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## From the Editors

Dear Students, Faculty, Alumni, and Friends:

Welcome to our second issue of the Panzer Pulse. The purpose of this newsletter is to bring news to our students, alumni, and professionals in the field of Exercise Science and Physical Education; to keep our audience abreast of the current trends in field of Exercise Science, Physical and Health Education, and Athletic Training; and to promote a physically active life.

This issue includes the 25<sup>th</sup> Anniversary of the Monday Aquatic program, the 90<sup>th</sup> Anniversary of the Panzer College of Physical Education and Hygiene, news from our alumni and the Panzer Student Association, tips to maintaining an active life, classroom activities, publication notes, and an interview with Dr. Kimberly Bush. Kimberly Bush joined the department of Exercise Science and Physical Education in the Fall of 2006.

*Enjoy! Be Active and Be Healthy*

## 25th Anniversary of the Monday Aquatic Practicum (MAP)

Monday Aquatic Practicum (MAP) for individuals with disabilities started its 25<sup>th</sup> year of programming on Sept. 18. The practicum is an instructional aquatic activity designed to meet the needs of 120 individuals with disabilities. The aquatic environment is used as an educational experience for both individuals with disabilities and thirty two undergraduate Adapted Physical Education students (APE), who assist with the program. The students apply classroom theory in a practical situation under the supervision of Professor Tim Sullivan and Dr. Kimberly Bush and their Red Cross Certified assistants Mo Abdelaal and Tara O'Shea.

The MAP runs on Mondays throughout the academic year, at one (1) hour intervals beginning at 9:00 am and ending at 1:00 pm. Four agencies participate in the program: Clifton Board of Education, Clifton Adult Community Center, Bradford School, Passaic Vocational Tech and the Essex County Service Commission. Students from the undergraduate APE classes participate in 15 hours of hands on interaction. Task analysis and positive reinforcement are emphasized during the practicum. The APE students are expected to be knowledgeable in aquatic instruction procedures and apply motivational and behavioral techniques discussed in the APE class.

The MAP is well known in the surrounding communities as an effective instructional program for the individuals with disabilities. This year's APE students are part of successful and effective program which has been in operation for the past 25 years. As interns they are expected to maintain the positive reputation of the program and continue to display the enthusiasm, creativity and commitment to quality programming which has been the trade mark of our students for the past 25 years.

The MAP Team



## An Interview with Kimberly Bush by Robert Gilbert

*I have come to a frightening conclusion.  
I am the decisive element in the classroom.  
It is my personal approach that creates the climate.  
It is my daily mood that makes the weather.  
As a teacher, I possess tremendous power to  
make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humor, hurt or heal.  
In all situations, it is my response that decides  
whether a crisis will be escalated or de-escalated,  
and a child humanized or de-humanized.  
— Dr. Haim Ginott, child psychologist  
(Found on the bulletin board in Dr. Bush's office)*

**THE MYSTERY:** If you like mysteries, then this story is for you . . . Why would a bright, young, ambitious professor leave a job at one of the most prestigious universities in the nation to teach and coach at a small private K-12 school in Texas?

Dr. Kimberly Bush is the subject of this mystery — and the newest member of our department. She earned both her undergraduate and her doctoral degrees from The Ohio State University. She also became a professor there. So what motivated Dr. Bush to leave Ohio State to teach at St. John's School in Houston? Here's the answer to the mystery in Dr. Bush's words . . .

**THE SOLUTION:** *When I was at Ohio State, I was teaching a lot of methods courses — teaching my students how to teach at the K-12 level. I was never employed by a K-12 school and I had very little experience at that level. So I got a job at the St. John's School. I specifically wanted to teach at a private school so that I could get as much experience as possible in the shortest amount of time. I stayed there for two years.*

Some quick facts about Dr. Bush:

- She grew up in Toms River, NJ.
- She was a superstar field hockey player in high school and college.
- Her favorite spectator sport is college football.
- Her favorite team: Ohio State (surprise!)
- Her favorite motivational quote: "Limits only exist in one's mind."
- She has run five marathons.

**Rob Gilbert:** On what topic did you do your dissertation?

**Kim Bush:** *Physical activity experiences of African-American adolescent girls.*

**RG:** Did you always want to be a physical educator?

**KB:** *When I was growing up, I wanted to be a psychiatrist and open up a practice in New York City. Then I wanted to go into sport psychology.*

**RG:** Who are your heroes or heroines?

**KB:** *Growing up I really liked soccer star Pele. When I got older someone I respected and admired was Becky Miller, my high school field hockey coach. Then, when I worked at a Bridgewater College, a small college in Virginia, I met Miss Mapp who's now retired. She was amazing and I learned a lot of good values from her. And, of course, there was Babe Didrikson Zaharias who is one of the greatest athletes of all time.*

**RG:** Who is the most inspiring teacher you ever had?

**KB:** *My graduate advisor, Dr. Mary O'Sullivan, whose area of specialization is pedagogy. She was at Ohio State for a long time but she decided to return to Ireland. She's brilliant. She was mesmerizing and made you want to work hard.*

**RG:** In terms of computer technology would you say that Montclair State is on par with Ohio State?

**KB:** *I would say so. One thing I enjoy about here is if I have a problem, I call up and make an appointment and within two hours someone is in my office to help me. There's definitely a personal touch here.*

**RG:** What do you know now that you wish you had known when you first started college?

**KB:** *To follow your heart. In my freshman and sophomore years I was a psychology major, but I knew I wanted to go into physical education. However, I felt pressure to graduate in four years, so I stuck with psychology. I wish I had followed my heart.*



## Classroom Activities by Kimberly Bush

This fall, both sections of the sports module (football, basketball and team handball) have adopted Sport Education as one of two curricula under study. Sport Education was designed by Dr. Daryl Siedentop (1984) and is intended to provide children and youth with enjoyable and authentic sport experiences. Students in this sports module course are being exposed to sport education in hopes that they utilize this curriculum in their future teaching of k-12 Physical Education. Sport Education allows students to become active participants in their own sport experiences by serving in realistic roles that we see in authentic sport settings (captains, coaches, statisticians, trainers, publicists, and officials, etc.). Teams develop camaraderie through team names, uniforms and cheers as they work together to learn and develop skill and tactical play in a sport "season" that is typically longer than a traditional unit in physical education. PEMJ 135 has utilized several of the above roles, including the role of publicist. The publicist submits weekly summaries and pictures to Dr. Bush who then uploads this information to Blackboard for the class to view. Recently, Rachel Toporek, a publicist in PEMJ 135.02, submitted a write-up that serves as a great example of how students become involved and enthusiastic with regard to their individual roles and their affiliation to their teams in Sport Education. Pasted below is a write up from Rachel which exhibits all that Dr. Siedentop would want from a student in a Sport Education unit.

### **Week #2 of Flag football TEAM WET**

#### **WET vs. MDK (9/25)**

Team WET captured another BIG win against team MDK. This is the second time Coach Paul and Justine's teams have met. WET swept the board 15-0 with the help of their main quarterbacks Kevin and Deanna. Deanna's long pass to Dan in the end zone gave WET 9 extra points to secure the victory.

#### **WET vs. Sean (9/25)**

Teams WET and Sean met for the second time today. Due to a short amount of playing time, the game ended in a tie. This is WET's first tie of the season.

#### **WET vs. Purple Ligers (9/27)**

Team WET defeated the Purple Ligers 6-0. The game started off fairly even. The game turned around when Rob on Team WET intercepted a pass and ran 20 yards for a touchdown.

#### **WET vs. MDK (9/27)**

You can always find an exciting game when WET vs. MDK face each other. WET's quarterback, Deanna had a huge game. Deanna opened up the game by throwing Rachel the ball as she carried it into the end zone for 9 points. MDK scored on an interception and but Team WET did not back off. Rob finished off the game with a touchdown for WET with a final score of 15-10.

#### **WET vs. Rebels (9/27)**

WET captured another win with a 6-0 victory over the Rebels. WET scored on the first play of the game with a long pass by Rob into the end zone to Paul giving WET 6 points.

*"Increased cognitive engagement leads to better learning."*

*"The first wealth is health."*

*Ralph Waldo Emerson*

## Panzer 90<sup>th</sup> Anniversary

Two thousand and seven will mark a special year in the history of our department. It was in 1917 that the Panzer College of Physical Education and Hygiene was created. What started in a small gymnasium in Newark to train physical education and health teachers grew and moved to larger quarters in East Orange, then in 1958 merged with Montclair State Teachers College to form the Department of Physical Education, Health, Recreation and Dance. With the merger came the College's continued fine tradition of training the future physical education and health teachers for the State of New Jersey public schools. Today over eight thousand students have graduated from the program. To celebrate our special 90<sup>th</sup> anniversary a special reception is being planned for April 19, 2007, the day of our annual convocation. The purpose of the reception is to bring old friends together and share fond memories. More information will be forthcoming, so reserve the date.



## Publication Notes

### **Visual search and coordination changes in response to video and point-light demonstrations without KR motion** by Robert Horn

Teachers and coaches often ask children to learn motor skills for which there is both a specific technique to copy, and an outcome to achieve (such as accurately throwing or kicking a ball). Past research (Horn et al. 2001) has shown that in these situations, learners fail to properly copy a demonstrated movement technique, because they focus on achieving successful outcomes of the task. In a follow-up experiment published in the *Journal of Motor Behavior* in 2005, we prevented learners from gaining access to outcome information. A soccer ball was placed on a switch, and when learners tried to chip the ball to a target, the switch triggered liquid crystal goggles to turn black, so that the learner could not see where the ball landed. Earplugs also prevented them from hearing anything. Without outcome information, these learners quickly and effectively changed their movements to more closely copy the demonstrated movement technique. This experiment suggests that if teachers or coaches want to teach children new movement techniques, outcome information should be limited in the early stages of learning. This can be achieved by using very large targets, so that successful outcomes are guaranteed and are therefore inconsequential.

**Horn, R.R., Williams, A.M., Scott, M.A. & Hodges, N.J. (2005).** Visual search and coordination changes in response to video and point-light demonstrations without KR motion. *Journal of Motor Behavior*, 37, 265-275.

### **Use of technology for constructivist learning in a performance assessment class** by Susana Juniu

Today, instructors are compelled to incorporate educational technology in the classroom, but these technologies are often used as productivity tools to deliver information rather than used as cognitive means to support learning. Questions such as how educational technology impacts teaching and learning and how to best integrate it into the classroom present pedagogical concerns and challenges to education. Disciplines such as Measurement and Evaluation are not free from these challenges, especially when instructors are looking for ways to improve learning of statistical concepts that are hard to retain. Thus, creating a context that emulates real-life problems and settings is fundamental in helping students integrate, analyze, and apply concepts of statistics. This article describes constructivist uses of technology and presents a curriculum unit for a Performance Assessment class in Health and Physical Education as an example of a project-based learning (PBL) activity that exemplifies a constructivist use of software to support problem solving. The goal of the unit is for the students: (a) to understand the relationship between physical activity and health-related physical fitness, and (b) to apply the concepts learned during the Performance Assessment course, such as conducting statistical tests, interpreting and evaluating the results, and making recommendations based on results. During this project the students conduct an authentic research activity; they formulate their own questions based on the topic provided, select ways to answer their inquiries, collect and analyze information, and present their interpretation of the results. As future teachers, the students need to understand the fundamentals of measurement and evaluation as well as to critically analyze information in order to make decisions when it comes to selecting the appropriate assessment tools and to providing recommendations for maintaining good levels of physical fitness.

**Juniu, S. (2006).** Use of technology for constructivist learning in a performance assessment class. *Measurement and Evaluation in Physical Education and Science*, 10(1), 67-78.

## Alumni Notes

On September 12, State Police Detective Sgt. First Class **Ray Guidetti (Adult Fitness, 1989)** was awarded the "U.S. Attorney General's Award for Excellence in Furthering the Interests of U.S. National Security." He received this award for his role in the prosecution in the penalty phase of Zacharias Moussaoui who was convicted of conspiracy in the 9/11 terrorist attacks. On September 30, Ray was honored as "Trooper of the Year" for the New Jersey State Police. There are over 3,000 NJ state troopers. And on October 10, Ray was awarded the "Key to the City" from his hometown of Paramus, NJ. Paramus has also named a street in Ray's honor — "SFC Raymond Guidetti Drive." In an interview published in the *Montclairion* on October 5, Ray fondly remembered the positive impact that Professor Tim Sullivan and Dr. Richard Tobin had on him.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

*Maya Angelou, poet and educator*

## Undergraduate Notes

What did you do for your summer vacation? Undergraduate **Edward Ferraro (Teacher Education, 2008)** accomplished something that many people dream of, but very few actually do. He and his longtime friend Glen Liszczak rode their bikes cross-country starting on July 18 from Eugene, Oregon and finishing on August 23 at Kasser Theater on campus. Ed thought Oregon was the most beautiful state and the Grand Teton Mountains, in Wyoming, was the most beautiful sight. In the middle of Iowa, Ed and Glen got lost and ended up at the baseball field where the movie "Field of Dreams" was filmed. Just by chance on that night thousands of people were at this tourist attraction, because it was the first and only time movie star Kevin Costner returned to the field. The following are Ed's trip by the numbers . . .

- Total number of days: 37
- Total number of miles: 3,120
- Total number of days off: 1
- Number of states crossed through: 11
  - Number of flat tires: 7
- Number of times pulled over by police: 9
  - Number of times arrested: 0
- Most number of miles biked in one day: 183
- Number of times felt like quitting: too many to count
  - Number of times actually quit: 0
    - Cost of trip: \$4,600.00
    - Value of trip: priceless

Dr. Michele Fisher's Three Rules for Academic Success:

1. Go over notes after each class.
2. Get help early and often from your professors.
3. Ask questions in class.

## Freshmen Orientation

The Panzer Student Association together with the ESPE Department put together a new student orientation on September 8, 2006. This was the first of what will become an annual event. The orientation was implemented so that students entering the ESPE program become familiar with what this department has to offer as well as getting to know the faculty and students and learning more about the Panzer Student Association. The morning started off with an overview of the entire department.

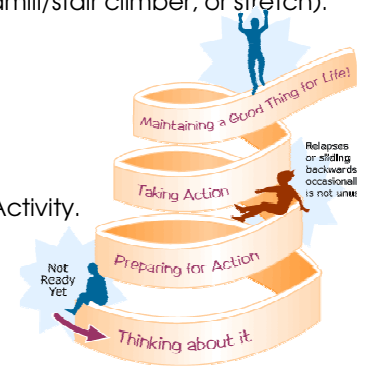
Most of the student handbook was reviewed and the students learned what the Panzer School is all about. Following this presentation the students engaged in an active "Survivor" hunt throughout campus. This was an activity that allows the new students become familiar with the campus and learned what is available for them. There was a list of sixteen sites that the students had to locate. At each site they either had to do an activity that involved everyone in the group, or receive a piece of information that would pose to be helpful for them in the future. A new mentorship program was also organized. This includes new students having an upper-class student mentor for this school year. The mentor is to guide them with whatever issues they have as an addition to having a faculty advisor. This too is newly implemented and will continue on for following semesters. The day concluded in a lunch provided by the Panzer Alumni.

## Fitness for All Ages: Getting Started

People of all ages who are generally inactive can improve their health and well-being by becoming active at a moderate-intensity on a regular basis. Regular physical activity substantially reduces the risk of dying of coronary heart disease, the nation's leading cause of death, and decreases the risk for stroke, colon cancer, diabetes, and high blood pressure. It also helps to control weight; contributes to healthy bones, muscles, and joints; reduces falls among older adults; helps to relieve the pain of arthritis; reduces symptoms of anxiety and depression; and is associated with fewer hospitalizations, physician visits, and medications. People all ages benefit from participating in regular, moderate-intensity physical activity, such as 30 minutes of brisk walking five or more times a week. Think about your weekly or daily schedule and look for or make opportunities to be more active. Consider the following suggestions:

- Walk, cycle, jog, skate, etc., to work, school, the store, or place of worship.
- Park the car farther away from your destination.
- Get on or off the bus several blocks away.
- Take the stairs instead of the elevator or escalator.
- Play with children or pets.
- Take fitness breaks-walking or doing desk exercises-instead of taking coffee breaks.
- Perform gardening or home repair activities.
- Avoid labor-saving devices-turn off the self-propel option on your lawn mower or vacuum cleaner.
- Use leg power-take small trips on foot to get your body moving.
- Exercise while watching TV (for example, use hand weights, stationary bicycle/treadmill/stair climber, or stretch).
- Dance to music.
- Keep a pair of comfortable walking or running shoes in your car and office.
- You'll be ready for activity wherever you go!
- Make a Saturday morning walk a group habit.
- Walk while doing errands.

*Content source:* Center for Disease Control and the Division of Nutrition and Physical Activity.



## Events Calendar for 2007

**January 17:**

Spring Semester begins

**February 25 - 27:**

NJASHPERD Annual Conference

**March 13 -17:**

AAHPERD 2007 National Convention  
Baltimore

**April 19:**

Panzer Honors Convocation

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