

PEDAGOGY

Exploring Preservice Teachers' Perceptions of Humanities-Oriented Physical Education

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Abstract

The fundamental goal of school physical education (PE) encompasses more than the physical development of individuals, and the concept of humanities-oriented PE (HOPE) has the potential to achieve the comprehensive goal of PE. This study aimed to explore PE preservice teachers' (PTs) experiences of learning about HOPE along with one pedagogical model that practically embodies HOPE. A qualitative case study design was adopted as a methodological approach. Eight PTs were selected as participants. Data were collected through individual interviews, observations and field notes, participants' reflective journals, and additional written documents. Data were analyzed using inductive analysis. Four themes were developed during the analysis process: (a) a vehicle to facilitate holistic development, (b) HOPE looks like a bigger spectrum for inclusion, (c) a bounce between two branches: student reactions, and (d) it is doable. Based on the findings, this research offers support for PTs' positive perceptions of HOPE and the possibility of implementing this concept into school PE.

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Introduction

The fundamental purpose of education in schools is to facilitate the holistic development of students (Greenberg et al., 2003; Miller et al., 2005). Schools should play a crucial role in fostering students' growth by integrating the development of psychomotor, cognitive, and affective domains. Among various subjects, physical education (PE) is acknowledged as a powerful context for promoting holistic development, which is a logical justification for PE as a school subject (Condello et al., 2021). Robust research indicates that physical activity and sport, which are the core content of the PE curriculum, can promote not only physical but also cognitive, social, and emotional development (Opstoel et al., 2020; Singh et al., 2019).

Such a comprehensive view of the fundamental goal of school PE aligns with the concept of humanities-oriented physical education (HOPE), which is an integrated approach to PE based on the premise that humanities-oriented aspects of sport (e.g., sport-related philosophy, literature, art, music, history, religion, and language) should be delivered to students for facilitating students' holistic development (Choi, 2010). If the goal of the PE curriculum encompasses more than physical development, focusing only on sport skills and physical performance is not a sufficient condition for achieving the goal; rather, it should be intentionally combined with other types of activities targeting specific outcomes (e.g., cognitive and affective domains), such as humanities-related activities.

Hanaro Teaching (HT) is a pedagogical model in PE that practically embodies HOPE for promoting holistic development, and it is one of the most popular models in K-12 schools in South Korea (Choi, 2009). Hanaro in Korean refers to "becoming whole" or "all in one." On the basis of the meaning, this model focuses on the holistic aspects of the teaching and learning process in PE. In other words, HT presents four explicit and integrated objectives: (a) to integrate knowledge, skills, and mind into one, (b) to integrate doing, reading, writing, watching, and listening into one, (c) to integrate different people into one, and (d) to integrate PE and outside of PE into one (Choi, 2010). To achieve the model's goal, HT emphasizes not only direct experience but also indirect experience. Direct experience refers to activities related to techniques and tactics for effectively playing sports and/or physical activities, which include practicing skills,

understanding rules and tactics, and demonstrating sporting behavior, etiquette, and manner. On the other hand, indirect experience refers to activities that allow students to meaningfully understand and appreciate sport and/or physical activity by engaging with humanities-oriented aspects, such as reading novels and poetry, watching movies, listening to music, and keeping journals (Choi, 2010). In addition, in terms of instructional strategies, explicit and implicit teaching behaviors are non-negotiable structural characteristics of HT that help achieve the model's goal. Explicit teaching behavior refers to the teacher's actions that are directly intended to instruct sport skills and tactics (e.g., explaining and demonstrating content, providing feedback, and making corrections). Implicit teaching behavior refers to teachers' behaviors that affect students' affective and emotional domains, including the use of positive facial expressions, tone of voice, gestures, humor, and encouragement (Jung & Choi, 2016). PE teachers need to be able to utilize both explicit and implicit teaching behaviors to achieve all four objectives of HT. Furthermore, HT emphasizes students' cooperation within a team, providing them with opportunities for social interaction. Considering the objectives of the HT model and its characteristics, utilizing this model to deliver HOPE would promote the fundamental goal of school PE.

This model-based approach is even more important for teachers who do not have enough teaching experience, such as PTs (Kirk, 2013). Indeed, it has been advocated as a means of overcoming the challenges of teaching PE because it can serve as a structured guide to align the teaching components (i.e., objectives, content, methods, and assessment) for novice PE teachers (Kirk, 2013). The model-based practice also has the potential to contribute to a range of educationally beneficial outcomes for students across various learning domains (Casey & Kirk, 2020). Moreover, it can also facilitate a student-centered approach, which leads to an inclusive learning environment for all young people (Casey & Kirk, 2020). Because of the benefits, the ability to utilize the model-based practice is considered core knowledge that PTs need to acquire during their physical education teacher education (PETE) program (Kirk, 2013).

In short, HOPE is closely linked with the fundamental goal of school PE (i.e., holistic development of individuals). Considering the effectiveness of the model-based approach for PTs, their abil-

ity to utilize the HT model to deliver HOPE can be a meaningful way to achieve the fundamental goal of school PE. Thus, there is a need to provide PTs with an opportunity to learn about HOPE along with the HT model. In this regard, the purpose of this study was to explore PTs' experiences of learning and their perceptions of HOPE and the HT model through a series of learning activities. Specific research questions were as follows: (a) How do PTs come to understand HOPE and the HT model? (b) How do PTs perceive the feasibility of implementing the HT model to deliver HOPE in their PE classes? and (c) What do PTs believe are the benefits of teaching HOPE?

Methodology

A qualitative methodology was employed to fully explore PTs' learning and their perceptions of HOPE and the HT model. We also utilized a single instrumental case study as a research design (Stake, 1995). The case study approach was chosen to focus primarily on a group of PTs in a PETE program in the Northeastern United States as a boundary and to provide a rich and thick description of their learning experiences about HOPE and the HT model.

Participants and Research Context

Eight PTs (two females and six males) majoring in PE were recruited as participants. They ranged in age from 21 to 24 years old, and all identified as Caucasian. At the time of this study, they were seniors. They learned about HOPE and the HT model through a series of learning activities throughout one semester: (a) attending a three-credit major course focused on HOPE and the HT model, (b) implementing the HT model to deliver HOPE into their Student Teaching (i.e., learning by doing), (c) preparing and making a state-level conference presentation about their experience of HOPE and the HT model, and (d) joining informal meetings with the lead author.

In the three-credit major course taught by the lead author, PTs met once a week (two hours and forty-five minutes per session) for a total of 16 weeks. The first two sessions of the course covered the concepts of HOPE and the HT model as the main topics to help participants gain a basic understanding. The instructor also introduced the concept of HOPE and the HT model in later sessions, particular-

ly when topics related to HOPE and the HT model were discussed, such as teaching philosophy, instructional approaches and models, curricula, and assessments. PTs were also conducting a 14-week Student Teaching (seven weeks each for elementary and secondary schools), and they incorporated HOPE and the HT model in PE lessons in their Student Teaching in either elementary or secondary placement. The content in their units was soccer, football, tennis, strategy-based games, or team-building activities. They utilized the HT model to deliver their units. Table 1 presents participants' demographic information and their teaching context.

Table 1
Participants' Demographic Information and Their Teaching Context

Name	Age	Gender	Student Teaching School Level	Unit Taught by HT
Ben	21	Male	Secondary	Football
Andrew	24	Male	Elementary	Soccer
Sarah	22	Female	Elementary	Soccer
John	22	Male	Secondary	Strategy-Based Games
Clay	22	Male	Elementary	Tennis
Greg	22	Male	Elementary	Fundamental Motor Skills
Mary	22	Female	Secondary	Basketball
Jerry	22	Male	Secondary	Team Building Activities

Additionally, as part of the learning process, five PTs presented at a state-level conference to reflect on and refine their understanding of the concept. They developed presentation materials about their learning and teaching experiences of HOPE and the HT model. They conducted three rehearsals of the presentation before the conference, in which PTs discussed their presentation with each other and revised the materials with advice from the lead author. Moreover, throughout the process, PTs had informal meetings with the lead author right after each session of the major course. During the meetings, they asked questions about the concept of HOPE and the HT model, as well as its implementation, through which they could solidify their understanding of the concept.

Data Collection

We utilized four data-gathering techniques to collect meaningful resources: (a) individual interviews, (b) observations and field notes,

(c) participants' reflective journals, and (d) additional written documents. We conducted semi-structured and in-depth interviews with each participant. The average length of the interviews was 41 minutes, with a range of 34 to 49 minutes. All the interviews were audiotaped with permission and transcribed verbatim. The lead author conducted observations of PTs' learning activities. While observing, he wrote down descriptive and interpretive field notes to gather relevant information. In addition, we asked participants to write reflective journals about their learning and teaching experiences of HOPE and the HT model. Moreover, we gathered their lesson plans, teaching philosophies, and presentation materials (i.e., PowerPoint slides) to gain additional insight into their learning process.

Data Analysis

Data were analyzed using inductive analysis (Creswell & Poth, 2018). The inductive analysis began with close readings of the text and consideration of the multiple meanings that were inherent in the text. During the reading process, we wrote memos about emergent ideas and topics. Then, we identified specific segments that contained meaningful units based on the purpose of this study and labeled the segments to create categories. After categorizing, we deleted or combined sentences to minimize overlap and redundancy among the categories, continually reading the raw data, segments, and categories. Following this, we derived themes and sub-themes through interpretations. We continuously revised and refined themes, sub-themes, and categories until the study was completed.

During the data analysis, we took the following techniques to establish trustworthiness: triangulation, member check, and peer debriefing. First, the data were triangulated using multiple data sources, including individual interviews, observations, field notes, and participants' written materials. These sources helped support the claims made by participants, as displayed in the findings and discussion sections. The themes were cross-checked against all data sources several times and were accepted or rejected based on the evidence and interpretation. Second, we allowed PTs to review the transcripts and themes derived from their interviews and written materials. We encouraged them to comment on the accuracy of the transcripts and themes. Third, peer debriefing occurred on an ongoing basis throughout this study. Two colleagues served as peer

debriefers. Both were experts in HOPE and the HT model, and they were familiar with the qualitative research methodology. These two peer debriefers offered an outsider's perspective to help us determine alignments between the transcriptions and interpretations of the developed themes.

Ethical Consideration

To avoid ethical issues, all activities during the research process complied with expectations and procedures dictated by the Institutional Review Board (IRB) from the lead author's university. Consistent with the IRB, we obtained informed consent from each participant. We also carefully considered issues of confidentiality and anonymity. In terms of confidentiality, we made sure that the information that the participants provided was not shared with unauthorized people without consent, except in special circumstances such as significant substance abuse, domestic violence, or suicidal thoughts and ideation. To protect identities and anonymity, we have changed the names of the settings and used pseudonyms for the individuals involved in the inquiry. When personal data were provided, it was only behind a shield of anonymity, and no identifiable data were disclosed.

In addition, the first author acknowledged the ethical and moral issues associated with serving in dual roles, as both instructor of the three-credit major course and researcher in this study. In particular, there were inherent power dynamics between those responsible for grading the course and the students taking it. To minimize the impact of this power differential on the PTs' relative standing in the course, the following steps were taken. The lead author did not participate in the interview process, and all interviews were conducted only after the instructions and assignments for the major course had been completed. The data were not transcribed or analyzed until the completion of the semester, after all grades had been submitted.

Findings

Four themes were developed during the analysis process with subsequent subtopics: (a) a vehicle to facilitate holistic development, (b) HOPE looks like a bigger spectrum for inclusion, (c) a bounce between two branches: student reactions, and (d) it is doable!

A Vehicle to Facilitate Holistic Development

PTs felt that learning about HOPE and the HT model helped them change their perspectives on teaching PE. PTs were skeptical when they first learned this approach. Jerry stated, “At the beginning, we were a little skeptical about the whole idea.... But learning HOPE could be helpful in breaking the stigma like, PE classes solely focus on physicality” (Jerry, Individual Interview). He had thought that physical/psychomotor development would be the most important aspect of PE before he learned HOPE and the HT model rather than holistic development. However, during his learning, he stated that he was able to see the potential for holistic development through HOPE and shift his perspective on PE to a holistic approach. Ben also mentioned his learning about the idea of HOPE, which helped him change his perspective on PE to a holistic perspective.

My original thoughts on humanities-oriented activities in PE were that they wouldn't be beneficial.... because I believed that in PE, the most important thing to do is to maintain movement and activity. However, when we were learning about HOPE, I had somewhat of a change of view because of the holistic concept. It honestly opened my eyes to a whole spectrum of how to teach PE. (Ben, Reflective Journal)

PTs specifically perceived that HOPE is a meaningful idea for developing the cognitive and affective domains. For example, John believed that this approach provides meaningful activities for cognitive development by engaging students in reading sport-related documents, as they can acquire knowledge about sports. He said, “They don't have to like playing it necessarily, but just trying to read it and learn something, like rules, tactics” (John, Individual Interview). Mary also mentioned, “Although you may not be active when reading you would learn a lot about the correct ways to be physically active” (Mary, Reflective Journal). In addition, Clay thought that HOPE provides the opportunity to acquire proper knowledge and techniques to play sport. He perceived that this ultimately leads to the improvement of participation in physical activities and the development of sport skills, which helps facilitate holistic development.

It is a great idea to integrate reading into PE. Although you may not be active when reading, you would learn a lot about the correct ways to be physically active. You can also learn about what happens to your body if you are not physically active, which would make kids want to be physically active even more. (Clay, Reflective Journal)

John also mentioned that “HOPE brings in a different way of looking at the sport” (John, Individual Interview) while mentioning his experience of changing his philosophy. His current teaching philosophy has shifted toward a student-centered approach, particularly after reading an article related to HOPE. Recognizing that individual students have different interests and needs, he thought providing them with what they desire from their perspectives was imperative.

I am kind of like more adaptable to students... I am more in my student's shoes. I thought to myself, Maybe I don't really like PE that much, but maybe I would like to write something or read something about PE. So, kind of like reaching out to different types of kids. I think through this model, I realized that I could use various activities. It seems that I have a friendly and inclusive philosophy. (John, Individual Interview)

As he mentioned, John felt that utilizing the HT model to deliver HOPE appears to meet students' diverse interests and needs because it contains not only physical activities but also various humanities-related activities. Similar to John, Andrew also expressed the philosophy that there are a variety of activities where students learn and enjoy sports. He stated, “I realized it doesn't always have to be a physical activity. There are diverse ways to learn and enjoy sports, like drawing pictures, watching videos, and reading books related to sports” (Andrew, Individual Interview). In other words, they emphasized the importance of both physical and non-physical activities as content in PE.

Thus, although the centrality of their experience of HOPE was skeptical at first, they were able to see the potential of HOPE for holistic development as PTs went through the entire process of learning over the semester. Through this, PTs seemed to transform their frame of reference for PE from psychomotor development to a

more holistic and student-centered approach. PTs thought that the content is not necessarily physically demanding, and they recognized that physically playing sports is just one way of learning and enjoying sports. They also acknowledged that humanities-related activities could be alternative avenues for actively participating in sport, facilitating not only physical development but also cognitive and affective development. This perception aligned with a holistic perspective, and they considered the HT as a useful instructional model for holistic development.

HOPE Looks Like a Bigger Spectrum for Inclusion

PTs understood that HOPE is a comprehensive concept, thereby making PE a more inclusive environment. They perceived that PE lessons focusing not only on physical activities but also on non-physical activities (i.e., humanities-oriented activities) were innovative for students, and this approach helped students feel more interested in PE classes, contributing to an increase in their participation. Ben indicated, “HOPE has a broader and bigger spectrum for students to come to PE and enjoy compared to traditional PE classes because it provides various activities” (Ben, Individual Interview). Andrew also stated that when providing HOPE using the HT model, the participation rate was higher than in his previous teaching.

When I was teaching the HT lesson, they found it to be very exciting.... They were hesitant about it [drawing a picture about their experience of playing soccer] at first, but they actually enjoyed it... Honestly, they were more engaged with it than with a regular PE lesson. (Andrew, Individual Interview)

One of the key reasons why PTs believed HOPE was effective for creating an inclusive environment is that this concept could help students with low sports skills participate in learning activities. For students who lack interest in physical activities and have low self-confidence in playing sports, it is essential to provide alternative ways to engage in PE classes. Ben said, “I know there’s a lot of students who struggle with physical activity or don’t want to do, and I want to give them an alternative way” (Ben, Individual Interview). In this

regard, PTs perceived that providing humanities-related activities could be a meaningful way to include these students in their classes.

Andrew also indicated he was able to include students who were not interested in physical activities in his class by providing humanities-related activities. He said, “Students get to read stories about soccer and write about how they feel about playing soccer” (Andrew, Individual Interview). He felt that these various activities helped him include students because individuals have different preferences in terms of learning activities, and providing only physical activity would be hard for him to include students who do not like physically playing sports. Thus, Andrew believed that this approach was helpful for him in increasing students’ participation, regardless of their preferences and/or skill levels.

You would have students like, they don’t want to participate, and it [humanities-related activity] is a way of getting them to participate. Okay, well, if you don’t wanna participate here, let’s read this article about soccer, like the World Cup. Just kind of get them learning something about the sport using various activities. (Andrew, Individual Interview)

As stated in the previous section, Jerry noted that humanities-related activities could be helpful in breaking the bias that PE classes solely focus on playing sports. This approach helped students who do not like physical activity engage in the gym because HOPE provides various sport-related, but non-physical activities such as reading, watching, writing, drawing, and listening.

HOPE would be another way to engage in PE, especially for students who aren’t very like physically inclined, like sports. And they found like a love for that. So, it was a great inclusive part.... I know some kids don’t really like PE because of the stigma, PE is just playing sports. (Jerry, Individual Interview)

Andrew also emphasized that when the content of PE aligns with students’ interests and preferences, it has a positive influence on their engagement. From this perspective, his previous experience with PE was limited to a narrow range of physical activities, making it challenging to meet the needs of students who lack skills and interests in physical activities. However, Andrew indicated that HOPE offers di-

verse ways to learn and enjoy sport, which helps him meet students' needs as well as promote students' participation in his classes.

It could be like a book or magazine, or it could be like a song or something. If it was towards their interest, I think it'd be more beneficial, like participation... I think honestly, that would make a student more engageable. (Andrew, Individual Interview)

The content of HOPE helped encourage female students' engagement in a football unit, which is often perceived as a sport primarily for males. Ben noticed initially that the female students were not enthusiastic about football practice. However, by incorporating humanities-related activities such as reading articles and engaging in discussions about football in the class, their participation changed positively.

We were on a football unit and a lot of girls don't like to do football.... So, I did one reading station. We incorporated football into reading and stuff, because a lot like it. They were actually interested in reading an article about Cam Newton and Russell Wilson [professional football players]. (Ben, Individual Interview)

Overall, PTs believed that an ideal PE class would not be just for students who excel in playing sports and have an interest in physical activities. They had a determination to provide meaningful lessons that included all students regardless of different interests, skill levels, and/or genders. In this regard, they perceived that HOPE would be an effective approach to ensure inclusion in their classes because they could provide various activities to meet students' interests and needs.

A Bounce Between Two Branches: Student Reactions

PTs generally perceived that students' reactions to HOPE were positive. They thought that humanities-related activities were refreshing content for students because they had not been exposed to such materials before. Consequently, PTs perceived that students enjoyed it. Jerry stated, "They have never heard of it before, but I mean they really liked it once they tried" (Jerry, Individual Interview). Ben

also mentioned students' sense of enjoyment of humanities-related activities. He said, "I talked to students after teaching, to get some feedback.... Normally, they do like humanities-oriented activities.... It was pretty interesting stuff, so they told me that they really enjoyed it" (Ben, Individual Interview).

Although PTs had positive reactions from many students, PTs also identified the negative reactions from students who prefer physical activity and desire movement as limitations of HOPE. While humanities-related activities were seen as positive activities that encouraged participation for students who have lower sport skill levels and were passive in physical activity engagement, students who were eager to physically play sport did not particularly favor this idea. As Jerry stated below, some students were not positive when Jerry provided them with humanities-related content, such as reading a sports-related article.

A lot more of the students liked it [humanities-related activity] than I thought they would, but to be honest, I think they definitely thought like one of the constraints was some of the kids don't want to do this, like the kids who love to be physical and run around, you know, work off all their energy. (Jerry, Individual Interview)

John also experienced students' negative reactions similar to Jerry's. He indicated that students were accustomed to PE, whose primary focus was movement and physical activity. As a result, some students were not willing to accept the new approach to instruction; instead, John mentioned receiving questions from students asking if they could just play sports as they had in previous PE classes. John identified this as the most challenging aspect of implementing HOPE into his Student Teaching.

They are so used to the traditional style... When I introduced something new, some of them were not really up for the change.... they're like, 'Oh, well, why are we doing this? Why can't we just play?' So, that would probably be the biggest difficulty. (John, Individual Interview)

Ben mentioned that one reason students viewed HOPE negatively was that most other school activities primarily involved sedentary

tasks, except PE. He perceived that as a result, students desired to move their bodies at least during PE classes. However, since the HT included non-physical activities, students had negative reactions to HOPE.

Students want to be more active... It's like, they just came from a class where they had to sit or like do a paper. Then they come to PE... Some of them want to get their energy out and run around, so I feel like that could kind of hold them back. (Ben, Individual Interview)

As stated above, PTs encountered two different student reactions. They received positive reactions from one side of students who were not interested in physically playing sports, while the other side of students who were eager to physically play sports responded negatively. This negative reaction was viewed as an event that might raise a dilemma about their perspective on teaching PE. The challenge for PTs was to find their own approach between the two different orientations (i.e., emphasizing physical activity as the focus or humanities-oriented activities) to meet the needs of both groups.

It Is Doable!

PTs recognized that utilization of the HT model to deliver HOPE differed significantly from the existing culture of PE in the US. However, at the same time, they believed that this approach would have educational value and could be implemented in school PE. Therefore, despite some students' negative reactions as mentioned in the previous section, they expressed that they would implement it even after becoming in-service teachers. Sarah indicated, "I am persuaded personally to have students experience humanities-oriented activities in PE classes" (Sarah, Individual Interview). Ben also said, "I am definitely going to incorporate that [the HT model] into my future teaching... Whenever I get a job, I'm gonna incorporate it" (Ben, Individual Interview). Similarly, Andrew mentioned that during the learning process of HOPE and the HT model, he was able to obtain helpful information and content necessary for utilizing the HT model to deliver HOPE. Based on this, Andrew had no difficulty implementing it in his classes during his Student Teaching. He said, "It honestly wasn't hard. He [the instructor] helped us a lot, and the

learning materials were very informative.... So, my lesson was very fluid, and I didn't have any troubles with it" (Andrew, Individual Interview).

John also perceived this approach as feasible in school settings. He stated that he would utilize HOPE after becoming an in-service teacher, with a focus on humanities-related activities. John particularly expressed his intention to harmoniously incorporate both physical activity and non-physical activity stations in his class.

After teaching it in my Student Teaching, like, okay well, this worked well. So, I mean it really flipped my entire perspective.... I would love to implement this model in future PE.... I would incorporate different stations, like, okay, take a little breath, and then draw you playing sports or write how you feel, how the sports make you feel... It's kind of incorporated that way. (John, Individual Interview)

Andrew also mentioned that HT is his favorite instructional model, and he expressed his intention to continue utilizing the HT model after becoming an in-service teacher. He wrote, "Honestly, the HT model is my favorite one so far... I really like it" (Andrew, Reflective Journal). Andrew graduated shortly after learning HOPE and the HT model, and during the individual interview held one month after the graduation, he was working as a PE teacher. He mentioned actively incorporating the HT model to deliver HOPE into his classes. He specifically mentioned implementing video clips related to sports, citing their ease of accessibility in finding materials and their convenience for use during PE class.

Not entirely, but I've used it more and more... you know, I've definitely incorporated more of the humanities-oriented aspect into my PE lessons.... I use videos because I feel it's easier for students to learn that way than the other way. (Andrew, Individual Interview)

All of the participants' comments indicated that they believed that implementing the HT model to deliver HOPE into K-12 PE would be feasible. They also expressed their willingness to incorporate HOPE into their future teaching. Considering their comments, PTs perceived this approach would be doable in school PE.

Discussion

Findings from the study indicated that PTs' perceptions of HOPE shifted from skeptical to optimistic. They understood HOPE as a comprehensive concept, which makes PE an inclusive environment. Because of this, their learning about HOPE and the HT model helped them shift their perspective on PE, adopting a holistic approach. PTs also believed that although students' reactions to HOPE were mixed, it has educational value and could be feasible to implement in school PE.

As a content area in K-12 schools, PE should have an obligation to embody holistic education. It has been argued that the PE setting provides students with opportunities not only for the development of motor skills and fitness but also for the improvement of cognitive abilities and personal and social skills (Coakley, 2016). PE is especially considered a ripe environment for students to foster social and emotional learning. With intentional planning, PE has the potential to be a place where students (a) feel valued and cared for and (b) promote social and emotional competencies to overcome adversity (Sutherland & Parker, 2020). This is also evident in the national standards for K-12 PE in the US (Society of Health and Physical Educators [SHAPE] America, 2024). The national standards serve as an important framework to ensure consistency and quality in PE curricula. These standards include not only the development of movement skills but also personal and social development, aligning with the holistic perspective (SHAPE America, 2024). Thus, PE should provide students with content related to not only physical, but also cognitive, social, and emotional development. Considering the fundamental purpose of PE, it can be considered a meaningful outcome of this study that PTs transformed their teaching philosophy into a holistic perspective on PE through learning about HOPE and the HT model.

Achieving holistic development in PE requires an integrative perspective between physical and non-physical activities (Gordon et al., 2016; Haudenhuyse et al., 2013; Zarrett et al., 2008). This harmonious approach enables PE teachers to create a more comprehensive and meaningful learning experience that addresses not only psychomotor aspects but also the cognitive, emotional, and social dimensions of students' growth (Wickens & Parker, 2022). Indeed,

the success of sport-based intervention programs is more likely to be achieved when sport and physical activity are strategically combined with non-physical components (Gordon et al., 2016). For example, Zarrett et al. (2008) explored the relationship between sport participation and positive youth development during after-school activities. They compared various combinations of activities and revealed that combining sport with non-physical youth development activities was more effective than providing “sport-only” activities. Haudenhuyse et al. (2013) also indicated that “sport-plus” refers to a range of targeted activities within a sport program that seeks to intervene in the broader life of youth, and providing such sporting opportunities is viewed as being of even greater value for youth. The existing literature supports the notion that PE teachers must provide students with not only physical activities but also deliberate non-physical activities, such as humanities-oriented activities related to sports.

However, students’ mixed reactions to non-physical activities can also be found in previous studies as well as in the current research. To date, existing literature has demonstrated that although teachers value a pedagogical model, they encounter difficulties in effectively implementing it in their PE classes when students resist non-physical components in PE (Sutherland & Stuhr, 2014). Given that non-physical activities are essential components of holistic development, it is critical that attention be given to in-depth exploration and understanding of the contexts where students have negative reactions to non-physical activities, so that teachers can minimize these reactions and facilitate students’ participation in non-physical activities.

One interesting point is PTs’ willingness to try the HT model to deliver HOPE and their conviction to continue utilizing this model even after they become in-service PE teachers, despite being new to it. In other words, the HT was an “innovative model” that they had never learned and implemented in their PE classes. This phenomenon can be explained by Rogers’ (2003) five key perceived attributes of innovations (relative advantage, compatibility, complexity, trialability, and observability) because their willingness to teach the HT to deliver HOPE could be considered as a process of adoption of innovation (Kaur Kapoor et al., 2014). To be specific,

PTs considered the HT as a useful pedagogical model for student development, particularly holistic education (relative advantage). One reason PTs implemented HOPE into their teaching was the alignment between their teaching philosophy and the fundamental goals of the HT model (compatibility). They also thought that HOPE was an easy framework, and therefore, they felt they had the knowledge, understanding, and resources to implement HOPE into their lessons after learning (complexity). Based on their learning, they actively attempted to utilize the HT model or a part of its structure to deliver HOPE (trialability), and they were able to see some possibilities for student development even within a short period of time (observability). Thus, this finding demonstrates that even though the HT was a new instructional model to use in their teaching, PTs perceived that the usage of the HT to deliver HOPE in PE was feasible so were willing to adopt the innovation.

Conclusion

The current study explored PTs' learning and their perceptions of HOPE, along with the HT model, after providing a series of learning activities in a PETE program. As noted, this study provides meaningful evidence regarding PTs' positive perceptions of HOPE. They felt that HOPE helps create PE as an inclusive environment for holistic development. They also perceived that implementing the HT model to deliver HOPE would be feasible in school PE.

Despite the meaningful findings, this study has some limitations that we would like to acknowledge. First, we had a limited perspective on HOPE and the HT model because data were gathered from only a group of PTs, and other possible groups (e.g., in-service teachers, students, guardians, and/or administrators) were not included as key informants. Thus, future studies should consist of a diverse range of participants, particularly students, as the ultimate goal of using the HT model to deliver HOPE is to enhance student development. Second, the possibility of transferability to other contexts (e.g., another group of pre-service and/or in-service teachers in different environments) is limited. Given the nature of the case study approach, it is also challenging to determine the extent to which the findings of this study can be applied to other contexts, circumstances, and situations. Although a qualitative case study typically focuses on small numbers of participants to yield insights and an in-depth un-

derstanding (Patton, 2015), data from only eight participants were insufficient to facilitate transferability. Thus, the current study needs to be replicated in the future with different teaching contexts, teacher groups, and learning environments to gather stronger evidence of the perception of HOPE in conjunction with the HT model. Last, the findings of this study raise concerns that readers may have a superficial understanding of HOPE. The theoretical background of HOPE emphasizes that learning sport includes transmitting its culture, tradition of social practice, and values (Choi, 2018). However, PTs seemed to have a limited understanding, primarily perceiving the concept of HOPE as a tool to provide non-physical activities rather than appreciating the intrinsic parts of sport. Thus, in the future, a critical analysis of this aspect should be undertaken to provide a deeper understanding of the true value and potential of HOPE.

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