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Using TARGET to enhance preservice classroom teachers' ability to identify and develop a motivational climate in physical education

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Using TARGET to Enhance Preservice Classroom Teachers' Ability to Identify and Develop a Motivational Climate in Physical Education

Dana J. Perlman and Grace Goc Karp

Abstract

Motivation is often a major concern for educators in all subject areas. Educational benefits associated with increased levels of student motivation have been well-documented within educational research. Improving student motivation can be affected by the educational environment (motivational climate), developed by the teacher. This study examined the development of preservice teachers' (n=13) utilization of TARGET (a motivational intervention) in a physical education practicum setting. Data was collected through two methods, (a) scenario responses were conducted using a pretest/posttest design and (b) self-reflection and field notes were collected during the practicum. Data revealed that a semester methods course focusing on the TARGET components allows PTs to develop Task, Grouping and Recognition components of a motivational climate within their teaching, while components associated with Authority and Time were less developed by PTs. Results of this study add to the previous research on teacher preparation that suggest effective preparation of PTs should allow for increased time to develop skills and utilize lesson reflections as a means for developing individualized teaching skills.

Quality preparation of teachers is the primary objective of all teacher preparation programs throughout the United States. Many programs base their educational goals and objectives upon subject-specific standards within their related

field. For instance, physical education programs follow standards set by the National Association for Sport and Physical Education (NASPE, 1995). These standards guide the development and implementation of quality teacher preparation programs. While all subject area programs differ, there is a common thread between each program and the respected standards. Teachers should understand and be able to motivate students (NASPE 1995; NCATE, 2002). Research has demonstrated that affecting student motivation has been linked with positive student outcomes, such as increased participation in activity (Papaioannou, 1990) and learning (Chen, 2001).

Preservice teachers (PTs) must understand how to develop and maintain student motivation within their respected subject field, especially elementary educators who are required to work within multiple learning domains and subject areas. Impacting student motivation lies in the manipulation of the educational environment, commonly referred to as a motivational climate (Ames, 1992).

Research on motivational climate is grounded in achievement goal theory (AGT). AGT posits that individual motivation is affected by an individual's ability to demonstrate competence. Research indicates that individuals possess two types of orientations for demonstrating competence, mastery (task) or performance (ego) (Walling & Duda, 1995; Xiang & Lee, 1998, 2002). Students who possess a mastery-orientation demonstrate competence or success through the achievement of personal goals and individual

growth. On the other hand, performance-oriented students judge success through social comparison, like winning and/or losing. Understanding factors that motivate the individual are important for creating an environment that has a positive effect on students (Cury, Biddle, Famose, Goudas, Sarrazin, & Durand, 1996).

Epstein (1989) researched components of the classroom environment that would affect individual motivation and created TARGET, an acronym used by educators to manipulate the environment to affect individual motivation.

TARGET stands for strategies involving Task, Authority, Recognition, Grouping, Evaluation and Time (See Table 1). Each of these components can be manipulated by the educator to aid in the development of a motivational climate. Similar to the research on individual motivation orientations, there are two types of motivational climates, mastery and performance (Ames, 1992; Ames & Archer, 1988). A mastery climate judges success through individual progress and development, while a performance climate evaluates success through social comparison.

Table 1

An Explanation of TARGET Principles and Related Examples

	Description	Example
Task	Challenging and diverse	A lesson provides students with six stations for learning to throw and catch
Authority	Provide student choice and leadership	Students are asked to outline rules for the class
Recognition	Based on individual progress	Students are rewarded for personal achievement
Grouping	Promote cooperation and peer instruction	Students teaching each other how to catch
Evaluation	Mastery of tasks and individual development	Grade students on individual progress
Time	Adjusted to personal capabilities	allow enough time for student mastery of skills

Adapted from (Biddle, 2001)

Research on TARGET and motivational climates within physical education suggests that a mastery climate is associated with positive student outcomes, such as increased intrinsic motivation (Cury, et al, 1996; Theeboom, De Knop & Weiss, 1995), increased effort (Xiang, Bruene, & McBride, 2004) and students choosing challenging tasks (Solmon, 1996). On the other hand, research on performance climate suggests no effect on intrinsic motivation (Papaioannou,

1994) and negative feelings toward activity (Treasure, 1997).

Through this research, it has been demonstrated that students in diverse educational settings prosper in a task-involved climate. Significant to this study is how well future elementary education classroom teachers can learn and apply TARGET to the physical education setting. This is relevant for three reasons; (a) many elementary schools throughout the nation do not employ a qualified

physical education teacher and rely on classroom teachers to implement the physical education curriculum (NASPE, 1998), thus ensuring classroom teachers have effective instructional skills in a physical education setting is critical, (b) preparation in physical education teaching for elementary education majors is often limited to a two or three credit course, thus this preparation needs to include pedagogical skills and practices that are proven to work; and (c) elementary classroom teachers are exposed to many different subject area methods courses and may benefit from pedagogical skills that can effectively be applied in other subject domains. Pangrazi (2001) stated that subject integration is an important avenue for developing concepts to meet the needs of diverse learners and develop wholistic learning.

Research has demonstrated the positive effects of a mastery (task) climate on student motivation. The development of TARGET has provided educators with a tool for creating such a climate and should be used as a part of teacher preparation. Currently, there is no research evaluating the effect of utilizing TARGET as a tool to enhance PTs' teaching abilities in developing a motivational climate. The purpose of this study was to investigate PTs' ability to utilize TARGET to create a task-involved motivational climate. Specifically, can PTs identify and develop strategies for creating a motivational climate?

Methods

Participants

Participants were first and second year University students (N=13; male=3; female=10) enrolled in a physical education for classroom teachers' method course. PTs attended a four-year university in the Pacific Northwest. Enrollment in this course was a prerequisite for acceptance into the College of Education. Utilization of this class was based upon the premise that each PT possessed little, if any, pedagogical knowledge in the physical education context.

Students of the elementary physical education class were in a combined fourth through sixth grade class (N=28; male=12; female= 16). The elementary class was from a local private school and did not have a physical education program. This was due to the fact they did not possess the funds, equipment or space to effectively implement a quality physical education program. The private school had been in a partnership with the University for the last three years. Permission to utilize this class as part of a research study was granted by both the administrator and teachers of the elementary school.

Scenario Development

To determine if PTs could identify TARGET components, a scenario was developed. Scenario development began with the researcher creating a sample elementary physical education lesson, which described an in-depth 30 minute lesson. Incorporated into the scenario was each component of TARGET. Next, two physical education professors evaluated the scenario for content, construct, and fluidity. Revisions were made and the scenario was piloted with a "Physical education for classroom teachers" methods course a semester prior to the beginning of this study. PTs' responses were used to perform a content analysis and modify any component of the scenario deemed confusing and/or irrelevant. The scenario was modified to create a better understanding of the sample lesson, although it should be noted that both peer review and content analysis demonstrated all components of TARGET were present in the sample lesson. The final scenario used for this study was two pages in length and required each subject to answer questions related to identifying and developing motivational components (See Figure 1). Administration of the scenario was conducted in a classroom setting and required between 15-25 minutes for completion.

TARGET Intervention

In order to educate the PTs about TARGET, an intervention was specifically designed and

implemented. The intervention began with classroom lectures and discussions of TARGET outlined by the works of Epstein (1988; 1989). Initially, students were provided an overview of motivation and applied benefits (Roberts, 2001) and creation of a mastery (task) motivational climate (Epstein, 1988; 1989). Second, each PT applied learned TARGET concepts through (a) development of sample lessons (n=2 per PT) taught to their classmates and (b) evaluation of in-class sample lessons (n=3 per PT) led by the professor. PTs were required to develop lessons according to their assigned topic, such as locomotor skills. Upon completion of each PT lesson, the class was asked to critique the lesson for content and teaching effectiveness. Lesson critiques were completed using a (a) five minute professor led discussion and (b) take home critiques. A component of all lesson critiques focused on the PTs' ability to incorporate components of TARGET. PTs were also required to evaluate sample physical education classes instructed by the professor. Reflection and critique of professor-led lessons required an informal discussion, during which PTs worked in groups and brainstormed ideas for developing student motivation. This style of lecture and application instruction was utilized throughout the first six weeks of the course.

Data Collection & Procedures

Before beginning the study, permission was granted from the Human Assurance Board and each subject provided informed consent. Consent for use of the elementary students was obtained through the permission granted from the administrator and teacher at the elementary school. PT confidentiality was established through the use of pseudonyms.

Scenario collection began with the administration of the first scenario on the second day of class, whereby PTs were asked to read the scenario and identify motivational components in the scenario and provide their future suggestions for enhancing student motivation. During the next six weeks, students were taught physical

education pedagogical concepts including TARGET components. Upon completion of the six-week classroom sessions, data were collected again with the second administration of the same scenario.

The second part of this study required PTs to apply their teaching skills in a practicum setting. The PTs met the practicum twice per week for one hour each day. Each one-hour session was split into two half-hour lessons. The total number of lessons for the twelve week practicum was thirty-nine. Some practicum days were cancelled due to school holidays and scheduling conflicts with the gymnasium.

PTs were required to teach a total of nine lessons, three as a lead teacher and six as a supporting teacher. Each lead teacher was required to develop the lesson plan and coordinate roles and responsibilities of the supporting teachers. Requirements for supporting teachers were to assist in the implementation of the lead teacher's lesson. PTs not involved in the teaching process, were asked to complete a peer evaluation. Peer evaluations were used to provide constructive feedback and were not used as a data collection method.

Self-reflections and researcher field notes were collected during the practicum experience. Self-reflections were completed after each lesson and PTs were asked to respond to two motivational questions. In addition, the researcher kept field notes that focused on the PTs' abilities to develop a motivational climate. This process was ongoing throughout the twelve week practicum.

Data Analysis

Data analysis was conducted in two phases. First, scenario responses were coded and analyzed using pre-assigned codes of the TARGET components. Responses were tallied and used to develop a frequency table to show the effect of the TARGET intervention on PTs' abilities to identify and develop a motivational climate. Second, results were further analyzed using paired sample t-tests to evaluate significant differences between pre and posttest results. Significance levels were accepted at the .05 level (Nunnally, 1978).

PTs' reflections and researcher field notes were analyzed for emerging themes using the constant-comparative method (Lincoln & Guba, 1985). All data were coded by a second researcher and inter-observer agreement was established at or above 90% for all data collection sources.

Trustworthiness of qualitative measures was established through triangulation of multiple data sources (Goetz & LeCompte, 1984). Triangulation was developed by identifying and connecting themes from self-reflections, researcher field notes and scenario responses.

Results

The purpose of this study was to investigate PTs' ability to utilize TARGET to create a task-involved motivational climate. Specifically, can PTs identify and develop strategies for creating a motivational climate. Results of the TARGET intervention and twelve-week practicum, suggest that PTs' abilities continued to develop throughout the entire study.

Scenario Responses

Scenario responses were used to analyze PTs' abilities to (a) identify components and (b) develop strategies for creating a motivational climate. Pretest results were used to investigate initial pedagogical abilities for creating a motivational climate. Results suggest a predisposed tendency to identify Task, Recognition and Evaluation components, while responses for future strategies were limited to Task components (see Table 2).

Posttest results from the scenario responses demonstrated that PTs' abilities to identify components of a motivational climate from the sample lesson developed in the categories of Task (27%), Authority (100%), Recognition (40%) and Evaluation (37.5%). The percent change was calculated by dividing the total frequencies of the posttest by the pretest and multiplying by 100 ($[(\text{Posttest frequencies} / \text{Pretest frequencies}) * 100]$). Results of PTs' abilities to develop new strategies and techniques for creating a motivational climate

demonstrated an increase across the entire TARGET components ranging from 20%-200%. It should be noted that the increase associated with the Authority component, while demonstrating an increase of 100%, is deceiving since the frequency total increased to two from a pretest score of one.

Furthermore, results of paired sample t-tests indicated significant differences between pre and posttest results for Recognition in terms of identification $t(12) = -2.31, p = .04$ and development $t(12) = -3.21, p = .008$. Furthermore, although insignificant, the concept of identifying Task $t(12) = -1.76, p = .10$ approached acceptable levels. Results of paired t-tests are displayed in Table 3.

Teacher Reflections and Researcher Field Notes

As a result of qualitative analysis of PT reflections and researcher field notes, five themes emerged from the data. These themes consisted of (a) PTs focused on getting through the lesson, (b) Initial development of a motivational climate, (c) Using the Recognition component takes time, (d) Authority and Time components begin to emerge and (e) Why is the Evaluation component missing?

PTs focused on getting through the lesson.

As PTs began their practicum experience, it became evident that there was no overlapping progression between scenario responses and application into teaching techniques. Similarly, Tom (1997) stated that assistance is needed for beginning teachers to connect theory and application. Scenario responses were no different in that PTs understood the components for creating a motivational climate, but struggled to properly implement these strategies early in the practicum setting.

During the first three weeks, PT reflections and researcher field notes focused on problem students and management issues, which is a common concern for novice teachers (Stroot, Faucette, & Schwager 1993). Phyllis stated, "I wanted to bribe them to be good. I told Caroline that she should take the bad kids; so [Professor]

Table 2

Frequencies for Identification and Development of TARGET Principles from Scenario Results

	Identification			Development		
	Pretest	Posttest	% Change	Pretest	Posttest	% Change
Task	15	19	27	7	9	28.5
Authority	1	2	100	1	2	100
Recognition	10	14	40	3	9	200
Grouping	1	1	0	5	6	20
Evaluation	8	11	37.5	5	9	44.5
Time	4	4	0	3	4	25

Table 3

Paired t-test Results for Identification and Development of TARGET Principles from Scenario Results

	Identification			Development	
	T-test	Alpha		T-test	Alpha
Task	-1.76	.10		.80	.43
Authority	1.00	.34		-1.00	.34
Recognition	-2.31	.04*		-3.21	.01*
Grouping	0.00	1.0		-.433	.67
Evaluation	-1.39	.19		-1.76	.10
Time	0.00	1.0		0.00	1.0

won't see them and I can get my stuff done. That is my motivational strategy" (Phyllis, Reflection 2/24). "How can I worry about motivating, when I can't even get the students to listen" (Toni, Reflection 2/22).

PTs' reflections suggested an understanding that motivational techniques were needed, but

many possessed a feeling of being overwhelmed by management concerns. Harold stated, "I can't believe how off-the-wall these kids are. I thought they are from a private school" (Harold, Reflection 2/24). Comments throughout the beginning weeks focused on student behavior and the concern for completing the lesson without

distraction. Research has identified classroom management as a main issue for beginning teachers (Latz, 1992). Knowles and Cole (1996) suggested that PTs are more concerned with their limited abilities, and thus do not place increased attention on student needs.

Initial development of a motivational climate.

During week four, PTs began to shift from classroom management issues and started to focus on two TARGET components as a means for developing student motivation. As PTs' skills and teaching competence developed, there was an increased focus toward student behavior and the development of effective teaching strategies (Danielson, Kuhlman, & Fluckiger, 1998; Fry & McKinney, 1997).

Reflection and field notes identified a clear use of the Task and Grouping components. This is evident through Janet's reflection, "I think I need to have these kids do more activities. They seemed to get bored. I would try to use stations or change the activity when I see the students getting bored." (Reflection, 3/29). The use of Task components seemed to focus on using multiple stations, regular changes of activities and modifications of activities to positively manipulate the activity while focusing on lesson objectives. For instance, Steven was assigned to teach a thirty-minute lesson of low-organized games and chose "line tag". Through the manipulation of locomotor patterns, Steven created diverse activities with the same game. Steven stated in his reflection, "I didn't want the class to get bored with one game of tag, so I changed things up every few minutes" (Reflection, 3/31). As well as changing activities, PTs began to combine two Task components to enhance student motivation. For example, Lynda created multiple stations to work on throwing and catching skills, but added the concept of personal challenge. Students were asked to complete five different stations with each station providing six levels of difficulty. Lynda's reflection supports the motivational benefit "I thought that allowing students to choose different activities was great. They seemed to enjoy it.

Some even wanted to make their own throwing game when they finished the task sheets" (Reflection, 4/7).

Secondly, appropriate techniques for creating groups were evident beginning in week four. Initial attempts at developing groups, during the first three weeks, relied on traditional techniques, such as numbering students. As PTs realized the ineffectiveness of traditional grouping strategies, they created ways for developing diverse groups and partnerships. Shelley stated, "I tried to group students by numbering them, but they moved in line to be with their friends. Next, time I would use shirt color" (Shelley, Reflection, 3/31). Meghan stated, "It was hard to come up with different grouping ways, but once you get it, it is so simple and the class follows whatever you say. I never had a teacher use anything else but numbering us off." (Reflection, 4/5).

The development of diverse groups relied on non-specific techniques such as shirt color, eye-color and/or "get with the person closest to you". For instance, after reflecting on her previous lesson, Meghan required students to line up according to their date of birth and had the line collapse in half, so there were two lines facing each other. At that point in time, the students facing each other become partners (Reflection, 4/12). As PTs became increasingly comfortable with grouping students, it became clear to them how diverse groups aid in student motivation. For instance, "I thought that Billy would not have passed the ball to his teammates, especially Susan" (Reflection, 4/14). Susan was a low skilled student who had a tendency to become marginalized. Researcher comments suggested that Susan was an integral part of the game and team success. By the beginning of week four, most PTs focused on creating a motivational climate through Task and Grouping components of TARGET.

Using the Recognition component takes time.

Analysis of data revealed that components associated with Recognition were evident throughout the practicum experience beginning in

week four, although the effectiveness differed from the use of Task and Grouping components. In the beginning of the semester, PTs developed an understanding of recognition and rewards as a motivational tool, only if used to reward students on personal progress and individual achievement. Initially, PTs adopted an ego-style of recognition through social comparison, which is commonly used by novice teachers (Newby, 1991). "I didn't know why the class was disruptive and off-task. I even tried to bribe them with candy" (Reflection, 3/31). Mandy, like many novice teachers used candy and stickers as rewards. "I thought that giving stickers to the winners was a good idea, but I hated saying no to the losers." (Reflection 4/5). Researcher observations noticed that student participation was negatively influenced by Mandy's use of stickers, through off-task behaviors and non-participation for the so-called "losers". The motivational concern was that students who were proficient at the activity received treats, while those, no matter how hard they tried and developed did not receive any rewards.

On the other hand, by week nine PTs demonstrated a clear switch in the use of rewards from an ego towards an individual student achievement orientation. Samantha stated after her lesson on striking, "I would use the stickers again. The whole class was trying to get more" (Reflection, 4/19). Samantha's lesson required students to work on their striking skills and each time a student achieved their personal best; they received a sticker and placed it on their arms or legs. Unlike previous lessons, all students received a minimum of one sticker. It was noted that, one student had his arm covered from wrist to shoulder. Similar ideas of rewards to celebrate personal achievement, such as stickers, beans and "high-fives" were used throughout the rest of the semester.

The initial results of PTs using ego-oriented rewards and recognition align with the research that suggests novice teachers commonly use extrinsic rewards. Extrinsic rewards are not associated with intrinsic desires as motivational

techniques (Guest & Hilton, 1996). This style of motivation using teacher-imposed rewards has the ability to decrease student motivation (Cohen, 1985). On the other hand, the positive development towards individual orientations in using Recognition strategies can be attributed to the use of self-reflection in this study for self-assessment and development (Lee, 2005). Similar research has demonstrated the positive effect on both field experience and self-reflection and teaching to student needs (Brown, Conney, & Jones, 1990).

Authority and Time components begin to emerge.

The final two components to develop during the practicum were Authority and Time. During the first nine weeks, reflections and field notes rarely, if ever, suggested that students should be allowed to take on a leadership role, or that PTs' utilize peer teaching or allowed more time for student success. Only during the last three weeks did PTs' responses begin to identify up until week nine ideas that elementary students could work together and take on an increased level of responsibility. PTs' reflections placed the emphasis for student motivation on the teacher's abilities to control the class. "I did everything that I could to motivate students. I changed activities many times and gave rewards to each student. There is nothing else that I could do." (Stephanie, Reflection 4/28). The idea of teacher control was demonstrated throughout many PTs' responses. Research supports the notion that PTs feel the need to control the classroom environment (McLaughlin, 1991).

During week ten, PTs commented on how the elementary students worked well with each other and how listening to student feedback assisted their lessons. Kelly stated that, "I'm not sure if this is about motivation, but when the students asked to change the rules and I listened, it seemed to work better and the class was more active" (Reflection, 4/28). PTs developed lessons, which would lend themselves to allowing student leadership and choice, but were uncomfortable in allowing students an increased level of control. "I know that letting students lead is good for them

but I feel like I should be doing something" (Kyle, Reflection, 5/3). PTs began to understand that allowing students control and responsibility can aid with motivation, but the implementation of these strategies was rarely present. McLaughlin (1991) supports the idea that PTs understand that providing control and caring to students is important for an effective teacher but still utilize controlling strategies when teaching.

Similar to the reluctant emergence of the Authority component, PTs' comments suggested that there was limited thought about adjusting activity time to aid in student development and success. PTs' responses focused on Time as a motivational issue but possible strategies were not forthcoming. "I know that some students didn't get it, but we only have thirty minutes" (May, Reflection, 5/5). "I can't believe how fast that class went" (Rachael, Reflection, 5/5). One exception was witnessed as Kyle designed his lesson to have students work in groups and complete six different tasks. Upon completion of the lesson only one group completed all six tasks, while three groups completed two. Kyle's reflection stated, "I wanted to keep teaching because they were all about to get it" (Reflection 5/3). At this point in the study, it seemed that PTs needed increased opportunities and time to develop the pedagogical skills associated with Authority and Time, which is in agreement with the research of Metzler & Tieerdsma (1998) who believe that teacher preparation lacks the amount of time necessary to educate an effective teacher. It would seem from these results that to effectively implement all TARGET components, a longer length of practicum or repeated practica would be beneficial.

Why is the Evaluation component missing?

PTs' ability to identify and create components related to Evaluation was evident from scenario responses but during the practicum session PTs were not allowed to evaluate students through any means. This was a condition requested of the school, and was respectfully followed for this study. It should be noted, that although Evaluation

components were omitted from the practicum setting, pretest and posttest scenario responses demonstrated evidence of PTs' abilities for using Evaluation strategies. PTs focused on student evaluation through their comments on grading students on personal progress and individual development. For instance, Shelley stated, "I would grade each student by seeing how much better they got at catching the ball with the scoop." The idea of grading students through personal progress was seen throughout the majority of scenario responses. It was interesting to note that at no time did PTs suggest that student evaluation be conducted through standardized tests or comparison with other students.

Summary and Implications

Results of this study suggest that PTs abilities to develop a motivational climate with a TARGET intervention was successful. Scenario responses suggested that PTs significantly developed the abilities to identify components of a motivational climate. In particular Recognition, Task and Evaluation components demonstrated impressive percentage gains. Moreover, PTs significantly developed strategies for Recognition and demonstrated a positive increase for all other TARGET components. Qualitative analysis revealed that the PTs' use of TARGET developed in stages, starting with using components that helped manage the environment to focusing on motivational components like Recognition. Components requiring Authority and Time emerged later which suggests that the total inclusion of TARGET components in pedagogical application requires increased time and practice.

Quality preparation of future teachers is an overriding concern for teacher preparation programs throughout the United States. This is particularly important for elementary education preparation that requires preservice teachers to learn how to teach physical education in a limited time frame. This study demonstrated the positive effect of using TARGET to enhance the quality of PTs' instruction. Results from the study suggest that effective practice of TARGET components

into teaching practice should occur progressively in real world practicum settings and that this strategy is enhanced through the utilization of self-reflection.

A need for future research should focus on how PTs can develop the components associated with Authority and Time. This study provides evidence that PTs applied TARGET concepts, but lacked effective implementation of Authority and Time. The issues of controlling the classroom and student behavior can create a motivational issue and thus is an important avenue for investigation and requires further consideration.

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Figure 1

Scenario Example

Motivation Scenario

Scenario:

Mr. Weiss has been teaching at Wylie elementary school for five years and today he is being observed by his principal, Mrs. Jackson. Mrs. Jackson decides to observe a third grade class, involved in a unit of throwing and catching with scoops and balls. The students enter the gymnasium and sit in a circle around Mr. Weiss. Mr. Weiss explains that today we will be playing with scoops and balls. The class seems excited and cheers. The students are asked to walk slowly and get a scoop, ball and find a space on the gym floor. The students follow directions and the lesson begins. The class begins with some basic skills. Students are asked to toss the ball in the air and catch it with the scoop. Next, the students are asked not to use their hands to throw, but instead must use the scoop to throw and catch. The majority of the class is doing well, but a few students are having some trouble catching the ball. Mr. Weiss approaches those students and tells the students that they should watch the ball as it enters the scoop. The students begin the activity and continue to have trouble. Mr. Weiss leaves, the students who are having trouble and moves around gymnasium. When Mr. Weiss leaves the students who are having trouble, they stop throwing and catching, but continue when Mr. Weiss looks in their direction. Mr. Weiss changes the activity every three to five minutes. After twenty minutes the students have gone through six different activities. Mrs. Jackson notices that about ten of the twenty-five students are having trouble with some aspect of throwing and catching, and those students are losing interest in the activity. She notices that Mr. Weiss spoke with these students, but they are still having trouble. Throughout the lesson Mr. Weiss gave positive feedback, such as "good job" and "well done" to all the students. Mr. Weiss makes sure that he provides positive feedback to each student. At the beginning of each activity Mr. Weiss sets a class goal. For example, when the students were asked to throw and catch using only the scoops, the class was challenged to throw and catch the ball ten times in a row without dropping it. The majority of students are having no trouble with the class goals, but each activity has a few students that do not succeed. During the last ten minutes of class, Mr. Weiss organizes the class into two teams and begins a modified game. The students are placed on both ends of the gym and get points by throwing the ball and hitting the opposite wall or catch a thrown ball in the air. During the game the majority of students are doing well, but the small group of student who were having trouble blended into the background and did not play, unless the ball was throw at them. The class concludes and Mr. Weiss tells the students to line-up and they exit the gymnasium.

Questions:

1. What strategies did Mr. Weiss use; that you believe would increase student motivation?
2. What different strategies could be used to increase student motivation for students in this class?
Please list and describe as many strategies as possible.