

## YuChun “Jean” Chen, Ph.D.

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2019 F. Jay Taylor Undergraduate Teaching Award Nominee

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

Undergrad Courses Taught	Quarter(s) Taught	Enrollment & Retention Rate	Student Evaluation
KINE 113 Introduction to Teaching in Physical Education	Spring 2019	17 (--%)	--
	Summer 2013	11 (100%)	n/a
	Summer 2014	29 (100%)	n/a
KINE 202 Foundations of Kinesiology	Summer 2015	28 (100%)	n/a
	Spring 2016	42 (100%)	4.0
	Summer 2016	25 (100%)	n/a
	Summer 2017	18 (95%)	n/a
	Summer 2018	24 (100%)	n/a
KINE 203 Foundations of Movement and Instruction	Fall 2018	18 (100%)	3.0
	Fall 2012	24 (96%)	3.6
	Winter 2015	33 (97%)	3.9
KINE 255 Individual Sports and Physical Activities	Winter 2016	40 (88%)	4.0
	Winter 2017	38 (100%)	3.8
	Winter 2018	27 (100%)	3.8
	Winter 2019	34 (92%)	3.9
KINE 256 Aerobic Conditioning, Strength Conditions, and Aquatics	Winter 2013	25 (96%)	3.4
	Winter 2014	29 (97%)	4.0
	Spring 2016	19 (100%)	4.0
	Spring 2017	31 (97%)	3.6
	Spring 2013	17 (100%)	3.7
	Spring 2014	24 (96%)	4.0
KINE 265 Team Sports and Group Activities	Spring 2015	39 (95%)	4.0
	Spring 2016	38 (92%)	4.0
	Spring 2017	33 (100%)	3.4
	Spring 2018	23 (96%)	3.9
	Spring 2019	39 (--%)	--

Undergrad Courses Taught	Quarter(s) Taught	Enrollment & Retention Rate	Student Evaluation
KINE 354 Teaching Health Education in K-12 Schools	Spring 2019	14 (--%)	--
KINE 402 Measurement and Evaluation in Health and Physical Education	Winter 2016	7 (100%)	4.0
	Winter 2017	20 (100%)	3.5
	Winter 2018	13 (100%)	3.7
	Winter 2019	15 (87%)	3.7
	Spring 2013	9 (100%)	3.8
	Spring 2014	16 (94%)	3.6
KINE 440 Teaching Physical Education in Elementary Schools	Summer 2013	7 (100%)	n/a
	Summer 2014	14 (94%)	n/a
	Spring 2015	13 (100%)	3.9
	Summer 2015	10 (100%)	n/a
	Spring 2018	12 (100%)	3.7
	Spring 2019	9 (100%)	3.8
KINE 457 Teaching Middle/Secondary Physical Education	Fall 2012	16 (100%)	2.9
	Fall 2013	5 (100%)	3.8
	Fall 2014	15 (100%)	3.3
	Fall 2015	9 (100%)	3.6
	Fall 2016	13 (93%)	3.3
	Fall 2017	12 (92)	3.9
	Fall 2018	10 (100%)	4.0

## 2. Statement of beliefs concerning the significance of undergraduate teaching within the overall mission of Louisiana Tech University

In compliance with the overall mission of Louisiana Tech University, I am fully committed to providing quality teaching, research and services to the education and development of my students in a challenging, yet safe and supportive, diverse environment. As a tenured faculty member, I enjoy the combination of my “instruction”, “research/scholarly productivity”, and “service and collegiality” obligations. However, none of my obligations would be fulfilled without my focus and dedication in providing exemplary instruction in my undergraduate teaching, especially in my area of expertise – Health and Physical Education Teacher Education. Through *teaching*, I notice that every single one of my students has the capacity to fulfill their dreams, which for the majority of them are becoming a health and physical education teacher or a coach at the youth, high school, collegiate, or professional level. Teaching and coaching are two completely different professions, but teaching is the essential component to become a good coach. Therefore, it is my responsibility to educate and train my students to be quality health and physical educators.

When I lecture in the classroom, I use active monitoring pattern and talk in different tones to keep students’ attention. When my class is in the gym or an open space, which is a lot in my field, I use my “gym voice” from different, unpredictable locations of the gym/space. While students are

practicing the skills or during gameplay, I walk around and provide performance and motivational feedback as needed. I always check for understanding by asking students to repeat what I say or asking them to demonstrate the task. I minimize waiting time and maximize practice and gameplay time during activities in the gym. I make sure that the course content is up-to-date.

My syllabi are appropriate and always follow the college/departmental format. I include all the elements required by the university. My courses on Moodle are always aligned with the syllabi. Teaching and learning materials, assignment submissions, tests and other course-related materials are posted on Moodle in the beginning of quarter and added on throughout the quarter. The grade book setup on Moodle is exactly as it is illustrated on the syllabus to reduce confusion.

My tests are appropriate and practical. At times, my students complain that my tests are so practical that they do not know how to answer the questions. I like practical tests and I am determined to keep using them because memorization tests do no good to my students. I use true/false, multiple choices, and matching questions in my undergraduate classes, and I give case studies and essay questions that are similar to the comprehensive exam in my graduate classes. My assignments and grading systems are appropriate and fair because I always specify the point allotment on the assignment or provide a rubric specifically created for the assignment. I always go over the assignment description and grading system with the students at least two weeks before an assignment is due. There are bonus points in my classes, which everyone has an equal opportunity to earn. After students take a test, I always have their grades posted on Moodle within 24 hours. I usually have the assignments graded and return to them before the next class period.

I believe it is important for me to be an enthusiastic and passionate educator. The fact that I enjoy disseminating knowledge to my students and helping them absorb and retain the information makes it easy for me to get out of my bed and come to teach my 8 o'clock class every day of the week. If I don't show the excitement being in this profession, how could I convince my students to get into it? Moreover, it is my goal for all of my students to learn the content and reflect their understanding not only on the exams and assignments but also in their day-to-day life. The ultimate goal in physical education is to live a healthy, physically active lifestyle. As the 16<sup>th</sup> U.S. President Abraham Lincoln said, "*Actions Speak Louder than Words.*" If I want my students to teach their future students to live a healthy, physically active lifestyle, I have to model one. I am grateful for being in this position where I can make an impact on my students' lives.

### **3. Description of an important innovation made in undergraduate teaching**

As I mentioned earlier, none of my "research" and "services" obligations would be fulfilled without the teaching component. One important innovation made recently in my undergraduate teaching is the *Homeschool Sport Skill Sessions* (<https://www.facebook.com/Louisiana-Tech-Homeschool-Sport-Skill-Sessions-510380616109682/>). Due to the limited physical education time and extracurricular physical activities for the homeschoolers, I initiated, designed and implemented this program in my KINE 255 and 265 courses during the 2017-18 year. The program is designed to give the homeschoolers an outlet to be physically active and teach them the appropriate ways to improve and maintain their motor skills and physical fitness. Homeschoolers aged from 4 to 12 years are brought to Memorial Gym by their parents once a week for an hour during the winter and spring quarters (Note: This program will be on the quarterly basis starting in the Fall of 2019). Sample lessons include throwing and catching with a Frisbee, striking with a paddle, and target games.

During the first year, I planned and taught all lessons. The students in KINE 255 and KINE 265 (sophomores) worked with the homeschoolers on the 1-on-1 or 1-on-2 basis. The purpose was for our students to learn how to correct and refine forms of certain motor skills to a fairly small group of students. This setup prepared them to teach a bigger group of students (up to 10) and event an entire class (more than 20) at a school in the future. This year, I arrange and prepare students in KINE 440

(seniors) to take the lead on teaching all of the lessons while sophomores in the 200-level classes still work in pairs with the homeschoolers. This practical field experience has been meaningful to our students because they have more interaction with the school-aged children and have more involvement in all the teaching and learning activities.

This university-community collaboration also provides a realistic teaching and learning experience for our students, especially those majored in health and physical education. On behalf of our department, college and university, my students and I are providing a service, which promotes a healthy, physical active lifestyle in the community. Furthermore, I have carried out a few research projects in the homeschool program. Thus far, I have presented at two national physical education conferences. According to the findings, the students were able to identify their significant role in the lessons and reflect on the skill development of the homeschoolers (e.g., “I got to teach them how to throw a Frisbee today.” and “My kid struggled with volleying the wiffle ball back and forth.”). With the use of proper equipment and teaching strategies, the homeschoolers enjoyed the activities (e.g., “I like hitting the balloon over the net.” and “Andy likes to knock down the pins with the Frisbee.”). Parents appreciated the opportunity for their children to learn and socialize with the college students (e.g., “My children enjoyed the class so much, and all three of them love their ‘college buddy.’ . . . It’s not only a blessing to have our children involved in a fun extracurricular activity, but it is also great to have them learning new skills.”).

#### 4. Selected Publications that are related to undergraduate teaching

**Chen, Y.,** Schilling, T., & Rowland, J. (2019). Holicraze days: Part deux. *Strategies: A Journal for Physical and Sport Educators*, 32(2), 3-14.

Schilling, T., **Chen, Y.,** & Rowland, J. (2019). Holicraze days: Implementing unique holiday activities in physical activity settings. *Strategies: A Journal for Physical and Sport Educators*, 32(1), 24-35. doi: 10.1080/08924562.2018.1538835

**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. *Journal of the Louisiana Association for Health, Physical Education, Recreation, and Dance*, 79(2), 7-13.

**Chen, Y.,** Hood, J., & Watts, R. (2015). Relationships between parental characteristics and extracurricular activity participation. *Journal of the Louisiana Association for Health, Physical Education, Recreation, and Dance*, 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.** & 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. Recent Presentations that are related to undergraduate teaching

**Chen, Y., & Reeves, C. S.** (2019, April). Teach Them to Serve: Educating Future Kinesiology Professionals through Service-Learning Projects. Presentation at 8th Annual UL System Academic Summit, Grambling, LA.

**Chen, Y.** (2019, April). Perceptions of an Early Field Experience with the Homeschoolers. Presentation at SHAPE America National Convention & Expo, Tampa, FL.

**Chen, Y. & Deal, K. L.** (2019, February). Exposing Students to Diverse Backgrounds through Education and Physical Activities. Presentation at the Universities of Louisiana Second Annual For Our Future Conference, Lafayette, LA.

**Chen, Y., Zachary, T., Tyler, B., Schilling, T., & Rowland, J.** (2018, November). Run, Jump, and Play! It's Our Field Day! Presentation at LAHPERD Convention, Baton Rouge, LA.

**Chen, Y.** (2018, October). University-Community Collaboration: Sport Skill Sessions for the Homeschoolers. Presentation at SHAPE America PETE & HETE Conference, Salt Lake City, UT.

Schilling, T., **Chen, Y.**, & Dornier, L. (2018, March). Using PBL to Train Future Leaders of 50 Million Strong. Presentation at SHAPE America National Convention & Expo, Nashville, TN.

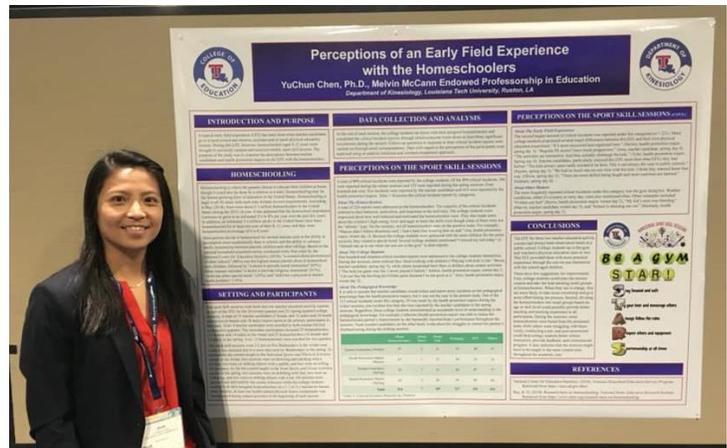
Schilling, T., **Chen, Y.**, & Rowland, J. (2017, November). Holicraze Days: Part Deux. Presentation at LAHPERD Convention, Baton Rouge, LA.

**Chen, Y.**, Schilling, T., & Rowland, J. (2017, January). Holicraze Days. Presentation at SHAPE America Southern District Conference (co-hosted by LAHPERD), Baton Rouge, LA.

## 6. Other pertinent information



Students and faculty at 2018 LAHPERD Conference



Dr. Chen presented at 2019 SHAPE America National Convention & EXPO



Students and volunteers at 2019 PBIS Carnival Event at Hillcrest Elementary School



Students and homeschoolers in the winter 2019 sessions