



TEXAS Education

The University of Texas at Austin
College of Education

*Previous sport participation and
Chinese preservice physical education
teachers attitudes toward fitness
testing*

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Introduction



Guidance Document

Instructional Framework for Fitness Education In Physical Education

Introduction

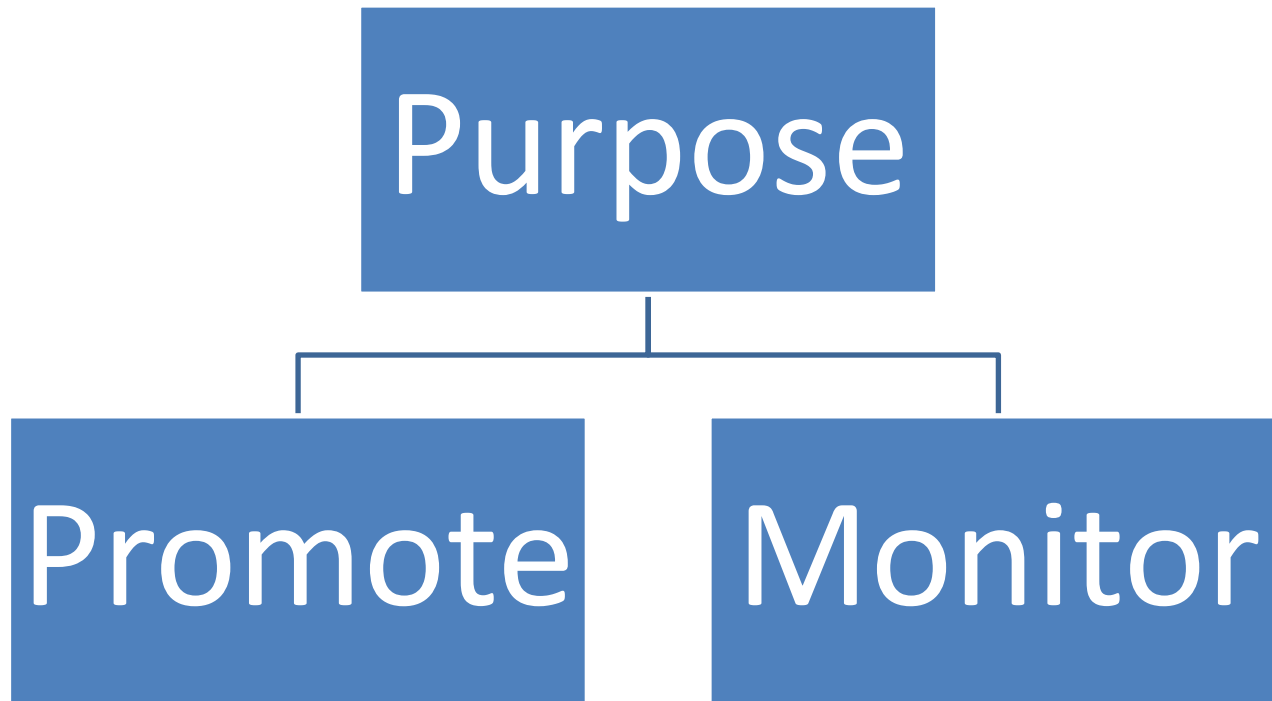
Before changing its name in 2013 to SHAPE America – Society of Health and Physical Educators, the National Association for Sport and Physical Education's (NASPE) created a Fitness Education Project team to gather insights from professionals across the country who have worked on national and state physical education standards and district curriculum materials; from content and pedagogy specialists; and from current literature to provide what follows: a comprehensive Instructional Framework for Fitness Education in Physical Education.

Fitness education is a subcomponent of the total physical education program, focusing on helping students acquire knowledge and higher-order understanding of health-related physical fitness (the product), as well as habits of physical activity and other healthy lifestyles (the process) that lead to good health-related physical fitness, health and wellness. Although the term "fitness" is used in many ways, in this project, fitness education is defined as health-related fitness education. The following working definition of fitness is used to guide the development of the Instructional Framework: fitness education is the instructional and learning process of acquiring knowledge, skills and values; experiencing regular participation in physical activity; and promoting healthy nutrition choices to attain life-enhancing health-related fitness.

Review of Literature

Countries throughout the world have included health related fitness (HRF) testing into physical education in public schools (Keating, Smolianov, Liu, Castro-Piñero, & Smith, 2018)





(Xiaofen D. Keating, Smolianov, Liu, Castro-Piñero, & Smith, 2018; Xiaofen Deng Keating, 2003)

Silverman and Colleagues (2008) address that HRF in schools **is highly contested** and highlighted that there is not universal acceptance of HRF testing as a tool for physical education teachers.

Critical Perspective

Rowlands view that fitness testing was

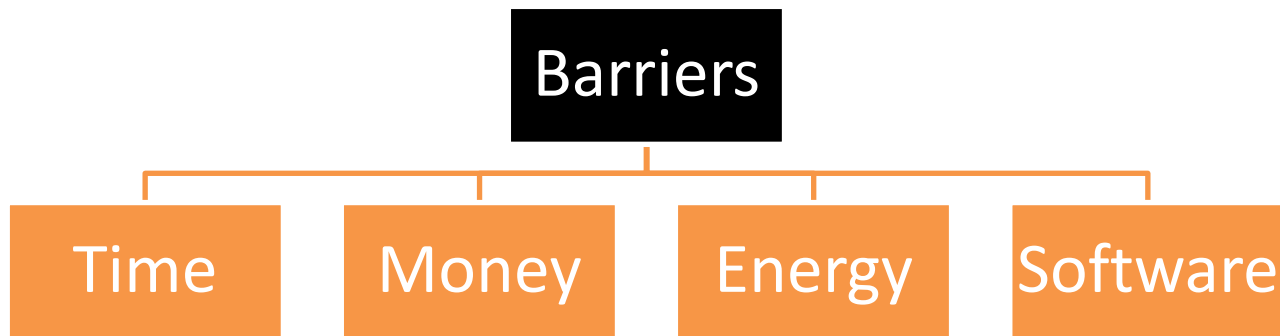
- not meeting the need for programs with a **focus on providing and enhancing physical activity (PA)** through physical education
- HRF was merely an outcome of PA not the focus.

(Rowland, T.W., 1995)

Rowlands view was followed up by a number of articles **studying and debating the merit** of HRF testing.

(Cale, Harris, & Chen, 2007; Corbin, Pangrazi, & Welk, 1995; Liu, 2008; Silverman, Keating, & Phillips, 2008)

Review of Literature



Even for those who believe that HRF testing should be included in school based physical education a number of barriers exist (Martin, Ede, Morrow, & Jackson, 2010).

China

Though HRF testing is contested, China requires yearly testing (Keating, Smolianov, Liu, Castro-Piñero, & Smith, 2018)

Chinese Preservice Physical Education Teachers (PPETs), as well as all undergraduate students, participate in HRF testing during college (Keating, Stephenson, Liu, & Colburn, 2019)

Apprenticeship-of-Observation

Chinese PPETs prior experience with HRF testing may contribute to their attitudes, when considering the concept of apprenticeship-of-observation

(Lortie, 1975).

Schempp (1987) connected this concept to PPETs. PPETs serve as apprentices to their own teachers, through which they learn about “the tasks of teaching”
(Schempp, 1987, p. 7).

Purpose

PPETs apprenticeship may also apply to their experiences as athletes.

This study will aim to look at fitness assessment and Chinese Physical Education Teacher Education Majors attitudes toward health related fitness (HRF) testing, with special attention on sport participation as a potential influencer.

Variables and Data Collection

The Preservice Physical Education Teacher
Attitudes toward Fitness Tests Scale
(PPETAFTS)

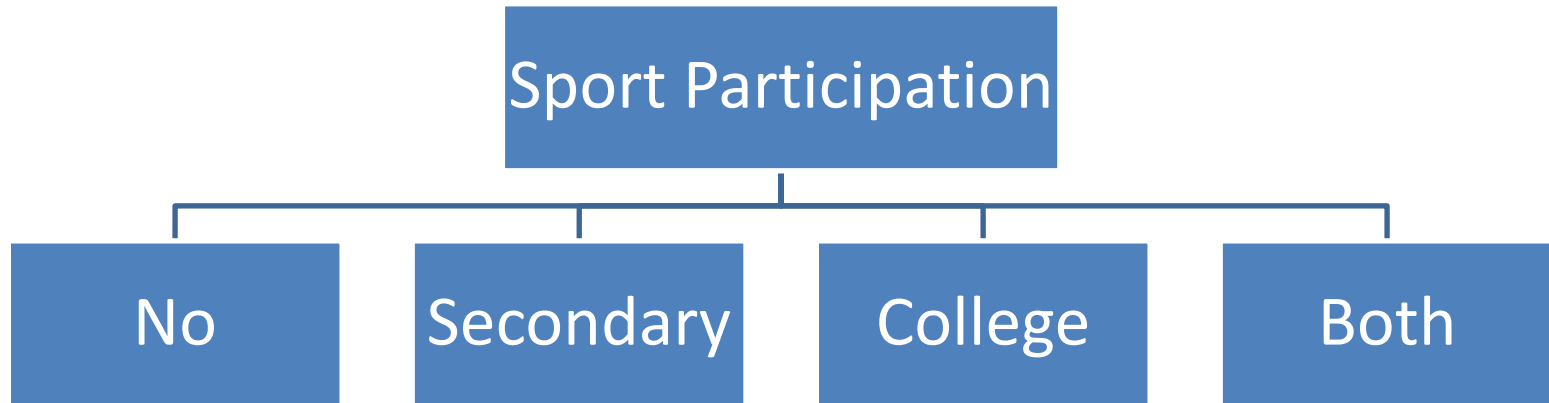
Affective
Domain

Cognitive
Domain

(Deng Keating, Silverman, & Hodges Kulinna, 2001)

Variables and Data Collection

Additional questions



Participants

A convenience sample of full time Chinese PPETs (N=891)

- from 11 universities participated in the study
- age range from 17 to 47 years old
- average age of 20.94 (SD = 2.14).
- 61.8% male (n = 551) and 37.9% female (N=338).

Analysis

Two different two way ANOVA

Post Hoc Testing for Main Effect

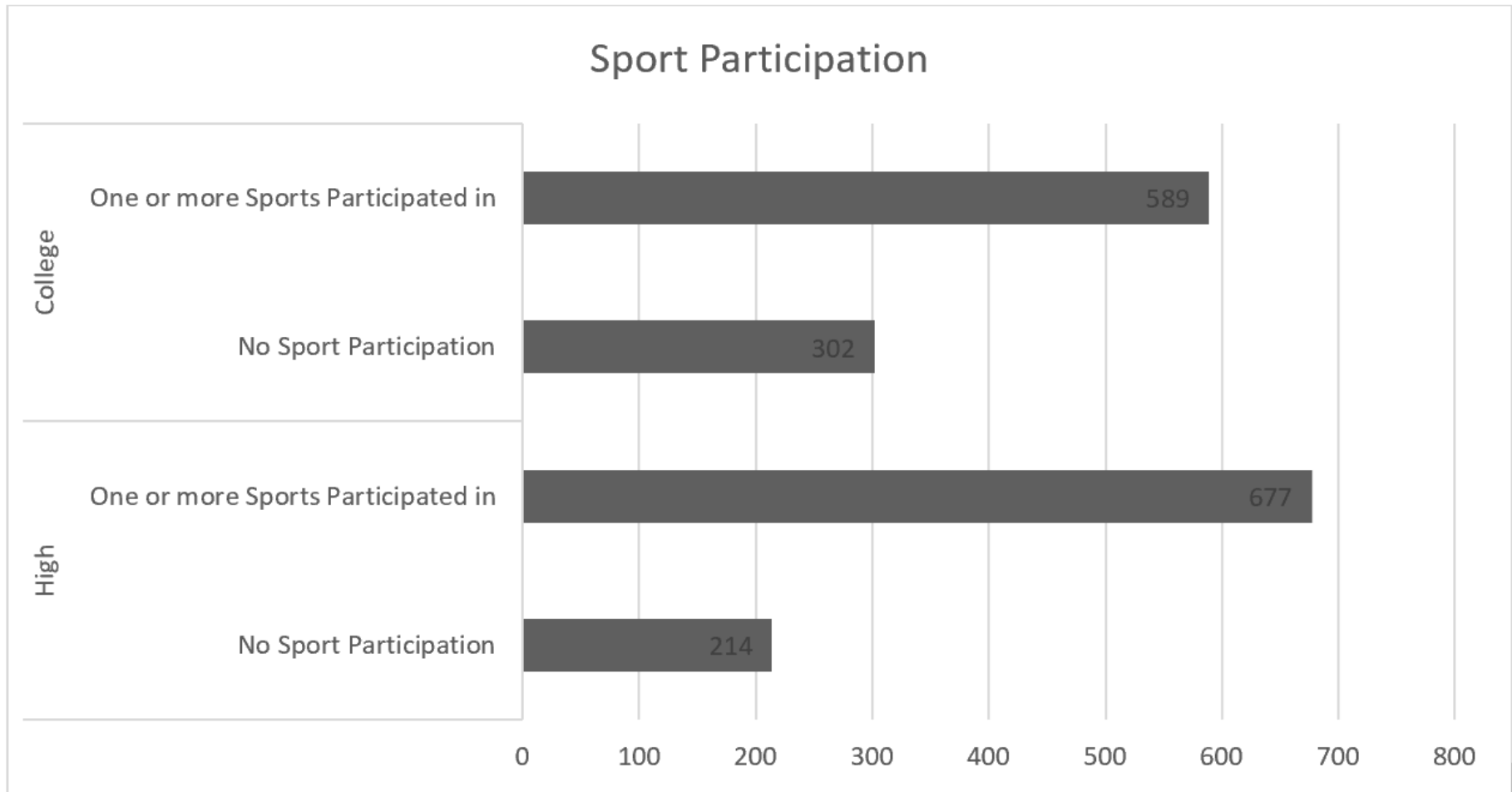


Figure 1. Sport Participation in High School and College

	HS		Mean	Std. Deviation	N	
	Participation	College Participation				
Affective Domain	No Sport	No Sport Participation	4.33	1.18	94	
	Participation	One or more Sports	4.79	1.26	120	
		Participated in	Total	4.59	1.25	214
		Total	No Sport Participation	4.86	0.85	208
	One or more Sports	One or more Sports	5.31	1.12	469	
		Participated	Participated in	5.17	1.06	677
		in	Total	5.17	1.06	677
	Total	No Sport Participation	4.69	1.00	302	
		One or more Sports	Participated in	5.20	1.17	589
		Total	Total	5.03	1.14	891
Cognitive Domain	No Sport	No Sport Participation	4.89	0.84	94	
	Participation	One or more Sports	4.95	0.99	120	
		Participated in	Total	4.92	0.92	214
		Total	No Sport Participation	5.12	0.63	208
	One or more Sports	One or more Sports	5.38	0.82	469	
		Participated	Participated in	5.30	0.77	677
		in	Total	5.30	0.77	677
	Total	No Sport Participation	5.05	0.71	302	
		One or more Sports	Participated in	5.29	0.87	589
		Total	Total	5.21	0.83	891

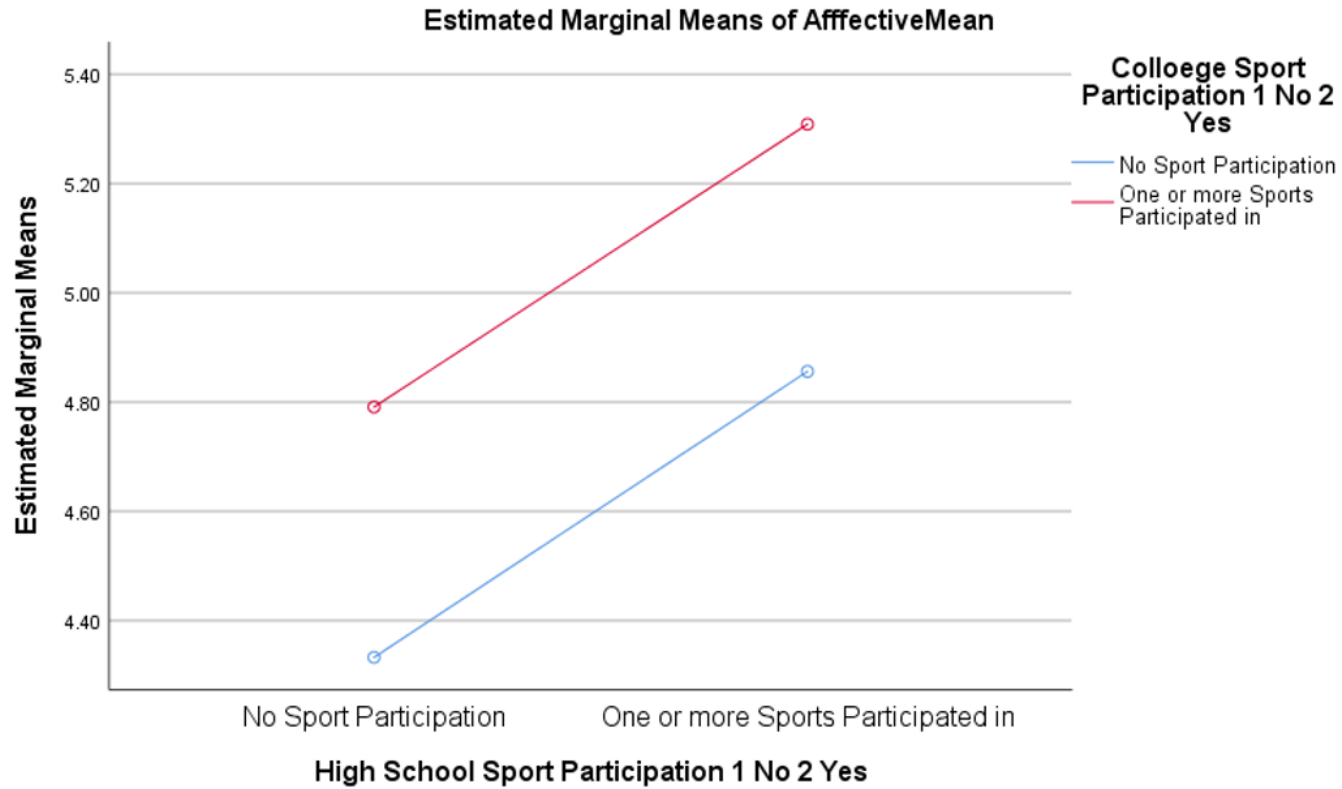


Figure 2. Affective Scores for Chinese PPETs sport participation in High School and College

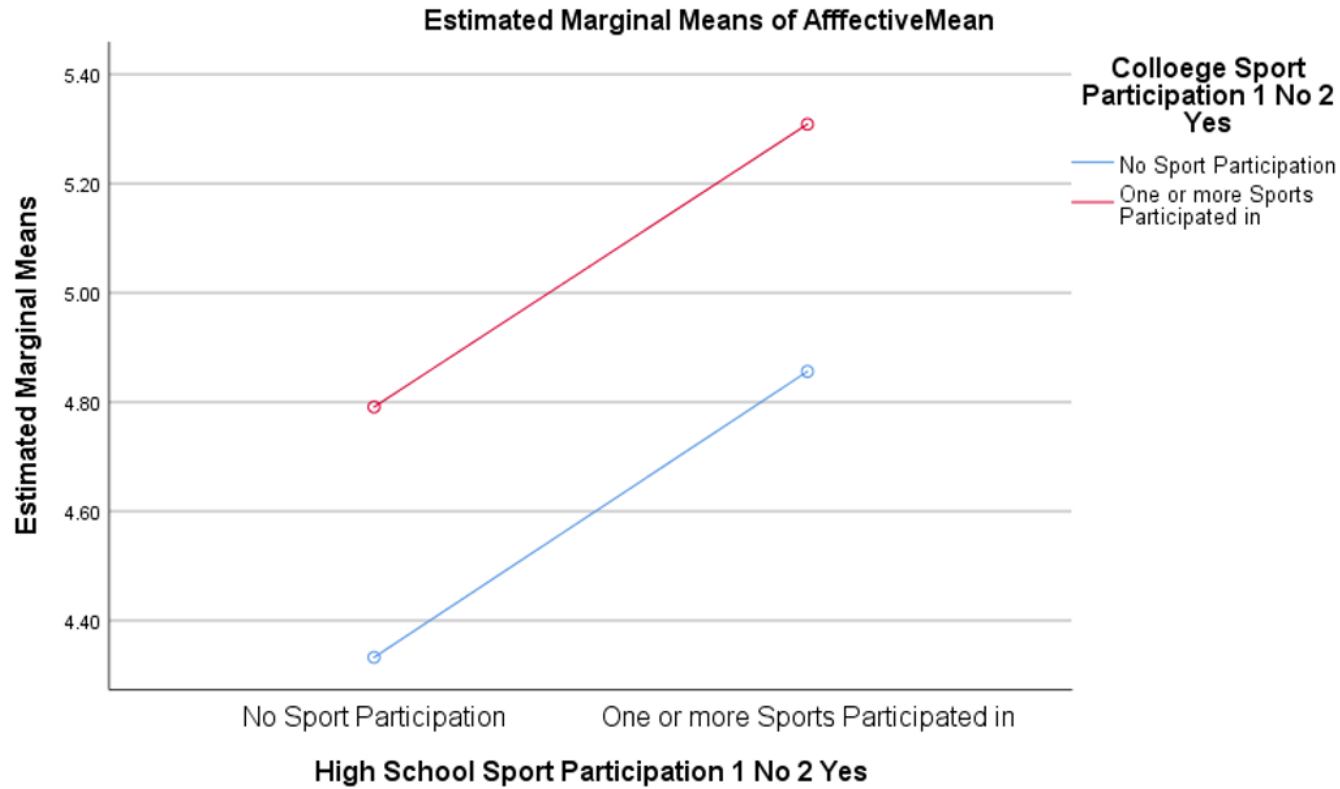


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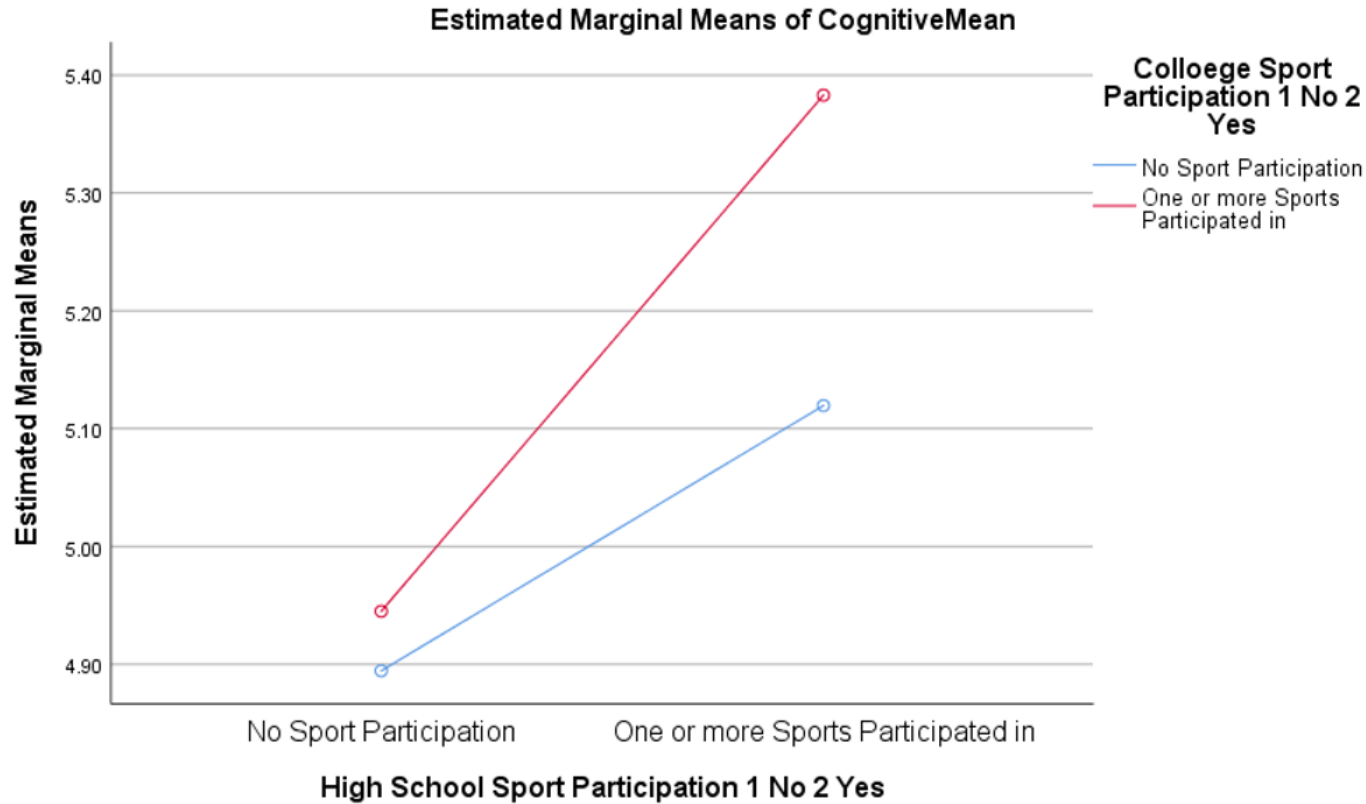


Figure 3. Cognitive Scores for Chinese PPETs sport participation in High School and College

Discussion



Discussion



Supporters

Critics

Limitations

Conclusion