Physical Education Teacher Education Students’ Perceptions of Physical Education

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Acknowledgment Page

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Dedication Page

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Abstract

Physical education is a cycle of replication when it continues to be taught the way it was experienced. Students enter a physical education teacher education (PETE) program with their perceptions of physical education based on how they experienced it. This action research study aimed to examine how perceptions and the way the students experienced physical education prior to entering a PETE program affected their understanding of physical education and if a PETE program can help improve perceptions by the completion of the program. The study examined the perceptions and experiences of PETE students. Data collection in Cycle 1 consisted of surveying new students in the PETE program, interviewing alums from the PETE program and PETE faculty from different institutions, and a document analysis of the PETE curriculum. An action step was developed, implemented, and evaluated in Cycle 2 based on the Cycle 1 findings. The Cycle 2 action step consisted of collecting secondary data about the impact of showing videos of different stakeholders sharing their stories about specific topics relating to physical education with 18 student participants. The video topics included perceptions and marginalization of physical education, occupational socialization, and quality physical education. The findings from Cycle 2 came from the student participants watching the videos and the impact the videos had on their learning. The overall findings from the study were that videos are an excellent supplemental tool for learning, different perspectives deepened pre-service teachers’ understanding of physical education, influential physical educators and coaches play a role in occupational socialization, and advocacy in physical education is essential. The study concluded that a PETE curriculum should incorporate topics that address physical educators’ challenges and adversities and provide opportunities for students to hear various stakeholders’ perspectives and stories as a supplemental learning tool.

Keywords: PETE programs, occupational socialization, physical education
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Section One: Introduction

The purpose of this action research study was to investigate how perceptions and how physical education was experienced before the students entered a physical education teacher education (PETE) program affected their understanding of physical education and if a PETE program can help improve perceptions by the completion of the program. A qualitative action research methodology was used for the study. The study examined the perceptions and experiences of PETE students and the perspectives of PETE faculty.

This report begins with an introduction to research on occupational socialization and perceptions of physical education to provide context and background to the study. This introduction includes an overview of the problem of practice that the research addressed, the research purpose, research questions, a description of the research context and participants, and a brief synopsis of the research design.

The Results section of the report outlines the research results. This section illustrates how the research participants describe and interpret their experiences in physical education.

The Literature Review will provide descriptions and a critique of the existing perspectives from the literature on the topic.

The Contextualization section compares and comments on the differing perspectives presented in the results section and the literature review. This section will describe the implications of the research study, including specific examples of how the findings were used in the practice setting and suggestions for areas of future investigations.

Problem Statement

Physical education is a cycle of replication in which teachers provide instruction based on how they experience it, and perceptions are formed as a result of these experiences. Gaudereault (2014) explained how students based their perceptions of physical education on their secondary
school physical education experiences. For many, secondary physical education experiences are their last experiences in physical education, which can shape their perceptions about the subject (Prior & Curtner-Smith, 2020).

Hutchinson (1993) conducted a study and discovered that high school students wanting to become physical educators had narrow perspectives on teaching physical education. One of the main reasons students wanted to become physical educators was to work with children and replicate their own experiences (McCullick et al., 2012). Ferry (2018) explained how individuals’ physical education experiences strongly influenced pre-service teachers and their approach to teaching.

Before students enter a teacher preparation program, perceptions can be formed during the acculturation phase of socialization based on what individuals learned about the profession from past teachers and coaches (Richards et al., 2014). Harvey and O’Donovan (2013) revealed that teachers in a PETE program determined what should be taught in physical education based on their past experiences; even after completing a teacher preparation program, physical educators continued to teach based on those experiences. Therefore, before enrolling in teacher preparation, foundational learning informs students of physical education. The problem of practice focused on identifying students’ perceptions students of physical education when entering a PETE program, examining if students had the same perceptions after completing the program, and what a PETE program can do to help change perceptions.

PETE programs need to be more intentional about the experiences and content they provide to help change how physical education is taught. Otherwise, physical education will continue to be taught based on how it was experienced. As a professor for a PETE program, the researcher has seen first-hand how past experiences in physical education can affect the student’s
understanding of physical education when entering a PETE program. Such students have
developed perceptions of what should be taught in physical education based on how they
experienced it. This evidence supports the importance of how physical education is experienced,
especially when perceptions are formed from those experiences. The students’ experiences in
physical education directly result from how it was taught. PETE programs must examine what
they teach future educators and address concerns surrounding the profession.

**Purpose of Research**

The purpose of this research study was to understand and examine how perceptions of
physical education and how physical education is experienced before students enter a PETE
program can affect their understanding of physical education and if their perceptions change by
the completion of the program. Perceptions are defined as attitudes and behaviors formed from
experiences (Cardinal et al., 2013). Knowledge generated is expected to inform PETE faculty of
how the student’s perceptions and experiences in physical education can affect the PETE
programs and help the faculty examine ways to improve and change these perceptions.

**Research Questions**

The overarching research question that guided the study was: How did the way PETE
students experienced physical education in their K-12 years affect their perceptions when
entering the program, and how their perceptions changed over time, if at all? Subsidiary research
questions included:

- How can perceptions of physical education be enhanced through a PETE program?
- How can the delivery of multiple perspectives of various stakeholders broaden and
deepen pre-service teachers’ understanding of physical education?
Context

The action research study was conducted at a university in the Northeastern United States. More specifically, a PETE program within the university was the focus of the study. Throughout the study, a broader context included perspectives of professionals in PETE programs from other colleges and universities around the state. There are many similarities among PETE programs but also significant differences. The PETE faculty participating in the study came from various higher education settings. Some faculty members came from large, well-known PETE programs, while others came from smaller programs. PETE programs have the same state requirements, but the structure of the programs can be vastly different.

Participants/Collaborators/Stakeholders

How physical education is taught and experienced can affect many stakeholders. Perceptions are formed from these experiences, impacting students, especially those entering a PETE program. PETE programs are also stakeholders affected by how physical education is experienced. For this reason, PETE programs face many challenges, including changing the students’ perceptions and how physical education is experienced for individuals moving forward.

With the researcher being a professor for a PETE program at a university in the Northeast, the students in the program were the biggest stakeholders for the action research project. For Cycle 1, the internal participants from the university at the research site consisted of new students in the PETE program and alums from the program. An email was sent to 25 new students in the PETE program, asking them to participate in the research study by completing a survey, and three students volunteered to participate. Additionally, an email was sent to 11 alums from the PETE program; three responded and agreed to be interviewed. A different email was sent to 11 PETE faculty members from different colleges and universities around the state. Five
PETE faculty members responded and were willing to participate in the study and be interviewed. The PETE faculty were external stakeholders and offered a different perspective on future physical educators’ perceptions of physical education. For Cycle 2, the internal participants consisted of 18 third- or fourth-year students in the program and a PETE faculty member from another PETE program as an external participant.

The researcher had well-established relationships with all the participants before the research study. The researcher had the program’s new and third- and fourth-year students in class. The alums from the program had many classes with the researcher throughout the program, allowing the researcher to develop relationships with them. The researcher had well-established relationships with the PETE faculty interviewed by serving on a professional preparation council and attending professional conferences. The established relationships contributed to the research participants’ willingness to participate.

Internal and external collaborators helped create the videos used during the action step. These collaborators were interviewed by the researcher and then represented in the videos shown during the action step. The internal collaborators consisted of graduate students in the PETE program. The external collaborators were alums from the PETE program, PETE faculty from other higher education institutions around the state, and K-12 physical education teachers. The collaborators’ stories and examples were highlighted in the action step videos.

**Positionality**

A researcher must examine their positionality, relationships, and circuits of power within the organization and research. Being a White, heterosexual, upper-middle-class, able-bodied, educated female gave the researcher many privileges. Growing up in a family of educators where
education was valued played a critical role in the researcher’s social identity. With the researcher being a professor at the research site, the researcher’s positionality played an important role.

Bias and assumptions play a significant role in qualitative research, and the researcher must examine and identify their own bias and assumptions (Herr & Anderson, 2015). One assumption is that most students come from something other than a quality K-12 physical education program characterized by an inclusive environment, standards-based curriculum, differentiating instruction, and conducting assessments. The researcher knows this might only be true for some students entering the program. Another assumption is that sports have played a vital role in the student’s decision to become a physical education teacher without fully understanding what is involved. One assumption made by the students is that they enter the program with the mindset that they want to coach and for that to happen, they need to become physical education teachers. It is critical to examine and acknowledge assumptions and biases.

As a professor for the PETE program, the researcher would be considered an insider collaborating with other insiders. Herr and Anderson (2015) mentioned that as an insider practitioner, one could share information and knowledge with other practitioners, and collaborating with other insiders can help lead to learning and change. The researcher is a stakeholder within the PETE program and could have influenced the participants through coursework and interactions. Since the program is small and there are only two full-time faculty members, students have the professor/researcher for several classes throughout the program. Students develop relationships with the professor/researcher throughout the program, which could have impacted the alums’ responses. Given the researcher’s position, the researcher recognizes possible bias. The anonymous survey methodology was used in the study to minimize biases.
There are many circuits of power within the organization at the research site and in higher education. Given that the researcher is the PETE program’s primary professor, the professor/researcher has power over what is taught, and the professor/researcher has the freedom to change the coursework. The other full-time faculty for the program is the department chair, with whom the researcher collaborates closely. The department chair has the power to make decisions for the program. The dean that oversees the entire program and school has the authority over the faculty but is supportive of the decisions made within the program. When significant changes are made to the program, the Faculty Senate (the faculty’s governing body), the provost, the University president, and the Board of Trustees hold the most power. The state education department must also approve significant curriculum changes. The circuits of power within the organization must be considered when significant changes occur.

**Synopsis of the Research Design**

An action research approach was used for the study. Two phases occurred throughout the research design. The first phase was Cycle 1, which included data collection and analysis related to the research topic. The Cycle 1 data collection and analysis included semi-structured interviews, a survey, and a document analysis of the PETE curriculum. Interviews were conducted through Zoom and were transcribed by the researcher. Descriptive coding was used to develop themes. Based on the initial findings from Cycle 1, the researcher developed an action step that was implemented among key stakeholders in the PETE program. An evaluation of the action step was conducted during Cycle 2. Cycle 2 data collection consisted of a pre-assessment, individual video assessments, post-assessment/midterm, field notes, and semi-structured interviews. More detailed information about the research design and action research will be included in Appendix A, and an overview of the action research study is provided in Figure 1.
This dissertation itself is divided into four sections an appendix. Each section provides details to the reader about the action research project. The sections build on each other to show the process to the reader.

Section One provides an introduction and overview of the action research project. Section Two provides a detailed outline of the research process, including the Cycle 1 findings and results, which informed Cycle 2. This section also outlines the action steps, evaluation, and findings for Cycle 2.
Section Three consists of the literature review, including topics about physical education programs and PETE programs. It also includes topics about perceptions and marginalization of physical education, occupational socialization, and technology as a learning tool.

Section Four provides contextualization of the research. It includes key findings and connects them to the literature. This section discusses the implications and ways to implement the findings into PETE programs.

The last section includes the Appendix. Appendix A is comprised of the research approach and methodology, data collection and analysis for Cycle 1, data collection and analysis for Cycle 2, ethical considerations, trustworthiness, and limitations.
Section Two: Results

This study consisted of two cycles of research. Cycle 1 was guided by two research questions: 1) How did the way PETE students experienced physical education in their K-12 years affect their perceptions when entering the program, and how their perceptions changed over time, if at all? 2) How can perceptions of physical education be enhanced through a PETE program? Data was collected through surveys, semi-structured interviews, and document analysis for this research cycle. The findings from the Cycle 1 data informed the research question for the Cycle 2 research, which included the action step. The actions and results of the two action research cycles are presented below.

Cycle 1 Results and Findings

The purpose of the Cycle 1 research was to explore students’ perceptions about physical education and whether those perceptions changed by the completion of the program. Four significant themes developed from the Cycle 1 findings:

1. Experiences led to the marginalization of physical education.
2. Future physical education teachers’ experiences in physical education influenced their perceptions of physical education.
3. Influential teachers and coaches socialized future physical education teachers into the profession.
4. Characteristics of quality physical education programs and PETE programs became evident.

These themes were addressed in the Cycle 2 research. An awareness of the themes was created through videos and hearing different stories and perspectives from professionals in the field.
Theme One: Experiences Led to the Marginalization of Physical Education

Physical education is a subject area that has been marginalized throughout the years. Individuals’ perceptions about the subject area and how it has been taught are part of why it is marginalized. After interviewing PETE faculty, the researcher discovered a divide between whether or not PETE faculty felt marginalized at their institutions. The researcher learned that it depended on the reputation and size of the PETE program. From two well-known institutions with reputable PETE programs in the state, faculty members suggested this was the first institution where they did not feel marginalized. This was supported when a PETE faculty member stated, “This is the first place of employment I have been at where I feel like we are not marginalized, and physical education is not marginalized.” However, this was only true for some PETE faculty. Some PETE faculty felt marginalized at their institutions. One PETE faculty member noted, “I think there is an overall perception similar to that of physical education in schools, that it is an easier major, that it is not as important as other subject areas in schools, and
that our classes are not as challenging as other majors.” Another PETE faculty member mentioned, “I just think that in the marginalized field that we are in, the administration and other faculty think the program is combined with athletics.” A different PETE faculty member added, This is not the old physical education, this is new, and we see the same issues in teacher prep. I do think that, in many cases, we are marginalized. We are undermined in many ways. I think it takes a lot of education and advocacy on our end, even in higher education, to show our value, what we can bring to the table, and how we are again a meaningful discipline and profession.

The PETE faculty had much to offer about marginalization in physical education.

Marginalization can lead to certain perceptions being formed. The alums would agree that they thought their major was marginalized among the campus community. One alum stated, “People not in the major think it is just playing games and dodgeball and fooling around.” Another alum discussed how other students at the university would say, “Oh, you are playing games all the time. I could have this GPA too if we played games in the gym all the time.” There was an overwhelming agreement among the participants that classmates and students at the university perceived their major as “fun and games.”

Being in a marginalized profession, PETE students are encouraged to be change agents and advocate for the importance of their profession. One alum from the program agreed with this when they expressed that we need to “really advocate for physical education and health.” There was an overwhelming agreement among PETE faculty that their programs try to provide future educators with the skills and knowledge needed to become change agents. Many of the PETE faculty also questioned if what they provide to the students is enough to overcome the obstacles they will face during their fieldwork experiences and induction years. When discussing PETE
students being prepared for challenges, one PETE faculty pointed out, “Are they equipped to change the landscape afterward? They are equipped, but can they? That is a good question.”

Through document analysis of the PETE curriculum, the researcher identified that advocacy for the profession is addressed in a few different classes. However, is the program providing them with the necessary skills and knowledge to become change agents in the field? A PETE faculty mentioned, “I see a lot of really quality candidates right now that I think can be change agents.” The same faculty member added,

They go in the field, see what they experienced growing up, and then come back to us, and they are like, what are we supposed to do? We answer that you are supposed to be change agents and stop the cycle. You need to stand your ground, teach the way you have been taught in the program, and not become socialized in how they do it.

A different PETE faculty member discussed the induction years and suggested, “How strong-willed they are is important and if they can carry that into an environment that is not as positive.” It is not easy for beginning teachers to be change agents because of the resistance they meet. PETE programs can prepare the students for this resistance, but the beginning teachers need to be change agents to transform how physical education is taught and experienced.

**Theme 2: Future Physical Education Teachers’ Experiences in Physical Education**

**Influenced Their Perceptions of Physical Education**

Perceptions are formed from past experiences. For many participants, past experiences in physical education were based on the traditional way of teaching it, which can best be described as when little to no instruction occurs, it consists of gameplay, or it is a sports-based curriculum. The expression “roll-out-the-ball” was derived from the mindset that little to no instruction occurs in physical education. One participant even mentioned this during an interview when
discussing their physical education experience. They explained, “It was very roll-out the-ball, and I did not think it was too structured.” A PETE faculty member suggested that at least half of their students had a horrible physical education experience that they saw as roll-out-the-ball. The traditional way of teaching physical education can include teachers rolling the ball out and playing games. One PETE faculty referred to it as the traditional games model. An alum added, “I see many of my peers that have been teaching for 10 years plus struggling with the whole concept of teaching skills-based, and not just teaching games.” Participants who completed the survey strongly agreed that the main focus of their K-12 physical education experience was team sports. Several participants discussed how gameplay and competitive team sports were the focus of their physical education experiences.

Perceptions among colleagues were also discussed. One participant told a story about how regular classroom teachers give them a hard time about how easy it is to teach physical education and say things like, “It must be nice to be you. Do you get to have your feet up today?” This comment showed the participant how their profession was perceived and not well-respected. One PETE faculty participant suggested that the physical education program is associated with the athletics departments and that some faculty still do not understand what the program does.

When alums were asked if their perceptions of physical education had changed, one alum stated, “My perceptions changed greatly, and by the time I was coming out of college, I realized what an actual quality physical education program should be. I do not think the profession gets as much respect as it should.” The same alum continued,
I feel a lot of students’ perceptions of physical education are pretty poor depending on where they come from, and they can see what we are training for and try to change what they learned. I think that would be pretty cool.

All the alum participants agreed that their perceptions changed somehow, including having a deeper understanding of the profession because there was more to it than they initially thought.

**Theme 3: Influential Teachers and Coaches Socialized Future Physical Education Teachers Into the Profession**

Many factors play a role in past experiences in physical education. Socialization is a big part of past experiences and is why many students choose the profession. Many of the PETE faculty agreed that students entering a PETE program had anywhere from 12-13 years of socialization in physical education. One PETE faculty member stated, “They have seen 12 years of really poor teaching, and they think physical education is going to be a cakewalk.” The same PETE faculty member added,

Then they have professors teaching the exact opposite of what they observed for 12 previous years, and they are not buying it. I feel like we are fighting a losing battle. We are swimming against the current; it is just a never-ending battle.

Another PETE faculty member referred to the literature and cited, “For all of education, it is one of the only career paths where they come in with 13 years of experience.” A different PETE faculty member discussed how students have 13 years of experience versus 18 months of PETE content, and when they go into a school setting, they can either demonstrate what they learned in the PETE program or teach like they were taught. Another PETE faculty added,

Their opinions are pretty well-formed, and some research suggests that socialization into a PETE program takes some time. Then, unfortunately, socialization back into the
teaching profession happens quickly. Based on what I have read in this area, it seems that the foundations we work on changing throughout the PETE program revert to the historical teaching practices of physical education.

The PETE faculty had much to offer about the socialization process and its role in how physical education is experienced and taught.

During the interviews with the PETE program alums, the participants discussed their physical education teachers and coaches as role models. One alum mentioned how they could not remember any physical education activities but could remember every physical education teacher and coach. The same alum mentioned that their middle school teacher/football coach was why they decided to become a physical education teacher. Another alum added, “My elementary school physical education teacher was the one that got me into wanting to be a teacher in general.”

All the alum participants mentioned a teacher or coach as the reason for becoming a physical educator. Even a PETE faculty member admitted that their basketball coach was why they initially got into physical education. The same PETE faculty member shared that four of their former students are currently physical education teachers and coaches at the school where they taught for 13 years. The participants that completed the survey agreed that a physical education teacher or coach played a role in their decision to become a physical education teacher. These results showed that physical education teachers and coaches influence students’ decisions to enter the profession.
Theme 4: Characteristics of Quality Physical Education Programs and PETE Programs

Became Evident

When the researcher asked, "What is quality physical education?" and “What role do PETE programs play in preparing future educators to develop quality programs?" responses varied. The responses included the following: that the programs are inclusive, safe learning experiences that cater to every child, consider the needs of today’s children, explore alternative approaches, teach lifetime activities, provide planning and instruction in all three learning domains, are student-centered, provide health-related fitness skills, and start with the end goal in mind and decide how to achieve it. One PETE faculty member stated, “We always say the purpose of teaching is learning, so we reinforce learning in physical education, working toward meeting the state standards, being a good professional, and having a professional disposition as a lifelong learner.” When discussing what a quality physical education program consists of, one of the alum participants mentioned incorporating sports-based information and including lifelong activities because they noted that “not everyone is going to grow up to be an NBA player.” These are all attributes that make a physical education program a quality program.

A quality PETE program provides experiences for the students, develops lifelong learners, and offers professional development opportunities. Those were a few suggestions that came from the interviews. Most PETE programs provide content surrounding lesson planning, assessment, instructional approaches, classroom management, and professionalism. This was evident in the document analysis conducted on the PETE program curriculum at the researchers’ place of employment. Throughout the interviews, several PETE faculty members mentioned that they required their students to be members of the state organization and attend state conferences.
They feel this is important in the development of a future physical educator. One PETE faculty member said,

Every physical education major that has graduated from my college in the last 27 years, because this is my 28th year, went to a conference, at least one conference, was a member of the state organization, and was reinforced in terms of lifelong learning and the importance of supporting the state organization. The biggest impact was those kids I could get to a conference.

The document analysis showed evidence that the PETE program at the researcher’s institution discussed the importance of professional development but did not provide professional development opportunities for the students. Professional development needs to be added to the program. Another topic from the PETE faculty and alums was the importance of fieldwork experiences. One alum suggested, “One thing I think is important is we do it in different settings like you get an opportunity in a rural setting, an urban setting, and a suburban setting. Getting everyone to do two different settings is important.” Through document analysis, the researcher discovered that fieldwork opportunities have started to be incorporated into different courses, but the program must intentionally place them in diverse settings. Fieldwork and professional development are critical attributes of a quality PETE program.

**Cycle 2 Action Step**

The action step was developed based on the Cycle 1 findings and literature review. The research question that guided the action step was: How can the delivery of multiple perspectives of various stakeholders broaden and deepen pre-service teachers’ understanding of physical education? A new resource was created throughout the action step process to help address students’ perceptions based on their physical education experiences. If future physical educators
can change how physical education is experienced, perceptions might change, making the subject area more valued. This section will discuss the action step goal and objectives, the action step activities, and who the audience is. Each of these areas will be discussed in detail.

**Action Step Goal and Objectives**

The action step aimed to create a resource for PETE programs to implement as a new feature for raising awareness and changing PETE students’ perceptions about physical education. Students enter a PETE program with perceptions based on how they experienced physical education and how they were socialized into the profession. The foundational learning students bring to the program is not always an accurate picture of how physical education should be taught. The action step's goal was to use the additional resource to provide PETE students with the necessary skills and knowledge to become change agents in physical education through hearing different stories and perspectives from physical education professionals. The objectives of the action step were to create and deliver a series of videos addressing different topics in physical education, introduce the new resource to PETE students, and evaluate the impact the resource had on the students. The resource created for PETE programs to implement will help raise awareness among future physical educators and change their perceptions of how they teach physical education.

Physical education continues to be taught how it was experienced, leading to the marginalization of the subject area. Perceptions are formed based on these experiences; therefore, physical education is not deemed an important subject area. If PETE programs implement this resource, it may help change how physical education is experienced and perceived. Once PETE students know how physical education should be taught and how poor
physical education can affect students’ experiences, they can become change agents and transform how physical education is taught.

The Cycle 1 findings informed the action step because the significant themes included experiences leading to perceptions and marginalization of physical education and influential teachers and coaches socializing future physical education teachers into the profession. An additional finding included characteristics of quality physical education programs and PETE programs. One way to address these findings was to create a resource to build awareness of challenges and adversities in physical education and to reinforce how physical education should be taught, which can help change perceptions that lead to the subject’s marginalization. Creating awareness of what quality physical education consists of and providing PETE students with the skills and knowledge necessary to become change agents can help the overall physical education profession.

**Action Step Activities**

The Cycle 2 action step activities included:

1. Creating videos based on the Cycle 1 findings.
2. Student participants filling out a pre-assessment about the topics addressed in the videos and writing a personal essay about their physical education experiences.
3. Participants watching the series of videos over three weeks in class and completing an assessment after each video.
4. Conducting a post-assessment at the midterm of the class.
5. Conducting semi-structured interviews with student participants and other PETE faculty using the videos in their program.
Creation of Videos

For the first step of the process, the researcher determined three topics that needed to be addressed based on the Cycle 1 findings. The topics reinforced what professionals felt was essential for future physical educators to know to help change perceptions and become change agents. The topics for the videos were marginalization and perceptions of physical education, occupational socialization, and quality physical education. Once the topics were determined, the researcher recruited three to four people from different stakeholder groups in the profession to discuss the topics. The stakeholders included three graduate students in the PETE program, three alums from the PETE program who teach K-12 physical education, five PETE faculty from colleges and universities around the state, and four K-12 physical education teachers.

Once the stakeholders were recruited and the researcher received permission to share the recordings publicly, the researcher interviewed and recorded the discussions through Zoom. The researcher asked questions about the three topics during each interview, and the stakeholders shared stories and examples. For the interviews conducted with the PETE faculty, there were two cases where two stakeholders were interviewed simultaneously. The researcher created three videos about the different topics using iMovie from the interview information. The researcher edited over six hours of information, stories, and examples from the stakeholders’ interviews into three 40-minute videos. Definitions, slides, and music were added to the videos. The videos were formatted similarly, with the researcher asking questions and the stakeholders sharing their responses. After the videos were completed, the researcher sent them to all of the stakeholders in the videos to ask them for feedback and to ensure they accurately represented what they discussed.
In-class Activities and Assessments

On the first day of class, the researcher conducted a pre-assessment using a Google Form to determine how much the student participants knew about the topics based on their experiences in physical education. Along with the pre-assessment, the students wrote a personal essay about their experiences in physical education and explained why they chose to pursue a career in physical education. They were also asked to write their thoughts about teaching quality physical education in the essay. The students were given a week to write the essay. These activities occurred during the first week of the semester before receiving formal instruction.

Once the pre-assessment was conducted, the student participants watched the videos over three weeks. After each video, the students completed evaluations through Google Forms to document the information they learned from the videos. The evaluation informed the researcher of the videos’ impact on the students. After the students finished the assessments in class, a class discussion about the videos followed. The researcher asked questions at the beginning of the class to start a conversation before students watched the videos to determine their prior knowledge and thoughts on the content that would be covered in the video.

The final assessment, which was the midterm assessment, took place in class using Google Forms. It contained questions about the learning experience from watching the videos. The midterm assessment consisted of short essay responses with a minimum character count requirement. After the midterm assessment, the researcher analyzed the results.

Semi-Structured Interviews

After the students watched the three videos, the researcher emailed the class asking 10 individuals to participate in semi-structured interviews voluntarily. The response rate was low, with only two students volunteering. A modification was submitted to the IRB, and approval was
granted for incentivizing the participants. Another email was sent to the students with the incentive included, but no additional individuals agreed to be interviewed. The researcher interviewed each of the student participants individually through Zoom. The interviews were recorded and transcribed by the researcher. The researcher then conducted a Zoom interview with a PETE faculty colleague from a different college who had shown the videos to the students in their program.

**Participant and Stakeholder Experience**

Many collaborators, stakeholders, and participants were involved throughout the action step process. Key external stakeholders were recruited to help develop a series of videos about the chosen topics. It began with the researcher collaborating with and interviewing external stakeholders. The stakeholders included three graduate students in the program, five PETE faculty from different colleges and universities around the state, four K-12 physical education teachers, and three alums from the PETE program. Given their positionalities, these stakeholders shared their thoughts and perspectives on the different topics.

The participants for the action step included 18 third- or fourth-year students in the PETE program enrolled in an Elementary Physical Education Methods course. There were 14 third-year students in the class and four fourth-year students. Among the student participants, there were five females and 13 males. All the participants were White/Non-Hispanic. Another demographic collected was the setting where the participants’ K-12 physical education experience took place. Eight participants went to a rural school district, seven to a suburban school district, and three to an urban school district. They were internal stakeholders because the participants were current students of the researcher and helped inform the researcher about the impact of the videos. Before this experience, the students took one Introduction to Physical
Education, Health, and Wellness course introducing them to teaching health and physical education and discussing wellness-related careers. The instruction they received about teaching physical education in that course was minimal. The Elementary Physical Education Methods course in which the participants were enrolled was the first in-depth course in the program to cover the content of teaching physical education. The action step was administered at the beginning of the semester before the participants received formal instruction. Another participant in the action step included a PETE faculty member from a different higher education institution, and they were an external stakeholder.

**Cycle 2 Evaluation**

This section provides an overview of the evaluation process to determine if the action step goal and objectives were met. The evaluation process for the Cycle 2 data consisted of a variety of assessments addressing the videos or the content in the videos. The evaluation process included a pre-assessment, a personal essay, assessments following each video, a post-assessment, field notes, and semi-structured interviews. Descriptive coding was used for each evaluation. For more in-depth information about the evaluation process, refer to Appendix A.

**Evaluation Audience**

The findings from Cycle 2 will be shared with the evaluation audience consisting of internal and external stakeholders involved in the research process. This includes PETE faculty from different colleges and universities, students in the PETE program, and faculty members at the research site. PETE faculty can implement the information from the findings into their programs. The findings will also be shared with stakeholders at the research site because they will be impacted by the curricular changes resulting from the research findings.
Data Collection

The data collection process for Cycle 2 involved five different methods. The five methods included:

1. Pre-assessment
2. Post-video assessments
3. Post-assessment/Midterm
4. Semi-structured interviews
5. Field notes

Each method for data collection contributed to determining the effectiveness of the action step.

Pre-assessment

The data collection began at the beginning of the semester. On the first day of an Elementary Physical Education Methods course, the participants completed a pre-assessment involving the three topics the action step addressed. The pre-assessment was completed in class through a Google Form. The topics included in the pre-assessment were perceptions and marginalization of physical education, occupational socialization, and quality physical education. Also, during the first week of class, the student participants wrote a personal essay which was used as secondary data. The assignment took place outside of the classroom. The students were asked why they chose to pursue a career in physical education and if someone or something influenced them to want to become a physical education teacher. The students were also asked to provide characteristics of quality physical education and explain what they thought being a physical education teacher meant. Finally, the students were asked to explain their physical education experience.
Post-Video Assessments

In the third week of the semester, the participants were shown the first video about perceptions and marginalization of physical education. After the video, the students completed an assessment in class about the video through a Google Form. In the fourth week of the semester, the students watched the second video about Occupational Socialization and completed an in-class assessment using a Google Form. During the fifth week of the semester, the students watched the third and final video about quality physical education and completed the video assessment. After each video and assessment, there was a follow-up discussion in class about the video.

Post Assessment/Midterm

The midterm assessment during the eighth week of the semester included questions about the action step learning experience. The midterm assessment was given in class using a Google Form, and each response had a minimum character count to ensure thorough responses were being provided. Once the midterm assessment was completed, the researcher coded the assessment and the data was used as secondary data for the research project.

Semi-Structured Interviews

After the videos were shown in class, the researcher sent an email to recruit 10 willing participants for an interview about the learning experience. However, only two participants volunteered, and they were interviewed through Zoom. The interviews were recorded and then transcribed by the researcher. Due to the low response rate of the willing participants, a PETE faculty colleague was also interviewed about the feedback they had received from their students about the learning experience of watching the videos.
Field Notes

Field notes were taken to track student discussions and engagement throughout the action step. The researcher observed student engagement when watching the videos and recorded the observations. The researcher also took notes during the class discussions at the beginning and end of each class. The field notes allowed the researcher to track each class’s occurrence throughout the action step.

Data Analysis

The qualitative data analysis process involved many steps. The primary sources of data collection in Cycle 2 were Google Forms and semi-structured interviews. Google Forms were used for the pre-assessment, post-video assessments, and post-assessment/midterm. The data collected from each Google Form was put into a spreadsheet. Interviews were conducted and recorded on Zoom and then transcribed by the researcher. After collecting the data, the researcher determined the First Cycle codes using in vivo coding, specifically verbatim coding. The researcher used concepts and phrases from the participants (Saldana, 2016) for the pre-assessment, each video assessment, the post-assessment, and the interviews. From the codes, a codebook was created. The next step that occurred was Second Cycle coding. Second Cycle coding is pulling together the information from First Cycle coding to develop categories or themes (Miles et al., 2020). Finally, a data display was created to align the data with the research questions, and this is where the themes emerged.

The purpose of the action step was to determine how the delivery of multiple perspectives of various stakeholders can broaden and deepen pre-service teachers' understanding of physical education. The data analysis found that the videos shown to the participants effectively created awareness of unfamiliar topics by hearing the different perspectives of physical education.
professionals. The participants found the information helpful and said they would recommend continuing to show the videos to all the students in the program.

One significant barrier to measuring and analyzing the video assessments was the amount of information each participant provided. Some participants provided short responses. The researcher set a minimum character count for the post-assessment to prevent that from happening again and to ensure the participants provided detailed responses. The detail in the post-assessment was significantly greater than in the individual video assessments. More limitations of the research study will be addressed in Appendix A.

**Verify and Draw Conclusions**

Experiences in physical education vary, impacting students and their perceptions about teaching physical education. In Cycle 1, the researcher examined students’ experiences in physical education and why they chose to enter the profession. The researcher aimed to understand the students’ perceptions and why they were formed. When alums from the program were asked if their perceptions about teaching physical education had changed, they all agreed that they had. Even when perceptions change, is it enough to break the cycle of replication of physical educators continuing to teach the way they were taught? The action step was developed based on Cycle 1 findings and the literature.

The action step of having students watch videos surrounding different physical education topics proved helpful with student learning. When the student participants took the pre-assessment, many needed to familiarize themselves with the topics the videos would address. After watching the videos, students better understood how physical education should be taught.
Cycle 2 Results/Findings

The findings for Cycle 2 included data from several different sources to inform the researcher about the impact the videos had on the student participants. Three findings emerged from the data collection process. The findings included how the stories shared in the videos deepened students’ understanding of physical education teachers’ experiences and challenges of the profession and how physical education professionals’ commentary on their views of physical education broadened students’ perspectives of what quality physical education is. Another finding was that the video interviews helped students appreciate how their experience in physical education contributed to their pursuit of being physical education teachers. These findings resulted from the coded data from each evaluation that was conducted. This section highlights the themes that emerged from each data collection method, leading to the overarching findings from Cycle 2.

Pre-assessment

A pre-assessment was administered on the first day of class in the Fall semester. The pre-assessment focused on the following three areas covered in the videos:

- Perceptions and marginalization of physical education
- Occupational socialization
- Quality physical education

In summary, the following three themes emerged from the pre-assessment:

1. Physical education is more challenging than people think.
2. Individuals choose the profession for the love of sports, physical education, and memorable teachers/coaches.
3. Quality physical education programs have certain characteristics.
**Physical Education is More Challenging Than People Think**

The first section of the pre-assessment focused on perceptions of physical education. When the student participants were asked if their perceptions of physical education had changed since entering the program, most responded “yes.” One participant explained, “They have changed in a way that I now know there is so much more that goes into teaching than just showing up.” Another participant commented, “I think there is a lot more to teaching physical education than I originally anticipated.” A participant mentioned in the pre-assessment that they used to think teaching physical education was simple, but they now understand that is not the case. Some participants communicated that they have learned how important physical education is, which has changed how they view the profession. They now understand the importance of physical education and have more respect for physical education teachers.

When the participants were asked how others perceived physical education, they believed that people outside of the major or profession viewed physical education as a less important subject than others. The participants suggested that others think it is not a hard job and that anyone can teach it. One participant stated, “I think it is harder than people think because a lot of people do not want to participate, and it is your job to change their mindset.” Another participant suggested they had heard from others that “it is a job where you get to play dodgeball all day.” A different participant expressed, “I believe that many people outside of this profession view PE as somewhat of a joke, and it is an easy major to be taking when that is not the case at all.” One participant commented, “I think it gets overlooked often as the easiest teaching position, but if you teach it properly, it is not just throwing the ball out and saying, ‘go play.’” Another participant mentioned, “Most people do not understand why physical education is important and why people need it.” One participant suggested that physical education teachers are perceived
differently than other teachers. Another participant communicated that they feel people believe it is very easy and it does not take much work to be a physical education teacher. Some participants even referred to how physical education is portrayed in movies. A participant shared that when they tell people they are going to college to be a physical education teacher, they think it is easy and the classes are not challenging. Another participant mentioned how others hold physical education at a lower level and that physical education teachers do not have to know much information to teach the subject. The participants suggested that more goes into teaching physical education than people think.

*Individuals Choose the Profession for the Love of Sports, Physical Education, and Memorable Teachers/Coaches*

When the participants were asked about occupational socialization, 16 out of 18 were unfamiliar with it. The next question was why they chose to become a physical education teacher. One of the main reasons many student participants chose to become physical education teachers was their love of sports and physical education and wanting to teach youth about them. One participant supported this by saying, “I chose physical education because I wanted to teach youth about sports.” Another participant added that they chose to be a physical education teacher “to work with children and be able to teach them about sports and other physical fitness.” A participant communicated, “I chose to become a physical education teacher because my life revolves around sports, and I want to help my students gain the same passion I have for physical fitness and sports by teaching them the subject.” Another participant suggested they had chosen to become a physical education teacher because they enjoyed physical education and being active.
A few student participants mentioned they had chosen the profession because of the connections with their physical education teachers. One participant expressed, “I have always been very close with my physical education teachers, as they are the ones that have been interested in my life.” The participant continued, “I want to be there for my students just like my teachers were there for me.” Another participant noted, “When I was in grade school, I enjoyed physical education and looked up to many of my physical education teachers.” One participant added, “I chose to become a physical education teacher because, in high school, I really enjoyed the connections my teachers had with their students.” A different participant explained how they wanted to be able to interact with students and make an impact on their lives. Physical education teachers can play an essential role in the lives of their students, which can result in the students choosing the profession.

At the same time, other student participants mentioned that they had chosen the profession because of favorable experiences in physical education. When the student participants were asked about their experiences in physical education, many enjoyed it and looked forward to the class. One participant suggested, when referring to physical education, “It was the best part of my day, so I want to make sure each student in the school has that experience as well.” However, a few student participants enjoyed physical education less than others. The reason for this was the lack of structure. One student mentioned that their experience with physical education was less serious than that of their classmates in the PETE program. Experiences in physical education vary greatly and can be positive or negative.

**Quality Physical Education Programs Have Certain Characteristics**

The final section of the pre-assessment concentrated on quality physical education and what was involved in teaching it. When the participants were asked to explain what was involved
in teaching physical education, they suggested teaching sports, skills, lesson planning, life-long activities, and teaching life skills. Many student participants suggested teaching different activities to children at all levels when asked what quality physical education should consist of. One student participant stated, “The program should be inclusive for all students and encourage children to learn.” Another participant added,

I think it should hit all aspects that allow each student to excel in some area. Some students might not be good at traditional sports but may excel in dancing or strategy games that take a bit more thinking. I think all students should feel accomplished and proud of themselves.

One participant suggested that when teaching physical education, getting students out of their comfort zones and teaching them things they are unfamiliar with is important. When asked about what teaching physical education consisted of, many responded by discussing the importance of lesson planning. A participant stated, “Physical education takes a lot of time and planning: Creating lesson plans for your class and looking at your plan and reflecting upon it afterward.”

When the student participants were asked about quality physical education, many suggested creating an inclusive environment. The participants also mentioned the importance of teaching various activities and ensuring the activities were appropriate for students at all different skill levels. One participant said, “A quality physical education program should involve the teacher helping the students learn how to do the different activities.” Another participant suggested that the physical education teacher was the most important aspect of a quality physical education program. One participant mentioned that teachers care about their students in a quality physical education program. The participants believed that to create a quality physical education
program, a variety of activities that considered the different skill levels needed to be taught. It was also important to have physical education teachers who care for their students.

After analysis of the pre-assessment, three themes emerged. One theme was that physical education is more challenging than people think, which comes from people’s perceptions about the subject area. The second theme was that the participants chose the profession for the love of sports, physical education, and memorable teachers/coaches. Having enjoyable experiences in physical education and memorable teachers and coaches can influence individuals to pursue a career in the field. The third theme involved characteristics of a quality physical education program. The pre-assessment concluded that the topics needed to be addressed in the curriculum.

**Personal Essay**

In addition to the pre-assessment administered in class, a personal essay was assigned during the first week of class. When the student participants were asked about their reasons for pursuing a career in physical education, the main reasons were that they enjoyed physical education and sports, their physical education teachers and coaches positively influenced them, and they had positive experiences in physical education.

The prompts for the personal essay included:

- The reasons for pursuing a career in physical education
- The meaning of being a physical education teacher
- Past experiences in physical education

In summary, the three themes that emerged from the essays were:

1. Love of sports.
2. Influence of physical education teachers and coaches on students.
3. Positive experiences in physical education.


**Love of Sports**

Many participants mentioned that they pursued a career in physical education because of their love of sports and that sports had been a big part of their lives. One participant suggested, “I decided to become a physical education teacher because of my love for athletics and health.” Another participant commented, “I wanted to find a way in which I could incorporate sports into my career so that my passion for them would live on forever.” A different participant added, “I found a love for teaching children while also keeping my love for sports alive, and this, to me, sounds like the best of both worlds.” A few other participants suggested that they chose to become physical education teachers so they could continue to be surrounded by sports. One participant discussed how they chose physical education because their life always revolved around sports. For many participants, sports were one of the main reasons they chose to pursue a career in physical education.

Many physical educators are former athletes, or they have indicated that sports have played a significant role in their lives. One participant suggested they chose to pursue a career in physical education because of their love for sports. A different participant mentioned they chose the profession because of their love for athletics and being competitive. Past experiences in sports played a factor for many of the participants when it came to choosing their profession. Many of them suggested they would also like to coach, and for some, that is why they chose the profession. The impact of sports and coaches on students plays a significant role when it comes to students deciding to become physical education teachers.

**Influence of Physical Education Teachers and Coaches on Students**

Having memorable and positive coaches and physical education teachers was one of the main reasons participants pursued a career in physical education. Many participants referred to
an individual physical education teacher or coach when writing their essays. For example, one participant said, “My middle school physical education teacher influenced me to want to become a physical education teacher.” Another participant stated, “My elementary gym teacher was my favorite because he cared for all of his students and wanted to see everyone succeed.” A different participant suggested, “What influenced me to be a teacher the most was my high school gym teacher.” For some, it was the influence of family members who were physical educators. One participant suggested that physical education teachers are more unique than traditional teachers. Another participant stated,

The connections you make with students as a physical education teacher differ from any other traditional teacher in the school system. Physical education class is often the best part of students’ days and being a part of that inspired me to become a physical education teacher.

A participant added, “The connections I had with my physical education teachers inspired me.” A different participant echoed, “Physical educators were always the closest with their students at my school.” One participant suggested how their coaches had been significant people in their life.

Coaches, along with physical education teachers, have a strong influence on students and their decisions to pursue a career in physical education. Many participants mentioned a specific coach, like their baseball or football coach, as a reason for pursuing a career in physical education. One participant mentioned, “My coaches have been significant people in my life.” Another participant suggested that their high school football coach/physical education teacher inspired them to become a physical education teacher.
Several student participants mentioned the importance of being a positive influence. When the student participants were asked to explain what being a physical education teacher means, the three most popular responses included being a positive influence, being inclusive, and teaching lifetime activities. Many student participants responded to this question depending on how their physical education teachers treated them, and they often based their responses on their past experiences.

*Positive Experiences in Physical Education*

When the participants were asked about their experiences in physical education, their responses varied greatly. The main takeaways from the participants’ physical education experiences included gameplay, team sports, good or poor teachers, and a competitive environment. Terms like “dodgeball,” “roll-out-the-ball,” “free-for-all,” “repetitive,” “skills,” and “enjoyable” were used. A participant stated, “Going into high school, gym class was structured with more team sports, such as basketball, softball, and volleyball.” In comparison, another participant suggested that being able to choose the activities made it more enjoyable. For most of the student participants, their physical education experiences were positive. One participant suggested, “Physical education was a class I always enjoyed attending no matter what.” Another participant commented, “My physical education experience was very good.” A participant stated, “My physical education experience was great. I enjoyed learning all of the games and activities, and it was also a fun class to have with friends.” However, that was only the case for some. One participant referred to their physical education experience as a joke. Another participant suggested that middle school physical education was less enjoyable because of their relationship with the teacher.
For many, physical education was a competitive environment that they liked. One student participant stated, “When I had teammates in class with me, it was more fun because we competed harder than the regular students because we loved sports more.” Another participant mentioned, “No matter what sport we played in class, I enjoyed them all, because I love to compete.” One participant suggested that physical education was their most enjoyable class throughout school because they loved sports and being active.

A participant stated,

For as long as I can remember, I always asked the question “why don’t we have gym class every day?” All I wanted to do when I was in elementary school was go to gym class or recess every day because it involved playing sports, which is something I love to do.

The personal essay demonstrated how experiences in physical education could be different for everyone. The personal essays reinforced the themes from the pre-assessment.

**Impact of Videos**

After the pre-assessment and personal essay, the next phase of the action step involved watching three videos. After each video, participants completed an in-class assessment through a Google Form. Each assessment asked the student participants to:

- Share three takeaways from the videos
- Describe two ways the information has impacted them
- Explain one way to change the profession by applying the information learned
- Share what story or example stood out most
- Share how this video changed their perceptions of physical education
- Share how the information was helpful
• Indicate why they would or would not recommend showing the video to future students

Some key takeaways from all three videos included the importance of advocating for the profession, inclusive physical education, influential physical education teachers, and having a better understanding of what to expect when teaching physical education.

**Video #1: The Marginalization and Perceptions of Physical Education**

The first video the students watched was about marginalization and perceptions of physical education. The stakeholders in the videos told stories and shared examples of how they felt marginalized in the profession. They also shared their views on how others perceived physical education. Each stakeholder told a story about a time they experienced marginalization, and they discussed the perceptions they had endured throughout their careers. The stakeholders explained how perceptions of physical education are based on past experiences and how physical education is referenced in movies, leading to negative stereotypes. The video also demonstrated how perceptions change from elementary to high school by sharing quotes from students from different grade levels.

Many participants suggested that the video opened their eyes and created an awareness they did not have before. The main takeaways from the first video included advocating for physical education, people referring to physical educators as “gym teachers,” daily instances of marginalization, and physical education not being respected. One participant stated, “I think it has definitely opened my eyes to how physical education is perceived, and a lot of people do not give it enough credit.” Another participant agreed when they suggested, “People generally do not take physical education class seriously. Teachers, administrators, and students may think of the
class as just games. They think of physical education teachers as gym teachers, almost like babysitters for the students.”

The information in the video was deemed helpful by the student participants. One participant commented, “This video was helpful because it showed real examples of other physical education teachers being marginalized, and they got to tell their stories.” A participant suggested that marginalization happens daily to physical educators. Another participant explained, “It was helpful to hear real accounts from people in the field, and it will help prepare me for the adversities in the field.”

Advocacy was one of the main takeaways from the first video. When asked how to change the profession by applying the information they learned from the video, one participant suggested “advocating for ourselves and explaining to people what we do and the impact it has on students.” Another participant added, “We can advocate for change by basing our teaching around developing student learning.” A different participant pointed out, “The more you advocate, the more support and respect you will receive, and less marginalization will occur.” The student participants felt the information from the video would help them advocate for and make a change in physical education. The student participants also suggested that the video helped create an awareness of the adversities they might face.

Video #2: Occupational Socialization

The second video addressed occupational socialization. As found in the pre-assessment, many student participants needed to become more familiar with this topic. This video included stakeholders sharing their stories about why they entered the profession. The video also addressed how occupational socialization affects students’ experiences in physical education and
how it affects pre-service teachers. The stakeholders also shared some stories about their first few years of teaching, called the induction years.

The student participants found the second video to be helpful. One participant stated, “This information was helpful because it showed us how socialization through our career can change and how much our past experiences truly influence the type of physical education teacher we will become,” while another participant explained, “It was good to hear professionals in the field touch on their experiences, struggles, and successes when dealing with occupational socialization.” A third participant said, “This information helps me better understand experiences I may have when I enter into the field of teaching.” A different participant suggested that the video reinforced how much physical education teachers can impact students’ lives and how their undergraduate experience will impact their future. One participant stated, “The video helped me understand how occupational socialization can impact students and their experiences in physical education.” Several participants discussed how physical education teachers could influence students’ decisions to become physical education teachers. It is important to understand physical education’s impact on students’ lives. When referring to the video, another participant added, “It showed me that being a physical education teacher will be hard at first, but it will come to be very rewarding.” A participant explained,

The video has opened my eyes to how other teachers value physical education classes; some are respectful, and others think it is a joke. It has also opened my eyes in a positive way to hear all these personal stories about how many wanted to become physical education teachers because of their PE teacher or coach.

All participants said “yes” when asked if they would recommend showing this video to future classes. One participant said, “I would recommend it because you have people from all
over the state talking about their experiences and trying to relay the message to my classmates and me.” Some participants suggested they had similar experiences and entered the profession for the same reason as the stakeholders who had shared their stories. Participants mentioned how the video provided a better understanding of why people become physical education teachers.

**Video #3: Quality Physical Education**

The third video shown in class was about quality physical education. In this video, the stakeholders were asked to describe quality physical education. Then they were asked to provide examples and share stories about what they do in class that demonstrates quality physical education. Definitions of quality physical education from different resources were also included in the video.

This video was found to be advantageous by the student participants. One participant explained that the information provided gave them more to think about as they prepared to become a physical education teacher. Another participant stated when referring to the video, “It was helpful because it talks about ways to have a quality physical education program.” A different participant mentioned how the video gave them ideas to strive for and incorporate into their physical education program. One participant mentioned how they would take the information they learned about quality physical education from the different professionals in the video and apply it to their teaching in the future.

After viewing the video, the participants discussed the importance of inclusiveness and getting all students involved, not just the athletes. They also mentioned the importance of building relationships, differentiating instruction, teaching lifelong activities, allowing maximum participation, and focusing on the process, not the product. These were some of the terms they used to explain the key takeaways from the video. One participant suggested that the video
should be shown in the future because “it is important for physical education teachers to hear from current professionals about their success and failures in creating a successful physical education curriculum.” Another participant added, “I believe anybody who plans on being a physical education teacher or any teacher will benefit from seeing all the different perspectives from all of these different teachers.” The video provided the students with examples of creating a quality physical education program.

The participants reflected on their experiences in physical education by relating the information they learned in the video to their own experiences. Many participants realized that the physical education programs they went through focused on team sports and needed to be more inclusive. When asked about how the information from the video impacted them, one participant stated, “I think it made me think in a different way about physical education as a whole. Much more goes into it than just playing and teaching games.” This demonstrates how the participants’ views changed after watching the video about quality physical education.

After the experience, students were asked questions about the overall experience of watching the videos. When the student participants were asked if the videos were helpful and if they would recommend showing the three videos to future classes, there was a 100% response rate of “yes.” From the responses, the students found the videos helpful and felt future students should view them.

**Post-Assessment/Midterm**

The final in-class evaluation was a post-assessment/midterm assessment. The midterm assessment was given in class, and asked questions about the learning experience of watching the videos. The post-assessment asked how the information learned can help an individual as a
student and an educator, the impact of the overall learning experience, and whether or not perceptions changed. An analysis of the post-assessment resulted in three central themes:

1. The videos were helpful.
2. Learning through different perspectives was valuable.
3. Perceptions changed after learning the content.

**The Videos Were Helpful**

When students were asked about their thoughts on the learning experience of watching the videos, their overall thoughts were positive. One participant said, “The videos were well-formatted and contained a great amount of information based on the profession.” A participant stated, “The videos brought great explanations on the topics with useful and interesting stories.” One participant pointed out,

At the beginning of the year, when filling out the Google Form, I thought I was in way over my head because I knew almost none of the terms in that Google Form. However, the videos helped a lot with my understanding of the topics.

One participant agreed that the videos helped with their understanding of the topics. Another participant suggested that the videos were a different way of teaching the topics. One participant said, “Watching these videos gave me a ton of information to hold onto.” Many participants suggested they learned about the different topics by watching the videos.

The post-assessment reinforced how the participants responded after each video when asked if it was helpful. One participant stated, “My overall thoughts on the learning experience of watching the videos were amazing because I learned different aspects of topics in the field of physical education.” Another participant mentioned, “The learning experience from the videos was top-notch.” A participant suggested hearing from different people and their experiences
helped them learn more. One participant said, “The videos gave us information that is useful now and in the future.” Another participant noted when referring to the videos, “I think they were a great tool for introducing these concepts to us because I had no idea what they were. I did not even know they existed in the physical education system.” A participant expressed, “I feel that the learning experience of watching the videos was very helpful for myself and my peers as we continue to gain perspective and improve our understanding of what it takes to be a successful physical education teacher.” The learning experience of watching the videos was helpful for students to gain a different perspective on the topics being taught.

**Learning Through Different Perspectives Was Valuable**

Many participants felt these videos should be shown to every student in the program and that hearing different perspectives was helpful. “I genuinely believe that the learning experience we had from watching the videos did more for us than any lecture could about these topics,” a participant stated. Another participant agreed when they suggested that the videos were an excellent way to convey information about the topics. One participant suggested that hearing the different perspectives helped broaden their knowledge. A participant mentioned that it was helpful to hear different perspectives besides professors. One participant stated, “Everyone who shared their experience helped all of my classmates somehow.”

Storytelling can be an excellent learning tool. A participant commented, “When people tell a story, there is a lot more information and pieces to take away from a story rather than learning from a book or someone teaching you.” Another participant said, “Everyone has a story to tell, and everyone can take different pieces of that story and connect with it differently.” A different participant added, “I really liked the setup of how multiple teachers got to speak about the different situations and views that they may be in or have.” One participant stated, “Hearing
from different people really helped me understand and learn because of what they have experienced.” Another participant said, “Hearing the different stories, perspectives, and advice really caught my attention and interest.” A participant added, “Without hearing the different perspectives, my expectations going into the future would be much different.” The stories and examples shared by the professionals in the video created awareness among the participants. One participant stated, “The videos really opened my eyes.” Through the storytelling, students were able to gain a better perspective of some of the realities they may face as physical educators. Based on the responses received on the post-assessment, watching the videos, and addressing the topics, the activity was a positive experience and should continue in the PETE program.  

**Perceptions Changed After Learning the Content**  

In the post-assessment, student participants were asked if the content they had learned this semester affected their perceptions, and for many, it had. One participant stated, “My perception of physical education has changed a lot,” while another participant communicated, “My perceptions of the entire field of physical education have completely changed since the beginning of the semester.” A different participant suggested, “The content I have learned this semester has definitely had an impact on my perceptions of physical education.” Another participant added, “The content I have learned this semester has positively impacted my perceptions as a physical education teacher.” One participant said,  

My perceptions of physical education have one hundred percent changed since seeing these videos. Before, I had a very simple view of physical education teachers, but now it is much more elaborate. I did not know physical education teachers faced as much adversity as they did.
Another participant stated,

The content I learned from this semester has affected my perceptions of physical education greatly. I never thought about how others perceived physical education until this class. I never really thought about why I chose this career. I now understand the depth of what physical education really is and how it affects students, both negatively and positively.

One student participant referred to the pre-assessment when they said, “I would answer the question of what it means to be a physical education teacher a little differently now.” Another participant added, “I definitely think my perspective of physical education has changed since watching the videos.” From many of the students’ responses, their perceptions changed, and addressing specific topics created an awareness that helped change perceptions.

**Semi-Structured Student Interviews**

The researcher attempted to interview 10 students from the class but was only able to get two of them to volunteer. However, the information learned from the interviews was valuable.

The first student participant to be interviewed found the videos extremely helpful. The participant mentioned, “There is real value in these videos, and I think people should watch them.” The student participant suggested that the videos would help them become a better physical education teacher. The participant stated, “These videos can make a difference between being a good PE teacher and a great PE teacher.” The student participant also stated, “The learning experience totally changed the way that I look at the profession and the major, and I am going to change the way I carry myself as a PE major.”

When asked about the overall learning experience of watching the videos, the participant mentioned that it seemed overwhelming when they saw the video would be 40 minutes long.
However, they went on to say that the videos were so good that they went by fast. When the researcher asked for suggestions about the learning experience, the student participant mentioned they watched them at the perfect time, and they would suggest second- or third-year students watch the videos. One suggestion made by the participant about improving the experience was that the slides with the definitions were too quick, so they missed some of them.

The second student participant that was interviewed also enjoyed watching the videos because they were eye-opening. This participant also mentioned that they liked hearing from the different teachers about their experiences, and they mentioned how the videos made them more interested in physical education. The participant suggested that “Physical education was always my favorite subject, and I only realized after watching the videos how many people thought that low of physical education.” When asked how well they knew the topics before watching the videos, the participant replied, “I mainly knew about the perceptions.” The participant suggested showing the videos to first-year students so they know about this early in the program, but refreshers should be offered throughout the years.

The participants interviewed used the following terms to describe the videos: “eye-opening,” “awesome,” “good information,” and “super helpful.” Both student participants recommended that the videos continue to be shown in class; otherwise, students might not watch them or be too distracted if they are watching them at home. The participants also mentioned that this would be an excellent resource to look back on and watch again. The interviews provided another data collection source and demonstrated the videos’ value for student learning.

**Semi-Structured Interview With PETE Faculty**

The third interview conducted was with a PETE faculty member from a different college in the state that had shown the videos to students in their PETE program. Twenty-six upper-level
students were assigned to watch all three videos as an out-of-class assignment. The students were asked to watch the videos on two separate occasions. The first time they were asked to watch them was in correspondence with the content being taught in class.

Positive feedback was received from the students about the videos. The PETE professor mentioned how the students continued to reflect on how rampant marginalization still is, given their experiences or their naïveté to those issues that they were not accustomed to until they got into professional preparation. The students also found it interesting that there are a lot of competing forces when it comes to occupational socialization. The PETE faculty member stated, “Another thing that was not lost on the students was hearing other faculty from other teacher prep programs reiterating the same points. I think that goes a long way.” Overall, the students found the videos helpful and informative in creating awareness.

The PETE faculty member provided feedback about the videos. First, they thought the videos were a wonderful supplement to courses and class discussions. They also mentioned that they would continue to use these videos. One suggestion they provided was to shorten the videos into video clips because of the students’ attention spans. The PETE faculty suggested that the videos should be shown at different times throughout the PETE program. The final thought the PETE faculty member shared was how the videos showed collegiality between faculty from different teacher preparation programs. They went on to say how everybody in the videos worked together, showing respect for one another. It showed the teacher candidates that these professors “walk the walk and talk the talk, and they respect one another.”

**Findings**

The findings for Cycle 2 developed from the themes that emerged through the various evaluations. The findings were as follows:
1. The stories shared in the videos deepened students’ understanding of physical education teachers’ experiences and the challenges of the profession.

2. Physical education professionals’ commentary on their views of physical education broadened students’ perspectives of what quality physical education is.

3. The video interviews helped students appreciate how their own experiences in physical education contributed to their pursuit of being physical education teachers.

Figure 3

Findings Based on Cycle 2 Data

The Stories Shared in the Videos Deepened Students’ Understanding of Physical Education Teachers’ Experiences and the Challenges of the Profession

The student participants watched three videos in class addressing topics surrounding physical education as a supplemental learning tool. The videos included physical education professionals sharing stories about their experiences and challenges. The stories resonated with the students. One participant mentioned how they liked the videos because of the experiences
and stories that professionals in the field told. Another participant stated, “The videos were helpful for learning about the topics and what we might face as physical education teachers.” A different participant explained how the videos gave them a better understanding of the topics and how to apply the information. Many participants suggested that the stories helped their understanding of the different topics addressed throughout the videos.

The stories helped students understand the challenges and adversities they may face as physical educators. Physical education professionals in the videos discussed times when they have felt marginalized in the profession. They also addressed perceptions of physical education and how they affect the profession. One participant said, “Hearing from different people really helped me understand and learn because of what they have experienced.” Another participant added, “I really liked the setup and how multiple teachers got to speak about their views and the different situations they are in.” Hearing the stories created awareness among the students.

After hearing the different stories, participants felt that the videos prepared them for when they became physical education teachers. A participant mentioned, “The topics were helpful to learn about because these are things I am going to have to think about when teaching.” One participant stated, “Hearing personal stories helped me understand what to expect in the future as an educator.” Another participant explained how the videos opened their eyes to what to expect from physical education in the future. A different participant suggested, “My overall thoughts on the learning experience of watching the videos was amazing because I learned different aspects of topics in the field of physical education.” The video interviews impacted the students because hearing the different stories and examples from physical education professionals deepened their understanding of the different experiences and challenges they may face.
Physical Education Professionals’ Commentary on Their Views of Physical Education

Broadened Students’ Perspectives of What Quality Physical Education Is

In addition to deepening students’ understanding of experiences and challenges in the profession, hearing various stakeholders’ perspectives and stories helped students better understand what quality physical education is. One participant stated, “The different perspectives helped broaden our knowledge.” Another participant mentioned when referring to the videos, “They helped me understand by getting a variety of perspectives of different physical education teachers.” A participant suggested, “This information was helpful because quality physical education can mean different things to everyone and hearing all these ideas helped me define what I think quality physical education is.” Hearing from professionals in the field helped reinforce what is taught in the classroom about the different aspects of teaching quality physical education.

After watching the videos, one participant stated, “Quality physical education is a number of different things. Three things that stood out to me were that it should be student-centered, get everyone active, and figure out how to make physical education the best class possible for all students.” Another participant added when referring to hearing the different perspectives, “It was helpful because I now know how a quality physical education program works from a bunch of different professionals.” A different participant said, “It made me think in a different way about physical education as a whole. Much more goes into it than just playing and teaching games.” Through class discussion, the students suggested that quality physical education should be inclusive, skills-based, and focus on lifetime activities. They also suggested that assessment should be included and that the teacher must be passionate about what they are teaching. There is not one correct way to teach physical education, so hearing from various stakeholders in the
profession, students gained a better understanding of different components that can add to a quality physical education program.

Many student participants suggested that hearing the different perspectives helped them better understand how to have a successful physical education program. One participant stated, “The videos really put in perspective what it is like to be in a successful physical education program.” Another participant mentioned, “It was helpful because it will help me build my own successful physical education program.” A different participant added, “The videos gave me a better understanding of how to create a better environment.” Another participant mentioned how the videos helped them understand quality physical education.

A few student participants related having a quality physical education program to being successful teachers. One participant said, “I feel that the learning experience of watching the videos was very helpful for myself and my peers as we continue to gain perspective and improve our understanding of what it takes to be a successful physical education teacher.” Another participant added, “I thought the learning experience of listening to the videos was good because I learned a lot about the views of other professions on how to be a better teacher.” One participant suggested that the videos related to them because they want a quality physical education program when they become a teacher. A participant mentioned, “This information was helpful because when I become a teacher in the future, I now have a better view of how to go about my instruction and how I can apply the correct ways of teaching in my classes.” If students did not come from quality physical education programs, after hearing the different physical educators speak about their experiences and how physical education should be taught, students began thinking about how they want to teach physical education. Hearing different perspectives gave the students a deeper understanding of quality physical education.
The video interviews helped students appreciate how their own experiences in physical education contributed to their pursuit of being physical education teachers.

The video interviews provided an opportunity for students to understand and appreciate how their experiences in physical education contributed to their pursuing a career in physical education. Hearing stories and examples from professionals about why they chose to become physical educators reinforced how occupational socialization plays a significant role in students’ lives. One participant stated, “This information was helpful because it showed us how socialization through our career can change and how much our past experiences truly influence the type of physical education teacher we will become.”

Through class discussion and the video assessments, the students commented on how they could relate to the physical educators in the videos regarding why they became teachers. One participant said, “I realized that many physical education teachers are in the same boat; they go into physical education for their love of sports and athletics.” Another participant commented, “It is good to hear from physical educators and learn what their experiences were like. I found this very interesting because I had similar experiences as some of the speakers.” A different participant suggested when referring to the videos, “This helps us understand more why we chose this profession.” Another participant said, “The videos make you feel more comfortable picking the major you did. The people in the video explained how much they love physical education.” A different participant added,

It can give students a sense of relief when they realize that they were not the only ones who came into this profession for the wrong reasons or with the wrong idea in mind. It also gives them ideas of what to expect once they become teachers and how to fix those issues.
Students could relate to the different perspectives they heard through the video interviews, especially about their reasons for becoming physical educators.

Many students started to reflect on their own experiences and why they chose to pursue a career in physical education. One participant said, when referring to what they learned from the videos, “I also went into physical education because I liked my teachers and felt a close connection with them.” Another participant suggested, “My experiences in physical education definitely influenced me to become a physical education teacher.” The students realized that not everyone had the same experience through class discussions and videos. The students reflected on their experiences. A participant mentioned, “This related to my experience hearing about high school teachers just playing team sports and not focusing on development because that is how my physical education classes were run.”

Not only did students reflect on their experiences, but they also thought about what the information from the videos will mean to them in the future. When asked about the videos, one participant stated, “It helped me better understand how I can impact the students in my own experiences or use other people’s experiences to help educate them and help them find a love for physical education.” Another participant added, “I feel all students need to hear all different opinions and perspectives so they do not base their future philosophies on their own beliefs and past experiences.” Finally, a participant suggested when discussing the videos, “It gives you more to think about as we become teachers in the next couple of years.” The stories the students heard echoed why some had chosen to pursue a career in physical education. At the same time, it allowed students to reflect on how experiences in physical education can differ. The students reflected on how their experiences in physical education contributed to their pursuit of being physical education teachers.
Conclusion

Watching videos in Cycle 2 proved helpful in teaching students about the marginalization and perceptions of physical education, occupational socialization, and quality physical education. The different evaluations and assessments administered helped determine this. The student participants suggested that hearing different perspectives and stories was a new and effective way to learn about the topics. The videos created awareness among the participants about the topics they were unfamiliar with by hearing different perspectives from various professionals. These perspectives deepened the pre-service teachers’ understanding of physical education and changed how they perceived it.
Section Three: Literature Review

Physical education is a cycle of replication when it continues to be taught in the way it was experienced. Experiences in physical education vary depending on what is taught and how it is taught. These experiences can lead to occupational socialization and the formation of perceptions, leading to the marginalization of the subject area. Significant research has been conducted regarding the Occupational Socialization Theory because physical education continues to be taught how it was experienced (Richards et al., 2014). Perceptions of physical education are another area of research that has been investigated. Students who enter a PETE program bring perceptions about physical education based on their K-12 experiences. PETE programs need to focus on creating change agents to break the cycle of replication of teachers continuing to teach based on their K-12 experiences in physical education. This literature review examined existing research on what physical education and PETE programs should consist of and how socialization and experiences in physical education can lead to perceptions and marginalization of the subject area.

Physical Education

Physical education is a subject taught in many K-12 schools that allows children to be physically active. For many school-aged children, physical education is the only time they receive formal instruction about physical activity (Schnitzius et al., 2021). Physical activity has many benefits, such as reducing health risks, improving mental health, increasing academic performance, and helping strengthen bones and muscles (Centers for Disease Control and Prevention, 2021). Physical education aims to develop physically literate individuals who will have the necessary skills, knowledge, and confidence to continue being physically active for a
lifetime through a well-planned, sequential, standards-based curriculum (SHAPE America, 2015).

**Physical Education Programs**

Individuals’ experiences in physical education can result from how and what they were taught. Not all physical education programs incorporate the recommended components of quality physical education. According to SHAPE America (2015), quality physical education programs should include essential components such as a standards-based curriculum, appropriate instruction, policies and environment, and assessment. The policies and environment component should include adequate instructional time, reasonable class sizes, and available resources (SHAPE America, 2015). Appropriate instruction should incorporate instructional strategies that meet the needs of all the students, adaptations for students with disabilities, maximum participation rates, well-designed lessons, and ongoing assessments to track student progress (SHAPE America, 2015). SHAPE America is a professional organization for health and physical educators across the United States and the developers of the national standards for physical education and health (SHAPE America, n.d.).

Pangrazi and Beighle (2020) suggested that quality physical education should be standards-based, inclusive, skills-based, student-centered, focus on fitness and lifetime activities, and address social-emotional learning. According to the Centers for Disease Control and Prevention (2015), a high-quality physical education program consists of instruction in various motor skills, fitness, social skills, and increasing the value of physical activity. Kahan and McKenzie (2015) explained how physical education as a subject area varies based on several factors, including how often and how long students have physical education, the curriculum, and
the teachers’ credentials. Experiences vary in physical education because the recommended components of a quality physical education program are not always followed.

No national curriculum for physical education allows physical educators to use their discretion about what and how to teach, although national standards can be used for guidance (Oh & Graber, 2019). Many states have physical education standards, and physical educators must align their instruction with the standards (Oh & Graber, 2019). This is an area of concern when physical educators do not develop standards-based curriculums. A standards-based curriculum starts with the standards, identifies the necessary skills and knowledge needed to meet the standards, and then selects learning experiences to reach the outcomes specified by the standards (Lund & Tannehill, 2015). Developing a standards-based curriculum is one way to ensure students are receiving a quality physical education experience.

Oppression occurs in physical education settings among disadvantaged schools that cannot provide students with quality programs (Young et al., 2007). Lack of funding and resources plays a significant role in how physical education is experienced, which can also lead to oppression (Young et al., 2007). Physical educators often teach bigger classes with fewer resources in a setting where the subject needs to be more valued (Pate et al., 2006). Oppression can impact students’ experiences in physical education.

Individuals’ experiences in physical education can vary, but often the focus is on competitive team sports. Findings from a study conducted by Ferry and McCaughtry (2013) revealed that the primary focus of the participants’ physical education curriculum was sports. Walseth et al. (2018) indicated that the competitive nature of physical education could often discourage students from enjoying physical education, which is something physical educators need to change moving forward. Competitive team sports are not inclusive of all students.
McCaughtry and Centeio (2014) discussed how students feel bored, marginalized, and alienated because physical education programs focus primarily on team sports in which less than 20% of adults participate, as evidenced in research over the last twenty years. Many pre-service teachers were successful athletes and came from a physical education program focused on team sports and traditional teaching, including sports content (Richards et al., 2014). Cardinal et al. (2013) stated that attitudes and behaviors could be formed from experiences. Students might enter a PETE program because of these experiences in physical education.

**Physical Education Teacher Education (PETE) Programs**

When students enter a PETE program, their experiences in physical education can differ from those of their classmates. Everyone brings unique experiences to the program, and the students’ perceptions of physical education may be based on those experiences. Experiences will differ based on ability, gender, socioeconomic status, race, sexual orientation, and more.

PETE programs are responsible for developing effective physical educators. In order to do this, a PETE program needs to examine what they teach. One of the primary responsibilities of PETE programs is to prepare future physical educators to teach by using appropriate practices (Davis, 2019). In the past, inappropriate practices have been reinforced in physical education, which included little to no instruction, a focus on competitive team sports, little to no feedback, and students needing to be given a chance to be involved (Davis, 2019). According to Taliaferro et al. (2017), team sports continue to dominate PETE programs because they remain the focus of PK-12 curriculums. SHAPE America (2017) provided national PETE standards to ensure that future physical educators are prepared to teach physical education effectively. The standards include understanding content knowledge, incorporating skillfulness and health-related fitness, developing and implementing developmentally appropriate lesson plans, meaningful
instructional delivery, incorporating assessment, and professionalism (SHAPE America, 2017). PETE programs’ responsibility is to teach and reinforce these appropriate practices to provide a positive learning experience for all students.

A PETE program should also provide students with professional development opportunities. Teacher education programs need to inform future educators that after the completion of the teacher education program, professional learning should continue (Loughran, 2006). Professional development, like socialization, shapes teachers’ decisions and actions (Richards et al., 2014). Professional development can be used to support PETE programs and help with organizational socialization (Fan et al., 2021). Taliaferro et al. (2017) found that over one-third of the PETE program directors who participated in their study required students to belong to either a state or national professional organization.

Richardson (2011) suggested that PETE programs must redesign what they are currently doing to address the marginalization of physical education in schools through quality, standards-based PETE programs. This would include providing meaningful learning experiences and strategies for beginning teachers to promote change, as MacPhail and Tannehill (2012) suggested. MacPhail and Hartley (2016) recommended that PETE programs provide pre-service teachers with a skill set to challenge and reform existing practices to become change agents. Taliaferro et al. (2017) suggested that PETE programs are responsible for changing the PK-12 curriculum to emphasize lifelong learning skills.

Physical education teacher education programs need to prepare culturally responsive educators. Tinning (1991) stated, “A teacher education program should educate teachers to consider their role as transforming school physical education, not merely reproducing it” (p. 4). School populations are becoming more diverse, so PETE programs need to prepare pre-service
teachers to meet the needs of all learners (Flory, 2016). PETE programs should incorporate sociocultural coursework and provide pre-service teachers with meaningful experiences in urban environments (Flory, 2016). Flory (2016) also suggested that PETE programs must incorporate activities other than team sports as they prepare pre-service teachers to create inclusive environments. Harris and Clark (2016) suggested that PETE programs must determine ways to alleviate historical injustices in physical education. Dowling et al. (2015) discussed the importance of critical pedagogy in physical education to address the context and history in which it has been taught. How physical education has been taught historically can impact how it is experienced, which can result in replicating social injustices. Bell (2007) discussed the importance of learning from the past and experiences because it helps trace patterns of oppression. PETE programs are ideal for teaching critical pedagogy and social justice education and preparing culturally responsive educators.

Preparing pre-service teachers to become educators is a PETE program’s primary responsibility but beginning teachers often do not feel prepared for the reality of school environments (Richards et al., 2013). Richards et al. (2013) suggested that PETE programs must include discussions about school environments and prepare future educators for issues surrounding marginalization and isolation. PETE programs should address concepts from the Occupational Socialization Theory (Richards et al., 2013). Schempp and Graber (1992) recommended that PETE faculty acknowledge the socialization process, including professional socialization, which occurs throughout the PETE program. Richards et al. (2013) suggested that pre-service teachers must be aware of non-teaching tasks. PETE programs must prepare students to teach in different school environments and face different issues surrounding physical education (Richards et al., 2013).
Advocacy is one way to address issues surrounding physical education. Physical education is a marginalized subject, so physical educators must advocate for themselves and their professions. According to Gaudreault et al. (2021), one way to advocate is through visibility. Creating visibility is one step in reducing marginalization, and this can be accomplished by creating awareness about the role physical education plays in educating the whole child (Gaudreault et al., 2021). Gaudreault et al. (2021) also recommended teaching PETE students about advocating for their profession through coursework and projects. Gaudreault et al. (2021) mentioned that PETE faculty need to provide students with the knowledge and skills to advocate for the profession to demonstrate the importance of quality physical education.

Conclusion

Physical education is an important subject area, but how it is taught and its quality have a significant impact on the experiences students have. These early experiences carry over into PETE programs and can impact future educators. If PETE programs do not intentionally address these issues, physical education will continue to be taught the same way it was experienced. The responsibility of the PETE program is to prepare students to incorporate the components of a quality physical education program and teach appropriate practices. PETE programs must include relevant learning experiences and prepare physical educators to break the cycle of replication.

Occupational Socialization Theory

Foundational learning and occupational socialization can play a significant role in the development of an educator. Lawson (1986) defined occupational socialization as “all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers” (p. 107).
Acculturation, professional socialization, and organizational socialization are the three phases within the occupational socialization theory that impact educators’ decisions and how they teach (Lawson, 1983). Students entering a PETE program bring perceptions about physical education based on their experiences. However, the different phases of occupational socialization play a significant role in how and what a teacher teaches (Flory & McCaughtry, 2014). According to Richards et al. (2014), knowing and understanding that teacher socialization plays a significant role in physical education and how physical educators perform their jobs is imperative.

Acculturation

Experiences in K-12 physical education affect future educators. Acculturation is the socialization phase before students enter a teacher preparation program (Lawson, 1986). During the acculturation phase of socialization, future educators learn from teachers and coaches (Richards et al., 2014). Individuals become physical education teachers based on their experiences and interactions with influential individuals (Richards et al., 2014). Richards et al. (2014) suggested that acculturation can be more persuasive than the other phases of socialization.

Acculturation plays a significant role in developing future teachers’ identities (Richards et al., 2013). Throughout the acculturation phase, the apprenticeship of observation occurs. Apprenticeship of observation, defined by Lortie (1975), is based on what individuals learn about teaching through their own experiences of being a student in school, and perceptions are formed about the profession during that time. Lortie (1975) suggested that individuals spend around 13,000 hours in school observing teachers during this phase, and throughout that time, they are socialized about teaching. Curtner-Smith et al. (2008) suggested that acculturation can be the most powerful form of socialization because this is when pre-service teachers develop beliefs and biases about physical education. McCullick et al. (2012) found that one of the main
reasons students wanted to become physical educators was to work with children and replicate their own experiences. Ensign et al. (2017) found that most participants had a positive acculturation experience which influenced who they were as educators. Ferry (2018) explained how individuals’ experiences in physical education strongly influenced pre-service teachers and their approach to teaching physical education. Teachers often impact future teachers more than formal preparation programs (Smith & Schmidt, 2012).

Another reason individuals choose to teach physical education, according to O’Neil and Richards (2018), is to stay connected with sports which have played a significant role in their lives. O’Neil and Richards (2018) stated, “Teacher education programs across the United States are filled with future professionals who reflect the athlete-turned-physical educator profile” (p. 34). Sports and physical education can impact students’ decisions to become physical education teachers.

The knowledge students bring to a teacher preparation program is based on their experiences in K-12 physical education. According to Mohr et al. (2020), individuals enter PETE programs with well-established perceptions of physical education teachers and the profession. PETE programs need to consider the knowledge students bring to the program and discuss how their experiences have influenced their perceptions about physical education because creating awareness can help change these perceptions. These different experiences and influences through socialization and apprenticeship of observation on future teachers must be addressed when entering a PETE program.

Professional Socialization

The next step of the socialization process is professional socialization. Professional socialization occurs when future educators are enrolled in a teacher preparation program
(Lawson, 1986). During this time, PETE faculty teaches them the knowledge and skills of the profession that they feel are important (Richards et al., 2014). Curtner-Smith (2001) suggested that pre-service teachers understand what it means to be a physical education teacher based on experiences and interactions with people. According to Richards et al. (2014), if what they learn in the PETE program aligns differently with their prior experiences, they may not alter their beliefs about the profession.

PETE instructors need to understand students’ perceptions about physical education to address changing those perceptions. Smagorinsky and Barnes (2014) mentioned that teacher preparation programs face the tough challenge of changing perceptions and how future teachers teach because apprenticeship of observation tends to be stronger than what is taught throughout the programs. Gray (2020) suggested that pre-service teachers revert to pedagogies learned from past experiences rather than what they learned during their teacher preparation program. PETE faculty teach characteristics of a quality physical education program but face the challenge of pre-service teachers having different experiences and perspectives (Betourne & Richards, 2015). If what future educators are learning throughout the PETE program does not reflect how they experienced it, they might meet the changes with resistance (Richards et al., 2014). Field experiences throughout the teacher preparation program may reinforce their acculturation instead of what is taught in the program, resulting in pre-service teachers reverting to traditional practices (Richards et al., 2014).

Curtner-Smith et al. (2008) suggested that one of the weakest forms of socialization is professional socialization which occurs while pre-service teachers are in PETE programs. Flory (2016) stated that transferring knowledge from PETE programs to the gymnasium takes work. Harvey and O’Donovan (2013) revealed that students in a PETE program determined what
should be taught in physical education based on their past experiences, and even after a teacher preparation program, physical educators continued to teach based on their past experiences. Students entering PETE programs bring preconceived notions from their acculturation experiences in physical education, which may be challenged depending on their experience (Ensign et al., 2017). Moy et al. (2016) strongly encouraged PETE programs to teach future physical educators to use alternative teaching approaches; however, past experiences in physical education and sport can result in the status quo of traditional teaching. O’Neil and Richards (2018) suggested that PETE faculty do not have the ability to change the perceptions pre-service teachers have about physical education. To make professional socialization more effective, PETE faculty needs to address the experiences students had in physical education and why they chose the profession. PETE faculty also needs to prepare future educators for the resistance to change they may face in the induction years of teaching.

Organizational Socialization/Induction Years

The final phase of occupational socialization is organizational socialization. This phase is often called the ‘induction years’ when an individual becomes a K-12 teacher (Lawson, 1986). Richards et al. (2014) referred to the induction years as when beginning teachers establish the values and skills necessary to meet the school’s needs. Ensign et al. (2017) suggested that beginning physical educators see themselves as change agents but often run into resistance. This is a problem because the traditional approach to teaching physical education is becoming less relevant when trying to meet the needs of all learners (Ensign et al., 2017). As a result, Gray (2020) emphasized that new teachers rely on their K-12 experiences in physical education rather than using what they learned in the teacher preparation program. According to Richards et al. (2014), it is difficult for beginning teachers to challenge how physical education is taught.
Beginning teachers, especially physical educators, face many problems when entering the profession because of the low status of physical education in schools, making it challenging to bring programmatic changes (Richardson, 2011). Another element is what the organization they are joining expects from the physical education program (Richards et al., 2013). During organizational socialization, physical educators have to decide whether or not to teach based on what they learned throughout the PETE program or what they experienced in physical education.

**Conclusion**

Based on the occupational socialization theory, physical education can be a cycle of replication. The acculturation phase can be one of the most influential phases of the socialization process (Curtner-Smith et al., 2008). Pre-service teachers enter PETE programs with well-formed beliefs about physical education based on their experiences (Gurvitch & Blankenship, 2008). Students’ experiences in physical education can strongly influence how they teach. As a result, the foundational learning before students enter a PETE program plays a significant role in teaching. Professional socialization can be challenging because acculturation can be stronger than the students’ learning throughout a PETE program. Physical educators must be change agents and disrupt the status quo of teaching physical education if the program needs to be changed during organizational socialization. Students are socialized into physical education, which continues even after they become physical education teachers.

**Experiences in Physical Education**

Experiences in physical education can lead to certain perceptions and marginalization of the subject area. Perceptions can reinforce the marginalization of physical education. Perceptions are formed based on experiences which, depending upon the experience, can affect how individuals view physical education.
Perceptions

What is being taught in physical education can significantly affect the students’ perceptions of physical education. Phillips et al. (2021) conducted a study examining middle school students’ perceptions of physical education, and they found that students felt the curriculum was repetitive, boring, unenjoyable, and overemphasized competition. Physical education experiences form lasting memories that the students entering a PETE program bring with them (Cardinal et al., 2013). Prior and Curtner-Smith (2020) suggested that since secondary physical education is the last experience in physical education for many, that experience can shape perceptions. Gaudreault (2014) analyzed how students based their perceptions of physical education on past secondary school physical education experiences; if the program focused on competitive team sports, that was their perception of physical education.

Many people continue to perceive physical education as gym class or a roll-out-the-ball style of teaching (Gaudreault, 2014). Richards et al. (2013) suggested that physical education teachers manage relationships with many people, such as colleagues, administrators, and parents, who have different perceptions of physical education. These perceptions are formed because physical education continues to be taught through competitive team sports without much instruction, and many physical educators continue to teach what they know or like (Gaudreault, 2014). Prior and Curtner-Smith (2020) suggested that physical educators have different views of teaching based on their perceptions. Perceptions might change, but how physical education is taught may stay the same (Harvey & O’Donovan, 2013). These perceptions can lead to the marginalization of physical education.
Marginalization

Physical education tends to be marginalized and not deemed necessary by many. Marginalization in physical education can result from key stakeholders, including parents, teachers, administrators, and past experiences in physical education (Sheehy, 2011). Sheehy (2011) indicated that the marginalization of physical education continues because physical education teachers have yet to succeed in changing the way it is taught. A study conducted by Gaudreault et al. (2018) found that some physical educators reported that physical education received a low status of importance in schools, and participants’ colleagues implied that physical education is easier to teach than other academic areas. However, a study by Richards et al. (2018) reported that physical education was important but was not recognized as an academic subject area. Stevens-Smith et al. (2006) explained how their study suggested that principals did not view physical education as an academic subject but as more of a place where students participate in activities without much learning. George and Curtner-Smith (2017) suggested that school principals’ perceptions of physical education are based on their own experiences. George and Curtner-Smith (2017) noted that if the principal had a positive experience, they were more likely to value physical education. When administrators do not perceive physical education as an important subject area, this can become a common attitude throughout the school. Gaudreault et al. (2018) mentioned that regular classroom teachers viewed physical education as a break in elementary schools. When physical educators enter the workforce, they may face resistance from colleagues about the importance of their subject area (Gaudreault et al., 2018). This is why it is difficult for physical educators to break the cycle of replication. It is easier to continue to do what has always been done rather than try to make a change.
The marginalization of physical education happens for many different reasons. Kahan and McKenzie (2015) suggested that how physical education is taught marginalizes the subject area because it is not quality physical education. Physical education marginalization occurs when physical educators do not align their curriculum with the national and state physical education standards (Oh & Graver, 2019). When this occurs, physical education programs are not held accountable. Stevens-Smith et al. (2006) proposed that physical educators must create a curriculum demonstrating what the students must learn to show its value.

Richards et al. (2018) noted that the marginalization of physical education continues because of public policies that view it as less important than other subject areas. An example would be the No Child Left Behind Act which emphasized academic subject areas and marginalized physical education (Richards et al., 2018). However, when the Every Student Succeeds Act replaced the No Child Left Behind Act in 2015, it shifted the focus to providing a well-rounded education for students, including physical education (SHAPE America, 2016). Other policies that affect the marginalization of physical education programs would be mandates surrounding a required number of minutes in physical education per week (Burson et al., 2021). Burson et al. (2021) mentioned that physical education is a marginalized subject area because it has to compete for curriculum time. In some states and school districts, physical education is eliminated. (Burson et al., 2021) Accountability in physical education has been a factor that affects policymakers’ decisions (Burson et al., 2021). Policies play a significant role in the marginalization of physical education.

One way to illustrate the importance of physical education as a subject area is through advocacy. Physical educators must advocate for their profession to show that it is an important subject. Gaudreault et al. (2021) mentioned how critical it is for physical education teachers to
advocate for their subject area in schools and how physical educators must increase the visibility of physical education in schools through presentations and organizing community events to overcome marginality. Physical education continues to be marginalized because of the lack of knowledge about quality physical education programs (Gaudreault et al., 2021). Richards et al. (2018) proposed that PETE programs must prepare future educators for the realities of school life, including resiliency to marginalization. Richards et al. (2017) found that physical educators who work in environments that value physical education may feel less marginalized and have higher perceived importance of their subject matter.

Conclusion

Providing meaningful experiences in physical education could change perceptions of physical education. Experiences in physical education form individuals’ perceptions. These perceptions may lead to individuals becoming physical educators or reinforce the negative perceptions that can lead to the marginalization of physical education. Experiences in physical education can perpetuate the low importance of physical education in schools. To disrupt the cycle of replication, physical educators need to provide students with positive and inclusive experiences.

Technology As a Learning Tool

Technology can play an essential role in student learning. According to Almumen (2021), technology has increased in the educational field, including higher education. Videos are one type of technology that can be used in the classroom. Practical uses for videos include short lectures about various topics or content (Gedera, 2021). Implementing films to support classroom material can be beneficial when teaching academic concepts (Madsen, 2014). Supplemental
videos are used to enhance instruction (Polly et al., 2022). Madsen (2014) suggested that videos can strengthen classroom discussions because they provide a familiar entry point for the students.

Podcasts are becoming increasingly popular in educational settings (Drew, 2017). A study by McNamara and Haegele (2021) found that podcasts were a helpful learning tool and a valuable addition to the learning process. Podcasts can be used to tell stories and provide different perspectives about concepts being learned (McNamara & Haegele, 2021). Integrating technology into the classroom can provide a valuable learning experience for students.

**Videos for Learning**

Adults and children watch videos daily to learn new information (Gedera, 2021). Videos have become a part of practical and creative teaching (Lui et al., 2019). Using videos for instruction can be supplemental and helps accommodate different learning styles (Gedera, 2021). According to Gedera and Larke (2021), videos can reinforce student learning. Educational objectives should be considered when selecting videos (Kabooha, 2016). Gedera (2021) stated, “Video has become an effective tool in teaching and learning contexts” (p. 229). Gedera and Zalipour (2021) discussed how videos could support pedagogical strategies and enhance learning. Marquis et al. (2020) suggested that videos should support pedagogical goals.

When creating videos, educators must ensure they provide engaging content. Gedera (2021) suggested that videos should cover one topic or concept and that incorporating visuals can add value. Li (2012) recommended the following activities to reinforce the comprehension of the video: introducing the video and discussing its theme or central concept, what it contains, and the new vocabulary or expressions it presents. To encourage active learning with videos, ask the students how the new concept or content relates to them and their experiences (Gedera, 2021).
Video Storytelling

Videos should tell a story. Digital storytelling allows people in the video to share their unique stories (Shelton et al., 2016). It tells a story through images and rich narratives (Lambert, 2013). It also allows educators to present topics by creating short movies that include music, images, video clips, and narration (Robin, 2016). According to Shelton et al. (2017), storytelling has been used by educators for years as a way to engage students in meaningful and relevant experiences. Digital storytelling can be used as a learning experience for students to learn content (Project Tomorrow, 2015). It can also be used to capture what is not conveyed in textbooks (Shelton et al., 2016). Storytelling allows the listener to learn from the experiences of others, even if it is not something they have observed or experienced before (Myers, 2022). When future educators are introduced to digital storytelling during a teacher preparation program, they may be more likely to implement it in their teaching (Shelton et al., 2017). The power of storytelling can carry over into other aspects of teaching.

Conclusion

Videos used as a supplemental tool for learning must be purposeful and relevant to the students. Providing the students with information about the video before watching it can reinforce what they will be learning throughout the video. Videos should tell a story and be engaging to keep the students interested. They can be an excellent supplemental tool for learning new content.

Summary

Experiences in physical education can lead to socialization, certain perceptions, and marginalization of the subject area. Based on previous experiences, physical education is not always deemed an important subject in schools. The Occupational Socialization Theory plays a
significant role in the development of physical education teachers and how they respond to the resistance they face as beginning teachers. PETE programs are faced with the challenge of changing these perceptions. PETE programs need to address the socialization process and the student’s perceptions about the profession to break the cycle of replication of physical education being taught the way it was experienced. This cycle can be broken if students experience quality physical education and PETE programs. If experiences in physical education continue to be replicated, perceptions will not change, and the marginalization of physical education will continue.

The limitations of the existing literature include examining information that PETE programs should be incorporating into their programs to help change pre-service teachers’ perceptions. The question still needs to be answered how PETE programs face the challenge of changing perceptions and breaking the cycle of occupational socialization. However, a starting place for breaking the cycle of replication is PETE programs being intentional about the knowledge, skills, and experiences they provide future physical educators.
Section Four: Contextualization

This Action Research study aimed to understand how perceptions and the way physical education was experienced prior to the students entering a PETE program affected their understanding of physical education and if a PETE program can help improve perceptions by the completion of the program. The research question that guided the study was: How did the way PETE students experienced physical education in their K-12 years affect their perceptions when entering the program, and how their perceptions changed over time, if at all? Two subsidiary research questions were: (1) How can perceptions of physical education be enhanced through a PETE program? and (2) How can the delivery of multiple perspectives of various stakeholders broaden and deepen pre-service teachers’ understanding of physical education? This section includes context analysis, findings, and implications of the study for organization and professional practice.

Context Analysis

The research site was at a university in the Northeastern United States. The institution was founded in 1946 and was affiliated with another institution. It became an independent institution with approximately 4,000 students, including undergraduates, graduates, and online students. The PETE program was established in 2014. Over the last few years, the program has gone through significant curriculum changes. The program continues to develop, and the number of students in the program has increased substantially.

The conversation about the problem of practice began when changes were made to the PETE program where the researcher teaches. Students tend to enter the program assuming it will be an easy major when it is not, which can lead to retention problems. The researcher decided to examine why students entered the program and what their thoughts were when it came to
teaching physical education. Through conversations with colleagues and Cycle 1 data, the researcher found that this problem was not isolated to one PETE program. The researcher wanted to figure out how to address specific physical education topics and concerns. Physical educators must continually defend their profession, and the researcher felt it was important for students to hear different perspectives and stories. Students must be made aware of the marginalization and perceptions that could burden the subject area. Creating awareness is an essential step in changing how physical education is taught.

The conversation that continued to occur was about retention. Throughout the research study, perceptions and experiences in physical education were examined. If the students coming into the program had misconceptions about the profession, they might decide that they no longer wanted to pursue a career in physical education. Also, the mindset the students entered the program with could affect whether they stay in it. Challenging courses and requirements can prevent students from completing the program.

The findings from the research study and extant literature suggested that occupational socialization was one challenge PETE programs faced in determining how to teach quality physical education. Finding a way to inform PETE students about the adversities they might face as educators was one way to help change perceptions about how physical education should be taught. PETE programs can address the adversities by allowing students to hear different perspectives. There were four significant findings from the research conducted, and these findings were identified and situated within the current literature.

**Finding One: Videos are an Excellent Supplemental Tool for Learning**

A finding from Cycle 2 was that videos are an excellent supplemental tool for learning. The student participants watched three videos in class addressing topics surrounding physical
education. The topics that were addressed in the videos reinforced the content being taught in the class. The videos were an effective learning tool because the videos provided students with a better understanding of the topics. The videos helped create awareness among the student participants by hearing different stories, examples, and perspectives from physical education professionals. Hearing different stakeholders’ perspectives was helpful when learning about the content. One participant stated, “The videos helped a lot with my understanding of the topics.” Another participant added, “The videos brought great explanations on the topics through useful and interesting stories.”

Everyone has a story to tell, which was undoubtedly the case when watching the videos in class. The videos used in the research project were a form of digital storytelling. The extant research suggests that storytelling can engage students in meaningful experiences (Shelton et al., 2017), and they can learn from the experiences being told, especially if it is something they have not encountered before (Myers, 2022). The action research suggested that hearing the different perspectives benefitted the student participants as future educators.

The student participants found the stories and examples shared in the videos to be an effective way to learn about different topics. One participant stated, “To learn new information, people like to watch videos and have examples that catch their eye.” Another participant added, “The videos were a very different way of teaching us about these subjects.” The participants suggested that hearing different perspectives, stories, and examples was more helpful than PowerPoint presentations from the instructor or reading from a textbook. One student said, “Nothing from a textbook or PowerPoint slides can make you learn something like hearing a story that is told from the heart.” Another participant stated, “When people tell a story, there is a lot more information and pieces to take away from a story rather than learning from a book or
someone teaching you.” One participant said, “I liked hearing the stories because this is information we could not get anywhere else.” Research suggests that digital storytelling can capture what textbooks cannot (Project Tomorrow, 2015). According to Shelton et al. (2016), digital storytelling can convey information not found in textbooks. A participant stated, “I genuinely believe that the learning experience we had from watching the videos did more for us than any lecture about these topics.” Another participant mentioned that hearing different perspectives other than the professors was good. A different participant suggested that they learned more with the videos than they would have with an hour-long lecture. One participant stated, “I thought the learning experience of listening to the videos was good because I learned a lot about the views of other professionals on how to be a better teacher.” Gedera and Zalipour (2021) explained how videos could support pedagogical strategies and enhance learning.

Storytelling has been used for years as a way for educators to engage students in meaningful and relevant experiences (Shelton et al., 2017). One participant stated, “Everyone has a story to tell, and everyone can take different pieces of that story and connect with it in different ways.” Another student indicated that the videos were a vastly different way to teach about the topics. “Learning about the various topics was easier because of the real-life examples,” one participant said. The extant literature suggests that videos can enhance student learning (Gedera & Larke, 2021). According to Gargiulo (2006), stories provide a common ground for people, and the listener becomes engaged and tries to relate the information learned from the story to their own experiences. Hearing the stories and real-life examples provided an innovative way of teaching the students about various topics. The students enjoyed hearing the stakeholders’ perspectives, stories, and examples. It was an eye-opening experience for many of the students.
Overall, the student participants found the videos helpful when learning about different topics and hearing from different professionals in physical education.

**Finding Two: Different Perspectives Deepened Pre-Service Teachers’ Understanding of Physical Education**

Another finding from Cycle 2 that developed was how hearing different perspectives deepened pre-service teachers’ understanding of physical education. One participant mentioned, “Without hearing the different perspectives, my expectations going into the future would be much different.” Another participant from Cycle 2 discussed how the videos were informative and helpful in hearing stories from current professionals. A participant discussed how the videos helped with their understanding of the topics addressed in the videos because they heard from physical education teachers with experience. A participant added, “Hearing the teachers in the videos explain things allowed us to gain a different perspective on the topics.”

The perceptions students formed before entering the program were based on socialization and their experiences in physical education, which can affect their understanding of physical education. According to Cardinal et al. (2013), physical education experiences form lasting memories that the students bring when entering a PETE program. After the action step, student participants better understood the importance of an inclusive physical education program.

After hearing the different perspectives from individuals in the videos, the student participants better understood how important it is for physical education to be inclusive. When teaching physical education, some takeaways from the videos were that physical education should be student-centered and that it is essential to meet the needs of all students. These takeaways are reinforced by what the research suggests. SHAPE America (2015), the professional organization for health and physical educators, suggested that appropriate
instruction meets all students’ needs. Pangrazi and Beighle (2020) stated that quality physical education should be inclusive and student-centered. What the students learned from watching the videos was what the research refers to as “quality physical education.”

A study conducted by Ferry (2018) found that among the participants, past experiences in physical education included those of team sports in a competitive setting. The participants from the action research study had similar experiences. A participant from Cycle 1 used the term “roll-out-the-ball,” which refers to a style of physical education where little to no instruction is involved. The extant research suggested that many people continue to refer to physical education as “gym class” or a “roll-out-the-ball” style of teaching (Gaudreault, 2014). Many PETE faculty from Cycle 1 used those terms as well. “Gameplay,” “team sports,” and “competitive” were three terms used to describe the participants’ experiences in physical education in both Cycle 1 and Cycle 2. One participant mentioned, “A lot of high school physical programs revolve around team sports.” Another participant added, “A lot of high school students dread going to physical education, and it is their least favorite class. Classes need to be tailored to those students, as much as to the competitive students who always participate no matter what.” The participants in Cycle 2 discovered the importance of inclusive physical education rather than just teaching the athletes. One participant shared that it is important to meet the needs of all students and keep them engaged during class. Participants from the research study mentioned that their experiences were sports-based and needed to be more structured, and the main focus was competitive team sports and playing games.

According to Ensign et al. (2017), beginning physical educators see themselves as change agents but often run into resistance, and the traditional approach to teaching physical education is becoming less relevant when trying to meet the needs of all learners. One participant in the
research mentioned that some of their peers who had been teaching for over 10 years struggled with teaching skills and not just playing games. It can be challenging to change what has been done throughout the years. PETE programs play an essential role in changing perceptions and teaching physical education. PETE programs must provide students with the knowledge and skills to become change agents in physical education.

Most of the participants agreed that their perceptions changed, and they had a better understanding of quality physical education. Before entering the PETE program, educators’ beliefs about what should be taught in physical education were formed from their own experiences during childhood (Harvey & O’Donovan, 2013). Changing how physical education is viewed can provide meaningful experiences for students (Walseth et al., 2018). According to Harvey and O’Donovan (2013), even after completing a PETE program, physical educators did not change their beliefs and continued to teach competitive sports. This is one reason it is difficult to change the way physical education is experienced, because even after a PETE program, individuals still choose to teach competitive sports. This demonstrates that what is experienced can be more powerful than what is taught in a PETE program. Once physical educators enter the workforce, they might face resistance from colleagues about the importance of their subject area (Gaudreault et al., 2018). It can be challenging to change what has been perceived throughout the years.

As many of the student participants were former athletes, their experiences with physical education varied from others who were not athletes. Richards et al. (2014) suggested that many pre-service teachers were successful athletes and came from physical education programs focused on team sports. One participant suggested, “Getting the non-athletes involved in physical activity is important.” Another participant agreed with them when they added, “Creating a
culture and good atmosphere for all students, non-athletes specifically, is very important.” One participant emphasized the importance of reaching those who are not athletes and getting them involved in the class. Walseth et al. (2018) indicated that the competitive nature of physical education could discourage students from enjoying physical education. A participant mentioned the need to “create an environment that encourages all students to participate.” Another participant stated that it is important to understand the differing ability levels. A different participant said, “Teachers can expand and have a more diverse group of games they teach, so it is not targeted strictly at athletes.” McCaughtry and Centeio (2014) suggested that students feel marginalized or alienated when physical education focuses primarily on team sports. One participant said, “It is more important to reach those who are not athletes and get them involved in the class.” Many participants agreed that getting everyone involved was essential, especially those who did not want to be there and did not want to participate.

Understanding the importance of getting everyone involved is a big step in changing how physical education is taught. It is one of the biggest challenges for physical educators, demonstrating the value of creating an awareness that the students may not have had before. After hearing the different perspectives and examples in the videos, the participants acknowledged the value of creating an inclusive environment in physical education.

**Finding 3: Influential Physical Education Teachers and Coaches Play a Role in Occupational Socialization**

A common finding from Cycle 1 and Cycle 2 was the influence physical education teachers and coaches had on the students choosing to become physical educators. According to a study conducted by McCullick et al. (2012), students wanted to become physical educators to work with children and replicate their experiences involving traditional sports and games.
Memorable teachers and coaches were part of why many participants chose the profession. Some PETE faculty mentioned the influence coaches had on the students, and when they entered the program, their focus was on coaching.

Acculturation plays a significant role in how physical education is taught and experienced. The extant literature suggests that acculturation can be the most powerful form of socialization (Curtner-Smith et al., 2008). Extensive research has been conducted on occupational socialization and its influence on physical educators.

Most participants had not heard of the term “occupational socialization” before, but after watching the videos, they realized that, for most, that was why they pursued physical education. Hearing the stories in the videos was relatable to the participants because many of them had gone into physical education for the same reasons. A study conducted by Ferry (2018) at a university in Sweden between 2005 and 2016 analyzed the perceptions and beliefs pre-service physical education students had related to the profession when entering the program, and it examined the socialization process of becoming a physical educator. The study found that previous experiences in physical education and sport strongly influenced how pre-service teachers taught, while PETE programs had little influence (Ferry, 2018). Knowing and understanding occupational socialization’s role in physical education and how one teaches is imperative (Richards et al., 2014). Flory and McCaughtry (2014) suggested that the different phases of occupational socialization influence how and what a teacher teaches. One participant suggested that they could relate to the concept of occupational socialization by stating, “This relates to my prior experience because my physical education teachers definitely influenced my decision to enter the teacher prep program.”
Several participants mentioned they went into physical education because of their teachers and coaches with whom they had a close connection. One participant suggested that “physical education teachers can have a huge impact on students’ lives in many different aspects.” A different participant added, “I think that physical education teachers have one of the biggest impacts on students’ lives compared to all other teachers.” Another participant discussed occupational socialization’s importance because previous experiences and teachers can inspire others to become physical educators. A different participant suggested that past physical education teachers and their experiences were the reason they wanted to become a physical educator. The extant research suggests that individuals become physical education teachers based on their experiences and interactions with influential individuals (Richards et al., 2014). Both research cycles examined why students entered the teacher preparation program; for many, it was because of an influential teacher or coach.

Past experiences can also play a role in students choosing to enter the profession. McCullick et al. (2012) found that one of the main reasons students chose to become physical educators was to replicate their own experiences. One participant said, “My past experiences greatly shaped how I will be when I become a teacher, so understanding this and shaping my future in a way that will better me as a future educator is important.” Another participant stated when referring to the occupational socialization video, “This information was helpful because it showed us how socialization through our career can change and how much our past experiences truly influence the type of physical education teacher we will become.” One participant suggested that their prior experiences and past physical education teachers influenced them to enter a teacher preparation program. Making the connection to past experiences and influential teachers and coaches is part of the process of changing how physical education is taught.
Recognizing and acknowledging occupational socialization is the first step in breaking the cycle of replication.

**Finding Four: Advocacy in Physical Education Is Essential**

A finding from Cycle 1 and Cycle 2 was the importance of advocating for physical education. The first step of advocacy is creating awareness among the student participants about the challenges and adversities they might face when they begin teaching. The extant literature supported making future educators aware of the adversities they might face. Richards et al. (2013) suggested that PETE programs need to prepare future educators for the issues surrounding marginalization and isolation through discussions about school environments. MacPhail and Hartley (2016) recommended that PETE programs prepare future educators to become change agents who can challenge and reform existing practices. Many student participants suggested that the videos opened their eyes because they were unaware of the daily adversities that physical educators face. Marginalization and perceptions of physical education are among the challenges and adversities that physical educators continue to face.

Marginalization has been occurring in physical education for a long time, leading to negative perceptions of the subject area. The extant literature indicates that the marginalization of physical education continues because of how it is being taught (Sheehy, 2011). Sheehy (2011) also suggested that marginalization can result from how individuals experience physical education. When referring to marginalization and perceptions, one participant stated, “Some students may not understand this is common if they come from a school that values physical education.” Kahan and McKenzie (2015) mentioned that marginalization occurs because quality physical education is not being taught. Another participant added, “Even the state structure marginalizes physical education.” The literature suggests that the marginalization of physical
education continues because of public policies, including the No Child Left Behind Act (Richards et al., 2018). Students do not think about marginalization when going through the educational system, which is why PETE programs must create awareness and educate students on the topic. By addressing the topic, students can be more prepared for the adversities they might face when teaching.

There was one story a physical educator shared in the video about marginalization and perceptions of physical education that the student participants found troublesome. The story was about a physical education teacher who was asked to judge an elementary school science fair. The physical educator brought it to the administrator’s attention that they could not judge the science fair because they had physical education classes to teach. The administrator canceled the physical education classes and had the teacher judge the science fair. This story was a great example of how the subject area is marginalized. When the student participants were asked which story stood out most, the majority indicated the above story. A participant mentioned, “Physical education teachers do not get respected by other teachers or administrators as much.” This story supported what Gaudreault et al. (2018) found when they reported that physical education received a low status of importance in schools. Stevens-Smith et al. (2006) explained how their study suggested that principals viewed physical education as a place where students participated in activities with little learning, and it was not thought of as an academic subject. The story shared in the video reinforced the findings in the extant literature.

Perceptions are formed from past experiences. Cardinal et al. (2013) defined perceptions as attitudes and behaviors formed from experiences. One participant suggested that physical education can be perceived differently based on how an individual experienced it. Another participant stated, “It definitely opened my eyes to how physical education is perceived, and a lot
of people do not give it enough credit.” In the literature, Gaudreault (2014) suggested that perceptions are formed because physical educators continue to teach what they know or like, which is competitive team sports. One participant talked about how their perception of physical education had changed significantly and that, in the past, they were unaware of the adversities that physical education teachers face. The extant literature discussed how for many people, secondary physical education is their last experience with physical education, and those experiences shape perceptions (Prior & Curtner-Smith, 2020).

Once perceptions were examined, the next question was whether the perceptions of PETE students changed. When PETE faculty were asked if they thought the students’ perceptions about physical education changed by the completion of the program, there was an overwhelming response of “yes.” A student participant stated,

My perceptions of physical education have one hundred percent changed since seeing these videos. Before, I had a very simple view of physical education teachers, but now it is much more elaborate. I did not know physical education teachers faced as much adversity as they did.

The question is whether what is learned throughout the PETE program is enough. Harvey and O’Donovan (2013) found that perceptions might change, but how physical education is taught might stay the same. Beginning teachers are often met with resistance to change by colleagues teaching for many years. Once physical educators enter the workforce, they can face opposition from colleagues about the importance of their subject area (Gaudreault et al., 2018).

When asked to describe key takeaways from the videos, many participants suggested the importance of advocating for physical education. The extant research supports the importance of advocating for the profession. Gaudreault et al. (2021) stated that to overcome marginality,
physical educators must increase the visibility and demonstrate the importance of physical education in schools. Gaudreault et al. (2021) discussed how a contributing factor to the marginalization of physical education is the lack of knowledge about quality physical education. One student participant suggested addressing marginalization and perceptions of physical education when they stated,

Other teachers and administrators do not respect physical education teachers. We need to advocate for physical education and our curriculum and not be afraid to be active in talks around the school about what we actually do as physical education teachers.

The first video impacted many student participants by demonstrating the importance of advocating for the profession. They stated things like, “You have to advocate as a physical education teacher because no one else is going to do it for you,” and “We have to be active members in changing the narrative of physical education.” Another participant echoed, “The more you advocate, the more support and respect you will receive, and less marginalization.” A participant from Cycle 1 discussed the importance of advocating for what you do.

After watching the videos, several participants suggested the importance of advocating for physical education so that others take the subject area more seriously. One participant stated, “We can advocate for change by basing our teaching around student learning.” Another participant added, “You can make a change by advocating for yourself and making sure fellow teachers understand why physical education is important.” A different participant suggested they could apply what they learned from the videos when they mentioned, “We cannot accept the stereotypes that come with being a physical education teacher. We must try to help them understand what the program is really about.” Advocacy was not a topic the students had learned up to this point in the program. Devore (2015) suggested that their experience in undergraduate
and graduate courses did not include how to advocate or why it was needed. Gaudreault et al. (2021) mentioned that when students enter a PETE program, they should be taught the importance of advocating for physical education. Gaudreault et al. (2021) recommended that PETE faculty provide students with the knowledge and skills to advocate for the profession and demonstrate the importance of quality physical education. Several PETE faculty participants from Cycle 1 discussed the importance of advocating for the profession. The students heard the stakeholders mention advocacy, which stuck with many of them. For the student participants to hear about the challenges and adversities physical educators face, they began to relate that information to their own experiences.

**Conclusion**

Many student participants needed to be made aware of the adversities and challenges physical educators face. The videos allowed the students to hear different stories about marginalization and negative perceptions of physical education. Many participants said that the videos opened their eyes and were unaware of how others viewed physical education. While some participants mentioned that, by watching these videos, they now feel more prepared for some of the adversities they might face when they become physical educators. Richards et al. (2013) noted that beginning teachers often do not feel prepared for the reality of school environments. Providing students with different perspectives is important because they have a narrow view of physical education when they enter a PETE program.

Using videos as a learning tool was a new experience for many students. As one participant mentioned, hearing stories rather than reading from a textbook to learn about the topics was more effective. Another participant added, “There was a lot of information in videos that was very helpful to learn and that I had not heard of before.” One participant stated, “I think
the videos were a great tool for introducing these concepts to us because beforehand, I had no idea what they were; actually, I did not even know they existed in the physical education system.” One participant mentioned how they had gained knowledge they did not have before watching the videos. Another participant suggested that the videos were an excellent way to convey information about different topics. The extant research suggests that digital storytelling allows people to share their unique stories (Shelton et al., 2016). Shelton et al. (2016) also noted that educators had used storytelling for years to provide students with meaningful and relevant experiences. Overall, the videos effectively conveyed the information to the students because of the different stories told throughout the videos.

The learning experience of the student participants watching the videos and hearing the different stories and perspectives was helpful. The student participants began to make the connection between the challenges and adversities physical educators face and how that information related to their own experiences. While the student participants may have different physical education experiences, for many, their physical education teachers and coaches played a significant role in their lives. Recognizing and acknowledging occupational socialization is the first step in breaking the cycle of replication. Schempp and Graber (1992) recommended that PETE faculty needs to acknowledge the socialization process.

This researcher's findings showed that there is still much work to be done regarding changing the perceptions of physical education and the way physical education is taught. PETE programs need to continue educating and giving future educators the knowledge and skills needed to be change agents and advocate for physical education. Further research needs to be conducted about the impact hearing different perspectives has on student learning.
Implications for the Organization

This action research study generated new knowledge that should be implemented within the organization and other higher education institutions. This section will address four implications of how using videos as an additional resource in a PETE program can help create awareness about the challenges and adversities physical education teachers might face. The implications for the organization are as follows:

1. Incorporate topics that address physical educators’ challenges and adversities into a PETE curriculum.
2. Revise and incorporate the videos throughout the PETE program.
3. Provide opportunities for students to learn from a variety of perspectives.
4. Collaborate with PETE faculty from other programs about the content that should be addressed in PETE programs.

A PETE curriculum should incorporate topics that address physical educators’ challenges and adversities. Before the action research study, these topics were not addressed at the research site. As the research suggests, preparing pre-service teachers for physical education’s challenges and issues is essential. Often, a PETE curriculum focuses on pedagogy, but creating awareness about the non-teaching tasks is vital. During a PETE program, awareness should be created about what future physical educators may encounter once they begin teaching. PETE programs should evaluate their curriculums to ensure specific topics surrounding challenges and adversities are addressed. Awareness of these challenges and adversities may help change perceptions of how physical education is taught and ensure that PETE programs meet the challenge of changing future educators’ perceptions. One way to achieve changing perceptions is by addressing the
challenges and adversities physical educators face and providing future educators with the skills and knowledge to advocate and change how physical education is perceived.

The videos shown throughout the action step need to be revised based on the feedback provided by the participants. First, the videos need to be shorter. They must be divided into shorter clips to keep the students’ attention. Second, video clips should be used as a supplemental tool to reinforce the content being taught in the classroom. Instead of addressing all the topics in one course, the topics must be addressed throughout the curriculum. Perceptions and marginalization of physical education should be discussed early in the program to create awareness and address the students’ perceptions. Quality physical education should be addressed in methods courses, and the videos can be used as a supplemental tool to reinforce the content being taught. Occupational socialization should be taught in an upper-level course because it is a complex topic for the students to grasp. The videos should be hosted on a website so the students can access them and use them as additional resources.

The action research study found that the videos were helpful as an additional learning tool because the students heard different perspectives from various stakeholders. PETE programs should provide opportunities for the students to hear different perspectives when learning about specific topics. Incorporating the videos is one way to do this. Everyone has a story to tell, and the student participants found the stories helpful when learning about the different topics. Instead of all the information coming from professors and textbooks, providing students with opportunities to hear stories and examples from different stakeholders can increase the effectiveness of the information being taught. Hearing from professionals provides the students with relevant and meaningful information. Hearing different perspectives is a great way to
reinforce what is taught in the classroom because the information comes from more than one person.

The last implication is the need to continue collaborating with PETE faculty from other programs about the content that should be addressed in PETE programs. All PETE programs face similar challenges when it comes to educating the students about the challenges and adversities they may face when teaching physical education. The videos demonstrated the collegiality between PETE faculty from different PETE programs. They showed how PETE faculty respect one another and that everyone works toward a common goal. The videos were shared with the PETE faculty to use in their programs. Educators are always willing to share their work to help other educators, and this would be a great example of that. By sharing the videos, colleagues can use them in their programs as additional resources.

The implications recommended for the organization will help prepare future physical educators for the challenges and adversities they might face when they enter the workforce. Occupational socialization plays a significant role in the development of physical education teachers. Professional socialization, which occurs during the teacher preparation program, prepares future physical educators for the organizational socialization phase when they begin teaching. How they respond to organizational socialization will determine how they teach physical education and whether or not the cycle of replication will be broken.

This action research project examined whether or not the delivery of multiple perspectives could deepen pre-service teachers’ understanding of physical education. The students enter a PETE program with a narrow perspective of physical education based on their experiences. Social justice can play a vital role in how physical education is experienced. The adherence to traditional curricula and pedagogy is a disservice to students in 21st-century
physical education classes and is a call to action for social justice. One way to address social justice in physical education is to develop culturally responsive teachers. According to Gay (2002), culturally responsive teaching practices include sharing lived experiences and building connections with students. The action research study allowed students to hear different stakeholders’ lived experiences. The videos taught them the importance of building connections with students because physical education teachers can impact students’ lives.

Creating an awareness of where social injustices are evident in physical education is also essential. Suppose physical education and PETE programs unpacked their programs like McIntosh (2004) unpacked her invisible knapsack of White privilege. In that case, they might discover how privilege, oppression, equity, and inclusion are woven into their programs. Physical education is a marginalized subject area, so creating awareness of why marginalization occurs is the first step in transforming physical educators into change agents. PETE programs can break the cycle of replicating oppression, inequities, and privilege within physical education by changing their approach to preparing pre-service physical education teachers.

**Continuation as a Scholar-Practitioner**

For the action research project, there were two cycles of data collection. However, the researcher plans to continue as a scholar-practitioner and conduct more research on how hearing different stakeholders’ perspectives can help prepare future physical educators to challenge the adversities they might face when they reach the organizational socialization phase. Occupational socialization plays a significant role in how physical education is taught, and it is a topic that needs to be examined because of its impact on physical education teachers.

After revising the videos, the researcher will continue to implement the videos in the PETE program. The researcher plans to create more videos by collaborating with other PETE
faculty and sharing the resource with them. For example, the researcher intends to create videos about professional development, teacher washout, and advocacy. The videos are an excellent way for students to hear different perspectives through storytelling and real-life examples from stakeholders in the field. The videos will be hosted on a website, making them accessible for others to view.

The researcher will share the dissemination with other PETE faculty by presenting the action research project findings at a higher education faculty conference. At that time, the researcher will discuss and share the resource with other PETE faculty who might like to use it in their programs. The researcher aims to make the videos accessible for PETE programs to use as an additional resource.

As a scholar-practitioner, it is critical to continue learning and developing as an educator and researcher to help improve the profession. There is a need for more research about what PETE faculty can do to address occupational socialization and change perceptions, and the researcher plans to continue to examine this topic. For the cycle of replication to be broken, PETE programs need to prepare pre-service teachers to become change agents, which can be done by creating awareness.

**Conclusion**

This study demonstrates the importance of creating awareness among future physical educators about the adversities and challenges in physical education. Hearing stories and perspectives from various stakeholders is an effective way to do this. The stories convey information that cannot be learned in textbooks. PETE programs must continue addressing topics like occupational socialization to break the cycle of replication of educators’ teaching based on their own experiences in physical education.
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Appendix A: Research Design

This appendix provides an overview of the methodology used for the research project, explains qualitative and action research methodology, and provides a rationale for choosing this approach. It provides an outline for both Cycle 1 and Cycle 2 data collection, procedures, and data analysis. Furthermore, the action research project’s ethical considerations, trustworthiness, and limitations are discussed.

Qualitative Research Approach

Qualitative research was used for the research study based on research questions examining a phenomenon that occurs in a physical education teacher education (PETE) program. According to Jencik (2011), qualitative research takes place in a setting where the researcher examines a phenomenon of interest by analyzing what occurs in that setting. Jencik (2011) also suggested that qualitative research can be an effective way to understand social issues from multiple perspectives. Research begins with the philosophical assumptions inquirers make when deciding to begin a qualitative study, and the researcher uses these assumptions to design and conduct research (Creswell, 2013). These philosophical assumptions include ontology, epistemology, axiology, rhetoric, and methodology (Creswell, 2013). Different methodologies used for qualitative research include experimental, survey, ethnography, phenomenology, and action research (Creswell, 2013).

Qualitative research is used to understand individuals’ meanings and experiences in a particular setting (Fossey et al., 2002). Fossey et al. (2002) suggested that interpretive and critical research paradigms inform qualitative research methodologies. Interpretive research focuses on understanding human experiences, while critical research focuses on understanding how thinking is constructed and its impact on actions (Fossey et al., 2002).
Throughout the research study, participants shared their physical education experiences to help understand how their perceptions and knowledge about the profession were constructed. Constructivism and interpretivism were the paradigms used for the foundation of the research project. According to Crotty (1998), constructivism and interpretivism align. Constructivism is a learning theory that involves individuals learning and making meaning from their experiences (Narayan et al., 2013). Kelly et al. (2018) suggested that constructivism is an individual’s unique experience and interpretivism is one’s lived experience. The approach to teaching physical education can affect how physical education is experienced, leading to perceptions being formed, which relates to constructivism because, through experiences, individuals make meaning and learn about the profession.

**Action Research Methodology**

Action research, a type of qualitative research, was used for the study. Action research can best be described as a method that starts with a problem or an issue with the intended outcome of change (Herr & Anderson, 2015). Questioning the status quo to make a change is part of the action research process (Herr & Anderson, 2015). Action research is an approach used to change problems that occur in everyday lives, including the workplace (Stringer, 2014). Researchers are faced with deciding which research method will best meet their research needs. Herr and Anderson (2015) discussed how action research has been at odds with mainstream academic research traditions. However, action research is used in social sciences such as education, healthcare, and social work (Herr & Anderson, 2015). An example is how action research has been used for professional development and professional and institutional change in education (Herr & Anderson, 2015). While action research and qualitative research share many similarities, the research participant is one difference between the two because, in action
research, the participant has more control and is more involved, especially in the design and methodology (Herr & Anderson, 2015). Action research is cyclical, reflective, democratic, and elevates stakeholders’ voices (Herr & Anderson, 2015).

Action research is widely used in an educational setting, so it was chosen for the research study focusing on students in a PETE program. Herr and Anderson (2015) discussed the importance of the researcher collaborating with others involved with the problem being examined. Since the researcher is a stakeholder in the program, action research was chosen as the primary research methodology. A research question is the starting point of the action research process (Herr & Anderson, 2015). Different methods used to collect data for action research include interviews, focus groups, questionnaires, observation, and document analysis (Fossey et al., 2002). These various methods help inform the researcher and find solutions to the problem. Action research enables individuals to find solutions to problems or experiences they are confronted with within these settings, especially in education (Herr & Anderson, 2015).

**Data Collection and Analysis: Cycle 1**

**Participants**

Participants for the research study included new students entering a PETE program, alums from the PETE program, and PETE faculty from different colleges and universities around the state. A recruitment email was sent to 25 new students in the PETE program to complete an anonymous survey, and three students responded. A recruitment email was sent to 11 alums from the program to look for willing participants to be interviewed, and three agreed to participate. A different recruitment email was sent to 11 PETE faculty members from higher education institutions around the state to be interviewed, and five responded and were interviewed.
The demographics for all groups included four female and seven male participants. There was one female and two males of the three new student participants. Among the new students in the program were a first-year student, a second-year student, and a transfer student. The alum participants comprised one female and two males, while the PETE faculty consisted of two females and three males. Of all the participants, ten were White/Non-Hispanic, and one was Black/African American. Four participants were in the 18-24 age range, two were in the 25-34 age range, four were in the 45-54 age range, and one was in the 55-64 age range.

The type of sampling method used was purposive (purposeful). Stringer (2014) described purposeful sampling as selecting participants based on specific attributes, which was the case for this action research study. The new students in the program were chosen because they had not received formal physical education instruction. The alums were selected to share their experiences before, during, and after the PETE program, while PETE faculty were selected to provide a different perspective about PETE programs. Participants excluded from the study were current students in the program because of the formal instruction they were receiving about teaching physical education and were students of the researcher. The participants provided a different perspective based on their role as either new students, alums, or PETE faculty.

**Procedures**

The action research study started with IRB approval through Northeastern University. Then a cede form was submitted to the IRB at the institution where the research was conducted. The IRB approved for the researcher to conduct surveys, semi-structured interviews, and document analysis of the PETE curriculum. A recruitment email was also approved and used throughout the recruitment process. Once IRB approval was obtained, the researcher’s colleague emailed students in the program, letting them know they may receive an email from the
researcher from a different email address than the one used at the institution. After that email, the researcher sent out a recruitment email to 25 students who had recently entered the program and 11 alums from the program. The response rate was low, so a second recruitment email was sent to both groups of participants. The researcher made modifications and received IRB approval to create a flyer to present to the students the researcher was trying to recruit. No more willing participants volunteered after the presentation. The researcher then received permission from the IRB to offer an incentive for both groups of participants; again, no willing participants responded. Another IRB modification was made for the researcher to include PETE faculty from other colleges and universities around the state as participants. One recruitment email was sent to 11 PETE faculty, and five responded. That was how the recruitment phase of the research study was conducted.

The data collection process consisted of semi-structured interviews, surveys, and document analysis of the PETE curriculum. Initially, the researcher wanted to conduct focus groups with the alums, but interviews were conducted due to a low response rate. The first interview was with one alum, and the second was with two alums. Three new students responded to the recruitment email, and surveys were distributed to the willing participants. Semi-structured interviews were conducted via Zoom with alum participants and PETE faculty and were recorded and transcribed by the researcher. Semi-structured interviews are used as an interview guide that focuses on specific topics through a series of questions and prompts to allow participants to share their stories to help the researcher gain information about their experiences and feelings (Fossey et al., 2002). The interview questions consisted of the following categories: perceptions, PETE programs, and physical education experiences (Figure 4). The anonymous survey distributed through a Google Form link consisted of questions about experiences in
physical education, perceptions of physical education, and demographic information (Figure 5).

Document analysis included an analysis of the PETE curriculum and program goals. Interviews were the primary source of data collection.

**Figure 4**

*Cycle 1 Data Collection Interview Protocol*

<table>
<thead>
<tr>
<th>A. Personal/Background Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please tell me about your K-12 physical education experience including what was the structure, how many people were in your class, how many teachers were there, etc.</td>
</tr>
<tr>
<td>Probe:</td>
</tr>
<tr>
<td>a. Was instruction part of your experience?</td>
</tr>
<tr>
<td>b. Were assessments completed in physical education?</td>
</tr>
<tr>
<td>c. Was your experience positive or negative? Was it a positive or negative experience for your classmates?</td>
</tr>
<tr>
<td>2. Why did you choose to pursue a career in physical education?</td>
</tr>
<tr>
<td>Probe: Was there a particular reason or influence?</td>
</tr>
<tr>
<td>3. When choosing this profession, what did you imagine it to be like? What did you imagine the profession involved?</td>
</tr>
<tr>
<td>Probe: Were you aware that planning, instruction, and assessment were an integral part of physical education?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Ideal Environment/Perceptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. If someone asked you to describe what an ideal physical education program entailed, how would you describe it? What would it look like? What would be included?</td>
</tr>
<tr>
<td>5. While going through the PETE program, what perceptions do you believe your classmates and the college community had about physical education as a profession?</td>
</tr>
<tr>
<td>6. Please explain if your perception about physical education has changed since going through the PETE program. How? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. PETE Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Can you provide at least one example of something that you learned during the PETE program that you will take with you once you graduate? One highlight?</td>
</tr>
<tr>
<td>8. What would be one piece of advice you would give to students entering the program?</td>
</tr>
<tr>
<td>9. If you could tell your instructors one thing about the program, what would it be?</td>
</tr>
<tr>
<td>Probe: Are there any additional resources that could be offered to support the program?</td>
</tr>
<tr>
<td>10. How do you feel first-year students' perceptions can be impacted through a quality PETE program?</td>
</tr>
<tr>
<td>11. Do you have anything else you would like to share about this topic?</td>
</tr>
</tbody>
</table>
Figure 5

Cycle 1 Survey Questions

<table>
<thead>
<tr>
<th>Experiences in Physical Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main focus of my K-12 physical education experience was:</td>
</tr>
<tr>
<td>o Team sports (basketball, volleyball, soccer, etc.)</td>
</tr>
<tr>
<td>o Lifetime activities (badminton, tennis, golf, etc.)</td>
</tr>
<tr>
<td>o Fitness</td>
</tr>
<tr>
<td>o Games (kickball, dodgeball, handball, etc.)</td>
</tr>
</tbody>
</table>

Please respond to each question (strongly disagree-strongly agree)
1. During my K-12 physical education experience, I feel most students enjoyed participating and were engaged in the activities.
2. Physical education during my K-12 experience was inclusive and met the needs of all students.
3. During my K-12 experience content was taught in the following areas. Please check all that apply.
   o Fitness concepts (heart rate, different muscles, fitness plans, etc.)
   o Rules of the game
   o How to perform skills
   o Importance of physical activity
   o Maintaining a healthy lifestyle throughout a lifetime
4. Different assessments such as quizzes, exit tickets, written work, rubrics were used throughout my K-12 physical education experience.
5. During my K-12 physical education experience, I feel the physical education program had adequate equipment and resources to offer a variety of activities.

<table>
<thead>
<tr>
<th>Perceptions of Physical Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I chose to be a physical education teacher because it is an easy profession.</td>
</tr>
<tr>
<td>2. Prior to entering the PETE program, I was aware of all the essential components of physical education such as lesson planning, assessment, and different instructional strategies.</td>
</tr>
<tr>
<td>3. Sports played an important role in my decision to become a physical education teacher.</td>
</tr>
<tr>
<td>4. A physical education teacher or coach from my K-12 experience played a role in my decision to become a physical education teacher.</td>
</tr>
<tr>
<td>5. I feel physical education was deemed an important subject area during my K-12 school experience by others (teachers, administrators) in the district.</td>
</tr>
<tr>
<td>6. I feel physical education is deemed an important subject area by society as a whole.</td>
</tr>
<tr>
<td>7. As a future physical educator, I would like to change the way physical education has been taught and viewed by others.</td>
</tr>
</tbody>
</table>

Data Analysis

Qualitative analysis involves reviewing, synthesizing, and interpreting data to help explain a phenomenon (Fossey et al., 2002). The data analysis process started with the researcher transcribing the recorded interviews through Zoom and deidentifying any names or site names.
At that time, pseudonyms were assigned. Miles et al. (2020) discussed the importance of anonymity and ensuring there are no identifiers.

Data condensation was the next step in the data analysis process. Interviews are coded as part of data condensation (Miles et al., 2020). The researcher coded the interviews using descriptive coding. According to Miles et al. (2020), descriptive coding labels are designated to summarize what is being said. Four themes developed from the data collected. Once the themes were developed, a network graphic was created. A data display is a visual representation of information (Miles et al., 2020).

Three surveys were administered to new students in the PETE program. The data collected from the surveys reinforced what the researcher learned throughout the interviews about physical education experiences and perceptions. Document analysis involved reviewing the PETE curriculum, specifically the content covered in major-related classes. This analysis identified the gaps in the current curriculum. It provided the researcher with information about improving the curriculum and ensuring the students receive the necessary information and experiences to become effective teachers. The program goals were also examined.
Data Collection and Analysis: Cycle 2

This section includes the data collection and analysis procedures for Cycle 2. Data was collected through various methods, including pre-assessment, post-video assessments, post-assessment/midterm, semi-structured interviews, and field notes. The assessments were administered in class through Google Forms, while the semi-structured interviews were conducted through Zoom and transcribed by the researcher. The researcher, throughout the entire research process, took field notes. The data collected through the different methods were put into a spreadsheet and coded by the researcher. The researcher conducted the data analysis using in vivo coding, identifying themes from each assessment.

Data Collection

The data collection process for Cycle 2 involved five different methods. The five methods included:

1. Pre-assessment
2. Post-video assessments
3. Post-assessment/Midterm
4. Semi-Structured Interviews
5. Field notes

Each method for data collection contributed to determining the effectiveness of the action step.

Pre-assessment

The data collection began at the beginning of the semester. On the first day of an Elementary Physical Education Methods course, the participants completed a pre-assessment involving three topics the action step addressed. The pre-assessment was completed in class through a Google Form. The topics included in the pre-assessment were perceptions and marginalization of physical education, occupational socialization, and quality physical education (Figure 7). Also, during the first week of class, the student participants wrote a personal essay which was used as secondary data. This assignment took place outside of the classroom. The students were asked why they chose to pursue a career in physical education and if someone or something influenced them to want to become a physical education teacher. The students were also asked to explain what they thought being a physical education teacher meant. Finally, the students were asked to explain their physical education experience.
Figure 7

Pre-assessment Questions

<table>
<thead>
<tr>
<th>Pre-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marginalization/Perceptions of Physical Education</td>
</tr>
<tr>
<td>1. Explain what you know about marginalization and how it relates to physical education.</td>
</tr>
<tr>
<td>2. Do you think physical education is a marginalized subject area? (yes/no response)</td>
</tr>
<tr>
<td>3. Provide an example of how physical education is marginalized.</td>
</tr>
<tr>
<td>4. What are your perceptions of physical education?</td>
</tr>
<tr>
<td>5. What are your perceptions of teaching physical education?</td>
</tr>
<tr>
<td>6. How have your perceptions changed since entering this program?</td>
</tr>
<tr>
<td>7. How do you think others outside of the profession perceive physical education?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain what you know about occupational socialization and how it relates to physical education.</td>
</tr>
<tr>
<td>2. Why did you choose to become a physical education teacher?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think a quality physical education should consist of? How would you describe a quality physical education program?</td>
</tr>
<tr>
<td>2. Explain what is involved in teaching physical education. (What is taught and how it is taught)</td>
</tr>
<tr>
<td>3. Tell me about your past experiences in physical education and how these topics relate to them.</td>
</tr>
</tbody>
</table>

Post-Video Assessments

In the third week of the semester, the participants watched the first video about perceptions and marginalization of physical education. After the video, the students completed an assessment in class about the video through a Google Form (Figure 8). A post-video assessment was conducted in the fourth week of the semester after the students watched the second video about Occupational Socialization using a Google Form. During the fifth week of the semester, the students watched the third and final video about quality physical education and
completed the video assessment. After each video and assessment, there was a follow-up discussion in class about the video.

**Figure 8**

*Assessment Questions Asked After Each Video*

<table>
<thead>
<tr>
<th>Post Video Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Had you ever thought about this topic prior to watching the video?</td>
</tr>
<tr>
<td>2. Describe three takeaways from the video you watched in class.</td>
</tr>
<tr>
<td>3. Describe two ways this information has impacted you.</td>
</tr>
<tr>
<td>4. Explain one way to make a change in the profession by applying the information learned throughout the video.</td>
</tr>
<tr>
<td>5. What story or example stood out to you the most and why?</td>
</tr>
<tr>
<td>6. How does this topic relate to you and your own experiences in physical education?</td>
</tr>
<tr>
<td>7. Did this video change your perception of physical education?</td>
</tr>
<tr>
<td>8. Explain your answer. How did this video change or not change your perception of physical education?</td>
</tr>
<tr>
<td>9. Was this information helpful?</td>
</tr>
<tr>
<td>10. Explain your answer. How was the information helpful or not helpful?</td>
</tr>
<tr>
<td>11. Would you recommend showing this video to future classes?</td>
</tr>
<tr>
<td>12. Explain your answer. Why would you or would you not recommend showing this video to future classes?</td>
</tr>
<tr>
<td>13. What else do you know about this topic that I didn’t ask you?</td>
</tr>
<tr>
<td>14. What questions do you still have about this topic?</td>
</tr>
</tbody>
</table>

**Post Assessment/Midterm**

The midterm assessment during the eighth week of the semester included questions about the action step learning experience. The midterm assessment was given in class using a Google Form, and each response had a minimum character count to ensure thorough responses were being provided (Figure 9). Once the midterm assessment was completed, the researcher coded the assessment, and the data was used as secondary data for the research project.
Figure 9

Midterm Assessment Questions

Midterm Assessment

1. Up to this point in the semester, we have discussed many different topics, choose one that stood out to you and write a brief explanation about how this topic has impacted you and how you will apply the information you have learned.

2. At the beginning of the semester, you filled out a pre-assessment Google Form about the three topics that were addressed in the videos. How did the videos help you understand the topics and how they relate to physical education?

3. How was hearing the different perspectives of physical education teachers in the videos helpful with your learning about the various topics?

4. How will the information learned from the videos help you as a student? And as a physical educator?

5. Please share your overall thoughts on the learning experience of watching the videos.

6. During the first week of class, you wrote a reflective analysis about your experiences in physical education and why you chose the profession. How do you think those two areas relate to the videos we watched in class?

7. One of the questions you were asked to answer in the reflective analysis was, what does it mean to be a physical education teacher? How would you answer that question now with all of the information you have learned up to this point in the semester?

8. Please explain how the content you have learned this semester has affected your perceptions of physical education. If they have not changed, please explain why.

9. Tell me something else you have learned this semester that I didn’t ask you about.

Semi-Structured Interviews

After the videos were shown in class, the researcher sent an email to recruit 10 willing participants for an interview about the learning experience. However, only two participants volunteered, and they were interviewed through Zoom. The interviews were recorded and then transcribed by the researcher. Due to the low response rate of the willing participants, a PETE faculty member was also interviewed about the feedback they had received from the learning experience of watching the videos.
Figure 10

Interview Questions at the Conclusion of the Videos

A. Specific Questions About Individual Videos:
   1. What did you learn about perceptions and marginalization of physical education from the video?
      **Probe:**
      a. Please provide at least one takeaway from this video?
      b. How will you use this information in the future?

   2. What did you learn about the socialization process of physical education and the induction years from the video?
      **Probe:**
      a. Please provide at least one takeaway from this video?
      b. How will you use this information?

   3. What did you learn about what quality physical education should consist of from the video?
      **Probe:**
      a. Please provide at least one takeaway from this video?
      b. How will you use this information?

B. Overall Questions:
   1. Please share your thoughts on the overall learning opportunity consisting of watching the series of videos?
   2. What stood out to you the most? What did you like most about the videos?
   3. What were some key takeaways from the learning opportunity?
      **Probe:** How as hearing the different perspectives helpful?
   4. In thinking about the learning experience, how might it contribute to your role as a student? And how might it contribute to your role as a physical educator?
      **Probes:** How will this information be helpful in the future?
      How will you apply the information you learned?
   5. How much did you know about these topics prior to entering the program? And prior to watching the videos?
   6. When do you feel students in the program should watch these videos?
   7. Do you have any suggestions about how to improve this learning opportunity?

**Field Notes**

Field notes were taken throughout the action step. The field notes tracked student discussions and engagement throughout the action step. The researcher observed student engagement during the video-watching sessions and recorded the observations. It was a way for the researcher to track what took place in each class throughout the action step.
Data Analysis

The primary sources of data collection in Cycle 2 were Google Forms and semi-structured interviews. Google Forms were used for the pre-assessment, post-video assessments, and post-assessment/midterm. The data collected from each Google Form was put into a spreadsheet, and then the researcher coded the data using in vivo coding, but more specifically, verbatim coding. The researcher used concepts and phrases from the participants (Saldana, 2016) for the pre-assessment, each video assessment, the post-assessment, and the interviews. Interviews were conducted and recorded on Zoom, then transcribed and coded by the researcher.

The purpose of the action step was to determine how the delivery of multiple perspectives of various stakeholders can broaden and deepen pre-service teachers' understanding of physical education. Through the data analysis, it was found that the videos shown to the participants were effective in creating an awareness of the topics unfamiliar to them. The participants found the information helpful and said they would recommend continuing to show the videos to all the students in the program.

One major barrier to measuring and analyzing the video assessments was the amount of information each participant provided. Some participants provided short responses. The researcher set a minimum character count for the post-assessment to prevent that from happening again and to ensure the participants provided detailed responses. The detail in the post-assessment was significantly greater than in the individual video assessments.

Another barrier was the number of willing participants to be interviewed. The researcher aimed to have 10 follow-up interviews about the learning experience, but only two responded. Even after offering an incentive, there were no more willing participants. This affected the data analysis because there were less data collected than anticipated.
Ethical Considerations

Ethical considerations are a critical component of research (Stringer, 2014). The first step in ethical considerations is obtaining Internal Review Board (IRB) approval. The researcher developed a plan for the research process, including data collection, and submitted it to the IRB to receive IRB approval. The IRB aims to protect participants (Stringer, 2014). Informed consent is another critical component of ethical considerations. It acknowledges the willingness of the participants to participate in the research study (Stringer, 2014). The informed consent used for the research study explained the purpose of the study. It informed the participants that participation in the study was entirely voluntary and that they could withdraw from the study at any time. Informed consent is essential in the research process because it ensures the participants know their roles and control what they do (Stringer, 2014). Throughout the research study, informed consent was acknowledged at the beginning of each interview.

For the research study, the researcher had to be intentional about who the participants were. One thing taken into consideration was that the researcher is a professor in the PETE program and can control students’ grades. Grades can become an ethical issue, so for Cycle 1, the researcher interviewed alums rather than graduate students. The new students in the program were given an anonymous survey to protect them because they were current students of the researcher. For the Cycle 2 data, the participants were students of the researcher, so secondary data was used, and then willing participants were asked to participate in semi-structured interviews.

When conducting research, anonymity and ensuring no identifiers are imperative (Miles et al., 2020). The researcher removed any names or site names during the transcription process to protect the participants. If a participant mentioned an institution or name, they were replaced...
with pseudonyms. The researcher did not write participants’ names on the documents or transcriptions to ensure anonymity. The researcher used the find and replace option in Google Docs to replace the participant’s name with a generic title, such as Participant #1. The documents were placed in a secure location, and there was no identifying information.

**Trustworthiness**

Ensuring trustworthiness throughout the research is an essential component. Trustworthiness can be established through credibility, transferability, dependability, and confirmability (Stringer, 2014). Credibility reinforces the integrity of the study (Stringer, 2014). Credibility for the study was enhanced through triangulation which consisted of surveys, semi-structured interviews, and document analysis. Another way credibility was enhanced was through the variety of the participants involved. The study incorporated beginning students in a PETE program, current students, alums from the PETE program, and faculty from different PETE programs. Secondary data was used from student participants in the third-year class. A reflective journal and analytic memos were kept throughout the study. For the action step, the researcher created three videos featuring individuals in the profession. Once the videos were made, the researcher sent them to the individuals in them to provide feedback and ensure that what they had said was within the correct context. This was a way for the researcher to ensure credibility from the video participants. The researcher also asked permission to share these videos with other teacher preparation programs.

Transferability was incorporated because the findings from the study will also benefit other PETE programs. Transferability allows the findings to be applied in different contexts (Stringer, 2014). The findings provided comprehensive descriptions that can transfer to other
PETE programs and physical education. Participants in the videos have asked permission to show the videos in their classes.

Dependability is also a factor in trustworthiness that ensures research procedures are precisely defined (Stringer, 2014). The IRB and dissertation chair reinforces the dependability of the research study. Dependability occurred during the research study because specific procedures were followed and identified in the data collection and analysis.

Confirmability provides evidence that the procedures occurred (Stringer, 2014). The confirmability of the research study can be verified through the interview recordings. The research study’s findings provided comprehensive descriptions by including participant quotes.

Researcher biases were considered throughout the study. The interviewed alums were the researcher’s former students, which could have influenced the responses provided. The researcher felt the alums were comfortable enough, to be honest with their responses and not be affected by the researcher’s positionality. Secondary data was used for Cycle 2 because the participants were students of the researcher. The researcher followed a systematic process throughout the study to ensure trustworthiness.

**Limitations**

One significant limitation of the study included the number of participants. The response rate of willing participants was low at the research site for Cycle 1 and Cycle 2. The researcher intended more participants to participate in the study, and several attempts and modifications were made to recruit more willing participants. Using secondary data helped increase the number of participants for Cycle 2. However, the response rate was low when the researcher asked for willing participants to be interviewed. The researcher aimed to have 10 follow-up interviews about the learning experience, but only two responded. Even after offering an incentive, there
were no more willing participants. This affected the data analysis because there were less data collected than anticipated. Another limitation was that alums from other PETE programs should have been included in the study instead of alums from one location.

Another significant barrier to measuring and analyzing the video assessments was the amount of information each participant provided. Some participants provided short responses. The researcher set a minimum character count for the post-assessment to prevent that from happening again and to ensure the participants provided detailed responses. The detail in the post-assessment was significantly greater than in the individual video assessments.

An additional limitation is transferability among PETE programs. Showing the videos and completing the action step should have been conducted at more than one institution to strengthen the data collection. Two PETE faculty members asked if they could share it in their programs, but at the time the research was being conducted, only one had. The researcher could have asked colleagues from different institutions to conduct the same evaluations.

Another limitation was conducting the interviews through Zoom. While that helped with transcribing, it also presented some challenges. With the interviews being conducted on Zoom, it was easy for the participants to become distracted or disengaged at times. Some distractions included barking dogs and interrupting children, which may have impacted the participants’ responses. Conducting interviews in person would have been ideal.

The length of the videos was also a limitation. The videos were too long and did not necessarily hold the attention of the student participants. Also, the definitions shared in the videos went by too quickly for the students to write them down. The videos must be revised, including the definition’s length and timing.
The last limitation was the timing of the course. The course is only offered in the Fall semester, so the researcher had to plan accordingly. The class was held at 8:30 a.m., which presented its own challenges. The researcher had to plan the action step based on the course content. The videos were shown in one class over three weeks for the action research. Ideally, the videos should be used throughout the program in different courses.