



Laura Brown, Ed.D. & Stuart Currie, Ph.D.

Health and Human Performance. University of Tennessee at Martin

Introduction

- ❑ NASPE (2008) National Standards for Initial Physical Education Teacher Education identified professionalism as being one of six National Standards for initial PETE programs.
- ❑ For initial licensure physical education programs, NASPE encourage PETE teacher candidates to participate in activities that enhance collaboration and lead to professional growth and development.
- ❑ To meet this professional standard, NASPE recommend PETE teaching candidates attend professional conferences and present at professional conferences.
- ❑ Many generation Y students do not value professional association membership, AAHPERD, identifying cost and lack of benefits as deterring factors (Virgilio, 2006).
- ❑ Darden, Nelson, and Parsons (2005) identified that many students underutilize conference professional development opportunities and encourage students to present their conference experience to peers.
- ❑ Professional organization membership and conference attendance is crucial for the academic development of undergraduate HPERD students (Spiropulos, 2008).

Purpose of the Study

- ❑ This study was driven by an enquiry to:
- ❑ Identify PETE students' professional organization knowledge and perceptions.
- ❑ Identify reasons why PETE students are not attending professional conferences.
- ❑ Identify benefits of being a student member of a professional organization.
- ❑ Identify PETE student benefits of attending a professional conference.
- ❑ Identify student perceptions pertaining PETE faculty professional scholarly activity.
- ❑ Identify professional conference fundraising options for PETE students.
- ❑ Provide opportunities for PETE students to share their own conference experiences with peers.

Methodology

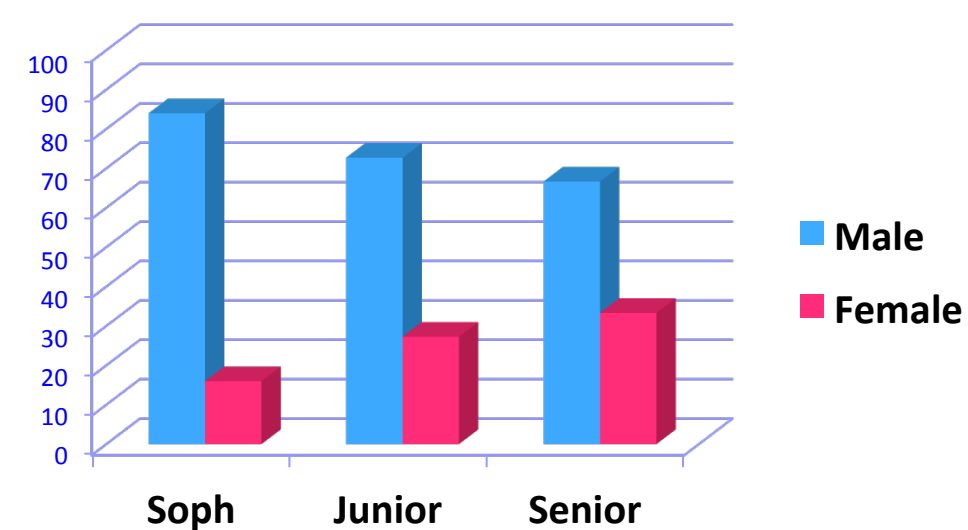
- ❑ TAHPERD conference was selected as the professional conference site of attendance.
- ❑ Students enrolled in an entry level PETE class at a southeastern university were initially surveyed regarding their professional organization knowledge.

Methodology Continued

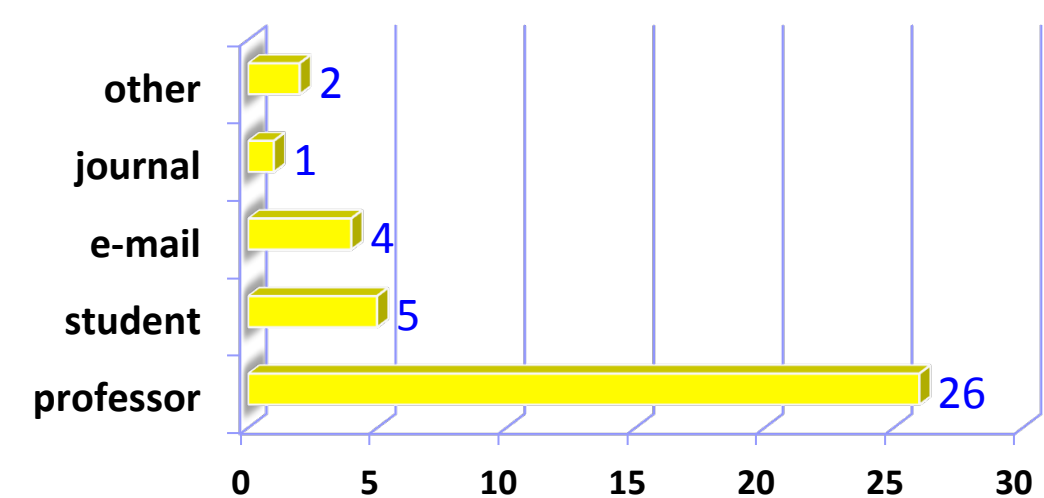
- ❑ From survey one, data was analyzed and tabulated.
- ❑ Survey two, containing questions developed from data retrieved from survey one, was created to further investigate PETE students' professional organization knowledge, membership status, opinions and perceptions.
- ❑ To encourage and support student participation, student professional conference financial assistance options were investigated.
- ❑ A free online survey with questionnaire capability was investigated. SurveyMonkey, www.surveymonkey.com, was selected as the survey instrument of choice.
- ❑ Students attending and presenting at the TAHPERD conference were invited to complete the online survey for financial funding assistance consideration.
- ❑ Student survey responses was analyzed and funding assistance was awarded based upon responses.
- ❑ Students that attended the TAHPERD conference and received financial assistance were required to conduct a PPT presentation sharing conference experiences with PETE students in an upper level PETE class.

Results

PETE Student Demographics

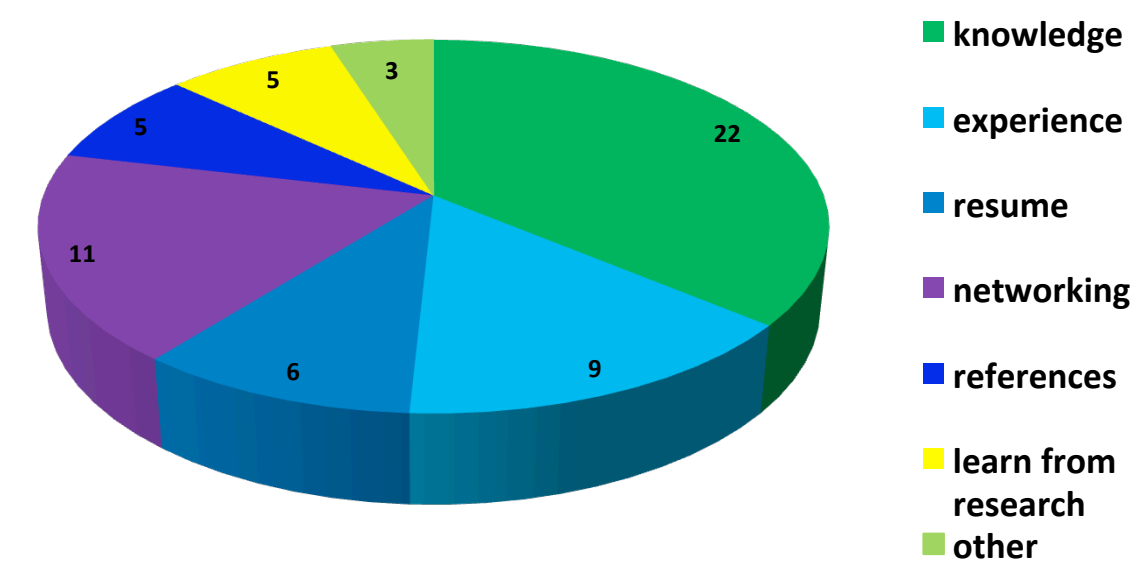


How did you find out about professional organizations?

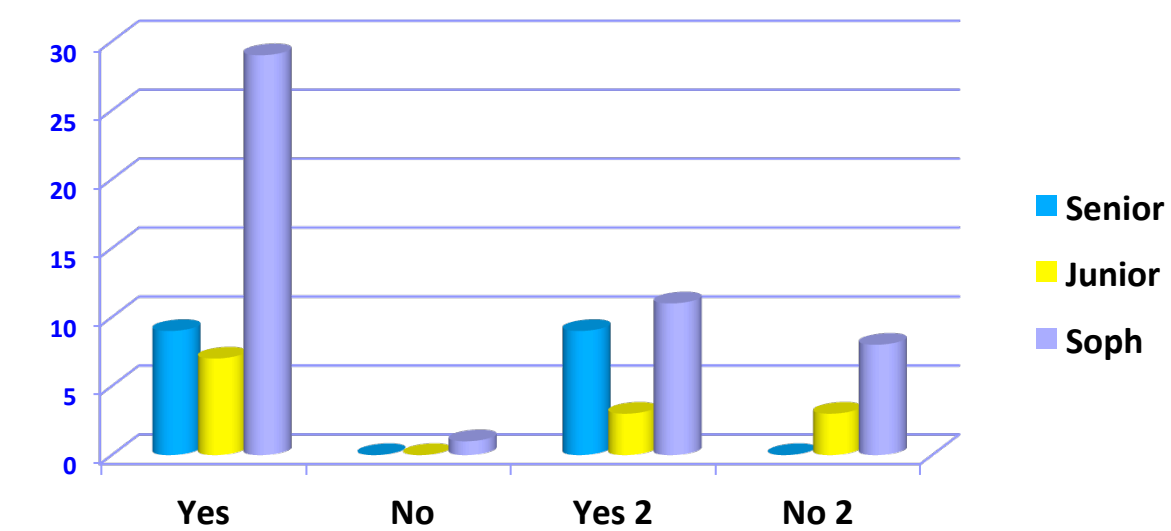


Results Continued

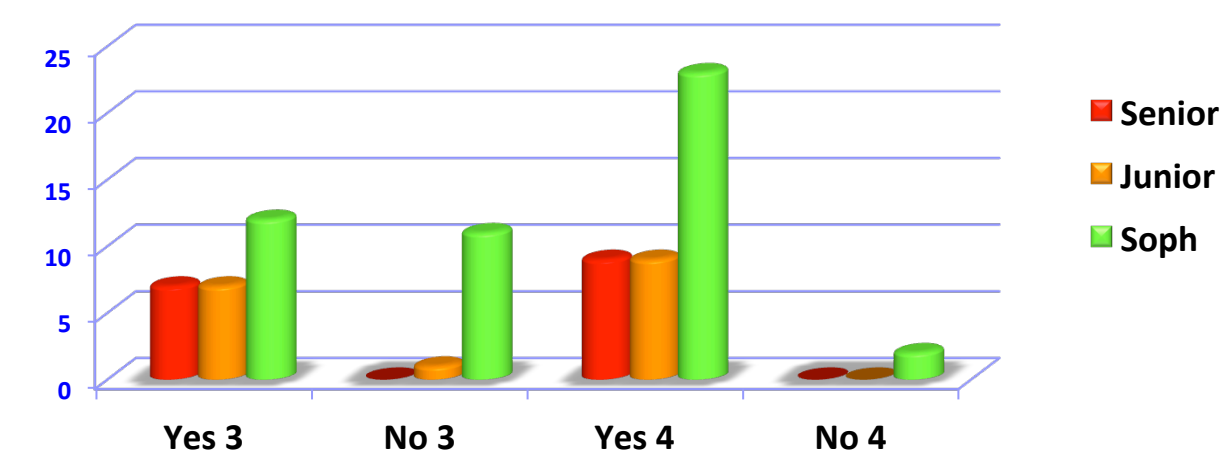
Student Professional Membership Benefits



1. Do your PETE professors attend professional conferences?
2. Do your PETE professors present with students at professional conferences?



3. Will attending a professional conference benefit your scholarly knowledge within your PETE program?
4. Do you think it is academically beneficial for you that your professors present at professional conferences?



Discussion

- ❑ As student year in our PETE program increased, male enrolment decreased and female enrolment increased.
- ❑ PETE professors that discuss professional organizations within PETE classes can positively affect PETE student professional organization awareness.
- ❑ Data from this study supports earlier research findings investigating why students do not attend conferences.
- ❑ Knowledge, networking, gaining experience, and resume were identified as the leading benefits associated with student professional membership.
- ❑ Further discussion regarding scholarly benefits associated with attending a professional conference is required with sophomore students within our program.
- ❑ Students are aware that PETE faculty attend professional conferences. However, PETE faculty need to continue to inform students, especially sophomores and juniors, regarding faculty student presentation opportunities.
- ❑ PETE students perceive academic benefits from their professors that present at professional conferences.
- ❑ Viable fundraising options for PETE student professional conference attendance include; majors club, alumni, departmental scholarship, university student affairs department, SGA, and Kappa Delta Pi.

Future Research

- ❑ Survey PETE faculty regarding student conference attendance issues.
- ❑ Survey K-12 physical education teachers regarding their pre-conference perceptions, conference experience, and post-conference teaching application.
- ❑ Survey undergraduate and graduate students regarding their conference presentation experience.

References

- Darden, G, Nelson, S., & Parsons, R.(2005). Attending the AAHPERD national convention: a guide for faculty advisors. *The Journal of Physical Education, Recreation and Dance*, 76 (2), 19.
- National standards for initial physical education teacher education.(2008). Retrieved September 7, 2012, from <http://www.aahperd.org/naspe/grants/accreditation/upload/2008-National-Initial-Physical-Education-Teacher-Education-Standards-Edited-1-5-12.pdf>
- Spiropulos, Y.(2008). Should undergraduate HPERD majors be required to join AAHPERD or other professional organizations? *The Journal of Physical Education, Recreation and Dance*, 7 (7), 12-13.
- Virgilio,S.J.(2006). What is "the real thing"? *The Journal of Physical Education, Recreation and Dance*, 77(9), 4-5.