

YuChun “Jean” Chen, Ph.D.

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2018 F. Jay Taylor Undergraduate Teaching Award Nominee

1. Undergraduate courses taught, enrollment, retention rate, student evaluations

Fall 2017*		Winter 2017-18		Spring 2018*	
KINE 457	12	92%	3.9	KINE 255	27
				100%	3.8
				KINE 402	13
				100%	3.7
				KINE 440	12
				100%	3.7
Fall 2016*		Winter 2016-17		Spring 2017	
KINE 457	13	93%	3.3	KINE 255	38
				100%	3.8
				KINE 402	20
				100%	3.5
				KINE 265	33
				100%	3.4
Fall 2015*		Winter 2015-16		Spring 2016	
KINE 457	9	100%	3.6	KINE 202	42
				100%	4.0
				KINE 256	19
				100%	4.0
				KINE 265	38
				92%	4.0
Fall 2014*		Winter 2014-15*		Spring 2015	
KINE 457	15	100%	3.3	KINE 265	39
				95%	4.0
				KINE 440	13
				100%	3.9
Fall 2013*		Winter 2013-14*		Spring 2014	
KINE 457	5	100%	3.8	KINE 265	24
				96%	4.0
				KINE 440	16
				94%	3.6
Fall 2012		Winter 2012-13*		Spring 2013	
KINE 255	24	96%	3.6	KINE 265	17
				100%	3.7
KINE 457	16	100%	2.9	KINE 440	9
				100%	3.8
				KINE 440	7
				100%	

*Quarters that I also taught a graduate course

**Quarters that student evaluations were not administered

2. Statement of beliefs concerning the significance of undergraduate teaching

I was just a nerdy kid sitting in the front row of an elementary school classroom when the thought of “I want to be a teacher when I grow up!” came to my mind. There have been many influential individuals who lead me to the realization of a teaching career and shape my beliefs about teaching in general. There was Mr. Lee who told us stories about historical events and made history alive at the present time. Yet, there was Mr. Cho who wrote math problems and solutions on the chalkboard and made us copy everything without any explanation. The former taught me how to make a dull subject more interesting and exciting for the students, and the latter taught me everything I should avoid doing as a competent teacher.

I am very enthusiastic when it comes to teaching. I enjoy disseminating knowledge to my students and helping them absorb and attain the information. I do not tell my students to memorize the materials for the purpose of passing a test. I want them to learn the content and apply it to their professional and personal lives. I am very passionate about this field and believe that we (i.e., physical educators) are responsible for the healthy and physically active lifestyle of future generations. Sometimes I wonder if I am the only one who is excited about what we are going to learn on a given day. Just to get my students’ attention, I would say “Am I the only one who is excited about this today?” And some students would roll their eyes on me. This fun interaction normally brings up their mood and motivates them to give me more effort in class.

I enjoy teaching all the classes that have been assigned to me. I do not like certain classes over the other so quality instructions can be expected in all my classes. In addition to the standard lectures, I use visual resources, small group discussions, guest speakers, and hands-on activities to deliver current, accurate, and appropriate materials. When it comes to presenting the content, I make sure my verbal instruction is loud and clear; when necessary, I use visual resources to elaborate my teaching. In the gym, I am skillful at the sports and physical activities that I teach. I am a huge fan of the idiom “walk the talk” so I always provide effective and accurate demonstrations to all my teaching and learning activities, which include but are not limited to basketball, soccer, volleyball, softball, badminton, racquetball, ping pong, Frisbee, and swimming. I also make sure I am physically in shape, at least at the level to “keep up with my students.” Equitable opportunities for participation in drills, games, and activities are provided to all students. I provide equitable feedback to my students regardless of their skill levels or academic performance in class. All students are encouraged to participate; however, every student learns in different ways, so I am flexible to adjust the teaching and learning activities based on student responses. In congruence with the mission statement of Louisiana Tech University, my priority is to provide a challenging, yet safe and supportive learning environment to all students.

3. Description of an important innovation made in undergraduate teaching

Integrating technology in physical activity settings is an important innovation that I have made in my undergraduate teaching. In KINE 256 *Aerobic Conditioning, Strength Conditioning, and Aquatics*, students learn how to develop and teach developmentally appropriate and motivating activities that effectively integrate technology in physical education (PE). The use of technology is designed to create a more varied and dynamic learning environment, provide specific feedback to the learners, and build a measurable assessment to the teachers. For example, a group of students created a circuit training lesson plan and taught it at I. A. Lewis. Wearing heart rate monitors, a class of sixth graders were introduced eight different exercises (two on upper body muscles, two on lower body muscles, two on core strength, and two on full body exercises) and were instructed to go through each station during the class period. The “heart rate monitor” piece was able to keep the sixth graders more motivated and engaged during the lesson. It was very interesting to see how this piece of technology could make that much of a difference during my observation. Everything was the same; I am pretty sure their PE teachers have implemented a circuit training lesson before, but in this particular lesson, the sixth graders seemed more engaged because they wanted to get a high number on their heart rate monitors. Speaking of the “number on the heart rate monitor”; it provided an objective and specific feedback to the sixth graders. The higher the number appeared on the monitor, the more intense they allowed themselves to exercise during the circuit training. The students could check on their heart rates anytime during the lesson and decide how hard they were going to do for the rest of the lesson. Lastly, based on each student’s maximum heart rate and resting heart rate, the teachers could calculate her/his heart rate reserve. Between the heart rate reserve and the number on the monitor, the teachers were able to calculate each student’s heart rate zone after the circuit training and determine how much effort they put it during the lesson, which was a very objective and measurable assessment that could be computed and provide meaningful results.

In response to the 2013 Louisiana Association of Health, Physical Education, Recreation and Dance’s (LAHPERD) conference theme “*Jazzin’ it up with Technology*”, students in KINE 256 were invited to work with New Tech @ Ruston high school students on one of the four technology integration projects (i.e., movie-making, apps/virtual environment, creative music integration, and geocaching). The four technology integration approaches were pre-determined by the physical education teacher education (PETE) faculty (Dr. Tammy Schilling and myself). Mixed teams of high school and college students were formed based on their preferences and one faculty member (i.e., PETE faculty and current and retired PE teachers) served as the facilitator for each team. Teams

completed an action plan that detailed project goals, timeline, team member roles, and meetings with facilitators. Activities/lessons were developed and then delivered at I. A. Lewis and Ruston Junior High School PE classes. Two projects (i.e., movie-making and creative music integration) were submitted and presented at the “*Jazzin’ it up with Technology*” LAHPERD Conference. The projects gave my students the opportunity not only to create and implement technology-integrated lessons but also to experience project-based learning with high school students.

In KINE 265 *Team Sports and Group Activities*, students learn how to build a web page through Google Sites. Due to the nature of the class, I use the Sport Education Curriculum Model where students are put in teams based on their gender, ethnicity and skill level of the three sports we learn and play (i.e., soccer, volleyball and slow-pitch softball). Students stay in the same team during the three sports seasons throughout the quarter. Within each team, each student serves as the team coach, captain, equipment manager, equity board member, or publicist. They take on a different role when we proceed to the next season. With my instruction and supervision, the league commissioners and publicists are the ones who build and maintain the web pages. When the publicists are absent, the captains will have to update the page. Essentially, everyone in class learns how to maintain their team page when they serve as the team publicist or covering for the publicist as the team captain. For the 2017 sports seasons, go to <https://sites.google.com/view/latechkine265sporteduseasons/home>. For the current season, click on <https://sites.google.com/view/latechspring2018sportedu/home>.

In KINE 402 *Evaluation and Assessment in Health and Physical Education*, students learn how to edit video clips, insert comments, and upload their final products on our department’s Human Performance Laboratories YouTube Channel. Students in groups of three are assigned a non-traditional sport or physical activity such as pickle ball and archery. With the assigned sport/physical activity, the group has to do the research and determine the three essential skills or motor abilities to successfully participate in that particular sport/physical activity. For example, the team that was assigned with ultimate Frisbee determined catching, throwing to a stationary target, and throwing to a moving target as the three essential skills. They were taught how to add the list of equipment and the measurement needed to set up and run the skills test and edit the clips together as one final product (<https://www.youtube.com/watch?v=HtprhawHeSI&t=>). Another example is on archery motor ability test (<https://www.youtube.com/watch?v=7Ms5WKtDseg&t=>).

Another technology innovation I have done in KINE 402 is for students to watch a PE lesson on YouTube and code teacher behavior (e.g., planned presentation, motivational feedback, equipment management) using the physical education teacher assessment instrument (PETAI). Instead of doing interval recording, duration recording, or event recording on a coding sheet, I introduce my students the online PETAI coding system (<https://www.uwlax.edu/loadedpages/academics/petai/petai.html>), which allows students to administer the duration recording and event recording at the same time. They must achieve 80% or higher inter-rater reliability with me in order to earn a passing grade for the assignment. And then, they write a paper analyzing the teaching performance based on the duration and frequency of each code. This piece of technology attempts to quantify teaching performance and helps students learn how to become a better teacher by reducing the unnecessary managerial tasks and maximizing developmentally appropriate practice and game-playing time.

4. List of publications/papers that relate to teaching

Chen, Y., Tettleton, M. J., & Huntley, B. N. (under review). Give it a tri: Planning and implementing a kids triathlon. *Strategies: A Journal for Physical and Sport Educators*.

Schilling, T., **Chen, Y.**, & Rowland, J. (under review). Holicraze days: Implementing unique holiday activities in physical activity settings. *Strategies: A Journal for Physical and Sport Educators*.

- Chen, Y.**, Schilling, T., & Rowland, J. (under review). Holicraze days part deux: Implementing unique holiday activities in physical activity settings. *Strategies: A Journal for Physical and Sport Educators*.
- Chen, Y.** & Watts, R. (in press). Perceptions of U.S. College Students on International Education Programs. *LAHPERD Journal*, 81(2), xx-xx.
- Vucinic, J. & **Chen, Y.** (2017). Amateurism in the NCAA: Perceptions of former student-athletes. *LAHPERD Journal*, 81(1), 1-11.
- Arnold, V., **Chen, Y.** & Watts, R. (2017). Perception on the effect of music and light after indoor cycling classes. *LAHPERD Journal*, 80(2), 10-15.
- Chen, Y.** (2016). Participation styles of senior adults in fitness classes. *LAHPERD Journal*, 80(1), 1-10.
- Chen, Y.** (2016). Trash to treasure: Using recyclables in physical activity settings. *Journal of Physical Education, Recreation & Dance*, 87(7), 45-51. doi:10.1080/07303084.2016.1202801
- Chen, Y.**, Hood, J., & Watts, R. (2016). The effects of socioeconomic and extracurricular activities on academic achievement of sixth graders. *LAHPERD Journal*, 79(2), 7-13.
- Chen, Y.**, Hood, J., & Watts, R. (2015). Relationships between parental characteristics and extracurricular activity participation. *LAHPERD Journal*, 79(1), 5-10.
- Chen, Y.** & Curtner-Smith, M. D. (2015). Hegemonic masculinity in sport education: Case studies of pre-service physical education teachers with teaching orientations. *Sport, Education and Society*, 20(4), 546-563. doi:10.1080/13573322.2013.775116
- Chen, Y.** (2014). Ethical decision-making standards of collegiate athletes. *LAHPERD Journal*, 78(1), 6-11.
- Chen, Y.** & Curtner-Smith, M. D. (2014). Sexual identity stereotyping: Perspectives of heterosexual female pre-service physical education teachers. *Graduate Journal of Sport, Exercise & Physical Education Research*, 2, 1-18.
- Chen, Y.** & Curtner-Smith, M. D. (2013). Hegemonic masculinity in sport education: Case studies of experienced in-service physical education teachers with teaching orientations. *European Physical Education Review*, 19(3), 360-380. doi: 10.1177/1356336X13495631
- Chen, Y.**, Sinelnikov, O. A., & Hastie, P. A. (2013). Professional development in physical education: Introducing the Sport Education Model to teachers in Taiwan. *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(1), 1-17. doi:10.1080/18377122.2013.760424

5. Other pertinent information – Student Feedback

Bryanna Huntley, Senior, BS in Health and Physical Education (K-12)

I am a current senior here at the university pursuing a Bachelor's of Science in Kinesiology concentration of Health & Physical Education (K-12). I have known Dr. Chen for a few years now and she has truly inspired me to be more than just an average "gym teacher." I have grown not just as a person throughout my college career, but also as a future teacher and coach. After having Dr. Chen's classes and knowing her, I feel I am more than prepared to go and take on a school district/parish and change the ways of Physical Education programs because of her. I have been through other classes in my curriculum and have enjoyed a few, but when it came to Dr. Chen's classes, I greatly looked forward to them and anticipated in learning something new. If you were to sit in one of Dr. Chen's classrooms, if only for a day, you would see that she is unlike any other professor on this campus. Her enthusiasm and love for teaching was evident from the very beginning when I met her. Dr. Chen treated her classes not just as lecture, but tried

to connect them with student's everyday lives and made it more of an interaction and discussion. She has a knack of making the most complicated concept easy to understand once she put the situation in our shoes as the teacher. Throughout my experiences in Dr. Chen's classes, I have gained a much deeper appreciation and meaning to be a physical education teacher and/or classroom teacher. I started in this major with just a general concept of just being a gym teacher and coach, but now that I am soon to graduate, I have left with so much more because of Dr. Chen. She set a wonderful foundation and I am excited for my future. Dr. Chen is organized, well-efficient and has an excellent rapport with all students of all levels and backgrounds. Her natural compassion for her students and their learning is evident through her intense dedication to the student's learning and achievement. Dr. Chen is more than just a professor, she is a teacher, a mentor, and an inspiration.

Dakota Hill, Graduate Teaching Assistant, MS in Sports Performance

Dr. Chen has been more than just a professor for me, but also a friend. Any time I needed help with class she was always available and wanted to help. She has a passion for teaching and this passion shows when she is working. Every time I was in one of her classes I looked forward to going to class because of that passion. She is always enthusiastic when teaching and this enthusiasm rubs off on her students. Dr. Chen has been very influential not only in my student life, but also my life outside of being a student. I am positive that no matter where I am at in my life I will stay in touch with Dr. Chen and let her know how I am doing, because I do believe she truly cares. I am also positive that I am not the only student that would say this either.

Melanie Tettleton, Senior, BS in Health and Physical Education (K-12)

Throughout my four years attending Louisiana Tech University, I've always felt full support from the Department of Kinesiology. In this department, a committed group of educators work together to make future educators of the Physical Education world. One of these professors, Dr. Jean Chen, has done so by using her caring personality and desiring work ethic to influence her students. Dr. Chen has made herself available throughout all hours of the day to help her students fully understand the different aspects of Physical Education being taught in her classes, along with providing more than enough opportunities for attaining experience outside of the classroom. Due to Dr. Chen's passion for Physical Education, her work ethic for providing the best direction for her students is comparable to none. It is completely evident that Dr. Chen spends an ample amount of time preparing for her classes beforehand and creating alternative plans in case of things against differently than originally planned. Dr. Chen uses her experiences and knowledge of Physical Education to create content that teaches and progresses in each of her classes. In Dr. Chen's classes, I have learned how to correctly write lesson plans, how to progress lessons in secondary and elementary Physical Education classes, how to seek different ways to challenge the students' abilities and minds, and how to be a better educator and person in the future. Dr. Chen is the type of professor that I strive to be in my professional career, and anyone studying Physical Education would benefit immensely from taking her classes.