

*Future*Focus

Ohio Journal of Health, Physical Education, Recreation, and Dance




OAHPERD
Fall/Winter 2015

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Future Focus is the official biannual publication of the Ohio Association for Health, Physical Education, Recreation and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted (e.g., columns from OAHPERD officers, continuing special sections such as "Best Practices" and "The Coaching Toolbox"). Manuscript guidelines and submission dates are detailed on the inside back cover. *Future Focus* is published in both print and electronic forms; e-version @ www.OAHAPERD.org.

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The Ohio Association for Health,
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Refereed Article

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President's Message

Pamela Bechtel

I want to start my last article in *Future Focus* by saying, "Thank you" for allowing me the opportunity to serve as your President for the past 2 years. When I attended my first OAHPERD Convention held in Cincinnati in fall of 1977 as a senior at BGSU, I wondered if I could attain the position of President one day? I guess my dream did come true! This has been an amazing experience for me both personally and professionally. I have many people to thank starting with our Executive Director, Karen Holt, our Executive Committee, our Board of Directors, Division Chairs, Standing Committee Chairs, and you our members. This organization would not be possible without the support of all of you! When you are asked to volunteer to serve in a position in OAHPERD, I hope you will accept this request and help our organization become even stronger in the future! We are your professional organization and we need you to help us become even stronger!

I'd like to review OAHPERD's accomplishments since my last article. Our first Summer Institute held at Wright State University in June was very successful! We had a great attendance as approximately 80 people participated in the various sessions. It would not have been such a success without President-Elect Kevin Lorson taking the lead in developing and organizing this idea. The intent is to repeat this event in odd numbered year summers. The next Summer Institute will take place in 2017. I hope you will want to attend!

The Buckeye Healthy Schools Alliance (BHSA) became a part of OAHPERD in June 2015. We now have the expertise of these



individuals becoming active members of OAHPERD and working to help us broaden our involvement in helping Ohioans become healthier. OAHPERD will be working to maintain the focus of BHSA within our organization. All involved in this merger learned it was more complicated than once thought, however, it was accomplished. While there will be some growing pains, I'm sure, we should be able to work together to solve issues that arise.

The OAHPERD By-Laws and Procedures Manual are being reviewed and updated. The documents should be ready for approval by the Board of Directors at the December 2^d Board Meeting. Mary LaVine has undertaken this tedious process and is owed a huge "Thank you" for assuming this responsibility.

My theme this year has been *Advocating, Educating, Informing!* I'd like to offer an advocacy practice to each and every one of our members to promote our programs every day. I recently heard Jim Obergefell speak at BGSU. He was one of the plaintiffs in the U.S. Supreme Court Same-Sex

Marriage case ruled upon in June 2015. He offered three questions to prompt people to act. His questions were, "What do I stand for? What's important to me? What am I willing to fight for?" I'd like to change his last question to "What am I willing to advocate for, work for, and challenge the beliefs of others on, both personally and professionally?" For me it has been the importance and value of physical education in our schools and to our students. After 37 years in this profession, I know change has occurred—I've witnessed it. However, I still hear PreK-12 students asking, "Are we playing dodgeball today?" when I'm out in schools with my students. Why is this game still being played today? Williams (1992) inducted it into the first Physical Education Hall of Shame. Yet it continues to be played in school physical education programs today. This game continues to de-value our professions whether we want to admit it or not! We are contributing to our own demise by not staying current and utilizing appropriate games and practices! Physical education has become so much stronger in the past few years, as Ohio has content standards for physical education and assessments for these standards in place. Ohio has gone from being one of the few states **NOT** having standards for physical education in 2008 to a **leader** in the U.S. in **developing assessments** for physical education in 2015. Each of us has the potential to promote or demote our professions each and every day by the activities we teach, the manner in which we interact with our students, clients, or other participants in our programs, the manner in which we refer to our

professions, and by whether or not we are using current recommended practices professionally.

We also have the ability to change the views of others. In an attempt to do this OAHPERD is inviting two district administrators from every school district in Ohio to attend our 2015 Convention. Our goal is to inform these administrators about OAHPERD and today's physical education and related professions. Our keynote speaker is Steve Jefferies, current SHAPE America President! How great for all of us to hear him address SHAPE America's initiative "50 Million Strong in 2029." We have great presenters scheduled for the 2015 Convention and we want others to learn what we *all* do for the health of Ohioans. Our goal is to spread our knowledge through advocacy!

How will you continue to advocate for health education, physical education, recreation, and dance professions after the convention? I ask you to think about how you promote your programs to help increase their value to others on a daily basis. Remember we all have a role in reaching OAHPERD's vision of "keeping Ohioans healthy and active for a lifetime." (2015, OAHPERD Procedures Manual, p.3).

In closing, OAHPERD is on the move! In the next few months you will be asked to help in advocacy and other areas for OAHPERD. It is my hope you will want to become more involved in your profession, helping us become the best we can be!

See you at Kalahari in Sandusky, December 2–4.

References

OAHPERD (2015). *Procedures manual*. Columbus: OAHPERD.

Williams, N.F. (1992). The physical education hall of shame. *Journal of Physical Education, Recreation, and Dance*, 63(6), 57–60.

Association News

Karen Holt, OAHPERD Executive Director



Time flies and the 86th Annual OAHPERD Convention is a few weeks away! We will be at Kalahari Resort & Convention Center in Sandusky, Ohio, Dec 2–4. Kalahari is a great location for our active sessions! Bring your family and enjoy the waterpark during freetime!

Highlights of this year's Convention include:

- Our Keynote speaker is SHAPE America President Steve Jefferies! Steve will speak on *50 Million Strong by 2029*.
- The Awards Reception where we honor your friends and colleagues!
- Coffee with OAHPERD—Learn about how OAHPERD is working for you and how you can get involved.
- The Silent Auction to benefit the Memorial Scholarship is full of great items. Will you bring something to include?
- Always fun, our Casino Night with Dance floor and DJ, and new this year: a Photo Booth!

The past year your Association has

- Reviewed the *Procedures Manual* to clarify rules, rights, and responsibilities of all OAHPERD positions.
- Held the first ever *Summer Institute* in Dayton
- Brought *Buckeye Healthy School Alliance* into our organization as a new division.
- Advocated for several statewide issues (to maintain the 5 of 8 rules; supporting only healthy foods school fundraisers, recommending against PE Waivers for club sports) and national issues (Speak Out Day, Every Child Achieves Act and the PEP Program re-authorization).
- We are reaching out to your Superintendents and Curriculum Directors to explain how to implement new standards and rules to provide the best education for all Ohio students.

Hope to see you at the convention!

Don't miss out—sign up now at www.ohahperd.org.

President Elect's Message With a Little Help from Our Friends

Kevin Lorson

OAHPERD's mission is keeping Ohioans healthy and active for a lifetime. While our mission is clear, achieving the mission cannot be realized without a little help from our friends. What is a friend? A friend is a person who helps or supports someone or something or a person you like and enjoy being with. Our "friends" include our members, non-members, classroom teachers, public health educators, school administrators, school board members, elected officials, community members, and others who share a similar mission and vision. To achieve our mission, OAHPERD will continue to strengthen current friendships, develop existing acquaintances into friendships, and seek out new friends.

Renewing Old Friendships

Our friends at SHAPE America have a new initiative 50 Million Strong by 2029. SHAPE America wants to ensure that by the time today's 50 million preschoolers graduate in 2029 they will have the skills, knowledge, and confidence to be physically active. OAHPERD, as a state affiliate, is committed to achieving this goal for Ohio's preschoolers. You'll see more information about 50 Million Strong convention sessions and support materials. We also



encourage members to "Count Me In" by signing up at the SHAPE America website (<http://www.shapeamerica.org/events/whats-your-number.cfm>).

Renewing our friendships with our members is another important goal. OAHPERD is seeking new avenues to re-acquaint ourselves with our old friends. How members interact and contribute to OAHPERD is changing. The 2015 Summer Institute is one example of re-connecting with our membership. The 2015 Institute was a success, and will continue to be offered in odd-numbered summers in central and southern Ohio. We'll also partner with our "old" friends at the Ohio Department of Education to prepare for the revised Physical Education Standards and Physical Education Evaluation to be imple-

mented in 2016–17. OAHPERD will also look at new avenues and venues to continue to provide quality professional development and service opportunities.

Acquaintances Becoming Friends

These are people or organizations with which OAHPERD works. These acquaintances are people or organizations we know but not really well enough to know how we can help them or how they can help OAHPERD. This group needs more than a handshake or a friendly hello; it needs time and energy to develop the relationship. At the 2015 Convention we are trying to build new friendships with curriculum directors and school administrators with complimentary convention registrations. We also added special sessions to the convention schedule on Thursday to share the guidelines, recommendations and policy for quality health and physical education. OAHPERD also reaches out to school board members at the annual Ohio School Board Association meeting in November to provide information about best practices and also to meet new friends that help our push for quality health and physical education in Ohio. Our membership can do their part to make their administrators and



2015 SHAPE America Membership

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Phone: 800-213-7193 • Fax: 703-476-9527 • membership@shapeamerica.org

elected officials more friends than acquaintances. Developing these friendships are essential for others to know our stories, perspectives and goals when we seek legislation, policy or implement best practice.

New Friends

Opportunities to improving the health and physical activity of Ohioans will take more than just OAHPERD organization. Individual members could continue to share with others how OAHPERD has made a difference in their professional lives. Continue to recruit your fellow teachers to become involved. Encourage and mentor others to become involved by presenting, attending or contributing to the organization in their own way. OAHPERD will also continue to look for new friends, like the friendship developing with 10TV's *Commit to Be Fit* (station WBNS in Columbus). Through our friendship we were able to make the 10TV and the *Commit to Be Fit Expo* in August an educational experience for about 800 Columbus-area families.

These friendships will be key to achieving our mission of a healthy and physically active Ohio. Our friends will be key to passing legislation to adopt health education standards and eliminate the high school physical education substitution waiver. Keep looking for new friends, developing friendships and strengthening our bonds with old friends as we move closer to achieving our mission of a healthy and physically active Ohio.



Editor's Comments

Bob Stadulis



The current issue includes the usual columns from the OAHPERD President, President-Elect and Executive Director. The 2015–2016 OAHPERD budget has been included for members to review (see pages 30–31). A perfect time to ask questions of President Pam Bechtel, Executive Director Karen Holt and/or Treasurer Lisa Gundler is at the annual convention at Kalahari. You can also ask President-Elect Kevin Lorson; he will become President of the Association at the Friday, December 4th, Board meeting. If you do get a chance to say hello to President Bechtel, be sure to thank her for all her efforts and work these past two years as OAHPERD President.

Our Jump Rope For Heart and Hoops For Heart leaders have provided information concerning different opportunities including being a demonstration team and obtaining SHAPE grants (see pages 8–11).

Mike Sheridan has once again provided coaches with some research that ought to stimulate thoughtful reflection in his *Coaching Toolbox* article (see pages 14–18). The current column asks us to consider whether verbal aggression (and even abuse) results in any positive outcomes.

There is one refereed article appearing in this issue. But what an interesting and timely article on podcasts it is! Having just participated in a podcast for a research program at Kent State, I found it to be an excellent way to provide information to those interested in our research program. While the focus and examples are for sport administration, the Pastore et al. article provides excellent guidance and resources for anyone interested in developing a podcast.

In the Fall/Winter issue, I always invite OAHPERD Convention presenters to consider turning their presentation into an article for *Future Focus*. The Editorial Board and I can offer our aid and advice to anyone wishing to undertake the effort. In the past issues, convention presentations have developed into articles that allow the presenter to share his/her work and ideas with the larger audience of all OAHPERD members (and beyond). We recently received a check from EBSCO; this on-line system distributes our journal to a wider audience beyond Ohio and even the United States.



save the date

2016 SHAPE America National Convention & Expo

APRIL 5-9

MINNEAPOLIS, MN

Mark your calendar for the SHAPE America National Convention & Expo, which offers unparalleled opportunities to engage with thousands of health and physical educators.

- Explore hundreds of sessions that showcase **effective teaching strategies** and best practices
- Learn from **world-renowned speakers** and researchers
- Discover how to **gain more support** for your school's health and physical education program
- **Meet, socialize, network** and trade tips with your peers



shapeamerica.org/convention
#SHAPEMinneapolis



The convention will focus on 50 Million Strong by 2029, SHAPE America's initiative to ensure that all of America's students are benefitting from the skills, knowledge and opportunities to enjoy healthy, meaningful physical activity.

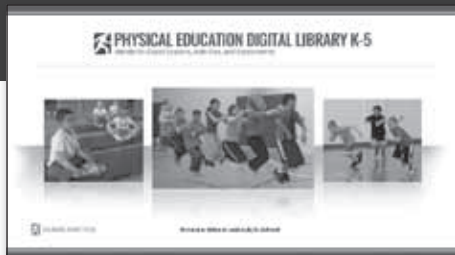
OCA-WPES

Women Leave a Legacy

SCHOLARSHIP

At the 2013 OAHPERD Convention, members of the Women's Physical Education Section of the Ohio College Association donated the remainder of the monies in their treasury to OAHPERD to establish a student scholarship in the organization's honor. The initial donation is being invested and additional donations are being solicited for growth of the scholarship. Once the amount reaches \$5,000 a scholarship will be awarded through the Awards and Recognition Committee to a deserving female physical education major.

Make a donation today!



**Physical Education Digital Library K-5:
Standards-Based Lessons, Activities, and Assessments**
Richard A. Wiles Jr. and Judith N. Schmid
2015 • Digital Product
ISBN 978-1-4925-1271-4 • \$49.00

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Students who eat breakfast have better attention and memory.



Only **38%** of all teens eat breakfast everyday.

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NEEDS IMPROVEMENT!



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Only **25%** of high school students are active for the recommended 60 minutes each day.

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Read *The Wellness Impact: Enhancing Academic Success Through Healthy School Environments* at



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SHAPE America JRFH/HFH Grant Program

Sasha Taylor, JRFH Liaison

SHAPE America is now accepting applications for the 2015–2016 JRFH/HFH Grant Program! All grant applications must be submitted electronically and received by December 1, 2015. The application is worth your time and Ohio teachers have a good history of winning this national grant! Want to attend the 2016 SHAPE America National Convention & Expo in Minneapolis, MN from April 5–9, 2016? See the application details and grant benefits below.

Grant applicants must:

- Have conducted a JRFH or HFH event in the past year.
- Obtain permission from school principal/district leaders and be able to attend the SHAPE America National Convention & Expo in Minneapolis if selected to receive the grant.
- Submit a complete, typed application by email no later than **December 1, 2015**.

Grant application consists of four components:

- Part I: Applicant Information Form
- Part II: Brief paper (no more than two-typed pages) that focuses on the passion you, your students, school and community have for JRFH/HFH, demonstrates how your JRFH or HFH event has grown, and explains why you participate in the program.
- Part III: Sample budget with narrative describing how you will use the grant funds.
- Part IV: Lesson plan you have used to support your JRFH and/or HFH event. (The lesson plan does not have to be jump rope or basketball specific—lesson plans on risk factors, refusal skills, healthy diets, etc., are encouraged.)

Download the 2015–2016 program application for required criteria from the SHAPE America website at www.shapeamerica.org. Click on the JRFH/HFH icon at the bottom, and then click on “Coordinator Recognition” and “Download the Application.”

About the Grant

Each year the National Joint Projects Office awards 10 grants to recognize JRFH and HFH Coordinators for their passion and contribution to the program. The \$2,500 grant supports professional development and provides funds to purchase school equipment.

Grantees will receive:

- \$1,300 professional development stipend to attend the 2016 SHAPE America National Convention & Expo in Minneapolis, MN from April 5–9, 2016. The stipend may be used towards convention registration, travel, lodging and/or per diem.
- One-year SHAPE America membership (if you are not a current SHAPE America member) and (1) copy of the 2014 National Standards & Grade-Level Outcomes for K–12 Physical Education.
- \$1,200 US Games gift certificate redeemable for equipment to enhance your school’s physical education program. The gift voucher will be presented at the 2016 SHAPE America National Convention & Expo in Minneapolis, MN.
- Invitations to special events where you will meet physical education and JRFH/HFH leaders from around the country.
- Opportunity to share what makes your program special by contributing to *The Pulse*, JRFH/HFH national newsletter.

American Heart Association and Ohio Association for Health, Physical Education, Recreation and Dance Jump Rope For Heart/Hoops For Heart Demo Team Guidelines 2016–2017

In 2000, the Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD) agreed to sponsor Jump Rope For Heart Demonstration Teams visiting registered JRFH schools in Ohio and now includes the sponsorship of a Hoops For Heart Demonstration Team.

The AHA and OAHPERD will choose five (5) JRFH demo teams and one (1) HFH Demo Team per year. If no HFH Demo Teams apply, all six (6) sponsorships will be offered to JRFH demo teams. The chosen teams will be dispersed geographically throughout Ohio, i.e., a team in Northwest, in Southeast, in Central and in Northeast. This will vary year to year. The goal is to have demo teams available throughout Ohio at least every other year.

Eligibility Requirements

Demo teams will be eligible to receive sponsorship if the team and/or school involved with the demo team conducted an event within the past two years. Participants in the event must receive a Jump or Hoops collection envelope and be given the opportunity to raise money for the AHA while also participating in a jump rope or basketball activity. General collections or flat fees to participate **will not** constitute an event.

General Guidelines

- Each selected demo team will receive \$500.00 to cover expenses such as substitute teacher fees, mileage, meals, etc.
- The demo teams will visit at least four (4) registered JRFH/HFH schools, preferably on two (2) visits.
- The team coach/coordinator and members must be able to travel a minimum of two days a year, usually during school hours.
- The JRFH demo teams must be able to demonstrate basic single rope skills, double dutch skills and partner routines with precision, rhythm and endurance.
- The HFH demo teams must be able to demonstrate basic ball handling skills.
- Students traveling with the team must maintain at least a C (70%) in every subject.
- Coaches and team members must behave professionally when representing the JRFH and HFH programs. Good attitude and sportsmanship must be demonstrated at all times.
- Coaches and members must understand and be able to speak about the mission of the AHA and OAHPERD, the purpose and value of the JRFH/HFH programs, and the benefits of rope jumping as a form of physical activity.

- The demo teams will arrange their own transportation for team members to and from performances.
- The demo teams must have the approval and support of the principal, school district, and parent/teacher groups.
- Individual demo teams cannot represent any business or enterprise or provide implied or direct verbal or written endorsement of product or service.
- Demo teams may not receive payment for performances while representing the AHA.
- All team members' parents or guardians must sign a permission form each year. Copies of signed forms must be sent to the AHA for insurance purposes prior to the team's first performance. Coaches should also keep copies of the forms for their files.

The AHA will provide:

- JRFH T-shirts, single ropes for up to fifteen (15) members of a team, and a set of sample prizes to be displayed at performances.
- HFH basketballs for up to fifteen (15) members of a team and a set of sample prizes to be displayed at performances.

Application Process and Selection Timeline

1. Get your team organized
2. Video your jump or hoops performance
3. Get principal approval to apply
4. A. Send in your DVD and team profile form as your application to:
Sasha Taylor, Bell Creek Intermediate School
3777 Upper Bellbrook Road
Bellbrook, Ohio 45305
B. Electronic Applications are accepted if you have a link to a YouTube video performance and should be sent to sasha.taylor@bss.k12.oh.us.
5. Confirmation that your application has been received will be through e-mail.
6. Applications with videos are due **September 25, 2016** for consideration in the 2016–2017 school year.
7. Selected OAHPERD Demo Teams will be announced in October.

Questions?

Contact Sasha Taylor at sasha.taylor@bss.k12.oh.us





Jump Rope For Heart/Hoops For Heart Demonstration Team Profile

Please check one:

☐ Jump Rope For Heart Profile ☐ Hoops For Heart Profile



Coordinator Name _____

School Name _____

School Address _____

School Principal's Name _____

Team Name _____

School Phone Number _____

Voice-Mail Phone Number _____

Fax _____

E-mail Address _____

Home or Cell Phone Number _____

_____ # Years team members have participated in JRFH/HFH

Date of last event ____/____/____

_____ # Years OAHPERD Demo Team experience (not req'd)

_____ # Years team has been performing together regardless of
OAHPERD Demo team status

Is your team: ☐ Girls only ☐ Boys only ☐ Coed

Number of Shirts needed: (We will provide up to 15 shirts for JRFH
demo teams.)

Youth Medium: ____ Youth Large: ____ Adult Small: ____

Adult Medium: ____ Adult Large: ____ Adult X-Large: ____

_____ How many days will team be able to travel? (Minimum 2)

Dates available to travel (general, specific dates if possible):

Dates NOT available to travel (performing for your own school or test days):

How will team travel?

☐ Parents ☐ Personal Vehicle ☐ School Bus

☐ Other (explain) _____

Does your school require you to leave and return at or before
certain times? (For example, return by 3 P.M. dismissal)

☐ Yes ☐ No

If yes: Leave Time _____ Return Time _____

List any special needs or information that will assist us in
scheduling your team:

Please E-mail or Mail this form to:

Sasha Taylor
Bell Creek Intermediate School
3777 Upper Bellbrook Rd.
Bellbrook, OH 45305
sasha.taylor@bss.k12.oh.us

*I understand that as a demonstration team coach I must be a licensed and insured driver.
All other volunteers transporting team members must also be licensed and insured drivers. I have
also read all the AHA Demonstration Team Guidelines and agree to comply with these policies.*

Demonstration Team Coach Signature _____ Date _____

Principal's Signature _____ Date _____



Jump Rope For Heart/Hoops For Heart Demonstration Team Parent/Guardian Permission Form

Please complete and sign this form.



I/We grant permission for my/our child (name listed below) to participate in and travel with the
(please check one of the following)

☐ Jump Rope For Heart Demonstration Team ☐ Hoops for Heart Demonstration Team

during _____ (year). I/We know of no medical reason why my/our child should not participate.

By signing this form, I/We understand and agree to absolve the American Heart Association and all sponsors,
be they individuals or organizations, singly or collectively, of all blame for any injury, misadventure, harm,
loss or inconvenience suffered in any of the activities associated with their participation.

In addition, I/we hereby release the American Heart Association from any responsibility regarding the use
of photographs taken of my/our child at, before or after an American Heart Association sponsored event.

The use of these photos may include future promotional materials and publications.

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Doctor's Phone Number _____

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Allergies _____

Home Phone Number _____

T-Shirt Size: (Youth M/L, Adult S/M/L/XL) _____

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Bran, Age 11

Although he was born with a serious heart defect, Bran has still jumped his way to raising more than \$80,000 through Jump Rope For Heart, including \$25,000 this year.

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Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

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- Ongoing discovery of new treatments through research
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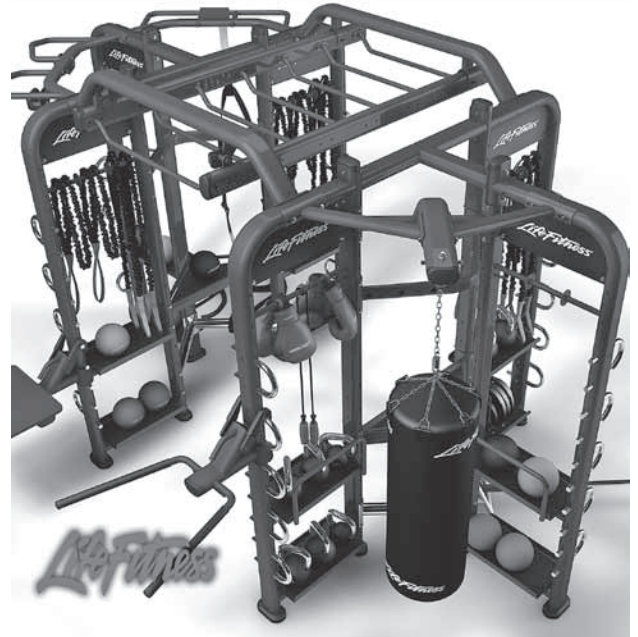
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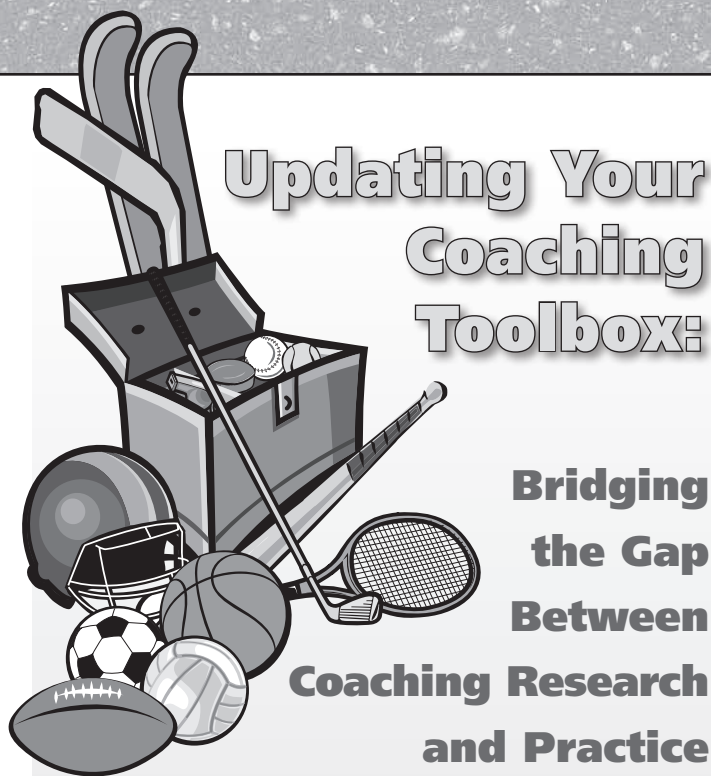
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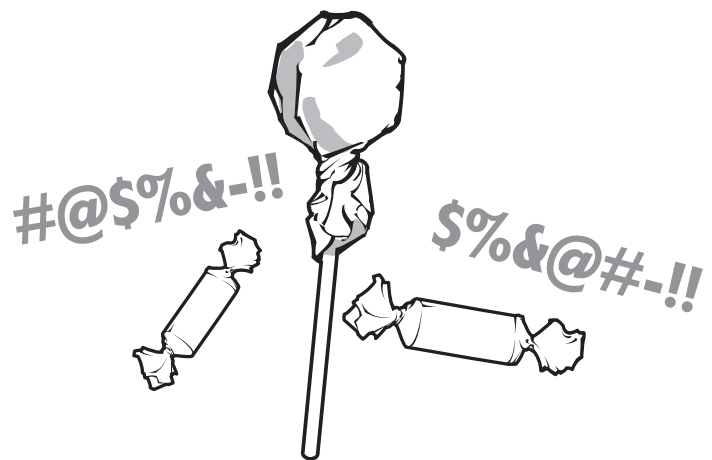
What is this column all about?

This column is the 14th in a series of articles in *Future Focus* written for coaches by a coach. The goal of this column is to provide information to coaches about recent research that is related to coaching in a user-friendly format. With this in mind, the author will briefly review a recent research article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the author's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of realistic applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches do not have easy access to professional journals that provide scholarly research on coaching science, nor do many coaches have time to read, understand, and digest articles in these publications.
3. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings are difficult to understand if less familiar with scientific language use, thus making the application of the results to coaching practice difficult.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments, or suggestions about current and/or future articles and topics are welcomed at msheridan@tvschools.org.

Verbal aggression and coaching: Effects on coaches' credibility and athletes' motivation



In most every graduate class that I have taught that is related to coaching, students want to learn more about "athlete motivation." The majority of the introductory courses that I have taught have touched on the subject of motivation, but coaching students want to learn more about how to "motivate their athletes." This question assumes that coaches can magically conjure up something to improve athlete motivation. That is, if athletes' motivation levels are low, then coaches want to know what to do to change this. If athlete motivation levels are high, then it is often assumed that nothing is needed and business can carry on as usual. It is as if some coaches believe that there is a "magic pill" that they can give to athletes to change attitudes and improve the athlete's effort. Experienced coaches know that there is no "magic pill" and that motivation is a complex issue that cannot be easily be addressed in one quick fix. Yet some coaches often believe that verbally and publicly criticizing athletes will "toughen them up" and inspire them to do greater things. We know that this assumption is simply inaccurate. I will review a recently published article on how verbal aggression can affect athletes' motivation and coaches' credibility and then offer practical applications for coaches for establishing an environment where athletes' motivation can flourish.

There seems to be an increase in the number of recent stories in the media of coaches who have been fired and/or disciplined for publicly embarrassing their athletes and using inappropriate verbal (and/or physical or psychological) aggression. For example, consider some of the reports of high profile former college coaches who have been fired due to allegations of abusive behavior toward their players: Mike Beckman (University of Illinois football coach); Mike Rice (Rutgers men's basketball coach); Mike Leach (Texas Tech University football coach); Doug Wocjik (College of Charleston men's basketball coach); and Beckie Francis (Oakland University Women's basketball coach) (ESPN.com news services, 2009; Ganim, 2015; Jessie, 2015; O'Donnell, 2014; Prunty, 2013). Perhaps social media has given athletes more of a voice to express their displeasure or discontent with mistreatment by a coach. It seems that, in the past before social media was available, athletes may have been reluctant to speak out against abusive coaching behavior for possible fear of retaliation by the coach. However, the coaching and athletic environment seems to have changed. With cell phones, cameras and Twitter/Instagram instantly available to document and publicly post coaching rants or coaching misbehavior, is it possible that a new atmosphere has been created that holds coaches more accountable for their actions? Perhaps the new sport environment has created settings where athletes feel more empowered to publicly report and contest being mistreated by a coach without fear of revenge. Whatever the reason, it seems that coaches are being held to a higher standard of behavior. Higher standards can only help coaches help their athletes achieve their goals. Yet, anecdotally, we know that we still have coaches who rant, rave and swear at athletes, thinking that this

boorish behavior will motivate their players to excel.

Why is it that so many coaches believe that they are the sole instrument who is responsible for motivating another human being? Just this implication suggests that we do not give athletes credit for being able to motivate themselves. Without meaning to, we are assuming that athletes are externally motivated rather than

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internally motivated. Folks who are motivated through external means (e.g., rewards and punishments) are usually only inspired for a brief period of time. Listening to a fire and brimstone speeches, or attending a self-help seminar or viewing an uplifting movie, usually pumps us up for a short time. However, long term behavior change rarely occurs from the short term emotions that we experience at these events. Most

of the change in actions that is related to many emotional upswings last only for the short term. The same is true with coaching: yelling and screaming at an athlete for poor play (providing external scolding/punishments) is usually effective only in the short term. Frequently, when athletes are punished (verbally or with physical activity) they often fall into line, stop goofing around, and the immediate change in behavior that is sought by the coach is often achieved. However, the side effect of yelling and screaming at athletes for making mistakes often leads to athletes who are afraid to fail: they become fearful of being yelled at; they act to avoid making the coach angry and to be made to run sprints. Therefore, the long-term bigger picture consequence of punishing athletes is that the coach creates an atmosphere where athletes are afraid to take risks. Yet, isn't this the opposite of the kind of culture that we want to create as coaches? Think about it: great plays are usually made because an athlete took a risk and succeeded. Great performances rarely result from playing conservatively or by athletes who try to avoid making mistakes. Outstanding performance is the result of athletes who feel free to take risks, possibly make a mistake, but have the courage to trust their preparation and skill (Jackson & Csikszentmihalyi, 1999). Developing trust, courage and free flow in athletic performance is rarely created from yelling and screaming at athletes. So why do many coaches maintain that this is the best way to create great performance? Let's review some research on this topic and then offer practical solutions for coaches who are interested in improving their credibility as coaches, creating trust and respect and developing an environment where athletes' motivation can flourish.

Article Review

Mazer, J. P., Barnes, K., Greivous, A., & Boger, C. (2013). Coach verbal aggression: A case study examining effects on athlete motivation and perceptions of coach credibility. *International Journal of Sport Communication*, 6(2), 203–213.

Most of the research that has been completed in this area has been what scientists refer to as “correlational research.” In correlational research, researchers often provide athletes with a survey to assess their perceptions of the coach and then ask the athletes how they feel about the coach’s behaviors. These studies have been worthwhile and offer important data for us to interpret, study and act upon. However, these types of studies do not establish what scientists refer to as “cause and effect.” That is, when conducting correlational research, we cannot say for sure that coaches’ actions cause players to feel one way or another. In correlational research we can only learn about the relationships between variables. For example, it is possible that a coach being perceived as abusive occurred at the same time as an athlete feeling fearful. However we cannot conclude that one variable (coach abuse) caused the other variable to occur (athletes’ fear). The correlation between coach abuse and player’s feeling fearful may be high, low or there may be no correlation between the two variables. However, unless we conduct true experimental research, we cannot conclude that the coach caused the athlete to feel fearful.¹ Part of the importance of the research that is being reviewed for

this article is that it was “quasi-experimental” in nature (participants were not randomly selected from the population but were randomly assigned to groups). In effective experimental research (provided that most all variables are reasonably controlled and participants are randomly selected and assigned to either a control group or an experimental group) the objective is to establish a cause and effect relationship between the variables. Therefore, in the research reviewed for this article, the object was to examine how coach verbal aggression affected athlete motivation and perceptions of coach credibility.

Mazer, Barnes, Greivous, and Boger (2013) surveyed 130 undergraduate student athletes (71 men and 57 women, ages 18–26) from large a southwestern university in the United States. Participants read a narrative of a coach: one narrative was a description of a coach who yelled and used profanity toward his or her players after an important play in a competition. The other group of participants read a narrative of an affirming coach who used more questioning and supporting statements after an important play during competition. Then the participants completed a survey assessing the coaches’ credibility and another survey which measured participants’ levels of motivation. The authors concluded that athletes who were exposed to a coach who was verbally abusive were significantly less motivated than athletes who were exposed to a coach with a more affirming style. Athletes who were exposed to a verbally abusive coach also perceived the coach

to be less credible and trustworthy. A limitation of this study was that athletes were not actually exposed a live coach but developed their perceptions based upon reading narratives of coaches’ behaviors. Still, this research supports previous research that has been completed that has found that coaches who provide positive feedback and offer social support instead of being verbally abusive can create an environment where athletes’ motivation can flourish and can be seen as more credible and trustworthy by their athletes.

Practical applications for coaching

Coaches who believe that they are “toughening up” their athletes by yelling and screaming at them are simply mistaken. Many coaches defend their mistreatment of athletes because they believe that they are preparing them to function in the “real world” where people are maltreated all the time. Some coaches protect their tough handling of their athletes indicating that they believe that they are “making them men.” The implication of these is that athletes will be better off learning how to be exploited and overcoming this disrespect by developing “mental toughness.” Coaches who behave this way send an unstated message: my mistreatment of you, lack of respect for you and dismissal of you as a person will eventually lead to you understanding how it really is when you get into the work force; you will be better off learning how to cope with this abuse now so that you can deal with it later when you have to face this exploitation in “real life.” What a terrible message to send young people!

One of the ways that the authors suggest that the coaches (and perhaps athletes, too) improve their credibility and create an environment where

¹ Editor’s Note: An alternative would be to assess coach behavior and athlete perceptions a number of times over a variety of occurrences in practice and competition. The changes in fear relative to the coach behavior changes, that is, does the fear measure increase when coach is abusive, would be a more direct test of the relationship. Obtaining coach and athlete permission to do this type of research, however, is difficult.

Homework Assignment #1

Using an index card please respond to the following questions and turn them into the coach before the start of the next practice:

1. What is verbal aggression (coaches toward players, teammates toward teammates, opposing players toward teammates, etc.)?
2. Why might coaches (or teammates) use verbal aggression?
3. When is it OK to use verbal aggression toward a player or teammate?

Figure 1

Homework Assignment #2

Using an index card please respond to the following questions and turn them into the coach before the start of the next practice:

1. What is credibility?
2. How do you demonstrate credibility (coaches toward players, teammates toward teammates, opposing players toward teammates, etc.)?
3. How credible do you find coaches or teammates who use verbal aggression? Please explain
4. How can coaches and teammates improve their credibility with you? That is, what can your coaches and teammates do to improve their credibility and to be seen as more trustworthy and caring?
5. Can a coach or teammate be perceived as high in competence and low in caring and still be successful? Explain.

Figure 2

Homework Assignment #3

Using an index card please respond to the following questions and turn them into the coach before the start of the next practice:

1. What aggressive coach communication behaviors motivate athletes? What behaviors might be de-motivating?
2. What communication behaviors indicated that a coach is more "affirming" in style rather than "abusive?"
3. How might team success be affected by more affirming coach and teammate behaviors? How might team success be affected by using more aggressive coach and teammate behaviors?
4. Develop a "best practices" list for coaches and teammates communication behaviors. How can you as an athlete and we as coaches increase best practice communication behaviors to our coaching and toward our teammates?

Figure 3

athlete motivation can thrive is to have open but brief discussions about these topics. For athletes who are shy or who are intimidated by more vocal leaders who speak out in these meetings, it is recommended that athletes also be asked to anonymously write their responses to questions. Perhaps coaches can have athletes complete these exercises as "homework" to be turned in at the next practice. For example, it is suggested that a post practice (or pre-practice) meeting be held (no more than 5–10 minutes for each meeting) where the questions in Figure 1 might be discussed.

Opening discussions with these types of questions will hopefully generate open-ended discourse. Some athletes might feel uncomfortable in responding to these questions. However, these are important topics on which to openly exchange and challenge each other. Ask athletes to use an index card to write down answers to these questions and then turn the card in at the next practice. Then discuss some the responses at the beginning of the next practice. At the conclusion of the next practice, consider starting the discussion with the questions in Figure 2.

Then follow the same format: assign homework; collect it the next day and discuss it at the start of the next practice. Then at a time when it is convenient (you do not want athletes to feel overloaded with responding to these types of revealing questions every day) extend the discussion using the questions in Figure 3.

Repeat the same process: assign homework, collect it and discuss it. Then, make an action plan to act on the behaviors that were identified that are helpful toward increasing motivation and credibility and to reduce those behaviors that negatively affect credibility and motivation. Post these results in the locker room

Public Chart of Motivating Communication Strategies

Best practices for communication: Motivating behaviors

Coach Jones

Bryan

Alex

Kaden

Figure 4

or other common area where athletes and coaches can all see them and be reminded of them. Sign an agreement to stick to these behaviors. When positive actions are demonstrated, provide a simple reward. Public charting can lead to an increase desired behaviors. In fact, if you add athletes' names to the chart, then you can help them increase accountability (I would not suggest tracking de-motivating behaviors by athletes). For example, a chart on a whiteboard (Figure 4) could be used to keep track of the number of times that coaches and teammates use desired behaviors.

Players and/or coaches who demonstrate more of these behaviors than others can be rewarded with something as simple as a "lollipop award" or "starburst award." Create a weekly challenge to win the lollipop and/or starburst. Track the winners and provide an end of the year award that recognizes the winner of the contest for increasing motivation and credibility by using affirming communication style: provide the winner with a bag of lollipops or starbursts. Have fun with this and watch your team be transformed by increased

motivation and improved relationships between players and coaches. Don't be surprised if some members of your team embrace this while others resist it. Try to stay away from blaming and scolding and reward the behaviors that you desire!

It may take a while for some to take it seriously and others might even roll their eyes. However, you might even find that this type of emphasis on positive communication leads to more success in the win/loss column too! Involving your athletes in discussions about credibility, motivation, and accountability will lead to more invested athletes and athlete "buy-in" that many coaches desire but that few truly achieve.

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Podcasts in Higher Education with Specific Examples in Sport Management

By Donna L. Pastore, Megan Parietti, Kristy McCray,
Shaina Dabbs, So Ye Yang, and Youngho Park

Podcasts are continuing to be used more often in higher education and according to Zelin and Baird (2012) podcasts have grown exponentially since 2006. Instructors can develop and record podcasts as a way to enhance student learning (Cheung On, 2012; Moryl & Jiang, 2013). Podcasts can be a primary or secondary source for a course (Zelin & Baird, 2012). Selected review papers and studies to introduce and inform sport management, physical education, health education, exercise science, recreation and dance faculty on the use of podcasts are presented. In addition, the paper presents suggestions for putting together podcasts for a course.

The use of podcasts in higher education is becoming more widespread. Podcasts have been used as a teaching tool in a variety of fields (e.g., accounting, dentistry, medicine, music and visual arts, language learning skills) (Cheng On, 2012; Childers, Dattalo, & Christmas, 2014; Hasan & Hoon, 2013; Kalludi, Punja, Pai, & Dhar, 2013; Zelin & Baird, 2012). Relative to the literature on sport and podcasts, the use of podcasts can be found in athletic training, physical education, and sports medicine (Khan, 2010; Mears, 2009; Podcasts now available, 2007). In the sport management literature, there is a dearth of information on the topic. Thus, the purpose of this paper is to fill the void on the topic of podcasts.

Definitions

Podcasts and podcasting are two terms found in the literature. Podcasts are "audio files that contain music or speech" (Olliges, 2009, p. 15). In other words, podcasts are

digital audio files (De Souza-Hart, 2011). They can also include sound and video and these are termed vodcasts (Zelin & Baird, 2012). A number of authors have explained the word podcast is a combination of two words: iPod and broadcast (Cheng On, 2012; Olliges, 2009; Zelin & Baird, 2012).

In 2005, Sandars (2009) reported that podcasting was selected as the word of year by the New Oxford American Dictionary. Podcasting is "the uploading and downloading of audio and video files by users from websites to personal computing devices" (Lee & Wicks, 2010, p. 104). Further, Lee and Wicks (2010, p. 104) emphasized "the main purpose of podcasting is to distribute information and contents to mobile devices or personal computers (Cebeci & Tekdal, 2006)."

Literature Review

The literature review presents selected review articles and studies

that may be of interest to faculty members. These articles were selected as they may be the most pertinent to sport management, physical education, health education, exercise science, recreation and dance faculty members who incorporate podcasts into future courses.

Review Articles

For individuals interested in review articles on podcasts, two articles are recommended. The most comprehensive literature review article was completed by Hew (2009), which focused on the utilization of audio podcasts in K-12 and higher education. Specifically, Hew (2009) reviewed 30 articles and presented an appendix with a summary of each reviewed article. Each summary included "brief details of the authors, year of publication, research aim, research method, data collection method, and context" (Hew, 2009, p. 336). In order to categorize the articles, Hew (2009) employed Lincoln and Guba's (1995) constant

comparative method. Three themes emerged: “(a) participants’ podcast usage profile, (b) effects of podcast on learners’ outcomes, and (c) institutional aspects” (Hew, 2009, p. 333). Each theme is discussed along with sub-topics under each theme. Faculty would find the discussion of the theme podcast usage profile and its three sub-topics (i.e., current practices in podcasts, learners’ podcast listening preference, and barriers of using podcasts) most useful. The article ended with five recommendations for future research.

Another review article faculty may find of interest was completed by Hasan and Hoon (2013). This review article was more narrowly focused than Hew’s (2009) article and the scholars concentrated their review on a specific discipline, that is, language learning. Specifically, Hasan and Hoon (2013) reviewed 20 articles and investigated “the effects of podcast on ESL students’ language skills and attitude levels” (p. 128). The authors reported that “podcasts greatly support learning not just in speaking and listening, but also in other language skills and areas such as grammar, pronunciation and vocabulary” (p. 128).

Class Attendance and Podcasts

In case a faculty member is concerned with students missing classes due to podcasts, Holbrook and Dupont (2011) completed a study on this topic. The scholars queried students on “how helpful enhanced podcasts were for a variety of course activities and how important having access to the enhanced podcasts was in their decision to miss classes” (Holbrook & Dupont, 2011, p. 233). An online survey was administered to 1,793 students enrolled in two courses (i.e., an introductory genetics course and an advanced microbiol-

ogy course). A total of 610 students responded to the survey for a 34% response rate. The survey asked 20 questions about items such as demographic information, podcast usage, course attendance, academic achievement, and ratings of podcasts for the course. The scholars presented a results section that is detailed with statistical analysis for each part of the survey. The conclusions from the study were: “Students in both the introductory and advanced courses in our study found enhanced podcasts very helpful for a wide range of learning activities, but having access to podcasts did influence the students’ decisions to miss class” (Holbrook & Dupont, 2011, p. 242). The students enrolled in the introductory course missed more classes and the authors reported “the availability of the podcasts was more influential in their decision to miss class” (Holbrook & Dupont, 2011, p. 233). Regardless, it was recommended that podcasts were a valuable learning resource. Faculty who teach large introductory courses and are considering podcasts would benefit from the discussion section of the article.

Podcasts and Their Influence on Learning

Faculty may be interested in knowing if instructor-made podcasts can influence learning. Cheung On’s (2012) investigation examined podcast effectiveness in the visual arts and music, including an identification of characteristics considered to be most effective. The podcasts developed by the instructors were supplementary and (a) informational, (b) demonstration, or (c) activity or assignment related. For example, informational podcasts included audio comments on handouts and presentations to name a few. Demonstration podcasts includ-

ed audio and/or video comments in using software programs. Activity or assignment related podcasts required students to interact by responding to questions posed throughout the podcasts. The study utilized survey and focus groups. A total of 128 of 184 students enrolled in music or visual arts courses completed the survey and 24 students participated in the focus groups. The findings showed students found podcasts to be useful and that podcasting was an appropriate supplement to in-person teaching methods. Demonstration podcasts were the most valuable. Faculty may find the comments from the focus groups valuable as “students commented on the content, relevance, length, presentation and technical aspects of an effective podcast” (Cheung On, 2012, p. 7).

In an effort to provide teachers with the usage of and effectiveness of differing podcasts in higher education, Taylor and Clark (2010) surveyed 1,780 Australian students and completed focus groups with 158 students. The findings for question #1 (i.e., different approaches to podcasting) showed three categories of approaches: (1) re-framed, (2) complementary, and (3) supplementary. The re-framed approach included “textbook chapter summaries” (p. 389), the complementary approach included “that added extra information to enhance the student learning experience” (p. 386), while the supplementary approach included “podcasts that re-design and broadcast content previously presented in class” (p. 386). For question #2 (i.e., impact on students’ use of podcasts), 69% of the students indicated they listened to their instructor’s podcast. Interestingly, 76% of the students listened to supplementary podcasts more so than re-framed or complementary podcasts. For question #3

(i.e., perceived benefit of podcasts), 25% of the students listened to podcasts to reinforce key points, 22% listened to reinforce information for assessment, and 18% listened to review for exams. The researchers also found that 71% of the students liked podcasts because they can use them on their own time. For question #4 (i.e., students and lecturers perspectives on podcasts), the students who used “podcasts agreed that they would like to continue to have access to the resource” (p. 391). Further, students would like other academic areas in the university to include podcasts. Relative to lecturers, the researchers found “the teaching staff were positive about their experience podcasting” (p. 393).

Moryl and Jiang (2013) investigated the effectiveness of economics-themed podcasts as a complementary learning tool for students taking introductory economics classes. The results showed that the economics-themed podcasts were more influential for the students in auditory/verbal learning style than other learners and the participants indicated the podcasts facilitated their understanding on the economics in general. Accordingly, it is evident that the use of the podcasts as a learning tool could improve the level of understanding for students with various learning styles.

In addition, Zelin and Baird (2012) also examined the utility of podcasts/vodcasts as supplemental learning tool for college students in a managerial accounting class. The study specifically investigated how existing podcasts/vodcasts could aid understanding of learners in the managerial accounting class. The results from the study were also consistent with previous findings on the utility of podcasts that well designed podcasts could improve the learners’

understanding. One of the interesting findings of the study was that more than half of the participants exhibited high preference for podcast/vodcasts over traditional lecture settings (i.e., hearing a live speaker).

Student Developed Podcasts

With the rapid growth of Internet technology, educators and students presently have various avenues for disseminating information. As mentioned throughout this article, podcasts are

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Students found
podcasts to be
useful and that
podcasting was
an appropriate
supplement
to in-person
teaching
methods.

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one of the emerging methods educators use to assist in student learning. Two studies were chosen within the podcast literature that focused on student developed podcasts and its impact on student learning. These benefits may provide faculty further incentive to utilize podcasts within their teaching methods.

In their articles, Armstrong, Tucker, and Massad (2009) and Lee, McLoughlin, and Chan (2008)

focused on the positive learning outcomes produced when students took an innovative approach to learning through creating their own podcasts. This was a strategy the educators used for students to broadcast information to their classmates in an original and technical way. Armstrong, Tucker, and Massad (2009) tasked students in an introductory business class with completing a research project in which they were expected to create an audio or video podcast of an expert interview. Students were placed in teams, learned the basics of podcasts, and decided whether to create an audio or visual podcast. Students also participated in a “planning” stage, where they worked closely with teammates, created research objectives, developed a script for the interview, and gained a deeper understanding of the importance of communication and teamwork. The authors concluded producing a podcast “instantly creates the need for teamwork, communication, organization, technical literacy, and planning, as well as the ability to research and write up the podcast topic and script. All of these are desired skills for enhancing students’ abilities” (Armstrong, Tucker, & Massad, 2009, p. 149).

Similar to the above article, Lee, McLoughlin, and Chan (2008) studied the impact podcasting had on students’ learning. For this particular investigation, the educators took a digital audio learning object (DALO) approach, where undergraduate students would develop podcasts by combining “3 to 5 minute talkback radio-style ‘shows’ for other students in the class” (p. 501). The specific approach combined “reusable learning object theory with theory pertaining to the pedagogically sound use of digital audio to enhance e-learning” (Lee, McLoughlin, & Chan, 2008, p. 504) and was taken

in an effort to engage the class and increase their motivation and confidence to participate. Upon the project's completion, the authors conducted two focus group interviews to develop a greater understanding of the experiences of the student-producers. The focus group interviews revealed students gained in knowledge-building principles. Additionally, results indicated students were involved in collaboration, idea formation, and engagement, and were motivated and challenged when creating the podcasts.

The aforementioned articles took different approaches for students creating podcasts. Despite the varying assignments, students' learning was impacted in a positive manner. Armstrong, Tucker, and Massad (2009) and Lee, McLoughlin, and Chan (2008) found the following learning outcomes from students who developed their own podcasts: collaborating with other cohorts, acquiring technical knowledge, communicating with the team and an audience, and navigating through varying ideas. Podcasting may be an innovative way for educators to give students more control over their learning while also positively impacting their peers' learning.

Podcasts: Not for Everyone

While a number of studies indicated positive support for the use of podcasts in a course, faculty members may be interested to know that one study showed the opposite results. Kazlauskas and Robinson (2012) studied podcast usage by nursing and business students and reported: "Despite the flexibility and mobile learning opportunities afforded by podcasts, significant numbers of students prefer to learn in face-to-face environments and by reading and/or listening in set study environments"

(p. 321). Students enrolled in applied science in their second year of a nursing program and students enrolled in statistics in their first year in a business program were included in the study. Data collection on demographics and podcast usage occurred over two semesters using surveys. In the first semester, a paper-based survey was given whereas in the second semester an online survey was

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utilized. The response rate for the first semester was 53.3% of statistics students and 24.9% of applied science students. During the second semester, the response rate was 48.5% of statistics students and 21.9% of applied science students. The article included a comprehensive results section with tables on demographic information, student access to technology, and study behaviors. The findings showed

"almost a fifth of respondents... chose not to incorporate podcasts into their study techniques" (Kazlauskas & Robinson, 2012, p. 328). Further, the scholars presented information on students who did not listen to the podcasts and termed this group non-listeners. A total of 26 students (16 enrolled in the statistics course and 10 enrolled in the applied science course) from the second semester comprised this group. An interesting result between non-listeners and listeners found "no significant differences in overall study hours, and hours spent on the unit for which podcasts were available" (Kazlauskas & Robinson, 2012, p. 327). The discussion and conclusion section provides faculty with valuable information on why some students do not embrace podcasts and still prefer to attend an actual class.

The aforementioned literature review on podcasts was to provide faculty articles that would be particularly useful to them. For the purpose of this paper, an analysis of all research on podcasts was not completed. Although authors took various perspectives (i.e., attendance, learning outcomes, effectiveness as a learning tool) on the topic, and utilized different methodologies (i.e., surveys, focus groups, comprehensive literature reviews), it was deemed necessary to provide a more thorough review of each article rather than synthesizing the information all together. The literature offers support for faculty using podcasts as a teaching tool.

Steps for Podcast Creation

The above-mentioned literature review provided background information on podcasts in general. This section provides steps and information to assist sport management,

physical education, health education, exercise science, recreation and dance faculty in putting together a podcast. The authors developed six basic steps to create a podcast: (1) decide which type of podcast to develop; (2) select the topic; (3) decide what to include; (4) develop a script; (5) record the podcast; and (6) determine assignments.

Type of podcast

The first step is to decide which type of podcast to develop. Sandars (2009) presents 12 tips for the use of podcasts in medical education. Six of the tips focus on the type of podcast an instructor can create and they include: simple, enhanced, video, existing, and student developed (see Table 1). These podcast types vary in the time and effort they take to create. Instructors need to consider what the goal of the podcast will be and choose the type of podcast that will best align with that goal. For example, if the desired outcome is to help students understand the construction of a sport facility, it may be helpful to do a video podcast so the students can see the construction. If the goal of the podcast is so students can hear from an expert in the field on a topic, an audio podcast might be a better fit. For purposes of this article, the focus is on audio podcasts as they are easier to create than video podcasts.

Topic selection

After deciding on the type of podcast, the second step is to select the topic for the podcast. Almost any topic can be covered in a podcast. Instructors need to consider what their goals are for the class and what purpose they want the podcast to serve. Consideration also needs to be made as to what resources the instructor has available, such as experts in the field. Figure 1 provides some

Types of Podcasts	
Type	Key Points
Simple	Recorded for an undergraduate course, easy to record
Enhanced	Includes multimedia components (e.g., photographs, links to web sites) Fairly easy to produce, requires appropriate editing software
Video	Advanced, more difficult to produce
Existing	Can be obtained from the web, check copyright
Student developed	Easily produced, good resource for reflection

examples of topics for event and facility management, marketing/sponsorship/sales, and topics in general. Many other topics exist and the list is just a sampling of potential topics.

Speaker selection

Step three is to decide what to include in the podcast. For an audio podcast, the main focus of this step is on who will be included. Does the

topic lend itself to only the instructor speaking, or will it be better to have guest speakers? If there will be guest speakers, who should they be? If experts from the field or other individuals are being recorded, a permission and consent to record form are necessary (Sandars, 2009). Figure 2 on page 24 provides an example for faculty members.

Potential Sport Management Podcast Topics	
Events <ul style="list-style-type: none"> • An emergency scenario • Fans rushing the floor/court • Handling a bomb threat • Various ADA issues • Parking and traffic issues • Bad weather preventing large percentage of event staff making it to work for an event • Food services and concessions 	Marketing/Sponsorship/Sales <ul style="list-style-type: none"> • Promoter unhappy with the current status of ticket sales • Inaccurate information about your event/facility is in the media—how do you correct it • Creating value-added for sponsors • Social media • Selling personal seat licenses and suites in a tough economy • Seating management, ticket sales
Facilities <ul style="list-style-type: none"> • Working with tours/events • Managing people • Conversions • Maintenance • Equipment breakdowns during load-in • Field preparation 	General <ul style="list-style-type: none"> • State of the touring and facility management industry • Chasing events • Greatest challenges facing intercollegiate athletic programs today • Customer/fan expectations in today's market

Figure 1 Potential Sport Management Podcast Topics

Script development

The fourth step is to develop the script to be used for the podcast (see Figure 3 on page 26 for an example). De Souza-Hart (2011) suggested that, “Researching and developing a creative podcasting idea, writing and rehearsing a straightforward script, and speaking clearly and slowly are all key to making a podcast coherent and engaging (Villano, 2008)” (pp. 171–172). Instructors need to consider what they want students to get out of the podcast, and keep in mind simple is always better. A complicated script will be more difficult to record, and students will have a more challenging time following along. If a guest speaker will be included, consideration will have to be made as to whether to script what they will say or allow them freedom to say what they want.

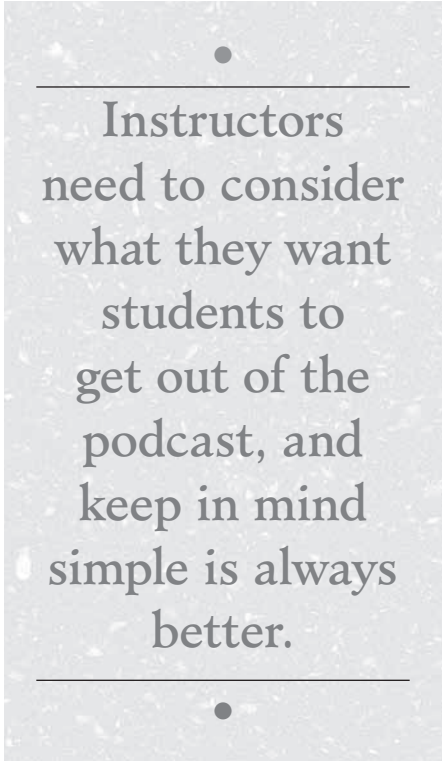
Recording podcast

Step five is to record the podcast. Many universities have technology departments that can help with this step. There are many possible recording devices and editing programs. Faculty can check with their technology department to determine what technology is available and the extent of assistance. It is important when recording a podcast to consider how it will sound to students. According to Taylor and Clark (2010) the instructor's voice is important and “students like the informal, relaxed tone of their lecturer speaking to them” (p. 95). After the podcast is recorded, instructors can upload the podcasts to their institution's on-line system for courses (i.e., Blackboard). Other programs, such as iTunes, also allow professors to make podcasts available to students.

Assignments

Step six is to determine assignments related to the podcasts. Instructors should return to their

original goal for the podcast and how to determine if it was successful. Figure 4 on page 27 shows a variety of assignments that can be used in and out of the classroom. This step can help sport management faculty to assess the impact of the podcast on the course. Faculty can develop assessments to determine the extent of learning that took place. Additionally, if an instructor decides to develop podcasts for a course, he/she should examine who owns the



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rights to the podcasts. Typically at a university, instructional material developed by the faculty member belongs to him/her. It is suggested that faculty inquire with their institutions about intellectual property rights.

A variety of articles can be found in the literature with suggestions about putting together podcasts. Although the articles may not provide a focus on one's specific content area, faculty

can still benefit and apply the concepts and steps to their own content area. Consider reviewing Olliges' (2009) how-to-do guide for the development of a podcast in biology. The article presents the steps taken to put together a podcast on the immune system. Mears (2009) provided information on how to use podcasts in physical education classes suggesting “one of the simplest methods for creating Podcasts is through the use of a free software program entitled Audacity (Audacity, 2009)” (p. 29). As previously highlighted, Sandars (2009) provided 12 tips for the use of podcasts in medical education while Kay (2014) discussed an approach for developing video instructional videos. Although the focus of Kay's (2014) article was on video podcasts, several concepts can be adopted for audio podcasts.

Conclusion

In an era of increasing technology usage, podcasts have become a valuable addition to college courses. Secondary educators might also find podcasts appropriate. Podcasting can be used to reinforce a lecture and/or add complementary or supplementary information to any course. Recent literature describes podcasts as a tool that can be used to positively enhance students' learning (Armstrong et al., 2009; Lee et al., 2008). Podcasts have been found to include a variety of learning outcomes for students, such as listening and speaking skills (Hasan & Hoon, 2013), and are effective when used to demonstrate ideas or concepts (Cheung On, 2012). Taking an innovative approach to studying topics in our fields by podcasting may offer students more control over their learning, while also developing skills in collaborating with others and communicating with cohorts and an

Permission and Release form for Information, Person, and Event Presentation

TITLE or DESCRIPTION: **Podcast—Ask the Expert Series**

DATE/PLACE of Event: _____

I hereby grant to _____ and _____ University
(hereinafter "licensee"):

1. permission to record, publish, broadcast, or disseminate in any and all forms/media my presentation and/or comments (the Material) in the above-named event/presentation.
2. permission to use, transmit, display and publicly perform the digital video stream of my participation, as well as use my name, voice, likeness, biographic information and any ancillary material in connection with the above-named event/presentation.
3. the right to authorize the licensee to reproduce, distribute, adapt, display and publicly perform the Material. I agree to indemnify the licensee from any fees or liabilities incurred by the licensee as a result of the licensee's transmission, and/or distribution of the Material, including but not limited to defamation, rights of privacy or publicity, copyright, patent rights, trade secret rights, moral rights, or trademark rights.
4. release and discharge licensee from any and all liability arising out of my participation, including but not limited to my rights of privacy or publicity, copyright, or trademark.

All Material will remain the property of _____.

Signed _____

Name: _____ Date: _____

Address: _____

Phone: (____) _____ Email: _____

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Figure 2 Sample Permission and Release Form

audience. It is important to note that podcasts are not for everyone. As faculty, it is deemed critical to receive feedback from students regarding podcasting. If students actively use the information available to them via podcast, it may be worth implementing throughout the course. However, if students show little to no interest in the innovative technology, it may be best to reassess using podcasting within the course.

By following a few easy steps, sport management, physical education, health education, exercise science, recreation and dance faculty members can offer students a different way to interact with class material, which can lead to better understanding of topics. Utilizing podcasts may not be for every educator, but it could be a good option to consider if a faculty member is looking to enhance classes.

Ask the Expert Podcast Script Template

Introduction music...

Interviewer: Welcome students to another episode of "Ask the Expert."

Today we are going to cover a topic in: *(Say either—Event Management, Facility Management, or both Event and Facility Management)*. Our focus will be on: *[The Box Office or another area]*

Our expert is Dr. Expert. Dr. Expert's background was published on our class blog and you can see from the information that Dr. Expert has a vast amount of experience in event and facility management. Welcome to the podcast Dr. Expert. We are pleased to have you as a part of our "Ask the Expert" Series.

Expert: Thank you for having me.

Interviewer: To get things started, Dr. Expert could you please give us an overview and background information about the Box Office Situation.

Expert: When you are hosting large events or organizing large events, your most important responsibility is the safety and security for the hundreds or thousands of people in attendance, as well as the various personnel required to put on an event. That's never been more important than it has been for the last 10 years. Let's say something similar to the 9/11 attacks takes place and you have an event scheduled a few days later. What do you do? Do you cancel the event? What factors need to be considered?

Interviewer: ... *[May ask probing questions]*

Expert: ... *[Answers any probing questions]*

Interviewer: Thank you Dr. Expert for sharing the situation. The next step for our students is to ask each one to identify 2–3 ways to solve the situation and bring those solutions to our next class. During our class, we will ask our students to form groups of 3–4 and share their solutions to the situation. Each group will then be asked to decide which is the best way to handle the situation. After the groups share their responses with the class, we will ask our expert how he/she handled the situation. Thank you for joining us on this episode of "Ask the Expert."

Music [Fight song—fading away]



Figure 3 Ask the Expert Podcast Script and Solution to the Situation Podcast Template

Solution to the Situation Podcast

Introduction music (perhaps part of State University's Fight Song)

Interviewer: Welcome back to find out how the Expert handled the situation. Dr. Expert would you please share with us your approach or approaches to handling the situation?

Expert: 9/11 attacks took place on Tuesday, September 11 and we had a Tool concert scheduled for Friday, September 14. We had to make the decision whether or not the event was going to take place. There are a number of issues to consider *(Expert raises each question then answers each one)*:

Proximity to the incident?

Obviously, in our case the incident took place in NY, DC & Pennsylvania and our event was scheduled for Large Midwestern City

Type of event? Fan Demographics?

Progressive/Alternative Metal Concert with younger fans

Could we do it safely?

We had the infrastructure and procedures in place to provide a safe environment for fans and staff.

Would fans be able to get to the event? Anything that might impede them?

Depends on your event and where attendees are traveling from. In our situation it was a concert and the vast majority of ticket buyers were local, so we were confident they could there. On the other hand, a national convention for a professional organization is probably drawing attendees from across the country or maybe internationally. Would they be able to get there?

Would the act/band be able to get to the facility?

Where are they currently located and how were they traveling to the facility?

Would the act/band still be willing to perform?

They may make their own determination

Would police and other emergency personnel be available as scheduled?

Their resources may be pulled elsewhere.

Would fans be comfortable attending the event? On the other hand, after such a traumatic incident, were people seeking opportunities to be together?

May depend on the demographics of the crowd and the type of event

Most importantly, is it "appropriate" to hold the event?

Could be considered helpful or disrespectful

Expert continued: After consulting with appropriate University departments, police and other emergency organizations, we ultimately we decided to hold the event as scheduled. We felt as though we needed to move on and it was our responsibility to provide this outlet for the fans, as long as we could do it safely. We had sold 9,100 tickets to the show in advance and there were 9,367 very appreciative fans in attendance that night.

Interviewer: Thank you for sharing the information and for participating in our podcast.

Music [Fight song—fading away]

Potential Assignments

Create podcasts that include questions for students. Have students listen to each podcast and write a paragraph response to each question in paper format. Students should turn in a 1–2 page paper for each podcast.

Create podcasts that include questions for students. Have students listen to each podcast and choose a certain number of podcasts to which they will respond. Students will write a paragraph response to each question in paper format and turn in a 1–2 page paper for the podcasts that they choose.

Create podcasts that include questions for students. Have students listen to each podcast and respond to the questions. Also create a second podcast in which an expert answers the questions. Have students write a short comparison between what they answered and what the expert answered for each podcast.

Create podcasts that give detailed information. Give students an assignment that has statements from the podcast with words missing. They fill in the missing words as they listen. This is quick and simple for them and also makes sure they actually listen to the podcasts.

Create podcasts that discuss how to deal with events or activities. Come up with a scenario or have students think of a recent event to which they can apply the information from the podcast. Then have students write a paper where they apply what they learned from the podcast to the scenario.

Have students create podcasts as a diary of what they learn. Individuals or groups can visit experts, events, facilities, etc. and share what they learn with the class. You could instruct students to pose questions in their podcast or just have them relay information. Have other students respond to the podcast.

Create a series of podcasts. Have students write an overview paper of what they learned from the different podcasts.

Create a series of podcasts that are interviews with experts. Ask the experts if they will be willing to do follow-up podcasts where they answer questions. Have students watch the first podcast and come up with a few questions that will be asked of the experts for the second round of podcasts.

Figure 4 Potential Assignments

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Youngho Park, Ph.D., is a Visiting Scholar in the College of Business Administration at Kent State University. Research foci are mentoring and issues in intercollegiate athletics.

SHAPE America Podcasts



The current *Future Focus* issue's scholarly article focuses upon podcasts. Did you know that SHAPE America has started to offer podcasts adding a new one every month? Two previous podcasts focused upon assessments. Here is the announcement for November's podcast.

Hey everyone! Are you interested in implementing technology in your health and physical education classroom? Whether you have one device or are a 1:1 classroom, learn from the successes and failures of our guest panel when it comes to implementing technology. Panelists for this podcast include: Betty Ann Fish, Brandon Wolfe and Lynn Burrows.

Listen to the SHAPE America podcasts through the following website:
<http://shapeamerica.podomatic.com>



GRANT \$ AVAILABLE!



Research grant monies are available to the OAHPERD membership. Each year, \$3,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

Contact: Garry Bowyer
4805 Kilkerly Drive
Middletown, OH 45042
bowyerg@muohio.edu



OAHPERD Pays Substitutes

OAHPERD will pay for substitutes so that Board members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Executive Director:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Executive Director:

Karen Holt
OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215
E: karen@assnoffices.com

P: 614-221-1900
F: 614-221-1989



Student Writing Award



Each year the Editorial Board of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for \$100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before July 31 to be considered for an award to be given at the following December's convention.

OAHPERD Budget 2015-2016

May 1st to April 30th

INCOME

Budget	
Memberships Subtotal	\$ 38,600
Professional 1 yr (inc OEA) @ \$50	\$ 26,000
Professional 2 yr @ \$95	\$ 750
Professional 3 yr @ \$140	\$ 900
Corporate Memberships @ \$550	\$ 3,300
Student @ \$25	\$ 1,400
Senior Student @ \$40	\$ 200
Institutional Student @ \$20	\$ 2,400
Retired @ \$25	\$ 100
Institutional @ \$200	\$ 2,600
Library Serials	\$ 150
First Time Professional Member @ \$35	\$ 800
SHAPE America (incentives/rebates)	\$ 0
AHA Jump Rope/Hoops For Heart	\$ 89,000
Convention Income	\$ 70,750
Convention Exhibits	\$ 7,000
Convention Sponsors	\$ 0
Convention Registration	\$ 60,000
Convention pre-conference	\$ 0
Workshops	\$ 3,750
Other income	\$ 67,475
Advertising	\$ 225
Other income	\$ 0
Gains/Losses	\$ 0
Dividends	\$ 6,000
Interest Income	\$ 50
Scholarship donations	\$ 800
OCA/WPES Award donations	\$ 200
Fundraising	\$ 0
Unrestricted Donations	\$ 200
Grants	\$ 0
Coordinated School Health/BHSA one-time	\$ 60,000
Total Revenues	\$ 265,825

EXPENSES

	Budget
President	\$ 2,000.00
Travel/Room/Per Diem	\$ 2,000.00
Printing	\$ 0.00
Past President	\$ 0.00
Travel/Room/Per Diem	\$ 0.00
President Elect	\$ 2,000.00
Travel/Room/Per Diem	\$ 2,000.00
All-Ohio Representative	\$ 2,000.00
Travel/Room/Per Diem	\$ 2,000.00
Executive Director	\$ 45,488.62
Fee	\$ 42,288.62
Travel/Room/Per Diem	\$ 2,000.00
Printing	\$ 0.00
Postage	\$ 0.00
Supplies	\$ 0.00
Miscellaneous	\$ 400.00
Mileage	\$ 800.00
Treasurer	\$ 1,500.00
Travel/Room/Per Diem	\$ 1,500.00
Miscellaneous	\$ 0.00
Recording Secretary	\$ 1,500.00
Travel/Room/Per Diem	\$ 1,500.00
Future Focus	\$ 15,250.00
Stipend	\$ 5,700.00
Printing	\$ 3,000.00
Postage	\$ 550.00
Designer	\$ 6,000.00
Miscellaneous	\$ 0.00
Newsline	\$ 6,000.00
Printing	\$ 3,000.00
Postage	\$ 400.00
Designer	\$ 2,600.00
AHA Coordinator	\$ 7,900.00
Student Scholarship	\$ 500.00
JRFH Teams	\$ 2,500.00
HFH Teams	\$ 500.00
Jump Conv. Team	\$ 500.00
Hoops Conv Team	\$ 500.00
Stipend	\$ 1,000.00
Travel/Room/Per Diem	\$ 2,000.00
AHA Awards	\$ 400.00

EXPENSES (cont'd.)

	Budget
Trustees	\$ 100.00
Member Services Coordinator	\$ 0.00
Stipend	\$ 0.00
Telephone/Internet	\$ 0.00
Divisions	\$ 2,300.00
Dance	\$ 100.00
Higher Ed	\$ 100.00
Adult Development & Learning	\$ 100.00
Necrology	\$ 100.00
Health	\$ 100.00
Physical Ed	\$ 100.00
Recreation	\$ 100.00
Sports Sciences	\$ 100.00
Student Division	\$ 0.00
Student Division Travel	\$ 1,500.00
Committees	\$ 10,500.00
Memorial Scholarship	\$ 5,000.00
Honors & Awards	\$ 500.00
Grants and Research	\$ 3,000.00
Public Relations	\$ 2,000.00
All Other Committees	\$ 0.00
Conferences/Workshops	\$ 8,000.00
Spring Leadership	\$ 0.00
Workshops	\$ 2,500.00
SHAPE America Delegates	\$ 100.00
Ohio Student Leadership Conference	\$ 4,000.00
Shape Midwest Student Leadership	\$ 1,400.00
Executive Comt/Board	\$ 16,500.00
Mileage	\$ 10,000.00
Other	\$ 1,000.00
Board Meetings	\$ 5,500.00
Miscellaneous & Special Requests	\$ 14,910.00
Web Page/License/Support	\$ 4,800.00
IRS Tax Preparation	\$ 800.00
Ohio Attorney General Fee	\$ 200.00
Insurance Liability	\$ 1,100.00
Bank Charges	\$ 60.00
Advocacy	\$ 3,500.00
Miscellaneous	\$ 100.00
Verisign/Paypal	\$ 0.00
Credit Card Service Fee	\$ 2,750.00
Technology	\$ 600.00
Ohio Gold	\$ 1,000.00
Prior Year Expense	\$ 0.00

	Budget
Other Communications	\$ 4,400.00
General Printing	\$ 2,300.00
General Postage	\$ 500.00
General Telephone	\$ 500.00
Supplies	\$ 1,100.00
Miscellaneous	\$ 0.00
Investments/Reserves	\$ 0.00
Investments	\$ 0.00
Scholarship Fund	\$ 0.00
Convention	\$ 60,600.00
SHAPE Midwest Rep.	\$ 500.00
Audio Visual	\$ 2,500.00
Speaker	\$ 1,000.00
Entertainment	\$ 4,500.00
Staff	\$ 1,000.00
Facility	\$ 7,500.00
Supplies	\$ 5,500.00
Exhibits	\$ 5,000.00
Gifts	\$ 100.00
Meals/Breaks	\$ 20,000.00
Miscellaneous	\$ 50.00
Transportation	\$ 0.00
Committee	\$ 2,500.00
Postage/Shipping	\$ 50.00
Printing	\$ 5,500.00
Stipends	\$ 1,000.00
CD	\$ 0.00
Social	\$ 3,000.00
AHA Social	\$ 400.00
Committee	\$ 0.00
Preconvention Workshop	\$ 500.00
Total Expenses	200,948.62
Net Income	64,876.38
BHSA One time event	(\$ 60,000.00)
	\$ 4,876.38
Transfer to Reserves	5,316.50
Convention Receipts	70,750.00
Exhibitor Income shown in Corporate Memberships	
Convention Expenditures	60,600.00
Net	10,150.00
Other Receipts	195,075.00
Other Expenditures	140,348.62
Net	54,726.38

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Guidelines for Authors

Manuscripts

Each manuscript should be formatted for 8½ by 11-inch paper, with 1-inch margins on all sides, using **Microsoft Word for PC, Times-Roman style and 12 point font**. All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manuals* (either 5th or 6th Editions). Manuscripts can be up to 25 pages in length, including references. Pages must be numbered consecutively with a running head.

Organization

Provide an abstract, short introduction, body, and short conclusion to your manuscript. Research articles should use the standard format: Introduction/Review of Literature (can be integrated within the Introduction), Methods, Results, and Discussion-Conclusions. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any manuscript pages.

Cover Sheet

On a cover sheet, please provide the following:

- Title of manuscript.
- The name, position, mailing address, telephone number, and email address for all authors.
- Short biography of about 30–35 words that states the present professional position, area(s) of specialization, and research interests **for all authors**.
- Date of submission.

The cover sheet will not be included when sent to reviewers as manuscripts are blind reviewed.

References

All articles should contain references. For writing text citations, follow APA style. Note that references should now include a DOI notation (if using the 6th Edition). Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author(s) and the date of the published work inside parentheses directly following the reference.

Illustrations and Photos

Future Focus welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript. Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for data presented in the graphic should be included in the manuscript. Photographs may be black and white or color, and should be **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels are preferred). Photos embedded within the text of the manuscript must also be supplied as separate files.

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Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to three or more Editorial Board members. Articles usually require some revisions by the author(s). Authors for articles not accepted may be invited to revise and resubmit. Accepted articles are subject to editorial changes to: improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

Deadlines

Manuscripts are reviewed on a rolling basis when received. To be eligible to appear in the Fall/Winter issue of *Future Focus*, the manuscript should be received by July 31. Manuscript deadline for the Spring/Summer issue is Jan. 31. An electronic version of the manuscript is required and should be sent, along with illustrations and/or photos, as an email attachment to the editor at futurefocus.res@gmail.com. Non-electronic inquiries can be sent to:

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Kent, OH 44242

Articles for *Newsline*, OAHPERD's newsletter, should be submitted by December 15 for the Spring issue and by June 15 for the Fall issue. Address all *Newsline* articles to:

Karen Holt
Executive Director, OAHPERD
Email: Karen@assnoffices.com
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