International Journal of Research Studies in Education
2014 October, Volume 3 Number 4, 3-13

Orientating cooperative learning model on social responsibility in physical education

Chiu, Yi Chuan
College of Humanities and Designs, Lunghwa University of Science and Technology, Taiwan (ec16032002@yahoo.com.tw)
Hsin, Li Hua
Department of Tourism and Leisure, Lunghwa University of Science and Technology, Taiwan (hsinlihua@mail.lhu.edu.tw)
Huang, Fei Hsin ✉
Graduate Institute of Physical Education, National Taiwan Sport University, Taiwan (feihsin@hotmail.com)

ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 13 February 2014 **Revised**: 11 April 2014 **Accepted**: 15 April 2014
Available Online: 19 May 2014 **DOI**: 10.5861/ijrse.2014.728

Abstract

Five alternative generic models on Physical Education were addressed by Jewett et al. (1995). Although these five generic models enumerate the main curriculum design, it rarely presents well the full view of it. Cooperative learning (CL) is generally adopted by the teachers in social science field and receives splendid effects. In the field of physical education, there are also numerous successful examples applied on CL model. On the other hand, CL curriculum emphasizes on active learning that involves the processes of social interaction, making decision, and cognitive outcome to provide students with a holistic education; that was expelled from the five generic models. Therefore, this study adopts content analysis to explore the link between cooperative learning and social responsibility in physical education. Aforementioned, the contribution of this study is preliminarily building up CL model on social responsibility value orientation in physical education for the extension of Jewett et al. (1995) to complete the structure of the theoretical integrity.

Keywords: physical education; curriculum development model; cooperative learning; social responsibility; curriculum design

Orientating cooperative learning model on social responsibility in physical education

1. Introduction

Dewey (1931) advocates the philosophy of experimentalism and believes that industrial education provided workers with opportunities to learn social and cultural background from vocations and skills. Dewey's (1938) cooperative education idea "learning by doing" promotes work ability and enhances interpersonal skills whereas industrial education only focuses on equipping individuals with a skill set to meet industrial demands. Dewey's educational philosophy emphasizes on experiential learning and pragmatism; this vision for the school is inextricably tied to his larger vision of a better society (Dewey, 1899). Counts (1932) and Dewey (1916) believe that if school cannot reflect the true society, it would not bring benefits to children whenever they are encountering the complicated society in future. School education is the essential preparation for the future. Therefore, school education needs to connect with social life experience. Education assists students in socializing and becoming good citizens.

Aforementioned, education is touted as a mean to assist students in socializing. Indeed, previous research in general education has proved that cooperative learning (CL) can improve active learning, academic achievement, and social skill development (Gillies, 2006; Johnson & Johnson, 1999). Similarly, some scholars in physical education encourage adopting CL as an instructional model for changing younger's behavior, such as truancy, depression, crime, alcohol, and drug abuse (Li et al., 2008; Dyson, Linehan, & Hastie, 2010), due to CL focuses on cognitive and social goals apart from motor skills (Dyson, Griffin, & Hastie, 2004; Metzler & McCullick, 2008). In addition, Callado (2012) orientates to test the effects of a structured program of CL in Physical Education classes with elementary students and finds that the students received cooperative, participatory, funny and useful, emphasizing peer support experience in learning process of physical education. Literatures also prove the idea of students working in small groups interactively can master material illustrated by teachers better than students working by themselves (Cohen, 1994; Slavin, 1996), and brighten up self-efficacy as well (Escartí et al., 2010). Hence, social skill development has been viewed as a critical issue for instructors to adopt CL model for changing behaviors.

An understanding of social benefits of physical activity engagement present it is a proper medium for promoting personal and social responsibility and developing pro-social skills (Parker & Stiehl, 2005; Bailey, 2005). Definitely, scholars have recommended that the social and educational processes naturally in physical education participation, not only the activity participation, but also the essential elements in affecting behavioral change (Long & Sanderson, 2001; Danish, 2002; Sandford et al., 2006). Furthermore, Bailey (2005) argues the value of physical education consists in the acquirement and collection of diverse personal, social and socio-moral skills, in turn, can play the role of social capital to enable younger to operating successfully/acceptably in wide social situations. Therefore, CL involved with social responsibility value shows the contribution of providing students with a holistic education through the processes of social interaction, making decision, and cognitive outcome.

Additionally, curriculum-based initiatives have been designed to educate students in the spacious field of socio-moral education, such as the Teaching Personal and Social Responsibility model (Hellison, 1995), Sport Education (Siedentop, 1994), and the Cultural Studies curriculum (Kinchin & O'Sullivan, 2003). Likewise, in line with the early work of John Dewey's experiential learning, physical education curricula based around outdoor education are viewed as an instrument of promoting student's personal and social skills (Dyson & Brown, 2005; Stiehl & Parker, 2005). Jewett et al. (1995) address physical education curriculum design is a set of knowledge structures. In practical teaching, teachers utilize external school environment and student features to design courses that meet the students' requirements. Importantly, Jewett et al. (1995) contribute idea on physical education curriculum and propose the theory of five value orientations, namely: disciplinary mastery

(DM), self-actualization (SA), social reconstruction (SR), learning process (LP), and ecological integration (EI) and five corresponding curriculum design models, respectively are sport education model, fitness education model, movement analysis model, developmental model, and personal meaning model.

Previous literatures find theoretical background of curriculum value orientations in line with CL, which suggest CL curriculum design model, hold significant percentage in physical education, and ranking merely to the second of mastery learning in curriculum design orientation. Additionally, in Jewett et al. (1995)'s physical education curriculum theory, no matter what disciplinary mastery, ecological integration, self-actualization, or learning process are, have their belonged curriculum design models. However, there is no corresponding curriculum design model on social responsibility. Whether the curriculum design model of CL is closely linked with physical education curriculum design under social responsibility orientation that proposed by Ennis and Chen (1993). To bridge this gap, this study adopts content analysis to orientate CL model on social responsibility in physical education curriculum theoretical framework and further extend the structure of Jewett et al. (1995)'s physical education curriculum. Through interactive and cooperative learning, this study expects to develop new physical education curriculum framework to benefit the diverse personal, social and socio-moral skills in addition to academic achievement, skilled communication, and psychological health.

1.1 Proposed methodology

This study employs content analysis, which is a type of qualitative research. Content analysis has been defined as a systematic, replicable approach for concentrating lots of words into content classification according to coding data (Berelson, 1952; Krippendorff, 1980; Weber, 1990). Content analysis can be a profitable technique used to gather requirements for discovering and describing the focus of individual, institutional, group, or social concerns (Weber, 1990). It is useful for investigating patterns and trends in documents and also provides an empirical foundation for leading shifts in general opinions (Bowen, 2009).

This study considers the appropriateness of CL model on physical education curriculum framework, seven experts specialized in the fields of physical education are invited to provide their expertise in terms of theme and the content. The contents are answered on a four-point scale with "1=not appropriate" up to "4=appropriate". Meanwhile, the experts are asked to provide full description of the contents that contribute to this paper. According to score provided by experts, content validity index (CVI) is calculated respectively. Table 1 reveals the result of CVI value ranging from 0.9-0.987 and mean=0.955, which meets the requirement of 0.8 suggested by Waltz, Strickland & Lenz (1991) and presents high content validity.

Table 1

Content Validity Index (CVI)

Experts	CVI value	Calculation
1	0.96	77/80 = 0.960
2	0.937	75/80 = 0.937
3	0.987	79/80 = 0.987
4	0.9	72/80 = 0.900
5	0.987	79/80 = 0.987
6	0.987	79/80 = 0.987
7	0.925	74/80 = 0.925
Mean	0.955	76.42/80= 0.955

2. Theoretical background

2.1 Psychological basis on CL

CL is included in the field of psychology, which also contents cognitive psychology, behaviorism psychology and humanism psychology. CL refers to an instructional model that students work together in

structured, small, heterogeneous groups to achieve group goal (Dyson, Linehan, & Hastie, 2010), not only it is to content face-to-face contact, but also to be free and easy communication between team-mates (Jonhson & Jonhson, 1993). In psychological basis, cognitive developmental theory indicates that individual cognition is developed by imbalance phenomenon to equilibrium. In addition, contradiction theory proposes individuals automatically adjust their concepts related to the conflicts among people. Elaboration theory states that individual cognition reorganizes the given knowledge and makes it more elaborative (Slavin, 1999). Additionally, behaviorism psychology suggests that individual behavior enhances using a reward system. Moreover, humanism psychology considers that individuals can actively learn in a harmonious atmosphere. Integrating psychological concepts, CL derives from psychological background and helps promoting learning motivations; thus it is a worth taking account in curriculum design for all teachers.

2.2 Sociological basis on CL

In sociological field, CL is consistent with two kinds of sociological theories. Social interdependence theory emphasizes that members of the community interact due to interdependence. Social contact theory stresses group members can improve group cohesion and friendship through contact with team members. In particular, CL is closely linked with social interdependence theory. Lewin (1943) proposed field theory stating the nature of group bases on having mutual goals and forming interdependence relationship, and hence to form dynamic group. In a word, the whole group affects once of any member changes. The forming of social interdependence theory relies on building group goal and the interaction pattern determines the achievement of mutual goal (Deutsch, 1949). Social interdependence theory advocates positive interdependence and leads to promotive interactions. Group-mates encourage mutually and facilitate learning efforts which cause the behaviors of effective communication, constructive solving conflicts, and trust (Johnson & Johnson, 1993).

2.3 Curriculum Theory

Jewett et al. (1995) propose five physical education curriculum value orientations and specially explain that theory generates before conceptual frameworks (e.g. figure 1). There are various models; moreover, curriculum model is one of the models under the conceptual framework. Through conceptual framework, general theoretical principles transfer into the proposed curriculum models. Each model offers curriculum designer a particular pattern for the consideration in curriculum planning. Each curriculum model is designed for developing a specific educational goal. Consequently, each curriculum model develops under a specific conceptual framework, and links with the conceptual framework (Harris & Burn, 2011).

Curriculum is the most long-term concerned issue in school education. The core problem of curriculum design is teaching and learning. However, educators have different viewpoints from curriculum; so the front-line educators have different interpretations putting on curriculum concept, orientation and ideology. These various curriculum value orientations can be viewed as a leading thought in curriculum design. Therefore, various conceptual framework of value orientation generates under the curriculum theory of physical education. Different pattern design produces under a specific conceptual framework. Jewett et al. (1995) state that curriculum is composed of three elements, individual, society and discipline. Therefore, the orientation of curriculum design needs to grasp these basic elements and focuses on reinforced goal to plan curriculum (e.g. the point of social reconstruction value orientation is on the element of society).

In response to social changes, teachers need to adjust and modify curriculum theory to accommodate instruction and curriculum design reform. In terms of curriculum, there is a developed space for curriculum theoretical development due to the change of era (Stillwell & Willgoose, 2005). Jewett and Mullan (1977) proposed a purpose-process curriculum framework of physical education curriculum development. The physical education curriculum theory addressed by Jewett et al. (1995), found that curriculum theory is still unable to be departed from educational philosophy thought.

Physical education teachers first clarify: (1) what is the most valuable? (2) what kind of experience is the most important to students? Within the limited instruction time, teachers need to choose suitable curriculum plan and adopt different curriculum design models. It exactly reflects the value orientation of physical education teachers on curriculum. Different curriculum theories spring from different value orientations (Jewett, 1980). Ornstein and Hunkins (2004) point that values affect and regulate the possible presented behavior. The first step of constructing theory is to collecting facts. Without theoretical orientation, people cannot determine what the facts they need to collect and what the issues they need to explore. In other words, values lead to theoretical frameworks.

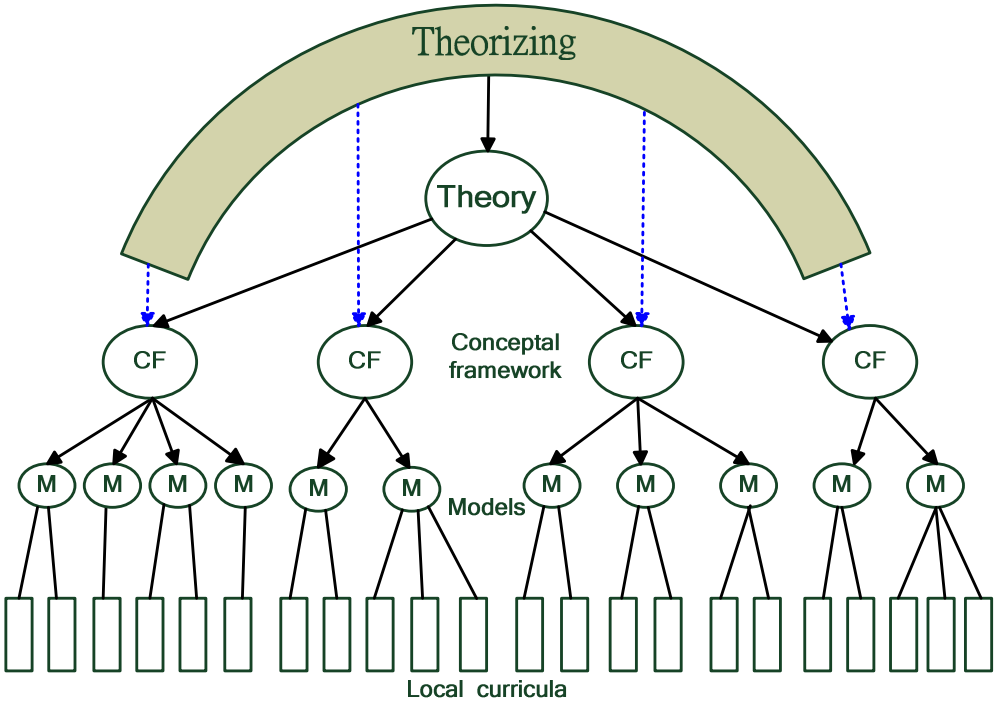

Figure 1. Process of curriculum development (Jewett & Bain, 1985, p. 17)

3. The orientation of CL model in physical education curriculum

3.1 The earlier stage of CL model

Curriculum design model contains critical philosophy, procedures, and steps when designing curriculum. Thus, curriculum design based on CL included curriculum content and implemented instructional process. In the earlier stages, CL is considered as an instructional strategy through small group interaction. CL groups are possibly using to teach specific content (formal CL groups) and ensure active cognitive and affective processing of information during a demonstration or lecture (informal CL groups), and provide long-term assistance for learning progress to achieve group goal (Johnson & Johnson, 1999).

3.2 The CL model evolved into physical education curriculum model

The continuous evolution of CL strategies, the increased various designs and developed into curriculum design model. Kulinna (2008) and Stillwell and Willgoose (2005) consider personal-social model as the social central goal of the physical education curriculum model. The definition and content of personal-social model mainly aim at taking social responsibilities and encouraging cooperation learning. In particular, Hellison (2003) actively advocates the ultimate goal of personal-social model, through self and social responsibility instruction to enhance the social development of individuals. The purpose of personal-social model is to assist students to cope

with highly complex society, to achieve a higher degree of self-control and to contribute more positively to society (Siedentop, Hastie, & van der Mars, 2004). Furthermore, Gillies (2006) suggest that CL along with interpersonal interactions which can facilitate students to adapt smoothly in society. Therefore, personal-social model has the same goal with CL model, but just using different names. Personal-social model and CL model are closely associated with the value orientation of social responsibility. These two models consider social responsibility as the main instructional objective to proceed to curriculum design and facilitate individual development in society.

3.3 The evolution of social responsibility orientation

Initially, Jewett et al. (1995) propose five values of curriculum theory and one-sidedly emphasized on the value orientation of society is social reconstruction. Wentzel (1991) amends social reconstruction as social responsibility orientation. Numerous studies on school indicate that teachers are more concerned about "social responsibility" than "social reconstruction" in the process of instructional plan (Behets, 2001; Behets & Vergauwen, 2004; Ennis, 1994a; 1994b; Ennis & Chen, 1993). Ford et al. (1989) define social responsibility as an adherence on social rules and role expectations. Hence, social reconstruction orientation is amended as social responsibility orientation.

There are four main concepts of social responsibility: (1) Positive social interaction which includes encouraging students to develop team cooperation awareness and respect for group-related affairs. Students learn social interaction skills, group-concerned rules and norms from group-mates. (2) The spirit of cooperation/teamwork which covers teaching students to realize that group goal is more important than personal demands. Students learn the importance of interpersonal relationship skills and knowledge for benefiting group success. (3) Participation which contains students' involvement in team work, stresses individual role on achieving group goal, and emphasizes group's role in creating and achieving personal goals. (4) Respect others which consist of students' learning of respecting others' rights and to recognize the role of authorization on division of work in social settings (Ennis & Chen, 1993).

4. The orientation of CL model on social responsibility in physical education curriculum

4.1 CL model is closely linked with social responsibility

In physical education curriculum theory system, no matter what the value orientation of disciplinary mastery, ecological integration, or movement analysis are has their own curriculum design model (Jewett et al., 1995). However, social responsibility value orientation lacks of corresponding model in curriculum design model (e.g. figure 2). It is not aware of any studies analyzing this value orientation. Given the potential of the social responsibility value orientation to explore Jewett et al. (1995)'s five generic models in physical education curriculum theory and to clarify the corresponding model of social responsibility on curriculum design model.

Teachers consider CL as a main curriculum design which includes critical elements proposed by Johnson & Johnson (1999). It confirms with Jewett et al. (1995), advocating that physical education teachers consider each special pattern in curriculum planning. A curriculum model is designed for developing a specific educational goal. Therefore, CL curriculum model is mainly designed to meet educational goal of social aspect, which remarkably contributes to students' better preparation for the working future and enhances their abilities through taking social responsibilities. Table 2 shows the literatures related to CL model and social responsibility orientation, which is noted that CL model is closely linked with social responsibility value orientation. CL model is a model designed for social responsibility value orientation.

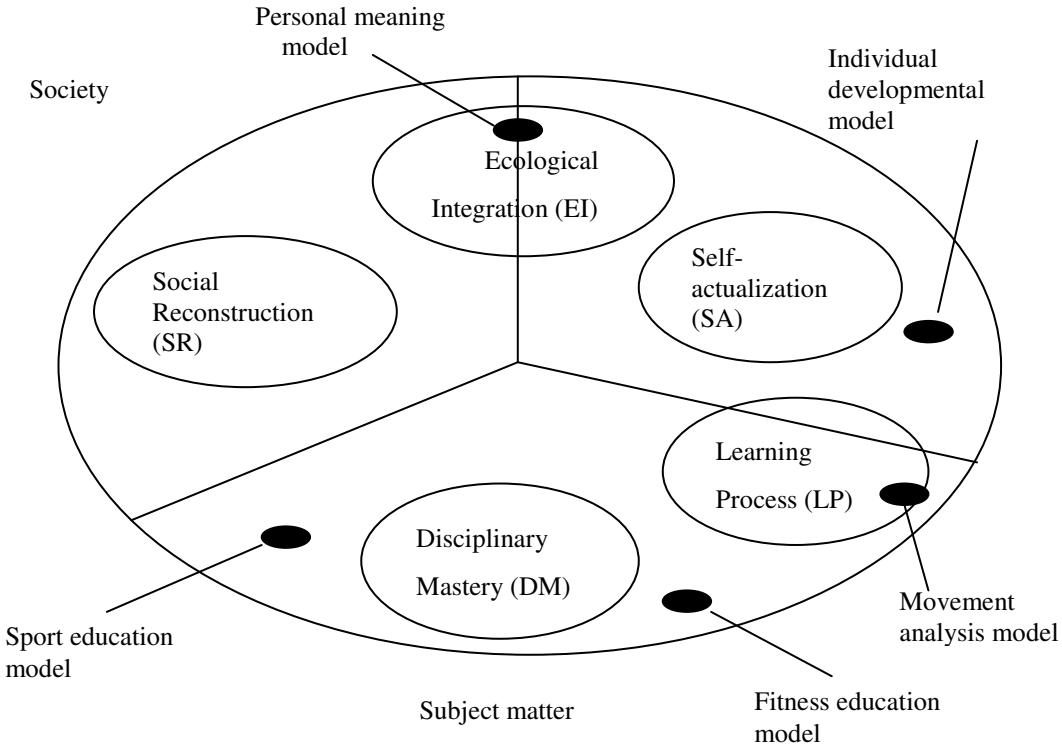

Figure 2. The generic curriculum value orientation in physical education (Jewett et al., 1995)

Table 2

Literature Reviews of CL and Social Responsibilities

Literatures	Main Ideas	Academic Role
Dewey (1916)	Education is life Learning by doing School is a community	Educational goal is to equip learners with an adaptable ability prepared for future.
Counts (1932)	The goal of social responsibility centered (reconstruction) is a superior quality of education.	Social responsibility is the central goal of education
Behets (2001) Ennis (1994a,1994b), Ennis & Chen (1993), Wentzel (1991),	In the instruction planning process, teachers stress on the concept of social responsibility rather than social reconstruction.	Amending social reconstruction orientation to social responsibility
Ennis & Chen (1993)	Social responsibility contains four concepts: positive social interaction, the spirit of cooperation/teamwork, participation, and respect for others.	Define key concepts of social responsibility
Johnson & Johnson (1999)	The core values of school education include interpersonal interaction and discussions, team cooperation, jointly shouldered responsibility and solving problem.	The concept and content of CL models
Ennis (1994)	The decision of curriculum content is a team work which has the same line with the connotation of social responsibility.	The connotation of CL is the same as social responsibility.
Dyson et al. (2004)	The student-centered curriculum design must consider students' learning as an important goal in order to create suitable learning environment. CL is a suitable model for future social adaptation.	CL complies with the student-centered curriculum design, aiming to cultivate social adaptation ability for future.

Dyson (2005)	The concepts of social responsibility and CL are clarified and are proven to be closely related with each other.	The link between social responsibility and CL is meaningful.
Fellers (1996), Edward & Mark (2000)	Applying CL in curriculum, students is taught interpersonal skills to meet social demands.	CL model is proposed in general disciplines (e.g. public administration and business education).
Stillwell & Willgoose (2005), Kulinna (2008)	CL model/person-social model are listed in physical education curriculum design model.	CL model and person-social model are listed in physical education curriculum design model.

4.2 Orientating CL model on social responsibility value in physical education curriculum

Concluding the above discussions, this study proposes a reasonable orientation of CL model on social responsibility value in physical education curriculum. This study updates the figure of orientation of CL model on social responsibility value orientation in physical education curriculum (e.g. figure 3), which expects for finding new CL model on social responsibility value orientation in physical education curriculum.

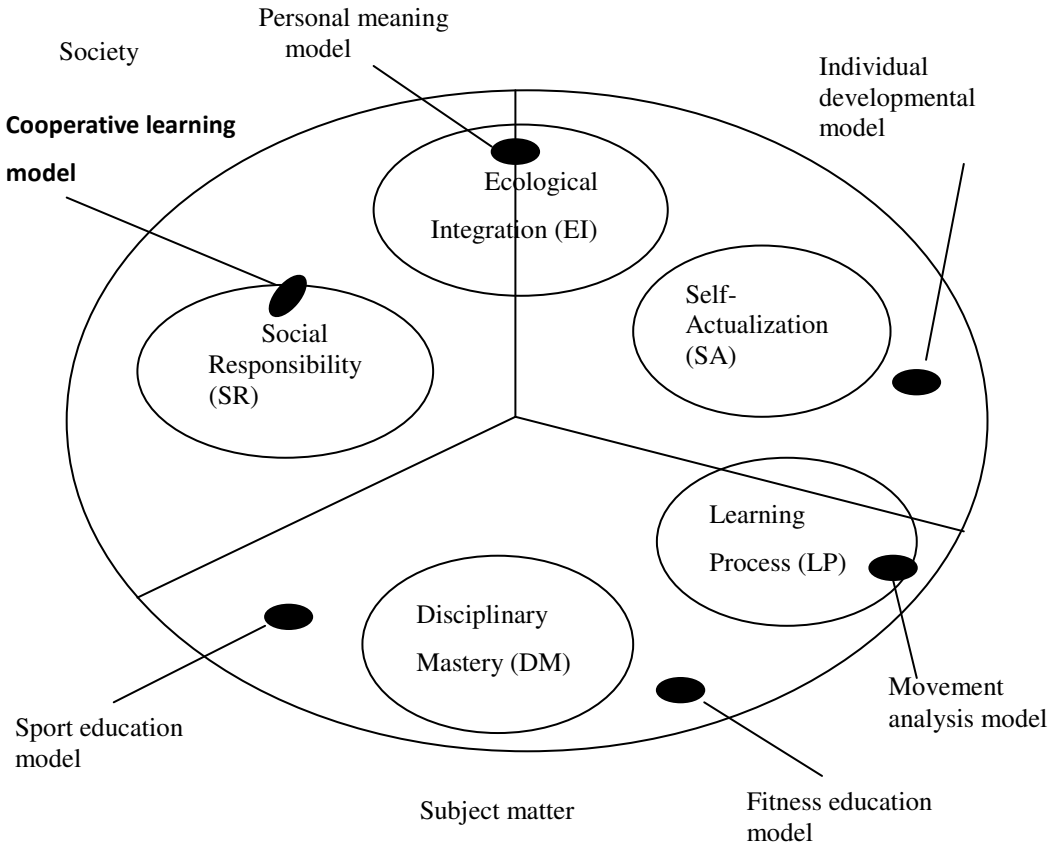

Figure 3. The new framework of increased cooperative learning in social responsibility orientation

5. Conclusion and Recommendations

This study aims to orientate CL model on social responsibility value in physical education curriculum. The CL contains group lessons, teamwork, problem-solving, peer interactions, respect for others, social skills learning, interpersonal communication, beneficial for learning motivation, and well-being of citizenship; the above overall has the same line with social responsibility orientation. Therefore, the goal of CL curriculum

model is a significant mutual cooperation goal in developing social construction, not really opening up for individual competition in society to fulfill ego. Hence, Jewett et al. (1995) addressed three elements of individual, society, and discipline which one-sidedly emphasize on social value orientation.

CL is a special model that integrating the designed elements and connotation of heterogeneous grouping, team competitions, group collaboration and process, and social responsibility. Only adhere to the above-mentioned concepts, procedures, and steps, it can be said to meet the definition of CL model. The ultimate goal refers to adaptation to this society and meeting of the current social demands. Through interactive & cooperative learning, we expected to achieve the benefits of academic achievement, skilled communication, and psychological health. Giving proofs and evidences from literatures, this study concludes that CL model is suitable to orientate social responsibility value orientation in physical education curriculum.

This study focuses on CL model on social responsibility value in physical education curriculum and it is with limitations. First, in this physical education curriculum theory system, there are some other curriculum theories that might relate to social responsibility. Second, free from the above mentioned teaching models; there are different ones that can be further explored into curriculum value orientation. Thus, it is worth to find more literatures for future studies to deeply investigate the relationship between each other.

5.1 Pedagogical Implications

An implication for CL is that, allowing instructors and students through participation to plastic a student-centered learning curriculum (Dyson, Griffin, & Hastie, 2004). CL curriculum emphasizes on active learning that involves the processes of social interaction, making decision, and cognitive outcome to provide students with a holistic education. This study orientates CL on social responsibility in physical education can provide shapes or instructional models for situated learning to occur within a community according to the purposeful, meaningful, and actual learning activities practiced by students which in line with Kirk and MacPhail (2002) and MacPhail, Kirk, and Griffin (2008).

In consequences for the future education, practitioners are suggested to take several pedagogical considerations into account when implementing CL instructional model, (1) the teacher is an active conductor, (2) students are learners, (3) students work in small groups and modified games by interactive process, (4) learning activities for learning solving problems, and (5) the activities are challenging and interesting.

6. References:

Bailey, R. (2005). Evaluating the relationship between physical education, sport and social inclusion. *Educational Review, 57*(1), 71-90. http://dx.doi.org/10.1080/0013191042000274196

Behets, D. (2001). Value orientations of physical education pre-service and in-service teachers. *Journal of Teaching in Physical Education*, *20*(2), 144-154.

Behets, D., & Vergauwen, L. (2004). Value orientations of elementary and secondary physical education teachers in Flanders. *Research Quarterly for Exercise and Sport*, *75*(2), 156-164. http://dx.doi.org/10.1080/02701367.2004.10609147

Berelson, B. (1952). *Content analysis in communication research*. Glencoe, IL: Free Press.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27-40. http://dx.doi.org/10.3316/QRJ0902027

Callado, C. V. (2012). Analysis of the effects of the implementation of cooperative learning in physical education. *Qualitative Research in Education, 1*(1), 80-105.

Cohen, E. G. (1994). Restructuring in the classroom: Conditions for productive small groups. *Review of Educational Research, 64,* 1-35. http://dx.doi.org/10.3102/00346543064001001

Counts, G. S. (1932). *Dare the school build a new social order?* New York: The John Day Company

Deutsch, M. (1949). A theory of cooperation and competition. *Human Relations, 2*, 129-152.

http://dx.doi.org/10.1177/001872674900200204

Danish, S. J. (2002). Teaching life skills through sport. In M. Gatz, M. A. Messner & S. J. Ball-Rokeach (Eds.). *Paradoxes of youth and sport* (pp. 49-59). Albany, NY: State University of New York Press.

Dewey, J. (1899). *The school and society.* Chicago: University of Chicago Press.

Dewey, J. (1916). *Democracy and Education: An introduction to the philosophy of Education.* New York: Macmillan.

Dewey, J. (1931). *Democracy and education.* New York: The MacMillan Company.

Dewey, J. (1938). *Experience and education.* New York: Collier Books.

Dyson, B. (2005). Integration cooperative learning and tactical games models: Focus on social interactions and decision-making. In J. I. Bulter & L. L. Griffin (Eds.), *Teaching games for understanding: Theory, research, and practice* (pp.149-168). Champaign, IL: Human Kinetics.

Dyson, B., & Brown, M. (2005). Adventure education in your physical education program. In J. Lund & D. Tannehill (Eds.). *Standards-based physical education curriculum development* (pp. 154-175). Boston, MA: Jones and Bartlett.

Dyson, B., Griffin, L. L., & Hastie, P. (2004). Sport education, tactical game, and cooperative learning: Theoretical and pedagogical considerations. *Quest*, *56*, 226-240. http://dx.doi.org/10.1080/00336297.2004.10491823

Dyson, B. P., Linehan, N. R., & Hastie, P. A. (2010). The ecology of cooperative learning in elementary physical education classes, *Journal of Teaching in Physical Education, 29*, 113-130.

Ennis, C. D., & Chen, A. (1993). Domain specifications and content representativeness of the revised value orientation inventory. *Research Quarterly for Exercise and Sport, 64,* 436-446. http://dx.doi.org/10.1080/02701367.1993.10607597

Ennis, C. D. (1994a). Urban secondary teachers' value orientations: Delineating curricular goals for social responsibility. *Journal of Teaching in Physical Education, 13*, 163-179.

Ennis, C. D. (1994b). Urban secondary teachers' value orientations: Social goals for teaching. *Teaching and Teacher Education*, *10*(1), 109-120. http://dx.doi.org/10.1016/0742-051X(94)90044-2

Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010). Application of Hellison's teaching personal and social responsibility model in physical education to improve self-efficacy for adolescents at risk of dropping-out of school. *The Spanish Journal of Psychology, 13*(2), 667-676. http://dx.doi.org/10.1017/S113874160000233X

Fellers, J. W. (1996). People skills: Using the cooperative learning model to teach students "People skills". *Interfaces, 26*(5), 42-49. http://dx.doi.org/10.1287/inte.26.5.42

Ford, M. E., Wentzel, K. R., Wood, D., Stevens, E., & Siesfeld, G. A. (1989). Processes associated with integrative social competence: Emotional and contextual influences on adolescent social responsibility. *Journal of Adolescent Research, 4*, 405-425. http://dx.doi.org/10.1177/074355488944002

Gillies, R. M. (2006). Teachers' and students' verbal behaviors during cooperative and small-group learning. *The British Journal of Educational Psychology, 76*, 271-287. http://dx.doi.org/10.1348/000709905X52337

Harris, R., & Burn, K. (2011). Curriculum theory, curriculum policy and the problem of ill-disciplined thinking. *Journal of Education Policy, 26*(2), 245-261. http://dx.doi.org/10.1080/02680939.2010.498902

Hellison, D. (2003). *Teaching responsibility through physical activity* (2nd ed.). Champaign, IL: Human Kinetics.

Jewett, A. E., & Mullan, M. R. (1977). *Curriculum design: Purposes and process in physical education teaching-learning.* Washington, DC: AAHPER.

Jewett, A. E. (1980). The status of physical education curriculum theory. *Quest*, *32*(2), 163-173. http://dx.doi.org/10.1080/00336297.1980.10483708

Jewett, A. E., Bain, L. L. & Ennis, C. D. (1995). *The curriculum process in physical education.* Dubuque, IA: W. C. Brown.

Johnson, D. W., & Johnson, R. T. (1993). Cooperative learning and feedback in technology-based instruction. In J. Dempsey & G. C. Sales (Eds.), *Interactive instruction and feedback* (pp. 133-157). Englewood Cliffs, NJ: Education Technology Publications.

Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning* (6th ed.) Boston: Allyn & Bacon.

Kinchin, G. D., & O'Sullivan, M. (2003). Incidences of student support for and resistance to a curricular innovation in high school physical education. *Journal of Teaching in Physical Education, 22*(3), 245-260.

Kirk, D., & MacPhail, A. (2002). Teaching games for understanding and situated learning: Re-thinking the Bunker-Thorpe Model. *Journal of Teaching in Physical Education, 21*, 177-192.

Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Newbury Park, CA: Sage.

Kulinna, P. H. (2008). Models for curriculum and pedagogy in elementary school physical education. *The Elementary School Journal*, *108*(3), 219-227. http://dx.doi.org/10.1086/529104

Lewin, K. (1943). Defining the field at a given time. *Psychological Review*, *50*, 292-310. http://dx.doi.org/10.1037/h0062738

Li, W., Wright, P., Rukavina, P. B., & Pickering, M. (2008). Measuring students' perceptions of personal and social responsibility and the relationship to intrinsic motivation in urban physical education. *Journal of Teaching in Physical Education, 27*, 167-178.

Long, J., & Sanderson, I. (2001). The social benefits of sport: Where's the proof? In Sport in the city (Ed.). *The role of sport in economic and social regeneration* (pp. 187-203). London: Routledge.

MacPhail, A., Kirk, D., & Griffin, L. (2008). Throwing and catching as relational skills in game play: Situated learning in a modified game unit. *Journal of Teaching in Physical Education, 27*, 100-115.

Metzler, M. W., & McCullick, B. A. (2008). Introducing innovation to those who matter most–The P–12 pupils' perceptions of the Model-Based Instruction. *Journal of Teaching in Physical Education, 27*, 512-528.

Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum: Foundations, principles, and issues* (4th ed.). Boston: Pearson.

Parker, M., & Stiehl, J. (2005). Personal and social responsibility. In J. Lund & D. Tannehill (Eds.), *Standards-based physical education curriculum development* (pp. 130-153). Boston, MA: Jones and Bartlett.

Sandford, R. A., Armour, K. M., & Warmington, P. C. (2006). Re-engaging disaffected youth through physical activity programs. *British Educational Research Journal, 32*(2), 251-271. http://dx.doi.org/10.1080/01411920600569164

Siedentop, D. (1994). *Sport education: Quality PE through positive sport experiences*. Champaign, IL: Human Kinetics.

Siedentop, D., Hastie, P. A., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.

Slavin, R. E. (1996). Research on cooperative learning and achievement: What we know, what we need to know. *Contemporary Educational Psychology, 21*, 43-69. http://dx.doi.org/10.1006/ceps.1996.0004

Slavin, R. E. (1999). Student teams-achievement divisions. In S. Sharan (Ed.), *Handbook of cooperative learning methods* (pp. 3-19).Westport: Praeger Publishers.

Stiehl, J., & Parker, M. (2005). Outdoor education. In J. Lund and D. Tannehill (Eds.). *Standards based physical education curriculum development* (pp. 176-197). Boston, MA: Jones and Bartlett.

Stillwell, J. L., & Willgoose, C. E. (2005). *The physical education curriculum* (6th ed.). Boston: Allyn & Bacon.

Waltz, C. F., Strickland, O. L., & Lenz, E. R. (1991). *Measurement in nursing research* (2nd ed.). Philadelphia: A. Davis.

Weber, R. P. (1990). *Basic content analysis* (2nd ed.). Newbury Park: CA.

Wentzel, K. R. (1991). Social competence at school: Relation between social responsibility and academic achievement. *Review of Educational Research*, *61*(1), 1-24. http://dx.doi.org/10.3102/00346543061001001