

BROCK UNIVERSITY
Department of Kinesiology
KINE4P31: REFLECTIVE PRACTICE IN PHYSICAL EDUCATION
Fall 2017

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Electronically accessible materials available through the library:

You will find electronic copies of readings either on Sakai (under the Resources tab) or by using a link to e-reserves, which will be updated soon.

Course description:

Brock University Undergraduate Calendar Entry:
KINE4P31 Reflective Practice in Physical Education is about: “Processes involved in becoming reflective practitioners. The processes of teaching and development of reflective awareness related to practitioner conduct.”

With this description in mind, it is worth emphasizing the purposes of reflective practice in relation to one’s ongoing professional learning. Consider the following quotes:

...one does not learn through experience, but through reflection on experience and interaction with others. Hence [...] for student teachers’ learning, reflection and intercollegially supported learning are viewed as important cornerstones of practice.

Teacher education is inevitably inadequate (Northfield and Gunstone, 1997) and cannot fully prepare teachers for their entire careers. This suggests ... that teacher preparation needs to focus on how to learn from experience and on how to build professional knowledge.

Korthagen, Loughran, and Russell (2006, p. 1025)

Professional practice is highly complex and any expectations you have that your university education will fully prepare you for your working lives will lead to disappointment and frustration. The quotes above offer reflective practice as a helpful tool to facilitate your ongoing professional learning both in this course and beyond.

By choosing to become practitioners (my assumption is that many of you would like to become teachers and/or coaches), you are in the unique professional situation of having been exposed to those roles a great deal prior to accepting a position following graduation. For example, you have all observed at least 12 years of teaching, which Lortie (1975) estimated amounts to approximately 13 000 hours of time spent in classrooms – a period described as the *apprenticeship of observation*. As a result, you have some fairly strong preconceived notions about what is involved in teaching and in “being” a teacher. Although there is little evidence to

support similar claims about coaching, we might assume that many of you have had a similar, extended exposure to what coaches do. However, it is important to acknowledge that most of the views you have of teaching/coaching have been made from only one “side of the desk” (Lortie, 1975, p. 61). For example, you have seen teachers and coaches interacting with learners and perhaps implementing some teaching strategies – consequently, you also have some views on how effective/ineffective some of those practices were for your own learning. However, how many times did you speak to your teachers or coaches about the decisions that went into their visions and objectives, planning lessons or activities, assessing student learning, dealing with inappropriate behaviour, and so on?

One of the main aims in this course is to allow you to gain some insight into the *processes* of being a reflective practitioner – the things that occur behind the scenes and the thoughts that go on in practitioners’ heads both as they happen and after they happen. These ideas about reflecting-in-practice (as it happens) and -on-practice (after it happens) were introduced by Donald Schön (1983) in his influential book, *The Reflective Practitioner*. A key aspect of the course is to have you think about, experience, and reflect-in and -on practice and learning from the intertwined perspectives of practitioner *and* learner. Focusing on the learner is one of the fundamental shifts required for powerful practice, and it is my hope that (if you haven’t already) you will begin to make this shift throughout the course.

In the course you will be exposed to a variety of ideas about professional practice (with heavy emphases on teaching and coaching), and activities that you can experience to help you on your journey to becoming a successful professional. You will be engaging in small and large group work, presentations, writing, planning and refining, reflection and self-appraisal. For you to get the most out of your experience of the course, you will need to be engaged in class discussions in some way and so it is important to come to each class thoroughly prepared. It will not be the same format for every class, but it is my hope that it will be both engaging and enlightening.

Learning Objectives:

During the course, students will:

1. Become familiar with some of the processes of reflecting in- and on-professional practice;
2. Examine their reasons for wanting to be a certain type of practitioner (e.g., teacher);
3. Be actively engaged in the processes of preparing to become a practitioner;
4. Participate meaningfully in the day-to-day activities of the class;
5. View teaching and learning situations from the perspectives of teacher/coach *and* learner;
6. Examine the relationship between course activities, the readings, and their development as a practitioner;
7. Begin to develop habits of reflective practice;
8. Begin to see value in reflective practice.

Course Evaluation:

	<i>Weight</i>	<i>Due</i>
Vision for Professional Practice	30%	Thurs. Oct. 5, 2017
Reflecting-in and -on-action	30%	Thurs. Nov. 9, 2017
Reflecting on Reflecting	30%	Mon. Dec. 4, 2017
Documenting your Thinking	10%	Throughout the term

Marking Schemes will be provided for each evaluative component prior to the due date

Formatting

Unless stated otherwise, any written piece of work submitted as part of an assignment should be typed, double-spaced, with at least 1-inch margins, 12-pt font, in Times New Roman or Arial. Pages should be numbered. You may submit assignments electronically or print documents double-sided.

1. Vision for Professional Practice (30%) – Due Thurs. Oct. 5, 2017

The aim of this partnered assignment is to have you begin thinking about your vision for teaching physical education or coaching youth sport (or other form of professional practice) – or the things that will guide your teaching/coaching behaviours. Further, it signals the beginning of a professional dialogue that you and I will engage in through the course.

There are several steps needed to complete this assignment:

- First, find a partner with whom you feel comfortable working. You need to be honest and open in describing your thoughts for this assignment, so it pays to select someone that you know and/or trust.
- Second, with your partner develop some interview questions that will help both of you describe your experiences of physical education, youth sport, and/or physical activity. These should be open-ended (i.e., not answerable as yes/no) and during the interviews you should be prepared to probe (e.g., can you tell me more about that? Why do you think that? Can you provide some examples? How did that make you feel?)
- Third, interview each other, recording the interviews (you should think of the interview more as a conversation rather than a journalistic-type interview – see probe questions above). You could also interview each other via email, or a combination of the two.
- Fourth, listen to the interviews and write down excerpts/quotes that you feel are important, insightful, or that capture an important descriptive moment.
- Fifth, work with your partner to identify some common themes AND some differences in opinion. This should not be thought about as disagreements but rather how one person found an experience more (or less) beneficial or powerful than the other, and explain why. For example, one of you may have found the thrill of competition to be the main motivating factor for your participation while the other may have found interacting with friends to be the most important.
- Sixth, write the paper together. There are several ways to do this. You could both sit down at the computer together, or one person could do one section and the other person another. It doesn't matter, as long as you both feel that the final product fairly and accurately represents the thoughts, ideas, experiences, and opinions of both of you.

My suggestion is to structure the paper in the following way:

- Section 1: A brief introduction on reflective practice (What is it? Who has said what about reflective practice? Why is it thought to be important?), the role/purpose of a vision for teaching/coaching or other form of professional practice (i.e., several links to the literature) and a quick summary of what you will discuss in your paper
- Section 2: An analysis/discussion of prominent issues, points of view, or goals that you each want to achieve as a professional practitioner (e.g., teacher/coach)
- Section 3: An analysis/discussion of prominent issues, points of view, or goals that you want learners to achieve with their time with you as their teacher/coach
- Section 4: An analysis/discussion of clear and explicit links to learning about yourselves/each other that has occurred from writing this paper.

- Section 5: A brief conclusion that ties things together.
***You should not feel that you have to follow this outline.

The word limit for this paper is 2000 words MAXIMUM, double-spaced – that is, if you choose to submit a paper in the formal sense. It is acceptable to submit this in an essay-style written piece, in written expanded points, in a mind-map/brainstorm/spider-web with visual images, in a video, or another form of representation. If you choose to submit an assignment that might be considered ‘alternative’ in its format, you MUST see the instructor before doing so in order to agree upon some benchmarks or essential features. For example, if you choose to use a mind-map, your visual representation must be supplemented with written explanations of the connections you have made.

If you are going to record your interviews, the Garage Band application on Macs works well, as does Audacity if you have a PC (this is a freely downloadable program).

*****OPTIONS*****

- You might collaborate with another group to access other interviews, however, you can only submit a paper written by a maximum of 2 people.

2. Reflecting in- and on-action (30%) – Due Thurs. Nov. 9, 2017

The aim of this individual assignment is to begin identifying and applying habits of reflective practice. You will teach a small group of your peers. The “thing” that you will teach them should be something you are relatively unfamiliar with: it could be a content area you aren’t completely comfortable with (dance, for example, or using a piece of technology you have not used extensively before). The purpose of the assignment is not to present a polished lesson, it is to use the experience as a scenario where you can practice and document reflection in- and on-action. For students in the concurrent physical education program, some of last year’s graduates suggested focusing on a health topic you might find challenging or difficult.

How the assignment works:

- In one week of class (Feb. 13-17), you will have approximately 15 minutes to teach a small group of your peers (approx. 4-6 people) an activity. You should choose something that requires minimal set up or equipment and can be taught in a non-gym setting.
 - It is worth talking to the instructor about your topic at least a week prior to you teaching your peers
- Two weeks after you have taught your mini-lesson, you will submit a paper that includes:
 - Part 1: A lesson plan. This should include the topic, purpose/objectives, the content to be taught, the teaching styles/approaches/pedagogies you will use, and the steps involved. You can use your own lesson plan template or one provided by the instructor.
 - Part 2: A report of moments (I imagine 1-4 examples) in the mini-lesson where you reflected-in-action. Describe what happened. What caused you to pause and think about what you were doing? Why did you pause and think about that moment in particular? What did you do to resolve the issue or change the way things were going? How did the resolution or change of approach alter the running of the mini-lesson and its outcomes for learners? **You will need to provide documentation in the form of a reflective record (notes, audio recordings, etc.) taken immediately after teaching the mini-lesson.**
 - Part 3: A report of reflection-on-action. Now that you have finished teaching the lesson, what are your thoughts about the experience? What went well? Why did it

go well? What would you change if you were to teach this again? How and why would you change it?

- Part 4: A summarizing section that describes what you have learned about reflecting-in- and on-action as a result of completing this assignment. You should also include in this section a brief discussion of what you have learned about teaching and learning as a result of this assignment in this section.

The word limit for this paper is 1500 words MAXIMUM, double-spaced – that is, if you choose to submit a paper in the formal sense. It is acceptable to submit this in an essay-style written piece, in written expanded points, in a mind-map/brainstorm/spider-web with visual images, in a video, or another form of representation. If you choose to submit an assignment that might be considered ‘alternative’ in its format, you MUST see the instructor before doing so in order to agree upon some benchmarks or essential features. For example, if you choose to use a mind-map, your visual representation must be supplemented with written explanations of the connections you have made.

3. Reflecting on reflecting (30%) – Due Mon. Dec. 4 2017

In this partnered assignment, you are being asked to reflect on the reflective processes we have engaged in for this class. As a necessary part of this assignment you will also **reconsider your vision** of professional practice (i.e., what you submitted for the first assignment) now that you have completed the course. You should refer to your other assignments to highlight those parts of your vision that have changed and those that have stayed the same. What was it that caused a shift or reaffirmed your original position? (You could refer to an instance in Assignment 2 as an example, or a specific moment in class). **Because of this, you will need to provide documentation in the form of a reflective record (notes, audio recordings, etc.) taken during the term: See Evaluation Criterion #4.**

There are several steps needed to complete this assignment:

- First, find a partner with whom you feel comfortable working. THIS SHOULD BE SOMEONE DIFFERENT FROM THE PERSON YOU WORKED WITH IN ASSIGNMENT #1. You need to be honest and open in describing your thoughts for this assignment, so it pays to select someone that you know and/or trust.
- Second, with your partner develop some interview questions that will help both of you describe your experiences of this course. These should be open-ended (i.e., not answerable as yes/no) and during the interviews you should be prepared to probe (e.g., can you tell me more about that? Why do you think that? Can you provide some examples? How did that make you feel?)
- Third, interview each other, recording the interviews (you should think of the interview more as a conversation rather than a journalistic-type interview – see probe questions above). You could also interview each other via email, or a combination of the two. Some of the questions you might ask one another include:
 - What have you learned about teaching/coaching, about yourself as a person, yourself as an emerging professional?
 - What you have learned about reflective practice for teachers and coaches? Do your experiences resonate with what people have said in the literature or are they different? Why? Provide some examples.
 - Was there anything that was particularly instructive, or particularly discomfiting in the course? Was there a critical incident?

- Was there anything in the course that was affirming?
- Did anything surprise you?
- What might now seem obvious that may not have been obvious before?
- Is there anything that is discomfoting about being an emerging professional?
- Has there been a change in your view of the processes of being and becoming a teacher or coach?
- What do you see as your strengths and weaknesses as a teacher/coach?
- What are your thoughts on the importance of becoming a reflective practitioner?
- Fourth, listen to the interviews and write down excerpts/quote that you feel are important, insightful, or that capture an important descriptive moment.
- Fifth, work with your partner to identify some common themes AND some differences in opinion. This should not be thought about as disagreements but rather how one person found an experience more (or less) beneficial or powerful than the other, and explaining why.
- Sixth, use excerpts from your reflective records (notes, journal entries, audio recordings) to support your claims. These will serve as evidence for the statements you are making.
- Seventh, write the paper together. There are several ways to do this. You could both sit down at the computer together, or one person could do one section and the other person another. It doesn't matter, as long as you both feel that the final product fairly and accurately represents the thoughts, ideas, experiences, and opinions of both of you.

My suggestion is to structure the paper in the following way:

- Section 1: A brief introduction for the assignment, including a quick summary of what you will discuss in your paper
- Section 2: An analysis/discussion of prominent issues, incidents, or ideas that were raised during the course. What happened and when? Why does it stand out to you? *** You need to draw directly from class-based experiences in this part of the assignment. Better assignments will contain personal reflections recorded during the term.
- Section 3: An analysis/discussion of clear and explicit links to learning about yourselves/each other that has occurred from writing this paper.
- Section 4: An analysis/discussion of clear and explicit links to learning about reflective practice, physical education, and youth sport that has occurred from writing this paper.
- Section 4: A brief conclusion that ties things together.

The word limit for this paper is 2000 words MAXIMUM, double-spaced – that is, if you choose to submit a paper in the formal sense. It is acceptable to submit this in an essay-style written piece, in written expanded points, in a mind-map/brainstorm/spider-web with visual images, in a video, or another form of representation. If you choose to submit an assignment that might be considered 'alternative' in its format, you MUST see the instructor before doing so in order to agree upon some benchmarks or essential features. For example, if you choose to use a mind-map, your visual representation must be supplemented with written explanations of the connections you have made.

If you are going to record your interviews, the Garage Band application on Macs works well, as does Audacity if you have a PC (this is a freely downloadable program).

4. Documenting your thinking (10%) – Due throughout the term

One of the goals of this course is to promote reflective practice as a habit that practitioners engage in consistently and systematically to better understand their practice. To this end, throughout the course you will be expected to engage in consistent and systematic reflection to demonstrate how you have documented your thinking about experiences in and beyond the course.

There are several steps needed to complete this part of the course evaluation:

- You must log at least four (4) reflective entries on Sakai throughout the term, with each being approximately 300 words (minimum 250 words).
- There needs to be at least one week between each entry (i.e., you cannot log your 4 entries in the last week).
- Your reflections can be on moments from your experience as a learner in some situation (e.g., as a student in school or university, as a client in a clinical setting, as an athlete in youth sport) and/or in relation to a topic in the course.
- In your reflections, you should think of asking yourselves the following types of questions:
 - Provide a rich description of the situation you are reflecting on: What was the setting? Who was there (use pseudonyms to respect the rights to privacy of others)? What was happening? How were you feeling?
 - What has sparked the reflection on this particular moment? Was it learning or engaging with something new? Was it talking to someone about an experience you or they had? Was it something emotional?
 - How have you come to gain insights or to see something differently (i.e., reframed) from reflecting on the situation? What have you learned as a result of the reflective process?
 - Were there moments in the situation where you felt something unjust was occurring? (e.g., was someone being excluded intentionally or unintentionally?)

These points and questions by no means capture all you can consider. You are free to take the reflections in whatever direction you need to access and document your thinking and any new insights gained.

IMPORTANT: WHILE THIS REFLECTIVE SPACE IS PROVIDED FOR YOU TO EXPLORE YOUR THINKING AND EMOTIONS, PLEASE DO NOT INCLUDE INFORMATION AND/OR MATERIAL YOU FEEL IS TOO EMOTIONAL, SENSITIVE OR INCRIMINATING OF YOURSELF OR OTHERS.

Academic Integrity

Academic integrity is a core value of the academic mission of Brock University, defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic dishonesty is taken very seriously and will not be tolerated.

Academic dishonesty, defined as academic misconduct, consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., lower grade or failure on the assignment or examination, failure in the course, suspension from the University for a definite period, notation on the student's official transcript, or withholding or rescinding a Brock University degree or certificate.

It is your responsibility to understand what constitutes academic misconduct. For information on the various kinds of academic dishonesty please refer to the current Brock University Undergraduate Calendar. (<http://www.brocku.ca/webcal/current/undergrad/areg.html>)

The following illustrates *only four examples* of academic dishonesty:

1. Plagiarism; defined as presenting work done (in whole or part) by someone else as if it were one's own, or for which other credit has been obtained e.g., using direct quotations or large sections of paraphrased material without acknowledgement.
2. Improper collaboration, e.g., copying from another student, or making information available to other students knowing that this is to be submitted as the borrower's own work.
3. Impersonation, copying or using unauthorized aids in tests and examinations.
4. Obtaining medical or other certificates under false pretenses.

Services for students with disabilities

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require academic accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre (ST400 - 4th Floor Schmon Tower ext. 5484) and also discuss these accommodation(s) with the professor.

Important Dates

- The instructor will communicate a minimum of 15% of the final course grade to all students registered in this course no later than the week prior to the last date for withdrawal without academic penalty (that is, by Nov. 5, 2017).
- **Tuesday, September 19th, 2017:** Last day for Duration 2 late registration and course changes without permission of the instructor. Brock Registration System closes for duration 3 adds; last day to drop courses without financial penalty. After this date, manual course change requests are required.
- **Monday, November 6th, 2017:** Last date for withdrawal without academic penalty and last day to change from credit to audit status for Duration 2 courses without academic penalty.

Class Dates:	Topic:	Tentative List of Readings (authors and titles):	Notes:
Sept. 7	What does it mean to be reflective? Reflecting-in-action and on-action	Tsangaridou & O'Sullivan 1997 (pp. 2-4, pp. 7-20: Results & Discussion) Smagorinsky et al 2015 (pp. 285-287) Standal & Møe 2006 (pp. 220-1, 222-28)	
Sept. 11 & 14	How do I engage in reflective practice? Engaging with others; Documenting your thinking	Rovegno 1992 Guest Speakers: TBC	
Sept. 18 & 21	What benefits can I attain from being reflective? The importance of reflecting in different types of professional practice	One of: Attard & Armour, 2005 (PE) Clouder 2000 (Physio) Irwin et al. 2004 (Coaching) Mann et al. 2009 (Health Professions)	Tues. Sept. 19 is the last day to drop this course without financial penalty.
Sept. 25 & 28	Why teach or coach? Why be a teacher or coach?: Developing a vision for professional practice based on reflection	Pike & Fletcher (2014) (Teaching) Jones, et al. (2002) (Coaching)	
Oct. 2 & 5	Reflection-in-action in the gym: A practical example of aligning beliefs and actions in professional practice	No reading	Vision for prof. practice assignment due (Oct. 5) Classes will be conducted in WC Davis or Ian Beddis Gym this week (TBC).
Oct. 16 & 19	Reflecting on foundations of professional practice: Relationships, rapport, community	Fletcher & Baker, 2015	Oct. 9-13 is reading week.
Oct. 23 & 26	Reflecting-in and on-action in class. Peer teaching of mini-lessons	No reading	
Oct. 30 & Nov. 2	Reflecting on foundations of professional practice: Power, authority, and discipline	Cothran, Kulinna, & Garrahy (2003)	
Nov. 6 & 9	Who do you teach? Reflecting on interactions with others and their backgrounds	Jigsaw Activity: <i>Gender:</i> Enright and O'Sullivan (2010); Tischler and McCaughtry (2011) <i>Race/Ethnicity:</i> Halas (2011); Dagkas et al (2011) <i>Ability:</i> Hay and Hunter (2006) <i>Social class:</i> Quarmby and Dagkas (2012)	Reflecting-in- and on-action assignment due (Nov. 9) Mon. Nov. 6 is the last day to drop this course without academic penalty.
Nov. 13 & 16	Reflecting on foundations of professional practice: What learners find meaningful in their physical activity experiences Part I	Beni, et al. 2015	

Nov. 20 & 23	Reflecting on what is important: What learners find meaningful in their physical activity experiences Part II	Cothran 2013 Kretchmar 2000	
Nov. 27 & 30	Reflecting on the future: Developing a professional identity	Kosnik & Beck, Ch. 6	
Dec. 4	TBA		Reflecting on reflecting assignment due (Dec. 4)

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