A Note From the Editors

We hope that the holidays were joyful and restful, both for you and your loved ones, and that the new year will be your best ever!

The articles in this edition explore several important educational topics including constructivist teacher development; secondary school curricula; measures of teaching and learning effectiveness; and measures of preservice physical educators’ dispositions toward diversity. In addition, Don Hellison’s book Teaching Responsibility Through Physical Activity is reviewed, and we again are gifted with Larry Locke’s “Retrieval and Review” column.

More specifically, Rovegno and Bandhauer discuss five psychological dispositions that may contribute to pedagogical innovation in physical education. They use a case study design to explore Bandhauer’s constructivist transformation during more than 20 years of elementary physical education teaching.

Macdonald and Brooker use current literature to frame their discussion of two senior secondary programs currently being implemented in Queensland, Australia. Another Australian physical education program is the focus for Carlson and Hastie, who examine sport education units through a social context lens during high school classes.

Gusthart, Kelly, and Rink discuss their analysis of the relationship between the Qualitative Measures of Teaching Performance Scale (QMTPS) and teacher effectiveness relative to student outcomes during middle school volleyball classes. Desrosiers, Genet-Volet, and Godbout examine multiple assessment strategies used by teachers during middle school and high school physical education classes in light of the instruments’ relationships to teaching-learning processes.

Varying instructional conditions are analyzed by Sariscsany and Pettigrew. They examined impacts of an interactive video program on preservice educators’ knowledge of classroom management content.

In her Research Note, Stanley presents an exploratory analysis of the Pluralism and Diversity Attitude Assessment (PADAA) instrument. This instrument was designed to assess preservice physical educators’ attitudes or dispositions toward cultural diversity and pluralism (Stanley, 1992).

Larry Locke again provides invaluable insights about recent research efforts in physical education through his Retrieval and Review column. His thoughtful, yet succinct, summaries of research literature should be very helpful to all of us as we continue exploring our research interests. Thank you, Larry.

Also in this issue, Connie Collier reviews Don Hellison’s book, Teaching Responsibility Through Physical Activity, which was published by Human Kinetics in 1995. Collier states that Hellison’s text is targeted at multiple audiences such as public agencies, educational institutions, and youth sport or diversion programs; however, she recommends that professionals in other fields also explore Hellison’s approach, saying, “I believe that the author may have underestimated the need for and the possibilities of how his curricular ideals may influence kids of all ages. As our general population’s lifespan is extended and our educational curriculum is expected to reach everyone from birth to 21, I believe the need for lessons in social responsibility will be greater than ever before.” (p. 256).

Nell Faucette and Patt Dodds