

CUPR Day 1, Thursday October 21, 2010: GRADUATE STUDENT FORUM

WELCOME 8:30-9:00

Session Grad. 1. Health Education and Health Literacy: 9:00 a.m. – 10:00 a.m.

Presenters	Paper Presentation	Abstracts
Chris McLean & Chunlei Lu	A critical analysis of school health education curricula cross Canada	School health education is one of the most important disciplines to help children and youth develop a healthy lifestyle. Little is known about school health curricular development across Canada and there are not any related studies that can be found. The purpose of this presentation is to critically examine all school health education curricula in the jurisdictions across Canada in order to provide insights of the development of quality school health education curricula.
Linda Thomas & Chunlei Lu	Differing perspectives of health literacy: School health education, health care, & public health	Nearly two dozen different health literacy definitions in the literature have led to confusion. Definitions vary depending on the desired health outcome and the perspective of the system involved. Health care views health literacy from the lens of treatment, public health from the lens of health promotion and prevention, and school education from the lens of development of healthy lifestyles. A collaborative effort is needed to clarify the role to be taken by each perspective.
Ishan Angra	A Needs Assessment of School Public Health Professionals: Supporting the Implementation of Ontario's Revised Elementary HPE Curriculum	Based on the Comprehensive School Health framework, Ontario's <i>Foundations for a Healthy School</i> outlines an integrated approach to school health promotion. A needs assessment was conducted to identify the perceived support required by public health to implement the mandates of the <i>Ontario Public Health Standards</i> and the revised elementary HPE curriculum. Data was collected through facilitated discussions, focus groups and interviews with public health professionals. Key findings surrounding public health's perceived requirements will be discussed.

Session Grad. 2. Physical Activity in Schools 10:15 – 11:15 a.m.

Presenters	Paper Presentation	Abstracts
Allison Cameron	Movement Matters- Improving Student Behaviors, Academic Achievement, and Fitness through Physical Activity in Schools	If we didn't move we wouldn't need a brain. Research is concluding that all learning is centered around movement. This presentation will share the process of implementing this program and the outcomes and successes of the <i>Movement Matters Program</i> The purpose of ' <i>Movement Matters</i> ' is to increase physical activity during academic class to improve academic achievement and classroom behavior. The success and outcomes of this program were featured on CBC The National News in

		April – September 2009.
Dwayne Sheehan & Larry Katz	Intra-rater and Inter-rater Reliability of the Balance Error Scoring System in Pre-Adolescent School Children	The purpose of this study was to determine the intra- and inter-rater reliability of the Balance Error Scoring System (BESS) in nine- and ten-year-old children. This prospective (convenience sample) randomized observational study included 46 normally developing fourth grade students and 4 adult raters. Each student was randomly assigned a testing order that included 12 balance tasks. Intra-rater Cronbach's alpha (α) varied from .94 to .99. The inter-rater α of the four raters ranged from .88 to .98.
Sarah Jackson & Charlotte Beaudoin	Parents' Experiences and Perceptions of Their Involvement in Healthy Active Schools in Ottawa, Canada	The purpose of this study was to gain a better understanding of parents' perceptions and motivational beliefs for their involvement in the Healthy Active Schools' (HAS) Initiative at elementary schools in the Ottawa-Carleton District School Board. Results indicated that parents believe raising a healthy child is primarily their role and value the HAS initiative as a logical means to accomplish this through their children's school experience.

Session Grad. 3. Physical Education Pedagogy 11:30 p.m. – 12:30 p.m.

Presenters	Paper Presentation	Abstracts
Jennifer Thomson & William J, Harvey	What does the job of a cégep physical and health education teacher entail?	There is mounting interest in the successful factors involved for the effective teaching of physical and health education (PHE) as these professionals are key instigators of health and physical activity promotion for our youth. This research proposal is a case study of what it means to be a PHE teacher in Québec's cégep system. Their professional development is important because cégep students are college-age and more likely to adopt risky and sedentary behaviours.
Lee Schaefer	Who am I? Shifting stories of beginning physical educators	In this session I will share my inquiry into two beginning physical education teachers' lived experiences. I will look at the struggle between the imagined stories that they entered with and the grand narrative that is present on their respective professional landscapes. The bumping of these stories, imagined and grand narrative, raises questions about how important the stories are and what happens when these imagined stories cannot be lived out on their current professional landscapes.
Colin Pybus & Ken Lodewyk	Participation Factors in Optional High School Health and Physical Education.	Ontario high school student enrolment rates in optional health and physical education classes have been steadily declining. This study looked at factors that could contribute to HPE enrolment, sampling grade ten students ($n = 227$). A number of variables were analyzed and

		integrated with qualitative information gathered from student participants. This research shows differences between students' HPE class choices and allows for a re-evaluation of how HPE classes are structured, delivered, and scheduled.
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LUNCH 12:30-1:30 p.m. (*Lunch is not provided.*)

Session Grad. 4. Mental Imagery, Culture and Emotion in Physical Education Pedagogy 1:30 p.m. – 2:15 p.m.

Presenters	Paper Presentation	Abstracts
Nathan Hall & Clive Hickson	Use of Mental Imagery by PETE Instructors	Researchers have reported that mental imagery is being used by individuals in many different professions (e.g., law enforcement, professional sports, medicine) to help individuals perform specific tasks related to their profession (e.g., Edwards, Sadoski, & Burdenski, 2005). However, no research has investigated the use of mental imagery among physical educators. This presentation will discuss some of the findings from a pilot study in which two PETE instructors were interviewed about their use of mental imagery in teaching PETE courses. Implications and future directions will also be addressed.
Stefanie Pavlovich & Jenna Lorusso	Enjoyment: The missing element in current physical education	Students' enjoyment is critical to the outcome of physical education programs and ultimately affects students' long-term active lifestyle. The purpose of this paper is to discuss what "enjoyment" is and its key components in physical education; why it is urgently needed in current physical education programs; and how to develop students' enjoyment in physical education.
Greg Rickwood	School culture and physical activity: A systematic review	Schools have often been considered contexts that influence children and adolescent physical activity levels. Evidence suggests that students are more active in schools that present multiple opportunities for physical activity; thus, it is important to determine the factors associated with school-based physical activity opportunities to assist in efforts that seek to maximize physical activity in schools. This review brings together literature that examines both physical activity of children and youth and aspects of school culture.

WRITING WORKSHOP: Preparing a Paper for Publication, PHENEX Journal Presentation 2:30 p.m. – 3:15 p.m.

Snack Break: 3:15pm – 3:30pm

PANEL PRESENTATION & DISCUSSION: Inspiring Career Pathways and Creating Your Path: 3:30-4:30pm

BUILDING A COLLABORATIVE COMMUNITY: Supporting Young Professionals: 4:30 – 5:15 p.m.

Annual General Meeting (AGM) for CUPR 5:30 p.m. – 7:20 p.m. Pearl Harbourfront Chinese Restaurant, 207 Queens Quay W

<http://www.pearlharbourfront.ca/location.htm>

DAY 2 of CUPR: FACULTY PRESENTATIONS, FRIDAY OCT 22, 2010

REGISTRATION opens at 7:30 a.m.

BREAKFAST & WELCOME to NEW and LONG-TERM CUPR MEMBERS 7:15 – 8:45

KEYNOTE ADDRESS by Craig Kielburger, founder and chair of 'Free The Children' 9:00 – 10:00

Session A1. 10:30 a.m. – 11:30 a.m. Physical Education Pedagogy

Presenters	Paper Presentation	Abstracts
Ann-Catherine Sullivan, Rebecca J. Berkowitz, & Suzanna Rocco Dillon	Classroom Teacher Led Physical Activity in the Kindergarten Classroom: A Pilot Study	A field-based pilot study was conducted with six intact separate half-day Kindergarten classrooms (N=111). Pre- and post-intervention gross motor, balance and strength assessments were conducted. From this pilot study, it appears that classroom teacher led physical activity sessions can improve the total gross motor and balance skills in Kindergarten students.
Nancy Francis, Ashley Johnson, & Ken Lodewyk	Constructing and Deconstructing Teacher Praxis: A pedagogical model for teacher educators	Teacher education in the subject of physical education is tremendously complex due to the multi-layers of potential methodologies, epistemologies, and methods that future teachers may employ to construct effective learning experiences for their students. Teacher educators search for a balance between a simplistic activity-based curriculum and an overly dense theoretical curriculum in order to facilitate their students' development of a unique teaching praxis that employs sound philosophy and diverse pedagogy through an array of inclusive and meaningful movement experiences.
David Chorney	How Does Field Experience Affect PETE Majors: A Longitudinal Study Update	This research focuses on data collected over the past five years that highlight PE undergraduates' responses to questions that pertain to field experience as part of their respective PETE programs. Specifically, this session will report findings as to why PE majors' opinions and attitudes change regarding teaching PE as they gain experience during their field placements and are able to synthesize their learned theory with their lived practice.

Session A2. 10:30 a.m. – 11:30 a.m. Technology and Health

Presenters	Workshop and Paper Presentation	Abstracts
Tim Fletcher, Roger Bernardes, Ian Boyd, Debra Courville, Rebecca Lloyd, Joanne Pelletier, Myra Stephen, Carolyn Temertzoglou, Karen Tsuji	Finding our PHETE in Ontario: Developing a Voice through a web-based platform (Google® group)	Recent media attention regarding a new provincial curriculum brought members of the Ontario physical and health education teacher education (PHETE) community together. Despite their involvement in developing the curriculum, some teacher educators felt their voice was largely absent from the media discussion. In this presentation we describe a platform that was launched through which teacher educators could communicate more regularly and efficiently with each other and the public on health and physical education matters.
Dwayne Sheehan and Larry Katz	Can the use of Exergaming Technology Improve Postural Balance with Normally Developing Children in the Third and Fourth Grade?	Given the popularity of video games with young people, the concept of blending technology and physical activity will likely continue to build momentum. Exergaming is a fun, social, and inclusive way for children to be active but also holds promise as a tool for the development of fundamental movement skills. This research study investigated the applications of exergaming in a school setting and resulted in useful and applicable knowledge for physical educators.

Session B1. 12:00 p.m. – 1:00 p.m. Online Teaching and Networking

Presenters	Paper Presentation	Abstracts
Ellen Singleton & Aniko Varpalotai	We are non-bodied entities discussing physical literacy!" Teaching an on-line graduate course in Health and Physical Education pedagogy.	The purpose of this presentation is to explore and discuss with session participants the challenges and rewards (expected and unexpected) to teaching an on-line, graduate level course in the pedagogy of health and human movement studies to a diverse group of students.

Session B2. 12:00 p.m. – 1:00 p.m. Community, Field-Based and School Learning

Presenter	Paper Presentation	Abstracts
Louise Humbert & Tammy Girolami	Community Service Learning: Exploring the Possibilities	Community Service Learning (CSL) offers undergraduate students a unique opportunity to combine working in a community-based setting with experience-based learning. This session will describe how the CSL experience was structured and the experiences of students who spent one month teaching, assisting and learning in a school located in one of the poorest

		neighbourhoods in Saskatoon. The impact of the time spent working with the staff and children was profound for all involved.
Daniel Balderson	The Effects of Sport Academies on Communities, Schools, and Students	School-based sport academies are becoming increasingly popular. They usually revolve around one sport and provide students with the opportunity to compete or train at a high level while they complete junior school. Results from case study interviews with various academy directors will be shared in this presentation. Discussion will centre on the effects of these academies on community, schools, and students. Implications for teacher preparation will also be discussed.
Tim Fletcher & James Mandigo	Perspectives on elementary classroom teacher change in a pre-service PHE program.	Classroom teachers identify previous PHE experiences in school and in pre-service teacher education as barriers to teaching a quality PHE program. Pre- and post-test surveys measuring several teaching traits and qualities were conducted and analyzed to infer degrees of change that occurred during a pre-service teacher education program. Changes were evident on all measures of PHE teaching, most notably in teaching identity. Implications for pre-service teacher education are discussed in light of the findings.
Daniel Robinson & Andrew Foran	TGfU Tennis: An After-School Service Learning Project	TGfU Tennis was an after-school service-learning project in which first year physical education pre-service teachers experimented with, and applied, course information related to Teaching Games for Understanding (TGfU). Two separate outcomes of this project were assessed through research. First, pre-service teachers' understanding of TGfU before and after the project was assessed using an on-line survey instrument. Second, elementary students' demonstrated improvement in strategies and skills was assessed using the Game Performance Assessment Instrument (GPAI).

LUNCH 1:00-2:15 p.m.
PHE Canada's Dance Spectacular

Session C1. 2:30 p.m. – 3:30 p.m. Culturally Diverse and Ethnically Sensitive Physical Education. Health and Activity

Presenter	Paper Presentation	Abstracts
Nancy Melnychuk	Physical Education, Physical Activity and Sport for a Culturally Diverse Female Student Population	Understanding the experiences of female adolescents of diverse ethnicities and cultures engaged in physical education, physical activity and sport informs pre-service teacher education and in-service teacher professional development. Senior high school female students and their mothers reveal significant meaning as to the reasons for being a participant or non-participant, as well as insight into how school and community activities are experienced. Implications for teaching and coaching students of multicultural backgrounds will be highlighted.
Lynn Randall	Physical Education in Trinidad and Tobago: Beliefs and Feelings of Competence of Classroom Teachers	This study was an initial exploration into the effects an elementary physical education methods course had on the beliefs and feelings of competence regarding the teaching of physical education of a group of elementary classroom teachers in Trinidad and Tobago.
Joy Butler	A study of Situated Ethics through Inventing Games: Teacher perspectives and Student Learning	This presentation examines two theoretical frameworks used to guide a three-year research project beginning in September 2010. The first is complexity thinking, which we use to frame our understanding of emergent learning in collectives. The second is social critical theory, which we use to contextualize situated ethics in the teaching and learning of games. The research project will involve 8 teachers exploring situated ethics during inventing games units and will investigate what contextualized principles might emerge in authentic situations and in a participatory, adaptive learning culture.

Session C2. 2:30 p.m. – 3:30 p.m. Mental Health

Presenters	Paper Presentation	Abstracts
William J. Harvey & Panagiotis Panou	Perceptions of physical and health education teachers on including children with behavioral difficulties in the gymnasium	Eleven physical and health education (PHE) teachers were asked about their experiences when including children with behavioural difficulties (BD) in their classes. A semi-structured interview approach was used to develop a grounded theory about inclusion of children with BP in PHE. Many of the teacher experiences were expected. For example, they spoke about traditionally accepted ideas around inclusion (e.g., inadequate academic preparation). However, stories about exclusion and misunderstanding about children with BD seemed to prevail.
William J. Harvey, Cindy Pressé, Shawn Wilkinson, Ridha Joobar, & Natalie Grizenko	Parent views on physical activity and their child with ADHD	A semi-structured interview approach explored perspectives of 12 parents about the current physical activities (PA) of their child with attention-deficit hyperactivity disorder (ADHD). Previous studies detailed parent perceptions of sport skills and children with ADHD but were retrospective, descriptive, and did not explore the perceived implications of sport and movement for each child’s life. Parents spoke about PA and links to parenting practices, family relations, social influences, and associated daily challenges in this qualitative study.
Shawn Wilkinson, William J. Harvey, Cindy Pressé, Dr. Ridha Joobar, & Natalie Grizenko	The physical activity voices of children with ADHD	A majority of children with attention-deficit hyperactivity disorder (ADHD) experience significant challenges when performing fundamental movement skills and sport-specific skills. This information is not always clear to physical and health education teachers and researchers are unclear why this phenomenon occurs for this group of children. The central research question for this current study asks how children with ADHD self-regulate in physical activity and provides a physical activity voice to a group of highly marginalized children.

Session D1. 4:00 – 5:00 p.m. PHYSICAL ACTIVITY in SCHOOLS

Presenters	Paper Presentation	Abstracts
Joe Barrett & Chunlei Lu	Analogy Learning: Developing movement competencies through the use of creative language and imagery	Analogy learning is an instructional approach that involves helping teachers and students construct their own knowledge using conceptual bridges between what is familiar and what is new. This approach has been employed to instruct in a variety of subjects and sport-related disciplines but minimal research has been conducted in this promising area. The purpose of this presentation will be to describe analogy learning and to outline the potential benefits, constraints, and considerations for the HPE discipline.
Jennifer Robertson-Wilson & Jill Tracey, Tim Elcombe	Preparing teacher candidates to implement daily physical activity (DPA) in Ontario schools: A pilot study	The purpose of this project was to assess the degree to which teacher candidates feel prepared to implement Ontario’s 20 minutes of daily physical activity (DPA) policy in elementary schools. Results of one focus group with nine female elementary-level teacher candidates revealed that candidates varied in the degree to which they felt prepared to implement DPA. Factors influencing perceptions of preparedness included aspects of their own training, resource availability, and features of the school context.
Cindy Pressé , Shawn Wilkinson, William J. Harvey, Jennifer Lussier-Price, Dr. Ridha Joobar, and Dr. Natalie Grizenko	Scrapbook interviewing about physical activity: Comparing consecutive and concurrent techniques	This presentation will describe a pilot study where six children with attention-deficit hyperactivity disorder (ADHD) made a physical activity (PA) scrapbook of pictures taken of them in different settings. They were interviewed either during or after the making of the scrapbook to detail their PA experiences. Findings from the study will be presented for a hybrid method that allows marginalized children to gain a personal voice and say about their involvement in PA.

Session D2. 4:00 – 5:00 p.m. Health Education and Health Promotion

Presenters	Paper Presentation	Abstracts
Doug Gleddie	A Journey into Health Promotion: District Implementation of the Health Promoting Schools Approach	The session examines the themes and learning gathered from the Battle River Project, a district implementation model of a health promoting schools approach. Case study was used to come to a greater understanding of how the approach actually worked. Discussion will focus on general themes and findings.
Brenda Kalyn & Carol Henry	Leading from Behind: Building Capacity in Health, Physical Education, and Nutrition Curricula through Shared Leadership	This international research project will share innovations and successes within a curriculum implementation project designed to increase student voice within health education, support teacher advocacy with curriculum implementation, and increase student knowledge and opportunities in physical activity, health, and nutrition within the regular school day. Presenters will share innovations, results, future projections, and successful supports which may be applied within schools, classrooms, and other health initiatives where “buy in” is important.
Erin Hobin & Catherine Casey	Teachers describe their experiences implementing a province-wide physical education policy for increasing physical activity.	In September 2008, the Manitoba Education Citizenship and Youth implemented a province-wide mandatory physical education (PE) policy in secondary schools designed to increase regular PA of adolescents. The complexities of school environments and the natural variation in policy implementation between schools require more intensive data collection to assess the impression of the policy among school staff. Therefore, the purpose of this qualitative study is to explore the school-stakeholder identified barriers and facilitators for effective policy implementation.

DINNER 7:00 – 9:00p.m.

AWARDS CEREMONY 7:45- 8:30 p.m.

EVENING SOCIAL 9:00p.m.-1:00 a.m.

DAY 3 of CUPR: PANEL DISCUSSIONS & WORKSHOPS - SATURDAY OCT 23, 2010

BREAKFAST: 7:30-9:00

Session E1. 9:15 a.m. - 10:15 am PANEL PRESENTATION

Presenters	Panel Presentation	Abstract
Rick Bell, Ellen Singleton, David Chorney & Nick Forsberg	<i>"The Theory and Practice of Preservice Physical Education Teachers: What's Happening in Canada?"</i>	The presentation will consist of each panelist providing a five to seven minute overview of their respective Physical Education Teacher Education (PETE) programs. The focus will be on highlighting foundational components, interesting and unique features, and the struggles and successes. Following the overviews, the presentation will center on engaging session participants in a discussion regarding their respective experiences. The 'possibility' of identifying key features interpreted as being critically important for the professional development of prospective physical education teachers may emerge.

Session E2. 9:15 a.m. - 10:15 am PANEL PRESENTATION

Presenters	Panel Presentation	Abstract
Chunlei Lu, Kyle Steele & Joe Barrett	Active living: To develop a school-based comprehensive physical activity program for adolescents	School programs related to physical activity face a wide range of challenges as they attempt to increase student participation. Surprisingly, there are minimal studies on school physical activity programs, although there are some reports on school physical education, intramural, and interscholastic physical activity programs. The purpose of this study is to analyze the components and structure of school-based comprehensive physical activity programs, and promote such programs for active living among adolescents in secondary schools.

Session F. 10:30 a.m. – 11a.m. A MOMENT TO MOVE: Hula-Hooping and so much more....

Presenters	A Moment to Move	Abstract
Rebecca Lloyd & Stephen Smith	Learning to Move and Moving to Learn: Cultivating Flow Motion through Rhythmical Physical Activity	This interactive ‘moment to move’ is more than a welcome break in your conference program. It invites us to associate learning beyond ‘stop and think’ or ‘stop and listen’ pedagogies. Through activities that naturally cultivate a kinesthetic sense of flow, we invite you to explore the most profound pathways and possibilities even the simplest of movements hold.

Session G1: 11:00 – 11:45 a.m. EXTENDED PAPER PRESENTATION

Presenters	Paper Presentation	Abstract
Gail McVey, Kathryn S. Walker, Heather Harrison, Joanne Beyers, Shelly Russell-Mayhew, Sari Simkins, Cindy Scythes, Jennifer Cowie-Bonne, Elaine Murkin, Matthew Missiha, John Westland, Karen Degagne, Stephen Smith	There is no health without mental health: Optimizing students’ engagement in healthy and active living through the piloting of a <i>reflective practice</i> professional development model.	Mental health promotion is essential to the adoption of healthy/active living behaviours. How is this done? The presentation outlines a pilot study of a collaborative and multi-disciplinary professional development training model tailored specifically for Ontario. The training program has implications for maximizing leadership and teaching skills among health educators by raising their awareness about the complexity of students’ lives and its impact on mental health and healthy living.

Session G2. 11:00 – 11:45 a.m. EXTENDED PAPER PRESENTATION

Presenters	Paper Presentation	Abstract
LeAnne Petherick, Natalie Beausoleil, & Cora McCloy	Helping or Hindering the Promotion of Healthy Bodies? The Development and Implementation of an Innovative and Cross-Curricular Healthy Body Image Resource.	The Body Image Network (BIN) of Newfoundland and Labrador has produced, “ <i>Healthy Body Image: Healthy Bodies come in many shapes and sizes - modules for grade two and grade four,</i> ” a cross-curricular resource. This panel presentation will share the intricacies of developing and disseminating a healthy body image resource for teachers and the broader school community (Dr. Beausoleil), teachers’ ideas of body image and response to a body image curricular resource (Dr. McCloy), and elementary students’ insights into bodies, health and physical activity (Dr. Petherick).

LUNCH 11:45 – 1:00 p.m.

Session H1. 1:00p.m. – 2:15 p.m. WORKSHOP

Presenters	Workshop	Abstract
Doug Gleddie and Antony Card	Ummm, you want me to Speed Date at a CUPR workshop?	Ummm, you want me to Speed Date at a CUPR workshop? As academics, we often do not get enough time to share, dialogue and debate with our colleagues. Speed dating is a fun interactive way to find out what your colleagues are up to, share ideas and make new connections.

Session H2. 1:00p.m. – 2:15 p.m. WORKSHOP

Presenters	Workshop	Abstract
Catherine O'Brien, Michelle Stone, Subha Ramanathan	Creating Supportive Environments for Quality School Health with Sustainable Happiness and School Travel Planning	Creating Supportive Environments for Quality School Health with Sustainable Happiness and School Travel Planning. Canadian organizations have partnered to examine school-related travel and its impact on children's health. Children's Mobility, Health and Happiness: A Canadian School Travel Planning (STP) Model promotes active healthy living for students, educators, families and communities. Collaborators include Green Communities Canada, the University of Toronto, Cape Breton University, schools, municipalities, and non-profit organizations. This workshop a) presents STP and its evaluation framework, b) examines STP and school travel mode, and c) discusses curriculum resources linking STP and sustainable happiness.