive Thru
10. Do Si Do
11. Forward and Back
12. Ladies Chain
(Two, Three, or Four/Grand)
13. Grand Square
14. Grand Right and Left
15. Pass Thru
16. Promenade
17. Pull By
18. See Saw
19. Star - Right or Left
20. Square Thru
(Three or Four Hands Around)

21. Split the Sides Make a Line
22. Swing Your Partner
23. Three Quarter Chain
24. Weave the Ring

Directions and descriptions for the above listed calls can be referenced in:

Casey, B. (1976). The complete book of square dancing. New York: Doubleday & Company, Inc.

B. Folk Dancing: Students will be expected to execute the following dances:

1. The Cumberland Square - England
2. Call the Piper - Scotland
3. Baint an Fheir - Ireland
4. The Sicilian Tarantella - Italy
5. The Misirlou - Greece

Directions and descriptions for the above listed dances can be referenced in:

Casey, B. (1981). International folk dancing USA New York: Doubleday & Company, Inc.

Harris, J., Pittman, A. M., & Waller, M. S. (1978). Dance a while. Minneapolis: Burgess Publishing Company.

C. Ballroom dancing: Students will be expected to execute the following dances:

1. Waltz
2. Tango
3. Cha Cha
4. Swing

Directions and descriptions for the above listed dances can be referenced in:

Ellfeldt, L., & Morton, V. L. (1974). This is ballroom dance. Palo Alto: National Press Books.

Schild, M. M. (1985). Social dance. Dubuque, Ia: Wm. C. Brown Publishers

Unit #3

A. **Creative Movement Activities:** students will be required to participate, and discuss all activities listed below. Furthermore, each group will be responsible for creating original movement experiences and teaching these exercises to the class. Additional movement activities may be accessed in:

1. trust exercises
2. weight sharing
3. the sculptor and the statue
4. spelling with bodies
5. telling stories with movement phrases
6. teaching basic curriculum using movement activities

Cooperative learning skills and strategies can be used across the curriculum to produce a more well rounded student. Movement specialists can offer experiences which enhance the learning process and fill developmental gaps existing in the traditional educational setting.

The following exercises were developed by Deborah A. Stevens, Clemson University.

a. **Animal Classification:**

Science Concept: Classes of Vertebrate Animals

Science Process Skill: Classification

Motor Skill Area: Throwing

Student Arrangement: Groups of four

Materials/Equipment: Animal name tags and bean bags

1. Divide the class into groups of four.
2. Ask the members of each group to determine who will represent each specific animal classification of mammals, reptiles, amphibians, and birds.
3. The name of a particular animal will be called out and each group member will determine the animal classification that it belongs in.
4. The student with the bean bag throw it, in the manner specified, to the person wearing the proper classification name tag.
5. Group worksheet, consists of a list of questions to be answered by the group, which pertains to the activity.

b. **Dem Bones:**

Science Concept: Human skeleton

Science Process Skill: Observation, classification, communication

Motor Skill Area: Locomotor skills

Student Arrangement: Groups in single file lines

Materials/Equipment: Patterns of bones of a human skeleton, cut-out and separate names for each

Procedures:

1. Arrange students in single file lines
2. Place a set of skeleton bone patterns in front of each group at the opposite end of the room
3. Place in front of each group a stack of 4 X 6 cards which specify a bone and a means of locomotion. The person at the front of the line will select a card, then return it to the bottom of the pile. They must move across the room, select the correct bone, and return to their group. Each group will assemble their skeleton and identify each bone with the correct label.
4. Complete group worksheet.

Dem Bones Evaluation Worksheet

As a group answer the following questions:

1. What is the longest bone in the body?
2. What three bones are connected by a hinge joint?
3. What two bones connect in a ball and socket joint?
4. How do the bones help us in performing motor skills?

You may provide as many questions as you fill are necessary. Remember to consider age and content appropriateness.

****Reference Texts:**

Herberholz, B., & Hanson, L. (1995). Early childhood art. Madison, WI.: Brown & Benchmark Publishers.

Unit #4

A. Ballet techniques:

1. Students will be familiarized with the following techniques.

- a. plies', tendus, degage', and grand battement
- b. five positions of the feet and arms
- c. basic turns: soutenu, chaine', and pirouettes
- d. basic leaps and jumps: grand jete', assemble', and glissade

****Reference Texts and Videos:**

Hammond, S. H. (1982). Ballet basics. Mountain View, Ca.: Mayfield Publishing Company.

Hammond, S. H. (1993). Ballet: Beyond the basics. Mountain View, Ca.: Mayfield Publishing Company.

Vaganova, A. (1969). Basic principles of classical ballet: Russian ballet technique. New York: Dover Publications, Inc.

- B. Jazz progressions:
 - 1. jazz walks
 - 2. body isolations
 - 3. rhythmic arm movements

****Reference Texts and Videos:**

Kraines, M. G., & Kan, E. (1990). Jump into jazz, Third. Edition. Mountain View, Ca.: Mayfield Publishing Company.

- C. Modern dance techniques:
 - 1. basic stretching and warm-up techniques
 - 2. motifs utilizing level variations
 - 3. motifs utilizing spacial variations

****Reference Texts:**

APPENDIX E PERSONAL INTERVIEWS

September 27, 1996
First Interview: Mr. D.

V:	I have to tape because it has to be transcribed because it's put in the	1
	Appendix of my dissertation.	2
D:	Okay. So long as I don't have to listen to it. I hate my own voice. It	3
	drives me nuts.	4
V:	Well, I pay to have these transcribed. I went through this once, and	5
	it's a nightmare to transcribe a tape. Hours!	6
D:	Stop and go back. Stop and go back.	7
V:	Hours. Hours.	8
D:	Okay. I'll keep it short then.	9
V:	No, no. Okay. My first question is: Why do you want to become a	10
	physical education teacher or educator?	11
D:	It's not so much a physical education teacher. I want to be an athletic	12
	trainer. That's what my plans are to be. Physical education, it's just	13
	the direction I have to go in order to reach that. So that's why I'm in	14
	this major/minor.	15
V:	Okay. Would you mind if I turned the lights off?	16
D:	Sure.	17
V:	I don't like it too bright in here.	18
D:	Okay.	19
V:	And I need to take some of the bulbs out, but I can't get my xxx so I	20
	can't do that.	21
D:	Those are a pain to get off.	22
V:	Why have you enrolled in this course at this particular time?	23

D:	Well, I needed this course along with the other one. The Techniques	24
	of Movements for the team.	25
V:	You mean for individual sports?	26
D:	Right. And I want to take them both at the same time. It was a class	27
	that I needed, and a class that I'm..... The stuff that's in the class that	28
	you outlined for us is stuff that I've done before. I've done all this	29
	before, except maybe the jazz dance. My sister did that, but I never	30
	did. The stuff in the class outline kind of set aside the stuff I've done	31
	before and I kind of like doing.	32
V:	Well, good!	33
D:	But as far as this semester over any other semester, it just fit my	34
	schedule perfect. So that's why I took this.	35
V:	Is this your last year?	36
D:	No, I still got two more years.	37
V:	Okay. What are your initial impressions of this course?	38
D:	So far, I like it. I like the direction it's going. When we talked about	39
	the fitness part, I think, should be stressed early because that's what	40
	most people expect. But now the vocal class still remains, and they	41
	have to realize that's still going to come. And I do believe that, you	42
	know, what we're doing now--the square dancing...the other types of	43
	dancing...the other types of movement--are all beneficial to students,	44
	especially younger ones. By young ones, I mean elementary, junior	45
	high...to understand there's more types of movement than just exercise	46
	as far as what they think of exercise being. Jumping rope, running,	47
	lifting weights, stuff like that. There's more to it than that.	48
	Because...while that may help your cardiovascular and your muscle	49
	tone, it's going to help your flexibility, in most cases. Because most	50
	people don't include that in their exercise routine	51

V:	Right.	52
D:	Whereas dance, something like that, does create more flexibility and	53
	more graceful movement. People lose that.	54
V:	What do you expect to gain from this course?	55
D:	An understanding of how to teach it, how to get it across to the	56
	students what you're trying to accomplish. While I've, you know,	57
	I've been through it before as a student in elementary and junior high, I	58
	understand that part of it. I just want to understand how I can	59
	motivate, you know. Kids are always complaining, Well, the teacher	60
	doesn't motivate me. Well, it shouldn't have to be that way, but it is.	61
	You have to know how to motivate a student to accomplish a goal.	62
V:	I have to motivate your class.	63
D:	Sometimes. You have to motivate us when we got up there. Right?	64
V:	(Laughter.)	65
D:	I was pumped, even though I was sick, I was pumped. But...you have	66
	to almost plan it out as well as the activity you're doing...how to	67
	motivate them. You have to know what you have to do. Know what	68
	their reaction's going to be to it when you say, Today we're going to	69
	do square dancing. Ugh. No, it's a lot of fun. You get together, you	70
	get up, you get to move around, and dance.	71
		72
V:	And get lost.	73
D:	Yeah. It's all fun. Even if you don't understand what's going on,	74
	you're going to keep moving. You're tops at something.	75
V:	Where did you go to elementary school and junior high that you....	76
D:	Oh, it's in Texas.	77
V:	Okay.	78
D:	And we did square dancing, and we did different types of movement.	79

	Not really what most people consider exercise like jumping rope. We	80
	did that. We did the physical test, the trick test, where you climb the	81
	rope. You hang or you do pull ups, sit ups. You know, the	82
	Presidential test, whatever it was. The fitness test. But we did other	83
	types of movement too, you know. We did...we were lucky. We had	84
	parallel bars, we had balance beams, we did movements like that on it.	85
V:	Um.	86
D:	So it was a really broad physical education class. You got introduced	87
	to all the stuff. You didn't have an opportunity to specialize in	88
	anything later on because high schools in Texas, it's either football or	89
	basketball. Really, it's pretty much all that you have. But it's	90
	broader now with the gymnastics and swimming and other activities.	91
	But those are all competitive stuff. There are some dance clubs, but	92
	it's more city-wide rather than individual schools. So...	93
V:	How do you feel about this being a required course?	94
D:	It needs to be. PE teachers, especially, need to know this, not just	95
	about competitive sports. It's about all types of movement.	96
V:	Well, this format's only done...it's been now for...this is the third	97
	year. Prior to this, there was a xxx activity course that the students	98
	were expected to select two hours from the dance activity. Two hours	99
	from it, two hours from that, and so forth. Do you think this is a	100
	better format?	101
D:	If it's like the in-life series, we have a choice from this class or all the	102
	other specific types?	103
V:	Yeah.	104
D:	Then you're getting the same thing out of it. You know, it's just one	105
	hour a week, you come in and you do your modern dance or your jazz.	106
V:	You're taking class in ballroom dance, and that would be it.	107

D:	Yeah, it would be a one-hour class, I'm sure.	108
V:	And you'd have ballroom and nothing else.	109
D:	Right. But if you took...if you broke it down into all the sections that you have in this one class.	110 111
V:	Yeah, we do.	112
D:	Yeah. Plus it creates too much of a load on you, the teacher, to have to teach all those individual classes as well as the one big class. I think it's better that you do it all in one class. That way, people know what they're...you know how to kind of lay it out and know how much time you're spent on each one and get a whole year's worth out of it.	113 114 115 116 117
V:	So this class is set up for the majors? Those other classes, anyone can take them.	118 109
D:	Right. And I think that would be a problem too...is to get enough people in those classes just for majors. I don't think there's enough going through to merit all those other classes. I think as far as efficiency wise, getting the most out of the class, I think this is the best format really.	120 121 122 123 124
V:	You've pretty much answered this one. Do you have any prior exposure/ experience/participation in formal movement education?	125 126
D:	The only experience I had was in elementary school. I never took any outside classes or any special....	127 128
V:	And that was square dance?	129
D:	We did square dance. I really can't remember all the different types of dances we did. We did a lot of them.	130 131
V:	Did you have folk dance?	132
D:	We did folk dancing, yes.	133
V:	Ballroom?	134
D:	Touched on ballroom. We didn't really do a whole lot. That	135

	was...basically what we did during the winter months is...we did the	136
	dancing inside the big....we had a great big gym. Galvanized....	137
V:	Did you do any creative movement exercises?	138
D:	No, no. Nothing like that.	139
V:	What does the term movement education mean to you?	140
D:	It's changed, I know that. When I first....if you asked me this two	141
	years ago, movement education would have been more about aerobics	142
	and how to get cardiovascular workout. But now, I realize that there's	143
	movements you can do to enhance every part of your physical being.	144
	Not just cardiovascular, not just muscle strength. You need to work	145
	on flexibility. You need to work on movement as far as your flow.	146
	Being graceful and being...not really... I think it's being confident.	147
	You know, you can do movements to strengthen muscles. That	148
	should help your posture. But doing movements to help your...flow of	149
	your movements, the grace, the walk. It kind of enhances your overall	150
	stature and the way you appear. So you get more out of it as a whole	151
	being, not just physically but socially too. By doing these creative	152
	movements, you're having to bring out a part of yourself that a lot of	153
	people don't like to do, especially PE majors and minors because they,	154
	you know, figure there's a little ball out there, go play. They're	155
	having to actually think and actually put themselves into it, and that's	156
	good. I was fortunate. I had a PE teacher in elementary school that	157
	was like that. That did a lot for us and got a lot out of us. And I think	158
	you need to try to get out of your kids, and this is a good class to get	159
	that out of. It makes you start thinking that way. Thinking about	160
	different movements to express yourself, and not be afraid to do that.	161
	So it makes you more confident socially too. So you get that	162
	appearance physically and you have that feeling emotionally. You can	163

	go out and you can survive junior high.	164
V:	(Laughter.)	165
D:	And that's really what you've got to prepare for because junior high is brutal. It is brutal.	166 169
V:	Oh, yes.	170
D:	It was a long time ago, but it wasn't that long ago. I remember.	171
V:	I take my hat off to anybody who wants to teach junior high.	172
D:	Yeah, yeah. All that stuff going on....hormones and...it's crazy. I wouldn't go back there if I had to. I'd say, No.	173 174
V:	Huh huh.	175
D:	I'll go to elementary school or high school. I'm not doing junior high. It's just too crazy.	176 177
V:	How do you feel about dancing? You seem to be pretty positive about it.	178 179
D:	I try to stay positive about everything. I'm not a very good dancer because I haven't been around it. But I sit....I watch it on the public stations. I watch the ballroom dancing contests. Where they did their ballroom and they did their tangos. Do all those different types of dances, and I kind of like it. I like it because it lets you get close to somebody when you dance, and I like dancing that way. I think the dancing you do in clubs...in these pop clubs now. You have the...it's a form of expression and movement and all that, but it just doesn't get... It's not why I like to dance. When I dance, I like to dance next to somebody.	180 181 182 183 184 185 186 187 188 189
V:	Would you be interested in taking classical class?	190
D:	I've thought about it. If I could get somebody to take it with me. Sort of those deals where I wouldn't have a problem doing it if I know somebody else in there with me. And I've got a couple of people	191 192 193

	asking me to do it too. You hear it, Mitchell's asking to do it, and Al's	194
	asked me to do it too. But I don't know. Really'd have to fit in my	195
	schedule. No, really, I have thought about doing it just to learn. I	196
	almost did it when I was living at home not too long ago, couple of	197
	years. Before I came up here, I thought about taking ballroom dance	198
	classes and different, you know, tango and cha-cha, and all the other	199
	stuff just because I think they're fun. And I like to have fun when I	200
	dance. I think you have more fun with somebody. At least I do, I	201
	have more fun dancing with somebody and doing the movements and	202
	the twists and the twirls and all that kind of stuff rather than dancing	203
	by myself.	204
V:	Well, Barry took ballet class last fall.	205
D:	Um huh. Yeah, I remember seeing his picture in the paper a lot. As	206
	far as ballet, I don't know if I could do it.	207
V:	That's what I mean about classical dance.	208
D:	Oh. That kind of classical...I don't know. I don't know. I'd have to	209
	think about that. The tights get me.	210
V:	They don't make most guys look...	211
D:	I know, I know, I know.	212
V:	Classical dance is the root to all other forms of dance.	213
D:	And I know I'd be hypocritical to say I think you need to learn the	214
	movement, be graceful and all that, and not take ballet because ballet	215
	teaches you to be graceful, and teaches you to be....flow and just move	216
	freely.	217
V:	Nobody teaches you how to use your body correctly.	218
D:	Well, see there. The misconception's already...	219
V:	Um huh.	220
D:	I probably should take it.	221

V:	I firmly believe that physical education majors should be required to	222
	take one class of ballet if you're going to be a movement educator. It's	223
	not at all what you have preconceived...	224
D:	Preconceived notions will go away.	225
V:	And as long as I close the door.	226
D:	That's exactly right. I mean...people in the class aren't going to bother	227
	me because they're doing the same thing.	228
V:	That's right.	229
D:	And that should never be a problem when you have an open	230
	classroom. I know something on concerts too. I don't know when	231
	you do it.	232
V:	Every spring.	233
D:	Oh, okay. In the spring, you know, people get embarrassed about that	234
	but...that wouldn't bother me because there's enough people up there	235
	that are all going through it.	236
V:	15 members.	237
D:	Yeah, exactly. There's safety in numbers. As far as that...but as far as	238
	doing the movements, I don't think I would have a problem with it.	239
	I'm pretty much over that stage of being shy and being all embarrassed	240
	about unmanly things or having to do dancing. That doesn't bother	241
	me. Like I said, I like doing it with somebody.	242
V:	Well, so why don't the guys have you in class?	243
D:	Well, that's because they talked to me about it this semester. They	244
	found out I was in your class now so they started asking Well, you	245
	ought to get in a modern dance next semester. Next semester, huh?	246
	Well, I'll think about it. I don't know. I'm thinking about it. I might	247
	end up doing it. xxx my schedule is	248
V:	Well, we're working on festival. We have rehearsals on Friday. Did	249

	they tell you about that?	250
D:	No. They didn't mention that.	251
V:	Well, think about that for a little bit. Which movement activities most	252
	interest you: Social dance, ballroom, folk, aerobic dance, creative	253
	movement, or formal movement technique (which is ballet, jazz or	254
	modern). Which of those four interest you the most?	255
D:	So, I think the social.	256
V:	I think you said social.	257
D:	Yeah. Because I think you get more enjoyment and more pleasure out	258
	of it, at least I do, with somebody. And I know ballet you dance with	259
	people too, and you can express even more.	260
V:	You dance very close.	261
D:	Yeah.	262
V:	Even closer.	263
D:	That wouldn't bother me. But I enjoy the social dancing because I	264
	think you move a little...just...better than ballet. I haven't been around	265
	ballet, I haven't been in ballet so I don't.....	266
V:	Okay, let me ask you this. You feel more comfortable...or that's what	267
	interests you because that's the one you're familiar with.	268
D:	That's probably true. It's probably 100 percent true. That's	269
	probably why. I'm sure...if I had ballet, started doing ballet, I	270
	wouldn't have a problem with that either, and I'd probably say ballet	271
	over social dancing because of the expression.	272
		273
V:	Or all of the above?	274
D:	Yeah. I think it really depends a lot on your partner too. It's hard for	275
	kids to give in a relationship with somebody where they can express	276
	themselves and not feel embarrassed. I think that's where most of the	277

	problem comes with the ballet because it has to be so emotional. Let	278
	me rephrase. You have to be so emotional that, you know, they're	279
	going to withhold that and they're going to restrict themselves to the	280
	point where they're not even going to try, and I think I...	281
V:	Preconceived notions.	282
D:	Right, right, right. It's easier for the social dancing because they don't	283
	have to be so...they don't have to expose themselves as much. They	284
	just have to get out there and be funky, you know. If they make fun	285
	of somebody else, that's all the better. But as far as my...what....my	286
	favorite one will be the social dancing.	287
V:	Which of the above-mentioned movement activities do you foresee	288
	benefiting you most in your teaching practices?	289
D:	Um, that would be a different approach then. xxx could turn that	290
	around, but I would...you'd have to stage it out, but the most	291
	beneficial I would have to imagine.... Until I experience it, I can't say	292
	for sure but I'd imagine it would be ballet. From what I don't know	293
	about it obviously from what I'm just learning, I don't know that I....	294
V:	I'll ask you to think about that question because it...in the third	295
	interview, I will ask you again that same question at the end of the	296
	semester.	297
D:	We're going to do ballet and stuff like that in here, aren't we?	298
V:	Very xxx.	299
D:	Because I do want to get a taste of it and find out for sure what it's all	300
	about.	301
		302
V:	You won't get much from your taste. We'll go over basic feet	303
	positions, arch positions, and bar movement, but I get very, very	304
	scientific in class...in a formal class. And I...we actually internalize the	305

isometric movement in relation to which muscle groups are doing what	306
that causes you to do this particular movement.	307
D: Okay, that makes sense.	308
V: But it...	309
D: So, it's less of a ballet class and more of the techniques related to	310
ballet.	311
V: In my ballet work class. You do that. You have to understand the	312
kinesiology to understand the technique, and a lot of people don't	313
realize that goes on in ballet.	314
D: I wouldn't have thought that. Not at all.	315
V: And that's...right away...most people who don't know perceive it as	316
you did. You know, it's being all xxx and that's not my class. That's	317
maybe what performance portrays but that's not what...	318
D: I guess that's where most people go wrong. They look at the	319
performance aspect and not the practice, not the class. I guess I never	320
thought about it either. That's why I'm taking the class...to learn all	321
this.	322
V: Do you have any questions?	323
D: As far as what's...where we are so far now, I understand what we're	324
doing. I understand why we're doing it. I understand what we're	325
supposed to get out of it. I just hope I keep getting the same things	326
out for each section because I knew a little. I knew quite a bit,	327
actually, about aerobics because I used to work in aerobics. I used to	328
work in a health club and I met two aerobics teachers so I kind of	329
knew basically what I was getting into and what it was all about.	330
V: When we venture into that land of unknown for you. I think you'll be	331
surprised.	332
D: Yeah, that's why I hope I can still get the same amount...because I did	333

pull little bits and pieces out of the class that I didn't know--the	334
stretching. I didn't know all the stretches. I didn't know some of	335
these calls for square dancing. xxx xxx and I've done it before, but it's	336
different. These are different calls, and it's different I guess because	337
I'm older, and I appreciate it a little differently. So I just hope I keep	338
drawing each one of these different sections...something out of it that I	339
can use. And so far, I have.	340
V: Good, good.	341

November 1, 1996

Second Interview: Mr. D.

- V: How has the course affected your attitudes and perceptions of 342
movement education curricula, so far? 343
- D: With the steps we've done so far with the folk dancing and the square 344
dancing since the last time we've talked, it's reinforced a lot of what I 345
believed about group social dancing. It's helpful in your aerobics 346
athletically. It builds confidence both individually and socially. It 347
allows for some freedom of expression. Limited, but you can if you're 348
more the outgoing type, you can really let yourself go and not feel like 349
you're making a fool of yourself or exposing too much of yourself. I 350
picked up that the last time. But as far as changing any views, it really 351
hasn't changed anything. It's just reinforced a lot of it. Anybody tells 352
me you can't get a workout from dancing needs to come to this class 353
because everybody in there, whether they just do one or two times, 354
they're all sweating. So you don't just sweat for no reason 355
- V: How's your comfort zone? 356
- D: Mine's fine. I'm having a good time. 357
- V: Has it changed though since the first day? 358
- D: I was...I've always been pretty lax. I'm not very shy in dance 359
situations like this. But I mean, it's just reinforced it I guess. A lot of 360
what it's done is reinforced my belief and my personal feelings. 361
- V: Have any of your thoughts expressed in our first meeting changed? 362
- D: I think I answered that one already. 363
- V: Yeah, you did. Just reinforced it. What are your feelings regarding the 364
course activities, so far? 365
- D: For me, it's all been good. I'm getting a lot of it. I've learned the 366

	different dances that I didn't know--the cha cha and the tango--as far	367
	as individual dances. I've learned that, and I've also enjoyed the	368
	exercise I'm getting out of it, the benefits I'm getting out of it. I'm	369
	understanding how beneficial it can really be. And I've also noticed a	370
	lot of other people realizing too because I've talked about it with a	371
	couple of other people to find out what they...kind of testing them to	372
	see what they've been thinking. And they said, Well, I never thought	373
	it'd be this much activity, but it's fun. And it was a good way to	374
	learn. It's a good way to get exercise, and they said, Yeah. So I guess	375
	for people who don't want to go out and run and do aerobics and stuff	376
	like that, this is a great alternative because it's not very damaging to	377
	your joints or anything like that. And it's something you could do for	378
	the rest of your life. You could ballroom dance until you're 90.	379
V:	Look at all the square dance clubs and that.	380
D:	Right, right. I have a...I think I....I don't know if I talked about this	381
	before or not but my church where I'm from back home, they have a	382
	Norwegian folk dancing club that they go in and do a lot of dancing to.	383
	I'm German but we go over...we'd watch them dance and all that kind	384
	of stuff basically during Oktoberfest when we did all that stuff.	385
V:	Yeah.	386
D:	So I've been around...I've been exposed to it. I'm not quite as	387
	inhibited as some people may be about it.	388
V:	That's probably why.	389
D:	I've enjoyed it. I've enjoyed learning the different countries too, and	390
	how they're all kind of related.	391
V:	How do you perceive participation in formal movement education as it	392
	relates to gender appropriateness?	393
D:	How do I perceive it?	394

V:	You've kind of answered that.	395
D:	As far as individually for me, its allowed me to be more comfortable in	396
	my role as a male. And it's also helped me get some idea of what a	397
	female is going to be like. (Laughter.) I guess as far as in a dancing role,	398
	and it's also given me an ability to relate to somebody, given me a	399
	foundation on how to...how to socially combine dancing and	400
	communication.	401
V:	But it's.....	402
D:	...because it gives you a kind of basis for a start of a conversation not	403
	to mention social behavior, I think, because....	404
V:	But it's not inappropriate for men to dance?	405
D:	No! No, not at all.	406
V:	That's kind of what I feel.	407
D:	Okay. No, no. That's probably the one thing that a lot of guys would	408
	say. You know, this dancing is just girly stuff, just girlie xxx. You	409
	know, I've never thought that really as far as folk dancing and this	410
	kind of dancing we've been doing. I've enjoyed this. Like I said, I've	411
	enjoyed it in the past. The next stage is going to be the one that'll	412
	probably affect me the most. But as far as men dancing, this is...this is	413
	what...I sit and watch this on TV, the ballroom dancing.	414
V:	The ballroom dancing competition?	415
D:	I like the way they just flow across the floor. It looks so graceful, so	416
	smooth. I like that when you can do that with a partner, and just look	417
	like it...just like that. Everything clicks.	418
V:	Did you see the xxx xxx xxx ?	419
D:	I didn't go last semester. I went the year before.	420
V:	How do you perceive participation as it relates to age	421
	appropriateness? In other words, is it more...	422

D:	It's perfect from the time they can keep a beat from then on. Like we	423
	talked about before, it works on coordination. It works on physical	424
	ability, coordination, physical ability, and balance. It teaches a sense	425
	of what your body can do, and what your body can respond to, and all	426
	the different things your body can do not to mention it's a great tool	427
	for agility. I think it's appropriate from the time they can walk and	428
	keep a beat 'til you dance until you can't walk anymore. And even	429
	then you could figure some way	430
V:	Do you believe one's religious affiliation has any effect on the	431
	individual's receptiveness or attitudes toward participation in	432
	movement activities and/or a course such as this?	433
D:	I imagine it would. Yes. If a person is a real religious person...in some	434
	religions, they don't like to dance. They disapprove of dancing, and	435
	this would be a very difficult way...difficult to overcome because	436
	they've been taught that this is something they're not supposed to do,	437
	and it would be difficult to get around that. I don't know...I don't	438
	really agree with it. My religious beliefs don't...don't interfere with	439
	dancing at all. I could see how it could be a problem.	440
V:	Okay. In age appropriateness, where you sort of talked generically,	441
	let's break it down to early childhood? What good is an education xxx.	442
	Age appropriateness for early childhood?	443
		444
D:	What kind of dancing should...?	445
V:	Things that we've done can be...actually we're getting into what we're	446
	going to use for early childhood. But could you teach them...	447
D:	A lot of...specifically the square dancing and a little of the ballroom for	448
	younger kids I think. Young elementary, maybe fifth, sixth graders can	449
	do some of the basic folk dancing, but a lot of it is too involved. I	450

	don't know really... Maybe some of the ballroom stuff...basic	451
	ballroom steps could be taught to really young like first, second, and	452
	third graders just as far as movements.	453
V:	Yeah.	454
D:	If they could keep a beat. That probably be the hardest thing is	455
	teaching a kid to hear a beat.	456
V:	Yeah.	457
D:	And that's probably the hardest, or biggest obstacle in front of you.	458
	But if they can overcome that.	459
V:	What about junior high?	460
D:	Junior high? You're going to run into more of the social problems than	461
	you are the physical...as far as keeping a beat and things like that.	462
	They're going to be like, Oh, I can't do this with this person If you	463
	can overcome that obstacle, I don't see how any of the dance could get	464
	in the way really. But you'd want to...I think you would want to	465
	start with social dancing such as folk dancing again. Reinforce some of	466
	that from the elementary age in the junior high and start with that so	467
	they have a foundation...they have a beginning where they feel	468
	comfortable because most people don't like to...go right into individual	469
	stuff like maybe ballet with a lot of individual movement and	470
	expression. They might have a hard problem with that right off the	471
	bat. So I think by starting with social stuff... everybody's involved.	472
	It helps them loosen up a little bit and understand, Okay, everybody's	473
	doing this. We're all going to do this. You're still going to have that	474
	problem of the first day you introduce ballet, the first day you	475
	introduce modern dance, creative dance. It's going to be a problem	476
	because for the first time, they're really going to have to come up with	477
	something individual and express themselves. But I don't think it'll be	478

	as big of a problem for them as if you try to introduce it right away.	479
	Plus you could put on different concerts and help them open them up	480
	a little more. Divide up maybe the first semester, second semester,	481
	before Christmas and after Christmas. Do it before Christmas, and it's	482
	more folk dancing and things like that. And the second semester, for	483
	example after Christmas, do waltzes, tangos, and individual dances. I	484
	don't know how much of a response you'd have from the school	485
	system and the parents to teach ballet in a junior high and make it a	486
	required class. That may be different... an optional class, but so much	487
	of a push being pushed towards educational classes as far as	488
	classroom--English, math, science, things like that. It's really hard;	489
	that's another xxx school that's outside a classroom that the physical	490
	education teacher has to deal with. And that's getting more physical	491
	education movement... education into the curriculums. Making a	492
	standard part of the curriculums because it is up until junior high. And	493
	once you get to junior high, you take it your seventh and eighth grade	494
	year, I know this is the way it is in Texas when I went to school.	495
	Seventh and eighth grade, you have to take it, and then once you get to	496
	high school, you know, you have your set of curriculum which you	497
	have to achieve. They want to graduate--so many graduation credits	498
	or whatever. And really, I think it's only....	499
V:	But physical education is not required in the high school?	500
D:	Three or four semesters of it, I think is what it is.	501
V:	Umm.	502
D:	But you can take alternative classes such as choir, such as band, to	503
	compensate for a lack of P. E. classes, so you don't get the movement	504
	that you get in an alternative education. They would get it more like a	505
	liberal arts.	506

V:	Liberal arts, yeah.	507
D:	Almost. And they can...they throw in choir, band, orchestra, offer those...	508
		509

December 12, 1996

Third Interview: Mr. D.

- V: How have your views regarding any aspect of this course changed 510
from your initial impressions? 511
- D: It's reinforced my feelings towards creative movement especially. I 512
always believed in the appropriateness of social dancing and 513
introducing that. The individual stuff is kind of...started convincing 514
me a little bit now. I xxx xxx expression. It's hard to get them to do 515
that, and it's....like we talked about the last time, it can be something 516
used xxx too early has to be prepared. And you have to prepare the 517
student for because they xxx xxx. 518
- V: Um huh. 519
- D: It's a reinforcement. 520
- V: What would you change, if anything, about course? 521
- D: I wouldn't change anything. I mean, the way it was laid out, the way 522
it was set out. You got everybody involved early with early stuff to 523
do that everybody likes to do--aerobics, exercise, big stuff, square 524
dancing. You know, a lot of group stuff, and then you kind of pared it 525
down into...okay, these are individual dances, these are couple dances, 526
these are creative moves. You have to design your own, and come up 527
with how you feel. Most guys are going to have a problem with, but 528
it was set out so it was just about right, and enough time was spent on 529
each one to understand each one. 530
- V: About my lecture after the.... 531
- D: I heard about that one. It was rough. 532
- V: In movement education, which is the most important: (1) process or 533
the product; and (2) competitive or non-competitive activities? 534

D:	In the classroom setting or in a physical education setting? In a	535
	physical education setting, I don't think it's as much competitive as it	536
	is you have to attain the goal that you want. Because I think for	537
	physical education, most people think, Okay, it's for a health benefit.	538
	Which in most cases, it is sometimes exercising, but if you can stress a	539
	goal which then would in turn be a process, that's a product. Or I	540
	mean, excuse me, a product not necessarily a process. There are	541
	several ways to go about that whether it be active in dance, movement	542
	class, a work class, or just talking about exercise program. You can	543
	incorporate all that in there as well. But I don't think the process is so	544
	much important as it is that their product. If you stress the goals, you	545
	want to set goals that they can achieve so they have a positive feeling	546
	about it. To say, this is something I want to do, I can do. But if you	547
	make it competitive, then it's not so much Well, I can do this. I can't	548
	do it as well as that person can. So you have a negative feeling about	549
	it, and they don't want to participate. As long as you keep the	550
	positive feeling and stress personal goals for health, people will keep	551
	xxx. xxx won't be important. Make that participating and doing things	552
	they can see benefit them, they'll enjoy it. That would be hard to	553
	teach kid that, then again it might be easier. I'd have a lot to unlearn	554
	now. Just staying active no matter what you're doing is...I'd rather	555
	pick myself up. You know, run or you know, tire myself to	556
	exhaustion. You don't do that except to exercise. This class helped	557
	me understand that point. There are several types of movement that	558
	you can get just as good a workout in as xxx or running five hours.	559
V:	Have your views or attitudes changed as a result of this course?	560
D:	This class has helped me understand that there are alternatives to	561
	exercising.	562

V:	Which movement activities most interest you now: (1) social dance;	563
	(2) aerobic; (3) creative movement; or (4) formal movement?	564
D:	Social dance still. It's just because I like the interaction. I'm just not	565
	assertive enough or confident enough to do my own thing, express	567
	myself. I do that better with somebody.	568
V:	I have a plan for you men in class next semester.	569
D:	I am I getting into now? Just when I think, Okay. I've done it now.	570
V:	Dansby's studs.	571
D:	Yeah. Oh, man.	572
V:	Which of the above-mentioned movement activities do you foresee	573
	benefiting you most now after the class?	574
D:	Well, I wrote this on the test too. Creative movement because it's	575
	good to be creative and allows a student...helps social skills by	576
	interacting with other students. It's a group xxx, and it allows for	577
	some expression. And also because you're in a classroom. You talked	578
	about this in class. You're in a classroom all day sitting there. A kid	579
	needs to get up, needs to move around and do something. They'll	580
	enjoy that and they'll learn more out of it, I think I'm not saying that	581
	rest of it is bad. It's just that I think that would benefit most	582
	classroom situations and I've gotten all of it.	583
V:	Have you changed your views or attitudes about anything you have	584
	said in our previous interview sessions?	585
D:	The only thing would be the personal dance movement. I've come a	586
	little bit. Not a whole lot, but a little bit. I'm not going to run out and	587
	do a solo performance for 25 minutes, but...	589
V:	Not yet anyway.	590
D:	No, not yet. Take awhile but not now.	591
V:	Will you recommend this course to other preservice education majors?	592

D:	Oh, yeah.	593
V:	Should this be a core course for all physical education programs?	594
D:	Um huh, I do. It stresses the fact, like we talked about earlier, that it's	595
	not so much competitive, it's not so much exercise oriented. It's	596
	activity oriented. Get out and move around. There's alternatives to	597
	that, and enjoyable alternatives to that. You can go out and beat	598
	yourself, and go out square dance for three hours like those people at	599
	those square dance festivals. Or you can go out...	600
V:	And that's tough.	601
D:	It is! They get out there and they can get after it for a long time. Or I	602
	mean you can go to ballroom dancing. That is just as enjoyable to me	603
	as anything else.	604
V:	What impact has this entire process had on you personally and you as	605
	a teacher educator?	606
D:	It reminded me of stuff I learned in elementary school that there are	607
	easy...there are fun...fun ways to learn and still learn. And get active	608
	and interact with people. You lose that in high school. xxx xxx a little	609
	bit though xxx xxx.	610
V:	As a closing statement, is there anything that you'd like to say that I	611
	haven't asked?	612
D:	It's been pretty thorough, I think. I like the layout of the class; I	613
	wouldn't change it, really. First when I saw that ballet, I mean, oh my	614
	gosh, I cant believe we have to do this. But you went into it, and you	615
	explained why, and I understand it, and I agree with it.	617
V:	What did you think about the isolation?	618
D:	I wouldn't recommend it. No, I probably could have done it if you	619
	could tell me a little bit about it. You know, I kind of lost...like I said,	620
	I lost a little bit of my inhibition about it. It's about what people	621

	think and go about enjoying it. I've learned that from this class. How	622
	to enjoy yourself and forget about what other people are saying.	623
V:	I think that's great!	624
D:	I enjoyed it.	625

October 4, 1996
First Interview: The Almost Divine Ms. M.

V:	Why do you want to become a physical education teacher?	626
M:	The real reason is not something that sounds good.	627
V:	No. I want your honest opinion.	628
M:	...because I had a high school physical education teacher that absolutely	629
	made all the difference in my life. The things that I learned from him,	630
	like how to endure. He taught me survival skills for life. At the time, I	631
	didn't realize it, but I guess when my mother died and stuff, the pain	632
	that you go through when you're trying to be conditioned and get ready	633
	for a sport, I mean it really made a difference. And I wanted to help	634
	kids like that. I want to do that.	635
V:	Why have you enrolled in this course at this particular time?	636
M:	Because I have to have this class to graduate, and it was the only time I	637
	could get it.	638
V:	Is this your last semester?	639
M:	No.	640
V:	It just happened to work into your schedule?	641
M:	Yeah. It was convenient for me.	642
V:	Is this something that you postponed at all?	643
M:	Yeah. I put it off and put it off and put it off, but honestly, I've	644
	enjoyed it. Since we've gotten into here, I have had more fun. I think	645
	everybody in this class--we've had good times together. I I've thought	646
	we're a family now. When you tell everybody, you see each other on	647
	campus, and it's...I mean, I've had a lot of fun. I wished I'd taken it a	648
	long time ago now.	649
V:	Why did you postpone?	650

M: Okay. 651

V: Yeah. 652

M: Because I really think you work at dance and all the things that are on 653
your shoulders. I didn't look at that as an aspect of physical education. 654
But, you know, you've changed my mind about that. I think it's an 655
integral part of it now after just a few weeks, but honest to God, I was 656
just the typical Southern I guess jock who thought if it wasn't 657
basketball, baseball, running, football, that kind of stuff, that it really 658
wasn't phys ed. But after going through your class, xxx xxx xxx xxx. I 659
don't want to teach just athletics. I would love to teach your basic 660
physical education class, because so many of our coaches would xxx xxx 661
and say, okay. I'll shoot baskets today I don't care if he xxx or not, 662
but we could bring so much more to the field of physical education by 663
knowing this kind of stuff and making it interesting for the kids. And 664
teach them something they can use the rest of their lives. I mean 665
that's....I've gotten a lot out of this class honestly. I'm not just pulling 666
your leg. 667

V: You just started. 668

M: I know, and we've had so much fun in here already. 669

V: Well, good. What were your initial impressions of this course? You 670
half way answered that question. What was your initial impression like 671
in the first couple of days? 672

M: I didn't want to take it at first. Just a couple of days. When you were 673
explaining what we're going to have to do, I thought, oh, God you 674
know. I'm not going to like this. It's going to be a class that I'll cut all 675
the time or I'm going to dread coming to class. But you know what 676
really got me, the aerobics deal. When we got in there and none of us 677
could get that, then it became a challenge for me. When I could not get 678

that aerobics routine in like two days of class, I thought I'm not...I've 678
got...I've got to keep showing up so I can xxx xxx. (Laughter.) But then 680
I was hooked, I mean, and the square dancing, oh my God. It is...I 681
really, really liked that. That's fun, you know. But yet, my initial 682
impression was, Oh, no. I'm not going to like this at all. 683

V: What do you expect to gain from this course? 684

M: More knowledge to...um...like to take into the classroom for the kids 685
that I'll be teaching. I've already learned a lot. At first, we were all 686
kind of withdrawn. We didn't want to talk. It was almost uncool if we 687
really made large movements and got into it and got up and had fun and 688
stuff. But you pushed us just beyond that, and once we got past that 689
fear. I think basically that's it, and it kind of...when we're going 670
through that, I thought I'm going to be teaching kids here in a few years. 671
And they're going to have the same fear of what their peers are going to 672
think of them, you know. You know what I'm trying to say? So for 673
me to experience that same fear...it's going to help me understand those 674
kids out there that don't want to do this. oh no, coach. Do we have to 675
do this? And it gave me an understanding of the other side of the coin, 676
so I feel like I'm going to be better prepared coming out of this. Like 677
you said, we've just started. So the little things I've gotten out of it 678
already are....I thought I've gained a lot already. 679

V: Okay. How do you feel about this being a required course? 680

M: I think it's a real good idea. I sure do. I think everybody should go 681
through it and, you know.... I came into it pretty close-minded, but 682
now I mean...what it's done for me. And you can tell...well, I don't 683
know if you...I'm sure you can tell from the rest of us. We've all really 684
loosened up and enjoyed showing up for the class. I mean, there's got 685
to be two or three in every class that aren't really into it. I would say 686

	90 percent of us really enjoy it and have a good time.	687
V:	Well, good. Do you have any prior exposure/experience/participation in	688
	formal movement curriculum?	689
M:	No, none.	690
V:	What does the term movement education mean to you?	691
M:	I honestly...at this point I don't know. It would be...I guess being	692
	aware of where your body is or the parts of your body are in space.	693
V:	How do you feel about dancing?	694
M:	What kind of dancing? Dancing in general?	695
V:	Just dancing in general.	696
M:	I love dance in general. I mean basically. I'm not saying I'm good at it,	697
	but it's something I really enjoy. I think it's the most natural thing for	698
	a human being to do...to dance. You can express so many emotions	699
	through dance. I mean....I really like it. I grew up in a family where	700
	every Saturday night, my mom and dad would load the kids up and we	701
	went to this, like, family lodge thing. When my dad started, it was like	702
	my pillow because I was so small to dance. It's just been such a part of	703
	our lives, and my parents...I used to watch them square dance. Lots of	704
	happy times in our family, family reunions and get togethers there was	705
	always music and dancing. And with my oldest little girl, when she was	706
	starting to dance, and I was always such a tomboy, I would have never	707
	done something like that. But her self-esteem has really...her self-	708
	confidence has taken such a boost from her dance classes. She's figured	709
	out, hey. I'm pretty good at This. She's kind of come out of her little	710
	shell. It's kind of like watching a little butterfly take flight. I think	711
	dance is a great thing. I wish I had the chance to do that as a little girl. I	712
	feel this wasn't my cup of tea, but it was. I mean, other kinds of	713
	dancing, you know, I like it. As a matter of fact, my husband and I	714

went this weekend. Well, we really want to get away and enjoy each other with no kids and stuff. We'll got out dancing. We go about once every ten years, that's it. But it's something we really look forward to.

V: Hum. Dancing like as in a club or xxx?

M: Yeah. Well, he's going to be a highway patrolman. We can't stay close to home. So we go, you know, like to Texas or Tulsa or something and get a room and just dance. xxx xxx xxx. Anyway.

V: It sounds great. Which movement activities most interest you: the social dancing which is ballroom and folk and square; aerobic dance techniques; creative movement technique; or formal movement techniques which includes ballet, jazz and modern.

M: Well, I like the social. When I was younger, I might be more interested in the rest of it, but I don't know. You got my curiosity up on the aerobic thing. That's something I might like. Like I told you, I would like to take one of your classes just because it's a challenge I would like. Just kind of dangled out in front of me so now I think I'll have to take it. (Laughter.)

V: Which of the above-mentioned movement activities do you foresee benefiting you most in your teaching practices?

M: Without more knowledge about it than what I have, what little knowledge I would say the social. It's like the xxx when you're a little kid, if you can show them, Hey, this is something fun And you can make people like this, and get to know each other better. It's been such a part of that class that we're taking right now, and it's really become a social thing. And do you know that attitude that we've developed in this class has carried over in our xxx techniques with Coach xxx. I mean, when we get out there, well Coach xxx now. But like if one gal on the test scores or something, you feel like you're a part of something really

	unique, and it started in your training.	743
V:	This class, not the other section?	744
M:	Really?	745
V:	I'm asking you. Really, it was this class--not the other section?	746
M:	No, it definitely started here. Definitely, yeah, because we're doing	747
	stuff like at first throwing softballs at each other, and there was no	748
	social contact there. But here, I think it was getting over the barrier of	749
	the fear. The fear of being laughed at and being made fun of and not	750
	being able to xxx. And then you'd realize, we're all in the same boat	751
	together. At that moment.... Our fear is xxx xxx you said over and over	752
	how, you know, everybody... You get over that and then it's really a	753
	good...fun. Even when you screw up, it's funny. Like the other day,	754
	my mind was just not in the game, and I heard about it too from all of	755
	my old buddies in there. What's the guy, John, the older man? He'd	756
	ask me when I was going to stop putting scotch on my cornflakes for	757
	breakfast.	758
V:	Yeah, I know.	759
M:	But anyway. No, it definitely started in here. I think it's the fear	760
	factor.	761
V:	And we still have the impact from...the hyper majors avoid me like the	762
	plague.	763
M:	And then they love you by the time they leave, don't they? See? I	764
	mean it helps...	765
V:	I took my medicine and it really didn't taste that bad.	766
M:	Yeah, that's true. It has to be fun though. When you walk in there the	767
	first day, and you know what's going to be there just within a short	768
	couple of weeks. Got to have fun too.	769
V:	I have had some xxx. I've had a few of them xxx the ball.	770

M:	The whole semester?	771
V:	Just about.	772
M:	Ooooh. Maybe we had a neat group. I really like it. I think today's	773
	the first time I'm going to miss your class. It's only because my	774
	daughter's in a homecoming parade at 1:30, and I've got to go home, get	775
	her dressed, and I can't avoid it. I've kind of gotten lax this semester. I	776
	really xxx class a lot. Show up for this one.	777
V:	I've gotten that way too. I actually went home and worked on my	778
	dissertation last night, and I have been taking time off from that, you	779
	know. I've pushed myself so hard the last two years.	780
M:	That has to be like a thin, black cloud hanging over your shoulder all the	781
	time.	782
V:	It is and you get it done. It is.	783
M:	I don't know if I'll ever have what it takes to go for it like that. I know	784
	I want my master's. But I'm one of these, I hate loose ends. I felt like	785
	that's a big loose end.	786
V:	It is.	787
M:	Yeah.	788
V:	Some people it doesn't seem to bother them. They go through their	789
	generals, become maybe dazed, and they take time off, and then they	790
	never finish. I can't do that. I wanted it finished yesterday.	791
M:	Well, you're close to the end now though, aren't you?	792
V:	It'll be this summer.	793

November 8, 1996

Second Interview: Ms. M.

- V: All right. How has the course affected your attitudes and perceptions of movement education curricula, so far? 794
795
- M: Huh. I guess it opened my mind. I'm not near as close-minded as I was before. We done some things recently that I was pretty much uncomfortable with, but I guess we're working it. I guess it was, what's today? Friday? Wednesday, I kind of felt like I got over the hurdle of Gosh, I don't want to be touched, and I don't want to touch someone. It can really be something fun, and I guess exploiting the group of the four guys down on the end, it could be something really beautiful. A nice experience. 796
797
798
799
800
801
802
803
- V: Um, we're going to talk about that today. 804
- M: Oh. I think it's an enjoyable...something enjoyable where when we first started, I didn't think it was going to be enjoyable at all. I look forward to it and trying out the new stuff. We all talk about it and wonder what we're going to do today? (Laughter.) 805
806
807
808
- V: Yeah, I have you looking now. 809
- M: Yeah, but it's fun. 810
- V: I thought Wednesday went very well. 811
- M: I did too. I enjoyed Wednesday. 812
- V: I was pleased with several of the people. The swing. I thought the swing was great. 813
814
- M: I liked doing that, but I was also impressed with the glass...where they did the glass. 816
817
- V: The xxx! 818
- M: I mean that was... 819

V:	Yeah.	820
M:	That was really creative. I liked that one.	821
V:	I liked the toilet too.	822
M:	I do have to admit. I liked the toilet.	823
V:	I thought the glass xxx was a good one, and the swing.	824
M:	Yeah, yeah.	825
V:	I wasn't just saying that.	826
M:	If we had known you were going to ask for something that foolish, we	827
	would have saved the swing because then we were stuck with another	828
	subject. I want to know what did we do.	829
V:	Yeah, but that doesn't work as locomotor. It had motion but it wasn't	830
	xxx.	831
M:	Yeah, that's true. Oh yes, we did the chariot. That's right. Or the	832
	wagon, whatever you want to call it. Yeah. It was fun. Are we going	833
	to do that again today?	834
V:	xxxxxxxxxx.	835
M:	You're not going to tell me, are you>	836
V:	No. I can't tell you. I want you to reflect back to our first interview	837
	and even the first part of the class throughout this interview. We're	838
	talking about changes between...	839
M:	Then and now?	840
V:	Then and now.	841
M:	Okay.	842
V:	Have any of your thoughts expressed in our first meeting changed?	843
M:	Actually in the first meeting, as I recall, I was already to the point	844
	where I was really enjoying it because I think you had started the	845
	square dance. And honestly, I just...I enjoy it more now than I did	846
	then. I didn't really think I would enjoy any of it as much as square	847

dancing. But I am hooked on jitterbug. I've got to find somebody to 848
go jitterbug with me. (Laughter.) I went home, and I was telling my 849
husband, Oh, honey, you know. You've got to learn how to do this. 850
This is so much fun And he looked...he wouldn't even attempt it, so 851
I've got my seven-year-old daughter jitterbugging with me, and she's 852
good. But anyway, I was really...I like it better than I did then. The 853
folk dancing...I think the reason that I didn't enjoy that so much is 854
because I didn't....I wasn't good at it. I think it's human nature if you 855
don't feel like you have a good handle on something, then you don't 856
enjoy it as much. But given time, you know, if we had more time to 857
cover that, I think everybody would enjoy that too, getting the hang of 858
it. I'm having a blast. 859

V: You've pretty much answered this one. What are your feelings 860
regarding the course activities so far? And you finished with that one. 861

M: Yeah. 862

V: Now that we're into creative movement, as a future educator, do you 863
see how you could use this? 864

M: Definitely. I think it's...um...the way you put it into the classroom at 865
this particular point in the semester, I thought that was perfect 866
because here none of us knew each other. We worked to the point 867
where we were having fun. We were more comfortable with each 868
other, developed friendships outside of the classroom, and then you 869
entered into this. Like you were saying the other day, if you'd done 870
this the first of the semester, you'd probably have all of us drop. I 871
mean, they would have said, no way But I think it's wonderful 872
because we...it help you overcome your insecurities, your inhibitions, 873
and it makes you closer to each other. And you realize that it's okay 874
to have contact with people. It's okay to let down your defenses. 874

	And kids need that. I mean, especially nowadays. I can easily see	875
	where it will be very beneficial in the classroom for all levels. I think	876
	they ought to start it out in grade school and...because it would make	877
	such a difference in how you relate to people, I think. Honestly. I	878
	mean...if you could learn to be a little bit more open and trusting, it	879
	would make a big difference. Not too much cynicism in the world.	880
	I'm not saying dance can solve all the problems. (Laughter.) I don't	881
	want to blow it up that big, but anyway...yeah. I can definitely see	882
	where it would be beneficial for the kids	883
V:	How do you perceive participation in formal movement curricula as it	884
	relates to gender appropriateness?	885
M:	I'm not sure I understand the meaning of that one.	886
V:	Is it more appropriate for females?	887
M:	No! I think it can go for both. I think if the guys can get over...I think	888
	we've got a great group of guys, the majority of them.	889
V:	We do.	890
M:	I mean, the testosterone level was up the other day. You could tell. I	891
	mean...they were, but anyway. No, I think it can go for either way.	892
	However, I think they will.	893
V:	How do you perceive participation in formal movement education	894
	curricula as it relates to age appropriateness? Early childhood.	895
M:	Like I said earlier, I think it's completely appropriate for every.... I	896
	think the younger you could introduce kids to that stuff at the grade	897
	school level, the better off they would be.	898
V:	Elementary?	899
M:	Definitely.	890
V:	Junior high/middle school?	891
M:	Yes.	892

V:	Do you see a problem at all with that age group?	893
M:	I think you're going to have more trouble at that age you would the	894
	younger kids or even the older kids because of puberty. Their	895
	hormones are just completely out of whack and not in their right	896
	minds most of the time. But that would be the only drawback there.	897
	But if it was something they were used to, and it was not some new	898
	experience, I don't think it would be such a big deal.	899
		900
V:	High school?	901
M:	Yeah, I think the same goes for them. I think my hormones did kick in	902
	in high school, not junior high. But if it was something you were used	903
	to doing on a regular basis each semester or every other semester or	904
	something, then I don't think it would be a problem with it. But to	905
	introduce it at the high school level or the middle school level without	905
	some kind of background, I don't think that would correct.	907
V:	College?	908
M:	Wonderful. Definitely.	909
V:	Senior citizen?	910
M:	Um. They would have to be some very liberal, open-minded senior	911
	citizens probably. I think it would be beneficial to them. I think, you	912
	know, I don't think you're ever too old to learn and grow as a person,	913
	but I'm picturing my grandparents. My grandmother is like front row,	914
	amen pew, in the Methodist church, and there is no way she would get	915
	up there and do something like this. If they're more open-minded and	916
	not quite so Southern, it would probably be....probably great.	917
V:	It would be exercise. It would be movement.	918
M:	Yeah.	919
V:	Activity.	920

M:	Something to think about too.	921
V:	You mentioned the Southern in the last question. Do you believe that	922
	one's religious affiliation has an affect on an individual's receptiveness	923
	or attitudes towards participation in movement activities and/or	924
	courses such as this?	925
M:	Most definitely yes. I think it limits a person, and I don't want to	926
	sound anti-Christian because I am a Christian. But in recent years,	927
	I've really re-evaluated what I think I grew up believing, and I think	928
	religion really limits you in a lot of ways such as restrictions on you	929
	morally. Boy, that's tough. Anytime you talk religion.	930
V:	Um huh.	931
M:	But yes, I think it definitely...	932
V:	It not being anti-Christian to state that.	933
M:	Yeah.	934
V:	There are particular religions that do not allow dancing so...	935
M:	Where being Catholic, a good time for us is go drink beer and dancing.	936
	(Laughter.) A glass of wine. So...but...no. I think it really makes a big	937
	difference in how receptive people are to that.	938
V:	Do you have anything else you'd like to add? That's my last question	939
	for this interview.	940
M:	No. I'm enjoying it. I really am. I think it's a good part of the whole	941
	experience...college thing. I've enjoyed it.	942

December 6, 1996

Third Interview: The Almost Divine Ms. M.

- V: How have your views regarding any aspect of this course changed 943
from your initial impressions to now? 944
- M: It's the same thing I said last time. That great big ball of wax. I went 945
from being really negative--didn't think I would enjoy--to...I've 946
learned a lot. There's thing, I'll be honest, things I didn't really enjoy 947
as much as others, but basically I've learned a lot. I'm much more 948
open-minded when it comes to dance and movement and all that kind 949
of stuff. I've learned a lot. I really have. 950
- V: What would you change, if anything, about this course? 951
- M: Things I would want to change are not things that could actually be 952
changed. I would want to change the baggage that people bring into 953
class with them. It's not something that can be changed. With the 954
preconceived ideas...even my own...I mean if I could have come in here 955
more open-minded. Like starting the class at this point, with the 956
ideals I have now that I've learned from your class, it would be much 957
more enjoyable. You know what I mean. 958
- V: Um huh 959
- M: But it's just...we're so inhibited and all the things that we bring into it 960
really... I admire you. To try...get us to let go of all of that and 961
actually learn what you're trying to teach us. I wouldn't want the 962
task, especially some of the guys. Boy! You're ready to choke em at 963
times. I'm ready to choke them at times. But no...there's...the things 964
that I would change, like I said, cannot be changed because I think you 965
do a wonderful job of taking us from one progressive little step, and 966
you go to the bigger steps. The way you've got it organized worked 967

	out great	968
V:	There's always room for improvement. In movement education,	969
	which is the most important: (1) the process or the product?	970
M:	Most definitely the process.	971
V:	Competitive or non-competitive activities?	972
M:	Non-competitive. xxx the competitive stuff from the day we're born.	973
	We're taught competitive things	974
V:	That's pretty much the whole idea with movement education. It's the	975
	process, not the product. It's not the performance.	976
M:	Yeah.	977
V:	It's not the winning. It's the growth in getting there.	978
M:	I didn't realize that until a few years ago.	979
V:	I remember the comment that you made in class, oh, last week about	980
	all of a sudden, I struck a chord or pushed a button or something.	981
	What was going on at that point? Do you remember?	982
M:	xxx going or what it was. You struck a lot of chords, but that	983
	particular day, I choose to step up on the soap box.	984
V:	I don't remember. That's why I wanted to ask you.	985
M:	I wasn't going to hesitate. I knew. I was going to say something else.	986
	I don't remember.	987
V:	Maybe it will come to you. You've answered this question also.	988
	Have your views or attitudes changed as a result of this course?	989
M:	Absolutely. Not necessarily just the course, but what you...how	990
	you've handled things with the class and the different people and their	991
	problems when they come up. I've learned by example. And seeing	992
	how you've handled us, rather than just being a student, I'm thinking	993
	I'm going to be doing the same thing. Not necessarily teaching the	994
	same subject, but I'm going to be in your shoes, and that's why I've	995

	paid attention to how you introduced us to this new idea and then the	996
	next one and the next one. The progression and how you have it	997
	organized because if we go into this movement stuff the first week, I	998
	mean you would have so many people drop this class. As it was,	999
	there were some of us that didn't necessarily like it, but we tried it,	1000
	stick with it and give it a good old college try. But I've learned a lot of	1001
	how I want to teach my kids.	1002
V:	Which movement activities most interest you now? Social dancing,	1003
	the aerobic section, the creative movement section, or the formal	1004
	movement section?	1005
M:	I like the aerobics, the social, and the creative was fun too. The	1006
	formal, I was not that into it I think strictly because I've never been	1007
	exposed to it. It was something new, and it made me uncomfortable.	1008
	Probably if we'll spend another week or two on that, I'd be	1009
	comfortable with that and say, Hey, that was great too. It's not my	1010
	comfort area, so... (Laughter.) That's not your fault. It's just my	1011
	own little...I guess I'm very xxx and hesitant.	1012
V:	You need to take a ballet class.	1013
M:	I was thinking about taking one of your aerobics classes, but look at	1014
	me. I'm such a tomboy. I mean I'm a mother and wife and all that.	1015
	But still, I feel like I can't...that's a part of me that I've suppressed	1016
	and I've gotten in touch with it but then I don't know if I'm ready for	1017
	that step yet	1018
V:	Aerobics wouldn't be...	1019
M:	Aerobics...uh no. I feel like I could handle that right now, but	1010
	ballet...that's what I'm saying. At some point in my life, I'll be ready	1011
	for that. But right now, I know I'm not. There are certain demons...or	1012
	dragons you feel like slaying and you know when you're ready too.	1013

	I'm not ready for that one yet.	1014
V:	You would be surprised.	1015
M:	Really?	1016
V:	It would not be what you think it is, especially Ballet I. Your athletic prowess could come out but maybe in a little different vein.	1017 1018
M:	Yeah. Like going into this class. I'm sure. If this were my required, I wouldn't want to take it. That's one thing it's important that it remain required.	1019 1020 1021
V:	Which of the above-mentioned movement activities do you foresee benefiting you most in your teaching practice?	1022 1023
M:	xxx surprised xxx in the ways we used it. It broadened my horizons. That's why I thought you can get kids really interested, and they'll learn it if you use the creative movement rather than sitting in a classroom and staring at the blackboard and listening to a monotone teacher talk. All they do is snooze and go to sleep. They lose interest. God, the things you could learn. Like even the skeletal system, I'm surprised that, I'm not going to mention names, but one of my professors didn't use that when she was teaching us the anatomy part. God, I mean. It's a lot quicker. I think you retain it, for sure, and its a lot more fun.	1024 1025 1026 1027 1028 1029 1030 1031 1032 1033
V:	Um huh	1034
M:	You can laugh and cut up and enjoy learning it. It doesn't have to be something that's xxx	1035 1036
V:	Learning doesn't have to be painful. Have you changed your views or attitudes on anything you have said in your previous interview sessions?	1037 1038 1039
M:	I really don't remember what I said. You've opened my eyes. Not just my eyes, I mean everybody in there. You've opened our eyes,	1040 1041

	and hopefully gotten past some of the walls we tend to build with our	1042
	brain and how we were raised and values and morals.	1043
V:	Will you recommend this course to other preservice education majors?	1044
M:	Definitely. I mean everybody...you know how on campus how kids	1045
	talk and, Oh, you've got that dance class We don't call it Skills and	1046
	Techniques of Movement in Fitness. It's dance; that's what we call it.	1047
	But I mean, but if you're going to sit in here like Allen, David, even	1048
	J.T. Isn't he a cut? He is absolutely a riot, but all of us talk about	1049
	how much fun we have in here. It really is fun.	1050
V:	What impact has this entire process had on you personally and on you	1051
	as a future educator?	1052
M:	xxx more of a thinking person which I think that should be the goal in	1053
	every class you take. Come out of it evaluating your previous	1054
	thoughts and things. As far as an educator, it's shown me a better	1055
	way...that's there is more than one way to teach kids. Like you said,	1056
	learning doesn't have to be painful. It can be fun, and you can retain	1057
	it, not just memorize for a test and go on. You can incorporate it into	1058
	your life, for the rest of your life. I never even considered talking	1059
	about taking a ballet class before I took this class. Now I'm actually	1060
	considering it. I can see my husband's face when I go and say, well,	1061
	honey, I think I'll take ballet next semester But I guess that's it. I've	1062
	definitely changed a lot. I felt like I came in here pretty open-minded	1063
	but looking back on it, I was very close-minded. That's why I wish	1064
	we could start over. Allen and I were walking out, I guess the day	1065
	before yesterday, and I said, you know, even the things I don't enjoy,	1066
	I really enjoy I can be in the worst mood, and come to this class, and I	1067
	always leave feeling better than I came in. That's the God's truth.	1068
	I'm not telling you that to try to get a good grade or anything like that.	1069

It's just...I can go in there, not thinking, Oh, I'm going to cheer up, 1070
perk ups It just happens. I just leave feeling better, and sometimes it 1071
just doesn't last until I get home. Still the Shit's in there waiting for 1072
me, and it goes downhill from there, but I always leave with a better 1073
attitude. I'm going to miss this class. 1074

V: Well, thank you. You can tell the ones that have really gotten into it. 1075
Allen, even J.T 1076

M: He has loosened up a lot, and he's crazy, but he has...he's cheap 1077
entertainment in there. (Laughter.) 1078

V: Yeah. 1079

M: It's been so much...I've met some people I feel like will be lifelong 1080
friends, honestly, out of this class 1081

V: When you work on a piece of choreography, bosses, and boyfriends, 1082
and girlfriends that are on the outside xxx intimidated by the bond that 1083
goes on. And it's very hard to explain to someone else outside that 1084
circle. 1085

M: You know the one I'm talking about. The one with short, dark hair? 1086

V: I knew Cliff. 1087

M: He went and had a beer one day after class. And we're talking about, he 1088
married, and I'm married, and we were discussing how would your wife 1089
feel about you having lunch. But there is....I mean, absolutely we were 1090
talking about. There's an intimacy between each of us in there. You're 1091
sharing something...a part of yourself that a lot of us have never shared 1092
with anyone else ever before, and I can see where working on a dance or 1093
choreography, whatever you call it, would definitely.... Because you're 1094
letting down...you put your whole life erecting and you're letting these 1095
strangers see something. A side of you that, you know, all these fears o 1096
being laughed at or somebody maybe thinking you're kind of strange. 1097

You're enjoying yourself, but really, you become intimate in a whole new	1098
way. And I've really enjoyed. I guess that's why because I xxx xxx. I'm	1099
not one to get into.	1100
V: No, don't feel. This is off...	1102

February 14, 1997

First Interview: Ms. B.

V: I'm going to ask you a series of questions, and just think about them. 1103
The first thing I'd like to ask you is why do you want to become a 1104
physical education teacher? 1105

B: Because I enjoy it for one. I know because I enjoy the kids. I think 1106
fitness is important. Oh gosh, that's a hard one. I hope to incorporate 1107
a lot of things I've learned here at the college from you and various 1108
other teachers into....I can do for the kids. How they can benefit from 1109
physical education. It's important. It keeps you healthy. It keeps 1110
you alive. 1111

V: Is this the first time anybody's asked you anything...asked if you...? 1112

B: Uh huh. Well, is this the first time anyone's asked me that question? 1113

V: Yeah. Put it in that words, yeah. I mean in another class I had last 1114
semester, we were asked something similar to that--why we wanted to 1115
become a teacher or educator. 1116
1117

V: Okay. Why have you enrolled in this course at this particular time? 1118

B: Because I need it to graduate. 1119

V: And it fit into your schedule or...? 1120

B: Well, I needed this class because it was the second part of Skills and 1121
Techniques, and the other one is xxx. 1123

V: Individual? 1124

B: Yeah, yeah. 1125

V: What do you expect to gain from this course? 1126

B: An understanding and an appreciation for physical xxx...can benefit 1127

from physical fitness. Different dances, for one thing. 1128

V: What are your initial impressions of this course? 1129

B: I had no idea we would be doing...I like the course. I figured we'd be 1130
doing more bookwork though. I didn't...had no idea it would be a gym 1131
course. I didn't know what to think. 1132

V: You mean what to expect? 1133

B: Yeah, I didn't know what to expect of it. 1134

V: How do you feel about this being a required course for your major? 1135

B: I like the class. I don't have anything bad to say about this class. All 1136
those other classes I could express my opinion on or they should be 1137
required classes. It's mandatory if you're going into physical fitness. 1138

V: Do you have any prior exposure/experience in formal movement 1139
curriculum? 1140

B: Like aerobics or anything like that or what? 1141

V: (Answer inaudible.) 1142

B: I had aerobics here at the college. Had dance growing up. Had 1143
gymnastics before, yeah. 1144

V: What does the term movement education mean to you? 1145

B: Movement education. I think it would be just what it says-- 1146
movement education. Maybe how physical education started and how 1147
it's integrated into different things and what it's become? You know 1148
what I'm saying? Movement....I don't know how to say it but I know 1149
what I'm thinking. 1150

V: Okay. Think about that one. How do you feel about the following 1151
dance techniques? How do you feel about dancing? 1152

B: Dancing? 1153

V: Just dancing. How do you feel about it? 1154

B: I like dancing. You get a good xxx. 1155

V:	Well, good! Which movement activities most interest you: the social	1156
	dancing techniques (which includes ballroom, folk and square dancing	1157
	techniques); aerobic dancing techniques; creative movement	1158
	techniques; or the formal movement techniques which includes ballet,	1159
	jazz and modern	1160
B:	Well, for me I like the aerobics, but the square dancing is a lot of fun.	1161
	Some people like that. They don't think they will. They get into it,	1162
	and it's a lot of fun. It's movement; everybody laughs and have a	1163
	good time.	1164
V:	When you become an educator, which one of those techniques do you	1165
	feel will be most beneficial?	1166
B:	Probably the aerobics and the movement because if I'm with the	1167
	younger children, there's a lot of games they can play with that--	1168
	different movements--that would be a big benefit to me along with	1169
	aerobics.	1170
V:	Have you had any creative movement...? Have you taken the	1171
	elementary games class?	1172
B:	Um hum, yeah. We played a lot. We did a lot in there. Teach our	1173
	own games, so yeah.	1174
V:	Just some general opinions. For four weeks, we've covered aerobic	1175
	fitness and we're just now square dancing. Were you at all	1176
	apprehensive about taking this course?	1177
B:	I wasn't apprehensive...	1178
V:	Just kind of a general comment about where you stand right now.	1179
B:	Where I stand right now.... I'm glad I took the course. I wasn't	1180
	apprehensive about taking it. I've had you before so I knew your	1181
	class would be fun. I didn't know what to expect when we first got in	1182
	there, but it's moving along quite well. (Laughter.)	1183

V:	Okay. Well, that's all the questions for the first session.	1184
B:	Oh, really? How many?	1185
V:	We have three.	1186
B:	Oh no!	1187

May 8, 1997

Second Interview: Ms. B.

- V: How has the course affected your attitudes and perceptions of 1188
movement education curricula, so far? 1189
- B: Ummm. Well, I really don't know. Between...this is...how has it 1190
affected it from what we've done in class so far? 1191
- V: Um huh 1192
- B: Towards movement education? Well, I know what movement 1193
education is now. I didn't know what it was before. I was lost, and 1194
didn't really know where we were going. Now I know what it is. 1195
Ummm. You had us all do some movements and integrate it with 1196
other subject areas. That was a lot of fun. That can be used; that's 1197
helpful...for future use. 1198
- V: Okay. Have any of your thoughts expressed in our first meeting 1199
changed? 1200
- B: Well, I know what movement is now--children movement. I didn't 1201
really know where the class was going before. Ummm. We 1202
have a lot of...when we first started, I thought it would be more 1203
aerobics, you know, because that's what we started with. But 1204
now that we're getting more in to it, you're bringing in some 1205
history of different dances. xxx xxx xxx, things like that. And 1206
you tell us a little background on it. I like the class so far. I 1207
didn't know at first what it would be like. As far as things 1208
changing.... Well, I see ways I can use it in the future in my 1209
classrooms. So I guess that way it's changed. At first, I 1210
was.... I mean I've done aerobics all my life, so I just thought 1211
that's what we'd be doing. And that we're going to learn skills 1212

	or techniques to stretch or things like that is really what I	1213
	thought the class would be. So....	1214
V:	Okay. How do you perceive participation in formal movement	1215
	curricula as it relates to gender appropriateness in that formal	1216
	movement would be ballet, modern and jazz	1217
B:	Okay. Repeat it one more time.	1218
V:	How do you perceive participation in formal movement curricula, i.e.,	1219
	jazz, ballet, and modern, as it relates to gender	1220
	appropriateness?	1221
B:	Humm. That's a tough one.	1222
V:	Do you know what I'm asking?	1223
B:	Well, as it relates...	1224
V:	Is it more appropriate for women to do ballet or men or...?	1225
B:		1226
	Well. I...that's still a tough question. Because I'm a women, I	1227
	would say um...I mean I see it more toward ballet and things	1228
	that...more towards women than that gender so far right now.	1229
	But... Gosh, that's a tough question. It's beneficial for	1230
	everyone though. Um...but I mean if you had to just come	1231
	right out and ask me, you always see women doing ballet, and,	1232
	you know, you just don't...you....I....	1233
V:	What about Baryshnikov?	1234
B:	Well, I know. But no one...you know, when somebody's asked that,	1235
	you just don't associate that with the men gender, you know.	1236
V:	Um huh.	1237
B:		1238
	When you're just out right asked that, you associate it as a	1239
	ballerina. A women as it were.	1240

V:	Yeah. All right. What about for early childhood?	1241
B:	It's the same question...for early childhood?	1242
V:	The same question. We're going to go through different....	1243
B:	(Sigh.) For early childhood, gender-wise there too?	1244
V:	Um huh.	1245
B:	Umm. Well, I just....early childhood, humm.	1246
V:	Would it matter at that age if little boys did ballet and little boys did tap?	1247 1248
B:	Depends on what their daddy might think.	1249
V:	Hey.	1250
B:	I mean because the way they're raised. Girls and boys are raised differently, and I don't... If I was to have a little boy and wanted to put him in ballet, I don't know that my husband would let me, you know, because of the way they're raised. They're raised different, and that's why when boys grow up, they perceive that as being...that's what girls do. That's not what they're supposed to do.	1251 1252 1253 1254 1255 1256 1257
V:	Okay. Elementary? If you feel the same, just say...you can just say the same.	1258 1259
B:	Yeah.	1260
V:	Junior high/middle school?	1261
B:	Junior high and middle school, it would be.... If the boys have been raised like that, it's going to be real hard to get...umm...that's kind of...	1262 1263 1264
V:	Go ahead and say it.	1265
B:	Gayish. To them. They're stronger than that, they think.	1266
V:	High school?	1267
B:	High school, the same.	1268

V:	College?	1269
B:	College? College is a reach. You can...college? Probably a lot of the	1270
	guys felt that way until they got in the class. They had a lot of fun.	1271
V:	What about Garrett and Harvey?	1272
B:	Garrett and Harvey. You know, Garrett's a good dancer. So I can't	1273
	say anything, but I mean...he showed us some movements out there	1274
	and... They're masculine; they're certainly not feminine, you know,	1275
	so... Right there proves it's beneficial for everyone. They had a good	1276
	time.	1277
V:	Senior retirees/elderly?	1278
B:	Well, goodness. They would probably...they would probably like it.	1279
	It's good for them. You know, that's how I would....that's...they	1280
	don't care.	1281
V:	Yeah.	1282
B:	They're old; they don't care. They just want to be healthy.	1283
V:	Yeah. Do you believe one's religious affiliation has any effect on an	1284
	individual's receptiveness or attitudes towards participation in	1285
	movement activities and/or such a course as this?	1286
B:	Umm. Some of them certainly can. They don't...there's a lot of	1287
	religions that... I went to school with a girl who didn't believe in	1288
	dance. She didn't...she couldn't take ballet or tap or jazz with any of	1289
	us because her parents didn't believe in dance. And I just thought that	1290
	was sad because she missed out on so much. So, yeah, it hurts them.	1291
	But I don't see why we couldn't...umm. On kids like that, why	1292
	couldn't we incorporate movement...some kind of movement because	1293
	they need... I read an article...well, it was for one of my other classes	1294
	that said, I think it was 26% of elementary kids now are overweight,	1295
	and it wasn't because of overeating. It was because of lack of physical	1296

	education, because now they have study hall they can take instead of	1297
	P.E. You know, I think that's really sad.	1298
		1299
		1230
V:	Um huh.	1231
B:	Kids need to get out because they need to have movement. They need	1232
	to have social...that social...umm...togetherness you know, and it's	1233
	really sad the way the schools are doing now.	1234

May 8, 1997

Third Interview: Ms. B.

- V: Have your views regarding any aspect of this course changed from
your initial impressions, attitudes, impressions? 1235 1236
- B: Well, yeah. I know what the course is now...didn't before. We had a 1237
lot of fun. The guys even had fun. It was hard for you to get them 1238
out there at first. They thought this was not for them. They're too 1239
masculine to be doing this, but they laughed. They had a good time. 1240
They learned ways they can... Well, the movement was what...I...I 1241
enjoyed it because we played the games. You had us each come in, 1242
and we integrated it into other subjects, and I learned a lot there. A lot 1243
of things I can do in class if I'm teaching elementary. Just to get the 1244
kids to move, and learn, and have fun doing it instead of the boring 1245
lectures which is the oldest, traditional way of teaching that everyone 1246
hates. Everyone goes to sleep. 1247
- V: Um huh. You mean you don't think I'm quite so crazy then...yelling 1248
at you 1249
guys...moving around the classroom. 1250
- B: Singing or whatever. 1251
- V: So you would say that I was a non-traditional teacher? 1252
- B: Yeah! (Laughter.) Yeah, modern. 1253
- V: What would you change, if anything, about this course? 1254
- B: Need more time, but it's hard to give that. 1255
- V: A semester is a semester? 1256
- B: Yeah. You have to get it all in. It's hard to do that. We had 1257
to...sometimes, you 1258
know, we had to move real quick, but... 1259

V:	In movement education, which is most important: (1) process or product?	1260 1261
B:	Well, sometimes the process.... Well, both are very important. The process is extremely important because without the process, how are you going to have a product? You know, and you have to...every child is going to be individual. It's going to be... I don't know. The process, I guess I would have to say would be the most...	1262 1263 1264 1265 1266
V:	And competitive or non-competitive activities that's most important?	1267
B:	(Sighs.) I like both. And I think it depends on the individual.	1268
V:	...in terms of movement education?	1269
B:	Non-competitive in movement education because it gets the children active. A lot of kids are afraid. They don't take sports because they're afraid of the competition. And with the movement, they just all have fun. And they're getting their activity in...motor skills... using them too.	1270 1271 1272 1273 1274
V:	Have your views changed or your attitudes changed as a result of this course?	1275 1276
B:	Yeah. Well, I liked the course from the beginning, but I was unsure of, you know, what all we're going to be doing. My views are we need...for physical education majors or minors, I think this is a very important course because if you end up teaching elementary, the movement... The movement was the most important, I thought, because it teaches so many different things. And these little kids are just...they're so much fun to work with. And like I said, you don't have a lot of competition with little ones anyway, but if they're too afraid socially to compete, then they've got these little activities they can do and have a lot of fun with them. Hey mom, look what I learned and you know. So...yeah. I think it's important to have this class.	1277 1278 1279 1280 1281 1282 1283 1284 1285 1286 1287

V:	Which movement activities most interest you now: The social	1288
	dancing which included the ballroom, folk and square; aerobic dancing	1289
	techniques; creative movement techniques; or the formal movement	1290
	techniques which incorporate ballet, jazz and modern?	1291
B:	The movement.	1292
V:	The movement?	1293
B:	Yeah, the creative movement because I want to be an elementary	1294
	teacher so...	1295
V:	Ohhh.	1296
B:	I mean I've done the rest of it, you know, but the movement was real	1297
	important.	1298
V:	Which of the above-mentioned movement activities do you foresee	1299
	benefiting you the most in your teaching practices?	1300
B:	I already answered that one.	1301
V:	Yeah. Creative movement?	1302
B:	Creative movement, yeah. (Laughter.)	1303
V:	Have you changed your views or attitudes on anything you have said	1304
	in your	1305
	previous interview sessions? Or maybe just expounded on them?	1306
B:	Well, I answered that one. I just think it's important for everyone to	1307
	have: both genders, men and women. Garrett was a prime example. I	1308
	just loved Garrett. I loved working with him. (Laughter.) He was so	1309
	much fun, and the other guys saw him, and they were really like,	1310
	"Heh", you know. Let's do this; let's have fun.	1311
V:	Will you recommend this course to other preservice education majors?	1312
B:	Oh, yeah. I already have. And if Ms. Dansby's teaching it too, you'll	1313
	have a lot of fun. (Laughter.) Yeah, that's a great course. There just	1314
	needs to be more time it seems like, well especially in the spring. I	1315

don't think you have the concert in the fall. You probably have more	1316
time to get...	1317
V: Um huh	1318
B: ...to spend on each area.	1319
V: Well also, with Festival and then xxx. That took a whole lot of time.	1320
B: Um huh.	1321
V: The whole month of March, you realize, we did not meet one Friday.	1322
B: I know.	1323
V: And I was panicking. I'm like...	1324
B: We were too because we knew that...	1325
V: ...the concert was coming up.	1326
B: Yeah. We haven't even began. What are we going to do?	1327
V: I wondered if you guys were panicking.	1328
B: Um huh. Some of them probably weren't, but I was. I wanted to be	1329
in it. So...	1330
V: I was proud of you and Stacey doing the xxx xxx.	1331
B: Oh?	1332
V: And I was proud of Stacey learning the Soul Man.	1333
B: We did a good job. We tried real hard.	1334
V: He said to me, "Ms. Dansby, I always thought I was a pretty fair	1335
dancer until I took this class.	1336
B: I had to keep counting for him while we're out there, bless his heart,	1337
because he	1338
would get on the five. He'd put his foot down on the five instead of	1339
the seven. One,	1340
two, THREE, four....	1341
V: It's a fun dance.	1342
B: Yeah. I loved that. That was so much fun, even when we messed up,	1343

	we had a	1344
	good time. We laughed it off...	1345
V:	Um huh.	1346
B:	...went on.	1347
V:	What impact has this entire process had on you personally and on you	1348
	as a future educator?	1349
B:	This whole course? (Sighs.) Well, I've learned a lot that I want to use	1350
	if I want... I want to teach elementary so I've learned a lot that I want	1351
	to use in my elementary classes whether it's xxx xxx or whatever.	1352
	Humm. Other than that, I really don't know... I don't know.	1353
	(Laughs.) It seems like I've answered it all in the other questions. It's	1354
	just...I feel like this course will be important for me as a future	1355
	educator whether I'm teaching physical education or just the	1356
	elementary classes, for boys and for girls. And, you know, the proper	1357
	way to... You know, when we were doing our movement activities	1358
	or physically touching, you know.	1359
V:	Appropriate touching?	1360
B:	Yeah, for young kids.	1361
V:	Um huh.	1362
B:	I thought that was great. It's so cute anyway to watch little kids do	1363
	this anyway.	1364
V:	They love it.	1365
B:	I can see where they would. My nieces and nephews, we did some of	1366
	this, and they were so cute. They were great. And they're not scared	1367
	at that age to try.	1368
V:	Is there anything you'd like to add just to summarize or wrap up or	1369
	any information that you'd like to share with me about your	1370
	experience with the course or the concert?	1371

B:	Umm. The concert was great. It was fun. I haven't done that since I	1372
	was probably eight or nine years old on stage, so it was a lot of fun.	1373
	And I don't know. I just had a lot of fun. I'm glad I took it this	1374
	spring instead of in the fall because we got to do that. It's a lot of	1375
	work, meeting after classes, staying late, riding all the way home	1376
	because I'm from Shawnee. I had a good time and you're a good	1377
	instructor.	1378
V:	Oh, thank you.	1379
B:	I say, "Take Ms. Dansby. You'll love her, really!" (Laughter.) xxx	1380
	xxxxxx.	1381
V:	Well, I thank you for doing this.	1382

February 27, 1997
First Interview: Mr. J.

V:	I'm going to ask you a series of questions, statements, and I want you	1383
	to give your opinion. What's happened, and so on and so forth. The	1384
	first one: Why do you want to become a physical education teacher?	1385
J:	...studying athletics. xxx take two years so we can have exercise	1386
	science. (Tape is rather unclear at this point.)	1387
V:	Oh! With exercise science, you have to take the skills part.	1388
J:	Yeah.	1389
V:	Yeah, I guess you do.	1390
V:	Why have you enrolled in this course at this particular time?	1391
J:	It's not only part of the required curriculum, but it's also...it gives you	1392
	a different outlook on athletics and physical education, and the	1394
	different roles it could play.	1395
		1396
V:	Um huh. What are your initial impressions of this course?	1397
J:	At first, it was...we were real leery, but now it's neat to see where	1398
	dances come from. It's good exercise....to see how different dances are	1399
	put together and through different cultural beginnings.	1400
V:	Umm! What do you expect to gain from this course?	1401
J:	I've learned how to put together an aerobics routine, and how to count	1402
	music in a different way, and it makes dances a lot easier because you	1403
	know where things start and where things stop, and how to put things	1404
	together.	1405
V:	Did you count to music before?	1406
J:	Not like that. I haven't danced, but not....	1407
V:	Not like that. No, you count it differently when you play it.	1408

J:	Uh huh. Yeah.	1409
V:	How do you feel about this course being required?	1410
J:	I think it's good because it gives you....you're going to have different	1411
	ethnic kids from different backgrounds, and you'll see like from the	1412
	very beginning why these kids do what they do.	1413
V:	Um huh.	1414
J:	How they receive their culture in the music.	1415
V:	Yeah. Do you have any prior exposure/experience in formal	1416
	movement curriculum?	1417
J:	No.	1418
V:	What does the term movement education mean to you?	1419
J:	How the body initially moves. Uhh. There's different ways that the	1420
	body moves that you don't think it will, but if you do it, you marvel	1421
	at the very cool way you can get it to do a bunch of different things.	1422
V:	How do you feel about dancing?	1423
J:	I like dancing. I wish I could dance a lot better. My body's not really	1424
	made for a dancer.	1425
V:	Not necessarily.	1426
J:	I'd like to learn how to have better footwork from quicker feet.	1427
V:	Well, why don't you take tap next fall?	1428
J:	I may.	1429
V:	Garrett will be in there, and some of the other guys in there. With	1430
	your musical background, it would help because it's all rhythms.	1431
J:	I wish I'd have taken it a long time ago.	1432
V:	Do you really?	1433
J:	In football, I mean I'd have great feet.	1434
V:	Uh huh. Well, ballet help with that.	1435
J:	But the flexibility part of dance is something that I want to get more	1436

	into.	1437
V:	It helps.	1438
J:	Because we've always thought, you know. If you bought straps, just	1439
	start stretching it and do it hard, fast, then stop. But you showed us	1440
	the slow, and it does a lot more than...fast.	1441
V:	A lot more. Why	1442
J:	I don't know.	1443
V:	When you bounce and you jerk, your muscles contract.	1444
J:	Well, not so much the jerking. We've always been told, Don't bounce	1445
	But the thing where you said, put your hands over your head and just	1446
	xxxxxxx.	1447
V:	Oh, the gravity? Yeah.	1448
J:	Yeah, gravity, will stretch you more than strength will.	1449
V:	Yeah. Well, anytime you engage in gravity, even if you're just hanging	1450
	there, you're going.... When you contract, you have to relax into it	1451
	and breathe, and then the muscles relax and they all xxx.	1452
V:	Which movement activities most interest you at this point: social	1453
	dancing which includes ballroom, folk and square dance techniques;	1454
	aerobic dancing techniques; creative movement techniques; formal	1455
	movement techniques which includes ballet, jazz and modern?	1456
J:	Probably ballet because it's more of an art. You can express yourself	1457
	through ballet. Aerobics, it was more of a workout. You do it for a	1458
	different reason, to build yourself, but social dancing is more of a....I	1459
	mean, you kind of have to have a partner to social dance. Not all of	1460
	them, but usually it's in a group, but ballet and stuff, you can do by	1461
	yourself. It's like painting by yourself. You can kind of show people	1462
	through xxx xxx. Like the dance. Who was it that did that? The box?	1463
	When she danced....	1464

V:	Renee?	1465
J:	Yeah. I mean the real meaning behind the box.	1466
V:	Um huh.	1467
J:	I thought it was neat.	1468
V:	The wood?	1469
J:	Um huh.	1470
V:	Which of the above-mentioned movement activities do you foresee	1471
	benefiting you most in your teaching practices? Well, you're not going	1472
	to really be a teacher.	1473
J:	Well, for exercise science, it will be the aerobic part of it and the	1474
	flexibility. Well, the stretching through any of them	1475
V:	Right.	1476
J:	But the aerobic. Any of them...shows you how to move your muscles	1477
	and your joints. Any of them can work.	1478
V:	That concludes all the formal questions. Is there anything that you'd	1479
	like to add about the course or what you've learned or what you	1480
	expected or....?	1481
J:	It's a lot more than we expected. We thought it would just be kind	1482
	of...participate in movement...	1483
V:	We? Well, you've talked to the other guys in...?	1484
J:	Oh, yeah. Yeah, there's a lot of guys who just thought this would be,	1485
	you know, a hyper class. But it's not, we've learned a lot from you. I	1486
	mean, I think people are...wouldn't admit in a group. But I think	1487
	everybody likes it. I know...it's real fascinating to see all that stuff.	1488
	They joke about....we're embarrassed but...	1489
V:	Yeah.	1490
J:	But I like it. I've learned a lot.	1491
V:	Well, thank you	1492

J:	There's a lot of history stuff.	1493
V:	It's an interesting group. I have to admit I was a bit apprehensive	1494
	when I saw the role sheet, and I was concerned knowing that it was	1495
	the concert semester. And I have had classes that I couldn't pry off	1496
	the wall.	1497
J:	But I think I'm....to show that people are interested in it. I mean....	1498
	There's five girls in there, and then the rest of the guys dance with	1499
	guys.	1500
V:	Yeah. I know. And nobody's giving me a hard time.	1501
J:	Everybody did....the first two days.	1502
V:	Uh huh.	1503
J:	I will not dance with a guy. And now, it's like they've skipped that	1504
	and are really concentrating on what's really going on, and they dance	1505
	with guys. They don't care.	1506
V:	Um. There's an art to convincing men to do that.	1507
J:	Women are born to it. Women can convince men to do anything.	1508
V:	Well, I don't know about that. (Laughter.)	1509
J:	I can be convinced to do about anything.	1510
V:	Well, then there must be a willing soul under there somewhere.	1511
J:	Must be. I'm not afraid to learn something new.	1512
V:	Then that's it.	1513
J:	Why not.	1514
V:	Yeah.	1515
J:	It's just like the mountain bike racing. I'd never done that before, but	1516
	I'll do it again because you push yourself to a certain extent, and you	1517
	say, Hey. I rode 17 miles It was fund, and I like to learn. That's	1518
	different when somebody's pounding it into your head, and saying,	1519
	learn this, learn this, as compared to, you know, learning xxx xxx xxx.	1520

V: Yeah. It's kind of that way this semester, isn't it?

1521

March 27, 1997

Second Interview: Mr. J.

V: How has the course affected your attitudes and perceptions of 1522
movement education curricula, so far? 1523

J: I didn't know it was as in-depth as it was. I didn't know there was 1524
that much background. It takes a lot to come to class and do that. 1525

V: Yeah. Anything else? Have any of your thoughts expressed in your 1526
first meeting changed? 1527

J: No. I didn't have any negative thoughts about it the first time. Not 1528
evenxxx xxx. 1529

V: What are your feelings regarding the course activities so far? We have 1530
just finished ballroom dance. On our last visit, we hadn't done that 1531
yet. 1532

J: I think everybody liked that. It's more modern, and that's sort of 1533
more what they do. They've seen more of it on TV and stuff like that. 1534
I think everybody was excited to sign up for the performance. 1535

V: You do, really? 1536

J: Nobody's....everybody's looking forward to that. 1537

V: Well, I'm surprised. I know that a lot of them did not want to do the 1538
xxx step, but then I also noticed that more people wanted to than I had 1539
anticipated. Scott came to class yesterday, and he's already become 1540
one of the dance clowns. (Laughter.) 1541

J: I think everybody's looking forward to it. I am. I think it's fun. I 1542
was scared stiff the first time I did it, but then when it was over, it's 1543
not that bad. 1544

V: Yeah. 1545

J: And this time, it won't be bad. 1546

V:	How do you perceive participation in formal movement curricula as it	1547
	relates to gender appropriateness? Formal movement to curriculum	1548
	being jazz, modern and ballet.	1549
J:	Repeat the question.	1550
V:	How do you perceive participation in formal movement curricula as it	1551
	relates to gender appropriateness? Men don't do ballet.	1552
J:	But everybody did. There weren't any grips about it. Everybody did	1552
	movements, and everybody.....	1554
V:	How do you personally perceive it?	1555
J:	Well, that's like I told you the first time. I wish I could do it because I	1556
	think it's neat. That's....I don't know how many people feel that	1557
	way. That's just the way I see it. I think it's an art.	1558
V:	Yeah.	1559
J:	I think it's really neat to....I mean like that. Everybody would want to	1560
	look like that.	1561
V:	Yeah.	1562
J:	It's just another discipline but I'd like to...	1563
V:	So you don't see that that....um....so maybe jazz would be more	1564
	appropriate for male gender than ballet would be?	1565
J:	No. Because it's...I mean... Women, I think, would like someone who	1566
	is into dancing.	1567
V:	They do! Why don't men get this?	1568
J:	I do!	1569
V:	xxx xxx xxx. What age groups when you think of modern jazz ballet.	1570
J:	Classify them?	1571
V:	Early childhood?	1572
J:	Jazz. I mean, is that what we're doing here?	1573
V:	Yeah. Which would you think would be more appropriate for which	1574

	age group?	1575
J:	Because it's upbeat and they're hyper, and they can get into that, I think	1576 1577
V:	Elementary?	1578
J:	Probably jazz and some modern.	1579
V:	Junior high/middle school?	1580
J:	Probably the modern because that's where they get to start getting close.	1581 1582
V:	High school?	1583
J:	Probably modern and ballroom, because ballroom is more of a....they're starting to mature and you can have xxx and that's real classy.	1584 1585 1586
V:	College?	1587
J:	I think college you could start over and do any of the above because everybody's kind of out on their own, and they're just trying to xxx.	1588 1589
V:	Senior retirees/elderly?	1590
J:	Ballroom.	1591
V:	Ballroom?	1592
J:	Some jazz probably, but I think it would be old men.	1593
V:	What about aerobics?	1594
J:	Low-impact.	1595
V:	Very low impact. Do you believe one's religious affiliation has any effect on an individual's receptiveness or attitudes towards participation in movement activities and/or a course such as this?	1596 1597 1598
J:	Yes, because someone who is real conservative, what is it going to do... Like the hips and stuff. But if you're real open and real xxx, you can go with it and have fun.	1599 1600 1601
V:	Well, someone who has been raised in, say, a fundamentalist	1602

	background as opposed to someone who has not been raised in a	1603
	fundamentalist...	1604
J:	Explain that fundamentalist?	1605
V:	Baptist, Christ of Christ, religion like that.	1606
J:	That's what I was talking about. I just wasn't going to name any	1607
	names, me being Catholic, we...	1608
V:	That's okay. We can drink bath brandy and dance.	1609
J:	And we do!	1610
V:	I was raised Catholic.	1611
J:	I think it has a lot to do with it. Just how much you're willing to...	1612
V:	The type of special.	1613
J:	Someone made a joke last night. We were at a friends house, you	1614
	know, at a cookout. There was a lot of beer and stuff. But if	1615
	you're...you go fishing with one Baptist, he'll drink all your beer. But	1616
	if you go fishing with two Baptists, he won't drink any beer. It's just	1617
	whoops around.	1618
V:	That's right.	1618
J:	If that's the way they want to be, that's the way they want to be.	1619
V:	It's the way they want to be. Anything that you can think of that	1620
	you feel appropriate to tell me at this time about your experiences in	1621
	the course. Maybe things that you've perceived with the other	1622
	students or...?	1623
J:	I think it's fun. I mean, I would recommend it to people just	1624
	because.... I mean, we've had a good time in there, though we've done	1625
	a lot. We haven't just slacked off or just goofed around or anything. I	1626
	think we've been serious about it, but it's been fun. I know	1627
	everybody's wanted to learn.	1628
V:	I try. I try to give you your money's worth.	1629

J: Yeah. xxxxxx.

1630

May 8, 1997

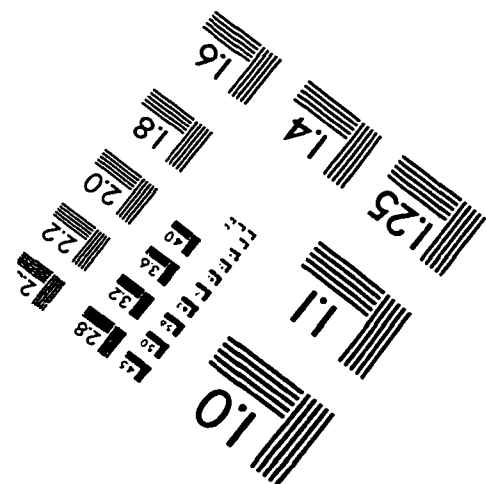
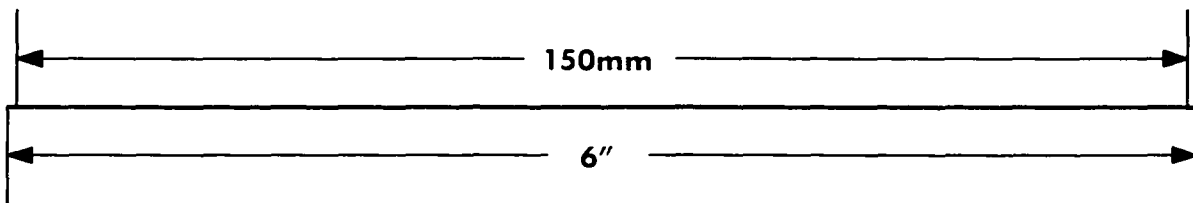
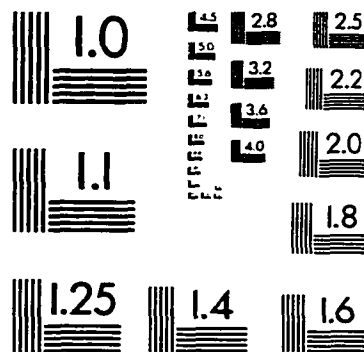
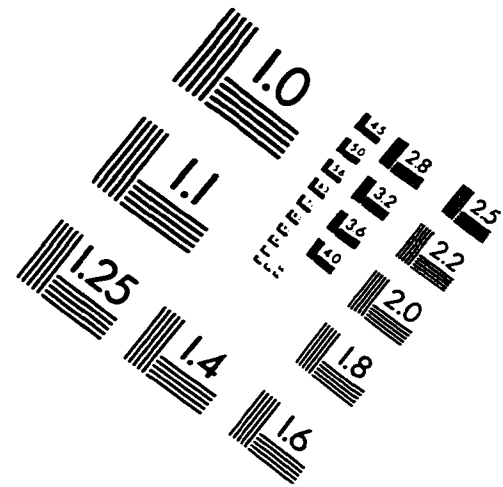
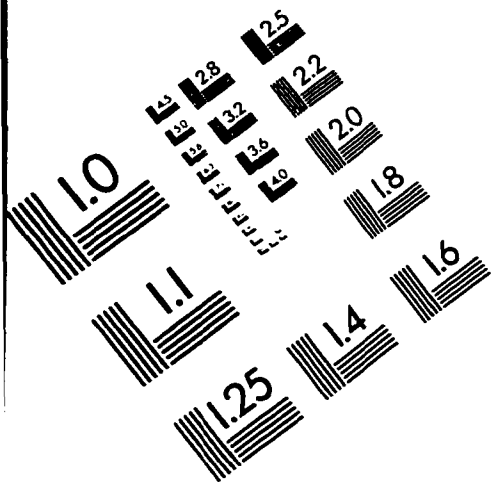
Third Interview: Mr. J.

- V: How have your views regarding any aspect of this course changed 1631
from your initial impressions, attitudes, perceptions, etc.? 1632
- J: My attitude towards the end is more willing to do the stuff than at the 1633
first. I wasn't real enthused about dancing every day. It's just....It 1634
was fun. It was just getting used to being around people more. Once 1635
you broke your ego barrier, it was all right. 1636
- V: What would you change, if anything, about this course? 1637
- J: Ummm. I don't know if there's anything I would change. Maybe 1638
make it...but you'd have to make the semester longer, but give me 1639
more time for preparation. I know we had plenty of time, but it gets 1640
kind of crammed towards the end with the production and all that 1641
stuff. 1642
- V: In movement education, which is the most important: (1) the process 1643
or the product? 1644
- J: Probably the process. 1645
- V: Competitive or non-competitive activities? 1646
- J: It's still in the movement. It's still in the movement. 1647
- V: Movement education? 1648
- J: I believe competitive. 1649
- V: Why do you say that? 1650
- J: Because...to keep your... Well, to put the two together--competitive 1651
and process. You'd be doing it right, stressing doing it right, but doing 1612
it quickly. Or doing it the right way or whatever it takes to do it 1653
quickly. Perfect, because you can get a product many different ways. 1654
You can slack on the process and still get the product. 1655

V:	Have your views or attitudes changed as a result of this course?	1656
J:	Yes. (Clears throat.)	1657
V:	In what way?	1658
J:	Well, the understanding of...the understanding of teaching the	1659
	movements, the different types of dances. I didn't think I would	1660
	dance so I wouldn't be able to teach it.	1661
V:	Which movement activities most interest you now: The social dancing	1662
	(which includes the ballroom, folk and square); the aerobic dance	1663
	techniques; the creative movement techniques; or the formal movement	1664
	techniques (which includes ballet, jazz and modern)?	1665
J:	Probably the aerobic techniques or the formal. The formal was the last	1667
	one we did?	1668
V:	Um huh.	1669
J:	Yeah, the formal. But I like...I mean for me to do, probably would be	1670
	the formal, but I like to watch the ballet. The stuff with the	1671
	meaning...the stories.	1672
V:	Um huh.	1673
J:	Because I think it's neat trying to figure out what they're trying to do	1674
	plus I like the opera.	1675
V:	Well, there was a couple I know this time that....the glass and Renee's	1676
	piece...	1677
J:	Yes. See I like those.	1678
V:	Which of the above-mentioned activities do you foresee benefiting you	1679
	most in your teaching practices?	1680
J:	Oh, I think for teaching probably the creative movement.	1681
V:	Have you changed your views or attitudes on anything you have said	1682
	in our previous interview sessions?	1683
J:	Not really knowing what I said.	1684

V:	In retrospect. I know it's hard to look back.	1685
J:	I feel I probably.... I've probably said...I like it more than I did at first.	1686 1687
V:	Okay. Will you recommend this course to other preservice physical education majors?	1688 1689
J:	Um huh. I think they should take it. I think they should have to take it.	1680 1691
V:	What impact has this entire process had on you personally and on you as a future educator?	1692 1693
J:	I think the whole stage fright thing. The breaking...your self-image and all that stuff. You have to let down all your guards, and just get it done. Just do it and get over that real quickly. Kind of sink or swim.	1694 1695 1696
V:	Do you feel that the concert should be a part of the course?	1697
J:	Yes! It's one of the hardest xxx that people will ever take.	1698
V:	(Laughs.)	1699
J:	It is!	1700
V:	It will be interesting to compare fall to spring. I felt that this class gelled more than the other one, and I think it's because of the concert.	1701 1702
J:	I wonder if it's because of that...because we knew we're going to have to do it, so we thought might as well get along...	1703 1704
V:	Um.	1705
J:	...and make it look like we know what we're doing.	1706
V:	(Laughs.) Is there anything that you would like to add, knowing where this transcripts going to be?	1707 1708
J:	Just I enjoyed the class and had a good teacher.	1709
V:	(Laughs.) Okay.	1710

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