INTRODUCTION

Catherine D. Ennis, UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, USA

Physical education pedagogy occurs at many levels and reflects diverse interests, philosophies, and perspectives. Pedagogy, itself, is a comprehensive term encompassing a range of educational endeavors from traditional curricular, teaching, and assessment practices to policies and politics that shapes both pedagogical processes and products. Because of professional educators’ diverse histories and experiences, pedagogy represents a blend of disciplinary specializations. At the scholarly level, it is informed most intensely by educational philosophy, sociology, and psychology with each contributing an essential perspective that influences our conceptions of the field. Pedagogy can be thought of as a “dynamic interplay between practice, context, and theory” (Connelly, 2008, p. xii). Each stakeholder, administrator, and policy maker uniquely shapes and is shaped by these interactions.

This Handbook focuses on the pedagogical practices, influences, and context of physical education in P-12 schools and teacher education. As such it does not adhere to any single theory or perspective, but instead provides a tapestry of topics, perspectives, emphases, and methodologies. It includes both the traditional and the transformative spanning pedagogical practices from the local to the international. Physical education as a school subject area has endured many twists and turns that have shaped our present perspectives and pedagogies. Certainly, the seminal work by Kirk, O’Sullivan, and Macdonald (2006) and their contributing authors in the Sage Handbook of Physical Education has provided both a significant contribution to the physical education scholarly literature and a conceptual and structural framework for this Routledge Handbook. In fact, many editors and authors in this volume sought inspiration from the outstanding authors and topics included there and we collectively “stand on their shoulders” in producing this work.

The Routledge Handbook part editors and authors are in essence the weavers who have embraced opportunities to reflect on the field and to ask what are the central issues and discourses that comprise the pedagogical tapestry in these areas of study. The pedagogical tapestry reflected in this Handbook is less about squeezing perspectives into a preferred pedagogy and more about accurately representing a range of legitimate threads that weave together our scholarship, research, and practice in the early decades of the twenty-first century. In essence, we are asking, “What are the historical events that have shaped our perspectives and how will they continue to influence these key areas of study today and in the future?” For some weavers, the tapestry consists of a brilliant array of colors and figures that depict a vibrant, yet complex set of
pedagogical interactions. For others, the physical education pedagogical tapestry is comprised of darker colors representing deep concerns for welfare of the students and teachers who at times are marginalized and alienated from the academic world of schools.

The organizing structure of the Routledge Handbook of Physical Education Pedagogies includes both a traditional focus on curriculum and instruction in schools and teacher education and a contemporary and a futuristic look at novel approaches to policy, cognition, and motivation. As such it affords both collaborative and critical perspectives on pedagogical issues and trends shaping physical education. To achieve this unique blend, I made a number of editorial decisions that shaped and structured this Handbook in purposeful ways. I take full responsibility for the opportunities and limitations afforded by these decisions and hope that these discourses stimulate enthusiastic critiques and reconceptualizations of our field. I am indebted to Richard Tinning for suggesting the use of the term “pedagogies” in place of the more standard “pedagogy.” I concur with his assessment that the Handbook chapters provide insights into a range of pedagogies that inform our scholarship and practice.

Specifically, in conceptualizing this Handbook, I first identified nine broad areas of pedagogical study in PE and then recruited distinguished international scholars to lead each part. I tasked each scholar to hone their part focus to reflect prominent themes and discourses influencing pedagogical decision-making in the second and third decades of the twenty-first century. Once they had laid out plans for their parts, the editors’ second task was to identify and recruit distinguished international scholars to write Handbook chapters within their part. As necessary in a Handbook of this type, author selection was limited to individuals who write in English, understanding that this may have limited the expertise, depth, and breadth of discourses represented.

This process resulted in a blend of senior and emerging scholars who view the field and individual discourses from diverse and, at times, contradictory perspectives. I suggested the number of chapters in each part that could reasonably fit within the publisher’s contracted book length and encouraged part editors to submit requests to me for additional chapters or to “return” chapters not needed, to be allocated elsewhere. Thus, the reader will find that the parts include different numbers of chapters; I made no effort to equalize this, working with part editors, instead, to include the topics and discourses that editors and authors felt best represented the area. My goal was to ensure that part editors had ownership of their parts and could work with chapter authors in their own ways to shape part discourses to match their beliefs, expertise, and vision. To that end, part editors were invited to write an introduction to their parts, providing an overview of key discourses and insights into the topics within each chapter.

This process did not and could not possibly include every distinguished scholar in PE as a part editor or chapter author and for that I extend my deeply felt apology. Nor could it reflect every viable topic or theme currently of interest to physical education pedagogy researchers and scholars. When making decisions regarding topics to omit, I considered a number of recently published contemporary handbook-like reviews of literature published in journals accessible to physical education scholars. For example, Richards, Templin, and Graber’s (2014) excellent review of the themes and research in education and physical education teacher socialization recently published in Kinesiology Review convinced me that any chapter on this topic would be redundant. Likewise, the extensive 2013–2014 multi-issue feature on Teacher Effectiveness published in the Research Quarterly for Exercise and Sport contained a very thorough appraisal and critique of the current literature on teaching and teacher effectiveness, allowing me to limit the scope of this topic in the Routledge Handbook. Another new scholarly journal at this writing, the Journal of Sport and Health Science published by Elsevier and the Shanghai University of Sport,
Introduction

recently ran two separate features summarizing the exergaming and physical literacy literature, permitting the omission of these topics from this Handbook.

As physical education pedagogy continues to mature as an area of study, the number of influential discourses and topics has grown considerably. Therefore, I limited chapter length while encouraging editors and authors to construct extensive reference lists to assist readers to further explore the topic by accessing the original papers. I provided loose structural guidelines for chapter authors, encouraging them to discuss historical perspectives, pertinent theoretical frameworks, current issues and trends, implications for evidence-based practice, and future directions to provide some level of continuity for the chapters. Authors concluded by summarizing key points and offering reflective questions to stimulate discussion. Although part editors were aware of other editors working on the Handbook, some conferred and consulted while others focused principally on their own parts. This created issue-motivated, polyvocal discourses around highly influential topics that appear several times in different parts. For example, the concerns about obesity discourses appear in chapters by Cameron, Norman, and Petherick (23; Transformative Pedagogies), Makopoulou and Thomas (32; Educating Teachers), and Li (38; Student and Teacher Cognition). Likewise, the importance of inclusion pedagogies is discussed in chapters by Lieberman and Block (17; Adapted Physical Activity) and Makopoulou and Thomas (32; Educating Teachers), while fitness-based programming is critiqued by Thorburn (6; Curriculum Theory and Development) and Cale (27; Analyzing Teaching). Readers will find with these and other chapters that authors often approach topics from quite different perspectives and often disagree.

In an effort to assist novice readers to read and understand research and scholarship in physical education pedagogy, this Handbook begins with a part (I) that Steve Silverman and I edited exploring processes and methodologies scholars use when Designing and Conducting Research. Chapters in this part summarize research paradigms and methodologies used frequently to examine a range of pedagogical topics and themes. Authors explain that the breadth of methodologies currently used in educational and physical education research is quite impressive ranging from phenomenological and critical research to advanced statistical modeling. They discuss the value of a focused research question as well as the importance of selecting appropriate methodologies to answer research questions. Authors also embrace interpretive and critical research practices and methodologies that increase depth and clarity of qualitative research. These authors take readers through a step-by-step process for planning and executing qualitative research.

The second Handbook part (II) Curriculum Theory and Development, continues in an effort to assist novice readers to become comfortable with curriculum development terminology and basic practices of scope, sequence, standards alignment, mapping, and models. I edited this part placing the initial emphasis on practice-oriented development in PE. The role of pedagogical models is further elaborated in discussions of models-based practice with more in-depth exploration of “families” of games and fitness and physical activity models that hold promise for physical education. The part concludes with two chapters examining curriculum theories of complexity and globalization policy currently impacting physical education.

The policy theme continues in Part III, Curriculum Policy and Reform, edited by Dawn Penney. Penney and her colleagues critique the competing forces that attempt to reform physical education within the stabilizing environment of public schools. Simultaneously, a diverse range of private and public organizations and agencies “helpfully” provide externally designed curricula and teachers to “reform” physical education in schools and other public spaces. Authors in this part argue that teachers and teacher educators need to develop new ways to influence policy and reform discourses rapidly entering the physical education arena.
Eliane Mauerberg-deCastro has guided Part IV authors in the *Adapted Physical Activity* part, making a statement about the role and value of programs specifically designed to welcome and assist students with disabilities in inclusive approaches to physical education. Mauerberg-deCastro has recruited an international cohort of scholars with wide-ranging expertise to highlight the many innovations in motor learning and development specifically targeted to assist students with special needs. Chapters in the part continue policy themes by providing a critical analysis of adapted physical education and physical activity discourses and programs around the world, pinpointing areas of innovation and lag in providing needed services to students with disability.

The emphasis on critical discourses with a continuing focus on reform intensifies in Richard Tinning’s part (V) examining *Transformative Pedagogies*. This part blends scholarly critique with rich examples of programs and teaching strategies that seek to transform physical education and teacher education, guiding them toward more democratic and socially just pedagogies. Opportunities for personal and social change are articulated through discourses of body culture, gender and sexuality, and body size. Additional chapters examine transformative pedagogies that are life changing for physical education teachers and young migrants, particularly Muslim girls, in a new world in which the majority culture can be oppressive.

Teacher accountability is a topic that holds critical consequences for teachers both in the United States and around the world. Part VI, *Analyzing Teaching*, edited by Ennis and Silverman, includes chapters that review the rapidly emerging literature on performance based and student growth/value added teacher accountability evaluation systems. Critical questions emerge as to whose definitions of teacher effectiveness count within neoliberal perspectives on high stakes testing and teacher accountability. Authors point out the continuing need to develop more appropriate strategies to measure student progress in fitness and physical activity curricula. The widespread use of standardized fitness tests is undermining efforts to design more authentic measures of physical activity within an emphasis on intrinsic motivation for lifetime participation. Authors project that researchers and teachers analyzing teaching and learning in the future will employ a range of innovative technologies, featuring wireless applications that will refocus and reinvigorate authentic measures of teaching and student learning.

Teacher training at the preservice and inservice levels is subject to analysis and critique in Part VII, *Educating Teachers “Effectively” from PETE to CPD*. Part editor, Kathleen Armour, has directed the focus of these chapters analyzing theory and practice in teacher education and continuous professional development. Chapter authors explore the role of learning theories in learning to teach and the role of continuous learning in teachers’ quests to meet students’ dynamic and diverse needs. Topics such as the role of health in physical education and the need for inclusive pedagogies have unique requirements for teacher training. Experienced teachers are finding professional development workdays focusing on continuous teacher growth to be of value as they strive to include students with diverse needs in their classrooms.

The teaching-learning process continues to take center stage in Part VIII, *The Role of Student and Teacher Cognition in Student Learning*. Part editors Melinda A. Solmon and Alex C. Garn have gathered a cadre of authors who explain the extensive body of research examining the role of physical self-concept, attitudes, teacher efficacy, and beliefs in shaping opportunities for student learning in physical education. Cognition scholars draw on a range of psychological theories, including goal theory and self-determination theory, to explain how students perceive and emotionally respond to class climate in a range of physical education settings.

In the last part (IX), *Achievement Motivation*, part editor Ang Chen focuses on theoretical and practical applications of motivation theories in physical education curriculum design and the selection of instructional strategies and authentic assessments that encourage student learning and participation. Learning in physical education requires students to expend effort directed
Introduction
toward positive educational goals. Chapter authors in this part review a rich body of research based on expectancy-value, intrinsic motivation, individual and situational interest, and goal adaptation to explain ways to focus and enhance student learning in physical education and physical activity settings. This part and the Handbook conclude with a chapter integrating much of the research findings in this area to consider the use of motivation as an explicit learning strategy in physical education.

We have made positive progress in researching the forces, factors, influences, and variables that affect and are affected by the pedagogical process in physical education. Far from the “dismal science” that Locke (1977) observed, scholars today are making legitimate and deliberate progress toward an enhanced understanding of the teaching-learning process. Certainly we still have a long road ahead as we explore new topics and weave new threads in our pedagogical tapestry in PE. We will continue to work to grasp theoretical relationships and design creative applications to enhance our understanding of this complex and fascinating field. On the horizon are new policy and practice discourses, issues, and trends that will require the best we have to offer both to our research and to each new cohort of eager graduate students who seek to contribute and expand our understandings of school and the many opportunities and challenges teachers and students face when becoming physically educated. Many of these challenges will come from forces outside physical education that purposely or inadvertently continue to marginalize physical education as a school subject. Certainly, the ever-present threats to the integrity of our content and instructional time required to learn in the physical domain demand astute negotiations and agile maneuverings to protect students’ opportunities to learn in public school settings.

References