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STUDENTSHIP AND OPPOSITIONAL BEHAVIOUR WITHIN
PHYSICAL EDUCATION TEACHER EDUCATION: A CASE STUDY
and
BETWEEN THE RINGS AND UNDER THE GYM MAT:
A NARRATIVE

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A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of
Education at Deakin University (Geelong), Australia, August 1995.
I certify that the two part thesis entitled "Studentship and Oppositional Behaviour within Physical Education Teacher Education: A Case Study." Also the narrative, "Between the Rings and under the Gym Mat" submitted for the degree of Doctor of Education is the result of my own research except where otherwise acknowledged, and that this thesis in whole or in part has not been submitted for an award including a higher degree to any other university or institution.

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ACKNOWLEDGMENTS

I can offer no greater accolade than my personal statement of heartfelt thanks for the assistance and interest shown in my work by Rob Walker, Colin Henry and Richard at Deakin University. Richard is Tinning, who always stood ahead showing possible paths and from behind he always supported the turns that I personally took. He unswervingly listened and supported me far beyond this humble document. I know him as my friend and I am grateful for his continued encouragement. The participants in this study are no longer undergraduate students but they remain fixed in my mind as such. They gave willingly of their time and allowed me to enter a part of their lives, for this I thank them. I also wish to acknowledge the indebtedness I feel to my colleagues who allowed me into their classes in difficult times, and the encouragement I received from my colleagues Victoria Plaisted, Michael Reynolds and Judith Swan.
DEDICATION

Dedicated to my children, Haydn, Ryan, Lauren and Matthew and to my wife Judy for no greater reason than that they continue to love and support me in so many ways.
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This thesis represents a part of a program of study that is reaching a closure. The broadest brush that could be applied to my work is that it concerns Physical Education Teacher Education (PETE), that it focuses on aspects of professional socialisation, and that it involves various case studies utilising naturalistic inquiry. Whilst it would be impossible and naive to believe that the reading of these texts will produce the meanings that I encourage, or have internalised, nevertheless the order of reading is at least something that I can argue for. Read in the order I suggest throughout the thesis I am hopeful that my subjectivities, and the learning and understandings I have reached may become clear.

The purpose of this two part thesis is an exploration of the interplay or dialectic that exists between PETE students, academic staff and the subject matter within PETE. I have had to come to understand the limitations and advantages of insider research as the work has been completed at my University in the School of Human Movement and Sports Science where I have worked for twenty years. This thesis examines the extent to which studentship and oppositional behaviour underlies the dialectic that exists between the students and the various discourses within the program. I have written the study in two very different formats, one, a collection of stories about PETE and the other, an interpretative case study conducted during 1993 and 1994. Within the case study, studentship and oppositional behaviour were viewed as a measure of the extent to which students react and push against the forces of socialisation within their PETE program that is seen to represent dominant discourses.

The following broad research questions were considered to enable the above analysis.

1. What is the nature of studentship and oppositional behaviour in a high status subject within PETE compared to a subject that is seen by students to be of little relevance and of low status?
2. How are studentship and oppositional behaviour related to students subjective warrants?
3. How are the studentship and oppositional behaviours exhibited by students related to the pedagogy and discourses reflected in the knowledge, beliefs and practices within the two sites.

The starting point for this research was a study conducted as a totally separate research task (Swan, 1992) that investigated the hierarchies of subject knowledge
within a PETE site and investigated the influence of such hierarchies upon student intention. A great deal of meta analysis exists about the manner in which a technocratic rationality pervades PETE but very little case study material of what this means to students and academic staff within such institutions is available. The stories in *Between The Rings And Under The Gym Mat*, which is the second part of this thesis, represent "the data" differently from the case study, but they speak their own truth. At times the nature of the story is indistinguishable from the reality of the case study. Wexler (1992) undertook an ethnographic study about identity formation in three very different high schools, and published the findings in a book entitled *Becoming Somebody*. His introductory words about the nature of the social story he tells, are significant to this study and story.

Social history is recounted by creative intervention that can only be made from culturally accessible materials. Ethnography is neither an objective realist, nor subjective imaginist account. Rather, it is an historical artefact that is mediated by elaborated distancing of culturally embedded and internally contradictory (but seemingly independent and coherent) concepts that take on a life of their own as theory. So, this is not "news from nowhere," but a theoretically structured story where both the story and its structure are part of my times. (p.6)

The case study before you is organised with an analysis of studentship and oppositional behaviour detailed in chapter one. The following chapter conceptualises studentship and oppositional behaviour in relation to particular themes of professional socialisation, resistance to oppression and youth culture. Chapter three locates the case study to the major paradigmatic debates about the value and nature of the subject matter content within PETE. Chapter four outlines the case site, the research process and the research dilemma's confronted in this study. The remaining three chapters are the case record as I can best understand it.

In *Between the Rings and under the Gym Mat (part B)* the story most directly concerned with studentship and oppositional behaviour, is called 'Tale of Two Classes'. It takes on a very different reality to the case study (part A) and much can be said about the reality of lived experience which can be portrayed in narrative form as opposed to a clinical case study. Many of the other stories pose similar images that are contradictory and never quite complete. I have written a separate methodological section for the narrative stories. It is my intention that the case study and the series of
stories should be viewed as essentially complementary, but also a discrete representation of a part of PETE.

As part of the Ed D program I have undertaken four discrete research tasks as the starting point for this research. I have referred to the first one (Hierarchies of Subject knowledge within PETE). I also undertook an action research project about 'Teaching Poorly by Choice.' A further piece of research was a somewhat reflective effort to draw together what this has all meant to me from a subjective and reflexive perspective. Such efforts are often seen as being self indulgent, as subjectivity in the form of lived experience sits uneasily in academia. A final paper involved an evaluation of Between the Rings and Under the Gym Mat from a pedagogical perspective by PETE professionals around the world. And that's the way things turned out.
CHAPTER ONE

AN ANALYSIS OF STUDENTSHIP AND OPPOSITIONAL BEHAVIOUR WITHIN PHYSICAL EDUCATION TEACHER EDUCATION (PETE)

The most significant question that underpins this review of the related literature is,

how significant are studentship and oppositional behaviours
in providing insight into the manner in which students engage
and resist particular discourses within a particular physical
education teacher education (PETE) program?

Much of the research to be reviewed has been undertaken in a descriptive context which does not locate studentship and oppositional behaviours within the broader notion of student resistance to particular discourses, beyond that of a functionalist perspective of student socialisation. Studentship and oppositional behaviours exhibited by PETE students should be related to the theoretical notion of resistance, so that student perspective can be linked to an analytical framework. The following review will give the historical background, and the contextual links to the themes of studentship and oppositional behaviour occurring within PETE.

HISTORICAL BACKGROUND OF STUDENTSHIP

Studies of students engaged in professional training have often been modelled upon the Becker, Geer, Hughes and Strauss (1961) study that focussed on a field study of student culture in medical school. It became clear within the study that medical students engaged in various behaviours that were designed to aid their progress through the program. Such behaviours included trying to guess (find out) what staff would ask on examinations, as opposed to studying material that the student thought was important to know. Indeed, the process of student socialisation as defined in that study viewed the group as a collective dynamic that initially began with students attempting to know and learn everything, this was followed by a phase that emphasised that you can't do it all (too much to learn), then finally, a phase incorporating behaviours designed to find out what the staff expected students to know. Studentsmanship was a term coined as a descriptor of such behaviours in a study by Oleson and Whittaker (1968) of a professional nursing school. Various behaviours classified as studentsmanship surfaced in this study when students were forced
to decide what to study, how to give a favourable impression of themselves to staff and how to ensure their progress through a course of professional study was attained with the greatest ease. The studies of Becker et al (1961) and Oleson and Whittaker’s (1968) were both undertaken from a functionalist perspective. Both are descriptive and attribute studentmanship behaviours to group dynamics and student sub culture. Earlier studies by (Merton, Reader and Kendall (1957), and Lortie (1959), are similar in nature and philosophy to the studies of Becker et al and Oleson and Whittaker.

Within education there are numerous examples of field studies of students undertaking professional preparation (Crow, 1986; Graber, 1986; Lacey, 1977; Lapin, 1985; Lortie, 1975 & Steen, 1985). Graber (1986) coined the term studentship to give acceptable cultural licence to Oleson and Whittakers’ earlier (1968) term of studentmanship. In the context of defining studentship she notes that it is the process and behaviours by which students react to the forces and demands of the professional training environment. This definition is also related to the notion of a subjective warrant that Lawson (1984) and Lortie (1975) use to describe the belief structure that students hold when they enter a course of professional preparation. This warrant is a summation of the individuals beliefs about the demands of a particular career and their capacity to meet those demands. The two concepts are linked, in that studentship behaviours may arise as a consequence of the nature of the subjective warrant a student possesses. In a study of students who dropped out from PETE programs, Swan and Reynolds (1989) claimed that the subjective warrant was a factor that students use to establish a match between their expectations of a professional program and the actual realities. Whilst the exact nature of studentship as a process is not clear, the term does, however, aptly describe an array of behaviours that are employed by students to enable them to progress through a program with greater ease, more success and less effort, than if such behaviour had not been employed.

Lacey (1977) proposed three differing strategic orientations with which individuals covertly and overtly align themselves. Strategic compliance occurs when an individual appears to agree with a particular course of action, philosophy or discourse, but retains private reservations. Internalised adjustment occurs when an individual complies with the constraints of a particular course of action, discourse or philosophy and believes that they are for the best. Strategic re-definition involves overtly revealing ones own ideas and beliefs about a particular course, unit and discursive practices, despite obvious conflicts this may cause with those in authority. Studentship behaviours are much more aligned with strategic compliance than the other two notions, as the type of behaviours associated
with studentship relate to creating positive images and easing an individuals path through a particular course of study.

**STUDENTSHIP BEHAVIOURS**

Graber (1991) described four major categories of studentship behaviour that she named and framed as a result of a naturalistic inquiry undertaken utilising a grounded theory approach. The major categories she observed and named were, taking short cuts, cheating, colluding and psyching out the academic staff and lastly, image projection.

Such studentship behaviours need to be understood in terms of the context in which the behaviours occur. Of equal importance is the student's perspective and beliefs about the studentship behaviours. Allen (1986) investigated classroom management from a students perspective and he defined student perspective as a key concept within the process of symbolic interaction as follows. Perspective is the process by which students make sense of the classroom. He further assumed that student perspective can be revealed by the behaviour they individually or collectively engage in. Context (for example, subject popularity) on the other hand, is the combined influence of various elements within a class and all that surrounds that class (tutorials, assignments, exams etc). Together these factors influence and are influenced by both the formation and operation of student perspective.

Continuing with Graber's (1991) definition of studentship, she viewed shortcuts as behaviours that students used to aid their progression through a course or unit without sacrificing personal integrity. In her study, such short cut behaviours were universal and included copying your own previous work, using other students work for ideas, letting other students do your work, non attendance at class and getting notes from other students. Cheating, as distinct from taking short cuts, involved submitting other students work from previous years as your own, amending other students work and submitting it as your own and other overt forms of plagiarism and cheating. Colluding is a descriptive term for a set of behaviours designed to encourage the lecturer to alter their expectation of students, that is, reduce the workload. Psyching out is a similar descriptor to that of being clue conscious or street wise. This set of behaviours involved students probing academic staff for additional material in relation to exams, tests and staff expectations. Image projection involved three specific behaviours related to fronting. Fronting is attempting to gain a favourable image from staff by faking or pretending to ascribe to the
desired behaviours and beliefs the staff are believed to want from students. This relates closely to the notion of strategic compliance discussed earlier. Brownnosing (charming term) is similar to fronting, except students believe what they are saying (same as internalised adjustment). Finally, image management involves avoidance of any possible conflict with the staff member, such behaviours include using silence as a strategy.

The above description of particular behaviours are not meant to imply that these are exclusive, or describe all possible categories of behaviour in future studies. Obviously there are many other forms of oppositional behaviours that could be described as studentship. Such a behaviour as silence may be viewed as a form of studentship in that, by not voicing any concerns or views the student maintains an image that is impregnable. It may be that silence could also be seen as dysfunctional. Allen (1986) discussed other behaviours such as joking, burning the teacher (ie. taking the teacher on ) and having fun when bored, that give an indication of the various behaviours students might engage in.

The issue of the context in which such behaviours occur and the student perspective of that behaviour are of much greater significance to this study than a description of the behaviours themselves.

**LINKING KEY CONCEPTS**

Studentship as a concept has little theoretical impetus if it is not related to broader aspects of students relationship to a particular field of professional study. Other terms which are often used interchangeably are oppositional behaviour and resistance. Studentship refers in a general sense to behaviours undertaken by students as a reaction to the demands they perceive within a professional training environment. Such behaviours viewed in isolation are only part of the puzzle to gaining an understanding of the manner in which different discourses are negotiated and accepted or rejected by PETE students. Giroux (1983) and Lather (1991) view resistance as a struggle by students against social forms which covertly and overtly they recognise as oppressive. Oppositional behaviour that arises from the process of resistance may involve and incorporate forms of studentship described earlier. Not all oppositional behaviour is resistance but such behaviour provides a focus for analysing the relationship between an individual, a group and a particular institution. Resistance by students has also been proposed (Crebbin, 1992; Dippo & Gelb, 1991; Ellsworth, 1989) as a reaction from students who have internalised a world view that is conservative, traditional and based upon views of professional training that are grounded
by a particular apprenticeship of observation. These concepts will be discussed at a later stage in this study in relation to the various notions of professional socialisation.

**FLAT STRUCTURES AND TECHNOCRATIC RATIONALITY**

Whilst the domains in which the graduate armed with a physical education or sports science degree continues to expand into the commercial and industrial domains, this expansion is occurring because a new map of knowledge is being used to direct and orient the profession. The form of knowledge that is now enshrined within PETE is that of science and empiricism. The development of this knowledge structure results from a certain paradigm and discourses that (Fernandez-Balboa, 1993; Gore, 1990; Kirk, 1990; Sparkes, 1990; Tinning, 1991; Whitson and McIntosh, 1990) is best described in terms of technocratic rationality. To substantiate this, it is necessary to engage briefly in a little historical interpretation. Only then is it possible to identify the underlying factors that together define the reality of the current situation within PETE. Foucault (1980) discusses the way in which "alien forms" come together to constitute the event under consideration. Seemingly incompatible, yet embedded structures within PETE act to indicate dominant if not cohesive shapes.

Tinning (1992) discusses the subject matter content used within PETE and argues that the only universal aspect that links PETE with school based physical education is that of practical work, that is, physical activity. Arguably, this is the case, but the status of practical work is not high. Sparkes (1990) draw together many aspects of western thought and practice that he argues together act to elevate scholastic activity and to denigrate the role of the body in western society. Such dualist approaches will enable the hegemonic, competitive, academic curriculum to continue and this will ensure the further marginalisation and low status to the practical work that occurs within physical education. In such a climate it is not surprising to see that the PETE profession (particularly the academic fraternity) have shifted ground to the higher pastures of intellectual pursuits with fleeting concern for the relationship between PETE practices and the professional role of the school based physical educator.

The first books used for mass education and training about physical education in Australian tertiary institutions were books on technique, military discipline and principles of instruction. Such books as the 1933 Board of Education syllabus of Physical Training were seen both as directive to teachers and supportive of the work of physical training
that was predominantly seen in a militaristic light. The later "Grey Book" (1946), Physical Education for Victorian Schools, was specifically written for an Australian context and was directive to the extent that subject matter was described in term of lesson plans. Such a book was used by teachers in training as preparation for implementation of that material in their school environment. Australian university’s had taken physical education programs into their structures during the late 1930’s as a social obligation. The threat of war and the need to ensure a state of national fitness via physical training in schools was not a solid foundation for the fledgling profession of physical education in the Oxbridge atmosphere of Melbourne, Sydney and Adelaide universities.

The courses that were established were sub degree, two year diplomas that were essentially focussed upon practical knowledge and directed almost exclusively towards teacher training. After the war was ended the Australian Vice Chancellors began to attempt to remove these programs, however because of the need for trained teachers and the impact of the Post War Reconstruction Act they were unable to achieve this objective until the 1960’s. The Post War Reconstruction Act saw many soldiers with distinguished and decorated war service attracted to the practical nature of physical education and with government support, they entered tertiary education to train as physical educators. This circumstance alone made it extremely difficult to remove the programs. In 1964 the Martin report recommended the removal of all sub degree course from Australian universities and by the early 1970s this had occurred. The major shift away from the practical knowledge embodied in these diploma programs occurred in North America in the 1960’s. Physical education was under the same pressure in American universities as Australia, in that it was seen to lack a discipline base. Franklin Henry (1964) responded to Conant’s (1964) criticisms by defining physical education as an applied scientific discipline with various sub disciplines such as physiology etc. The sub discipline and specialisation movement established a field of study that now is completely dominant in terms of conceptualising the university study of physical activity. Social sciences, practical studies and professional classes were relegated to low status and were afforded few resources. In the early 1970s within Australia a second tier of tertiary education was emerging from the old Teachers Colleges and Institutes of Technology to cater for the increased demand for higher education which resulted from the baby boom of the post war period and from rising expectations concerning the value of higher education. This occurred co-incidentally with the established universities of Melbourne, Sydney and Adelaide removal of such programs.
Colleges of Advanced Education embraced physical education as a field of study, since it brought good quality students (often in the shape of elite sports persons) and a high demand for places. These new programs were mainly four year Bachelor of Education degrees that sought to move away from the traditional images of P.T. (physical training). Whilst the overt structures of these programs espoused a predominantly scientific approach they also felt the need to hide (for the sake of external credibility) the practical elements of the course by the use of labels such as biomechanics laboratory (new word for practical work). The venue for swimming became the hydro-therapy laboratory (swimming pool). Many physical education teacher education staff who had previously defined themselves as physical educators now identified themselves with a particular sub discipline. So a generation of exercise physiologists, biomechanists, motor behaviourists and sport psychologists emerged. Pedagogy and curriculum staff (method lecturers) within these institutions became isolated and marginalised as the focus of these programs shifted to view discipline based knowledge as the predominant learning and teaching emphasis. Text books appeared that made no mention of the term physical education and with no reference to school based programs. Despite pleas from writers such as Morgan (1974) that theory should support practice, there can be little doubt that a situation now exists where a gulf of language, orientation, and status separate the world of practice and theory in PETE. It seems a natural correlate of this process in tertiary education that teachers who undergo such programs which foreground scientific and propositional knowledge as theory will tend to shift school programs to a similar orientation. So, the school lesson of physical education will often become a theory class on fitness using the exercise science knowledge gained in tertiary education. Combined with this is the status ascribed to propositional knowledge in all shapes and forms in the university and school structure. So it was not surprising to see the theory component of physical education elevated to new heights. The pinnacle of such expressions about knowledge has been the development and popularity of theoretical courses at year 11 and year 12 level that are still labelled as physical education. I have previously (Swan, 1990) discussed this in terms of viewing a struggle in terms of; education using physical activity versus education about physical activity.

Along with these movements that encouraged the shift from practical knowledge to propositional knowledge was the thrust to professionalise teaching in general. Labaree (1992) describes this movement in terms of the scientification and technicalisation of teaching in the modern era along with a concerted effort by teacher educators to gain status within higher education circles.
FROM THEORY TO ETERNITY

Once theory (in terms of scientific, propositional knowledge about human performance) became established as the legitimate basis by which the study of physical education should proceed, then the next question is what knowledge will be privileged or foregrounded. Knowledge within the physical education domain is a manifestation of a much broader set of influences. Kirk (1986) discusses the problem of theory in physical education in relation to practical knowledge and he argues that most PETE programs view knowledge as apolitical, neutral, objective and essentially value free. Goodlad (1976) describes how western society has a delusional belief in objectivity, how the society over-values rationality and scientific knowledge, verbalism and detachment. Further, empiricism which has led to the tradition of epistemological positivism that gives meaning only to propositional knowledge that can be scientifically tested was seen as being the way forward for western society in terms of productive capitalism. Macdonald (1992) argues that this formal rationalist world view is fundamental in trying to understand how physical education (and physical educators) are shaped. Ideological hegemony of the technocratic and scientific views of the world are central in understanding how the knowledge hierarchies within PETE developed. Such a world view submerges political, social and ethical issues in a conundrum of rationalisation. Essentially a technocratic rationality separates facts as knowledge from values and judgements. Within physical education (similar to other aspects of life) science is foregrounded as the logical solution to the problems of humankind. Within PETE this has often meant a search for answers to questions of "how" rather than why. Further it has meant a focus upon the technical skills of teaching. In summary a shift has occurred from practical knowledge to theoretical knowledge with the dominance of a technocratic rationality. The previous flat structure of PETE was replaced by a hierarchical knowledge structure.

FROM "B.Ed'S TO B.AppSci"

For a period of nearly 20 years (1970s to the late 1980s) PETE programs were happily ensconced in an educational cocoon of Bachelor of Education degrees. During the late 1970's a new player came onto the scene. This alien form, applied the knowledge from PETE degrees to commercial, government, therapeutic, and health and safety settings. Such forces led to the establishment and evolution of the human movement discipline that now considered physical education as merely a school based subject. Courses began to
emerge such as Bachelor of Applied Science degrees and these have largely overrun the B.Ed programs. Education was no longer a high enough status field, and science courses attracted more government funds. So, this new discipline and these new programs moved away from education faculties in Australian higher education. Human Movement courses began to consider numerous applications that are best described as Sport Science and a generation of physical educators now see themselves as sport scientists. Kirk (1990) gives an excellent account of the rise of sport science within Australian tertiary education. Whitton and McIntosh (1991) present a similar summary of the scientisation of the physical education profession within North America. Both authors note that status within universities, corporatisation of sport and the desire to shift the emphasis from a service to children and youth to an adult business were significant changes leading to the science of sport as we know it.

**LITERAL STUDIES**

The approach to knowledge and to learning within PETE has developed with a heavy reliance upon facts and a largely uncritical approach to learning. Aronowitz (1981) discusses the concept in terms of how many students have come to approach knowledge and learning in a most literal manner. He noted that many "students seem unable to penetrate beyond the surface to reach down to those aspects of the object that may not be visible to the senses" (p26). Fitzclarence (1992) discusses the implication of this "literalness". He relates this to the mass mediated information culture that encourages only surface learning. Tinning (1990) recognises the difficulty of penetrating the rust of the literal when attempting to get PETE students to recognise and acknowledge their own belief structures. He stated,

recognising how these taken for granted assumptions underpin our own educational practice, however, is neither a simple nor a pleasant task. It frequently causes significant inner conflict and stress because our common sense reality acts as a security blanket when threatened by a potentially destabilising world of rapid change (p21).
STATUS AND HIERARCHIES

In a number of studies of PETE programs (Gore, 1990; Macdonald, 1992; Swan, 1992) a clear hierarchy of knowledge was revealed that afforded most relevance and status to the exercise and biological science subjects. In my own work (Swan, 1992) I found that the subjects that contained little scientifically derived propositional knowledge and which sought to understand the role of physical activity in our society were seen by students, and some academic staff, to be of little relevance. In that study, units that challenged (even indirectly) the existing beliefs and identities of students were resisted quite strongly, often the resistance taking the form of oppositional behaviours. Students enter PETE programs after a process of socialisation via sport structures, and usually after finding sport rewarding and reinforcing. They are often imbued with a missionary zeal that physical activity in the form of sport, health related fitness activities, and school based physical education are a necessary pre-requisite for a happy life. Social science subjects within the discipline component of PETE often review physical activity within a critical framework that challenges many of the students existing belief structures. These analyses remind students’ that physical activity can make enemies of children (Tinning et al, 1993), but significantly threaten the investment PETE students have made. A real focus for the study of oppositional behaviour and studentship lies in the nature of the subject matter content being studied. Within the majority of studies considered to date on oppositional behaviour and studentship no consideration has been given to the student perspective on the status of the subject matter content. The discourses surrounding the knowledge paradigms within particular subjects within PETE has similarly been neglected.

SYNOPSIS

Worthwhile knowledge within PETE is now regarded as that which is scientific, utilitarian and shaped by positivistic performance criteria. Propositional knowledge has surpassed practical knowledge forms as the dominant discourse within PETE. The nature of the knowledge structures within PETE and student response to this, is the basis of this case study. Socialisation research and studies of studentship within PETE are a means to understand the dialogue or lack of it between PETE and the students of PETE. Physical education has not established itself as a unique discipline, rather it is regarded as an applied discipline with multi disciplinary foundations. Increasingly the belief structures of students entering PETE have a narrow, and hierarchical perception of the area, such a
perception is reflective of the influence of their teachers of physical education, the way the subject is studied in Australian secondary education and the structure of PETE. Throughout this study, studentship and oppositional behaviours will be portrayed as a reaction to many of the practices, values and knowledge structures of PETE programs.
CHAPTER TWO

HOW ARE STUDENTSHIP AND OPPOSITIONAL BEHAVIOURS CONCEPTUALISED?

PETE STUDIES IN SOCIALISATION

The field of physical education research has tended to lag behind developments in educational research and there has been only two decades of research of socialisation into the physical education profession. Studies (Earls, 1981; Dewar, 1984; Lawson, 1986, Pooley, 1972; Schempp, 1986; Steen, 1985; Templin, 1989) have been conducted that are examples of investigations of the socialisation process into the physical education profession. A few of these studies have taken a functionalist approach in that they applied Parsonian notions of socialisation as defined in terms of students learning appropriate and expected roles. The process is seen as orderly, instrumental and requiring the individual to comply to an expected role and set of behaviours. Within these studies there is virtually no consideration given to oppositional behaviour and studentship as a means to understand the dialectic between the course and the students view of that course.

Socialisation has latterly been seen as a much more dynamic process. A further approach to sociology (Apple, 1979; Popkewitz, 1984; Young, 1971) views socialisation as a dialectic process of negotiation between a social system like PETE and any individual. Negotiation and interpretation have been a key part of the dialectical perspective on socialisation in PETE led by Lawson (1988), Dewar (1991) and Graber (1991). Within this dialectical perspective, studentship and oppositional behaviour are seen as being a guide to how students react to the forces of professional socialisation. Schempp and Graber (1992) argue that the degree to which students "push" against the forces of socialisation is a measure of their socialisation to the dominant discourse of the PETE program. They argue that studentship, oppositional behaviour, passive resistance, non compliance, withdrawal and silence are evidence of the dialectic being established.

Within the dialectic socialisation model, the issues of oppositional behaviour and studentship are often considered in the three phase model of professional socialisation that still follows the Becker et al (1961) model. This assumes that prior to entering a course, a phase of anticipatory socialisation is negotiated. Pre-service training represents a phase that is seen as professional socialisation into a particular profession. The third
phase is seen as entry to the real world via a phase of occupational socialisation. Within the anticipatory socialisation phase emphasis is placed upon the dispositions and beliefs about a career in teaching that are formed as a result of participating in primary and secondary schooling. Lortie (1975) discusses the notion of an apprenticeship of observation as a descriptor of the role that students undertake in their life for 13,000-20,000 hours in classrooms and where they learn intuitive and imitative aspects of a teacher's role. This apprenticeship of observation was characterised as a significant factor by Dewar (1984) for high school students contemplating a career in physical education in terms of shaping a student's subjective warrant.

Lawson (1983) argues that a subjective warrant is the means by which students come to understand the demands of a career within physical education and that this is weighed against the students view of their own capacity and desire to meet the demands perceived. An analysis of students subjective warrants by Dewar (1984) marked a shift to more interpretative studies of the influence of biography, of significant others and of subjective experiences in school. Clearly the subjective warrant a student holds will have an impact upon the way in which the dialectic develops. For example, if a dialectic perspective is applied to professional socialisation, then becoming a physical educator is representative of a negotiated struggle between the ideal professional roles espoused within a particular course and an individual's beliefs about those roles. Oppositional behaviour and studentship are thus vital to understand how this process is negotiated.

Lacey (1977), challenged the view that students within professional preparation programs will seek to acquire the knowledge, practices and ideology of the faculty and suggested that it is an inadequate explanation of a dialectic process that is best viewed as a struggle. Schepmp and Graber (1992) found that students will employ a variety of behaviours to retain their own orientation whilst making it appear that they are acquiring the prescribed orientation. Studentship behaviours are likely to occur in this context more so than oppositional behaviour as students have a great deal to lose by directly and defiantly contesting the beliefs espoused within PETE. Gore (1990) found three typical responses from students in PETE when attempting an approach to teaching and learning that was non-traditional and required elements of critical reflection. She typified these groups and approaches as recalcitrant, acquiescent and committed. The oppositional behaviours (my interpretation as they were not defined as such) were significant indicators to delineate the recalcitrant group, whilst the acquiescent group employed many studentship
behaviours designed to project a positive image and to ease their way through the unit of study.

CONCEPTUALISING OPPOSITIONAL BEHAVIOUR AND STUDENTSHIP AS RESISTANCE TO OPPRESSION

The notion of ideology is a contested term with different perceptions as to the manner in which the notion can be said to apply to PETE. Ideologies are complex intellectual traditions and belief systems that are integral to the way that individuals understand and interpret the world. There are different ways of knowing, and experiences are contextualised by particular ideologies. Kirk (1986) identified three dominant ideologies within education (and presumably these also hold for physical education). The first he identified as traditionalism which places great emphasis upon teaching as a craft and encourages such practices as "sitting by Nellie." where student teacher learn how to teach by being with and imitating experienced teachers. Rationalism as an ideology invokes the view of teaching as a technical skill that is readily measured by objective criteria. The third ideology is defined by Kirk as radicalism and utilises a critical perspective that lists transformation and emancipation as outcomes.

Oppositional behaviour and studentship are viewed differently within the above ideologies. Within the ideological framework of the traditional and rational approaches, studentship and oppositional behaviours are either seen as expressions of individual deviance or are related to a process of a functionalist and dialectic response to the forces of professional socialisation. Within the radical framework of PETE the prospective professional is seen to encounter a critical pedagogy that enables them to critically reflect upon the context of schooling beyond the subject matter content of a particular discipline. The social political, economic and cultural implications of individual action are seen against a social system that is oppressive and unjust and transformative and communicative practice is seen in terms of creating change at a micro level. Within this framework the craft of teaching is similarly made problematic.

Giroux (1983) argues that resistance is a valuable construct that provides a focus for analysing the relationship between an individual or group and an institution. In these terms, resistance to oppression could be seen in any of the generalised ideologies discussed by Kirk (1986). Resistance in the form of oppositional behaviour is likely to arise within a traditional framework in PETE where a minority group resists a particular
discourse. Dewar (1990) shows this when she discusses the negotiation of gender in a North American university that is conservative, homophobic and pervasively "jock like." Within radical (critical) pedagogies the forms of oppositional behaviours that arise, such as those discussed by Ellsworth (1989) and Gore (1990), seem to focus upon behaviours that enable the students to retain status quo without engaging the material or taking it seriously. Tertiary institutions are social structures that recently have predominantly foregrounded rational approaches to knowledge. Kirk (1988) argues that an ideology becomes hegemonic when particular ideas, beliefs and social relationships are seen as being all encompassing and alternatives are never considered. Rarely (if ever) in mainstream, specialist, Australian PETE has there been any program grounded in anything but traditional and rational approaches that are replicative in terms of social practice and conservative in terms of individual psychology. Social and political analyses are foreign substances in a (PETE) landscape of wellness and missionary zeal for physical activity.

It is worth returning to the study mentioned earlier by Dewar (1990) where she considers the oppression of women in sport and physical education. She discusses how gender is negotiated within PETE and argues that gender is one site where there is a challenge to the hegemonic orthodoxy. Such negotiation leads to both studentship and oppositional behaviour that may be viewed as resistance in that it enables the discourse to shift analysis from the functionalist perspective of deviance and individual psychology to the political and social realms. Giroux (1983) lists the parameters of intentionality, consciousness, making meaning of common sense, and the nature and value of non discursive behaviour as being important means of defining resistance as an active dialectic of human agency. He argues that within acts of oppositional behaviour there is hope for transformation and change, although it is not clear how such behaviours actually create a situation where change can occur. In the model of resistance discussed by Giroux, acts of oppositional behaviour are not always acts of resistance. The interests that a particular behaviour serves must be related to issues beyond the immediacy of the behaviour. In this sense the political and social context of the interpretation of the behaviour are crucial. Giroux notes that as well as having an emancipatory function and focus, resistance also draws attention to the ideological underpinnings of the pedagogy, the curriculum and the assessment.
Youth culture, as seen from a postmodern perspective, is rarely linked with modernist tales of studentship and oppositional behaviour. Further, very little work has been undertaken that considers university students as part of that youth culture, although Fitzclarence (1992) has investigated the way in which teacher education has a curriculum and pedagogy that incorporates a great deal of abstract denatured experiences with the consequence that learning for children is stripped of natural qualities. Secondary school culture has been the favoured site of many ethnographic studies (Connell et al, 1982; Fitzclarence et al, 1993a; Walker, 1988; Wexler, 1992) that give some guidance and insight to any consideration of university life as a part of youth culture. In discussing the links between studentship behaviours, oppositional behaviour and youth culture it is necessary to describe the cultural climate and social environment in which the elements under discussion come together. Giroux (1990) argues that,

we cannot ignore cultural and social forms authorised by youth outside of school through which students often define and construct their sense of identity, politics and culture. (p.11)

Whilst it is possible to consider postmodernism as theory, ideology and pedagogy, it is most pertinent to consider the cultural features of postmodern consciousness and youth culture for the purposes of this discussion. The transformations in everyday life that enable a discussion of post modern consciousness include many issues discussed by Fitzclarence, Green and Bigum (1993b). These include developments and changes within mass media, speed of information exchange, proliferation of world wide information access, de-coupling of economic activity and employment, new forms of work, a global economy and the digital collapse of computing, broadcasting and publishing. They argue strongly that the conditions of everyday life have been altered dramatically. A large number of studies have arisen from a project entitled, Schooling The Future (1990) funded by the Australian Research Council that began by asking the fundamental question; whether schools were now dealing with a student who is very different from previous eras. The project team was Bates, Fitzclarence, Green, Bigum & Walker and their studies will be referred to throughout this section.

Kemmis (1992) provides a detailed and insightful interpretation of the change from modernity to postmodernity. He defines such changes as ruptures and their significance,
as being contestable. A list of epochs includes, the nature and significance of the mass media culture and the plurality and polyvocality of the meanings assigned to global events via a globalised communication technology. Kemmis also discusses the shift to a global economy within late capitalism. Such changes see the individualisation of consumption against a unitary control of production. Within the political sphere we have seen internationalisation via a transnational economic structure which appears to be overriding the nation state, and the restructuring of previously taken for granted assumptions about class, ethnicity, men and women are just some of the examples he cites to illustrate the transformation of the content of contemporary culture. The influence and imperative of information flow, mass media and pervasive changes to the nature of economic, political life are dramatic changes, which, according to Aronowitz (1990),

"In the last half of the twentieth century the degree to which mass audience culture has colonised the social space available to ordinary people for reading, discussion and critical thought must be counted as the major event of social history in our time." (p.123)

According to Heller (1990) the outcome of all these changes, transformations and ruptures mean that in a postmodern cultural sense; anything goes. Even though mass media and the information culture might seem from modernist eyes to lead towards a mono-culture, rather, there is an emergent diversity of cultural practices, pleasures, needs and modes of expression. Giroux (1990) sees postmodernism in a cultural form as a response to an emerging set of social, economic and cultural conditions that characterise an age of global capitalism and individualism. All of this must necessarily be set against what Hayles (1991) described as the huge distinction between those who theorise about the postmodern condition and those who live within it.

Such meanings of living in a cultural postmodern sense are found in the worlds of youth, described by Wexler (1992), Fitzclarence, Green & Bigum (1993b) that are particularistic, involve no meta-narrative, and reflect the process of youth culture and identity establishment in a pluralistic sense subjected by relativism. Within PETE the research of Tinning and Fitzclarence (1992), Sparkes (1991) and Gore (1992) are representative of the work related to popular culture, but hardly any study has been undertaken to indicate what a postmodern pedagogy within PETE would be, or what the implications for PETE of a postmodern youth culture might be. The rationality, instrumentalism, unified values and tastes of modernism are contradicted in the culture of
postmodern times. Anyon (1994) discusses the basic contradictions that exist between postmodern theory and the discourses such theories produce as reflected by writers and theorists such as, Cherryholmes, Ellsworth, Lather and Giroux. Whilst the notion of a postmodern condition is unchallenged in her paper it is a stark reminder of the theory practice relation problematics that exist.

**YOUTH CULTURE IN POSTMODERN TIMES**

Under the influence of a mass consumption industry aimed at youth, linked to a world wide network of information and entertainment media, youth go about the business of becoming somebody (Wexler, 1992), enjoying life, growing in a world of increasing uncertainty where binary expectations such as hard work and success, schooling and career no longer make automatic sense. Whilst the school is an important cultural site there is considerable argument (Fitzclarence, 1993b; Green, 1993; Walker, 1988; Wexler, 1992) that the modernist project of the school in terms of structural curriculum may be at loggerheads with the reality of student experience, and needs. Within school based physical education Tinning and Fitzclarence (1992) argue that many youth find the subject boring and irrelevant even though they are keen consumers and participants of sport within their outside school life. Such findings highlight the way in which a youth culture should be considered within the curricular structures of schooling. The notion of youth culture is a blurry image and its complexity is best portrayed descriptively. Youth, like adolescence, is a cognitivist description of a process that has dualistic connotations that should be removed to enable an analysis to exist that does not lock youth into either an age bracket or a certain set of experiences. The notion of postmodern youth culture is at once a matter of being and becoming.

Youth culture is the outcome of a mixture of identity work (Wexler 1992), interspersed with images of mass media culture that together influence the manner in which young people see the world(s) and themselves. Fitzclarence, Green and Bigum, (1994) argue that consumer culture, learning and identity have all come together in complex new ways and are a major feature of the life of young people. Popular culture as mediated via a consumer culture that features commodification as the central process is an important element in youth culture.

Giroux and Simon (1989) argue that popular culture organised around pleasure and fun should be taken beyond the moralist mourning's of decline (Bloom, 1987) and the notion
of products (magazines, toys video's, TV programs etc) to instead be considered as a central part of the authorised cultural and social forms of youth that will define their sense of identity and culture. In an earlier work, Giroux (1981) argued that popular cultures are constituted by commodity forms and that there are both political and pedagogical aspects in the way the product is employed or taken up. Commoditisation is the process whereby much of life becomes objectified. Such objects can be constructed, deconstructed and reconstructed by an array of vested commercial forces. Often the image of the commodity is the object of consumption rather than the actual object itself. Fitzclarence (1990) discusses the body and physical activity as commodities subject to the marketplace. Within youth culture(s) the organising principles are diversity, uncertainty and the centrality of media culture focussing upon pleasure, entertainment and individuality.

**YOUTH CULTURE AND THE CONSTRUCTION OF A PHYSICAL EDUCATION IDENTITY**

Within education systems popular culture is associated with minority stances when compared to the dominant culture represented in the pedagogy and curriculum of the schooling system. Whilst considerable research has been undertaken that links schooling with attitudes towards the requirements of a career within physical education (Bain, 1990; Dewar, 1984; Graber, 1989; Lawson, 1986; Schempp, 1989). Most has been discussed in terms of socialisation structures with scant reference to the impact on PETE of the way sport, physical activity and the body are portrayed within popular culture. Accordingly, this material is speculative but there is a need to consider the influences upon the creation of the physical education identity, in Wexler’s (1992) terms, of becoming somebody. Such understanding in this context could create an understanding of the dialectic between PETE practices and PETE students including studentship and oppositional behaviours.

Wexler (1992) approaches the school as a social setting where he found an organisational economy of identity with subjective values and the product of the process being identity, selfhood, being and becoming somebody. In this sense he argues that each person contributes to his or her own self production by the interactional labour performed. Importantly, this identity work is done through mass cultural identification. In his study, being considered a "jock" gained approval of peers and school adults. Walker (1988) also found the importance of sport as a defining feature of friendship groups and
pupil culture generally. Of particular interest in his study was the way in which his "footballers " group were able to remain a conspicuous, high status group to both adults and peers. The mass electronic image production apparatus features sport, physical activity and the body as a central element in terms of their marketability and direct impact upon youth.

Image is a major aspect of signifying "things" with the object of consumption. There is no better commodity than the body as a vehicle of such imagery. Rowe and Lawrence (1990) argue that the blurring of reality and image is a central feature of youth culture. Fitzclarence (1990) argues that as capital moves to find new areas to appropriate, athletes, physical activity and the body become objects of abstract and concrete value. This process in total sees the positioning of physical activity within the marketplace and subject to instrumental technique that it features as central to its operation. It is not surprising then, that Tinning and Fitzclarence (1992) found youth who were imbued with the powerful, glossy, sensational and impressive images of sports and the sportsperson also found the system of physical education within schools to be boring. Do some of these students find their way into PETE programs as a result of this imagery and their success in sport?

The way in which the body is portrayed in popular culture and the scientific developments in training for sport, combined with the marketing imagery that brings North American basketballers into children's lives as their most recognisable sportsperson, are founded upon rationalisation and instrumentalism. Being able to control, to improve, to change body shape towards an ideal are part of a technocratic process that sits within youth culture as an icon to the successful links between technical, commercial and bureaucratic vested interests. Fitzclarence (1990) asks why physical activity in its commoditised form is so pervasive in youth culture. He suggests that whilst successful marketing, colour, glamour, sports ready acceptance and relationship to known experience are part of the answer, maybe the nexus between a global media complex and youth culture and the concomitant shift to visual media dominance and popular culture enshrinement needed an additional focus to music. Sport and physical activity within youth culture are a system of contradictory images. Much of the imagery around sports participation and success portray a technical deconstruction of the body into an array of systems capable of modification and improvement. Sports science also does this within PETE, but just as readily sport is portrayed as pure pleasure of the flesh. Product imagery and marketing within and around sport is a powerful force that sees sexuality, artistry
and theatre readily cross to physical activity markets. Consider, for example Jane Fonda, or Elle McPherson's video's, Elton John's soccer club, or Packer's postmodern one day cricket (Harriss, 1991). To argue that youth are socialised via a successful career and participation within sport (Lawson, 1991) to undertaking a career within PETE is only part of the picture because youth will also have established their identity in part as a result of popular culture about sport, physical activity and the body. Often this is opposed to the images presented in school based physical education. Such contradictions may well be at the heart of the dialectic for some students that characterise their push against professional socialisation within PETE and possibly lead to studentship and oppositional behaviours.

I have (Swan, 1995) portrayed such contradictions in Between the Rings and under the Gym Mat that views both knowledge and identity as central elements in determining the manner in which students respond to the PETE program. There are few settings with such contradictory and competing imagery in universities as PETE. Although evidence of this is limited, it is suggestive. Macdonald (1992) found that PETE programs encourage and expect a high level of student commitment to professional ideals and values. Within Teacher Education Fitzclarence (1993) argues that programs expect a high priority from students towards professional behaviours, but the stark reality of unemployment after graduation can often lead to apathy and disenchantment. Much of the wait and see mentality, withholding of preparedness to commit themselves (Fitzclarence, Green, Bigum 1993a) may be very appropriate as students within PETE negotiate the uncertainties of new times. As discussed earlier, applied science programs and human movement school have overrun PETE and at least 50% of students in PETE programs in this case study would rather be studying sports science and seek career opportunities unrelated to education and schooling. Youth do however reside in PETE programs and when confronted with practices, values and knowledge that contradict either their belief about the body, systems of physical activity, or sport then adjustments are required somewhere (Lacey, 1977).

**SYNOPSIS**

The nature of a physical education identity is a sketchy image of a mostl young person influenced as part of a youth culture and as a person impacted upon by the forces of socialisation. Physical education sits uneasily as a career for young people as its attraction often arises as a result of participation and excellence in sport and as a result of the influences of popular culture portrayal of sport and health related fitness. At times,
the pairing of institutionalised sport and mass cultural identification with sport presents contradictory images, aspirations and beliefs. For many students within PETE these contradictions are part of the established dialect ties between an individual and the PETE program. Adding to this interchange are the professional, technical and personal cultural codes embedded within PETE. These codes are often at variance with both the values of institutionalised sport and unrelated to the concerns of mass cultural identification with sport. An example of this is the conflict and dilemmas faced by students as they undertake aspects of PETE such as practical work in dance, dealing with special populations, talking in sociological tongues, observing a professional dress code, that creates uncertainty and dissonance, and often result in studentship and oppositional behaviours.
CHAPTER THREE

PARADIGMS OF POWER WITHIN PETE

A spirited debate, conducted across continents via scholarly journals has seen the nature of the subject matter content within PETE and also the value of particular paradigmatic approaches become publicly contested. The language of the debate has also bought PETE processes, research within PETE and about PETE, and also school based Physical Education into a larger debate about the social construction of knowledge, particularly in relation to the unproblematic manner knowledge is portrayed as a professional foundation for teacher education students. From the perspective of this study it is important to locate the debate within a pedagogical and knowledge constituent sense, so that an analysis of particular oppositional and studentship behaviours can be seen to be part of the same debate.

The debate is about whether a system of physical education that employs predominantly traditionalist and technical means, particularly since it has aligned itself with health and sport as its major missions is the best representation of what we call a Physical Education. In reality it has been a one sided debate in that "radicals" have argued that there was a need to a "call to arms" for change, to ensure that social forms of knowledge and understanding were part of the discourses surrounding the school based subject, the types of research undertaken in universities, and the process of PETE training. The formal rationality that has shaped modern life had also shaped teacher education (Labaree, 1992) generally, and PETE specifically in terms of our thrust for credibility via appeals that the knowledge base, the professional application of this science and the health outcomes from participation are scientifically based and utilitarian.

The debate has only existed because a new generation of academics, curriculum theorists and PETE professionals argued that the track that was being pursued within PETE was inadequate. As the "radicals" continued to delineate alternative strategies in the form of paradigms, pedagogies and discourse, there was a response and a positioning by those who saw the way ahead in terms of a technical and empirical science approach to both teaching, knowledge production and professional preparation of physical educators. The following summary is necessarily brief as there are lengthy and elegant summaries of the struggles outlined above in the work of Fernandez- Balboa (1995), Gore (1993), Hellison
(1988), Kirk (1992), Labaree (1992), Macdonald (1992), Mckay et al (1990), O'Sullivan et al (1992), Sage (1993), Sparkes (1993), Tinning (1991), Whitson and Macintosh (1990), and others. I hope to be able to contribute to the debate by putting forth the notion of a less unified view across the domain of a professional PETE program than can be read from the typology's produced to language the debate. Also, I wish to consider the subject matter content knowledge within Australian PETE as a significant component of professional socialisation, as its influence is rarely discussed within PETE literature.A n example of my desire to "de unify," would be in relation to Tinning's (1992) notion of performance pedagogy which appears to end up being about theorist and leads others to debate the reality of PETE by theoretical decree only, without any substantial evidence about particular issues. Such a notion also predominantly focusses upon pedagogical and curriculum content knowledge as the substance of PETE discourses. Anyon (1994) noted

the universe on paper is not only perceived as independent from lived experience but it, (discourse, ideology ) is assigned power otherwise attributed to people (p.128).

**THE STRUCTURE OF PETE PROGRAMS**

Writing about the development of content knowledge for physical education teaching Tinning (1992) used Shulmans' (1987) analytical model to argue that teachers of Physical Education need to be able to arrange and organise the necessary conditions for students to learn the subject matter of physical education and also that the teacher must be able to recognise the learnings which occur and which are possible as a result of participation in the program. The Shulman model is useful because it facilitates an analysis of PETE in terms of broader educational contexts. This model assumes that to arrange the learning environment for students, teachers require sufficient content knowledge in terms of;

1. Subject matter content knowledge (theoretical and practical ).
2. Pedagogical content knowledge (how to teach the subject matter content knowledge).
3. Curriculum content knowledge, which is related to resources, ideas and other materials for use in actually teaching the subject.

The subject matter content within PETE programs is predominantly scientific, technical, and drawn from exercise and sport science (Kirk, 1989; Macdonald, 1992; McKay, 1987; Swan, 1992; Tinning, 1991; Whitson and Macintosh, 1990). This part of the PETE program in the Australian context would account for a minimum of 50% of the total
content within four year degree programs and is required for teacher registration with education authorities. This sports science orientation is in keeping with student expectation, (Kirk, 1994; Macdonald, 1992; McKay, 1987; Swan, 1990) and is part of what Kirk (1990) aptly saw as the rise and rise of Human Movement studies. As discussed earlier, the 1960's debate about physical education as an appropriate university study saw the development and proliferation of an array of sub disciplines that privileged biomedical knowledge over sociocultural knowledge (Tinning, 1988) and propositional knowledge over practical knowledge (Arnold, 1988). When combined with the generalised and increasing efforts to professionalise teacher education the rationality saw the marginalised academic status of physical education enhanced when it conforms to the notions of science and positivism as a paradigmatic framework. Within the subject matter content knowledge of PETE, sits the concept of non-propositional or practical knowledge. This aspect of PETE programs is continually squeezed as the theoretical body of knowledge is increased. In a practical sense students learn how to perform, analyse and enhance their own motor skills.(and sometimes those of children, though this is rarely a major focus). Before proceeding to discuss pedagogical and curricular content knowledge it is worth considering the debates that exist about subject matter content knowledge.

**DEBATES AROUND SUBJECT MATTER CONTENT KNOWLEDGE IN PETE**

There is widespread acceptance of the knowledge hierarchy (Fernandez-Balboa, 1995; Kirk, 1990; Swan, 1992; Tinning, 1993; Whitson & McIntosh, 1990) that has seen exercise and sport science generally enshrined as the dominant discourse within the subject matter content of PETE. The knowledge of these dominant discourses is technical and often procedural. It is also instrumental and is linked with a quest for control, certainty and objectivity. This model of technocratic rationality is based on three particulars (Schon 1983); the separation of means from ends, the separation of research from practice, and the separation of knowing from doing. To the students of PETE these approaches to knowledge and learning most often are in accord with their subjective warrant (Doolittle, Dodds & Placek, 1993; Lawson, 1988; Mackay, 1990; Swan, 1992) and seem a very natural extension of the conception they have of the body, sport and fitness, which comprises much of their imagery about physical education (Dewar, 1989; Hutchinson, 1993). Siedentop (1990) argues that the greatest dilemma for PETE about this body of knowledge is that, unlike most other professions it bears no or little relationship to the subject matter knowledge required to teach physical education. In an analysis of physical education within Canada, Whitson and Macintosh (1990) discuss the
scientisation of the subject. Of particular interest is the manner in which they argue that the dominant discourse is that of a performance discourse related to elite athletes and sport. Physical education, or more likely human movement is increasingly dominated by this discourse and the exercise science system bound up in it. As research funds, staff numbers and student interest are aligned with sport science, the domination is profound.

Tinning (1993) provides an interesting discourse analysis of subject matter content knowledge for PETE, that he names as performance discourses and participation discourses. The notion of a performance discourse is both in line with Whitson and Macintosh's (1990) view and also an extension of Tinning's own work that formulated the notion of a performance pedagogy (Tinning 1988). He argues that the performance discourses are,

essentially concerned with improving human performance, predominantly in relation to sports. The discourses which underpin most of their work are those of science. Science is used as the method of improving performance. The main consideration with such performance oriented discourses is how can performance be improved or enhanced. Questions of means are dominant. In our universities these discourses are represented in courses in biomechanics, exercise physiology, sport medicine etc. The language of the performance discourse is about selection, training, competition, survival of the fittest, no pain no gain, threshold work loads, progressive overloads etc (p10).

This is the diet of PETE students for a significant part of their program. In my study (Swan, 1992) I noted that this type of subject matter content accounted for over eighty percent of the physical education discipline component of a four year concurrent teacher education degree. Tinning (1993) argues that participation discourses are those which (should) underpin the academic orientation of physical education teachers in school,

their professional mission is to increase participation in the movement culture for all the therapeutic and educational values which can be derived from such participation. Improving performance is not their raison d'etre. Accordingly, the knowledge which they draw on most frequently in their professional practice will be that derived from the social sciences (sociology, social psychology, anthropology etc) and education (teaching,
learning.) The language of the participation discourses is about inclusion, equity, involvement, enjoyment, social justice, caring, co-operation, movement etc. (p10)

It is important to note that there are many who would argue that the performance discourse is appropriate for school based physical educators. That performance discourses dominate PETE is clear, why they do so is also clear. There has been considerable one sided debate, because as hegemonic ideologies they appear part of the natural order. At this stage I wish to reiterate that the subject matter content knowledge that has evolved within PETE has done so with a shift from practical forms of knowledge to a predominantly scientifically oriented form of propositional knowledge. I would argue that for many students of PETE this exposure to such knowledge is at the heart of what they expect from professional training, yet clearly much of the writing about PETE is from a curricular and pedagogical aspect, because that is where the debating authors reside. Very little is heard about the subject matter content knowledge debate as it is an assumed reality that what stands as the knowledge base for the sports sciences is the same as the requirements for PETE.

In the 1970’s Charles (1979) and Hellison (1973) formulated an analysis of the increasing technocratic nature of the subject matter content knowledge and also an alternative body of knowledge to approach physical education from a humanistic perspective. The emergence in the 1980’s of a group of scholars who asked a different set of questions about the knowledge base of and for PETE has seen many new debates emerge within. Using images of the new sociology of education (Young, 1971), often preaching social reconstructivism via critical theory (Kirk, 1986; Tinning 1987; Ziechnner, 1983) and advocating notions of teacher as researcher and action research (Tinning, 1986) authors such as Dewar (1990), Fernandez-Balboa (1993), Gore (1990), Hellison (1989), Kirk (1986), Lawson (1990), Macdonald (1992), McKay (1990), Sage (1993), Sparkes, (1993), Tinning (1992), have written that there is an urgent need to consider the social, moral and political implications of what we teach and that physical education should be involved in broader issues of social justice and equity. Whilst such claims are conceptualised beyond the notion of subject matter content knowledge, they are however related to that specific concept as more often than not the discourse that would include these notions in the subject matter content knowledge is often marginalised and reduced to elective status (Mckay, 1990; Kirk and Gore, 1990) within PETE.
The issue of practical knowledge is also contentious in terms of its reduced exposure within PETE programs, (Siedentop, 1991; Swan 1990). Whether or not performative competence is a major requirement for physical education teachers (Tinning 1992) is something of a tired debate, but the position taken by Siedentop 1991) arguing for a return to a performance based assessment of performative competence in a broad array of sports skills to ensure competence in the subject matter of physical education teaching involves another pervasive aspect of the dominance of a performance pedagogy.

**PEDAGOGICAL AND CURRICULUM CONTENT KNOWLEDGE**

Whilst Shulman (1987) separated pedagogic and curriculum content knowledge concepts, within PETE they are most often seen together as either methods classes or curriculum and instruction type units. These units comprise a small part of the overall PETE program and in my case study work (Swan, 1992 & 1995) this aspect accounted for less than 10% of the total program. It is therefore important to consider the notion of PETE in a broad sense so that all the elements of the program can be seen as part of the PETE concept.

Kirk (1986) delineated three major ideological perspective's related to physical education, these being traditionalism, rationalism and radicalism. Elements of all these perspective's exist in varying ways in PETE, but there is little doubt that the rationalist approach is dominant. Traditionalism is based upon the view of teaching as a craft and the teacher as a craftperson. Teacher education is seen as a process of professional socialisation and induction (Tinning, 1993). Student teachers are seen as empty vessels to be filled with knowledge about teaching in method classes that give recipes and tips. Extensive school practicum's where the neophyte sits by the master are seen as part of this process. This approach is still used extensively throughout PETE in Australia, with considerable faith placed in its workplace orientation, although few would own up to such a haphazard orientation and possible outcomes. It is essentially a conservative approach and likely to produce role takers who essentially replicate existing professional roles and not role makers (Lawson, 1984).

Rationalism grew as a response to the cry to produce a science of teaching (Locke, 1983) in line with the technocratic preponderance of the discipline base and resulted in an essentially non problematic approach to achieving particular outcomes. This model views knowledge about teaching as essentially technical and related to maxims of effective teaching. Tinning (1991) calls this approach performance pedagogy. This empirical
analytic approach to teaching and to educating teachers is becoming the dominant model within PETE.

Within the radical framework numerous pedagogies have been proposed. Central to the notion has been the desire to enable teachers as transformative intellectuals the opportunity to critically reflect upon both the nature of teaching as a task and also the contexts (social political, economic and cultural) in which teaching exists (Liston and Zeichner, 1987). The overall aim of such a radical approach is empowerment of learners and enlightenment. Kirk (1986) argues strongly that a critical pedagogy for PETE should be an inquiry oriented approach, whilst Tinning's (1991) critical pedagogy informed by tenets of critical theory and social reconstructivism led to reflection on action and in action. A critical pedagogy asks very different beginning questions and focuses on the relationship of the school to the broader society as related to ethical, moral, and political issues. To many physical educators interested in question of performance, efficiency and physical proficiency, this was strange dreaming indeed.

Given that postmodern social conditions are prevalent it is surprising that so little account has been taken of this in terms of pedagogy. Tinning (1991) defines postmodern pedagogy as essentially one that eschews a critical ideology in an attempt to maintain the critical project, but recognises the postmodern condition and rejects the tenets of modernism. Anyon (1994) cites three major aspects (analytical heuristics) of such an approach as; the Importance of the local rather than a meta narrative. The validity of deconstruction to enable interpretation to occur and the centrality of discourse.

**DEBATES AROUND PEDAGOGICAL AND CURRICULUM CONTENT KNOWLEDGE WITHIN PETE**

Historically, the major debate about such notions as pedagogy and curriculum within PETE related to broad objective based arguments about, "education of the physical" or "education through the physical." Jesse Williams (1930) position and McIoy's (1937) response, *How about some muscle*, are very practical reminders of the nature of educational debates that located the relationship of the outcomes of a program of physical education to broad issues, and to global ideals. The current debate about pedagogical and curriculum content knowledge is best exemplified by reference to an article by McKay, Kirk and Gore (1990), entitled, *Beyond the limits of Technocratic Physical Education*, in which they criticise the unproblematic transport of the natural science
methods into the social and cultural setting of sport and physical education. More specifically, they argue that as a result of such a hegemonic ideology, a positivistic approach to research is dominant and that a technocratic approach to teaching results. There is no doubt that empirical analytical approaches to physical education dominate, but their argument actually polarised many issues.

O'Sullivan, Siedentop and Locke, (1992) wrote a major rebuff of this article and in so doing, a critique of the radical theory, which to them stemmed from critical theory, postmodern and feminist discourses. They cited lack of pedagogical evidence, positioning by taking high moral ground, cartooning and theoritism as major shortcomings of the offerings of a small but persistent group of academics. Among this "radical" group are Fernandez-Balboa (1995), Tinning (1991) and Templin and Schemmp (1992), all of whom have articulated pedagogies that implement much of the material Kirk (1986) posits. The work of Ellsworth (1989), Fitzclarence (1991), Gore (1991), and Tinning (1993) illustrate the difficulties of implementing such critical pedagogies and there are many barriers to implementation portrayed in their research. Fernandez-Balboa (1995), and Tinning (1992) have attempted to move beyond such difficulties and they have proposed personal frameworks of work in teacher education in terms of praxis pedagogy (Tinning, 1993) and the postmodern tenets of such. The debate is lively, polemic and significant. It is a minority view versus a majority perspective, yet within Australia, some impact and influence can be seen in the construction of year twelve programs that incorporate sociocultural interpretation of participation, the body and physical activity. Also the Australian Council for Health Physical Education and Recreation (1992), in its submission to the Senate inquiry on Physical and Sport Education recommended that PETE programs should be reunited with education faculties and not continue as offshoots of faculties of human movement and sports Science. Nevertheless the curriculum and pedagogical knowledge that dominates PETE is a mixture of traditional and rational models superimposed on a discipline base that is biomedical and positivistic. An interesting development being pursued in USA (Siedentop 1994), Australia (Taggart and Alexander, 1993), and in NZ (Grant, 1993), is the enshrinement of sport as sport education into and possibly in place of physical education as part of the school based curriculum offering. It is notable that the major proponents of such schemes are the same advocates of a science of teaching and an technocratic approach to research. Tinning (1994) argues that sport education is not a neutral term and that it has a political aspect that accompanies power plays, vested interests and performance discourses. He also analyses the forces that comprise this movement and says that,
My view is that as the group of technocrats are not interested in any of the social, ethical and moral issues surrounding physical education it is only logical that they approach pedagogical components of physical education with a view to creating new ground. That there are many heartening aspects of sport education are well established, but overall the notion of sport being educational is problematic (p 17).

That a debate ensues may be unknown to PETE students, indeed to the majority of academic staff in schools of human movement who teach components of PETE, it may be peripheral to their daily grind, as the purveyors of discipline based knowledge, or as the advocates and producers of effective teachers. But the reality of these debates are played out in the manner in which we name and frames question about what knowledge is important. Also, the hierarchies portrayed within PETE in terms of what counts as relevant knowledge will be assumed to be a natural event unless oppositional, compromising, voices of change and dissent are raised.

**WHAT WE KNOW AS PEDAGOGY**

It is important to consider the notion of pedagogy as it provides both a framework for the construction of the case record and indeed its critical deconstruction. The centrality of pedagogical discourse in providing insight and understanding of the dialectic between the subject matter content within PETE and the students is best articulated by Kirk (1993).

Discourse refers to the way in which people communicate their understanding of their own and others' activities, and of events in the world around them. It refers to the ways in which they speak about physical education, not only through what they say verbally, but through what they write and what they do; and also through the gaps or silences in their discourses, what they don't say... It refers to all meaning making activity, whether this be intentional, conscious or unconscious, explicit, tacit or reflexive (p 42).

This inclusive and dialectic definition appeals to my belief that what is taught cannot be separated from the learner and the teacher. Gore (1993) refers to the instructional aspects of pedagogy as being seen as its major focus in particular discourses, whereas the notion
of pedagogy reflecting a broad social and political vision is clearly enunciated by Giroux and Simon (1988).

Pedagogy refers to a deliberate attempt to influence how and what knowledge and identities are produced with and among particular sets of social relations. As both a political and practical activity it attempts to influence the occurrence and qualities of experience. (p 8)

Pedagogical practice within the case sites of this study, the viewing of pedagogy as text (Gore, 1990), and a full understanding of the struggle associated with pedagogies (Gore, 1993), requires analysis and agreement in the manner which the term pedagogy is currently used.

**PEDAGOGY AS A SITE**

Within much of PETE pedagogy is seen as what is left over after the curriculum has been determined. In literature of the performance discourse, best exemplified by technical and instrumental views of teaching and articulated by writers such as Siedentop (1983), pedagogy is often used interchangeably with teaching method, or instruction and is viewed as a developmental skill that teachers acquire with practice. There is no doubt that the classroom, gymnasium, lecture hall are sites where pedagogy is practiced, and where pedagogical practices are developed, however more important than such analysis is the view that pedagogy is the process and site of knowledge production. Gore (1993 p.11) refers to pedagogy as a site of action, "in which there is an explicit and sanctioned attempt to exert influence."

Lusted's (1986) article *Why Pedagogy*, was written as an introduction to an edition of *Screen*, a journal about Media. Since then this article about the process of pedagogy has been oft quoted due to its' inclusionary and dialectic nature. Of particular interest is the manner in which Lusted draws attention to the process through which knowledge is produced. The site he targets for knowledge production is the intersection or interaction of three agencies, the teacher, the learner and the knowledge they together produce. Therefore, the relationship between knower, knowledge and knowing become problematic. He argues, "how one teaches is therefore of central interest, but though the prism of pedagogy it becomes inseparable from what is being taught and crucially how
one learns." (p3). The notion of inseparability is a matter of relation and the foregrounding of exchange or dialect between the three agencies is a point crucial to any interpretation of the case(s) examined in this thesis. This is an examination of the pedagogical site of the two classrooms and contexts from which PETE students claim to have a knowledge of exercise physiology and sociology of sport and physical education. Lusted's approach becomes more central to this study when he argues that,

Knowledge is not produced in intention. It is produced in interaction between writer and reader at the moment of reading and between teacher and learner at the moment of classroom engagement...... Knowledge is not the matter that is offered so much as that which is understood. (p 4)

In arguing that knowledge is produced by an active dialectic process, Lusted denies the view of the learner as passive recipient of a knowledge transport mechanism that reduces the teacher to a technical transmitter. His argument challenges any consideration that viewing the teacher as a technician dispensing knowledge means that this is what actually happens. The assumption that it is enough for teachers to transmit ideas, denies the mechanism by which knowledge production takes place, ie in the consciousness, through the process of thought. Lusted frames the notion of necessary pedagogic conditions that are sensitive to the social positioning of the respondents, their social experience, cultural expectations and linguistic structures. He frames these as relational barriers that can inhibit the interactive production of knowledge. Other relational issues between teacher and learner that Lusted cites include class, education, biography and a seemingly endless demographic list emerges. Gore (1992) discusses these pedagogic conditions in terms of the distinction between the pedagogy of the argument and the pedagogy argued for, when she discusses the problems of implementing a critical pedagogy. Giroux and Simon (1989) indicate that a teacher can be both ideologically correct and pedagogically wrong. Williamson (1984) studied how students could reproduce certain knowledge without fundamentally shifting their own frames of thought. So learning and consciousness are very different processes at different stages of knowledge production.

Within PETE it is often argued that knowledge is seen as unproblematic and non contestable (Gore, 1990; Kirk, 1992; Tinning, 1989), which in turn would see pedagogies being thought of as largely related to efficient instruction. The mechanics of a pedagogy are clearly required, but the discourse of a pedagogy stresses the political work of a teacher within an organisational setting. Giroux and Simon (1988) argue that the manner
in which we construct representations of ourselves, others and our physical and social environment, the specification of a particular version of knowledge and what knowledge is of most worth to teachers and learners, makes the issue of pedagogy very important. Within PETE, Tinning (1991) has argued that there is a hierarchy of pedagogical discourses that sees different questions being asked of subject matter content and that frame the problems of practice in different ways. This concept is particularly relevant to this study where the different pedagogical discourses he cites (performance, craft, critical and postmodern) embrace aspects of the case site studied.

SYNOPSIS

Significant, if not popular, debates do exist around the ideal subject matter and curricular content for PETE. There has been a quest by a small number of academics for a re-examination of the unexamined path that PETE was treading. Alternate discourses and new pedagogies have been proposed that challenge the hegemonic ideologies of PETE. Many of the academic leaders within PETE have argued that the challengers lack an empirical base for their assertions and that their challenge is ill-timed as credibility is being gained in universities, schools and communities. In a review of socialisation research within PETE, Lawson (1993) recalled that Cheffers argued that it is time that we stopped studying ineffective and uncommitted teachers of physical education. He suggested that it was time to study "good" teachers so we could find solutions to poor teaching and set up idealised notions of programs. Such approaches that ask questions of practice that are never attempted to be answered in theory create a system of normative action that at best, is replicative of past practice.

RESEARCH QUESTIONS

It is the intention of this study to ascertain the relationship between studentship and oppositional behaviours and the various discourses within PETE. In the first three chapters of this study studentship and oppositional behaviours were portrayed against the notion of professional socialisation, youth culture and a physical education identity. Through a close up examination of two academic units that reflect different world views, student perspective and context are reviewed, and the research questions emerge as an attempt to understand student interaction with the particular discourses of the program.
1. What is the nature of studentship and oppositional behaviour in a high status subject within PETE compared to a subject that is seen by students to be of little relevance and of low status?

2. How are studentship and oppositional behaviour related to students subjective warrant about a career in physical education?

3. How are the studentship and oppositional behaviours exhibited by students related to the pedagogy and discourse reflected in the knowledge, beliefs and practices within the two study sites?
CHAPTER FOUR

METHODOLOGICAL MEANDERINGS (*incorporating the research process*)

This chapter outlines the manner and basis on which trust and confidence can be placed in this research. The degree of artistry, skill and insight involved in understanding the significance of particular human actions bound into this case study (let alone writing about it in a meaningful way) awaits judgement. To a certain extent, methodological techniques have been of secondary, yet parallel importance when compared to my developing understanding about what it means to research. Nevertheless, the processes established for this research, took form and shape alongside developing and changing contexts. I do not wish to portray this aspect of the investigation as fixed, immutable, correct or conclusive. Rather as similar to Wexler’s (1992) statement, whereby he views the process that he undertook in a three year ethnographic study as being a composition, involving good close up empirical work in which he rejected cumulative encyclopaedism. The composition that comprises this case study has evolved within and between two contradictory images. One image, firmly fixed in my mind, is that everything is changing, including my (our) own phenomenological experience and that it is difficult to communicate knowledge, let alone to understand others’ meanings. To escape paralysis by pyrrhonism, I am comforted by the cliche, which argues that "you don't have to know everything to understand something." This second image has cajoled me as I try to make sense of what I have seen, read and experienced. Much of the sense that I was able to make, did not convert readily to representational interpretative theory, but then again, I was not seeking only that perspective. The domains of meaning that the research methods have assisted me to bridge are the ordinary, everyday experiences of young people in PETE. Much of the interpretation that I have undertaken is collaborative, in the sense, that many of the participants in the study have verified its possibility.

STUDYING CASES

This study involves a limited number of cases, in terms of the phenomenon studied. The case study was located in a six month time period at one university. The social situation that comprises the case was within the third year of a physical education teacher education degree in which the students take a variety of units. The particular case under scrutiny was a four hour academic unit in Exercise Physiology and a four hour unit of Sociology of Sport and Physical Education. The focus placed upon the study was that of
studentship and oppositional behaviour within the above academic units. Participants as cases included the academic staff, two in all, and the sixty three students in the class, although a sample of ten students were taken as examples of cases for interview. The cases were studied in a disciplined manner, but the narrow confines of the cases studied requires articulation, as does the expected outcomes of such a reductionist, yet naturalistic approach. The selection of cases (phenomena, participants, time frame) was undertaken as a means to investigate a particular situation, some would call this the "problem formulation" phase of research and it was to a case study strategy that I was attracted.

CASE STUDY

A case study involves the investigation of a relatively small number of naturally occurring, rather than researcher created cases (Hammersley, 1992) and is an analysis of a bounded system. Such a bounded system is only a part account of some culture sharing group when compared to an ethnography. Wolcott (1976) describes case study as an intensive and thorough examination of an issue, or facet of a culture sharing group. In line with Hammersley (1992), a case study does not necessarily refer to an approach but rather to a case selection strategy. The question always preceding a case study is a desire to find out what is going on (Denny, 1983) in a given setting. A careful consideration of the methodological options available quickly led me to an ethnographic approach to this naturalistic case study. Such an approach was the only way to examine, over an ongoing period, a social situation that was both real, evolving and changing. As this study focussed largely upon student perspective, and such perspective was revealed partly by the classroom agenda of the students, then a holistic, yet idiographic recording and construction of the case was required.

Ethnographic methods as used by anthropologists in field studies of social groups and communities to describe aspects of life and particular events that occur, offered the starting point for creating a case study. Fieldwork, comprising participant and non participant observation, structured and unstructured interviews, informal text analysis, document analysis and questionnaire analysis were the primary means chosen to facilitate the development of the case record. Rather than leave any methodological meanderings to a discussion at the end of this study, the difficulties encountered, the question raised, and the unanswered dilemma's will be expressed in context, within this section.
CASE SITE

The development of my interest in studentship, oppositional behaviour and professional socialisation of PETE students has arisen from my professional practice and involvement with PETE over the last twenty years. The case site was there, naturally occurring, and I was already an intricate part of the site. In that sense, I did not choose the site as being representative and typical of PETE programs. Rather, I formalised an investigation as part of my professional role, within my own institution. The nexus between inquirer and participants, the insider outsider notion, subjectivity, reactivity, values and the inquirer, are concepts that will be explored within this section, but suffice to say, selection of the case site also concurred with the objectives of the professional doctorate program at Deakin University, where research within one’s own professional work site was encouraged. I believe that similarities between PETE sites as social settings, far outweigh the differences that clearly exist. Programs differ in emphasis, but PETE students aspirations, their subjective warrants and belief structures about a life in Physical Education are congruent. Evidence for such a claim rests upon the broad acceptance of research such as Tinning (1987, 1989 & 1991) Kirk (1990 & 1992), Alexander (1989), Swan and Reynolds (1989, & 1992) that makes no hint of institutional peculiarity and has suffered little rebuttal due to perceived regional or even national differences. It is likely that the Rallybat University (pseudonym) School of Human Movement and Sport Sciences shares many characteristics of other PETE institutions and yet at the same time is also quite unique.

Rallybat University is a new institution in terms of nomenclature, but as a tertiary institution it has a rich history dating over 120 years. Independent university status was proclaimed in 1994 to Rallybat University College, which was then operating under a sponsorship arrangement with a large metropolitan university. Prior to University College status the institution had been a College of Advanced Education (CAE), offering primarily undergraduate, vocational preparation. This institution itself was the result of a merger in 1975 between a Teachers College and the tertiary division of a Technical College. The technical institution has a tertiary education provider history of over 120 years and the teachers college had been in operation for 70 years. The newly forged institution (CAE) was located in a semi rural environment of 200 acres.

When the CAE was created a modern physical education facility was immediately commenced, which included three gymnasium, anatomy, physiology and exercise
physiology laboratories, a weight training facility, classrooms and squash courts. Since then, a rubberised bitumen athletic track, tennis courts, a biomechanics research laboratory, climate chamber, rehabilitation laboratories, and most recently, an aquatics laboratory incorporating underwater viewing and extensive research facilities has also been built. The physical resources for the operation of the school’s programs and research are outstanding. In 1995 the institution had an enrolment of 4,500 students and was one of the smallest independent universities in Australia.

Since the 1930s there had been physical education staff employed at the Rallybat Teacher’s College, and a physical education department had existed from the 1950’s. These staff were concerned with providing a physical education component to a generalist primary teacher course. The move to commence a specialist PETE degree in 1974 at the CAE saw the beginnings of a department that now (1995) has twenty five academic staff and twelve support staff and an annual operating budget of $1.8 million dollars. The decision to initiate a secondary or post primary, four year, concurrent, physical education degree was seized upon as an opportunity for institutional expansion. The shortage of qualified physical educators in Victorian secondary schools and the decision of Melbourne University to close its physical education department combined to create a need and an opportunity to develop new programs. The department of Physical Education at Rallybat has since changed its title and is now known as the school of Human Movement and Sport Sciences (HM&SS). A discussion of the forces behind such name changes precedes this chapter in the section dealing with background to PETE in Australia (Chapter one).

PROGRAM OFFERINGS

The extent of programs offered by the School of HM & SS at Rallybat includes a Bachelor of Education (Physical Education), and a B.Ed (PE) (Hons), a Bachelor of Applied Science (Human Movement) and a B. App. Sci (Hons). Undergraduate elective sequences are offered in a Bachelor of Arts and a Bachelor of Teaching degree. Many other students take elective units in HM & SS programs. The school also offers a Graduate Diploma in Health Science, a masters degree by course work in Health Promotion and research degrees at Masters and Doctoral levels in a variety of sub disciplines. The specific program that was the focus in this study was the B. Ed (PE) degree which offers a major in physical education and a minor in either health education, mathematics, science, english or social science. Once completed, this qualification
enables students to gain accreditation for teaching in secondary schools throughout Australia and internationally.

The B.Ed (PE) degree is a concurrent program, in that, during each of the eight semesters of study, students take physical education units, their minor study, Education subjects and a supervised teaching practicum. Physical education units taken by the school of HM&SS comprise over 55% of the degree content. The program structure involves some fifty three compulsory academic units, with the average face to face contact for students being around twenty hours per week (Appendix one). The curriculum component for the degree in all discipline areas, including physical education, was taught by the faculty of education. Within the physical education component (HM & SS) of the degree, students take units that could be broadly classified as biological science (eg, exercise physiology), physical sciences (eg, Biomechanics of Sport), social science (eg, sociology of sport and physical education), professional studies (eg, physical education and sport for special populations), and practical physical activity classes, (eg, individual conditioning) called human movement laboratories. In a case study of student perceptions about the relative value of different subjects and subject areas, Swan and Reynolds (1992) depicted a hierarchy that revealed a great deal about students attitudes, values and practices as they engaged a diverse array of subjects and the discourses and paradigms tacitly involved.

ACADEMIC UNITS COMPRISING THE CASE

It is important to establish the rationale related to choosing particular subjects for the case study. The units came from the notion of a Biological Science area and the Social Science area within the Physical Education component of the degree. In numerous studies (Gore, 1990; Kirk, 1991; Macdonald, 1992; Swan & Reynolds, 1992) these areas seem to represent a dichotomy in assumptions, expectations, similar to the positivist, naturalist axiomatic differences discussed by Lincoln and Guba (1987). Such a hierarchical dichotomy also relates to the popularity of subject matter content amongst students, amount of resources allocated to either area and remains the source of a quiet struggle. It should also be noted that in the case of Rallybat University, the B.App Sci (human movement) degree was based upon "scientific principles" related to the exercise sciences and that many of the students in the PETE program would have preferred to be in the other, more popular, hence higher cut-off score program. Eventually I decided to undertake a case study around the sociology of sport and physical education unit (PE699) and the exercise physiology unit, (PE611). Whilst these units were the focus of the study,
other students, other units, other experiences were part of the milieu that comprises the case study.

The exercise physiology unit was a four hour unit, with three hours spent on lectures and the fourth hour was a structured laboratory supervised by a tutor or the lecturer in charge of the unit. The unit overview informed students that,

this unit is designed to provide the beginning student of exercise physiology with the necessary background to understand the role of the major organ systems of the body in maintaining homeostasis during exercise. A second objective is to apply this theoretical knowledge to practical applications, namely developing health related fitness and enhancing exercise performance.

The unit was assessed by two tests, one exam, a completed (two part) laboratory manual, laboratory quizzes and participation in the laboratory classes. Attendance was compulsory at the laboratory classes and rolls were marked. Failure in any more than one of the assessable tasks would result in failure of the overall unit. The text book for the unit was McArdle, Katch and Katch (1993), *Exercise Physiology: Energy, Nutrition and Human Performance*.

The sociology of sport and physical education unit was also a four hour unit with two hours being spent in lectures, one in a tutorial and one hour was allocated for student private research. The unit overview informed students that,

The unit seeks to present an introduction to the sociological factors which affect people and their patterns of behaviour within sport and physical education. There will be three themes to the unit.

1. A focus will be placed on investigating what really goes on in various sporting and physical education situations.
2. A second theme will look at ideologies and show how they distort reality and serve the interests of the powerful.
3. Finally, students will be expected to apply their knowledge and thus make sense of the social world around them. One of the most important approaches will involve the constant questioning of common assumptions which many people hold as common sense.
The overview then outlined six objectives, an example of one is;

Students should be able to conduct some aspects of a sociological investigation in conjunction with a group of colleagues.

The unit was assessed by preparation of a major paper (undertaken collaboratively with another student), a tutorial presentation (done with one or two other students) and a final exam. Attendance was compulsory at tutorials and a roll was marked. References were given for all tutorials and there was no class text, although McKay's (1991) text, *No Pain, No Gain*, was recommended reading.

**ACCESS AND THE INSIDER**

Access for the outsider researcher is often a matter of formulating a research proposal, distributing it to a target population and then convincing or seeking permission to carry out the study. Alternatively, research is often mandated upon a group by a higher authority and the outsider (stranger) arrives to conduct the research. It is both timely and necessary to outline the nature of the interactions and the role of insider research that I undertook. At the time that I became interested in the investigation, I prepared a brief amount of information in the form of research questions and arranged to see the academic staff in charge of both units. Both were quite prepared to allow me to attend their units and to participate, as appropriate. This request from a colleague may seem quite innocuous, but at this stage, I was the acting Head of School and both staff were engaged in seeking promotion, a process in which I was centrally involved. I asked a lot of both these people and in a way created a situation where it would have been very hard for either person to say no. Access was easy, but it has left me with an uneasy feeling.

I asked both staff to read a statement that I had prepared to their respective classes, indicating that I was interested in student attitude towards different subject matter in PETE and that they should feel free to discuss this project with me at any time. Both staff preferred to informally indicate the nature of the research project to students. For example, Rohan (Sociol lecturer) told the students, "the stranger in the class is familiar to you, he is carrying out some research on students perceptions and attitudes to Sociology. If you want to know any more, then ask him later." As the semester unfolded many students probed me about my attendance and participation in their classes, was I checking up on staff, was I going to drop Sociol out of the course, didn't I have anything better to
do, and so the inquiries went. I felt like an outsider, yet the openness of the participants dealings with me in relation to the study that I was undertaking was significant. This was probably the result of my previous involvement with these students, and also my track record in student circles. Again, gaining access was easy, but I was a privileged and humble receiver of student lifeworld.

At times, I believe I entered the world of the participants, (at the Governor's pleasure, so to speak) whilst at other times I felt locked out and had to then face the decision, will I try to get in that door and how will I go about it. More perplexing for me was that I often knew what was there anyway. Outsiders clearly can become insiders in terms of the relationships to subject matter, and to the participants, but an insider is far more likely to become an outsider and be effectively shut out and denied access. Oscillating roles, contextual changes as the study progressed, all made the notion of insider and access, a seesawing moral adventure. When I was an insider, I trust that I have not been exploitative and when I was an outsider I hope that I have not created figments of my own understanding as does shadow to light.

CONFIDENTIALITY

All participants in this study owned their stated beliefs and attitudes as expressed in interviews, and at various times they were given the opportunity to alter, change delete, or add to the transcripts. The responsibility for the saying was their own, but the responsibility for the abstraction, use of the descriptions and interpretation was mine, as researcher, composer. Anonymity, strategic fictional devices, the use of pseudonyms were all used to ensure that superficial confidentiality was maintained. With respect to an expanded vision of confidentiality, which I interpret as the level of trust that the participants can place in the writer, both to represent their actions, beliefs and values in a manner that they accept, understand and also to maintain contact with the participants as the study progresses, I have had mixed success. My trustworthiness to write the Other, is as much a matter of confidentiality as it is an issue of credibility within the research standards model proposed by Lincoln and Guba (1985). An example of this and therefore my keenness to represent an image of an extended version of confidentiality arose as I began to re-present the interviews, case analysis and cross case analysis back to the participants. The more that I interpreted, abstracted, reformatted and played with the stories of the participants, then in global terms the less confidence they had in relation to the intended outcome and audience. In many ways they began to lose control of their
story. A detailed example of one such case is included (Appendix two) and I invite you to read that now. It is important that confidentiality in a case study such as this does not become akin to notions of random sampling, or regarded simply as treatment A on Subject #21. The participants are real and their reality and the meaning within their story requires respect from project initiation through to its closure.

**LAYERING THE CASES INTO A STUDY**

The fieldwork for this study extended over a six month period and the nature of the observations and the interviews changed over time. This period was an intense and busy period, during which I employed ethnographic techniques to describe the lifeworld of student life within a part of their culture. The detailed descriptions and the emphasis upon understanding events in context, was initially aimed towards creating theory inductively generated from rich description of events. As the fieldwork progressed the map of this particular aspect of the social world of PETE students was not always clear. Hammersley (1992) argues that all descriptions are theoretical in the sense that they involve concepts and are structured by theoretical assumptions. Whilst this appears somewhat obvious, the development of theory from such theoretical descriptions in this case study did not follow a linear path, or any path for that matter. The descriptions did not always theorise the case and conflicting data was a major and continuing feature of this case. A critical friend believed that lecturing ability was a crucial factor I consistently devalued in favour of a dialectic definition of pedagogy that she spurned. The case study developed amidst personal and professional turmoil in the School of HM & SS, during which time I was acting Head of School, and there were brief periods when the fieldwork ceased. As students habituated to my presence in their classes and as I realised that the fieldwork I undertook for ten to twelve hours per week for thirteen weeks in lectures and laboratories was more significant as a trigger, or signal to student involvement in the study than the data I formally collected, then the study progressed. I also spent two to three hours per week in the student lounge that overlooks the gymnasium. It was there that I began to bring the various components of the study together that made some sense for me. The schedule for the various components of the case data is tabled below and is representative of the time frame for the study.
Figure 1  FIELDWORK SCHEDULE

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<td>Semi structured interviews with participants</td>
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Added to these formal layers that did not always stack neatly, must be the consideration that I was teaching these students in a practical human movement laboratory at the same time as I was doing fieldwork. This formal class became an informal site for interviews, participant observation and combined with my student lounge visits were part of the connectedness that research within your own professional environment entails. I knew every student in the class by name, I knew their background and had interviewed over half the group for entry into the program three years previously. This knowledge must be examined in relation to possible reactivity, but the personal knowledge I had about students in this class was helpful.

**OBSERVATION WHERE I PARTICIPATED AND WHERE I JUST OBSERVED**

As a method, participant observation appears like the umbrella that binds ethnographic inquiry. Jorgenson (1989) argues that the objective of participating in a culture of others is to generate practical and theoretical truths about human life grounded in the realities of daily life. As a technique, participant observation focuses on sharing the participants social and cultural life. The motivation for this positioning is to uncover, make accessible, and reveal the meanings people use to make sense of their daily lives (Jorgensen, 1989). The methodology of participant observation is a means to observe and experience, from an insiders perspective. The role of the insider that was available in the setting I was studying was that of student. I was therefore never a true insider and consequently I defined my role as an observer and occasional participant in tutorials and laboratories. Researchers utilising participant observation often make mention of the continuum from complete observer through to complete insider where the researcher is seen and becomes one of the actors (Bogden and Biklen, 1982; Marshall and Rossman, 1989; Jorgensen, 1989; Patton, 1990). This convenient tool enables researchers to seek validity, and then
position themselves according to the role undertaken in a situation and with reference to other such studies. A major factor rarely discussed however, is the perception of the participants in the study regarding the role of the researcher. Becker, Geer and Hughes (1968) in a study about the academic side of college life, articulate the main method of their study was participant observation to study student perspective. They said,

we did not pretend to be students, nor did we assume any of the formal obligations of student; though we went to class with them, we did not do homework or take examinations. We spent time with them in their residential units, attended formal and informal meetings of all kinds of campus organisations, and participated in many aspects of informal campus social life (p 13).

Whereas Allen (1989) a thirty year old bearded white, conducting a study on ninth grade students' perspectives on classroom management argues that,

The author participated in classwork, activities, test and homework assignments. this active participation provided a richer meaning in viewing other students activities and in talking with students both informally and formally in the interviews.

Allen covertly portrayed the purpose of his presence in the classes and was pleased that students thought that he was finishing high school, whereas Becker overtly explained the real purpose of the study to all participants. These issues are important, in that, the degree of involvement in the lives of others is more related to their acceptance, tolerance, habituation, need to get on with their lives than it is a matter of merely choosing a research role and expecting certain outcomes in terms of theoretical description. The outcomes of such observations whether as an outsider participant, insider, or observer are problematic and need careful consideration of the role and reality ascribed to the researcher by the participants.

In the formal class situation of the Exercise Physiology and the Sociology of Sport and Physical Education units I was an outsider, a bystander, an observer. I often sat "with the boys at the back," on the "A benches up front" and regularly in the middle with the "try hards". For the most part I was ignored, as the normal routine of didactic teaching continued. The student humour, interchanges and elements of studentship and
oppositional behaviour (my term) seemed unaffected by my presence, although I was distressed when I sat next to one of the interview participants up the front and she said, "you should go and sit up the back as the boys are always much quieter when you sit there." Occasionally I became involved in discussions, either by invitation or an inability to suppress myself. As I interviewed students in a formal sense, other students would ask me, "How was it all going?" "Was I finding what I expected?" I became aware that students were clearly conscious of my movements in relation to interviewing key players and being a part of their classes. A number of students began to ask if they could be involved and would I interview them. My continued and prolonged involvement in ten hours of their classes per week for thirteen weeks over a twenty week period, clearly was ignored by the vast majority of students and seized upon by others.

The staff involved in the units were keen to know how it was all going as well. Often they would stop me for a chat if they felt they had something of interest and related to the study to tell or suggest I consider. They maintained a distance that was appreciated by me, as I was a stranger in this aspect of their professional lives. One instance where Lynn (lecturer in ex phys) conducted a lecture when clearly she was quite ill, (to be there and hear the cough was painful) and when I told her later she looked crook and should be in bed, she replied. "I knew you would be there and I need all the brownie points I can get." I needed to continually think about issues of reactivity. As mentioned previously the informal opportunities to act as a participant by invitation, related to my attending the student lounge, which I had always done previously and combined with the relaxed environment of a practical class, where many students took the opportunity to ask me about the study and to discuss totally unsolicited matters, was a useful stage. I could feel that many students wanted to help me, to assist and have their story as part of my record.

**ASKING QUESTIONS, SEEKING PARTICIPANTS' PERSPECTIVES**

From the sixty three study participants, ten were interviewed in structured interviews on three separate occasions for approximately fifty minutes at a time. The interviews took place in the third, eighth and thirteenth week of the semester. All interviews were tape recorded, transcribed and returned to the participants for verification and checking. Many other informal interviews occurred with participants throughout the semester in the form of casual conversation. Academic staff teaching the units related to the case site were informally interviewed (staff room conversations, changeroom, corridor) on many specific occasions, both initiated by them and by myself. I chose not to formally
interview staff as I believed their programs should proceed unhindered by theoretical propositions, or any practical implications of the study. The structured interviews were used to access students perspective on various matters and were conducted according to a format proposed by Patton (1990). This format involved standardised, open ended questions that whilst systematic and thorough for each participant, still allowed flexibility and some spontaneity. The preplanned component of each interview is listed as Appendix three. The questions were derived to ascertain a great many things that were either not observed or observable. The interviews were an opportunity to learn the language associated with the participants view of the student world, to hear descriptions, perceptions and to relive experiences related to the subject at hand. As well, I was able to seek interpretations of events and situations I observed directly.

Technical criteria aside, there is a matter of morality related to interviewing that warrants attention. This relates to hearing disclosures on issues related to behaviour that moved outside accepted boundaries. I did not encourage the participants to express descriptions of people, events and situations that they considered unethical. Indeed, for many participants they appeared to want to be informers about plagiarism and cheating. I was far more interested in understanding the nature of student relationships and their perspective on such matters, than I was in "catching" anyone out. Eventually, I made a disclosure to all participants, that told them about my personal goal in undertaking the research and I also phrased many interview questions with a preface that indicated the cognitive intention of the question.

Like most teachers I have undertaken many counselling roles throughout my career and whilst I did not want these interviews to be in that spectrum of discussion, they often were. Patton (1990) notes that

A good interview lays open thoughts, feelings, knowledge and experience not only to the interviewer but also the interviewee. The process of being taken through a directed, reflective process affects the person being interviewed and leaves them knowing things about themselves that they didn't know. (p. 353)

Clearly the purpose of interviews is to collect data, not to intervene in peoples lives. It was not until my neutrality became so blatant that I was able to leave the therapist role
behind. Even then, the sensitivity of the topic, as it had affected some participants lives tempted me away from my assumed role.

Whilst I was relying upon individuals recollection of situations and expressions of their beliefs, I was also using the interviews in a forward manner that was related to the unfolding semester. It was not unusual for participants to come to an interview all fired up and keen to discuss particular material they thought relevant to the focus of the study. In this sense the descriptions given by them, was an ideational representation of culture whereby participants gave a perspective of what it is they had to know and believe, in order to operate in an acceptable manner. Goodenough (1971) sees this as a system of standards for perceiving, believing, evaluating and acting. Becoming competent in a given social setting is a matter of learning the prevailing social standards and learning to anticipate the actions of others (Sannday,1983).

The ten participants that I selected for interview comprised approximately eighteen percent of the total class. The basis of the selection was my previous knowledge of the individuals and also a result of the first three weeks of observation. I interviewed six males and four females, a number of people from the "A Benches," a couple of boys at the back" (Males and females). Two students were chosen because I was aware of their "reputation" amongst other students as being key players in using other students work. Two students were involved because of the interest they showed in the study. Patton (1990) and Lincoln and Guba (1985) describe such sampling techniques as purposeful. Such sampling gains its strength from information rich case selection from which one can learn a great deal about the areas under consideration. The notion of any generalizability and typicality arising from ethnographic research is not related to the logic of probability sampling, but to the nature of the evidence collected within the study and related to the population of participants. Within the purposeful sample chosen for interview, both extreme case, maximum variation sampling and typical case sampling was undertaken within a purposeful framework. As the study progressed, critical cases were suggested to me by key informants and where possible informal interview situations were planned.

The information richness of the participants was never ending and the interaction at the end of the study was not redundant, but it was time to stop this formal case study as I realised that I was nearing retirement age. This information richness is directed towards the interviewee's or the other fifty three participants in the study, plus the staff teaching the units and so many others who showed interest, asked questions, offered information,
proffered insight and so forth. All of this is by way of saying that the sample size is not 
truly quantifiable unless it is perceived as a problem. Patton, (1990) argues that

The validity, meaningfulness, and insights generated from qualitative 
inquiry have more to do with the information richness of the cases selected 
and the observational/analytic capabilities of the researcher than with 
sample size. (p185)

RELEVANT DOCUMENT COLLECTION

The most significant documents that arose within this study were the class notes of 
students, as they became a much sought after commodity by others for study purposes. 
Also a comparison of the note taking expectations and the resultant notes was useful. 
Throughout the case study I accessed numerous sets of class notes from many different 
students with a view to focussing my observations and also assisting the structuring of 
interview questions. Various documents related to both classes were also collected. This 
included, handouts, readings, laboratory manuals, tutorial sheets, assignments and 
lecturers notes placed on closed reserve in the library. Official unit outlines provided me 
with the opportunity to consider staff expectations, and to observe what does not always 
happen. They also provided a stimulus to further observation. The documents became 
part of the case record and represented a significant part of the lifeworld of the case 
study. During the period of the study, two formal documents were presented to me in my 
capacity as acting Head of School by groups of students. Both of these related to student 
perceptions about the pedagogy of one unit (sociology) and the justness of grading 
techniques in the exercise physiology unit. Separating these documents from the study 
was easy at a conscious level, however they became embedded in my mind as issues 
related to my understanding about life as a student within these classes. I think that the 
matter of insider research is difficult beyond belief, and I often questioned the study, its 
purposes and any possible outcomes that could ensue.

QUESTIONNAIRES

Two questionnaires helped provide a broad perceptual image, in terms of how the total 
group perceived the subject matter content of their PETE program and any concerns they 
had about the PETE program. The conglomerate data from the questionnaires was used as 
a spur to developing questions within the interview situation. From a methodological
perspective the questionnaires were developed to provide background material that I could present to participants as a stimulus to discussion and as a method of verification via triangulation. Both questionnaires are presented as Appendix four. Data from them has been used in a number of academic papers and presentations (Swan and Reynolds, 1989 & 1992; Swan, 1993). Such use does not validate their content or utility in terms of the broad and non specific manner in which they were used in this study.

**DESCRIPTIVE AND ANALYTIC PROCEDURES**

The collection of evidence or data was by far the easiest part of the study, the analysis by far the most difficult and time consuming. Whilst a wealth of resources were studied in pursuit of appropriate analytic strategies (Bogdan and Taylor, 1975; Guba and Lincoln, 1985; Glasser and Strauss, 1967; Hammersley, 1992; Jorgensen, 1989; Miles and Huberman, 1982; Patton, 1990; and Yin, 1989), nothing could prepare me for the multitudinous moments when there was little, if any interest for me as the study appeared to be fading into a descriptive sunset of hazy orange hues. The fact that analysis began with the first fieldnotes taken as part of the participant observation kept me on methodological track. Following the Lofland (1976) and Spradley (1979) approach, three types of fieldnotes were kept. The first recorded significant lecture, laboratory and tutorial events, student action and lecturer behaviour. Also a description of such things as student postures, (Appendix five) attendance patterns, seating arrangements, classroom moods were kept. A second form of fieldnotes focussed on theoretical jottings, my reading of the data, ideas and other matters that were kept parallel with the fieldnotes from my participant observer role. A third form of fieldnotes was a reflexive review of the research process as it unfolded. Observing and participating for twelve hourly sessions of lectures, laboratories and tutorials for thirteen weeks led to massive amounts of notes. The fieldnotes were kept in folders that exploded if they were not opened daily. The fieldnotes were analysed by categorisation into incidents and emerging categories were compared with similar incidents. This constant comparative method followed the suggestions of Glasser and Strauss (1967) and Bogdan and Biklen (1982). The extracted categories were a useful means of focussing the research, without compromising the possibility of further discovery. The endpoint of this method occurs when according to Bogdan and Biklen, "the analytic framework forms a systematic, substantive theory, that is a reasonably accurate statement of the matter studied, and that is couched in a form that others going into the field could use" (p. 113). The recurrent categories are shown in
coded form as Appendix seven. The theory writing aspect of the study is probably best thought of as a descriptive model that best fits the data (Becker et al, 1968).

To better enable the integration of the interview material with the fieldnotes, the interviews were developed as case studies, following the protocol suggested by Patton (1990) which culminates in writing a case study narrative. The case study is a readable and descriptive picture of the participants in relation to the focus of the study. In the case studies written for this study a thematic approach was developed. The case studies are included as Appendix six so the reader can make judgement. A generalised cross case analysis of major themes was also carried out and this forms a substantive part of the analysis and description in chapter six of this thesis. It should be noted that these forms of analysis took place towards the conclusion of the period of fieldwork. Up until that stage the unedited interview material was used as a focus for observations and as part of the coding scheme. The milieu of inductive analysis developed using the categories and descriptors of the participants and also numerous patterns and themes that I generated. Such concepts are labelled by Patton (1990) as indigenous (participant derived) and sensitising (researcher devised) and proved particularly helpful in understanding the different social relationships and incidents in the different classes. Finding out what concepts converged, fitted together and which could be recognised by all participants was a circular and at times exasperating endeavour. Eventually the perspectives of the investigator and the participants in the study were merged in terms of "writing the theory."

**TRUSTWORTHINESS AND CREDIBILITY**

In *Between the Rings and under the Gym Mat* (Swan, 1995), using the same data as that incorporated into this case study, I argued that verisimilitude, plausibility and an invitational quality were the main criteria that I would like that particular inquiry judged by. I now will argue for different and additional criteria, so that confidence and trust can be placed in the composition of this case study. Prior to, and whilst I undertook this study I followed particular techniques that approach the issue of validity, reliability and subjectivity in line with the ontological and epistemological assumptions of the interpretivist paradigm. Sparkes (1992), after an extensive discussion of the paradigm debate, notes that there are many ways of knowing, understanding and explaining the world and that there is an urgent need to develop a poly vocal research community that encourages many voices and visions. I do not intend to justify or compare the process of
this research to any other view, but simply acknowledge the different paradigmatic assumptions that exist.

Numerous strategies were deployed to display the credibility and dependability of the data itself. Participants were invited to read, change, add to their transcripts and similarly, as initial analysis began, they were invited to make comment. The data was largely descriptive at this stage, but often the emphasis that I had given particular issues was contentious. Member or participants checks is both a matter of confidentiality and a matter of enhancing accuracy and credibility. Taking data, in the form of theoretical description, back to the participants is not a test of truth in terms of the explanations reached by the researcher, but a belief in events, people, places and sequences of life that must be shared and checked. An example of this process is included in Appendix two, where Sparkes’ (1992) notion of researcher participant interaction is best thought of as a form of reflexive elaboration. In that example my interpretation was value laden as it was the participants motives that I was describing in terms of demonstrable events. As the study progressed, many participants asked for preliminary details of the results and it was difficult to produce generalised interpretation at formative stages. The partial interests of all participants in the study was unequivocally felt throughout this phase.

Prolonged and persistent observation are criteria that Lincoln and Guba (1985) argue for, as further components of credibility. Yet, as Patton (1990) indicates, as the purpose of fieldwork is to unveil the patterns of social reality, then the only guide to the duration of observation required is the confidence the researcher feels about the quality of the data and the value of further fieldwork. The period of fieldwork in this study was a mixture of trade-offs, in that my ability to grasp the aspects of social reality that I was interested in was continually tested against my tacit knowledge of student culture and other data sources to ensure that the research questions could be addressed. As I have indicated earlier, there were periods when my efforts to get at that social reality were marked by reactivity. Within the classes I could occasionally feel my impact, with some diminished ecological validity, whilst at other times, not simply due to trust from the participants, but also habituation to my presence, I sensed a total lack of artificiality. The data collection for this case study began with the commencement of two particular academic units and continued until those units were complete some twenty two weeks later when exam results were posted. By that stage I felt prepared to say that I was able to present my perspective on the basis of a prolonged engagement with this aspect of PETE students' social reality. Harris (1983) wrote that interpretative research, (as written),
must be grounded in the shared understandings about the culture developed between the researcher and the members of the group being examined: it must also include the researcher’s insights about details of the culture that are not well articulated by members of the group: and it must include theoretical generalisations that go beyond the particular details of the culture to link the study to relevant portions of other research. (p. 91)

As the analysis of data began, so too, did the cycle of triangulations. Denzin (1970) lists four types of triangulation, viz methods, sources, researcher, and theory. He noted that,

By combining multiple observers, theories, methods and data sources, researchers can hope to overcome the intrinsic bias that comes from single methods, single observer, and single theory studies. (p.313)

Fielding and Fielding (1986) argue that triangulation, "lessens recourse to the assertion of privileged insight." (p. 25). There is, however no magic either to, or within triangulation, as the data from different sources does not necessarily merge to an holistic conclusion. Within this study, methods triangulation involved a comparison of the data gained via questionnaires and that gained in the interview and observation phase. Whilst the outcomes, in terms of the questions asked and answers given are not compatible from these research types there was still the opportunity to check, where possible, participants responses. The most significant form of triangulation was the overlapping and cross checking of the participant observation, interviews and the views expressed in various documents. Because the nature of observations made in this study were different from the interview focus, there was certainly no convergent or consistent pattern. Within the interview situation, and with the efflux of time, the consistency of participants beliefs and attitudes was laid open.

The perspectives of students participating in the study were compared with students (in informal interview situations) who had both undertaken these units previously and those who would take them in the future. The emerging patterns and themes were contrasted from different perspectives and enhanced the credibility of the study. Occasionally, I approached a critical friend, familiar with naturalistic inquiry, to read the various interpretations and the theoretical description that snowballed as the study developed. I felt confident that this form of peer review enabled me to discuss and defend at a
formative stage the nature of the developing theory. Whilst I acknowledge the spasmodic
and often unplanned nature of this process, it was a valuable comparison. This check also
established an important reference point for a number of other components of the study.
Often, Elaine (critical friend) would come and discuss matters that she felt were relevant
to the study. To the very end, we disagreed on one aspect of the study. This concerned
my desire to understand the relationship between, teacher, student and subject matter in a
particular pedagogic way. Challenged but unbowed, I pursued my interpretation. The
very nature of triangulation unfolded a number of negative cases that led to a mechanism
to revising and refining trends and patterns. In a later section I discuss alternative
explanations and suggest reasons why some cases do not fit the pattern.

RESEARCHER CREDIBILITY AND DEFINITE BIAS

In addition to applying rigorous techniques to data that stand up to questions of
triangulation, reliability and validity, the credibility of the human researcher as
instrument is important to address. As an insider it is important to report upon the
personal and professional matters that may impact upon the collection, analysis and
interpretation of data. As well, I entered this study, and left it, with particular biases and
very definite predispositions that are central to the perspective that I have given to both
the data and its interpretation. Essentially, the reader must judge the plausibility of the
case study against the background of their own interpretative framework. Sparkes (1992)
cites, "that there are no reliability and validity coefficients for the researcher who is
observing and interviewing participants in the natural setting." (from Brown 1988, p.95)
Techniques that assist in unravelling social settings are not seen as a means to neutrality,
or a guarantee to impartiality. In this case study I established a form of neutrality in the
interview situations and gave no hint of favour about my perceptions to the participants,
this effort must be seen against a period of twenty years in this setting where I think it
safe to say that I have been an advocate of student rights and a defender of their
behaviours in a setting (PETE) that is rigid and expects particular subordinate responses.
Denzin (1989) argues that researchers should state beforehand their prior interpretation of
the phenomenon being investigated. What follows is some detail of my own background
and a perspective with which I entered the study. I also give a brief interpretation of my
prior understanding of the topic.
SOME BACKGROUND OF RESEARCHER

Subjectivity is often considered to be an arrogant exercise in self indulgence. Autobiographical delusions of grandeur of retired politicians and actors have a lot to answer for in giving such bad press to personal reflection. My first recollection of any discussion about entering a career in Physical Education teaching was that of my year twelve history teacher laughing at my suggestion that I might do the two year diploma of Physical Education at Melbourne University. "Why would you want to do that? You can play all the sport you like, but do something decent for a career," he said. I know that I was successful at sport and that it was an important part of my life. As to other influences, I am most uncertain. In my entire school life in country N.S.W. and Victoria I had never had any school based physical education, except for a non English speaking soccer player who had come to Australia to play with Wilhelmina. He was a Dutch national and we played soccer and European handball which were also very foreign to me. His name was Ante and as a young lower middle class baby boomer I can remember thinking, why would his parents give him a strange female name.

Undertaking the only specialist physical education program in Victoria in the late 1960's was a unique and mainly pleasant experience. Intellectually, the program was based around practical forms of knowledge, with high expectations of performative competence. It all seemed like I had been granted a transfer to a professional sporting career. Whilst knowledge in physical education around the Western world was being developed around traditional and emerging sub disciplines of exercise physiology, biomechanics, history and philosophy, sociology and psychology, the Diploma of Physical Education at the University of Melbourne had the exact curriculum titles with which the course commenced in 1938. The men boxed or wrestled and the women danced and did educational gymnastics. All practical classes were single sex, track suits were not worn to theory class and Saturday classes were compulsory. Detailed knowledge of Her Majesty's 1933 Syllabus of Physical Training was the key to passing many of the subjects in the program. The program was run along near military lines and I was happy to perform as expected whilst never taking the experience too seriously. Teaching rounds began the week we started the course and were seen by me as something to enjoy and easy to negotiate with success. Being shown a store room (with a kettle) for student teachers was not something that particularly concerned me then, and probably saved me from saying too much, too little, or something inappropriate. I hope this does not appear cavalier or insightfully hindsightful, but these images and the interpretation of them has stayed
constant for the last twenty five years. Deciding to do "PE" was also deciding to teach and to the schools on teaching rounds went I, to find that student life on a government salary was just fine. I worked part time as well, I ran a car, I played sport and fell in love.

To be sent to Sale Technical school as my first posting was akin to being banished to hell as far as I was concerned. To be welcomed to the school by the president of the local football team with the words, "Jack (former test cricketer) said he'd send us a footballer," was a shock that still retches my naive centre. That was 1971 and a lot has happened since then. A scholarship to Perth in 1972 was an entree to a world of physical education that took itself very seriously indeed. Professor John Bloomfield (head) was a powerful figure who allowed "out of state's" (and eastern staters at that), to gain a degree in physical education, at a time when this was not on offer anywhere else in the country. We manipulated cadavers along with medical students, we attended University wide classes in psychology (even had our own lab rat), and practical classes (biomechanical laboratories) were about anything and everything but performative competence. The program was a model from the USA that was copied and mirrored across Australia in the 1970's. The staff at the University of Western Australia were highly qualified researchers, sub discipline aficionado's. There is little doubt that this program was the pre cursor to the development of sports science in Australia.

Whilst studying full time, I taught in secondary schools and other than the incredible parochialism of W.A., this phase of my life was most enjoyable and I became a Motor Behaviourist. Threatened by prosecution if I did not return to Victoria to teach and honour a government teaching bond, I scurried back to Victoria. Life as a teacher turned out to be not quite enough for me and with the spread of PETE degrees to Colleges of Advanced Education and the fact that there were very few physical educators with degrees at the time, I was able to choose between three teachers college type positions. I was a teacher who thought teaching in a CAE would be better than teaching in a high school. Whilst teaching a range of subjects I eventually found a special liking for things non technical because little could go wrong with the equipment, and you could involve a broader vision of your experience than that encapsulated in Fitts and Posner's (1967) classic, Human Performance. Thwarted attempts at a B. Lit, and a M. Sci at Melb Uni saw me scurry back to Perth to complete an M.Ed in Motor Behaviour. Things were still good in Perth in 1980, but the glamour of the place was gone, or rather, it was now shared across many copies around Australia, my own institution included. As I drove back across the Nullarbor another decade had passed through my life and I thought that I
had completed all the formal study I would ever need. The eighties were heady times in physical education as the subjects popularity increased. Human Movement became a force that relegated physical education to a mere professional application status. Students could study physical education for their matriculation (year twelve) as a theoretical subject. A promotion to senior lecturer that saw two non promoted male colleagues ignore and send me to Coventry put a bit of cynicism in me that I am now extremely grateful for.

I enjoyed teaching unpopular foundations, come philosophy units to PETE students. The unit content was often covertly challenged by students and as I developed the wisdom of maturity, the serenity of tenure, and a sense of justice I structured overt challenges for students into these programs. My motor behaviourist, Skinnerian aspirations lost their glamour as I rose to a level of authority where I could dictate what I taught. It should come as no surprise to anyone knowledgable of schools of human movement that double as PETE institutions, that whilst there is a gaggle of exercise physiologists, normally there is only one motor behaviourist, and I was it. Eventually, the department, greatly encouraged by me, employed a further such being. I cannot explain the demise of that subject content in importance to me except to say that I increasingly sought debate and discussion with the sociologists of the world, and all the uncertainty that brought with it! Around about this time I began to hear the word problematic. I read the work of people like Tinning, Fitz Clarence, Dewar, Gore, Sparkes, McKay, Kirk, Lawson, Templin and Schemmp and I learnt of language that enabled me (ever so slowly) to extend my tentative thoughts. Still, I liked the uncertainty and challenge this presented to me.

All of these changes occurred in an evolutionary fashion, as I aged, in a culture dedicated to youth. My physical being that had stood the test of time, also evolved into incapacity and this, combined with all the belief structures of social reconstructivism that I happily align myself to, enabled me reflective space to swim across the tide and often into the current. I came into this study with twenty five years of mixed baggage, strong beliefs about "what should be" and a legacy of a lifetime involvement in a male dominated world of competitive sport. Ironically, the socialisation that was so prevalent from this sporting context also created the incapacity and a view from the other side of the boundary line. I hope that this does not sound glib, nor overly emotive. In the same manner that life is a storied experience, so are my reflections cumulative personal epiphanies.
My understanding of the topic of studentship and oppositional behaviours was also evolutionary. On many occasions my personal knowledge about the processes within PETE and PETE students saw me hive off to look at particular issues. For a long while I was interested in understanding students' subjective warrants and the issues of drop out, innovation, subject hierarchies and the influence of biography. Whilst the area of focus is narrow, I see it as part of a much broader set of issues for me. Studentship and oppositional behaviours were also practices that I engaged in as a student. Things were different in the 1960's, but were they? Two instances stand out. The director of the Diploma of Physical Education at Melbourne University when I was a student was the revered Dr A. W. Willee, VRD. His personal fitness classes were legendary, and he struggled unsuccessfully for decades to gain a credible space for physical education in the sandstone, Oxbridge snobbery of Melbourne University. Naturally, in this environment our anatomy and physiology classes were taught from the medical school. Very complex, very theoretical, very likely to fail, thought I. At our last personal fitness class Dr Willee announced, "if I was a young physical education student sitting an anatomy and physiology exam I would study," and on he went to detail in quite specific terms a much needed study guide. Clearly, he was protecting the image of his students, he was acknowledging the difficulties experienced by students in dealing with a medical discourse and I suspect he didn't want his program to look bad in the eyes of the university and so on. The second incident relates to the availability of a copy of Dr Willee's health and hygiene exam from previous years. It was well known that he never changed the exam and that everyone had copies of the previous years paper. I gladly thronged to photocopy it. It was a public document and I was quite public in my use of it. These scenes set my interest in the area of the dialectic between the program and individual students, although I'm sure I didn't label it as such!

THE PARTICIPANTS

The overwhelming majority of students (85%) who participated in this study had gained entrance to the program on a competitive basis by their year twelve score alone. Within Rallybat University the scores required for selection into the B.Ed (PE) were second only to the scores required for the B. App Sci (Human Movement). The B.Ed cut off score (lowest score to gain entry) was around the 68th percentile. Approximately 55-60% of this group is female and the attrition rate (non completers) for the whole group is a very low 11% of commencers. Approximately 80% of students chose to combine Health studies as their minor with Physical Education. Social Science was the smallest second
method, with three students opting to take this sequence. The other 15% of first year entrants were predominantly tertiary transfer students and a few mature age students. The vast majority of the student population (>75%) in the phys ed program came from non metropolitan areas and approximately eighty percent of the total group (1992 intake) had gone to government schools. The average age of the students in this study was twenty one, the oldest student participant was twenty six years of age. All of this demographic material is by way of background to illustrate the typical nature of PETE students at Rallybat. The participants case studies (Appendix six) portrays individuals, their beliefs and gives a brief description of them as purposeful individuals. Beyond the case study information, the following generalised perceptions of mine are offered. Like many other physical education groups in a regional university, the closeness of this group appeared pervasive. An example of this is the notion of student houses, whereby over two thirds of this group lived exclusively in houses with other phys ed students. Only one student out of the sixty three commences actually lived in Rallybat prior to commencing the program. In the stories Between the Rings and Under the Gym Mat, I (Swan, 1995) portray the significance of student houses and student culture in the studentship and socialisation process as higher centres of studentship.

The other participants in this study were the faculty who taught the units involved in this case study. Both staff had Ph.Ds gained in North America, both were qualified teachers, one with extensive experience in schools. Research was a major focus for both people, each with a long list of publications, one in the sport sciences, the other in general physical education literature and PETE journals. There are twenty three other academic staff at Rallybat. Rohan participated in teaching a wide cross section of the schools programs including Human movement classes and weekend commitment to a bushwalking outdoor education component of the B.Ed (PE). He was also involved in community sport as a participant. Lynn was involved in an elite sports consultancy and did not teach practical human movement classes. Because human performance was a designated priority area of the university research profile, Lynn was also given timetable allowance for research activities.

SYNOPSIS

The research process is too often portrayed as an amalgam, a synthetic weaving of disparate forces into a comprehensive whole. The uncertainties of this completed research are only as potent as the certainty that the methodological structure enabled. Within this
two part thesis, I have written two very different methodological pieces, I am unsure of their relationship, yet certain of the process that saw these different (one conventional, the other unconventional) forms arise from the same data. The main aspect of this methode au naturale that has given me some satisfaction is the relationship that this process forged with the participants in the study. Kemmis (1989) also reminds researchers of the reality of such fishbowling. He wrote,

In the next room there is an ethnographer. She has come with her specimen, too: a fish tickled, unsuspecting, from a school of minnows in a rockpool. It is hard to imagine a sharper testament to its life in that teeming, life nurturing sea than its gasping death on the carpet in front of the podium. The ethnographer is embarrassed by the grim display, but she is here to present its point of view, to advocate its cause. (p 22)

He spoke of absent presences within educational research that regards teachers as specimens taken from the sea, as if they were dead. I hope that this research has not resorted to such devices to ensure its completion and acceptance. If I had not written the stories about PETE students in Between the Ring and under the Gym Mat I think it would have been so.
CHAPTER FIVE

THE NATURE OF STUDENTSHIP AND OPPOSITIONAL BEHAVIOUR
WITHIN THE TWO CASE SITES

The purpose of this chapter is to present a description and analysis of the case record. Initially, the orientation of each case site is pictured, followed by student belief about the key differences and value and relevance of each subject, their reaction to the pedagogies and finally their strategic behaviours are depicted. Further, this chapter is intended to be the foundation for a path to understanding a part of the lived, everyday world of PETE, by way of addressing the research question about the nature of studentship and oppositional behaviour. Whilst the focus of this case study is upon studentship and oppositional behaviours and is an attempt to get inside other peoples heads and hearts, there is a broader story to tell and to feel. Such a story is not only about the world that exists both inside and outside peoples heads, but also the world that might be. At the conclusion of this case study, my understanding of the world that is, could help us to take steps into the unrealised world that might be. This perspective focusses upon shared meanings and a belief in a common humanity. Within this case study there was a similar pattern about the studentship behaviours as those that emerged in Becker et al’s (1961 & 1968), Graber’s (1991) and Olson and Whittaker’s (1968) studies. Within the exercise physiology class and the sociology of sport and physical education setting, numerous categories of studentship behaviour emerged. Before describing these specifically, an image of each class derived from both observation and interviews follows. The individual case studies of the interviewee’s (Appendix six) and the story, A Tale of Two Classes in Between the rings and under the Gym Mat may again be a useful starting reference to help portray the milieu of each class and to create a contextual image.

SUBJECT ORIENTATION AND CONTEXT

Lynn (exercise physiology lecturer) spoke quietly to the class about the forthcoming semester.

It's your role to master a complex and diffuse body of knowledge. I'm here to help, but you have to do all the work.
The unit outline specified that this unit was for the beginner in the exercise sciences and would focus upon applications that "enhance health related fitness and exercise performance." Mastery was the clear challenge presented to students and this message was recognised by all. As well, there was a sense of urgency that seemed all pervading. As Lynn discussed the role of lectures and laboratories in the unit she told the group that,

_I don't care if you come to class, but you have to know it for the exam._

This phase of discussion in the first class in the unit took about ten minutes and then Lynn began delivering the subject matter in a competent and relentless manner that never faltered from lecture to lecture, week to week. Attendance patterns of students at this class were extremely high. Appendix five conveys the seating orientation and pressure on the seats (up the front) in this class. Over the entire lecture course the average attendance was approximately ninety percent. Sally Rowsal (participant) felt that,

_in ex phys you have got to know your stuff; know it all. You can't bluff your way through ex phys. Your grades represent what you know._

She went on to say that,

_in ex phys you have got to concentrate or get lost for the whole lecture and then you've got to concentrate from lecture to lecture because it follows on......In ex phys you really need the lecturer's understanding._

Such beliefs and feelings were common amongst all students regardless of academic standing or affiliation. Exercise physiology appeared to take a deliberate isolationist stance in that there was never a mention of any relationship between this subject matter and any other. The subject matter was treated discretely, and training, performance and individualism were its site of application. In a unit designed for PETE students there was never a mention of the term physical education, and children, education and schooling were neither seen nor heard. As a participant, I too, felt the strength of the dialogue as it enveloped me totally. The only uncertainty or cognitive dissonance produced in the unit was whether you would pass the examination. At no stage in the unit were students responsible for the unit other than to learn its content. Whether this coincided with student's subjective warrants, their dominant cultural codes about pedagogy, or whether the strength and overt dominant nature of the discourse was all pervasive is difficult to
say, but the feeling within the class was one of initiation into a powerful discourse through a process of powerlessness and received knowing (Rovegno, 1993).

Rohan discussed the objectives of the Sociology unit and impressed upon the students that the unit would challenge much about what they believed in relation to sport. He told the group,

_ I hope that you will see things differently at the end of the unit to how you view the world now. I know that a lot of people put Sociology and similar subjects at the bottom of a hierarchy about what is important. Within this school most funds, library resources and prestige go to the exercise sciences. _

He went on to discuss the notion of assessment and how the collaborative aspects of assessment in the unit was designed to enable cooperation and better quality work. In effect, a significant portion of the unit content was handed to the students as they ran the tutorials and undertook a research assignment. Rohan had no intention of moving on to lecture about subject matter on the first day of classes. He sought communication with his class about their expectations derived from previous sociological experience and related his own experiences and interests in the area. Many students found it hard to take notes, even though the first session was general and covered broad definitions of things like sociology, socialisation and culture. Initial reactions of this first class were recalled at interviews three weeks later. "It's all so conversational and common sense," some felt lethargic as a result, "after about ten minutes I start to yawn," and still others felt the context of the unit was negative about sport and physical education. "All we do is look at the negative parts, like, the aboriginals and sports like boxing. Who even cares about boxing?" The orientation of the sociology unit was about subject matter that appeared critical of much that the institutions of sport and physical education enshrined. Such a perspective, created for many students, a distrust of the subject matter and an alienation that became profound as the semester progressed.
PERCEIVED KEY DIFFERENCES BETWEEN THE TWO UNITS

The two units were different in focus and in their application, in the language they used and the frameworks they acknowledged. Within PETE these variations are constantly faced by students as they engage a wide array of sub disciplines and their discourses. The horizon of key differences that students imparted upon me and also that which was felt by me as I participated in their world, was one of human emotion and related feelings. Each subject felt so different. One (ex phys) felt so important, required total concentration and involved muscular tension, such that Sally Rowsal said.

*In ex phys you have to concentrate or get lost for the whole lecture, and then you have to concentrate from lecture to lecture because it all follows on.*

Ian related that

*in ex phys there are things happening and you can feel them yourself when you're training and they're things that you can play with. I'd much rather work something out that I can see, that works, and there are actual figures and things like that to work out.*

The ability to connect kinetically with complex, abstract theoretical material was important, just as Kerry spoke about the feeling that her learning in relation to sociol was not significant.

*I feel like that I haven't learnt anything (in sociol) that is worth repeating, or that will affect what I have to do as a phys ed teacher.*

Jason expressed this difference with great clarity,

*ex phys feels important now, but you have to keep saying that sociol is important, cause it doesn't feel like it is.*

Many participants in the study ascribed the values of impartiality, neutrality and unbiased, to the staff teaching ex phys, yet subjective, biased and opinionated was targeted at Rohan. The reflection of the qualities of the subject matter within the personal
qualities of staff is not a naturally occurring event, rather it requires affirmation and examples from students lived experience. Phil summed this issue up as far as he was concerned when he remarked,

You know that you are going to be treated fairly (in ex phys) as it has nothing to do with what you think!

CROSS CASE ANALYSIS

The purpose of the following analysis is to compare and contrast the cases and to present the multiple realities of individuals within a similar institutional setting. There are clear divisions between hard working "institutional locus of self" type students and those who are more impulsive and place less emphasis upon working hard. Wood's (1983) notion of a divided institution has some relevance here, but not as an indigenous typology, but rather as a sensitising concept.

STUDENT BELIEFS ABOUT VALUE AND RELEVANCE

All participants in the study believed that exercise physiology was not only an important subject area, but that it was the basis of their future. The term "it's our bread and butter," best exemplifies this feeling about value and relevance. It was clear that "you had to know your stuff," and for those students who struggled with calculations, formulae and chemistry, you simply had to cope. Jason stated,

it's interesting, (ex phys) but very difficult, I haven't grasped many of the ideas yet. Five weeks into the unit, there's a test on Monday and most of it's going straight over the top of my head. The lectures and labs are very organised and you feel embarrassed if you feel you don't know something. I could never ask a question in class because I'd think I was the only one who didn't know it.

The factors that contributed to the perceived value and relevance of exercise physiology extend the dominant warrants that students enter PETE with. These factors are related to the utility of the subject matter content, it's relationship to the individual in sport and health related fitness activities, in terms of applicability and tangibility, and its confirmation of commonly held views about performance and individuality. In relation to
utility, it is important to consider the concept of time, as exercise physiology was seen as being relevant in the present and also in the future. Phil Summers articulates this when he tells that,

ex phys is very good. We know what we are on about. We've got our lab sheets and you know what you have to do, we know what's expected of us. A lot of it is very relevant to my sport and the lectures are particularly good. It's by far the best thing we have done to date.

Consideration of the future, led Eliza to state,

It's exactly what I thought we would be doing a lot more of. Most people will end up prescribing exercise to someone, and this is the basis of that.

Similarly, Nathan discussed his belief about school based physical education,

Physical education is all about sports and fitness, and encouraging them to be active, so you have to have the knowledge to help them, and that comes mainly from ex phys.

The tangible and concrete nature of the subject appealed to the overwhelming majority of the participants in the study. Ian Taylor stated this emphatically,

With the ex phys there's something, each day you go in there and you get to come out with a set of procedures of whatever happens and you've got to know them for the exam. If you don't know about the production of lactic acid, or something like that, then you're lost. So you've got to be there, listen to it to understand it, because it's pretty technical.

It appeared that the atmosphere within the ex phys unit was closely related to the situation of competitive sport where you are pitted against an opponent that you need to overcome. Many of the study participants related to aspects of this by referring to notions of, the need to concentrate, how time flies in labs and lectures in ex phys, and an overall feeling of tension and urgency. Kerry Landown was struggling with the complexity of ex phys, yet acknowledged,
With ex phys you can see the relevance of what you are doing. You really have to spend a lot of time on it and the notes are so chemical. With ex phys too, the time passes so quickly because you have to concentrate so hard. I come out from lectures exhausted. I really feel intimidated through the lecture, because everyone's working away and I look around and think that they must all know what they are doing.

To continue with the sporting analogy, the orientation of the class was always upon performance, improvement, and physiological explanation of success. During the semester the application of the subject matter content knowledge was only related to performance and never to a specific PETE context. The feeling in the class room was one of waiting to hear from the coach, or expert. The room was hushed, the class was crowded around the lectern and all was ready for the address. I mentioned this feeling that I had to a number of participants and was surprised to hear Nathan respond,

\[ \text{in ex phys we are not capable of doing anything that would be worthwhile to any one. You have to learn it before you can hope to apply it. In some ways I see Lynn like a doctor and me as her patient.} \]

Perhaps the notion of cognitive weight training is applicable here, as students saw direct links between the world of sport they admired, participated in and this subject matter and the didactic approach to learning it emphasised. The lectures were technical, detailed, structured and complex. The laboratories were applications of the lectures using established protocols, sophisticated equipment and requiring familiarity with numerous techniques. The assessment was based around examination performance and completion of a laboratory manual. Propositional knowledge was the sequential base that move the unit forward, week by week. Improvement, performance and biological logic were the way ahead. By way of comparison the perceptions, feelings and attitudes of the majority of students was so different in the sociology of sport and physical education unit.

Students felt that sociology was not enjoyable and was boring, because it was not real knowledge (airy fairy), was largely common sense, opinionated, not relevant to sport, or to teaching physical education and that it was repetitive and negative. Most participants in this study placed the learning offered within the sociology unit on the irrelevant end of their need to know or want to know scale. Eliza angrily noted that,
social is crap. It’s not a real subject, just peoples opinions and endless theories. We all have to do it and the assessment is a waste of time.

Such strong feeling were echoed by a number of students, with different emphasis. Perhaps Ian Taylor’s belief, ”that you don’t ever see it happening, it’s not in your frame of mind that it will ever happen to you,” is a useful starting point. Furthermore, the material was seen to be non tangible and unrelated to personal experience. Many of the participants spoke about becoming tired in the sociology class, whereas, if you didn’t go to class, you could get a short summary of the class and it only needed to be brief and you were then up to date. The concept of time and the inner feeling students had in the sociology class is worthy of consideration. Stewart Brown remarked,

with sociol, if you actually miss, it wouldn’t matter, as long as you can get a few points from someone. It’s the same sort of thing every week.

Whilst Ian noted,

like, you might not even go to class and you ask someone what happened and they’ll say that they watched a video on cricket or girls in sport. If they tell you about it, it takes two seconds….sociol is common sense.

Students felt that their time was being wasted in sociol and consequently many of them felt bored with the subsequent unpleasant feelings attached to an under stimulated situation. Robin remembered the feeling when she said,

I know a lot of people who start to yawn when they go into sociol. I feel that way too. Ten minutes in and my eyes want to close. I mean, you’ve got to be interested to bother. It’s hard to motivate yourself not to be bored.

The objectives of the sociology unit espoused images of taking off social blinkers, viewing sport and physical education differently and involved questioning the assumptions of knowledge as common sense. The unit assessment was collegial and collaborative, students were asked to become involved in research as a way of knowing, yet the experience for the vast majority was one of disengagement and rejection. Much of this can be related to the expectations students have about how, and what, they will study, what they want to know and their preparedness to engage alternate discourses that
superficially challenge many of their existing belief structures. Within the sociology of sport and physical education unit (using a sporting analogy) the game changed. Motivations for participation was questioned, the male enclave of sport was portrayed against emerging feminist theory, academic culture clashed with youth culture and students turned towards survival as their primary objective.

Sally Rowsal and a number of other students saw sociology as relevant, but she too questioned the outcomes from the sociol unit. She said,

*socio can be relevant, but it can be boring. You don't have to worry about the exams as only half the stuff will be on it anyway. You can't bluff your way through ex phys, your grades represent what you know. In socio people who know nothing, do as well as those who do all the work.*

Exercise physiology was the benchmark for many students, in relation to applicability and relevance of subject matter content, conforming to the pre-existing beliefs they had about sport, participation, individualism and the purpose of physical education. Sociology of Sport and Physical Education not only threatened many student's images about their belief in sport and physical education, but it made them feel emotionally uneasy and uncomfortable. Their cognitive wrestles with abstract notions that had only ethical and moral outcomes contrasted poorly with exercise physiology.

* A REACTION TO THE PEDAGOGY OF EXERCISE PHYSIOLOGY AND SOCIOLOGY

The process of knowledge production embraces the notion of pedagogy and implies both interaction and reaction between teacher, learner, and the knowledge they both dialectically produce. Perhaps this relationship is best exemplified by Jason who related to the ex phys pedagogy, by being involved, sitting in the A benches up front. He was active, alert and intent. His part in the pedagogical equation was an active passivity, a received knower, a keen recipient of propositional knowledge. Immediately, (on two occasions per week the sociology lecture followed the ex phys class) when sociology began he physically moved himself to become one of the "boys at the back." He relaxed and seemed to engage the sociological content on his terms, under his control. He said,
I like to relax in sociol, I move up back, I'm not worried about passing or anything and it's a pretty funny class, some of the comments aren't to be missed. I don't have to take many notes as it's pretty much like the Soc(iol) classes I've done before. Rohan's got a hard job there, it's a strange sort of class.

The translation and correspondence of subject matter content from Lynn (ex phys lecturer) to the class appeared to be almost a perfect match. The material was factual, technical and complex. Nathan saw that exercise physiology was hard and that you had to work hard just to pass, even when he did not understand the content,

People will sit through lectures in ex phys and you'll walk out in groups and that and they'll just go: I've got no idea what's going on. They've just sat there for fifty minutes and written it down and they don't understand it, but Lynn often says you're not going to understand it if you just come to lectures and write it down, you've got to do follow up work outside.

Students who found it hard to grasp the subject matter in lectures felt that they had to work harder. No attention was directed towards pedagogical practices, or the subject matter. All the students believed that the methods of assessment in ex phys were the only way you could assess, ie exams. Stewart said,

in ex phys it's about the only way you can assess it, because it's based on such a large knowledge content and we simply have to know it.

When I discussed the participation component of the laboratory grade, which was worth 10% of the unit grade, Robin asserted,

That seems like a good idea to me, to get us to read the lab stuff and we need a few easy marks in ex phys.

When Lynn told the group that she did not mark the lab manuals but merely scanned them, there was not a ripple across the pedagogical surface. Later, when I discussed this with Jason, he said
I got eight and a half for the first lab submission. I'm happy with that, but I don't know why I got it and what I'd have to do to get a ten. I was pretty pissed off given the work we have to put in. To hear she only takes two minutes to grade them, which I thought was a bit of a joke. No comments just a mark.

None of the participants thought that this matter was worthy of raising with Lynn in class, or privately. The trust that they had in the assessment, lecturer, and subject matter made me draw analogies with papal infallibility and religious faith. To ask questions was heretical, (although the lecturer asked for them...at the end of each lecture) and to question anything about the subject, well it never happened. Perhaps, when expectation meets propositional knowledge, when challenge matches capacity, then pedagogy no longer is a struggle.

Whereas, the student perceptions about the processes of pedagogy within the Sociology of Sport and Physical Education was divergent, contested, divisive and challenging. All aspects of the unit, ie, assessment, pedagogical practice, subject matter content, and student involvement in the unit were contentious to someone. Within the classroom environment students expect to take notes. As Becker et al (1968) noted, taking class notes was a vital part of the process of exchange of performance for grades. Eliza was frustrated because,

*it really frustrates me the way you can't get any decent notes down, because every single time it's said, it's different, and you just give up. Like, you say, can you repeat that and what you're saying is, can you repeat that so we can get it down, not because we can't understand it.*

Feelings of frustration led Phil to assert that,

*I go there determined to take notes, but it's nearly impossible with all the noise. By the end I just sit there and wait for it to end. I always come out angry.*

Perceptions were divided amongst students as to the reason for the pedagogical climate. Kelly believed it was the nature of the subject matter,
A lot of it is common sense, that most of us know about already, and the other thing is Rohan always says that there are different ways of looking at things: and it's like he's trying to make it sound important by making it hard.

Whilst others blamed the pedagogical practice. Robin Felt,

it's just different examples and the same stuff, everybody rolls their eyes because they think, here we go again. Rohan lets people argue with him and you end up thinking, does he really know it. In ex phys, you feel like you know nothing and you just sit and listen, plus it's interesting.

Directly and intentionally the pedagogical practices in the social lectures and tutorials challenge students in a direct and often personal manner. Student reaction to such challenge became part of the emotional milieu. Eliza felt,

now, I'm more inclined to hang on to my views, because of the way other views are being forced upon me and I don't want to lose my views. I don't want something forced on me....He's like an activist for blacks and women and any other group of whingers. We don't need him pushing extremist views, it gets my back up and I let him know that.

Such feelings were not uncommon and Ian Taylor strongly pursued this when he said,

No matter what situation he is in, he's never wrong. Whether you believe it or not, even if it goes against your whole lifestyle, you're going to have to accept that, because he's marking your paper and he won't give any leeway to your views.

Other students sought explanation for the divisive environment in the relationship between research and teacher. Sally explained,

I think people get bored then angry, as he doesn't state the name of the researcher. He just sort of says it as if it were a fact, but then it gets out of hand and the class reacts. That's why he gets arguments. Like, he keeps saying that this is not my view, but the research and they don't believe him.
The divergent views and the communicative explosions upset many students. As a participant in the class I felt that the student group had become involved in a lively environment which contrasted with student perceptions on the role of the lecturer, the nature of the subject matter and the manner in which they were to come to know. Rohan exposed his beliefs, his warrant or claim to know, and his expectations for students. Nothing encapsulated the tension and drama of having to decide about your involvement in a class than Stewart who remembered,

I often feel angry and strange in sociot. You're either in a mood to argue, or I shut up and I wish I hadn't.

Whereas, Ian felt personal anguish.

I actually feel personally offended, there's a lot happening. I always feel guilty personally. After all, I'm a white anglo saxon male guilty of all sorts of things according to Rohan.

The emotional involvement of students ensured that they were not viewed as passive recipients of knowledge, however such involvement necessarily contrasts the pedagogy argued for and the pedagogy of the argument (Gore, 1993).

**MATTERS OF STRATEGIC OPPOSITIONAL BEHAVIOUR**

Matters of resistance to numerous representative pedagogical discourses is well documented (eg, Allen, 1986; Dewar, 1990; Ellsworth, 1989; Fernandez-Balboa, 1995; Fitzclarence, 1991; Gore, 1992; Graber 1991; Kelly, 1991). Within this case study such resistance has been characterised by me as oppositional behaviour. In so doing it is intended to create consideration of student agenda in the form of oppositional behaviour as a dialectic agency. The question at the heart of describing such behaviour(s) is to pose the question of opposition to what? As all human behaviour is purposeful in the sense of consciousness, if not in terms of intent, I found it necessary to ask participants questions that often started with a "why do you think that?"

All oppositional behaviour, as I have defined the term, occurred within the sociology of sport and physical education classes. Some students "took the lecturer on," others took
personal offence at the unit, whilst others did not attend class. There was a particular set of joking relationships established under student control that also formed part of the agenda. Many students believed that Rohan was trying to change their views about sport, physical activity and indeed he was trying to create a broader vision of physical education and the social order of things. The unit objectives outlined this specifically. In the translation, the resultant dialogue was interpreted personally by a large number of students. Ian Taylor believed,

_This is what you've done over the years (males, whites) and this is what you've got to do now to change it and this is how you've got to do it. I don't think you change people by being so heavy handed. We then give him bullshit and heap it on him during the lecture. You end up feeling that the only way to express your views is by having a go at him personally. It all gets the students in sort of an offensive position._

Perhaps the following reflective explanation by Jason illustrates the personal nature of the dialogue,

_Jacko just hates faggots and equity so much, you wouldn't believe it, and to have to discuss issues like homo phobia and stuff is pretty tough. He reckons Rohan is gay, why else would they make such a fuss and stuff around like they do? In the end no one knows what's going on and the whole thing gets out of hand._

Eliza's position was similar to Jason's explanation and her disagreement was based around,

_It's the way he puts things across that make me get my back up, because I'm thinking he can't tell me that. If that's what he really believes, well I don't care. But I'm only looking at my experience, and if I say that I don't find that things are like that, I want to be able to leave it there. So I get really mad with him and we argue._

Eliza would challenge issues of disadvantage, equity, racism and patriarchy within sport by arguing that her personal experience contradicted that particular notion. On one occasion an AFL aboriginal footballer spoke to the group and from his experience he
argued that there was no racism in his sport that mattered to him. Eliza was so happy that she spoke up in a tutorial after that lecture and said, "In theory you expect racism but when you get down to it you are just treated as a person. If you're good enough you'll make it regardless. What you've been telling us is wrong" Nathan thought that the adversarial relationships between some students and the lecturer were related to,

Rohan thinks he has to say a response. Most people know that some of the things that are said are "off," but Rohan seems to say, without saying it, what you are saying is garbage, it's wrong and it goes from a relaxed joking thing, to being tense. I know there are people who just want to take him on too.

There was a climate of opposition that manifested itself in a range of "burn the teacher" type behaviours, such as power yawns, group humming, newspaper reading, humour ridden answers to serious issues, naïve questioning of established ethnographic procedures and hurtful, personal tags attached to pedagogical endeavour. Similar pedagogical devices in exercise physiology and sociology were treated differently by many students. Laboratory protocol was respected and followed, on the one hand, whilst interviewing techniques and guidelines were ignored by many.

**STRATEGIC ASPECTS OF STUDENTSHIP**

Studentship behaviours are predominantly viewed as a reaction to professional socialisation, an opportunity for students to acquire the knowledge and skills they think most appropriate and to reject or strategically comply with things that are seen as not valuable. In this case study, the indigenous categories of studentship behaviours are as follows. **Getting it right** involved checking answers from previous years groups work, study groups to collaborate on individual requirements. **Recycling**, (using other people's work) helped get it right, whilst **cut and paste** was a method of modifying previous work and re-submitting it. Other components of getting it right involved getting a good set of notes to **check your notes against**, **fudging and making up data**, attending class and, not **attending** class. The next major aspect of studentship involved the **projection** of appropriate images to the other students and more particularly the lecturer concerned. Sitting in the A benches or being one of the boys at the back were also part of this. Learning to coincide your views with that of the lecturer were seen as a vital antidote to the perception of silent grading. Overt cheating was frowned upon by all, but
practiced by some. Student power was a vital ingredient to change lecturer expectation and requirements. The next section portrays aspects of studentship that emerged and are central to the case study.

GETTING IT RIGHT

The studentship behaviours that occurred within exercise physiology involved frantic efforts by students to ensure that they got it right. Most of this effort was directed at the laboratory component of the program. Ian Taylor commented that,

*It's all fairly simple stuff and you find that a lot of people share around. If you don't understand something you can get it from someone else. No one minds if you, just copy stuff in the lab manuals. The main thing is to get it right, that's the main thing. Just sitting down and copying won't help in the exam though. Everyone just gets in together and helps.*

Robin was using a completed lab manual from the previous year group, as were numerous other students, she said,

*I'm checking my calculations against one of the fourth years books that I live with. If you look at last years they're just the same format. I'm surprised that they are all there. The same lab questions and calculations, but in a different order.*

As I traversed the notion of getting it right, it came as no surprise that most students thought that checking was an appropriate mechanism, and numerous accounts were given of the possible implications. Nathan thought that Lynn would be concerned.

*If you copy down others results and equations, you'll pay in the long run and Lynn knows that. I mean, the manuals are exactly the same as last years, except the order, so she'd have to know.*

Within the sociology class, getting it right meant cutting and pasting, which Jason described as,
You often can choose topics that are close to what you have done in another subject and you can change the topic mostly. Like the tute topic which was on youth culture, well we changed it to trouble makers in phys ed, which we’d done in psych. I know I’ve done it myself and I thought: I’ve got an assignment on that and as you’ve already done the research, I might as well choose that topic and use what I’ve got and expand it.

The issue of recycling papers from other students, other years, was less openly discussed. Kerry said,

 ingr is alright if you live with people who have done it before or can do it. I suppose it depends on how many people you know in the year above you. If you can find out who did what topic, it’s easy to get one...everyone has to work together to get it done. It’s often a rush job and if you get together and pool resources it becomes easy.

It was clear that some students spent considerable effort in finding old papers, modifying them and submitting them. Stewart thought that this recycling was appropriate,

you mostly have to do the work, but often you can get an idea from looking at someone else’s. With one or two topics everyone ends up saying the same thing.

Resource pooling was a significant part of the culture within the sociol tutes for some students who formed reading groups. These groups usually had between three to five members and one student did the weekly reading required and filled out a tutorial sheet and made it available to the others. Nathan’s reading group consisted of four students. He said,

I mean, you get the work done, and you do some, and the others do some, you have to do it. There’s a class requirement that you have to hand in so many, but a lot of people are saying, who gives a shit. Which is what happens after three years in the place.

Fudging or faking data formed a necessary component for some students to complete their research assignment in sociology. Getting it right often meant, "just getting it in" and
expediency seemed to rule for some. Eliza discussed how she undertook her research assignment,

\[you \text{ just need to know the trends and that sort of thing, you can never be wrong anyways. We started late but we got it in, in time.}\]

In a similar manner Nathan spoke about his research assignment that was nearly due, and as yet he had not started thinking about the topic, data collection, or analysis,

\[I \text{ was really in a flap as I could only go to one junior game and all my mates were there anyway and I felt stupid writing notes. So, I didn't get it done all that well. In the end, I sort of, talked to a lot of people in a very short time, and it was okay.}\]

For many students getting it right meant working hard, independently and often becoming a "victim" through being targeted for the studentship of others. Sally was such a person. Her class notes were much sought after by others, she recollected,

\[Initially, I \text{ tried to get out of it. but like, people will get together before the exam and see what they have got between them and then try and get my copy. If they have a reasonable excuse, that's fair enough, or if, you know, someone died, that's fair enough. I don't mind giving notes out and help, but there's too much of it and I just get fed up.}\]

Sally was asked for her assignments, classnotes and was a sought after member of group tasks. At one interview where my role became that of counsellor, I suggested that she put a note to all students on the noticeboard saying that henceforth none of her work was available for other students. She responded by telling me "a lot of the students are my friends too and I don't want to be too different." Helping other students to get it right was a part of the ethos of many of the group, no better exemplified than by Ian, who felt that, "you had to think of your mates."

**PROTECTING AND PROJECTING YOURSELF**

Protecting yourself in the exercise physiology classes often meant keeping quiet, taking copious note and laying low. There seemed to be an air of embarrassment about being
exposed as ignorant, or unknowing. Regularly, as I sat in lectures and laboratories I would ask students, What does that mean? Or, do you understand this? Many of them struggled to grasp the subject content. Jason told me,

you feel embarrassed if you don't know something. I could never ask a question in class because I'd think that I was the only one who didn't know it.

It appeared that the preservation and protection of one’s image by staying quiet was an important part of the class. Lynn allowed questions, but preferred that they be kept till the end of the class. During this period, in which most packed up or shuffled away, the more able students tended to offer explanatory questions with answers prefaced with, "does that mean that." This image projection occurred regularly from the brighter students. Protecting yourself in the setting of sociology was a very different matter. Many students chose not to attend class because of the frustration they felt when they did. Robin often chose to exercise when sociol classes were on, she told me,

In sociol, it's like he said that four times, but just used a different example. Like, some of the people sitting next to me, they have nothing, no notes and I think I do well to come away with half a page of notes. It's all just a bit airy fairy. No one cares or is interested in the sociol lectures. I've got sociol today and I'll go and play in the gym, or something like that.

Not feeling productive, in terms of note taking, combined with the anger many students felt about the issues under discussion in class led some to feel anxious and uncertain. Stewart often felt strange and angry in class, he related that,

You're either in a mood to argue, or I shut up and then I wish I hadn't.

Protecting oneself also meant a strong belief in the need to closely align your views with that of the lecturer. A number of students were concerned about what they called silent grading in sociol. This aspect of image protection often meant that students felt the need to be careful. Ian was concerned, he said
I've always thought that you had to be careful in sociol about showing any signs of disagreement with Rohan. Even little things he wants done his way, like the way you have to interview people for the video.

So, on the one hand the sociol program encouraged student involvement and there was considerable dialogue. Whilst on the other hand there was a concern about the impact of such dialogue if it was in disagreement with the lecturer. Ian felt that he had to show a belief in things that went against his background. He commented that,

*Whether you believe it or not, you have to, even if it goes against your whole lifestyle, you're going to have to do that, because he's marking your paper and he won't give any leeway for your views. He marks from Rohan Young's brain and that's set in concrete.*

One particular episode that took place in a tutorial in sociol where the discussion ended up focussing upon female participation in "male" sports of football and cricket. The discussion turned to sexuality, dykes etc, a number of females in the class became agitated as homophobic, conservative views were elicited. Paul Jackson pulled his jacket over his head and slumped forward on his desk for a considerable time. As we walked from the tutorial, I followed his group, a few of his friends began to harass and tease him. I overheard him tell them,

*I just hate those discussions so much. Rohan's a fucking faggot, half the women are butch and you pricks want to talk about it.*

Silence was a means to protecting ones image, the cost of which is difficult to assert. There were numerous instance whereby students projected positive affirming images to staff about aspects of the program. Much of this was not genuine, if the interviews are an expression, or representation of an individuals beliefs. As a researcher I found this aspect of human interaction easier to portray in story such as those in the second part of this thesis. Jason provided an interesting perspective, where, as mentioned previously, he sat in the "A benches" in ex phys, then moved up back to relax in the sociol class. He did this deliberately and acknowledged that his friend joked about it. He participated keenly and said that,
at first I thought that the topics in the tutorial were way off. People were walking around saying, I've got to do technocratic rationality and phys ed and I don't know how to spell it let alone what it means. But they really stirred up a lot of conversation after the tutes were over. People have certain beliefs when they come to uni and its too much effort to change them, but at least they had to think about it.

Participation and interest in his case were masked by his affiliation to being "one of the boys." It appeared that the student defined “A benches,” “the boys at the back” and the "get a life and try hard" students in the middle, were all part of the machinery that labelled students, yet required their individual input for such identification. Such symbolic identity was fluid and was addressed to staff and students alike.

**STUDENT POWER**

Influencing academic staff's perceptions about particular issues and changing their behaviour was an overt aspect of studentship. Within this case study there were a number of instances where students collaborated to make such changes. The tutorial format in sociology involved student presentations, followed by a discussion of the tutorial reading led by the lecturer. The student presentation always seemed to run over time and often there was no time left for discussion of the reading sheet. Rohan had prepared a series of question and answer sheets which students were required to submit. As discussed previously many of them had merely copied the sheets from others and were not all that clear on the reading. Eliza discussed this with me and told me,

*No way were we going to spend twenty minutes on the sheets. We just kept asking the students presenting the topic questions and it took the whole tutorial.*

In the early weeks of the semester the student presentations went over time, by the end of the semester, this phase took all the time and there was little or no effort to discuss the readings. Nathan was annoyed at the work required to prepare the sheets. His view was,

*They were worthwhile when we had a bit more time on them in the tutes and we could talk about it, but now with the presentations running right over, and you get five minutes and everyone's turned off any way.*
Student power, in the form of colluding, meant students were able to have a class cancelled. The class was on at a very unpopular time in a regional university of 3.30pm on a Friday afternoon. The group of fourteen students were most unhappy and all checked to find if they could fit into another scheduled tutorial. Eliza explained,

because everyone wanted to get away early on Friday afternoon and there's nothing worse than having a class late on a Friday afternoon. I think he only had eight or ten in it. I think Rohan was glad to change the class too, as we were giving him a pretty hard time about it all the time. He could see that he had no option.

Jason had already moved from this class by individual negotiation, he commented,

In a way its student power. I think the students just thought that they could come to any tute group and get away with it. Teachers in units that aren't too popular are always keen to help, if you know what I mean. I must admit that I was in the three thirty group but I had it changed before it was even cancelled, but the group I'm in has about twenty five in it. It's not really conducive to a tute, you know. I think Rohan should have stuck to the original time. (my emphasis)

The intention of this thick descriptive cross case analysis has been to provide a glimpse and hopefully a feeling of the two units. Language in the form of description and direct quotations can never transcend the meanings that convey the feelings, emotions, and beliefs of the participants in this study, but it is the only way description can illuminate interpretation.

**STUDENTSHIP BEHAVIOURS FROM WITHIN**

There appears to be no recognition or findings within studentship type research of studentship behaviours that has victims. These victims are the students whose work, lecture notes, previous assignments, virtually anything, is targeted for use by others. Often, the pressure on students to conform to the notion of helping your mates is so great and the punishment of unpopularity is so burdensome that they give up. Others see it as part of their role to help other students in a variety of contexts. So much of PETE process
expects collaborative teamwork from students, yet condemns certain behaviours as contravening academic culture. Describing the reality of such forces was one of the aims I had when I wrote such issues into the stories *Between the Rings and under the Gym Mat* as the second part of this thesis. Within the sedimented student culture laid down progressively and retrospectively by the dialectic established between the program and other students there is a tale worthy of description.

The extent to which studentship behaviours is part of the currency of negotiated identity within student groups is hard to ascertain. As the focus of this study became explicit I was approached by a number of students who felt that the unethical aspects of studentship were rampant. Significantly, they all had to negotiate this pressure and Allan, a mature age student said,

> When I was unsure of myself in first year, I helped a few out. By second year I was prepared to tell them to f**k off, now I don’t even get asked. You wouldn’t believe the pressure some of them put on. Slackasses who always pick their mark.

Within the study participants that I interviewed, at least two students were hardened cynics and often gave up and let their work out to others as part of a survival pact. However, this individual pressure was bad enough, but when the formal assessment of a unit was based exclusively around collaborative work, they often became exasperated. Sally expressed this as she spoke about her Sociol topic,

> Well, it depends who you’re working with. With someone like Robin, probably I’d say to myself, come on, get motivated and get it over and done with. To get lumbered with someone who has a poor attitude towards the subject, let alone the assignment, it’s really hard to get motivated. Like, I try to work with them as much as I can but I do get irritated, but I don’t let them see that.

At the risk of turning the complexity and sophistication of reality into a simplified schemata it is worth abstracting and interpreting the descriptions a step further to illustrate the interpretation of the descriptive case record. The table is intended to be a summary, rather than a simplification.
<table>
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**SYNOPSIS**

The case record lies sprawling between the complexities of reality and my interpretation of particular descriptions. I have relied heavily upon theoretical descriptions of the study participants as I shuffled between the studentship and oppositional behaviours of the case site and abstractions of these into a more theorised story. A systematic, indigenous typology was produced that portrays the nature of the theme of studentship. There are probably many other behaviours, equally as relevant to a study of high status knowledge compared to low status knowledge within two PETE subjects. It is also possible to discern situations where the status ascribed to Exercise Physiology and Sociology of sport and Physical Education units may not be the stereotyped situation as presented from this
case study. The close up nature of the study is deliberate and it is not intended that
generalised knowledge will arise from such a study.
CHAPTER SIX

INTERFACING AND UNDERSTANDING STUDENTSHIP
AND OPPOSITIONAL BEHAVIOUR

The purpose of this chapter is to move beyond the cases described in the case record, to seek an interface with a number of reasonably abstract and disparate concepts that underlie my efforts to dis-embed the theory. The extent to which studentship and oppositional behaviours are reflective, or indicative of the dialectic between students and particular discourses within PETE remains problematic. I interpret the case analysis as showing there is a patterned set of relationships that make sense of what I have seen within this bounded case. Within the professional and occupational socialisation literature discussed in chapter three, functional and allocation models of the process are articulated. Lortie's (1975) model of a subjective warrant that incorporates a significant apprenticeship of observation of the professional roles of physical educators was the dominant model presented. Dewar (1984), Graber (1991), Lawson (1986 & 1988), and Templin and Schempp (1989) have investigated various aspects of subjective warrants. Predominantly, the subjective warrant has been portrayed as a cognitive schema that individuals carry with them as they consider the demands of a career and their perceptions of the likelihood of meeting such demands. As such, this warrant is a part of an individual and reflects the social conditions in which the warrant was, and is continually constructed. The subjective warrant that an individual holds will influence both the establishment and nature of the dialectic process of professional socialisation delivered within PETE. In this sense, negotiation, struggle and opposition may well be part of the process and relevant to the observed behaviours of studentship and opposition. But such interpretation needs to include a representation of the personal identity work that an individual undertakes prior to entering PETE and within PETE. A subjective warrant is a cognitive, outward looking perspective, whilst identity as a person is about components that are inward and affective, that are effected by significant interaction with other people and involve contribution. Within this identity work the influence of mass popular culture and youth culture specifically is foregrounded as both a means of signifying affiliation with particular images and as a pervasive influencing factor.

The incorporation of popular culture, produced from a mass electronic image production apparatus (Wexler, 1992) towards constructing a particular identity, called a sports
person, PE person, a jock etc (combined with their subjective warrant about physical education) establishes not only a perception about what individuals think should be in a PETE program, but also acts as a reference point about how they will protect and develop their identity within that program. Whilst such analysis is speculative, within this case study, analysis is suggestive that the observed relationships with the subject matter, discourse, and pedagogy of both sites is intricately involved with aspects of subjective warrant and personal identity.

IDENTITY WORK AND THE PE PERSON

A great deal of research (Davies, 1988; Evans, 1988; Hendry, 1975; Nettleton, 1985; Tinning, 1987; Whitehead and Hendry, 1976) has been undertaken that specifies individual physical attributes and psychological traits of individuals attracted to a career within physical education. These attributes relate largely to a muscular frame, slim physique and a high level of neuro muscular co-ordination. The stereotypical traits associated with physical educators are conservatism, extroversion, competitiveness and aggression. However, this approach does not consider the investment that individuals are required to make towards such outcomes, real or otherwise, cultural or natural, as they establish their identity through a process of social interaction in school, university, home and the community. Investment implies a productive enterprise and the rewards of such identity work is, according to Wexler (1992), the notion of becoming somebody. He argues that "each individual contributes to their own self production by the interactional labour they perform." (p10) Interactional labour is the process of investing in particular commitments, aligning with a particular set and trading in the symbolic currency of that identity, such trademarks could be attitudes, aspirations, clothes, sports activities etc. Wexler's work is predominantly targeted at establishing social class, and consumer, popular culture as a major determinant of identity, along with claims of decline in the public sphere leading to a decomposition of social relations in public institutions. The notion of identity work seems particularly relevant to this study as PETE students are entering universities with a sport orientation that is a significant part of popular culture, after lengthy attachments to the symbols of that system.

Establishing the exact nature of the identity work that PETE students undergo within the schooling system is not the focus of this study and will require much further study. For the purposes of this study some signals will be portrayed that are suggestive of what it means to identify in such a manner. Throughout his study, across three very different
social class settings Wexler (1992) found that the identity of Jock, ie sports oriented individuals, particularly affirming and popular images. He said,

The good kid jocks are somewhat exempted as they carry an invisible hall pass of trust that is not always obviously coded in the semiotic of student class polarisation (p112).

Perhaps this glimmer when translated into an Australian setting sees Walker (1988) discuss how his jock group of footballers gained approval from all school groups and was a defining aspect of friendship and affiliations. Do physical education prospects come from the good kid jocks? In the main, yes. Successful sports participation is by far the most affirming and recurrent theme of biographical motivation for a career in physical education (Doolittle, 1993; Dewar, 1984, & 1989; Hutchinson, 1993; Lawson, 1983; Macdonald, 1992; Swan and Reynolds, 1989). Utilising a "perceptions" questionnaire (Appendix four) with first year PETE undergraduates (including the sixty three participants in this study) as background for a number of studies over the last eight years has provided a wealth of information about PETE students' background and interests. Most students entering PETE cannot, or do not think it necessary to distinguish between sport and phys ed. They conform to a strong belief in widespread benefits of participation in sport and are interested and concerned about health and fitness. Within the case site most students were sports people, (see case studies, Appendix six).

Individualism, a concern for health and considerable effort directed towards sports performance and participation require an investment of time, effort and energy. It also requires genetic endowment (choosing your parents carefully!) and can be viewed as a life long commitment. Within the school environment, this investment is often available to individuals within physical education classes, where the personal nature of identity formation is aligned with a strong and positive apprenticeship of observation. This view does not conflict with Tinning and Fitzclarence's (1992) work related to postmodern youth culture and their possible alienation from the regimented, disciplined and corporeal nature of school based physical education. It seems likely that a physical education identity (incorporating sport, health, fitness and views about what is good for others) affirms much that school based physical education characterises. Kirk (1994) defines three major elements within school based physical education. These are, competitive team sports, which comprises the bulk of program time. Secondly, health related physical activities, which underlies much of the rationale for modern physical education and third
is sports science, in a biophysical structural representation of sports performance, which at lower secondary levels is defined as physical education theory, whilst at upper levels this is subdiscipline knowledge. There are clusters of cultural codes emerging from that system that focus and link with aspects of youth culture and popular culture into the medium of physical education based upon physical activity. Cultural codes are defining representations and images about aspects of life in a particular culture. Within this loose network of associations it is possible to see symbolic codes about physical activity and about the body, and codes are developed as part of the subjective warrant students symbolising professionalism, teaching, and what stands as valuable knowledge into particular defining structures. All of which, seem to be component parts of the physical education identity that operates within a biographical gymasia. These codes are embedded within certain images of sport, the body and the role and nature of physical activity. An important link exists here with the likelihood that students who enter physical education teacher education programs are talented at sport, even within the case study many of the interviewee's were elite or sub elite athletes. They are involved and strongly believe in health related fitness activities and have a sound knowledge, of sport science as it related to their own sports endeavours and in terms of physiological performance. To invest in these elements requires seeing a reward for such effort and an identity constructed around sport, health related fitness and biophysical knowledge that required hard work, discipline and a huge devotion of time to train. Such a system values the regulatory discourse of sport, the self discipline and self control involved in "being physical." Such a personal investment, combined with affirming observations of the role and nature of the physical education teacher's work may provide a code of its own that looks at the world in certain ways, that feels a certain way about things and which responds differently to the discourses of PETE.

As this focussing towards the physical education identity occurs within secondary school, students are able to narrow the knowledge they deal with that support their interests. An analysis of the subjects chosen and the relative scores of the case study group show a typical pattern. Eighty six percent of the students in the case study took physical education, biology and human development and society and a mathematics subject in their Victorian Certificate of Education(yr 12). In the entire student group of sixty three, there was only one student who took english literature or a language subject. No student took history at all. The most popular fifth and sixth subjects were health, physics and accounting studies. For seventy eight percent of the students physical education or biology was their highest scoring year twelve subject. English was the highest score for
only three students in this group. It is little wonder that some students are shocked at the range of subjects that are compulsory within PETE and why Nathan argued that sociol should be an elective.

*It should be an elective, it's not real knowledge. What would it matter if you never came across it.*

**DIFFERENT CLASS, DIFFERENT PEOPLE**

To begin to interpret individuals behaviours, as if they took on different identities in sociology as opposed to exercise physiology is quite a subjective assessment. Eventually the only way that student belief, perspective and image emerged was through the expressed emotions of the study participants. A semiotic study of the systematic facial and body gestures of the group was a kinesic paradise. Some moved and viewed the different subject matter of sociol from a distance and to the side, sitting postures changed from an alert, quizzical, and involved one, to a slouched, dejected, disengaged posture. Eyes drooped, brows furrowed and legs moved restlessly. Noisy conversations permeated the air as the lecturer spoke, whilst reverential hush saw any noise or distraction rebuffed as an invader in exercise physiology. The uncertainty and anxiety that was felt in exercise physiology was different to that in the sociology of sport and physical education class. On the one hand, students indirectly asked Lynn, what do I have to learn and how do I best go about that? They felt they needed the lecturers understanding which seemed strange, as Lynn lectured straight from the text and placed a copy of her notes in the library. Whilst in the sociology of sport and physical education class many asked, why do I have to know this? and, what is it that I have to know? Students accepted their neophyte role and sat at the feet of knowledge and learning in exercise physiology, but then some took on an adversarial role in sociology, when it became clear that such valued offerings were not available in sociology compared to ex phys. I felt as though many were listening and looking at sociological tongues with exercise physiology ears. Lynn controlled any jokes and joking relationships in her ex phys class. However, jokes and joking relationships were part of a student controlled agenda in the sociol class. Allen's (1986) and Woods (1983) study found the need for entertainment increased in students as their boredom level or the perceived value and seriousness of the class was missing. The jokes in sociology were "in jokes," jokes were targeted at other students in relation to the subject matter of sociol and the vast majority were kept as small group jokes that occasionally caused a disconcerted response from Rohan as he would ask the group to
share the joke with the rest of the class. An example of such a joke that was only related to a small group at the back of the class, where I was sitting for this class concerned Nathan, one of the interviewee's. Bluntly, Nathan had fudged his data for his research assignment around the kitchen table with his house mates. His topic was about positive and negative aspects of parental participation in junior sport. Rohan was discussing some research findings about this topic and sought involvement from the class. Nathan's friends pursued the topic relentlessly, even going as far as suggesting (quite loudly) that Nathan had found contrary results and then dissolving into mirth. Individual student responses to the subject matter in Sociology often shocked and amused their class mates. Eliza's outbursts were not to be missed, according to Jason, he enjoyed the gladiatorial aspect of sociology very much. It seemed that there was a direct shot being fired across the pedagogical bow of the practices utilised in this class. But that is far too simplistic an analysis as Graber (1991) emphasised in her study of studentship, where the pressure to get it right and the value placed on any task were a part of the pedagogical mix. Clearly the pedagogy, in a Lusted (1986) sense, was different and made you feel different, react differently and respond differently. Aspects of student identity seemed under threat within the Sociology of Sport and Physical Education class. Student beliefs about positive aspects of health related fitness were re-defined by Rohan as healthism. Sports achievement was gazed at through the mirror of individualism, meritocracy and competition. Sport was portrayed as being a bastion of masculinity and a hegemonic ideology. I began to get a sense of the intensely personal nature of the different feelings in each class and a sense that different people habitated each. In the interview situation Rohan was targeted as an activist for extremist groups, opinionated, left wing and his movements were interpreted as strange. Jason said,

*I guess in a way it probably has to do with his body image, that he's sort of sending out to the class. Rohan is a bit off and his movements are different.*

Solace was to be found in this and similar beliefs that Rohan was gay, moved differently, was radical and hated phys ed students. Just as the subject matter of sociol appeared to contradict, even challenge a lot of the essential nature of the identity of many PETE students, so it appeared that a justification of this was to be found in the variance of Rohan from other lecturers in mainstream human movement. It was a different form of engagement with the subject and it bore some relationship to personal identity. All of this has left me with a perception of different people. So the silence described earlier within the sociology class was very different to the quiet in the ex phys lecture. In this sense it is
likely that a great deal of the oppositional behaviour seen in the sociology class was a measure of the threat to the identity work these students had individually undertaken. Wexler (1992) argues that identity signals can be amplified or dampened by interactions with affirming or threatening symbolic material. To expect to hate a subject like sociology is a part of the PETE culture prior to ever entering the classroom. Nathan understood this in terms of,

_Not getting the unit outline on the first day didn't help. It was off putting and all the things that I'd heard about sociol before I got there, came through. It's simply not interesting, hearing all that negative stuff, you do it under sufferance. It should be an elective, it could also be done over a shorter time._

Similarly, targeting an individuals movement or the personal characteristics of the staff can be seen as a measure of establishing distance between the style of the person teaching unpopular material and the essential elements of mesomorphic, muscular movement so central to other program offerings. These readings of situations as identity threatening increasingly seemed possible, and student behaviours were therefore seen as reactive. However, a more relevant way of understanding the oppositional behaviour is to regard student action as a need to re-affirm their investment and that their behaviour as proactive. As described earlier in chapter five, where a descriptive outline was given of student oppositional behaviour, there was no oppositional behaviour observed by me in relation to exercise physiology. It's easy to argue possible reasons for this pattern. It appears that the subject matter, the pedagogy and student reaction to this mix was established around an affirming accord. In terms of identity work this subject as judged by the way the participants felt, the way they languaged their negotiated efforts to use studentship to ease their pathway, the way they accepted all aspects of the unit assessment as "for the best." The process of negotiation in sociology of sport and physical education was different. Opposition and struggle was always closeby. The classroom agenda of some students was designed not to ease their pathway or to establish a dialogue; the agenda was to show others that this was a contested site. Without going over the specifics of the oppositional behaviours the broad parameters are worthy of mention. they included challenging the veracity of the subject matter, challenging the relevance of the material, rejecting the underpinning assumptions of the expressed paradigm. Students identity was affirmed as they rejected the parts of the unit that challenged aspects of this. The hostility felt by a number of females who challenged the
continual use of females and gender issues in sport and physical education was a case in point. Eliza exclaimed, "Do you always have to use female examples, I didn't find it that way when I played sport." For many female physical education students this may have been true. Racism issues were proven or disproven on a single example as cited earlier. Joking challenges to the lecturer's sexual orientation was a response to discussions on homophobic attitudes by people in sport and phys ed. Links between physical education as a system and body images in the community were ridiculed. "If people want to work towards a good body, why does there always have to be something wrong with it?"

**YOUTH CULTURE AND A PHYSICAL EDUCATION IDENTITY**

As I have argued in chapter three of this study, youth do reside in PETE and the PETE students world is, and has been, mediated by mass popular culture that targets youth via both media and a consumer culture. Identity work in this sense is achieved through identification with the clusters of subjective values about the body, sports participation and health. The construction of the trim, taut and terrific (Kirk, 1994) body as a representation of normality, health and success is a hybrid that enables both consumer goods of all descriptions and particular aspects of sexuality to be enshrined within the identity work that a physical education person undergoes. In an attempt to illustrate the power of the symbolic work of these images I wrote a poem to clarify and describe the process and contradictions that appear central to me as the almost missionary aspirations of many physical educators are tempered with reality.

**P. E. PERSON**

Standing tall in diadora's, legs shaved smooth by Schick, omnipotent gleaming muscles and a diving watch that ticks. Brightly hidden eyes shaped by glass of Bolle blue, Sports Commission clipboard and blond short hair cut crew. A sporting Aussie pure as the whitley lips of zinc, such youth, pride and vigour in the changerooms sunlight glitter.

Degrees, diplomas, profound conviction, logical conclusions of theories and principles, become stunning illusions. Phys ed teachers and mod dags go out in the schoolyard sun; litigated, stereotyped, you know, with knuckles trailing and skun.
To the world of schools moved they with beating drum, 
to find a state, where the rule of thumb 
is indeed supreme; where newcomers are tacitly advised 
questions are fine but are actually despised.

So they pedal their gogy and stride off to class, where 
activity is as central to children's concerns 
as life is to death and clay belies earth. 
As child is to adult, but not teacher to class 
educating someone's physical can be a difficult task.

Sport and phys ed always seem to be saying, 
join in, make us compulsory, we'll stop the malaise 
and show the centrality of games and play. 
It must be approached in a normative way.

But the world of the child is not as we think, 
nor the role of teacher like fountain and sink. 
Ascribing to practices designed to inflict, 
the power of exercise and the need to addict.

When activity acts as a tool of oppression 
it casts children aside by body and lesson. 
By practice that leaves no room for engaging another view of our world so needlessly ailing.

Docile bodies and minds will only be schooled 
in beliefs that continually portray the fool, 
as the sloth, the slovenly and the unfit, 
moribund, ever needing to have their torches lit.

Learning skills and having fun, 
playing games under the glistening sun. 
The question asked, it became quite clear, 
chances are... we are already near.

Sport and phys ed in a system of schools 
shouldn't be treated like math and examined on rules. 
But never to ask children where activity fits in, 
makes the movement of bodies in sport, play and sin 
seem so foreboding and superior to the rest. 
Like the cycle of non thinking, putting ideals to the test.
Your experience, my history, our combined understandings, need voice and a vision like a vault and a landing. So as the sun goes down and the night lights bright, seek the wisdom in not knowing answers, but seeing the plight.

A critical inquiry was deflected the teachers way, responded to by noting, there is no malaise. Forget the centrality of games and play, life can be lived happily in so many ways.

Translating the identity work associated with becoming and being a physical educator means that such identity work and affiliation with cultural norms also does ideological work in the sense of taking for granted certain assumptions about sport, health, fitness and schooled exercise. The ideas, values, and beliefs associated with these practices in becoming a physical education person are the means by which social reality is defined for particular individuals. Popular youth culture produces images that foreground codes with the major objective of consumerism. The cultural construction of the body as a metaphor for success, the portrayal of sport as pleasure of the flesh, entertainment and health as an investment in success achieved by diet, exercise, slimming, and establishes a measure of the person you are. Attractiveness as a commodity is obtained through an investment in sport, in health related fitness and whatever bodily modification necessary are part of the youth culture that sees the blurring of reality and the clarification of images as signifiers of achievement. There are manifestations of the identity work done in the socialising agencies of sport culture, school culture and popular culture that appear as contradictions that have to be dealt with as students progress through PETE, wherein professional, technical and symbolic codes are part of the professional socialisation dialogue. Such contradictions are worked through the establishment of a dialectical relationship between individual and agency.

**LANGUAGE AND THE NATURE OF STUDENTSHIP IN EACH CASE SITE**

Shuffling between the phenomena under study, ie studentship behaviours and abstractions of the two case sites (sociology of sport and exercise physiology) produces an image of high status knowledge and low status knowledge. Such hierarchical abstraction involves a symbolic economy of value (Wexler, 1992) being placed upon the subject matter, assessment, pedagogy and the resultant strategic behaviours that students engage in as they negotiate a path through that unit. It is important not to simplify the complexities of
the personal and group interaction in each class, in an effort to satisfy linear delights of cause and effect. With this proviso firmly in place, there was a patterned relationship in both the language and nature of studentship behaviours and the class as a reaction to the discourse of each.

Within exercise physiology the subject matter was defined by many students as technical, objective, factual, concrete, related to practice (you could feel it), and "hands on." For many it was the most important subject that they had studied to date. In line with these definitions of high status knowledge, there is a contextual link with the dominant forms of studentship behaviours. Getting it right in exercise physiology meant checking your work. This process in scientific parlance is an essential element of ensuring reliable and valid results. As a component of studentship behaviours, it meant working collaboratively on individual tasks, using other students work from previous years to check your calculations and explanations. Study groups were formed to check your ability to get it right and the "try hards" and "intellectual himalayas" of the group were constantly asked if, "we could just check our answers against yours." There was both a guarded air and an open element to this process. In a casual conversation with a student, after what I found a particularly complex lecture on maximal oxygen uptake and ventilatory threshold, I said that the lecture theatre was hushed and it felt tense, yet no one asked a question, or used the hand signal that was common in PETE classes of brushing the palm of the hand across the top of one's head indicating the material was over the top. His reply was, "you only ask a question, if you already know the answer. Who wants to look like a fool?" This component of the typology of protecting and projecting yourself was a constant element of the lectures and laboratory sessions. Not asking questions and hoping not to be asked one is a subtle acknowledgment of individuals relationship to the knowledge they are studying. Students felt inferior, naive and novices, in a world that challenged, yet coincided with perceptions of the nature of the world of sport and physical education. They were right to sit up front, to crowd to the centre of the theatre and to show posturing endeavour as they tackled what to many was a challenge. The atmosphere was one of uncertainty as Lynn discussed an overhead that showed a correlation of the performance of last years group on the first quiz in week five with passing the unit at the end of the semester. After the first test Lynn discussed the mean score of the group and the likelihood of failure if you fell more than 1.5 standard deviations below the mean. She spoke of standardising the scores across laboratory groups and reiterated that you had to pass all sections of the course. The language was powerful, impersonal and so objective. Sitting there as a observer I felt the same nervous apprehension I remembered from
twenty five years earlier when a biomechanics class I was taking was introduced with the famous, "take a look alongside you, one out of five will fail this unit, make sure it’s not you."

The knowledge within sociology of sport and physical education was considered to be low status, in terms of its relevance to students immediate and perceived future professional needs. There was a favoured and privileged discourse at Rallybat and sociology was not a part of it. Students efforts at getting it right in sociology appeared far more like taking shortcuts and were a means to reduce contact with the subject matter, not just to get it right. Recycling old assignments, of your own or others, cutting and pasting previous work and fudging data were ingredients of getting it right. In a way students justified these practices as expedient measures, being overworked, leaving a major research assignment too late to be able to complete it by any other means. The language afforded these approaches by students appeared congruent with the notions of common sense, airy fairy and repetitive. The use of slogan type phrases such as recycling and cut and paste offered a joking link with other students as to the manner the subject matter was regarded. The fact that certain types of assessment, like assignments are more likely to enable or encourage "getting it right" studentship seems less relevant than the actual occurrence of such behaviours. Similarly, prevalence of studentship behaviours of all sorts is both inestimable and irrelevant as the language of the behaviour is as significant as the behaviour itself. All of the participant in the study recognised and understood the typology’s discussed in this study.

The dominant aspect of projecting and protecting yourself within sociology related to the manner in which students rejected the tenets of a great deal of the lecture content, yet represented affirming views of this material in the tutorial presentations. Tasks related to assessment were carefully coincided with student perceptions of the lecturers views. Many spoke of the fear of failing due to silent grading, "you gotta to give him what he wants to hear, whether you believe it or not," was a common sentiment. Linguaging in this manner shows a powerlessness or fear of being able to justify a stance you might take on an issue. This aspect of student perception was akin to the critical stance many students took on subjectivity. It was as if they believed that the nature of the subject matter seeped into the fabric of the staff, or vice versa and that they had to negotiate a path through this. For many this meant silence, for others, it meant non attendance at class and for others it meant great duplicity. The group dynamics were such that questions from interested students in sociology were socialised out of existence, or were
forced from the public domain to the private arena. One instance saw a male student who had done little of the work required for a "joint" tutorial presentation. He sat contentedly through the presentation and then made his contribution that was clearly contrary to his personal beliefs. His friends asked him a number of leading questions, that caused much mirth amongst them, as he espoused the knowledge of others. Student power was at times a positive part of studentship of students forged out of necessity. In exercise physiology, Lynn regularly went overtime and students would start to pack up until she realised the need to stop. Within Sociology such restlessness also occurred as a directive to Rohan to stop. Changing staff expectations and behaviours by group collusion has been mentioned previously. It was the unwritten nature and the feeling that when you teach an unpopular unit you have no choice but to give in to student demands.

SUBJECTIVE WARRANTS, SOCIALISATION AND STUDENTSHIP

When the participants in this study entered university for a four year professional program they were confronted with a particular set of experiences, knowledge and practices. In an ongoing effort to understand what student expectations are of the program and all of its facets I have asked students in their first week of university to complete a questionnaire (appendix four). With their permission I revisited that material for this study, to see how persistent their beliefs about teaching and studying physical education were. As part of this study, I had asked a research question, seeking to understand the links, if any, between an individual's entering beliefs (in the form of a subjective warrant) and their response to a PETE program of formal education experiences. This section is an attempt to unravel and reveal this aspect of the study, in so doing, the notion of pedagogical discourse will be interpolated into the discussion. It is difficult to study anyone else's beliefs, primarily because of multiple meanings, divergent and disjunctive articulations of such beliefs and the risk is ever present of rewriting the participants words into the researchers intention. Notwithstanding this limitation, the detailed and close up descriptions of the student perspectives within the case study require and demand broader interpretation and linkages.

In line with the work of Dewar (1984) the study participants in this case study had entered PETE with a belief that physical education was about teaching sports skills to others and that their education would revolve around learning how to impart these skills to others and learning to perform these skills as well. Such warrants set an agenda of expectation about the program that will be studied, the nature of the curriculum work they
will do and also the meaning making they have made of the significant apprenticeship of observation. This also means students entering PETE have strong expectation about teaching and teachers, that extend to university teaching and lecturers. Hutchinson (1993) utilised an interview approach with prospective PETE students and found a narrow and custodial view of teaching, based around the roles students had undertaken in sport and their affiliation with the style of their own physical education teacher. The beliefs of the students in this case study were very similar. A content analysis of the beliefs about the major influence upon them to enter PETE saw over 80% of the group cite their interest and love of sport. Other major influences were a desire to keep fit and healthy (40%) and 30% mentioned the positive influence of their physical education teachers at school. When I discussed these findings with the interview group for this study there was unanimous acceptance of these three influences as the dominant facilitators. Ian Taylor reviewed the comment that he had made three years earlier, wherein he had said,

*I always had a keen interest in playing sport and my phys ed teachers were terrific examples. PS my parents are both teachers.*

In relation to what physical education was all about, Ian had written,

*It's the study of the body, how and why it performs as it does, and of fitness methods, ways of obtaining peak performance. It's also about being able to stand in front of groups and show them how to learn skills.*

When we discussed how he felt about these early comments, little had changed. This pattern was repeated with numerous students and other than the naivete of the early expressions and with some additions, most owned their early beliefs as current. A summary of the entire groups response is attached as Appendix eight. In a longitudinal study Doolittle, Dodds and Placek (1993) found a persistence of beliefs about teaching over a three undergraduate program of PETE, in terms of what PE has to offer (purposes and good teaching). Within this case site there was a similar persistence about what should be studied within PETE, with many students expressing surprise and disappointment at the "lack of prac work" and this element was reflected in the groups beliefs that the major components of PETE should be learning sports skills, and how to teach them, gaining knowledge about human body, personal fitness and setting an example and communication skills.
IDENTITY AND A SUBJECTIVE WARRANT

A fusion of personal identity characteristics, dispositions and affective attributes converge with an individuals beliefs about their future career within physical education, but for now, their survival as a student within PETE is seen as foremost (Clift, Nichols and Marshall, 1987). Such a perspective proposes a sieve through which students engage the varied diet within PETE. They have to taste it all, but they only swallow palatable portions and wash the rest down with fizzy drinks (fuzzy thoughts). There are main discourses, dominant knowledge forms and the sweetener is practical knowledge. To date I have argued that student perspective, as judged by their oppositional behaviours within the sociology of sort and physical education unit is related to an affirmation and proving ground for a physical education type identity associated with sport, health related fitness and biophysical propositional knowledge about performance enhancement. Even those students not involved participated passively, yet emotionally as a result of their long investments. One observed behaviour of the "A benches" was suggestive, from time to time any disturbance or noise would be sanctioned by a number of the people at the front by simply turning around, often frowning, and very quickly the situation returned to normal. Whereas when such occurrences took place in sociol, the "A benches" turned with an air of amusement and interest to see what was transpiring and to watch the engagement.

Much student reaction is emotionally felt as a result of significant personal interaction with those three factors. Emotional responses, joking behaviours, internal feelings of personal anguish were interpreted against a background of identity maintenance and development. Some of this interaction attaches itself to popular culture images of the trim taut and terrific body, whilst other aspects of sport within popular culture are focussed upon entertainment, consumerism and a particular appearance. There are however competing and often contradictory elements in this fusion. Hard work, sacrifice to achieve a purpose, and a disciplined approach to diet, make up a knowledge constituent component of this identity. Belief systems about sport and the links between health and fitness were challenged within sociology and as these factors are the major components that comprise an individuals subjective warrant about physical education and teaching it seems possible that the subjective warrant is a key element in studentship behaviours.

The notion of a subjective warrant has been used extensively in research (Dewar, 1984 & 1989; Dodds et al, 1992; Lawson, 1983 & 1988; Schempp, 1989; Templin, 1989) related
to the recruitment phase of anticipatory socialisation. As recruits move into professional PETE programs the focus of socialisation research tends to describe individuals reaction to the processes within PETE in terms of belief systems (Grabner, 1991; Lawson, 1988; Zeichner, 1983), a dialectic process of adjustment (Templin, 1993; Schemmp & Graber, 1992) and the social construction of reality and the constitution of reality (Fernandez-Balboa, 1993). As Graber (1989) indicates, students in PETE have expectations about the program, its subjects, teaching and University life formed as part of their subjective warrant about a career in physical education. Tinning (1990) wrote,

When I was an undergraduate studying human movement at the University of Western Australia in the early 1970’s, I can vividly remember a number of my physical education colleagues complained that some of the degree program was not sufficiently related to what they saw as essential knowledge for teaching.

Although Tinning was talking about individuals who were already practising teachers, similarly in this study, a number of the participants viewed their experiences in the discipline based classes of exercise physiology and sociology as part of a framework related to teaching. Eliza related this when she referred to exercise physiology and said,

It's exactly what I thought we would be doing a lot more of: Most people will end up prescribing exercise to someone and this is the basis of that..............When you really look at what happens in the school, like, the things that count are the way kids feel about their bodies and fitness. From our point of view it would be better if all the education and airy fairy physics stuff was condensed, you wouldn't believe the repetition. I've done issues like equity and that in that many classes.

By way of contrast, the knowledge within the sociology of sport and physical education class was seen as unrelated to "what we'll be doing." Phil believed, 

and the other thing is, Rohan always says that there are different ways of looking at things: and its like he's trying to make it sound important by making it hard. You know that you'll never come across most of it and if you do, you wouldn't know what to do anyway, as its all related to your opinion.
This stands as an icon to the relationship between student perceptions and the interaction with subject content knowledge. Within exercise physiology classes the implication and relationship of the subject matter to physical education practice, or curriculum was never foregrounded, in fact it was not discussed at all. Yet in sociol, consistent pedagogical strategies were established to link the subject matter with school based physical education. A social construction of reality was firmly embedded within the students mind that enshrined exercise physiology as relevant to me, to my teaching and to what physical education is all about. Within the process of professional socialisation the notion of a subjective warrant about what subject matter and which pedagogical practices are relevant to teaching is particularly powerful.

**MERGED REALITY; MEETING THE PEDAGOGICAL DISCOURSES OF PETE**

Having made sense of what it means to become a physical educator, having threaded an identity based upon successful sporting participation, a strong belief in fitness and health and sensitive to the logic of sports science via an academic study of physical education theory from year ten onwards, the recruit moves to PETE. In the first week at Rallybat, they are fitness tested by honour students, academic staff take, "getting to know you" classes via a games playing medium, they are fitted out in compulsory tracksuits and teaching apparel, they sign up for daily fitness (aerobics, jogging, riding) or sports classes at 8 am (University orientation program commences at 10 am) and they are taken on tours of the anatomy, physiology, exercise physiology and biomechanics facilities. Many of these sports science facilities are not laboratories, but rather, they are total building complexes. A session on writing academic papers is taken by a member of HM & SS staff (from the social sciences) which doesn't compare too favourably with the fun, glamour and excitement of participation, or a viewing of the technical toys of the School. The Head of School introduces the staff to the first year PETE students by telling the students that many of the staff are or have been elite athletes or coaches, that if they played their cards right they will be involved with AIS programs, and the testing of elite athletes. The Head of School address was followed by an address from a world renowned long distance runner. After a break, the only designated physical education curriculum and pedagogy staff member in the University speaks about the students' first teaching round, which is less than three months away. He goes on to discuss how the teaching rounds are the most important part of the program, and how important it was for students to find out if this career was going to suit them. A review of the above scene reveals that it clearly showed
students a range of confirming activities and communicated an understanding of what tertiary physical education was concerned with in accord with their own.

A great deal of the research on or about PETE is written and researched from a curriculum and pedagogical content knowledge perspective. Zeichner and Gore (1990) identified three components that influenced the professional socialisation of PETE students. They were general education class, methods courses and field experiences. As Macdonald (1992) and Tinning (1993) indicate, for Australian PETE students a significant site for PETE processes is the phase of the disciplinary study of physical education (subject matter content knowledge). In this case study student affiliation was totally with the sport science orientation of the program, which accounted for over fifty five percent of the total program. Perhaps if it were not, a new PETE student may be seen on campus. Macdonald (1992) also notes that the leaders and writers of PETE by and large are not in the schools of HM & SS or Physical Education Departments but in mainstream education faculties. Again this helps explain the lack of (other than by generalisation), study of PETE processes, such as the hidden curriculum, delivered through the subject matter content knowledge section of these programs. Tinning's (1994) concept of a performance discourse as a significant influence upon PETE practices is a move in the direction of reviewing the discipline content of undergraduate degrees as part of PETE.

There is a sound argument for the continued use of the notion of a subjective warrant beyond the recruitment phase into PETE. Such a warrant acts as a comparator (akin to black box in motor behaviour terms), or a "bullshit" detector for the experiences encountered in PETE. A sound argument in Australian PETE also exists for a considered approach to the discipline base of PETE being considered within the professional socialisation framework. Researchers will ignore its influence at their peril. A third argument I propose is that a relationship exists between the studentship behaviours (observed in this case study) and the manifestations of studentship in the form of subjective warrant about a career in physical education as students progress through PETE.

**STUDENTSHIP AND SUBJECTIVE WARRANT**

Student responses to the pedagogy within the academic units studied, the discourse that they responded with, in terms of naming studentship behaviours in line with their beliefs
about that discourse, as well as the nature of the behaviours themselves disclose the means by which an argument can be mounted for a close relationship between studentship and subjective warrants. The knowledge, beliefs and practices exhibited within the two sites are indicative of two different senses of reality, that give rise to different responses from students, much of which is in line with the dominant warrants students hold about a career in physical education. It would be easy and convenient if student responses to pedagogy could be limited to an analysis of the pedagogical and personal practices of the staff involved. Within the preceding chapter where a description of student reaction to the pedagogies of both units was presented, no attempt was made to interpret such responses. Many readings are available. The knowledge within the sociology unit was not seen as relevant or related to past experience, present needs or future roles of the participants. All the students knew they were required to complete and pass the unit. The beliefs that underpinned the sociology unit were often contrary and opposed to the beliefs that a majority of the class had about the outcomes and values of sport at a personal, community and elite level. One example in a tutorial class is illustrative. In this class, a discussion about genetics and sports performance became a heated argument about the under-representation of different racial groups in swimming. One student argued that "if you were good enough and worked hard enough that you would make it, why bring race into it," she was adamant that such an examination was culturally based and not an issue of privilege, racism, expectation or economics. The practices within the class included collaborative, student initiated and communicative experiences, which for many students were treated lightly, jokingly, or were seen as an opportunity for studentship. If we consider the knowledge within exercise physiology it was treated reverently, with fear, and impending conquest, and after all, "we simply have to know it." There was never an air of why do we have to know this? Instead, there were strongly held positive beliefs about the scientific, impartial, purposeful links with performance that permeated the technical culture of the class. In one interview with Eliza I asked her if she knew how another culture, like the Chinese might approach exercise physiology, or how a homoeopath or irradionist would discuss the process. She was confident that,

*It's got not a lot to do with culture, it's all about facts. I mean how else could you discuss thing like the bodies response to exercise but through thing like heart rate, blood pressure changes.*
The practices in the class were essentially didactic, efficient, technical and permeated with urgency and concern about the amount of knowledge that together the class had to encounter. Students felt that they had nothing to contribute to the unit other than to learn it. Arguably this could be the case, or alternatively the questions that name and frame the environment could be examined differently.

The student response to the practices, beliefs and knowledge within each class is the major indicator of a relationship with individuals subjective warrant about the discipline base of PETE as it related to teaching physical education. The end result of pedagogical interaction between teacher and learner is the process of knowledge production, not intentions as are written on unit outlines, but that which is understood (Lusted, 1986). The studentship behaviours meant students were able to engage only the knowledge which was relevant to them. The knowledge production in the exercise physiology class was almost a linear transmission from staff, technology and technique to the students. You had to get all the notes down, or get someone's who had, the laboratory procedures and protocol were rote learnt or great quiet was shrouded around individuals who were uncertain, and all effort went to pass the exams. Knowledge production and the interaction between teacher, learner and the knowledge they together produced was certainly not linear and appeared representative of a process of struggle within the sociology of sport and physical education unit. Such struggle was related to engaging the content, the pedagogy and to direct the outcomes in a matter that was in accord with the expectations or warrant of the students. Translating expectations about teaching physical education into expectations of a PETE environment is a process in which the social expectations and experiences of students, their cultural expectations of knowledge to assist them to learn how to teach, and the language structure of the subject matter is directly confronted with the reality of PETE. Exercise physiology as complex and as technical as it was, had a direct link to performance and was a major component of a performance discourse (Tinning 1993). Sociology was not a part of expected learnings, in fact the learning often had a negative manifestation towards sport and had nothing to do with a performance discourse. Does all of this lead to studentship behaviours, or are they merely opportunistic components of a sub culture? If we examine the studentship behaviours in each class the most significant link with the subjective warrant as it extends into a process of professional socialisation is the pedagogical distance such behaviours placed between the subject matter and staff by many students in an attempt to engage the material upon their own terms. Many examples can be used to illustrate this. Getting it right meant such different things in both classes. In the context of the sociology class, it
meant minimising contact with a subject matter that was not seen as relevant. The most extreme, yet recurring example of this was the difficulty students experienced in actually commencing a major research assignment in groups. The protocol for qualitative research was scrupulously laid out, yet as the weeks advanced very few students had commenced the project. Stewart felt that,

*I've looked at it a hundred times, everyone else in the group has too, but it's like we all knew that how we're going to get it done. It's best when your house takes on an assignment because you can do it at home.*

Nathan explained,

*I've had a look at it. In fact I've looked at the sheet about ten times and I'm still not started. I keep saying that I'll put it away till the holidays. It's a bit baffling actually as I've never done that before. I know I've got to do it.*

Such last minute ventures are common place in student life, however an assumed component within many students thinking was that it didn't matter anyway, the knowledge was common sense and sitting around a table fudging interview data was acceptable, or at least, you survived. Yet, if there was an assignment (remember that students didn't think they could do anything worthwhile in that format) in exercise physiology, some students would surely involve studentship, but their motivation would be similar to that used with the laboratory manuals, ie we were just checking. Above all else, students beliefs were totally trusting about the knowledge base, its purposes and their neophyte role in that cycle.

It was important for students within the exercise physiology environment not to be seen as unknowing. For many, this meant staying quiet, whereas the silence and absent presences within the sociology environment were a part of establishing a measured gap between the pedagogical processes and the self. At times for some students when their need to affirm their identity was so great they often overrode the need to ease their path through a course and overtly they resisted. The language and the nature of the studentship behaviours, oppositional behaviours and intense emotions seem indicative of a unresolved tension residing in students who are not at all at ease with cognitive dissonance and the uncertainty that this creates. A reduced, but controlled engagement seemed a measured response for a large number of students. Contextual factors such as students perception of
the relevance of particular tasks, their need to project themselves in a positive way, are part of a process that is implicitly connected with student expectations. In this case study it seemed logical that students would link the nature, language, and frequency of studentship behaviours with their beliefs about the relevance and worth of the subject matter as it related to their own identity and perceptions of their future career.

**SYNOPSIS**

Moving beyond the case record to an interpretative framework was difficult. Interpretation means attaching significance to what I observed and was told. It also meant diminishing certain themes in favour of others. The intensely personal nature of students establishing a dialogue with PETE led me to examine identity as a central feature of this interpretation. I had not intended it to be so. It was illuminating to review oppositional behaviour in this manner. In a similar vein it was interesting to draw upon the notion of a subjective warrant to interpret individuals studentship behaviours. Such behaviours were like an illicit black market currency that enabled students to control aspects of their life within PETE that superficially appeared to be institutionally managed.
CHAPTER SEVEN

AGAINST THEIR WISHES

It would be difficult, although tempting, for me to argue about PETE in general as a result of undertaking a close up look at two representative academic units within PETE and all the processes involved. Similarly it would be foolish of me to suggest remedial strategies that would hope to overcome the student quest for utility and be a means by which students could engage low status knowledge within PETE, for to do so would be to fail to acknowledge the uniqueness of individuals, the dichotomous, hierarchical world view that has been internalised and the case sites themselves. I do however, wish to record an, "as if" type story, that could be a part of the future for PETE students.

The belief in the goodness of sport and physical activity and the dominance of performance discourses in this case site that marginalised other discourses, was not surprising. The languaging of student discourse in terms of the two case sites was similar to the way in which students interpreted the value of each subject and was influenced by popular culture. This too was to be expected. Students who had made significant investments in the development of their identity around fitness and health, responded aggressively to reaffirm their emotional commitment to this identity. This too was a logical thing to do. The student sub culture was based around a bonding component of "them and us," which often led to decision making related to continued status in the group. This was nothing new. There was a myriad of different individual responses to the processes described in this case study and the disconfirming nature of this was pleasing. Previous research has shown that too.

What did initially confront and surprise me was what I can only discuss in terms of the lack of compassion and a diminished sense of humanity I felt as a result of observing and participating in the case study. I saw close up, a rejection and a response to a pedagogical discourse in sociology that I did not think was fair or just. These are not individuals who have created a postmodern philosophy of irrationality, or who have even heard of the term; they are twenty one year old people whose apparent noncaring, lack of social responsibility, self assuredness, lack of awareness, or concern for human suffering and injustice, seemed lamentable.
PETE attracts a particular clientele, with strong expectations about the type of education they will receive. As I discussed earlier, the vast majority of these students have completed a narrowing process through the secondary school curriculum that has seen a foregrounding of a biological, scientific framework as a means by which they see themselves entering the profession of physical education. It is no surprise then, how they favour particular knowledge structures in PETE, and no doubt too, that such an approach is institutionally directed and nationally chartered. So I need to reconceptualise my concerns about PETE students as people and instead move to interpretation or reading of the problems of engaging students in a manner that foregrounds marginalised discourses.

Gazing at the horizon of PETE it often seems unrealistic to expect that physical educators should, or could, become agents of social change (Sage, 1993) when sport and education are the two institutions in which students have such identity investments and personal aspirations. However, to work only within their personal orientation is a celebration of neo conservatism. It is probably more unrealistic to expect PETE to be the phase wherein such changes take place. I would be happy to begin with emotions like caring, and concerned, and inclusive pedagogies as a descriptor of the orientation through which we should hope to influence teachers of physical education. That academics can see a direct relationship between unjust, oppressive practices within physical education mediated predominantly via a hidden curriculum and broad social issues seems light years away from the day to day realities of PETE. Abstract theorising and lack of pedagogical practice that comprise the attempt to change people in an effort to popularise social concerns within either the subject matter content knowledge component of PETE or in the curricular framework are simply not working.

We are seeing a new client in PETE. A PETE student affected by processes and shaped by abstract images and codes of behaviour that do not favour reflection beyond technical reflection. The student is visually oriented, adrenalin seeking, unsure of any decisions of commitment to professionalism, career, and the future, and who is dramatically affected by the uncertainties of new times. It is argued that PETE programs should be linked with mainstream faculties of education rather than schools of human movement in the universities to confront the sport culture. However it does not follow that shifting PETE to such an environment will have an impact upon the product, in terms of social responsibility or interest in social justice through reflective practice. Such a model also foregrounds the influence of teacher education as a functionalist force, which is contrary to the research produced within such a pedagogical framework. Whilst the language of
the dominant discourses within PETE is technical, in terms of the identity work undertaken by these individuals it is empowering and helpful to them as individuals.

Tinning (1993) calls for a reconceptualisation of PETE around participation discourses, Fernandez Balboa (1995) says "lets do it better," in an effort to reclaim PETE from a critical pedagogy perspective. Gore (1992) cleverly distinguishes between the pedagogy argued for and the pedagogy of the argument. Anyon (1994) elicits fundamental flaws in much of the critical pedagogies practiced by Lather, Ellsworth, and Cherryholmes. Fitzclarencce (1992) points to a new psycho therapeutic approaches based on memory work as a means of connecting broad social issues with personal history. Putting experiences in the path or way of PETE students is the means by which knowledge, values, and skills are implanted. It appears that colonising the intellectual rationality of students (Fitzclarencce, 1989; Lather, 1991; Tinning, 1993) intellect in a bid to influence their attitudes and interests has not always worked. Similarly, making personal biographical excursions is not a clear path (Fitzclarencce, 1993; Dippo & Gelb, 1991; Ellsworth, 1989) to internalised structuration of new material. Utilising reflection in critical phases of professional training (Dewar, 1990; Fernandez-Balboa, 1993; Gore, 1990; Tinning, 1992) is met with a mixture of strategic responses from rejection via compliance to internalised acceptance and reflection of such processes. Debunking of myths and repressive practices as a means to an examination of the social construction of reality is (Mckay & Pearson, 1984) subject to multiple readings. If the text of all these experiences is examined, it has as its binding material, a belief in change from a current state to a new altered state. Yet change as a process functions best, when people recognise the need for such change and if they are dragged kicking and screaming through the process, the outcome is always variable at best.

Exploring the notion of identity work further, students arrive at PETE via a particular process that for many has seen shared meaning about sport, health, fitness and the virtues of all this becoming centred in their being. They have invested heavily in this field, often against more prestigious and expected career paths. They want to make something of it. The majority of students that Pettit (1992) dealt with in a general teaching program had negative experiences and feelings about physical education and sport. He proposed a new pedagogy in line with much that has been written about critical pedagogies in PETE. Yet strikingly these same pedagogies under similar or different names such as participation discourses are offered as the means by which specialist PETE students studying in schools of human movement and who are totally affirmed by the majority of their
exposure to sport and physical education are to come to deal with the complexities of teaching physical education encapsulated by Tinning (1990),

Our future teachers of physical education need not only to be the technical skills of instruction, they also need to understand the problematic nature of education and schooling. They need not only to be social engineers with a sense of right behaviour and how to teach it, they need to also understand the social construction of what is taken for granted as right behaviour. They need to be both socially competent and socially critical and they need to see the world beyond dichotomies (p.11).

Endorsing the beliefs within the above material is easy, but pedagogically speaking, it is not enough to argue, "this is so, is it not." Williamson (1988) says this of critical content,

These things are easy to write about at a distance from actual, diverse, unconfident, recalcitrant students: but the question which confronts the teacher, and as far as I can see, only the teacher, is how to teach these things, literally how to get them across, how to make them make sense to actual, living individuals. (p.90)

_A NEW PEDAGOGY_

Lusted (1986) urges that certain pedagogical conditions must be met for transformative knowledge. Most particularly, he notes that sensitivity must be shown in the mode of address to the social positioning of the respondents. Connecting aspects of personal identity to cultural activity in a way that positions and enables knowledge production as a process of interaction requires a new pedagogy. Learning is very different from a change in consciousness. Lusted (1986) argues persuasively that a pedagogy of closure exists when learning is not connected to transformation of one's own experience, responses and sense of self. With great relevance to this case study, he argues that learning is not the same subject as knowing. The complexity of reaching an individual's experiential knowing is indeed a challenge. Interestingly, many attempting such strategic change have turned more and more towards psycho analytic approaches such as life history, textual analysis of reflective writing, and memory work. Again, Lusted,
what is required therefore is attention to open ended and specific pedagogies, sensitive to context and difference, addressed to the social position of any learning group and the positions of individuals within it. (p 11)

Multiple pedagogies, not a general critical pedagogy are needed. Current learning must be linked with past history, where learning, and knowing was formed. Acknowledging the strategic links and personal investments that PETE students have made with sport and health related fitness seems a necessary prerequisite if the same students are the ones to link broad social issues with an examined sports world.

Within the sociology of sport and physical education class students were asked to position themselves within a knowledge base that was critical of, and distant from the learners world of sport. Many learnt appropriate responses in order to pass the exam, but such learning was not at their level of knowing. Much of the oppositional behaviour in the class arose, as I discussed earlier, in an attempt to reaffirm personal identity investment. Because the knowledge argued for required them to position themselves and "to be not so positioned was to be considered, ignorant, deviant and foolish (Lusted, 1986, p 11). In no way am I suggesting that individual units will ever change dominant paradigms. Tinning (1994) argues that there has to be a reconceptualisation of PETE. He argues that physical education and the sports sciences are more adversarial than they are symbiotic, and that physical education needs to move to participation discourses based upon the social sciences, social psychology, education and reintegrated bio-social knowledge forms. But his pessimistic closure implies that it is not likely that such a model will even begin to challenge the power base of the performance discourses,

However, given that our field contains professionals whose work practices rest on very different, perhaps adversarial discourses, the chances of failure are high. If we don't attempt to rethink our field then those of us who define our work as participation oriented will become progressively more marginalised, as the juggernaut of the sciences of physical activity and sport rolls over the landscape of physical education and recreation. (p.23)

Fernandez Balboa (1995) discusses how he follows three critical pedagogical principles in seeking transformed knowing in his classes. He connects the PETE content with broad social issues, eliminates the power conventions in the classroom and he brings the
personal and the political into the classroom. In so doing he argues that there is opportunity for students to engage the discourse. Fundamental to this process is still the notion of transformation and change. Prain and Hickey (1995) use discourse analysis of student teacher interactions in physical education as a means to overcome the criticism that large theoretical concerns fail to produce a practice centred orientation. The routine experiences of children in physical education settings provided the means by which decisions could be made whether practice supported belief, in respect to issues of elitism, skill based teaching, technical as opposed to supportive practice. Sparkes (1991) realistically evaluates such deep change in beliefs, values and practices as extremely difficult. He says that such change is,

very stressful, because it can undermine our sacred conceptions of self, fracture our professional identities, question our daily practices and make the routinised way in which we view the world highly problematic. (p.6)

Most pedagogies within PETE concern themselves with teleological and normative models of action, the wisdom of the elders and instrumental rationality as represented by objective science. Yet little effort has been directed towards dramaturgical and communicative action models that integrate individual subjective views of the situation with an approach that asks why we do things as well as how we do things.

Recently, I was communicating with a young physical education graduate who wrote, the following whilst being a Westerner in Guatemala. A Westerner is a person who accompanies indigenous Indians back to their land, and is seen as part of the reason they don't get attacked, or murdered. He said,

the whole process (his honours work ) taught me to be critical, showed me that there is more than one interpretation, more than one world. Although ignorance is bliss, I wouldn't swap this awareness for anything, even if it has caused me pain and confusion, uncertainty and doubt.

That a small number of students, academics and teachers view the world this way, may seem like "small bickies" but there is a commitment and a purpose that enables such individuals to stay within the field of physical education. Without them PETE would well be devoid of any alternate voices. However we will fail to produce change if we cannot continue to gain interest and attention from groups of individuals much wider than our
own. Are the new guard talking to themselves? How can you popularise a marginalised discourse? New pedagogies are needed at the knowledge production interactive phase of teacher and learner, so that recourse to old knowledge cannot be the basis of rejection of new, or different ideas. How is this to be made possible? I agree with Fitzclarence (1991) and Sage (1993) that links with broader social issues and students responsibilities as a citizen may be heartfelt but ineffectual. Rather, a link between the subject matter of the dominant discourses, in this case technical rationality by way of a performance discourse, needs to be made with alternate or marginalised knowledge. In our case site this dominant discourse was represented within the exercise physiology performance discourse. Lynn and others like her, need to be the messengers, not only Rohan, who appeared to be critiquing the performance discourse. A reintegrated de-specialisation of compartmentalised subject matter knowledge is needed. It should be the case that in the exercise physiology laboratory where fitness testing is performed, protocols are discussed, regressive equations are plotted is also the site where a series of different questions would be asked related to PETE. Why are we portraying the body in this way? What would it feel like if you were Sandra, known as the phantom, "overweight" and you were the subject in the forthcoming skinfold laboratory? (see the story, I Can't go into the Trackie Building in Between the Rings and Under the Gym Mat.) Reanney wrote in, The Death of Forever (1992)

When I began this book I spoke of a "gap at the centre" in Western civilisation due to a breakdown of the old faiths. The clear implication was that this gap needed to be filled. But with what? I repeat that it can only be filled by a renewed sense of the sacred. By this I do not mean a new set of beliefs, which will inevitably harden into a dogma. I mean an experiential sense of trust and caring, a renewed feeling for beauty in whatever form it may be found. To give this experiential message some shape, it will be necessary to develop a new story of our time based on science. I say story because science in its present form gives no human dimension to the truth it creates and illuminates. We need a parable, not a text book, a poem of reality so rich and beautiful that its meaning will transcend the words it uses.(p. 251)
AS IF IT MATTERS

It appears so important that strategic rhetoric (Sparkes, 1990) that enables concealment, calculation and manipulation of one's beliefs systems be challenged in pedagogical encounters within PETE. Such a challenge cannot occur by threat, or only an appeal to justice. It has to occur through structured experiences that can shape and direct transformative knowing over a period of time. In my view the basis for such pedagogic experiences across the subject matter content, curricular and teaching aspects of PETE should be taught from within the dominant performance discourses. It is only within a performance discourse that there is some hope of engagement with the vast majority of PETE students and staff in mainstream schools of human movement and sports science.
Appendix 1

BACHELOR OF EDUCATION (PHYSICAL EDUCATION) PROGRAM

Exercise Physiology (4hrs)
Sociology of Sport and Physical Education (4hrs)
Applied Biomechanics (4hrs)
Lifesaving (1hr)
Squash (1hr)
Australian Rules football (1hr)
Dance 2 (1hr)
Outdoor Adventure Activities (1hr)
Physical Education Curriculum (4hrs)
Teaching Practicum (15 days)

One Of

Sociology of Health (4hrs)
American Literature (4hrs)
Mathematics (4hrs)
Geology (4hrs)
Human Sexuality (4hrs)

Total 25hrs
Appendix 2

A STUDY OF ONE: MY TRUSTWORTHINESS TO WRITE THE OTHER

All participants in the studentship and oppositional behaviour case study were given the opportunity to review the transcripts of their interviews. They were given a hard copy of the transcript and advised that they could add or delete to clarify their perspective. It was also made clear that the material was their own perceptions and that a descriptive analysis of the views of all participants would be included in the study. Initially, a transcript of each of the three interviews with the participants was returned to them. There were some alterations, but these were minor. The next phase was to forward a copy of a thematic analysis to each participant for review, this process was interesting as it created a few more alterations and some changed emphasis on the part of the (some) participants. In Ian Taylor's case he felt I had overplayed the "failed student" notion, I think he was right in that "failed student" is a perjorative term, yet my interest in the notion of failure was not personal, but rather I was interested in how it affected his attitude to the repeated subject. To me this was indicative that the more I got involved with the data, then the more that I fashioned it in particular ways a la Wexler (1992). Being conscious of the possibility of rewriting participants voices till they became that of the researcher, I was attracted to ways of providing the reader and participant different formats of representation. The lived experience of the researcher as it interposed with the voice of the participants was a junction I wished to portray with honesty. In a study about the consequences of research (to the researcher), Richardson (1991) discusses the notion of writing the Other, and in turn rewriting the self. She argues that,

the culture suppresses and devalues its members subjective experiences.

For example, we are expected to write papers in prose, reference others, place our work in a lineage, objectify the topic and focus on the expressed topic rather than on the self as producer. (p.126)

As a result of looking at the notion of narrative, subjectivity, and lived experience I undertook to write one subjects transcript as poetry. The process took a strange turn as far as I was concerned, Ian Taylor (participant) had made no changes to his three interview transcripts, he was (or seemed to be) interested in the study and spoke informally to me about it on a number of occasions. My write-up of his case study received general acceptance and slight modification as mentioned previously. Finally I
re-presented his views in a loosely structured poem that was entirely his own words. He was taken aback at the perspective and context in which the poem was written and therefore positioned him. It appeared to him to be harsh and unforgiving. Initially, he asked that I did not use the poem as part of the case record, and he questioned his further involvement in the study, however, later, upon his own initiative he agreed that it could be included. We spoke at length why his perceptions appeared so different in the poem and Ian felt it was just "so abrupt." He then wanted to know who would read the study, I think he felt naked before the camera. My case study analysis of him in relation to the study and the poem are presented below.

IAN TAYLOR

Ian is twenty one years of age and in his fourth year at university. He has failed a number of academic units during his program (including sociology of sport) and was repeating that unit during the study. He had entered the PETE program after completing a tertiary orientation program at a large provincial centre. Students who entered via such alternative means gain a place through an interview, personal references and the grades they achieved in their particular course. They were not compared to the mainstream year twelve students and only a few places were reserved for these students. Ian had come to University with outstanding personal and community references and his father was involved in education as a head of a large department in a private school. Ian was an outstanding all round sports person and his own preference would have been to try and follow a professional career in Australian rules football. He was chosen as part of the study because of his sporting interests, his failure in the sociol unit previously and because of his popularity amongst other students, particularly the males. In the lectures for sociology Ian sat right up at the front of the class and always on his own. He did this because he felt that he had been unjustly seen as an agent provocateur by the staff member teaching sociology and he wished to change that perception. Ian also felt this was part of the reason that he had failed the unit in the previous year.

VALUE AND RELEVANCE OF SUBJECT MATTER

Ian was keen to pass sociology at his second attempt and his attitude in lectures and tutorials was always positive and he left little doubt that he had completed all work requirements and was prepared to be involved. A few of his friends thought that he was going over the top with this approach but he was convinced that he should overtly show his interest through his involvement. Privately, he felt that the subject matter and the
pedagogy within sociology of sport were the reasons for its unpopularity. He said at the initial interview that he valued the knowledge in exercise physiology more because,
"I think that it goes back to the tangibility of the actual subjects. With the ex phys there's something, each day you go in there and you get to come out with a set of procedures of whatever happens and you've got to know them for the exam. If you don't know about the production of lactic acid or something like that then you're lost. So you've got to be there to see it and listen to it to understand it because it's pretty technical. With sociology, like I might not even go to class and you ask someone what happened and they'll say that they watched a video on cricket or girls in sport. If they tell you about it, it takes two seconds. You couldn't try and tell someone that about anything in ex phys, sociol is common sense."

Ian consistently talked about his belief that exercise physiology was real and would involve everyone personally and many in their work after university, whereas he felt that sociology was not relevant because the issues were only pertinent when you travelled to other countries. This belief arose because Rohan used many different cultural examples to amplify his material. This aspect of Ian's general belief about the value of the different types of knowledge was clearly related to the fact that the knowledge in exercise physiology was seen by him as culturally neutral, applicable to all, and impartial. This contrasted sharply to the sociology unit where Ian was frustrated when examples were drawn from other cultures, were not tangible, and involved divergent positions.

"you don't ever see it happening, except if you go across to other cultures and teach exercise or something like that. It's not in your frame of mind that it will ever happen to you, so why really go on and discuss it."

REACTION TO THE PEDAGOGY OF EXERCISE PHYSIOLOGY AND SOCIOLOGY OF SPORT AND PHYSICAL EDUCATION

Ian was certain about this aspect of the study. He was very vocal about the subject matter, the staff members attitudes and his own approach as a result of such knowledge. Beyond all else Ian believed that the lecturer (Rohan) was trying to force the class to think in a particular way about social issues. He said,
"with Rohan you can't argue with him, he's never wrong. If you think that you have a valid argument, forget it and accept his. He doesn't understand this and marks you down." He went on to become quite emphatic,
"his lectures are repetitive and boring. No matter what situation he is in he's never wrong. He has absolutely no credibility in my eyes. Whether you believe it or not, he expects you to, even if it goes against your whole lifestyle, you're going to have to do that
because he's marking your paper and he won't give any leeway for your views. He marks from Rohan Young's brain and that's set in concrete." Ian talked about the need to brown nose Rohan in relation to "silent grading" which is the degree to which students are expected to share the lecturers viewpoint. Ian said further that this issue was not worthwhile considering in relation to exercise physiology as you simply had to know your stuff. Ian was critical of the attendance requirements in both exercise physiology and sociology of sport and physical education. This aspect was observed closely and the students completed all attendance rolls with a minimum of fuss etc in ex phys (albeit begrudgingly) yet took the opportunity to create (occasionally) mild chaos when undertaking the same task in sociology. Was this related to the subject or to the lecturer concerned, I asked? Ian replied,

"a bit of both. It should be up to the individual. If you're smart enough to be at university then you should be smart enough to decide whether or not you need to go to class. In sociology he won't hand the roll around and you have to wait at the end of class to sign your name. So you just create a bit of chaos. But it's all a pain in the arse in the end."

The lack of a planned (or natural) beginning and end was a constant cause for concern for Ian when it came to sociology as compared to exercise physiology. It simply did not follow on as he thought it should.

"With your ex phys you've got to keep up each week so you don't fall behind. that's fair enough. But with your sociol there seems to be no constant theme. One thing doesn't logically lead to another and that causes a lot of anger and confusion. Like we looked at that cricket thing (A film depicting of cricket as played in the Troubriand Islands ) and that had nothing to do with the next lecture. There's no direct link and you can't pick up where you were last week and go on with a theme. You come out with ideas about things but not sort of a line of thought."

When it came to the styles of assessment Ian was sure that the only way to know ex phys was via exams and that sociol was more to do with the lecturers view and how well you coincided with that view.

ASPECTS OF STUDENTSHP

Ian felt he was a victim in that he had failed a number of units because he had not known or was not able to give the lecturers what they expected. He was aware of all the "real" issues surrounding studentship as they affected the daily lives of students struggling to achieve within the program. His attention centred upon aspects of image projection as well as ensuring the best and easiest path through all the units. This varied from signing in absent friends at class, "you've got to think of your mates." Through to gaining a copy
of the previous years exercise physiology laboratory manual from a fourth year, where Ian felt that,

"It's all fairly simple stuff and you find a lot of people share around. If you don't understand anything you can just get it from someone else. No one minds if you just copy stuff in the lab manuals. The main thing is to get it right, that's the main thing, just sitting down and copying won't help in the exam though. Everyone just gets in together and helps." Ian had undertaken a deliberate strategy this year in sociology of sitting up front and on his own. Whilst he thought this was significant in relation to him passing, his body language was sometimes that of a disinterested person, slouching, occasionally his head cradled in his hands, and his eyes averted. He was really (or seemed to be) quite surprised when we discussed the possible impact of a classes body language on a teacher. Ian was clear however in his views of the importance of the perceptions of staff. He told me,

"I've always thought that you had to be careful in sociology about talking or showing any signs of disagreement with Rohan. Even little things he want done in his way, like the way you have to interview people for the video."

When asked if this was the same for the exercise physiology unit Ian noted that,

"It's not really the same. Like, we've had people who have missed weeks of classes and Lynne just wants to know how they will make it up. People are encouraged more and you don't feel like you have done something wrong."

When we compared exercise testing protocol to specific ways of interviewing people and asking questions, Ian did not think that the comparison held up as much in sociology where common sense was the best guide. Ian was a streetwise person and during the interviews he often smirked and shorted when notions of colluding and "student brotherhood" were mentioned. He acknowledged that he saw it as fair game to ensure your own individual pathway through all units by whatever means was appropriate, yet he was careful to show that overt cheating as he defined it was not acceptable. On a number of occasions Ian asked me to stop the tape and tell him (again) who would hear the tapes and what would be done with the transcripts.

MATTERS OF OPPOSITIONAL BEHAVIOUR

As this is the first mention of this term it requires some definition. Oppositional behaviours are those behaviours engaged in by students that do not enhance staff perceptions of them, nor do they ease a students progress through a particular academic unit. At a later stage the motivation behind such activity will be analysed. Ian had failed the sociology unit previously and whilst he was generally candid he was also careful as
he felt that exposing either his beliefs (if they were deemed inappropriate) or his feelings would see his progress effected. In an early interview he said that he was just being careful.

"You've just got to cope as a student, much moreso in sociol than ex phys. I actually feel personally quite offended, there's a lot happening. I always feel guilty personally. After all, I'm a white Anglo Saxon male and I'm guilty of all sorts of thing according to Rohan. This is what you've done over the years and this is what you've got to do and this is how you've got to do it. I don't think you change people by being so heavy handed, we give him bullshut and heap it on him during the lecture. You end up feeling that the only way to express your views is by having a go at him personally. It all gets the students in a sort of offensive position."

This was powerful stuff and straight from the heart.

Ian was acutely aware that there was a sort of antagonist/protagonist situation developing in the sociology class. When he was asked to relate this issue to the exercise physiology class he said that this was neither possible nor appropriate as ex phys is not like sociology.

**KEY DIFFERENCES BETWEEN THE UNITS**

Ian commented upon many differences between the two units. These included the lecturers knowledge of the subject matter, fiction, or opinion versus facts, and his own background in sport. To this end he commented,

"In ex phys there are thing that are happening and you can feel them yourself when you are training and they're things that you can play with. I'd much rather work with something that I can see, that works and there are actual figures and things like that to work with."

Ian stayed away from any possible confrontation with Rohan and whilst not enjoying the unit he participated as he saw fit, in terms of negotiating the process.

**IAN'S TAYL**

In sociol you've gotta read and that's not too bad, but there's never a theme, no reason, it's sad.
One thing doesn't lead to another. There's never a link between what you see and what's said.
You can't say this is because of this and so on, ideas about things but not a line of thought.
And there's opinion, argument and so much unrest.

Well, first let me tell you it's not tangible at all, you can't work set things out and you get disoriented for sure. You can't see or manipulate, so you just start to rest. But in ex phys everything's happening; you can feel it inside when you're training or playing it starts to make sense. I can see it all works and you've got figures to prove it and you don't have opinion, argument and unrest.

Each day that you go there you come out with procedures; they're for the exam and you need them. You've got to be there, listen, learn and just know it, cos it's technical stuff, you'll get lost if you veg out. I don't go to sociol, ask someone what happened, a two second version is all that you need. There's theories, there's bullshit and it just doesn't matter and you have opinion, argument and so much unrest.

We work in a group which is good cause it's technical stuff if you're stuck and they know it, it works out alright. You think of your mates and they think of you, but you still have to know it; the exams are so hard. Lab manuals and that; you can just ask, no one minds if you copy the stuff from the labs in ex phys. You'd be stupid not to get it right, close to a ten.

At this time last year I had no sociol notes, ask a good student and a full set you'll get. You've got to be careful though, it's easy but hard, there's a way to do things if you know what I mean. Like asking questions and writing it up. All the time he is asking, just what do you mean. Do your research at home; the data's, "you know!"

You've got to cope as a student, much more so in sociol than ex phys. I feel actually quite personally offended. You've got to accept it, even if you know it's not true. There's no leeway for your views, it's all silent graded. It's not something we did or can change,
I'm a white Anglo Saxon male; guilty of all sorts of things.

He marks from his brain and he's never wrong,
whether you believe it or not, accept it.
Even if it goes against your whole lifestyle
like religion and views: where they come from
seems so important to him, yet who gives a shit.
People are encouraged more in ex phys and you
don't feel like you done something wrong.
and you don't have opinion, argument and so much unrest.

When I add a third component to this puzzle, that being, a story entitled Tale of Two Classes (Swan, 1995), which is included within part B of this thesis, I find that my understanding about research as it applies to my lived experience is changing. In that story Ian Taylor is the central character along with Sally Rowsal. The story focusses upon the way students live the reality of particular subjects within PETE. More particularly the story addresses the issue of studentship as a dominant force that impacts directly on the type of relationships that are established between students and staff. The participant in the case study that I have given the pseudonym of Ian Taylor was asked if he would read the story and then come and discuss it with me. Ian had already spoken to me about the poem so I awaited his visit with great interest. His immediate response was to ask if he was the central character in the story. In response, I indicated that there were chunks of him (as I knew him) and many other students written into the story. He told me that the story was totally real, which confused me greatly as I had made up many of the instances within the story. Or had I? As I review the case study about studentship that I am now undertaking then the story about studentship (Tale of two classes) looms large as a research form that it as meaningful (if not more) than the case study is. The tacit knowledge, subjectivity, bias and understanding I make of the text that is PETE will be shaped so much by my history that the stories in Between the Rings and Under the Gym Mat needs to be told alongside any effort to write case study research. Wolcott (1992) wrote that all you ever hear about qualitative research are issues of method, indeed methodology, with almost no reference to content. Descriptive and interpretative
paradigms suppress and devalue subjectivity both as a experience and also as a form of sociology. Adherents of the empirical analytical model considers that subjectivity is eliminated by the application of appropriate controls or more likely subjectivity is not considered possible. Yet the issue of how to represent material appears so centrally related to the purpose of any project that writer bias and subjectivity should never be hidden as part of some academic game. Wolcott (1992) argues that when you are a senior scholar you don't have to undertake research that is rigid and constricted, such as thesis research. Of greater importance than the debate over thesis research as an appropriate form of research are the encouraged absences, unexplained data, incomplete and inconclusive analysis and the conspiracy of silence (Wolcott, 1992), or the veil of certainty that surrounds much educational research.

The intersection of my lived experience with the stories I have written and the research that I am undertaking is not a problem to be solved. There is often a concerted effort to subject that intersection of lived experience (if recognised as worthwhile of discussion) to a tyranny of reason (Jackson, 1989) and a logic of orderly events that arrives at a conclusive end. I do not understand, nor have I experienced professional life as such. The sociocultural components that comprise the notions of studentship require the subjectivity of subject and researcher to be seen as emotional lived experience that is central to all understanding.
Appendix 3

PRE PLANNED INTERVIEW SCHEDULES (wk 3)

Can you tell me your general impressions of the two units so far?
What is your view about the rest of the groups perception of the units?
How would you describe the interaction between the lecturer and you, in either class?
What value do you place on good lecture notes?
Would you ask a question in either the ex phys or social class? Why? Why not?
What is your view about the need to attend class?
What relationship (if any) do you see between the subject matter in ex phys and social and the assessment?
How do you regard partner work in terms of assessment tasks?
Do you have any sense of how other students regard collaborative work?

PRE PLANNED INTERVIEW SCHEDULE (WK 8)

How well do you think you are going in each unit, so far? How do you know that?
What do you feel are the major messages from each unit to date?
How have you attended both classes? Why such a difference/ no difference?
Have you got any help from others in relation to the test/ tutorial presentation, research assignment?
In relation to assessment and things like lecture notes, have or do you help anyone in the class?
Would you compare the knowledge in each unit thus far, in relation to how you see it, enjoy it, its usefulness and application?
Could you tell me about how you feel in either class and your perception of the rest of the classes feeling?
What (if any) parts of either unit has been/or are useful in your everyday life?
Where do you sit in either class? Do you notice anything different about the atmosphere in either class?
What has been the most significant knowledge and learning so far in the course for you, for teaching?
Have you sensed any feeling of conflict between the knowledge in both units and the demands and responsibilities of teaching phys ed?
PRE PLANNED INTERVIEW SCHEDULE (WK 13)

How would you define your participation in ex phys and sociol?
What did you find were the biggest differences between the units?
What do you think of the collaborative assessment in sociol?
Would you have liked to do an assignment as part of your assessment in ex phys? Why?
Why not?
How do you feel about the people who got helped in their tute and research paper from others?
Do you think that the grades you have so far in each unit reflect what you know? If not, why not?
How do you feel about helping other students with copies of lectures notes?
What do you think has been the most useful part of each unit to you personally, to teaching phys ed?
What disappointed you most about either unit?
What pleased you most about each unit?
How would you describe what you have learnt in both units?
What do you expect of a lecturer teaching you at university?
Appendix 4

PHYSICAL EDUCATION TEACHER EDUCATION QUESTIONNAIRE
SECTION A

1. Do you think that a hierarchy of subjects exists within the Physical Education Component of your degree.
   YES/NO
   Please Circle

2. Take the whole subject groups on the right and create a hierarchy of RELEVANCE to your career below:

   [ ] [ ] [ ] [ ] [ ]

   Most Relevant  Least Relevant

   Comment on the factors that led you to this decision.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. Take the whole subject groups on the right and create a hierarchy of hardness.

   [ ] [ ] [ ] [ ] [ ]

   Most Relevant  Least Relevant

   Comment on the factors that led you to this.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. From within the subject groups you saw as most relevant to your future which individual subject was most relevant, eg. B4
   RESPONSE _____

   Comment on the factors that led you to this decision.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

* A hierarchy is an order that for some reason (eg. relevance) places a particular subject at the top and others below (eg. most relevant subject to least relevant subject).

SUBJECT GROUPS

A

A1 ANATOMY
A2 FUNCTIONAL ANATOMY
A3 PHYSIOLOGY
A4 EXERCISE PHYSIOLOGY
A5 ADVANCED EXERCISE PHYSIOLOGY

B

B1 FOUNDATIONS OF P.E.
B2 HEALTH STUDIES
B3 SOCIOLOGY OF SPORT & P.E.
B4 PHILOSOPHY OF P.E.

C

C1 BIOMECHANICS
C2 RESEARCH TECHNIQUES IN BIOMECHANICS

D

D1 PSYCHOLOGY OF SPORT
D2 MOTOR BEHAVIOUR
D3 SPECIAL POPULATIONS
D4 LEISURE AND RECREATION

E

E1 P.E. CURRICULUM
E2 TEACHING PRACTICUM
E3 HUMAN MOVEMENT LABORATORY
E4 OUTDOOR RECREATION PROGRAM
5. Take the subject groups on the right and create a hierarchy of importance in terms of the way the course structure and organisation was presented to you.

Presented at most important by course

Presented at least important by course

Comment on the factors that shaped your decision.

6. Take the subject groups on the right and create a hierarchy of best organised and most poorly organised subject group.

Best organised

Poorly organised

Comment on the factors you used to shape your decision.

7. Take the subject groups on the right and create a hierarchy of hardest assessment policy to easiest assessment policy.

Hardest assessment

Easiest assessment

Comment on the factors you used to shape your decision.

SUBJECT GROUPS

| A1 | ANATOMY |
| A2 | FUNCTIONAL ANATOMY |
| A3 | PHYSIOLOGY |
| A4 | EXERCISE PHYSIOLOGY |
| A5 | ADVANCED EXERCISE PHYSIOLOGY |

| B1 | FOUNDATIONS OF P.E. |
| B2 | HEALTH STUDIES |
| B3 | SOCIOLOGY OF SPORT & P.E. |
| B4 | PHILOSOPHY OF P.E. |

| C1 | BIOMECHANICS |
| C2 | RESEARCH TECHNIQUES IN BIOMECHANICS |

| D1 | PSYCHOLOGY OF SPORT |
| D2 | MOTOR BEHAVIOUR |
| D3 | SPECIAL POPULATIONS |
| D4 | LEISURE AND RECREATION |

| E1 | P.E. CURRICULUM |
| E2 | TEACHING PRACTICUM |
| E3 | HUMAN MOVEMENT LABORATORY |
| E4 | OUTDOOR RECREATION PROGRAM |
SECTION B

Physical Education is seen to contribute to children's growth and development. These contributions include:

A. PHYSICAL CONTRIBUTION
   health, fitness, physiological well being

B. MOTOR CONTRIBUTION
   Sports skills, technique, motor learning

C. AFFECTIVE/EMOTIONAL CONTRIBUTION
   Self esteem, self confidence, happiness

D. SOCIAL CONTRIBUTION
   Leadership, cooperation, social cohesiveness

E. SOCIO-CULTURAL CONTRIBUTION
   understanding the place of activity and body in different societies

F. KNOWLEDGE CONTRIBUTION
   learning facts and information about health, fitness, performance, etc.

*Please rank the above contributions (A B C D E) from the perspective of

1. Your belief in their importance

   [ ] [ ] [ ] [ ] [ ] [ ] [ ]

   Most Important                            Least Important

   Why do you believe this?

   __________________________________________
   __________________________________________
   __________________________________________

2. Your intention to focus your school program

   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

   Greatest Focus                            Least Focus

3. From the 5 subject groups in Section A choose one box that has informed and contributed most towards your intention to focus most on one particular area as listed in question 2 above.
   SUBJECT GROUP  [ ]

   How has this subject group informed your thinking and beliefs?

   __________________________________________
   __________________________________________
   __________________________________________
4. If there is any one subject from the subject boxes in Section A that has particularly shaped your understanding and intention about Physical Education, please indicate which subject.

__________

subject

How has this subject impacted upon you. (Remember such impact may be negative or positive.)

__________

__________

5. Link the subject groupings (A B C D E) from Section A, as you have undertaken them at B.U.C. with the 6 areas of Physical Education (physical, motor, affective knowledge, social, socio-cultural) and indicate which subject groupings informed you about the various areas of P.E.

eg. Subject grouping A may have informed you about physical aspects of P.E.

CONTRIBUTIONS/DOMAINS OF PHYSICAL EDUCATION INFORMED IN STUDY AT B.U.C. BY SUBJECT GROUPING(S)

PLEASE LIST

PHYSICAL/HEALTH

MOTOR

SOCIAL

KNOWLEDGE

SOCIO/CULTURAL

AFFECTIVE/EMOTIONAL

*You may include more than one subject grouping for each area or you may decide not to include any.

6. Are there any areas in which you feel inadequately informed? YES/NO

Please state which area and indicate if this is an important omission. _______ area _______

__________

__________

7. Please feel free to make any comments.

__________

__________

__________
Appendix 4

FIRST YEAR PHYSICAL EDUCATION STUDENT QUESTIONNAIRE.

NAME: ____________________________________________

COURSE: __________________________________________

1. What do you think was the major influence that led you to undertake a physical education teaching degree?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. How would you describe what physical education is all about?
   At primary school. ______________________________________________________

__________________________________________________________________________

__________________________________________________________________________

At secondary school ______________________________________________________

__________________________________________________________________________

At university _____________________________________________________________

__________________________________________________________________________

3. How well prepared do you feel for the this physical education program? (please tick one)

   Extremely well prepared ______
   Quite well prepared ______
   Don’t really know ______
   Quite unprepared ______
   Extremely unprepared ______
4. List any fears or concerns you may have about the physical education program.


5. Do you have any concerns related to any of the following personal factors as far as it could affect your performance. (please tick)

   Injury  
   Weight  
   Physique  
   Illness  
   Co-ordination  

Please discuss your concern.


6. Which career do you intend to follow upon graduation? Please rank the following in descending order of preference, i.e. most likely 1, least likely 8.

   _____ Secondary school teacher in your second teaching area.
   _____ Secondary school physical education teacher.
   _____ Exercise leader and prescriber.
   _____ Secondary school teacher with equal mix of physical education and second teaching area.
   _____ Sports coach.
   _____ Sports administrator.
   _____ Other P.E related occupation (please name).
   _____ Other occupation (please name).

7. Please list your understanding of the major role and commitments in your chosen career in the question above.
8. What do you expect to gain from your three or four years at R.C.A.E. Please rank the following in descending order of importance and expectation, i.e., most important and expected 1, least expected and not important 8.

____ Professional values
____ High degree of sports skill expertise
____ Personal fitness
____ Teaching and coaching strategies
____ Communication skills
____ A general education
____ Specific job skills
____ Educational philosophy

Explain your choices
Most important________________________________________________________
________________________________________________________
________________________________________________________

Least important________________________________________________________
________________________________________________________
________________________________________________________

Thank you for completing this questionnaire. Your responses will be treated in the strictest confidence. In any communication of this material, no names will be used. It is planned that this material will be part of a study investigating students who leave the program. At any stage you may claim your individual response.
Appendix 5

SOME POSTURES AND SEATING PATTERNS
OF STUDY PARTICIPANTS
Appendix 6

CASE STUDIES OF PARTICIPANTS IN STUDENTSHIP AND OPPOSITIONAL BEHAVIOUR STUDY.

Ten students who were undertaking exercise physiology and sociology of sport and physical education were interviewed. The interviews were semi structured and took approximately 30-40 minutes each. Each participant was interviewed three times during the course of the thirteen week semester. Fieldnotes were kept about the interviewee's participation in class situations, as well, the participants were invited to write notes and comments about anything that interested them in relation to this study. Before the process of inductive analysis could take place it was decided to write individual case studies for each interviewee. The process of constructing case studies followed the protocol of Patton (1990).

Step 1. Assemble the raw case data. This consisted of all the information collected about the individuals.
Step 2. Construct a case record which is a condensed of raw data into a manageable and accessible package.
Step 3. Write a case study narrative. The case study is a readable and descriptive picture of an individual in relation to the focus of the investigation. The case study can be presented either chronologically or thematically

SALLY ROWSAL
Sally is twenty one years old and is in the third year of the Rallybat PETE program. She entered a physical education program after missing out on higher preferences. Once in the program she decided that she liked the whole area and decided on a career in teaching with aspirations of academic research at some stage. Sally had a very high tertiary entrance score (148/164). Throughout the PETE program she has excelled in all facets, including teaching and academic performance. In relation to the current study she was included as a participant as she had spoken to the author on several occasions about various aspects of student life including studentship, also, as one of the high achievers of the program it was thought necessary to include this sub group.
VALUE OF SUBJECT MATTER CONTENT

Sally viewed the knowledge in both exercise physiology and sociology of sport as worthwhile. She attended all classes in both units and sat in the same relative position at the middle of the lecture theatre and spoke enthusiastically about the subject matter content in both during interviews. It was clear from her approach and attitudes she felt that,

"exercise physiology is very much there. It's there, you can take it or leave it, but you have to master it. In sociol you have your options about what you can think. I like that, but I don't think many people do."

It was interesting that Sally always answered questions and made observations about her own perceptions as well as commenting on how she saw others students dealing with the issue. In terms of the value of the content in each subject Sally commented that, "because there's always a need to explain the relevance to students until they're out there (teaching) and then something might happen that they think, yes, I've done that before. Whereas they see exercise physiology as relevant, a very much hands on approach, useable one day and you need it the next. Whereas in sociol they don't see any relevance." Many of the perceptions of "other" students views held by Sally were shown to be appropriate and apt as the study went on. It was interesting to note Sally's view on the difficulty of the material in each subject was related to how relevant the material was.

"sociol may be relevant but it can be boring, you don't have to worry about the exams as only half the stuff will be on it any way. Whereas ex phys you've got to know your stuff, know it all. You can't bluff your way through ex phys. Your grades represent what you know. In sociol people who know nothing, do as well as those who do all the work."

REACTION TO THE PEDAGOGY OF EXERCISE PHYSIOLOGY AND SOCIOLOGY OF SPORT

Sally was an active participant in class. She was always prepared to proffer an answer, ask a question, and interact as sought by staff. Sally actively interacted with the academics who taught exercise physiology and sociology of sport, often making appointments with them to clarify subject matter and to discuss assignment options. Sally seemed to see past the lecturer in terms of pedagogy and regularly spoke about the subject matter within each unit being significantly different. An example of this occurred when discussing the level of noise within each units lectures. She said, "there is a big difference in attitude toward the classes (ex phys and sociol). It could be the lecturer but I'd say mostly it's the subject matter. I think people get bored as he
(social lecturer) doesn't state the name of the researcher. He just sort of says it as if it were a fact when its only a view of a researcher. I know he's showing research but then it gets out of hand and the class reacts. That's why he gets arguments. Like he keeps saying that this is not my view but the research and they don't believe him."

Sally's main concerns about pedagogy were to do with the styles of assessment and the nature of assessable tasks. One aspect of the sociology unit angered her as she hated undertaking collaborative work with her peers. The main reason for this was related to her need to assure excellent grades by undertaking most of the work herself.

"Well, it depends who you're working with. With someone like Robin (female student colleague) probably I would say to myself, come on get motivated and get it over and done with. To get lumbered with a person who couldn't care and has a poor attitude toward the subject let alone the assignment, it's really hard to try and finish the work. Like, I try and work with them as much as I can but I do get irritated but I don't let them see that, like because that would be a disadvantage to the overall work."

On the issue of equal sharing of workload on the collaborative task in sociology Sally said, "I did the lit review and then Robin and I did the video and then I did the other section and then Robin did the presentation. Well I just hope that my grades reflects my efforts." There were a variety of assessable tasks in the sociology of sport unit yet Sally expected the format of the exercise physiology unit. She mentioned that the exams were necessary to establish just how much people knew.

**ASPECTS OF STUDENTSHIP**

Sally had extremely firm views on particular aspects of studentship related to cheating and colluding. She was a target of some students efforts to get hold of her completed assignments, class notes, assistance in study situations and general "leeching." At times this distressed her whilst at other times she was accepting of the situation as she needed to maintain a positive identity in the group. It was clear that Sally was very interested in this issue. On a number of occasions she sought out the opportunity to discuss this topic beyond formal interview situations. During one of these meetings Sally broke down and cried as she had been snubbed by a number of students who had asked her for a copy of her class notes in sociol of sport so they could study for the final examination. She said that,

"Initially I tried to get out of it. But like, people will get together before the exams and see what they have got between them all and then try and get my copy. If they have a reasonable excuse that's fair enough, or if you know someone died, or that, I don't mind giving out notes and help, but there's too much of it and I just get fed up."
Sally felt that the nature of the assessment in sociology of sport enabled cheating. In particular she was critical of the research assignment. The week before the task was due to be handed in Sally knew that, "some people still haven’t started it yet. People are just starting to think about it. They all went and got an extension and then made it all up." Sally was always optimistic and felt that, "but the joke falls back on them because they pass and still they have got no benefit from it."

Sally was never a "brownnoser" as she genuinely was interested in the material in all subjects. Her attendance at all classes was a part of her attitude toward professionalism and her interactions with staff was positive and constant throughout the semester. After reflecting upon the issue of cheating Sally thought that,

"I would say that more students would be inclined to cheat in exercise physiology than in sociology with the way you can bluff your way through sociol. It's easy to just bab any thing. But ex phys, it's a full spread of knowledge and there is so much information and its so important."

Sally was mainly interested in the ethical and moral aspects of studentship and not interested in the many normal aspects of it that underpin much of the covert curriculum.

**KEY DIFFERENCES BETWEEN THE UNITS**

Sally felt that the key differences were largely those centred around the interaction between the students and the subject matter. She thought that,

"in ex phys you have to concentrate or you get lost for the whole lecture and then you've got to concentrate from lecture to lecture because it all follows on. Whereas in sociology they can get the notes from others and understand them or read a book. In ex phys you really need the lecturers understanding."

It was the engagement with the subject matter that Sally thought was the crucial issue. Rarely did she discuss the different pedagogies and discourse within each unit. The need to concentrate as opposed to relax, take swags of notes as opposed to not knowing what to write down, and the need to study hard were the main differences that Sally felt distinguished the different learning's in each unit. Interestingly, Sally felt that you can't teach ideas and no-one else's attitude helped you to deal with an issue. This notion may be important as the approach to assessment looms large as a negotiable factor that students come to appraise in relation to the value of subject matter. Even when the form of assessment was the same in both units Sally felt that the student attitude to each was very different as an indication of how they perceived the value of the subject matter. Sally expressed this clearly when she stated,
"I don't think there would be a concern over exams in Sociol. For the sociol exams you can rig the books and fake it. there wouldn't be any anxiety associated with it. So people feel they need to interact more with ex phys staff and the content than you would in sociology."

IAN TAYLOR
Ian is twenty one years of age and in his fourth year at university. He has failed a number of academic units during his program (including sociology of sport) and he was repeating that unit during the study. He had entered the PETE program after completing a tertiary orientation program at a large provincial centre. Students who entered via such alternative means gain a place through interview, personal references and the grades they achieved in their particular course. They were not compared to the mainstream year twelve students and only a few places were reserved for these students. Ian had come to University with outstanding personal and community references and his father was involved in physical education as a head of a large education department in a private school. Ian was an outstanding all round sports person and his own preference would have been to try and follow a professional career in Australian rules football. Ian was chosen as part of the study because of his sporting interests, his failure in the sociol unit previously and because of his popularity amongst other students, particularly the males. In the lectures for sociology Ian sat right up at the front of the class and always on his own. He did this because he felt that he had been unjustly seen as an agent provocateur by the staff member teaching Sociology and he wished to change that perception. Ian felt this attitude was part of the reason that he had failed the unit in the previous year.

VALUE AND RELEVANCE OF SUBJECT MATTER
Ian was keen to pass sociology at his second attempt and his attitude in lectures and tutorials was always positive and he left little doubt that he had completed all work requirements. A few of his friends thought that he was going over the top with this approach but he was convinced that he should overtly show his involvement. Privately, he felt that the subject matter and the pedagogy within sociology of sport were the reasons for its unpopularity. He said at the initial interview that he valued the knowledge in exercise physiology because,

"I think that it goes back to the tangibility of the actual subjects. With the ex phys there's something, each day you go in there and you get to come out with a set of procedures of whatever happens and you've got to know them for the exam. If you don't know about the production of lactic acid or something like that then you're lost. So you've got to be there
to see it and listen to it to understand it because it's pretty technical. With sociology, like you might not even go to class and you ask someone what happened and they'll say that they watched a video on cricket or girls in sport. If they tell you about it, it takes two seconds. You couldn't try and tell someone that about anything in ex phys, sociology is common sense."

Ian consistently talked about his belief that ex phys was real and would involve everyone personally and many in their work after University, whereas he felt that sociology was not relevant because the issues were only pertinent when you travelled to other countries. This belief arose because Rohan used many different cultural examples to amplify his material. This aspect of Ian's general belief about the value of the different types of knowledge was clearly related to the fact that the knowledge in exercise physiology was seen by him as culturally neutral, applicable to all, and impartial. This contrasted sharply to the sociology unit where Ian was frustrated when examples were drawn from other cultures and not tangible.

"you don't ever see it happening, except if you go across to other cultures and teach exercise or something like that. It's not in your frame of mind that it will ever happen to you, so why really go on and discuss it."

REACTION TO THE PEDAGOGY OF EXERCISE PHYSIOLOGY AND SOCIOLOGY OF SPORT AND PHYSICAL EDUCATION

Ian was certain about this aspect of the study. He was very vocal about the subject matter, the staff members attitudes and his own approach as a result of such knowledge. Beyond all else Ian believed that the lecturer (Rohan) was trying to force the class to think in a particular way about social issues. He said,

"with Rohan you can't argue with him He's never wrong. If you think that you have a valid argument, forget it and accept his. He doesn't understand this and marks you down." He went on to become quite emphatic,

"his lectures are repetitive and boring. No matter what situation he is in he's never wrong. He has absolutely no credibility in my eyes. Whether you believe it or not, he expects you to, even if it goes against your whole lifestyle, you're going to have to do that because he's marking your paper and he won't give any leeway for your views. He marks from Rohan Young's brain and that's set in concrete." Ian talked about the need to brown nose Rohan in relation to "silent grading" which is the degree to which students are expected to share the lecturers viewpoint. Ian said further that this issue was not
worthwhile considering in relation to exercise physiology as you simply had to know your stuff. Ian was critical of the attendance requirements in both exercise physiology and sociology of sport and physical education. This aspect was observed closely and the students completed all attendance rolls with a minimum of fuss etc in ex phys (albeit begrudgingly) yet took the opportunity to create mild chaos when undertaking the same task in sociol. Was this related to the subject or to the lecturer concerned I asked? Ian replied,

"a bit of both. It should be up to the individual. If you're smart enough to be at university then you should be smart enough to decide whether or not you need to go to class. In sociology he won't hand the roll around and you have to wait at the end of class to sign your name. So you just create a bit of chaos. But it's all a pain in the arse in the end."

The lack of a planned beginning and end was a constant cause for concern for Ian when it came to sociol as compared to ex phys. It simply did not follow on as he thought it should.

"With your ex phys you've got to keep up each week so you don't fall behind. That's fair enough. But with your sociol there seems to be no constant theme. One thing doesn't logically lead to another and that causes a lot of anger and confusion. Like we looked at that cricket thing (A film depicting cricket as played in the Troubrid Island) and that had nothing to do with the next lecture. There's no direct link and you can't pick up where you were last week and go on with a theme. You come out with ideas about things but not sort of line of thought."

When it came to the styles of assessment Ian was sure that the only way to know ex phys was via exams and that sociol was more to do with the lecturers view and how well you coincided with that view.

**ASPECTS OF STUDENTSHIP**

Ian felt he was a victim in that he had failed a number of units because he had not known or was not able to give the lecturers what they expected. He was aware of all the real issues surrounding this topic as they affected the daily lives of students struggling to achieve within the program. His attention centred upon aspects of image projection as well as ensuring the best and easiest path through all the units. This varied from signing in absent friends at class, "you've got to think of your mates." Through to gaining a copy of the previous years exercise physiology laboratory manual from a fourth year, where Ian felt that,

"It's all fairly simple stuff and you find a lot of people share around. If you don't understand anything you can just get it from someone else. No one minds if you just copy
stuff in the lab manuals. The main thing is to get it right, that’s the main thing, just sitting down and copying won’t help in the exam though. Everyone just gets in together and helps.” Ian had undertaken a deliberate strategy this year in sociology of sitting up front and on his own. Whilst he thought this was significant in relation to him passing, his body language was that of a disinterested person, often slouching, occasionally his head cradled in his hands and his eyes averted. He was really quite surprised when we discussed the impact of a classes body language on a teacher. Ian was clear, however in his views of the importance of perceptions of staff. He told me, “I’ve always thought that you had to be careful in sociology about talking or showing any signs of disagreement with Rohan. Even little things he want done in his way, like the way you have to interview people for the video.” When asked if this was the same for the exercise physiology unit Ian noted that, “It’s not really the same. Like we’ve had people who have missed weeks of classes and Lynne just wants to know how they will make it up. People are encouraged more and you don’t feel like you have done something wrong.” Ian was a streetwise person and during the interviews he often smirked and shorted when notions of colluding and student brotherhood were mentioned. He acknowledged that he saw it fair game to ensure your own individual pathway through all units by whatever means was appropriate, yet he was careful to show that overt cheating as he defined it was not acceptable. On a number of occasions Ian asked me to stop the tape and tell him (again ) who would hear the tapes and what would be done with the transcripts.

**MATTERS OF OPPOSITIONAL BEHAVIOUR**

As this is the first mention of this term it requires some definition. Oppositional behaviours are those behaviours engaged in by students that do not enhance staff perceptions of them, nor do they ease a students progress through a particular academic unit. At a later stage the motivation behind such activity will be analysed. Ian had failed the sociology unit previously and whilst he was generally candid he was also careful as he felt that exposing either his beliefs (if they were deemed inappropriate ) or his feelings would see his progress effected. In an early interview he said that he was just being careful.

"You’ve just got to cope as a student, much moreso in sociol than ex phys. I actually feel personally quite offended, there’s a lot happening. I always feel guilty personally. After all, I’m a white Anglo Saxon male and I’m guilty of all sorts of thing according to Rohan. This is what you’ve done over the years and this is what you’ve got to do and this is how you’ve got to do it. I don’t think you change people by being so heavy handed, we give
him bullshit and heap it on him during the lecture. You end up feeling that the only way to express your views is by having a go at him personally. It all gets the students in a sort of offensive position.”

This was powerful stuff and straight from the heart.

Ian was acutely aware that there was a sort of antagonist/protagonist situation developing in the sociology class. When he was asked to relate this issue to the exercise physiology class he said that this was neither possible nor appropriate as ex phys is not like sociology.

KEY DIFFERENCES BETWEEN THE UNITS

Ian commented upon many obvious differences between the two units. These included the lecturers knowledge of the subject matter, fiction or opinion versus facts, and his own background in sport. To this end he commented,

“In ex phys there are thing that are happening and you can feel them yourself when you are training and they're things that you can play with. I'd much rather work with something that I can see, that works and there are actual figures and things like that to work with.”

Ian stayed away from any possible confrontation with Rohan and whilst not enjoying the unit he participated as he saw fit, in terms of negotiating the process.

ELIZA TOWNSEND

Eliza Townsend is twenty years of age and completing the third year of the Bachelor of Education (physical education) degree. During the course Eliza has had two knee reconstructions and was struggling to catch up to her peers. As the semester deepened she grew increasingly agitated about various aspects of the sociology of sport unit. In particular, Eliza locked horns with Rohan in a most confrontationist manner that even surprised her. Eliza had completed her year twelve at a regional catholic school for girls. Scoring just below the cut-off score required for human movement, Eliza was pleased to get a place in the physical education degree. She was unsuccessful in her efforts to change programs at the end of first year and she was still quite bitter about that. Teaching was not something that Eliza saw as her future and this factor weighed heavily on her as she undertook teaching oriented units in PETE. Eliza appeared to be an angry person and was seen as quite a stirrer and a leader, for these reasons she was included in the study.
VALUE OF SUBJECT MATTER

Eliza thought that exercise physiology was a worthwhile, albeit very difficult subject, "it's exactly what I thought we would be doing a lot more of. Most people will end up prescribing exercise to some one and this is the basis of that. When you really look at what happens in the schools, like, the things that count are the way kids feel about their bodies and fitness. From our point of view it would be better if all the education and airy fairy phys ed stuff was condensed, you wouldn't believe the repetition. I've done issues like equity and that in that many classes." In relation to sociol Eliza had similarly firm views in a different direction,

"Sociol is crap. It's not a real subject, just people's opinions and endless theories. We all have to do it and the assessment is a waste of time." This discussion took place in week three of the semester and progressively these above views became hardened in much of the happenings in class and beyond. One interviewee told me that he liked going to class to see Eliza take on the lecturer. It was a powerful confrontation that never reached the heights promised early in the semester as it became quite negative.

REACTION TO THE PEDAGOGY OF EXERCISE PHYSIOLOGY AND SOCIOLOGY OF SPORT

Eliza became annoyed at the difficulty she found in taking notes within the sociol class, as well, she reacted negatively to the pedagogue as well as the pedagogy. She often felt annoyed,

"It depends on the type of mood I'm in. It really frustrates me in the way that you can't get any decent notes down, because every single time it's said, it's different and you just give up. Like you say, can you repeat that and what we're saying is repeat that so we can get it down not because we don't understand it."

As the semester proceeded Eliza became annoyed at what she saw was an attempt to change her beliefs, she was adamant that she would hang on to her own values and was resentful.

"Now I'm more inclined to hang onto my own view because of the way other views are being forced upon me and I don't want to lose my views. I don't want something forced on me." A further example of this was Eliza's reaction to Rohan's liberatory curriculum,

"He is like an activist for blacks and women and any other group of whingers. We don't need him pushing extremist views, it gets my back up and I let him know that." This is pretty strong stuff and seemingly reserved for Sociology for Eliza did not comment much at all about exercise physiology other than to say it was okay and as she expected.
ASPECTS OF STUDENTSHIP

Eliza felt concerned that, and annoyed with, the fact that she considered she had to write for the "marker" in sociology, and also that she then had to know their views on particular issues. When we discussed the exercise physiology curriculum and noted that you had to know it too, just as the lecturer required Eliza said, "yeah, but that's different because that's what you need to know to be able to do your job." The other matter that was of interest was to do with the placement of a sociol tutorial at 3.30 pm on a Friday. A very unpopular time for classes in a regional University where most people head home to various parts of the country. The students in that class had got together and worked out that all of them could attend another tutorial class. They carefully planned a strategy where no one tutorial was overloaded by their addition. Eliza commented, "Because everyone wanted to get away early on Friday afternoon and there's nothing worse than having a class so late on a Friday afternoon. I think he only had eight or ten in it. I think Rohan was happy to change the class too as we were giving him a pretty hard time about it all the time. He could see that he had no option."

Eliza played a sullen role in the tutorials and seemed to be angry about something. When asked about this she said, "I don't mean to be personally rude, it just happens that way."

The tutorials were an important interface between the students and staff and a sight of considerable studentship. Eliza's group was very strong willed and appeared to dictate much of what happened in the class. The format for each tutorial was based around student presentations for twenty five minutes followed by discussion of the previous weeks reading and the tutorial sheet. Rarely did these discussion occur and most often the student presentations went for the entire tutorial. Eliza felt that, "no way were we going to spend twenty minutes on the sheets. We just kept asking the student presenting the topic questions and it took the whole tutorial." Eliza was also part of a group that rostered the required reading, preparing photocopied notes for the others and receiving theirs in turn. This was seen by her as a fair and important way of easing her individual workload, yet keeping up.

ASPECTS OF OPPOSITIONAL BEHAVIOUR

In some exercise physiology laboratory classes graduate students were in charge. Eliza felt that her tutor was "a lemon" and she was concerned that other groups had superior tutors. Eliza (and her group ) tested their tutor by asking formidable questions about procedure and by non cooperative behaviours such as not volunteering answers to questions, and appearing unprepared for laboratory protocol. In sociology, Eliza's
posture, body language and disinterest were obvious as a visual sign of her disagreement with the subject. Her frank response about this was,

"it's the way he puts things across that makes me get my back up because I'm thinking, he can't tell me that. If that's what he really believes, well I don't care. But I'm only looking at my experience and if I say that I don't find that things are like that I want to be able to leave it there. So I get really mad."

**KEY DIFFERENCES BETWEEN THE UNITS**

There were numerous differences that Eliza discussed. These included the subject content in sociol being opinionative and therefore not valuable, whereas exercise physiology was, "too difficult and technical but at least it was logical." The staff who taught the units were sharply contrasted. Like the subject matter of ex phys the staff were seen as unbiased, neutral and impartial. Rohan was seen as biased, unjust, boring, and requiring of "much care." I am tempted to comment here as I saw things quite differently but I shall resist the urge. Suffice to say that a key factor to now investigate is to do with the construction of the identity of physical education students as teachers and as sports people.

**ROBIN SOMNER**

Robin was in her fourth year of the program but due to her decision to change her second teaching method from mathematics to health education meant she was a year behind her peers and would take four to five years to complete the program. Robin was extremely quiet when she commenced the course but she gained confidence quickly and often took a leadership role in organisational matters related to the course. She was a keen track athlete who competed regularly. She spasmodically attended class and had strong views about various issues involved in this study. Robin was a good friend of Sally Rowsal and had lived in University residences for four years, three of them in the same unit as Sally. Robin had attended an Anglican private girls school in Melbourne prior to commencing the PETE program. After completing year twelve Robin took twelve months off study to participate in an exchange program with a sister school in England. She was know twenty two years old. Robin was seen as an outstanding teacher and had excelled in teaching practicums with one private school offering her a position upon graduation. In the first year of the degree Robin had plagiarised another students work and had met an academic ethics committee to discuss this.
VALUE AND RELEVANCE OF SUBJECT MATTER CONTENT

Robin believed that the reason there was very poor attendance at the sociology lectures was because it makes you tired when you go there, "I know a lot of people who start to yawn when they go into sociol. I feel that way too. Ten minutes in and my eyes want to close. I mean, you've got to be interested to bother. Like it's boring, like psychology and education. It's hard to motivate yourself not to be bored."

By comparison Robin said that exercise physiology "seems to be the bread and butter of people because everyone feels that, even if they don't like it that much." Student attendance was considered by staff and students to be a mark of the pedagogy of the lecturer and many staff room discussions focussed on which classes students do and do not attend in droves. Robin gave a glimpse of her own practices when she noted her own pattern of attendance as,

"Well, for ex phys I nearly always turn up. Its sort of like, YOU DIDN'T GO TO YOUR EX PHYS LECTURE! Whereas no-one cares or is interested in the sociology lectures. I've got sociol today and I'll go and play in the gym or something like that." During lectures Robin always sat with the same group of male friends who often were laughing, regularly off task and generally minimally involved in sociol. When we discussed this in terms of how embarrassing it appeared to be seen with the clowns, Robin laughed and said that if she didn't have that diversion she would not attend at all.

REACTION TO THE PEDAGOGY OF THE TWO UNITS

Robin sat passively throughout the exercise physiology unit lectures and behaved very differently compared with sociology. When we spoke about this in terms of the assessment procedures for each unit Robin indicated that the lectures were important in ex phys as it was all exam based assessment, whereas in sociol the research assignment and the tutorial accounted for sixty percent of the unit. When I asked her about the ten percent in ex phys that was given for participation Robin said, "That seems like a good idea to get us to read the lab stuff and we need a few easy marks." Robin felt that this wouldn't be a good idea in sociol as it was all your opinions and you could easily get offside with the lecturer. Later in the semester Robin was a bit concerned about her participation marks in ex phys as well as she had a slight verbal altercation with the tutor. Robin enjoyed the collaborative assignment work offered in sociol even though she recognised it was often difficult to organise and more difficult to ensure equity." I want to get the best marks that I can get and the other person might just take a ride."
ASPECTS OF STUDENTSHIP

Completed laboratory manuals for exercise physiology were available from previous groups and many students used them to "check" their answers. This aspect of the unit was worth twenty percent. Robin acknowledged they were freely available and that she was using one, "Yes, I'm checking my calculations against one of the fourth years that I live with. If you look at last years they're just the same format, I'm surprised they are all there. The same lab questions and calculations but in a different order." It had become obvious that many students had left their research assignment in the sociology unit until very late and would not have time to collect much data. Robin had left her assignment and had not started it with a week till the submission date and now was faced with a similar predicament. Her view was,

"you need to know the trends and that sort of thing and you can never be wrong anyways. We started late, but we got it done in time."

ASPECTS OF OPPOSITIONAL BEHAVIOUR

Robin made a number of comments about behaviour that would not place students in a good light in the lecturers eye. Basically she felt such acts were not personal and were done because the lectures in sociol are so boring that,

"a few students take Rohan on and see how far they can go. It sort of sound funny when someone yawns out loud when it's boring."

DIFFERENCES BETWEEN THE TWO UNITS

Robin believed that the biggest difference she saw was the way in which ex phys was so structured and clear, although difficult. This point was raised regularly by many students and was undoubtedly a comment upon their expectations, the nature of the subject matter, the approach taken, and the staff. Robin said,

"It's really structured though. Like, he's got point forms for everything you need to know and while you're taking notes, you're listening to what he's saying so it's sort of adding to what you know. It's full on and the lectures seem to go so quick. But with sociol, it's like he said that four times but just used a different example. Like, some of the people sitting next to me, they have nothing, no notes and I think I do well to come away with half a page of notes. It's all just a bit airy fairy."

JASON ARMSTRONG

Jason Armstrong attended a local high school and had Rallybat physical education teacher education as his first university preference. His tertiary entrance score was
sufficient to gain a place. Jason lived at home with his parents and two sisters. At Rallybat this was unique and Jason was the only local in the program. He loved the idea of teaching physical education and had enjoyed the course tremendously. He was chosen as part of this study as he was by far the most positive and outgoing person within the group, also, Jason was taking a social science sub-major as his second teaching area. He had already done three other sociology units in the arts faculty and was very articulate. He had also struggled with all the sports science units, failing physiology and functional anatomy, eventually passing both at a second attempt. It was interesting to see that he sat right up front in the ex phys classes and moved to the very back row for sociology. This was an effort as two of the ex phys lectures followed on directly to sociol in the same lecture theatre. We spoke of this perspective at length and later in the narrative this is discussed.

VALUE AND RELEVANCE OF SUBJECT MATTER.

Jason found exercise physiology to be "interesting yet very difficult." Jason also noted that he, "hadn't grasped many of the ideas yet. Five weeks into the unit, there's a test on Monday and most of it's going straight over my head especially the labs. The lectures and labs are very organised and you feel embarrassed if you feel like you don't know something. I could never ask a question in class because I'd think I was the only one that didn't know it." This position of interesting, but hard, was often heard from students and the challenge and aura of the subject combined with a highly structured approach seemed to meet particular student needs. Over the semester there were thirty four separate lectures and within one minute of arrival Lynne Frander was dealing in complex and detailed subject matter and the lecture theatre was hushed. On many occasions the group hushed as the lecturer approached the lectern and the show began immediately. This impacted on everyone as Jason notes,

"The lectures and labs are very organised and you feel embarrassed if you don't feel you know something. I could never ask a question in class because I'd think I was the only one who didn't know it. But I think her expectations are a bit high. I think that she thinks we should just know it and that'll be right. She refers a lot to what we should know, I'm struggling with this unit and when I don't know what she's even referring to, then I get in a panic."

After having completed a number of sociology units Jason felt that it was obvious how relevant this material and approach was, "this is my third year of sociol and I can see its relevance but I can understand why the others don't." It was revealing that Jason simply said, "it's not what they came here to do." When we examined this further it was not
clear why this was so in their (other students) case but not in his. He spoke (and this is paraphrased) of sociol not being clear cut, whereas everything else in phys ed is, of it being divisive and likely to lead to arguments that you can't resolve as there is no right answer, and being based around common sense and other peoples opinions. These insights are powerful and worthy of considerable exploration later, as generalised concepts about the subject matter within sociology of sport and physical education.

REACTION TO THE PEDAGOgy OF THE TWO UNITS

Jason's personal response to a part of the pedagogy process was to sit intently in the front row in ex phys and to be earnest and studious. His posture was upright and his brow was furrowed. Immediately he took a different approach with the sociology unit, he moved to the very back row and his manner, posture and approach became extremely relaxed. It was noticeable that there was considerable noise in the sociol lecture and numerous joke type situations where students engaged the lecture and subject matter with humour and retorts. Jason said about these matters, "I like to relax in sociol so I move up back. I'm not worried about passing or anything and it's a pretty funny class. Some of the comments aren't to be missed. I don't have to take many notes as its pretty much like the sociol classes I've done before. Rohan's got a hard job there, its a strange sort of class." When discussing the joking environment he felt, "I guess it's, in a way probably to do with the lecturers body image that they're sort of sending out to the class. Rohan is a bit off and his movements are different." Jason did feel that Rohan had livened up his lectures with sex being a focus but that it was a bit like comedian telling mother in law jokes (my emphasis). Throughout the semester we examined various matters related to assessment and Jason was generally pleased with most aspects. He liked collaborative work, thought exams were the only way you could test the knowledge base in exercise physiology and was extremely critical of students who remained silent and didn't participate in the sociol tutorials. As discussed previously the lab manuals in ex phys were worth twenty percent of the overall unit and were freely available to ensure you got it right. Lynne surprised the group in a lecture where she said that she only scanned the lab manuals and did not mark them as such. Jason said in relation to this, "I got eight and a half for the first lab submission. I'm happy with that but I don't know why I got it and what I'd have to do to get ten. I was pretty pissed off given the work we have to put in to them to hear the fact that she'd only take two minutes to grade them which I thought was a bit of a joke. No comments just a mark."

When asked whether he would bring this up in class or privately with Lynne, Jason smiled and said he was happy with his mark and he couldn't see how that would help. The
graded range on the laboratory manuals was very small (6 1/2-9 1/2) and the matter of grading was never discussed in the lectures by way of student question. Jason was full of praise for the sociology tutorials where he was sure that some students were hearing concepts and ideas that they would never read or consider otherwise.

"At first I thought that the topics in the tutorial were way off. People were walking around saying I've got to do technocratic rationality and phys ed and I don't even know how to spell it let alone what it means. But they really stirred up a lot of conversation after the tutes were over. People have certain beliefs when they come to uni and its too much effort to change them but at least they had to think about it. We did our topic on trouble makers in phys ed classes and we had a good discussion about that. Most of the group had been involved in co-ed phys ed as students and that was another hot issue."

**ASPECTS OF STUDENTSHIP**

Jason readily acknowledged that he sat up front in ex phys so he could concentrate and also be seen to be concentrating. He did comment that he also sat up front in physiology with Lynne and he had failed by one and a half marks! Jason introduced some new concepts into any consideration of studentship. He spoke of the "old cut and paste" when he said, "you often can choose topics that are close to what you have done in another subject and you can change the topic mostly. Like the tute topic which was on youth culture, well we changed it to trouble makers in phys ed which we'd done in psych." The opportunities to re-use your own work are always there. I remember that I drew the comparison about academics stretching their data for many a year to write papers. Jason saw the issue as one caused by overlap between subjects.

"I think that there are a lot of subjects that overlap. Not so much in the content as in the application and many of the research assignments we get are similar. I know the assignment in sociology was nearly the same as one in school and community. I think that many of the topics also were the same in sports psych. I know I've done it myself and I thought. I've got an assignment on that and as you've already done the research I might as well choose that topic again and use what I've got and expand it. Mine was on the style of coverage in the media of female sports."

The cancelled tutorial group that has been mentioned earlier was referred to by Jason as student power,

"in a way it was just student power. I think the students probably just thought they knew they could come to any tute group and get away with it. Teachers in units that aren't too popular are always keen to help if you know what I mean. I must admit that I was in the three thirty group but I had it changed before it was even cancelled, but the group I'm in
has about twenty five in it because there are a few of the repeating in there as well. It's not really conducive to a tute, you know. I think Rohan should have stuck to the original time. Then again I really question the timetabling. If the tute had been programmed after the lecture we wouldn't have to hang around for four hours with no classes on a Friday." After a tutorial discussion on "mainstream sport and Lesbians" in which Jason got really heated when students were "hanging shit on female cricket and football," he repeatedly asked a few students if they had ever seen it played. None had, and Jason was quick to assert that therefore it wasn't sport they were concerned with but the homosexuality. The matter of fudged data was an issue that Jason knew well and he was amazed how obvious it was in the tutorials that the interview or the data discussed was fudged, and yet was never picked up. When we discussed that this was because he was an insider and had a different type of knowledge to the staff he was still curious to know why the staff member couldn't see what he could.

ASPECTS OF OPPOSITIONAL BEHAVIOUR

Jason believed that a lot of people were personally challenged by the sociology unit and when you combined this with the fact that Rohan was seen to be boring then situations arose such as,

"The topic was drop-out from sport and you had to get a few opinions from out in the community on video. Well all this was happening when they interviewed this woman, well she looked like one with long flowing curls, makeup, the Madonna type under the dress and the big lipstick, it was classic. Everyone got a laugh out of him in drag. I'm not sure about what the lecturer thought of it." When we talked about whether the intent of all this was to subvert the unit and its themes Jason was unsure (this was my problem anyway and not his) mainly though it was just having a bit of fun. He was confident that some of the students who objected most to the unit were also challenged most by it.

"Jacko just hates faggots and equity so much you wouldn't believe it and to have to discuss issues like homophobia and stuff is pretty tough. He reckons Rohan is gay. Why else would they make such a fuss and stuff around like they do? In the end no one knows what's going on and the whole thing gets out of hand."

DIFFERENCE BETWEEN THE UNITS

It was part of Jason's response to telling about what it feels like to be in each class that he said,

"ex phys feels important but you have to keep saying that social is important, cause it doesn't feel like it is. They just want to be fed facts, facts and facts. So they need to pass
college, not to discuss things and that sort of seeps through. I think that's why people say the subjects (socil ) crap. It's all peoples theories." It was as if a conflict existed between the immediate needs of being a student and the long term promise of, this is how it might be in the future, or indeed this is how it can be seen to be now. Jason noted, "I can see that we need it now, but there are a lot of people that get really uncomfortable with it. They seem to get uneasy, they don't seem to have had the experience with it, so they can't deal with it, whereas everything else is just facts. So you don't know if it's (socil) true or just opinion."

STEWART BROWN
Stewart was completing his third year of the degree. He was an elite sportsperson and likely to make a living, or part thereof from playing his sport. He was regarded by many people as a minimalist, who always just did enough to pass. He had passed all his academic work to date, but his commitment had been called into question on teaching practicums where he was seen as being poorly prepared, often absent, and never keen to take on any task after school etc. His "book work" ie. lesson preparation was rudimentary according to the co-ordinator. Stewart was not "big on going to lectures," and when he did go, he rarely appeared to take notes. He had a strong circle of friends and was very popular amongst them. Stewart had gained entry to the program via a mature age scheme. He had satisfactorily completed a year twelve program and had commenced an engineering program at another university. All of the above factors influenced his purposeful inclusion in the study. He was happy to be involved but extremely difficult to gain an interview with. Eventually, and at odd times and strange places we were able to achieve this.

"No, no, no I'm really happy to be involved mate. I just keep forgetting that you want to talk to me. Your office is not somewhere I look forward to being, sorry about that mate, but you know what I mean."

VALUE AND RELEVANCE OF SUBJECT MATTER
Stewart saw a large difference in relevance between the two subjects as measured by, "with sociol if you actually miss it wouldn't matter as long as you can get a few points from someone about what happened. It's just the same sort of thing. You are only going in there to do the same as the week before." When it came to ex phys Stewart said that, "it's a lot more concrete, it's stuff that you can actually learn, you can be interested in some of the airy fairy stuff in sociol but its not really learning." Stewart had established a training
program for himself after consultation with Lynne (ex phys Lecturer) and he was careful to denote the value of this,

"I know that Lynne's got a very good knowledge base and she really knows what she's talking about. Sometimes that's not good because you can go right over the top to what you can apply and what we need to know. Sociol is pretty good too but a lot of it seems to be his own stuff. I'm not really sure but there doesn't seem to be real subject matter, just a lot of issues."

When issues related to elite sport were discussed in class or related back to a physical education context Stewart seemed no more interested than others and his view was, "I just try and keep my mind open and not to say what you know. It's pretty hard not to go back to your own upbringing and just listen." In the entire semester the physical education and schooling context of exercising the body was rarely a feature of the knowledge in ex phys, yet in sociology there were continued efforts to relate the material to this context and the tutorials were exclusively linked to this domain.

REACTION TO THE PEDAGOGY OF BOTH UNITS

Stewart felt that the lectures in each subject epitomised the nature of the subject matter. When discussing the different feeling he had in each class he said,

"I mean, if you're going to go to lectures in ex phys there's nothing else to do but try and keep up with the writing you've got to do. In sociol, it's a lot more casual atmosphere. You don't have to worry about understanding it or getting it down, so you can relax." It may also mean that perceptions are created that link such emotional states as relaxation and tension with notions of value and worth. Stewart felt that some form of natural linkage existed between the exam based assessment in ex phys and it's subject matter. He said that, "in ex phys it's about the only way you can really assess it because it's based on such a large knowledge content." This contrasted to, but saw a similar natural linkage in his mind in sociol. "The sociol unit, you have to do a presentation or something because otherwise there's not much else you can do." Stewart was very happy with the concept of collaborative assignment work such as that used in sociology. He said, "it sort of helps you get more motivated, and because I tend to leave things till the last moment. But if you've got four people to work with then it makes you feel like you should be doing something. I've looked at it a hundred times, everyone else in the group has too, but its like we all knew how we're going to get it done. It's best when our house takes on an assignment because you can do it at home."
ASPECTS OF STUDENTSHIP

Many responses to date have focussed upon the ex phys lab manuals as an area that students assured themselves a easy passage in. Stewart had a similar image and noted," well see, I had last year's lab manual from one of the boys in the house and it's basically the same. This isn't heard by anyone else is it? I'm not sure what she actually allows but I think she wants you to work more by yourself and try and do all that stuff." At one of our clandestine meetings Stewart was in a bit of a panic as he had been refused an extension by Rohan on his major research assignment in sociology. He was working with another student and they were investigating a mixed netball competition and patterns of involvement. With under week to go it appeared that there was no way that they could achieve this. Stewart was sure,
"she'll be right, we'll get it done." Further, Stewart said, "one way or the other I'll hand something in. You mostly have to do the work, but often you can get an idea from looking at someone else's. with one or two topics everyone ends up saying the same thing." I did not pursue this any further as this was a threatening enough situation as it was, because by now I was acting as the Head of School and I felt like my position was compromising the situation.

ASPECTS OF OPPOSITIONAL BEHAVIOUR

Stewart was a passive, non involved person in class whose main goal appeared to be to ease his path through the program. He created no waves and left no impact in the formal sense, but in the real world (outside class) of student life he was an important figure. His non attendance at class should in no way be seen as a form of oppositional behaviour to any pedagogical matter. It was a matter of simply balancing the books. Within PETE the notion of professionalism is often seen as a simile for attendance, pleasant attitude and other socially constructed images. This aspect of Stewart's approach had seen him viewed as a prima donna amongst staff.

DIFFERENCES BETWEEN THE TWO UNITS

The major difference between the two units as far as Stewart was concerned related to the nature of the subject matter content. Stemming from these differences arose a attitudinal difference. It appeared that not only was the material vague in sociology but it created an internal uncertainty in students such that, "I often feel angry and strange in sociol. You're either in a mood to argue, or I shut up and then wish I hadn't."
Stewart's response to how he saw other differences between the two units and all they represented was similar to a number of other students. One subject was concrete, the other airy fairy. Clearly this created unease emotionally for Stewart as he said, "Ex phys has a lot of content, a lot of straight facts and figures that you've just got to get down and learn. With the other one, sociol, I find trouble knowing what I'm supposed to be learning or what I'm supposed to be doing in the subject. I find it easier to get the notes off someone that can take them and do it that way, rather than sit there." At the end of the unit Stewart discussed the text books for each unit and he indicated that the ex phys book was essential to pass but that he hadn't bought the sociol one and he still looked like passing. It may be that passing isn't everything but failing isn't anything if the only criteria applied to subject matter was in relation to passing it.

NATHAN GLASSON

Nathan Glasson is twenty one years of age and in the third year of the bachelor of Education (physical education) degree at Rallybat University. He is taking English as his minor study and has passed all aspects of the program up to date. Football and tennis are the sports that he participates in, regularly driving over three hundred kilometres every weekend to play these sports back in his home town of Murrayvale. He receives Austudy and gets some funds from the local football club. Nathan chose Rallybat as his first preference because it meant that he did not have to go the metropolitan area to study. His tertiary entrance score was just over the cut-off score required for entry and Nathan describes himself as someone who has to work hard to get average results. He was considered for inclusion in the study because his motivation for a career in physical education and his approach to the subject seemed fairly typical of many, as well he was an independent person who was respected by other students.

VALUE AND RELEVANCE OF SUBJECT MATTER.

Nathan used the simple versus complex dichotomy to describe the nature of the subjects under discussion. He thought that exercise physiology was a vast subject and that he was only playing at the edge. He said, "we are not capable of doing anything that would be worthwhile to anyone. You have to learn it before you can hope to apply it, in some ways I see Lynn like a doctor and me as her patient." In response to a question about different ways of possibly coming to know the subject matter. By comparison he felt that, "to have many tests or exams in sociol would be boring and crazy because you are just learning simple stuff." Nathan valued the material in both units but believed that, "phys ed is all about sports, fitness and encouraging them to be active, so you've got to have the
knowledge to help them and that comes mainly from ex phys. Although, there are kids who need help and all the stuff in sociol might help there." Nathan was sure he was right and he mentioned how the phys ed teacher at his school had helped him when his mother and father separated.

**REACTION TO THE PEDAGOGY OF BOTH UNITS**

Nathan believed that many students, including himself, thought that they were wasting their time in sociol as, "a lot of it is simple common sense that most of the kids already know about and the other thing is Rohan always says that there are different ways of looking at things and it's like he's trying to make it sound important by making it hard." The feeling in and around the ex phys classes was different according to Nathan, "everyone knows it's hard and that you have to work hard just to pass." This belief, commonly shared and essentially correct seemed to have an impact on the classes and the atmosphere within. Nathan spoke about,

"People will sit through lectures in ex phys and you'll walk out in your groups and that and they'll just go. I've got no idea what's going on. They've just sat there for fifty minutes and written it down and they don't understand it, but Lynne often says, you're not going to learn it if you just come to lectures and write it down, you've got to do follow up work outside, which isn't done and people get to the tests and exams and they go. Oh God where am I?"

Nathan felt that Rohan was not a stimulating lecturer and that "he just keeps going and going. I mean it's just my point of view and sometimes he seems to really disagree with certain people and they don't like it and before long there's an uproar. It gets really personal and people won't accept what he saying." His only reaction in regard to Lynne was that he thought that she was a very fair person who really knew her stuff.

**ASPECTS OF STUDENTSHIP**

Nathan had left his research assignment in sociology until very late in the semester and commented, "I've had a bit of a look at it. In fact I've looked at the sheet about ten times and I'm still not started. I keep saying that I'll put that away till the holidays. It's a bit baffling actually." At the end of the semester when we were discussing the past events Nathan said of his research assignment, "I was really in a flap as I could only go to one junior game and all my mates were there anyway, and I felt stupid writing notes so I didn't get it done all that well. In the end I sort of talked to a lot of people in a very short time and it was okay." Nathan's approach seemed not to be extraordinary and not really in the realms of cheating, but it was at least opportunistic. The tutorial sheets in the
sociology class were a bone of contention in that they were not assessed and would be used when students were borderline but they were still a hurdle requirement. This facilitated a number of schemes to completing this task, the most popular being rosters of students, also there was general antipathy towards the task. Nathan recounted the tale in his class where a student responded to one of the questions with, "I don't think Rohan reads these sheets, but if he does then I'm in trouble." This was the cause of great jocularity when Rohan handed the particular sheet back without comment. However, in the very first tutorial Rohan made it clear that he would only note that the tasks were complete and that he would not grade them. Further Nathan added,

"there's a class requirement that you are meant to hand in so many. I mean, you get the work done, and you do some, and the others do some, you have to do it, but a lot of people are saying, who give a shit, which is what happens after three years in the place. Especially now, they're worthwhile when we had a bit more time on them in the tutes and we could talk about it, but now with the presentations running right over and you get five minutes at the end and everyone's turned off anyway."

Nathan said that he had got together with four others and completed their exercise physiol lab manuals as a study group. There was little doubt that Nathan saw this checking as wise given that, "if you just copy down others results and equations, you'll pay in the long run and Lynne knows that." Equally, Nathan was sure that Lynne would not approve of the copying but he felt that she must be aware of it.

"I mean, the manuals are exactly the same as last years except the order, so she'd have to know about it."

ASPECTS OF OPPOSITIONAL BEHAVIOUR

Nathan thought that the adversarial atmosphere that developed in sociology was a combination of many factors, "Rohan thinks that he has to say a response. Most people know that some of the thing said are off. But Rohan seems to say without saying it, what you're saying is garbage it's wrong and it goes from a relaxed joking thing to being tense. I know there are people who just want to take him on too." It sounds silly to talk of matters that appear more at home in a family dispute or a year nine classroom when Nathan said, "you can get away with basically anything whereas in ex phys you couldn't." Is this a reference to the way in which students regard the lecturer, the subject matter, themselves or a combination of all three.
DIFFERENCES BETWEEN THE TWO UNITS
The units were very different in focus and application, in the way they were perceived by students, in the language they used and the frameworks they acknowledged. Nathan thought that the opportunity to express your beliefs and ideas in sociology tutorials was good. He was uncertain why the classes felt so different to be in. It may be as simple as they simply make you feel different about the body, about the way sport is portrayed and understood and that there are many who believe that there are broader contexts than performance by which we should come to understand the world of sport and physical education.

PHIL SUMMERS
Phil came to Rallybat as his fourth preference after missing out on the metropolitan PETE programs. He had wanted to stay in Melbourne so that he could live at home. He received Austudy and also had a part time job stacking supermarket shelves three night a week. Academically he had achieved very well and hoped to gain a place in the honours year. He was a keen triathlete and extremely interested in nutrition and fitness. After three years in the program he wished to work in the fitness industry, but might teach for a year first, if he could get a job. He was twenty two years old and he regularly ran with a couple of the academic staff. On this basis he had different insights and understanding about life within PETE. He was a health major and he had also gone out of his way to take elective units in nutrition.

VALUE AND RELEVANCE OF SUBJECT MATTER
From the introduction above it is clear that Phil was looking forward to the ex phys unit. After two weeks of study he said,
"Exercise physiology, very good. We know what we are on about. We've got our lab sheets and you know what you have to do, we know what's expected of us. A lot of it is very relevant to my sport and the lectures are particularly good. We've got a text and it all follows on from anatomy and physiology. It's by far the best thing we have done to date." Such praise and enthusiasm for anything is laudable. Enjoyment as an emotion casts a shadow about whether you have to enjoy an area to think it is relevant. Phil's view on his enjoyment (and relevance) of sports sociol was,
"Sports sociol, I'm perhaps not enjoying that at the moment. I'm not sure that I will. I seem to find that there are a lot of things we've got to do and we've got to do them in a certain way, things are thrown in. Not getting the unit outline on the first day didn't help. It was off putting and all the things I'd heard about sociol before I got there came
through. It's simply not interesting." As the semester progressed Phil indicated that he had decided not to buy the sociol textbook as he wasn't sure that you needed to or if it would help. Perhaps the best image of the way in which Phil viewed the material is portrayed in the following, "It (sociol) is simply not interesting, hearing all that negative stuff, you do it under sufferance, it should be an elective. I think it could also be done over a shorter time, we seem to have done the same thing with different examples." This seems to indicate that the knowledge base of sociol to Phil was not able to capture his interest and was not enjoyable to him. Maybe it was still relevant though.

REACTION TO THE PEDAGOGY OF BOTH UNITS
Phil believed that the major issue about pedagogy in sociol was that Rohan had difficulty controlling the class. He said, "It's a bit to do with the subject matter but mostly I'd say the lecturer lacks control. The group doesn't respect him." Not surprisingly he liked the structure, organisation and good lecturing within ex phys and felt that the approach was systematic. Phil also resented the fact that his sociol tutorial group had left him with most of the work and he saw this as a problem.

"I've taken it on my own, otherwise nothing was going to happen. Yes, its called being a bunny. The topics are so boring and everyone in the group was avoiding it, they all hated it." Beyond everything, Phil was disinterested in the sociol class. When we discussed his attendance patterns and how he felt, it was surprising that he went to nearly all classes but got angry in the sociol classes because he didn't like it.

"I go there determined to take notes but its nearly impossible with all the noise. By the end I just sit there and wait for it to end. I always come out angry." It appeared that the anger Phil felt was directed at the subject and Rohan, but not his fellow students. As I observed him throughout the semester he came to look dis spirited and dejected in the Sociology class. His posture was tense and hunched and he sat to the side of the lecture theatre with a few friends. This contrasted dramatically with ex phys where he seemed to come alive.

ASPECTS OF STUDENTSHIP
Phil called a lot of the independent work (supposedly) that was done, alternatively as group work. He said that he did his ex phys lab manual with a group of two or three others in the library, "our group often go through the whole thing together to check the work." Phil was annoyed at the way in which some students got a free ride but as he said, "if ever I'm asked for anything I just say that I haven't done it either. Some people sleaze off other peoples work the whole time, it's a joke."
ASPECTS OF OPPOSITIONAL BEHAVIOUR

The maintenance and projection of an acceptable image is an important and natural task for many in a variety of roles, certainly staff student relationships encourage such. Phil's perception of this was somewhat guarded, "I suppose that could happen but mainly I think people are interested and not sucking up. In sociol I know some who don't care if they make a bad impression and try to stir Rohan. It seems to be a waste of time to me." On a Friday prior to a two week break there were about one third of the class present in Sociology. Rohan was unconcerned and continued normally. Individually students absent themselves for a variety of reasons, however the collective impact of the small group led Phil to argue, "if it was worthwhile people would come to class, but they get the notes and no-one cares. I felt like it(thet class) wasn't going to happen but he went on and didn't say anything about it." The fact that students march with their feet may not be indicative of pedagogical quality but may be related to a multi dimensional array of factors, including that, the staff member does not mandate their presence. The students have a sense that the class is not all that important, they already take between 24-26 hours of classes, and the view of professionalism in terms of obligatory attendance and as a sign of student commitment is outmoded.

DIFFERENCES BETWEEN THE TWO UNITS

Phil felt that there was a relaxed and enjoyable atmosphere in ex phys and that students knew what was expected of them in that you either had to shape up or ship out. This contrasted sharply in his experience to sociol wherein Phil felt uneasy and angry. He did not respect Rohan because of his lack of control whereas he had great respect for the knowledge that Lynne espoused. When we discussed the subjective ten percent assessment within ex phys based around participation Phil felt total confidence in Lynne's ability to dispense such grades across one hundred and twenty students with equity, "you know that you are going to be treated fairly as it has nothing to do with what you think."

KERRY LANDOWN

Kerry Landown was in her fourth year of the Bachelor of Education (physical education) degree. She had failed a number of units in first year but none since then, this meant that she was taking both ex phys and sociol with a year group that was not her own. Kerry was doing particularly well in the teaching practicums and was really looking forward to completing the degree in minimum time. Such an aspiration depended on her ability to negotiate with both Rohan and Lynne to miss components of their units whilst she was on
teaching rounds. She had been successful in her negotiations and her pattern of interaction that would have achieved this success was positive, affirming and realistic. Kerry had completed her year twelve course at a regional government high school. She had achieved well and Rallybat was her first preference. It was important for Kerry to complete these units and for that reason she was involved in the study. Kerry had not attempted either of these units before. She was a regular attender at both classes and always sat towards the front of the lecture theatre, attentive, taking of notes and keen to do well.

**VALUE AND RELEVANCE OF SUBJECT MATTER**

Even though Kerry was concerned at the difficulty of the material within ex phys she was equally convinced about its' importance as she enunciated, "well, the words she uses and the overheads that are put up I just can't understand. With the ex phys you can see the relevance of what you are doing. You really need to spend a lot more time on it and a lot of the notes are so chemical, but it's difficult because the book's hard to understand as well. At least with ex phys though you can see the relevance to what you're doing. With ex phys too, the time passes so quickly because you have to concentrate so hard. I come out from lectures exhausted. I really feel intimidated through that lecture because everyone's working away and I look around and think they must all know what they are doing." The sociol experience gained adjectives of boring, repetitive and commonsense from her. Kerry felt that, "Sociol it's really repetitive. We did hegemony at the start and he talked about it for weeks after. Repetitive, boring and common sense. You can't see how you would use it in a teaching situation."

**REACTION TO THE PEDAGOGY WITHIN BOTH UNITS**

Kerry felt that much of sociol was recycled, "It's just different examples and the same stuff, everybody just roll their eyes because they think, here we go again. With ex phys, it's different results even if you on the same test and you've got to try and work it out. This appeared to be a perception of a fundamental difference between the two subject matters. Kerry thought otherwise and said, "Rohan lets people argue with him and you end up thinking, does he really know it? Ex phys, you feel like you know nothing and you just sit and listen, plus its interesting." Kerry did not look forward to any part of the sociol unit and just wanted it "to happen."
ASPECTS OF STUDENTSHIP

During the semester Kerry said that with ex phys it all depended on who you lived with, "It's alright if you live with people who have done it before or can do it. I suppose it depends how many people you know in the year above you, if you can find out who did what topic it's easy to get one." Kerry seemed clear that any help you got was a part of being a student. She did say that if the assignment and subject looked interesting then people were more likely to do their own work. There are a huge number of assessable tasks given in this program and survival was paramount in many students minds. Kerry said that, "everyone has to work together to get it all done. It's often a rush job and if you get together and pool resources it becomes easy."

DIFFERENCES BETWEEN THE TWO UNITS

Kerry spoke about the difference between real knowledge and a lot of theories. At the time she said, "Psych was just the same, you never knew what you had to know. I feel like I haven't learnt anything that is worth repeating, or that will affect what I have to do as a phys ed teacher." Equally, "you come from ex phys and it's like all before you, you see it happening in sport and it is what kids are interested in." The exercise sciences within the field of physical education are supreme.
Appendix 7

RECURRENT BEHAVIOUR CATEGORIES IN CODED FORM

A. How do students respond to the subject matter content in each class?
B. How do students respond to the total subject?
C. How do students respond to individual staff in each site?
D. What interactions occur between staff and students in lectures, laboratories and tutorials?
E. What are the main messages from the staff about each subject, its mission, importance, and style?
F. What role do study participants play in the different sites?
G. What is the nature (if any) of oppositional behaviours in each class?
H. What is the nature (if any) of any studentship type behaviours?
I. What expectations do students have of the pedagogy in each class?
J. How are student attitudes to the value of each subject reflected in classroom behaviours?
K. What do the students view as necessary knowledge for a career in physical education?
L. How do staff express the program ideology in classroom actions?
M. How do students understand, and respond to the expressions of staff in relation to the classroom practices, values and ideology of the unit?
N. How are sport and health related fitness dealt with in each classroom?
O. How do students respond/react to other students within each classroom?
P. What do students recognise as the "official message" coming from within the program processes of each unit?
Appendix 8

FIRST YEAR PHYSICAL EDUCATION STUDENT QUESTIONNAIRE.

NAME:  3rd year B.Ed (PE) 1991 intake
COURSE:  Rallybat

1. What do you think was the major influence(s) that led you to undertake a physical education teaching degree?

80% of students indicate love of sport as the major influence.
40% of students list health and fitness as a factor.
30% list the influence of their PE teacher. 25% list their enjoyment of PE theory at senior levels.

2. How would you describe what physical education is all about?
At primary school

Learning skills
Playing games
Enjoying themselves and having fun
Learning about health

At secondary school

Learning skills and applying them in games
Learning about the body and health
Theory of PE
Knowing about training methods

At university

Knowing how to teach sports/skills to kids
Gain knowledge about human body
Interest in fitness, setting an example
Learning how to communicate knowledge

3. How well prepared do you feel for this physical education program? (Please tick one)

Extremely well prepared  3 (4.5%)
Quite well prepared  46 (71.8%)
Don't really know  2 (3.1%)
Quite unprepared  10 (15.6%)
Extremely unprepared  3 (4.5%)

4. List any fears or concerns you may have about the physical education program.  
N/A. (35 students) does this mean they don't have any or they aren't telling?  
Not fit enough (13 students)  
How competitive whole program is (9 students)  
Unsure of skill level required (6 students)  

5. Do you have any concerns related to any of the following personal factors as far as it  
could affect your performance. (please tick)  
Injury  
Weight  N/A (50 students). Injury (3 students) Weight, (6 students)  
Physique  
Illness  
Co-ordination  
Please discuss your concern. Only concerns expressed were that as a result of  
being overweight, or having an injury students expected to find parts of the program  
difficult  

6. Which career do you intend to follow upon graduation? Please rank the following in  
descending order of preference, ie most likely 1, least likely 8.  
____ Secondary school teacher in your second teaching area.  
1st(37) Secondary school physical education teacher.  
4th(2) Exercise leader and prescriber.  
2nd(16) Secondary school teacher with equal mix of physical education and  
second teaching area.  
____ Sports coach.  
____ Sports administrator.  
3rd(6) Other P.E related occupation (please name).  
____ Other occupation (please name).  

7. Please list your understanding of the major role and commitments in your chosen  
career in the question above. Key factors listed in relation to PE teaching were,  
teaching sports skills, getting kids to know about their bodies, health and fitness.
8. What do you expect to gain from your three or four years at R.C.A. E. Please rank the following in descending order of importance and expectation, i.e., most important and expected 1, least expected and not important 8.

(1st pref responses)

14 ___Professional values
11 ___High degree of sports skill expertise
12 ___Personal fitness
10 ___Teaching and coaching strategies
  __Communication skills
  ___A general education
  ___Specific job skills
  ___Educational philosophy

Explain your choices

Most important ___ Key descriptors used in professional values were, so you know what you should do, and so you can show people the value of phys ed. Personal fitness was justified on the grounds of setting a good example and demonstrating what PE is all about.

Least important ___ Not analysed for this presentation.

Thank you for completing this questionnaire. Your responses will be treated in the strictest confidence. In any communication of this material, no names will be used. It is planned that this material will be part of a study investigating students who leave the program. At any stage you may claim your individual response.
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BETWEEN THE RINGS AND UNDER THE GYM MAT

The series of stories that follow are part of an attempt to relate my lived experience to the world of educational research within Physical Education Teacher Education. I became aware that people’s lives and their knowledge as personal truth was slipping through the case study net I was weaving (part A) and I eventually portrayed and represented this “slippage” in story. Always, I have wished to portray the reality of all the processes of education as dynamic personal interchanges, whether this be related to the socialisation of young Physical Education teaching aspirants or academic staff’s roles therein. I do not believe that the material contained within the stories is in any way a cause for concern about declining professional standards, or unethical behaviour as I suspect some people may. After all, they are neither truth nor fiction. As I reflect on the type of people that seek domicile in physical education programs I can see the portrayal of much that I read about youth culture. What follows, is a summary of the major theme(s) in each story. At the end of each story is a brief note on the key players, thinkers, ideas and texts about that story that may be of interest to the reader. Beyond all else, I continue to be intrigued by Physical Education Teacher Education (PETE) students and I never cease to be amazed at the resilience they constantly exhibit.

Beneath the moving shadowy edge
I ply my trade.

From nowhere came a researcher,
their trade moves on to yet another edge.
MORE LIKE LATE NIGHT COFFEE THAN EARLY MORNING JOGS
Within the world of aspiring physical education teachers lies the factor of the influence of their previous physical education teachers, and the apprenticeship they have carried out as students, that now influences their beliefs about teaching. This story looks at two students as they develop a mindset or subjective warrant from such experience, and then use that warrant to evaluate the Physical Education Teacher Education program they enter. Often, there is an accord between the realities of a program and the individual's warrant. When there is not, great adjustments need to be made on the part of the student. Increasingly we are seeing that Physical Education and Human Movement programs are being used as stepping stones by students to other careers and this influence is part of the story.

TALE OF TWO CLASSES
This story focuses upon the way students live the reality of particular subjects within PETE. More particularly, it addresses the issue of studentship as a dominant force that impacts on the type of relationships that are established between students and staff. A further theme that runs throughout this story is that of the hierarchical nature of the subject matter content established by students. The subjective values placed upon the knowledge base in different subjects within PETE is worth much closer scrutiny than it receives. In my experience many academic staff within PETE represent and portray a similar hierarchical model as that perceived by the students.

A BUSHWALK TO LORNE AND BACK
The gulf between student priorities and staff expectations are examined in this little story. Academic staffs' views of the life of a physical education student are often more appropriate for a religious novice in a monastery. The forces that operate upon students lives and their expectations of the outcomes of a PETE program are very different to that of twenty to thirty years ago when many academics gained their undergraduate degrees. The issue of youth culture being attuned to a visual agenda is also considered, but at the same time the notion of denatured experience is foregrounded.

THE GOLDEN BARREL
This story looks at one aspect of student culture in Australian PETE, that of image maintenance and drinking. Often, students appear to comply with staff expectations of appropriate professional behaviour but the various student sub cultures are strong and whilst not the dominant force within PETE, they are a powerful mechanism. The issue of the dialectic nature of professional socialisation is also scrutinised in this tale where
students are often seen to resist images that are portrayed to them as ideal and acceptable. Staff-student relationships are also examined in a manner that indicates the unique and close interest PETE staff often take in student extra mural activities and student lives.

**PROPOSITIONAL AND PRACTICAL KNOWLEDGE**

Physical Education Teacher Education (PETE) is becoming a less sought after part of the university scene, given the emphasis upon Sport Sciences and the broad discipline of Human Movement. This has created some interesting situations. This story discusses changes that are occurring through the academic staff who are at the battle front or interface of the thrust to scientise the Physical Education field. As well, the image of the inner life of the dealings between staff is portrayed in this story. Universities efforts towards aspects of staff development are seen by the author as archaic. The influence (and appropriateness) for all staff to be part of the research race is also a factor that will need to be understood, lest tertiary "teachers" are to disappear and to be relegated to become idlers in the land.

**I CAN'T GO INTO THE TRACKIE BUILDING**

Physical education personnel have often been praised for the ability to work with people, as long as they are not too fat, lazy, shy, awkward and lacking motivation. Within PETE many professional educators expect a type of commitment that is best described as missionary zeal, and for the most part they get just that, or a very good imitation. In this story, a different image is presented of a sensitive person who does not fit the stereotype of a physical educator in her own mind, or in the minds of some of the academic staff. The story is about alienation, values, and the notion of covert discrimination. It is not an easy story to tell because it is contradictory and stereotypical, which also makes it realistic.

**TEACHING POORLY BY CHOICE**

This story is an attempt to show how the dominant perceptions of "acceptable" teaching style impact upon staff and students. Also, it is an attempt to portray the great potential for utilising students as adult learners within PETE. Didactic teaching and rote learning are a major feature of much of PETE, and the urge to change is a force felt by an increasing number of staff. This is shown in this story to be linked to career advancement and personal credibility. For me, this is a personal dilemma.
I DIDN'T PREPARE MY LESSON SO I CAN PRACTICE FOR NEXT YEAR

Schools experience can be a glimpse of the real world for teaching aspirants, equally such experience can reinforce or contradict their subjective warrant. This story portrays the ironies of student teaching, and more particularly the nature of pedagogy as a fleeting moment, as the subject matter, and the perceived personal qualities of the teacher and the student interact. What is taught and learnt cannot be separated from either the learner or the teacher. The result often belies the researched notion of effective teaching. Also this story looks at the subject matter of physical education in terms of its implementation into schools.
MORE LIKE LATE NIGHT COFFEE THAN EARLY MORNING JOGS

Thursday, second February, 1991 sees Rob Anstey lying in bed, listening to his alarm ring off. He has it set for 6 am., as he has to be at the rowing shed by six thirty. One new complication to-day is the start of the school year. He mentally practices his morning regime: home by 8.15 after rowing, breakfast, a shower and a dash to school that should see him there by 8.55. As he rides to the shed, he thinks of the year ahead at school and he mentally recites the subjects that he has chosen for his year twelve studies. They were Physical Education, Biology, Human Development and Society, Health Education and for the life of him he couldn't remember whether he had taken Politics or Australian history. English was compulsory, anyway, he would sort that out later with the year twelve co-ordinator.

The school rowing shed was awash with crews training for forthcoming regattas. Rob had stroked the second crew last year and this season he looked like making the firsts. The firsts' coach was the phys ed teacher from school, and he and Rob had always got along really well. All the boys' crews gave the coxswains a hard time. Because the cox had to be under 45 kilos they were often in year seven or eight. They regularly got dunked if their crew won, abused if they lost, and if their steering was even a little bit off they were sledged unmercifully. The cox is a bit like an umpire, in that you may not like them but there isn't a game without them. Rob saw his cox (Jamie) as he walked into the shed and asked him how they were 'hangin'. This was enough to start the rest of the crew going. "They're not hanging yet," a derogatory comment about the young cox's maturity came forth. This was followed by an attempt by the coach to even up and settle things down. "At least we do our thinking above our navels, don't we Jamie?" he commented. The coach's name was Leigh Turner, he was happy for the boys to call him Leigh or Turns at the shed. Rob admired him greatly and was keen to become a phys ed teacher too. There was no doubt Leigh had helped shaped this. Rob had made his mind up at the end of year 10 when he went to a careers night. He didn't particularly want to teach as much as he wanted to be a phys ed. It was a very powerful and positive image. Rob was a very good sportsman. He played football and cricket, he rowed and was a very good athlete. An early maturer, Rob had experienced a lifetime of success in his sports. At home, he had all his trophies organised on a shelf in his room. Rob was the eldest of three children and if he got in to uni, he would be the first in his family to attend. He was well known in his
town as he had played senior football since he was fifteen and there were noises that he could go "all the way."

The crew trained hard that morning over the 1500 metre course with Rob, Leigh and Jamie urging them to work harder. Rob had helped Leigh coach some of the junior teams in various sports and they respected each other. Leigh said that he would put in a good word with the selection people at Rallybat where he had studied, and where Rob also wanted to go to do phys ed. After the crew had hosed the shell down, Leigh said to Rob that it was a big year ahead. Rob said, "I think we have a really big chance." Leigh chipped in and responded, "I was talking about your studies, if you want to do Phys ed, not bloody rowing, you drop kick!" Without thinking, Rob said, "Oh that! no worries." What he really meant was that he certainly wasn't worrying about it.

Sally Rowsal awoke to the new school year with a mixture of anxiety and excitement. Sally had always worked hard and done exceptionally well at school. She had been dux of year eleven and was one of only a few girls who had taken straight science. Her subject choices for year twelve were constrained only by the pre-requisites for Medicine and Physiotherapy at the universities. She had discussed what she would study as her sixth subject (which was an extra one) and finally decided upon Physical Education as she was sure she could get high marks and valuable bonus points for next year. Sally moved slowly to the bathroom to shower and grimaced when she could hear the water was already on. "Hurry up Andrew, I have to be at school by 8.30," she said with a hint of annoyance to her brother. All summer she hadn't had to worry about the bathroom as her brother had slept in, and she had spent most of the summer working in the co-op sorting fruit. All in all, she had saved over $3,000, which she was going to put towards her accommodation next year. Andrew moved out of the bathroom and Sally moved in. Bathrooms and toilets are good places to be in, in your own space and time. Her uniform was pressed and hanging in her wardrobe. After the shower and "all the rest," she moved off to school on her bike. Sally turned eighteen in March and she was determined to excel in her studies. As Sally progressed through her schooling she had enjoyed participating in school sports. She also played hockey with the local team. Sport was a pleasant pastime to Sally, she enjoyed being with her friends and thought sport was a valuable thing for the community. Walking into the school felt strange this time, probably because she knew this was her last year. She had a real sense of attachment to the school, and its teachers. It was an important part of her life. In her early years she had wanted to become a primary teacher, but as her results were so good, everyone encouraged her to aim higher.
Medicine, Law and Physiotherapy were the main options mentioned to her. Beyond all else, Sally was assured of a bright future. These words rung in her ears, as they were typical of the comments written on many of Sally’s school reports. The first person she ran into at school was the vice principal Ms Veerand. "Welcome back Sally, an important year for you I expect," she said. Sally replied that she was looking forward to the year and was really keen to do well.

Sally was elected as the school captain and this was reassuring to the school staff as they knew that they would be represented well to the students and school. Rob was elected as the boys school sports captain which was also chosen by the student body. It seemed that he was the natural choice. At the inauguration, Sally spoke from a prepared set of notes with a speech that was highly thought of by staff, students and parents alike. The principal and vice principal were comforted by her election as a vote for a serious and well liked student. Rob started his speech with, "Robindale has always had a great sporting reputation and I hope we can keep it up this year," and as soon as he said that, he looked at some of his mates who had chosen to interpret his speech via an alternative meaning. He started to giggle a bit himself but quickly composed himself to continue, "as sports captain I will do my best for all of you." This sounded pretty hollow but it was pretty good ‘off the cuff’ stuff. Rob and Sally were not close friends but respected each other in a distant way. At the inauguration afternoon tea with the school council Sally asked Rob if he had a good holiday. He replied that he had put in a full pre season training with North Melbourne and that he was really fit. Sally went on to ask what subjects Rob was doing. He still couldn’t remember what his fifth subject was to be, although he had worked it out with the coordinator. "What about you Sally, ....... I suppose you’re doing chem, physic and maths," he queried. She replied quietly, "yes and I’m doing PE as a sixth subject for the bonus points." "Turns had a 100% pass rate last year and he reckoned that some of the students who took PE were as dumb as dog poop," Rob noted. To which there can be no reply!

It is hard to know how we come together as individuals, but clearly the range of influences upon us is vast and beyond our conscious reach. Sally worked hard for her future and most of her actions were premised with that in mind. Rob lived life very much in the present, and the mix of school, sport and recreation that emerged was a real smorgasbord. Sport however, was a large part of both Rob’s and Sally’s lives. To Sally it was a diversion, a form of relief, whilst to Rob it was a way of living. Sport looms large in country towns, and it was by far the most constant, reinforcing and rewarding aspect of
his being. Rob even harboured hopes of a professional sporting career. His career option of phys ed made a lot of sense when you saw it through Rob's sporting eye. It was like getting a transfer from a sporting club to a professional career. Rob's week was a sharply divided spectrum of work (school) and play (sport). This also normally coincided with the weekend being devoted to sport and all that goes with it. Monday through Friday on the other hand was the work phase and also the preparation time for sport. Sally knew no such demarcation. She did not measure her life in days, or in terms of work and play, but rather she felt like that she was on a continuous pathway. She could sit down on a Saturday morning and prepare an essay just as easily as she could at any other time. If she even knew of this discussion about demarcations she would think it stupid.

Robindale had a hot summer as always, and term one was a slow time for work. With all the cuts in education funding, the phys ed teachers relied more and more on senior students to help them organise school sport. There were the athletics carnivals, swimming meets and rowing regattas to organise. Rob participated in all the sports events to set a good example. His days were long and his nights were short. Leigh said that he should make sure that his first Physical Education common assessment task (CAT) was a good one. Rob decided to focus his training analysis on pre season preparation for football. His cricket season was in full swing as well, so he was a busy, happy and tired person. Doing six subjects did not prove all that hard for Sally, in fact she ended up preparing some CATs well ahead of time. Being the school captain was a fairly big commitment, not so much in time, but rather, due to other people asking you to do something at short notice. The school debutante ball was probably the best example. The president of the school council phoned Sally at home and asked if she would be the Master of Ceremonies at the ball. It was only a week away, so Sally asked, "what happened, did someone let you down?" He replied that there was a bit of a mix up and he and the other organiser, thought each other was organising a Master of Ceremonies. Sally was free but didn't want to do it- she hated the notion of deb balls which were so popular after a long lull. "I'll get back to you to-morrow," she added, and at this attempted prevarication the dreaded praise began. "We are all so confident that you would do a good job. The head was keen for me to phone you, although he said he would have." Sally squirmed, didn't say anything, but agreed to think about it overnight. Ideology was a long way from her rational thinking about why she was opposed to deb balls, but she ended up doing it, and by all accounts performed the task exceptionally well. Very few people were as well organised as Sally, and whilst she accepted the flaws of others as reality, she was equally determined never
to be in the situation herself where you have to depend on someone doing you a favour to succeed.

The Phys Ed class in year twelve was by far Rob's favourite. He devoted an inordinate amount of time to it, compared to his other units. It was as if he had found an area that he was good at, and he neglected the others to his peril. This was particularly true in the case of Australian History where the Teacher (Bob Anderson) drew this to Rob's attention. He was ready to give up on Rob, as he was failing to produce the work requirements and yet was so busy on other things. "It's simply a matter of time management and being prepared to allocate tasks equally," he said. "Are you up to date in your other subjects?" Rob replied that he was, and Bob said that if Rob was prepared to catch up by doing additional work he would offer him some tuition. Rob appreciated that gesture but he simply couldn't bring himself to tell Bob that he wasn't interested in his subject. Bob Anderson had seen students like this before, who cut off their nose to spite their face, or more accurately, they allow their preferences for a certain type of learning to blinker them to others. This was short sighted given the way tertiary entry scores are calculated.

Sally enjoyed some of her classes more than others, but was determined to do well in all of them. She enjoyed the subject matter in Phys Ed and thought her physics and biology background helped. Even after two terms she wasn't sure about Leigh Turner as a teacher. He seemed not to teach them as much as tell them what they had to do. She ended up helping some of the weaker students who struggled with the theoretical concepts. The laboratories and practical experiences were useful but Sally found them so very different to those in physics. In PE it seemed as if the prac work stretched the imagination in terms of explaining theory. Whereas in physics theory and prac were one and the same thing. However, she thought that it was very interesting, and she often moved beyond the class text to other resources. The second common assessment task was a good example of this. Students were asked to investigate psycho-social aspects of sporting participation and this was quite difficult as they hadn't done much theory on that topic. Rob enjoyed this CAT too, and seemed happy to work his way through the assignments with not much background. Sally talked to Leigh because she was unsure about cultural and socio economic influences upon sports participation. Leigh said, "don't worry too much about it, but be aware that everything is influenced by societal factors." It really was such a broad subject-moving across science, humanities and politics without acknowledging this to the students involved.
There were many major events during the year for both Sally and Rob. Rob broke his arm playing football, and was forced to miss the finals. He kept his fitness up by running but all this certainly affected his morale. He confided to Leigh Turner that his motivation was "real low" and not being able to participate made him feel like tossing it all in and starting again next year. "I don't know if it's worth it, Turn? I look at everyone else and I think, why me? Some of them aren't even interested." "What you need to do Rob is work towards some goals, throw yourself hard at your studies, do well and look to next year." Leigh replied. Rob's body was more than a machine to him, it was his way of expressing himself to the world, or so it seemed. Sally's grandfather had died after a long illness (they have a habit of doing that at awkward times) and she took quite a while to recover, as he lived in the town and was an important and loving part of her life. Her boyfriend and the rest of her family encouraged her to maintain her workload, as her grandfather had been so proud of her scholastic ability. This didn't really help, but the link with her work and her pa's memory was a pleasant one. Beyond this, the time for university selection, Open Days, checking out accommodation and a general level of uncertainty affected all of the year twelve students. Many of the staff became aware of a sense of gloom surrounding some of them, Leigh and Rob organised some staff-student volleyball matches, and as silly as it seems, it helped. Rob refereed because of his broken arm, whilst Sally played. She enjoyed seeing teachers (in this light) as human beings. Some students (and teachers) thought that it provided an opportunity to show off. They were right!

After the games the student common room was full of talk about, "did you get the legs on that dork?" "did you see the size of her bum?" and regular references to how unco so and so was. Unmasking a part of a face is good fun if you can look at sport that way. Scratch and you might find that the teacher of English literature is so fiercely competitive that he would kill you to get the ball first. You might find that the music teacher is a talented player and that knowledge is not what teaching is all about, and more particularly, teachers are about more than knowledge.

Rob put down all the available phys ed courses on his university application form for the following year. This was followed by the Human Movement degrees. He did this because the cut off scores were lower for Phys ed programs than Human Movement, which was now a very popular course. He put Rallybat as his first preference because Leigh went there and he said it was a really practical course that emphasised plenty of teaching practice and practical skill classes. He got the form from school on a Wednesday and
returned it the next morning. The school secretary was surprised and noted that his was the first returned and that they weren't due back for a week. "I know what I want to do, so it's just a matter of getting there," he replied, and then asked her, "are there any bonus points for getting the form in early?"

Sally anguish over her university choices. She had a copy of the previous year's cut off scores for all the Medicine and Physiotherapy courses. At times she was confident that she could make it, whilst at others she thought it was impossible to get a score over 90% in every subject. Realistically, she was achieving close to this and she only had the test CATs to go. Eventually, she sat down the night before the forms were due back at school and marked them down, one by one. She had one choice left after placing all the Medicine and Physio courses. She had no inkling what to put, but thought that either a general science degree or (even) a similar course that had units in Anatomy and Physiology would help her transfer at the end of first year. She ended up putting down the symbol RAPE ie., Rallybat Physical Education, in an impulsive stroke that made good sense to her at the time. Anyway there was always the opportunity for change of preferences, after you got your results. At school that day there was a meeting of all the year twelve students held by the year coordinator. "Be realistic, but be optimistic," he started, and then followed with, "this could be the most important form you fill in, in your entire life," and finally, "there's still time to improve your grades, so work hard to finish the year off in good fashion." Sally sat next to Rob and she noted that he wasn't at all interested in the meeting and that he didn't have his form. "I handed it in last week," he said. Rob followed up by asking Sally what she wanted to do. "I'm keen to do Medicine but it's so hard to get in. I even put a phys ed course down as my eighth preference." She knew that was all Rob wanted to do. Rob looked at the plaster on his arm and said. "I'll probably be back here next year, thanks to this." Sally reassured Rob with a smile and told him, "you'll be alright Rob, hang in there." Term four moved quickly through the lives of Sally and Rob and tens of thousands of other year twelve students. With it came an increasing realisation that the hardest phase of schooling that student's undertake was nearly over. Hard in this instance is not the opposite to soft, rather it reflects significance in a students life.

Daily newspapers are keen to tout for business related to year twelve students. Congratulate your son or daughter for completing year twelve, congratulate them on their score and finally congratulate them on their university place. (app.1) These newspaper sections all seem a bit sick as there are also many students who miss out, but certainly
deserve to be congratulated. Institutionalising the completion of year twelve is very similar to Fathers Day, St Valentines Day celebrations and Christmas in July. It is as if the highway we know as life is a commercial icon, targeted and divided by the most pretentious commercial signals and turns that become inevitable for all travellers.

As always happens, the big day arrived. The truck bringing the papers to town arrived at 4.30 am., and most of the year twelve group were there to get the papers with their student results. The results were printed by student number and a score out of thirty was given for each subject. The Son Worning Herald paid huge rights to the year twelve examination board to be able to print the results. Official confirmation via mail arrived the same day for all students. A good night had been had by all. The group started with a pizza at midnight and they then went to the sporting tavern till 4.00 am. Of all changes over the years the ability of youth not to go out till midnight is very notable. All the group who were there suddenly became melancholy as they walked down to the main newsagent. "We're all gonna stay in touch," mourned a young girl to the group in general. Rob had consumed a fair bit, and he felt pretty good. He gave big cuddles to anyone and everyone within reach. He felt excited at the prospect of finding out his future, and yet apprehensive at what that might be. Sally had set her alarm for 4.00 am. and she joined the group in high spirits. The newsagent grabbed the first bundles of papers and tore them open. He had plenty of takers and in the end he just passed them out rather than try and sell them. There were tears of joy, sadness and simple relief.

Rob got a Tertiary entrance score of 110 out of a maximum possible of 155. He had got 26/30 for Phys ed and from there on they all went a little downhill to 15/30 for Australian history. He was pleased with his results and didn't even bother to compare them to anyone else's. Sally got a paper and slowly turned to the results, she was a little nervous and the public face of the whole show was not to her liking. "How'd you go Sally?" floated at her as she looked up 187556SA. ......142. En 25, PE 27, CH 28, MA 26, PH 27, BL 28. Unbelievable! "Well done Sally, we knew you'd do it," was a cry from Jane. Whilst all Sally could think of was, had she done well enough to get into the courses she wanted. University offers were a month away from now and she had no option but to put other things up front in terms of taking her mind off it. As it turned out, Sally missed out on her first six preferences (by between 3-6 marks) and was the highest scored applicant for Rallybat Physical Education, her eighth preference. Rob didn't get a first round offer at all. He ended up getting an interview at Rallybat and got the last second round offer. Leigh Turner had done a bit of work behind the scenes and he was pleased that the selection officers listened to him. Sally waited and waited for a second
round offer; none came. Eventually, she reconciled herself to the Physical Education degree and she hoped to transfer at the end of a successful first year to medicine.

Sally gained a place in the uni residences and moved in the weekend before lectures began. As she looked around her new besser brick bedroom she was sometimes sad, and at other times excited about the prospect of a Phys Ed degree. "What will I study?" Will there be much theory?" "Do I have to be good at sport?" These questions and others flowed through Sally's mind. Rob had no such thoughts as he settled into his bedroom in a rented house with some other phys ed students from different years of the program.

The orientation week for first years at Rallybat was organised by the student union The Phys Ed department also had some designated time for its students. "O" week was a mixture of bands, booze, socialising, sport and an occasional lecture. By Wednesday, Rob had skipped his first session and missed the hour organised by the library as orientation to the computer network. At this stage of his course all seemed to be going well for Rob and he enjoyed the shift from home, although he missed the way things happened for him at home. Food was on the table at home, not in the shops and it was always cooked. Clothes were washed, and beds were made, toilets were clean, toothpaste lids were on and there was always someone at home. Rob's mum and dad arrived at the weekend with his desk, a chair and enough food for an army. It really felt strange to have your parents as visitors in your house. Everyone felt awkward and it was good (in a nice way) when they were gone. Rob, and thousands like him, were to experience a phase of semi independence with financial umbilical still firmly attached! Sally walked to the window of her bedroom and gazed at the Sport Science and Physical Education building across the way. Her unit had eight people in it, with one of them doing Human Movement. She moved out of her room to the communal living area and was glad to see that Laura was there. She and Laura had met at the orientation program, which both of them enjoyed. Sally asked Laura why she wanted to study Human Movement. Laura responded, "I had wanted to do PE. teaching but when I got a higher score I decided to do human movement. I always loved sport and the enjoyment I got from taking Phys ed at school. Lately, I've become interested in community participation and leisure," "What about you?" .........At this, Sally thought, "she really knows what she wants to do," and replied to her question, "I wanted to do primary teaching when I was young but there are no jobs there, so I liked the phys ed subject in year twelve and I put that down. I had wanted to do Medicine but I missed out." Laura had heard that Sally had the highest score
in the first year intake and was interested in her response. "Why didn't you do Human Movement?" she asked. Sally said that it didn't interest her particularly.

The reality of undertaking Physical Education Teacher Education (PETE) stunned Rob and many others like him. In particular, the wide range of subjects and the variety and number of assessable tasks were a shock. In first semester of first year, there were four hours of Anatomy and Physiology theory, History and Philosophy of Phys Ed (hiss and piss), a Psychology unit, a lecture in Outdoor Education, an Education unit that looked at the school in modern society and six hours of practical skill classes. The biggest shock for Rob was the nature of the second teaching method class that all students had to undertake. Rob had selected to do Health Ed as his, but missed out on this and ended up with English. This was a real blow to him as the reading list was based around studying a book each week. The other students in this class were actually there because they chose the subject. Rob felt like a real conscript. The biggest shock was yet to come when the lecturer in outdoor education asked the students to sign up for two weekends for a camp and a bushwalk. He wanted to say, "what about my footy?" but thought better of it. Even the practical skill classes were different to what Rob thought they would be. Dance did not impress him, but he got used to it, while hockey and swimming were fine. By far the best hours of the week as far as Rob was concerned, were the personal fitness classes. He could remember Bryan's introductory comments so clearly, "by the end of this unit you will have made large gains in your personal fitness. Your body will be the vehicle by which you come to understand the theory related to health and well-being. Physical Education is all about being an example to children and looking after yourself,"......and so on. Every corner turned was a surprise for Sally. She had very few expectations about the course and felt pleasantly surprised at many of the units. She loved Anatomy and this unit reinforced her desire to change programs to Medicine if she could. The broad range of subjects Sally took was hard to get used to. A lecture in Maths, followed by a prac class and ending with a tutorial about becoming a professional in Physical Education. The only class Sally struggled to come to grips with, was the personal fitness class. Unfortunately (for her) she hated running as a means to gaining fitness. The lecturer said you could walk if you had to, but that wasn't really on! Sally liked the sense of camaraderie in the class, but the girls she mixed with all found the class a bit macho. One particular run they had to do in class really stuck in her mind. Rob and some of the fittest males were told that on this run they were the whips. This meant that they had responsibility for the slowest runners. Sally still smiles when she thinks about the day. Rob, acting as a whip tried to be positive and made some patronising comment like,
"Come on girls, you're doing really well," and Sally told him, "to make like an ice hockey player and get the puck out of here." Everyone started to laugh uncontrollably and eventually they all had to stop running. The whips didn't know what to make of this and rejoined the main group, only to be sent back to the stragglers by the lecturer.

Beyond all else, Sally looked at what she had seen in the first few months of the course and felt that she could make something of Physical Education. Rob was going to stick it out, but he was overtly disappointed. It simply wasn't what he had expected. He told Andrew (same household) that, "the course was more like late night coffee than early morning jogs," and that he thought, "a lot of it was irrelevant." Rob told Andrew that "in his and piss we've spent every tutorial talking about becoming a professional and the textbook is so airy fairy that it floats." These things worried Rob as he liked concrete tasks and experiences and judged all other things by that criterion.

At the end of first semester Rob sat at home choosing the location of his first schools' experience. His thoughts darted to the happy times he had in Leigh Turner's classes from year seven to year twelve. Leigh often joined in and participated, he encouraged people to do their best. He made the class laugh when someone forgot their gear he would make them turn all their school clothes inside out and say to them, "I'm only thinking about your mother and how much washing she has to do." These images were strong enough for him to continue with the course and to put up with all the "crap" in it. What he hadn't counted upon, was the fact that he ended up failing Psychology and English. In fact, control of his career was taken out of his hands and placed in the hands of a progress group headed by the course coordinator.

Sally ended her first semester with a grade point average of 3.5/4. She did well in every subject and thoroughly enjoyed her studies. Choosing her first school was a little frightening as she hadn't given much thought to this part of it. Eventually she chose Ronard, a girls Catholic college at home. The teaching round was largely observation and she decided to take it as it came. Rob ended up back at Robindale High with Leigh Turner. Sally didn't see much of Rob during first semester but she heard that he was very popular with most of the students. She saw him back at Robindale on rounds when they were at inter school sport. Rob was umpiring a footy match and she thought how much at home he looked. She asked him how he had gone in the exams and she was surprised to learn that he failed two subjects. "They were so bloody irrelevant, I couldn't see the point,"
but now I have to face the board," he went on, "they reckon, (his mates) if I say that I spent too much time on my Phys ed subjects that will do the trick."

At the academic progress meeting Rob was ushered in and asked to explain his poor showing in the first semester. "I think I spent too much time working on my Anatomy and all the other Phys ed subjects," he went on, but was interrupted by the year level coordinator who interjected. "A lot of people went to a lot of trouble to get you here and your course is always going to have subjects in it that you don't like." Rob got the drift and he told the panel that he aware that all the subjects were important. "How did you go on your teaching round," he was asked. "It was fantastic, it's what I have always wanted to do," he replied. He went on to tell the panel that he had taught some entire lessons including a year twelve Biomechanics class. A few raised eyebrows later the panel asked him to leave and wait outside so that they could consider his situation. For the first time in his life Rob felt genuinely apprehensive and he decided that if they turfed him out he would beg for another chance. He was called back to the panel and the chair began, "You are permitted to re-enrol in semester two and your progress will be monitored carefully. The panel believes you have plenty of potential to become a good physical education teacher but you must balance your life to allow time so you can treat each subject equally......." Whilst he continued talking, Rob breathed a sigh of relief and gave approving nods of realisation towards the chairperson. When Rob finally got to leave, he told his mates that all went well, and that he had told the group how poor some of the units were, and that he could pass them next time, no worries. A letter confirming all these arrangements was sent to his home address. His parents were very concerned but they were also relieved to know that all was well. They had spoken to Leigh Turner and he had re-reinforced that Rob would make a terrific Phys ed teacher. Semester two arrived and there was plenty of late night coffee but rather fewer early morning jogs.
MORE LIKE LATE NIGHT COFFEE THAN EARLY MORNING JOGS

KEY CONCEPTS

APPRENTICESHIP OF OBSERVATION This term is a metaphor to relate the experiences gained whilst a student at school which have a direct link with the decisions, practices and beliefs of an individual who becomes a teacher. It is the observation of teacher attributes, style, values and dispositions that influence the development of young teachers towards similar attributes and beliefs about teaching. The apprenticeship of observation may be used as a means to understand PETE students' attitudes. It is possible to characterise the apprenticeship of observation as an initial phase of physical education teacher socialisation.

SUBJECTIVE WARRANT This construct is seen as an individual's perception of the demands of work in a particular field, in this case physical education teacher education and school-based physical education. The subjective warrant is a perception, a view, that students used to compare and evaluate what they expect to undertake in a particular field and the realities they find as they enter a course of study work. Considerable research has shown the nature of various typical warrants that students hold about a career in physical education.

RESPONDING TO THE FORCES OF SOCIALIZATION It is important to note that when confronted with professional images arising from PETE programs students respond differently to such forces. Strategic compliance occurs when an individual appears to agree with a course of action but retains private reservation. Internalised adjustment occurs when an individual internalises and believes a certain action, goal, behaviour for the best. A third categorisation is termed strategic redefinition which involves disagreeing overtly with a particular goal or action.

RECRUITMENT Often the term anticipatory socialisation is used to describe a composite structure of attractors and facilitators to a career. Attractors relate to tangible benefits of joining a professional group, these include salary, enjoyment, power and prestige. Facilitators are mechanisms such as early socialisation, the influence of others, and the prospective professional perception of their likelihood to meet in demands of the professional role.

KEY PLAYERS IN PETE

Hal Lawson developed the major thrust for a dialectical model of teacher socialisation in physical education. His work has used an interpretative framework to incorporate biographical influences upon the development of physical educators through PETE and also into school-based physical education. His work has extended the notion of subjectivity and lived experience as a pervasive influence upon recruitment and student responses to PETE. His studies in the early eighties marked a shift away from functionalist approaches to professional socialisation in PETE.

Alison Dewar: Her work initially focused upon recruitment into physical education. Significantly, she studied high school students' warrants for a career in physical education. Laterly her research has presented a significant critique of various types of oppression within PETE.

KEY QUESTIONS

How do the images of PETE reflect in the teaching styles of young teachers?
Do PETE students control much of the PETE agenda by their capacity to react in a negative way to any alterations to their expectations?
Are oppositional behaviours a response to particular pedagogies within PETE?

KEY READINGS IN PETE

TALE OF TWO CLASSES

Ian Taylor walked confidently out to the front of the lecture hall to pick up a course outline. "Get us one, will ya" yelled out three of his mates from the back of the room. The room was capable of seating 300 people, but there were about 84 students in this class. Ian and his friends sat at the back in every class. It looked like it was the right place for them to be, somehow. Ian strode back to his seat with a heap of outlines, assignment and assessment details, and sat down as Rohan brought the class to attention. The first week of classes was always awkward, with students seeing their friends for the first time in three months and Physical Education Teacher Education (PETE) students were renowned for their noisy behaviour in and out of class. This had lead the Humanities department to insist that the phys edders were dispersed throughout all the tutorial classes and not in discrete tutorials groups. After getting his copy of all the class material, Ian mixed them all up together and passed them to his smiling friends. "Good one, Tree trunk." (Ian's nickname). He chuckled as Rob and Jason struggled to put together a set of handouts. Rohan waited for silence and then asked the class to ensure that they had an outline, an assessment guide and a tutorial program. From his point of view, it had been a real effort to get all the notes prepared prior to the first class, as he had been trying to finish off some collaborative research grants and they had dominated his summer. In addition, there was a summer school he had taught and the University had decreed that recreation leave could not be accrued, so he had taken some time off when he didn't really want to.

Another student, Sally Rowsal, turned to the assessment guide and saw that there was an end of year exam, a research project and a tutorial presentation to be shared with another student. This annoyed her muchly, "here we go again," she thought. Organising herself was easy, but trying to organise another student to do a project really upset her. She looked at Rohan and got really annoyed with him as he asked the class if anyone could define Sociology. "Why couldn't he ask whether or not we want to work with another student, is that too hard?" she mumbled. Her thinking centred on the health unit in second year where she had shared an assignment with Rob Anstey. He did none of the work, held the project up, and in the end they got a C grade, which was well below what she expected of herself. Probably what upset her more was that she didn't tell (or talk to) anyone about it, not even Rob, who she had gone to school with in Robindale. The
lecture theatre was hot and a bit stuffy now, as the group had just finished practical classes in aerobics and track and field. She began to listen to Rohan as he discussed what student expectations he had for the unit. He said that there was no text book for the unit and all readings were on closed reserve in the library. He advised students that there would be no further class handouts and that this was part of the stringency push of the Department. At this stage Ian and his mates guffawed as one of the lecture theatre desk tops swung under and folded up, sending a hapless student's papers crashing to the ground. Sally turned around to see what happened and she shifted her gaze back to Rohan to watch his reaction. She smiled to herself as Rohan turned his eyes to the heavens with an air of resignation and then continued.

For some reason, Rohan's thoughts moved to his time as a secondary student in the 1950's when a favourite trick was to put a drawing pin on some unfortunate student's seat and laugh when they got into trouble for causing a disturbance. Without shifting gear, he gazed disapprovingly in the general direction of the furore. He had decided not to teach any subject content today, instead he discussed the unit outline, his expectations and he outlined the nature of the units objectives. As a warrior of teaching Sociology of Sport and Physical Activity to PETE students he had no illusions about students' attitudes towards the area. The completion of the class saw Rohan ask if there were any questions: there weren't. Before the group moved out he informed them, amongst much groaning, that all students had to sign up for a tutorial topic on the noticeboard in the PE. building. "Choose your partner carefully and ensure you get the video section done properly," he announced. This related to the idea that once you decided upon a topic you were required to prepare a ten minute video and interview some appropriate and knowledgable people on the topic to set the scene for the tutorial group. Meanwhile, Ian was out of there and quickly set off to football training at Bendigo. Football was his only income other than Austudy and he was a very good player. As he drove to Bendigo, he remembered that he had forgotten to see one of the year coordinators about getting a timetable change so that he could get off earlier for training. A few students moved out to the front of the lecture theatre to ask Rohan a question. Two of them, who were taking the unit for a second time after failing the unit, had scowls, come hurt looks on their faces. One asked, "Do we have to come to class?" .......... "That's up to you," said Rohan, "you must come to the tutorials ...they have a 90% attendance requirement." The two looked at each other and moved away. Quietly, one whispered admonishingly, "What did you ask that for, you drop kick, now he will be looking to see if we're there." Sally waited until Rohan was walking back to the Phys ed building and she caught up with him, inquiring carefully about the tutorial
presentation. She negotiated well and was able to do the whole thing (tutorial presentation) on her own. Rohan was surprised at her request and said that he had set the shared assignment to reduce the student workload. Collaborative work is a most uncertain entity in tertiary education. It seems to be only offered for "busy" type tasks such as presentations.

Compared to the exercise physiologists, Rohan was on his own. There was a gaggle of exercise physiologists, four in all. It was Dr Lynne Frandee's turn to teach the third year Exercise Prescription unit to the PETE students. This was the jewel in the crown for them and there was a rotation of teaching staff every year, as they all wanted to teach this class. Honours and Masters degree students ran most of the laboratory classes in the unit. Both the Sociology and Exercise Prescription units were taken by the same cohort of students. Each unit was four hours in length. Both had three master lectures and one tutorial or laboratory class.

The first lecture by Lynne to this group was a bit of a disaster as far as she was concerned. The slide projector jammed, anyway, she charged in and distributed her lecture outline. The text she was using was McCordle, Catch and Catch, an expensive North American paramedical book. Lynne told the class that she lectured directly from the text and that her lecture notes would also be placed on closed reserve in the library. The first lecture was on homeostasis and exercise, Sally worked hard and took six pages of notes. (app. 2) The lecture theatre was quiet. Ian started off well but found it really hard to keep up. He looked across at Jason who was going hammer and tong. "Can I get these notes off you later Jase?" A nod of the head was all Ian needed to start to mentally prepare for to-morrow's game against Echuca.

As the game, progressed Ian played better and better. He was big, tall and strong and he felt good. Echuca were on the bottom of the ladder and the Bendigo coach had told his players to show no mercy. Bendigo was a great club with poker machines and bingo and they were able to attract (and pay) for top players. Ian was getting $200 a game (under the lap) and petrol money. As a seventeen year old he had been drafted to North Melbourne and had played a few games with the seconds but just missed being drafted. He had a good game today and kicked six goals but also got a bit of a corky. The trip back to Bendigo was reckoned to be a six tinnie trip so he felt pretty relaxed by the time he got home. He went out later and got "molly the monk," then slept in till noon Sunday. Sunday afternoon training was compulsory and after a good rub down he jogged a few
laps, had a few shots for goal and decided that was enough. Ian's mum, Thelma, had done his washing and ironing, ready for his return to uni. "You look tired son. Are you sure you're eating properly?" ...... "Just a big weekend," he replied. It was a two hour drive back to Uni and as he pulled into the drive of his rented house Ian wondered if his flatmates would be home. "How'd ya go mate?" Rob inquired as Ian opened the front door. "Yeah, kicked ass, but then they were pretty piss weak." Ian moved back out to his car and bought all his washing and food his mum had prepared into the house. His room was at the back of the house and having five male phys-ed students in one house meant noise, mess and general mayhem. The desk in his bedroom was stacked high with the first weeks outlines, washing and other junk. Ian looked at it and thought that he would organise it all tomorrow. Sally had spent the weekend in the halls of residence, all her notes were in folders and she had written a summary of all the assessable tasks and their due dates. She had gone for a run that afternoon and was looking forward to the semester as it meant that there was only year left before she could go teaching.

A student's life is busy enough, but most students also need to work to help support themselves. Robin Sommer had only three hours sleep before she fronted up to the exercise prescription lab. She hated the work at the Warm Dream night club, where her main role was bar work. One of the graduates from the PETE course was the manager and he liked Phys Ed students, not only because he'd been one, but more particularly because they were gregarious, attractive and liked by all the customers. Sally had studied the protocol for the lab before she went to sleep, whilst Robin took the lab manual with her to the 8.30 am. lab and was reading it whilst the tutor was introducing the laboratory, covering it carefully with her notepad. The atmosphere in the laboratory was clinical and earnest as the equipment was sophisticated and expensive. All students had to wear laboratory coats and were expected to have familiarised themselves with all aspects of the class. Completed laboratory manuals were to be handed in twice during the semester with all the scientific calculations done. A lot of work, and all that for only 10%. Ian had 'picked up' a completed lab manual from a fourth year student living in his house. As he flicked through it he saw that it had been graded 9.5/10. He compared the lab manual from 1993 and 1994 with his own, and smiled as he saw that they were the same! Ian's exercise prescription lab was not until Wednesday. As he drove out to the campus he remembered that he had to meet the third year co-ordinator to get his timetable changed so that he could go to footy practice. He knocked at Dyle Sands office door and was invited to come in. "What can I do for you Ian?" Dyle asked without lifting his head. "I need to change out of Sociol on Thursday afternoon." ...... "No problems, just find a
student who wants to swap and make the change." This ploy really annoyed students as no-one would want to swap from the Thursday afternoon class into the 8.30 am. Friday class. Thursday was the big night out and who wants to fail because of attendance. "Couldn't I just change? I have to be in Bendigo by five for footy." Dyle looked at Ian and smiled, "if it's okay with Rohan then it's fine by me." Fat chance! thought Ian, as he knew that Rohan had a reputation for not letting students change groups, and also that he hated Aussie Rules when it was used as a reason for course decisions. Dyle finished by saying that he was sorry, but if he did it for one then he would have to do it for everyone. Ian left and went down to the noticeboard to see who was in the Friday group. He wrote the names down and thought that as he saw them during the week he would ask if they would swap.

"Hey Robin, would you mind swapping your social tute from Thursday to Friday?" "Sorry mate, I work till four in the morning." Robin replied. At home that night Ian was annoyed and frustrated and asked his mates what to do. Andrew, the fourth year student from whom Ian had got the lab manual said, "just go to Friday's class, he (Rohan) won't do anything." "Yer reckon?" Ian queried. He decided that he would do just that and if Rohan said something he would say that he had seen Dyle.

Sally saw that Lynne had indeed put her lecture notes on closed reserve for week one and so she photocopied them. Many staff say they have put something in the library but when you go to find it, it's not there 'yet'. When challenged, staff often say it's over there but mustn't have been processed by library staff as yet. Sally sat down and compared the typed lecture notes of Lynne's to her own. The lecture content also paralleled the textbook, chapter by chapter, and she thought that she would look at that later tonight when she went back to her room. It surprised Sally to find that Lynne's lecture notes were so very similar to the textbook. Casually, she thought that what she would do was to try and read the book prior to the lecture and maybe, simply highlight the text book rather than try and take copious notes in class. At the conclusion of the second week of lectures Sally had developed a system whereby she had the textbook read and highlighted and she also had a photocopy of Lynne's lecture notes. At the end of the second week of lectures in exercise prescription Sally waited at the front of the lecture theatre and asked Lynne if she would be following the same format for the entire semester. Lynne acknowledged this and she asked Sally how she was finding the unit. "I'm really enjoying it so far, it's so easily applicable to the schools. It's pretty technical too, but you feel like you need to know it all," she replied. Sally moved out of the lecture theatre and went up to the
cafeteria. She spoke to Robin as they entered the caf and asked if she had had a good break? Robin said that she had to work, but that she did have two weeks off and went up to Sunk Island. Sally liked Robin and wondered what she thought of her. Robin played "A" grade basketball and was a very good sportsperson. She was popular, but struggled academically, although she had done exceptionally well on all her teaching rounds. Robin asked Sally who she was doing her sociol tute with, and was surprised when Sally said that she had seen Rohan and he had okayed her to do it on her own. "I'm going to look at the co-ed scene in phys ed classes and I wanted to be able to do it in my own time," Sally explained. This wasn't the real reason but that didn't matter. Robin hadn't given any thought to her topic yet and she stowed Sally's topic away for future consideration.

Rohan felt more than a little annoyed at the Thursday afternoon tutorial group. Only four students had done the reading, and with student presentations not beginning until week three, it put a lot of pressure on him to teach directly, when he really wanted to discuss the issues raised in the readings. He had asked the group to read an article about socialisation into the physical activity sciences. The article questioned the role of sport in terms of it acting as a relevant socialising agent for preparation of Physical Education teachers. "Ian, what do you think about the article?" Ian said that he hadn't read it, but would soon. All students were expected to hand in a tutorial sheet that answered questions about the articles. This was a course requirement and Rohan said that he would read the responses but not grade them. He told the class that if anyone was a borderline fail he would consider this aspect of the course. The tutorial sheets were worth 10%, and were an important part of the unit as far as Rohan was concerned. As the tutorial went on, it became clear that the topic was not inspiring the class. Many of the group slouched in their seats and either answered questions as they were directed at them, or simply stared ahead. Whereas the Friday morning tutorial seemed to go well. Most had done the reading and completed the tutorial reading sheet. It never ceased to amaze Rohan how particular groups seemed to respond in unison, either interested or disinterested and nothing in between! Sally and Robin sat together and were quite interested. As they walked over to the phys ed building after the class to get changed for a practical class, Robin spoke up and said that the Sociol unit was hard going. "It's all common sense and so boring, or at least Rohan is." Sally nodded and got ready for the prac class. She had signed up to do her topic on co-ed phys ed classes during week three and her thoughts were turning to organising this.
Dinner at Number 69 Everest St (Ian, Rob, Jason and Andrew's house) was no sit down affair. Rob and Ian had decided to share instant noodles and vegies, while Jason and Andrew both had fish and chips. They all loved milk and drank it by the gallon. After discussing the quality of the new first year women, and who they would make a move on at the conveniently held "meet the first years" party, the conversation turned to the semester ahead. Ian thought the whole semester looked hard, and he asked Andrew how he had gone last year. Andrew said that Exercise Prescription was really hard last year as it was nearly all exam based. "Lynne looks like she's okay, but you can tell that she really loves it," Jason quipped. The four agreed that Sociol was a bit of a waste of time and they deferred to Andrew who had done it last year. "It's a good unit for recycling Education stuff with a Phys ed slant," he noted. He told them to work a roster for the tutorial reading, i.e. instead of doing the reading every week one of them would do it and pass the notes to the others who would adapt it. This meant that they would each end up doing only three readings for the semester. None of them had signed up for a tutorial yet and Ian asked Andrew "Which one did you do last year?" Andrew could not remember but said that he would check. They all went out that night and ended up at the Warm Dream night club. Ian saw the lovely Robin and said "g'day". They chatted about nothing and then the four boys started eyeing off the talent. Ian quipped that whoever said that this place was wall to wall pussy must have been talking feral. It was all to no avail, so after a couple of beers they headed home. Jason was the driver that night and had not had a drink. Ian looked at the desk in his bedroom and the pile was even higher because now it had all his dirty clothes upon it. They all missed the education master lecture the next morning, and they finally headed off for various classes at 10.30 am.

Ian went to the Friday sociol tute and Rohan didn't say anything about his presence during the class, so Ian decided that he would take it a step further and at the end of the class he asked Rohan if it was alright if he came permanently to this class. Rohan checked the roll and said it all depended on the size of the group, and that he would give him an answer before next Thursday.

Week three of the semester heralded in a few alarm bells for Ian, as much of the general student conversations began with, "have you started? or what are you doing for your assignment?" Eventually when Ian asked Jason (a notorious late and even non starter of assignments) if he had done anything yet, he was alarmed to find that he had! This did little for his conscience and he made a determined decision that he would start right now. At home that night he sorted all his outlines into separate folders and cleared the desk
(onto the floor). He started to read through each outline but it was going to be hard to start actual work tonight as he didn't have any textbooks as yet.

Sally had finished editing her videotape for the tutorial presentation. The criteria for the presentation required that a student lead the discussion by introducing the class to the relevant literature. Then they were expected to bring a qualitative aspect to the topic by preparing a ten minute video. Finally the presenter had to involve the rest of the group in discussion. The total presentation was to last for twenty five minutes. This was followed by a discussion of the set reading and the tutorial sheet, led by Rohan.

The lectures in Exercise Prescription were always "full bore on." Within thirty seconds of commencing class, Lynne was right into top gear. She had high expectations of the students and asked that any questions be kept until the end of the class. Ian and Rob found it really hard to take notes, and had worked it so that they could photocopy Jason's notes. Rob sat and listened to the lecture; Ian often started to listen, but found that he got bored when he didn't take notes. He usually read the newspaper, but he had to be so careful as he was aware how much it antagonised all lecturers. Eventually he stopped going to class as he felt that he had the notes (Jason's) and he would study that for the exams. Sally on the other hand had got into the habit of photocopying Lynne's lecture notes and she took them to the lecture, highlighting relevant parts and then reading the prescribed text at the end of the week. Robin often sat next to Sally in lectures, but she felt it was the done thing to take notes. She did this at a furious pace, often not understanding what was said, and regularly, she never returned to look at those notes for weeks. It is interesting that students and academic staff maintain an aura of privacy around class notes in terms of how it is best to take up the information that staff think students need to know. Robin looked across at Sally at the end of a class that was being conducted at such a furious pace and exclaimed, "do you think that she really expects us to know all that?" Sally shrugged her shoulders. She decided to ask Lynne about previous exam papers in Exercise Prescription. A couple of days later she caught up with Lynne and inquired about access to past exam papers and was told by Lynne that they were not in the library, but that she would discuss the issue with the class prior to each examination. It was a university regulation that past exam papers were kept in the library and available for student access. Lynne ignored this as the multiple choice questions she used were so hard to devise. There had never been any student complaints about this.
By contrast, students found it hard to know what to take notes about in Sociology. It was all done in such a conversational approach. However, when Rohan put an overhead up, the students feverishly took it down even if they didn't think it was important. It seemed as if there was an unspoken ritual about the overhead projection slides. By the end of week three, Robin only had two pages of class notes from lectures (app. 3) and wondered what she would study. Ian and Rob took a few notes to keep awake but weren't too worried. Rohan tried hard to engage the group with questions and also by using videos. The class found these entertaining if not always relevant. One intriguing video looked at the way in which Troubriand Islanders had adapted cricket to their own islander culture. British air force troops had spent four years there during the second world war. The game was played with 40-50 per village team, using a wooden ball. It was very vigorous with much dancing. Ian missed the video and asked Rob what it was about. He said that it was about some Islanders who play cricket with a difference. Somehow he was right, 'but more particularly his preconceptions about what to expect from lectures meant that he thought that it was a waste of time.

Sally's tutorial went really well, and the videotape worked effectively. She had spoken with two phys ed teachers about co-education classes and also with two year nine students. She asked the tutorial group to write down their own experiences with co-ed in Phys Ed when they were secondary students. Some of the responses were humorous but there was a strong feeling that the boys' egos often got in the way of the girls' progress. Sally finished the tutorial by asking about the prac classes at uni. Did the group feel they worked well in relation to the co-ed issue? Ian said that the skill level was a lot lower than it might otherwise have been. One of the girls got really annoyed and said, "It really pisses me off in squash where all the boys are better, yet Paul (teacher) spends all his time on court with them. If a girl is a good player he does the same, but most girls have never played squash." Rohan was concerned that another staff member was being spoken of directly and was keen to bring the class to a close. He observed that the time had nearly run out and that they had not as yet discussed the tutorial sheets. He asked the group to pass their sheets forward and dismissed the class. This pattern was repeated week after week, and the tutorial sheets were rarely discussed in the manner he had initially intended. This was a strange development and the whole student group encouraged it, as they were then assured of not having to do anything in the tutorial. Yet it didn't seem to come from any one in particular. Funny thing that!
The mid semester exam in exercise prescription approached quickly, with a reminder from Lynne that she would hold a tutorial to revise the work covered to date and to discuss the exam format. At the exam, students were expected to hand in their laboratory manual. Overall, this, plus the exam was worth 50% of the assessment. Ian carefully compared Andrew's 1993 lab manual (app. 4) to his. He looked at the "year old" answers and thought that they looked exactly as he would have written them. Rob and Jason asked if they could compare and check their work against Andrew's as well. Ian felt confident that there was a lot of his own work in his lab manual and that Andrew's was really just a reference point. As he looked at the photocopied lecture notes he got from Jason he started to feel that he did not really know the material. "Your writing is really hard to read Jase," he said with a little annoyance. But there was still a week and a half to go.

Lynne carefully revised what she had covered to date and there was a full house to listen. Some students nodded approvingly at Lynne as she related the major topics. One student thought that it was a bit rough that the very last lecture before the exam would be covered. The reply from Lynne was very cutting and put the student back in place. It went along the line that her understanding of Psychology lead her to believe in the recency effect which all students undoubtedly were aware of. The questions on the exam were to be multiple choice with three questions taken from each lecture with all results standardised. Not many knew what this meant, but no one asked for explanation, because who wants to look like a vegie. Lynne also mentioned that the exams would be graded by computer and that it was essential that all students used an Hb pencil. Lynne emphasised the importance of knowing the laboratory procedures in detail, as there would be two questions about protocol from each laboratory. Ian swore that he heard things today that were mentioned for the first time ever. He was confused by indirect calorimetry, bemused by ventilatory thresholds and needed to brush up on anaerobic metabolism. He nudged Jason and said, "Mate, your notes better be good. If I fail, I'll put me mum onto you." They both laughed. At the end of the tutorial, a tight throng of students moved out the front to talk to Lynne. Most of the students had questions about specific topics, some were concerned at the format of the exam and a couple were simply reassuring themselves in terms of speaking to the lecturer. Lynne went back to her office and sat at her desk. She took one of the exams out of her filing cabinet: she was sure that it was a good discriminator and those who knew their work would do well.

The exam was conducted in a tiered lecture theatre and the seats "with a view" were at a premium. Ian sat directly behind Jason who sat directly behind Andrew, and so it went. Sally thought that the exam was fair and she hoped to do well. Ian was not so sure as he
struggled to understand the context of Jason's notes. Lynne had the results up on the noticeboard the day after the test. At the very next lecture Lynne discussed the exam results, the mean was 38/60, with a standard deviation of 5.8. After standardisation, she noted, this was a pleasing set of results. Also, the normal distribution meant that 17% of students were not passing. She went through the test, question by question, and analysed the percentage of students' correct and incorrect answers, which no one was interested in. A week later the laboratory tutors handed back the lab manuals and Ian got an excellent score, overall he was sitting on 29/50. Sally was sitting on 42/50. Both were happy.

Rohan had eventually asked Ian to return to the Thursday tutorial but one of the students had finally agreed to swap and this worked out well for him. The only condition that Rohan placed upon the shift was that both students would have to accept the tutorial topic of the other person. Ian did not know what his original topic was but found out that it was about racism in sport. The topic he "picked up" was to look at the media coverage of female sport. The boys in his house thought this was pretty funny, as he had to work with Sharon who was a well known dyke. He dismissed it from his mind as it was not on until week 13. The semester rolled on and Ian submitted his research project proposal to Rohan. His topic was to be an analysis of the influence of parents on junior football participation. Sally's topic related to the role of female players in mixed sex sport. She chose the indoor netball stadium as her venue and she regularly collected statistics on who passed to whom, where the passes were on court and in what situation. She met with Rohan to discuss the type of analysis that she could do and decided upon discriminant analysis. After her last meeting she decided to ask him about the honours program next year. She had just overcome a major personal upset, in that she had refused to lend all her class notes to a couple of students in her residence, after doing this, these two had snubbed her. She spoke to Dyle about it because she was so upset and they agreed that you have to do what feels right, regardless of the social consequences. Dyle asked about student attitudes to swapping assignments and passing on old ones. Sally laughed and said she thought that she was one of a handful of students who was not in any way involved. Sally said that an extensive free market went on like an underground resistance movement and most students felt that they were simply helping out.

Robin asked Sally during tea at res if she would help her prepare her tutorial for sociol as she was a bit lost getting a focus. Sally knew this translated to, "I haven't started yet." It wasn't hard, and they worked it through very quickly one Wednesday evening. "When's it on?" Sally asked, as they were finishing up. "To-morrow afternoon's tute,"...... "what
about the video?" Sally asked. Robin said that she was going to do that later. The tutorial class killed themselves laughing because Robin interviewed her boyfriend and his mother. The topic was on the equitable distribution of the Australian tax sports dollar. They (interviewees) knew nothing about it. The tutorial group asked cute questions about the videotape, such as, "Do they work for the sports commission?" "Do they know each other?" Rohan seemed unaware or unconcerned at this. In reality, the humour injected into the class was valuable. Robin spoke to Rohan straight after the class and asked him how he thought she had gone. She told him that she had learnt a lot by doing this topic and was finding the unit different and challenging.

The tutorial reading roster that Ian, Rob and Jason worked was going fine. Rohan always handed back the sheets the following week with his initials only on the sheet. The trio walked into this week's tutorial and all participated well. When Rohan handed the sheets back Ian and Rob were laughing robustly because Jason had written the following response in part to one of the questions. "I don't think that Rohan reads any of these answers but I guess I'll soon find out." After the tutorial was over they shared the joke around. The trio also rostered attendance at Sociology and Exercise Prescription lectures now. They each went week about, a lot of other students simply did not come. Word had got around that even if you did not know the specific material from Sociol lectures then you could still answer the exam. This reinforced the idea that the content of the unit was basically common sense. Many of the students who did go to class enjoyed the atmosphere of argument and debate that could open up at any time on a particular issue.

The language of both Sociology of Sport and Exercise Prescription were both peculiar. Ian wrestled hard with notions of mitochondria, aerobic capacity, substrate oxidative metabolism etc. These terms meant something (even if he didn't know it yet,) whereas sociol appeared to be all about making simple things complex. He enjoyed using the language of exercise prescription about fitness, but shied away from even coming to know the language of sociology (let alone use it). Homo phobia and hegemony, positivism and patriarchy were the territory of wankers. Some students like Robin thought that it was all a bit unnecessary but wouldn't say so. A few of the students had taken to arguing with Rohan in class as they thought that he was opinionated. He was aware of this feeling, but felt that he needed to challenge their conservatism in terms of social matters. Lynne on the other hand felt very strongly about many social issues but never let this impact or influence her role in teaching Exercise Prescription. It was during a staff meeting that Lynne argued strongly about decision making within the school. She wished
to see that all decisions made in the school be voted upon and made democratically. A student rep sat in on the staff meetings and thought idly about the exam that Lynne had set and her method of grading as he had been one of the failing 17%. Unfortunately, the two matters were not connected by anyone.

Sally had got into the habit of submitting all her assignments early, so when asked by others if they could 'check' their work by reading hers, she was able to say that she had handed her work in. This was effective but the persistent few asked if they could have a look at the disk that the work was on. She was proud of her completed sociological research assignment. Walking up to the assignment boxes Sally half placed the assignment in the slot; just as quickly she withdrew it and walked around to Rohan's office. He was in and was happy to accept the assignment. They chatted briefly about the topic that Sally had undertaken and Rohan said he was looking forward to reading it.

Ian was in a bit of a panic about his Sociology assignment. He had gone along to a junior footy game at home and took a look at the way in which parents participated during the game. A couple of the senior football selectors were there and kept talking to him about tomorrow's game. In the end he put his folder away after chatting with them. He thought that he would look at the positive and negative aspects of parental participation and that he would interview the coach, a couple of parents and a few of the players. That was as far as he got with the actual data collection. He asked Rohan for an extension (app. 5) and he wrote that he needed to interview the coach, who had been unavailable. Rohan asked to see what he had done up to date. Ian said that he would bring it in to-morrow. At home that night he sat at his desk and began the arduous task of making up all his data. He had read a few Sports Coach articles about parental codes of conduct and he had seen a video about the ugly parent. At uni the next day, he headed for the library and found some good material by Martens, Robertson and Evans. He never went back to Rohan about the extension. He carefully planned an interview structure that portrayed parental involvement as both positive and negative. His mates ended up having to do a similar thing, although Jason had spent a lot of time interviewing weight lifters about the culture of drug taking. Unfortunately, all the power lifters he interviewed thought that anabolic steroids were too risky and not for them. Jason said that why should he spoil a good story by telling the truth, so he created a few drug-using weight lifters. It was good fiction and indeed, probably true in another setting. Many students who had left their assignments too late, came up with some very good research. As Ian put his assignment into Rohan's
assignment box, he felt a twinge of anxiety, but overall he was confident that he had represented the situation quite fairly.

Robin was running late with her assignment for sociol and one of the fourth years she met at the Warm Dream gave her a copy of their paper from the previous year. She took it home and used it 'only to get ideas from'. Her paper was prepared using the format of the previous paper. When she was preparing her list of references she never thought that she could cite this other assignment as a reference. Sally asked Robin how her assignment was going and Robin replied that she had decided to look at the way in which youth culture was influencing sport and exercise participation patterns. Sally's eyes opened wider than normal and whilst such a complex topic seemed more than a little surprising for Robin, Sally simply said that it sounded interesting. Rohan spent the last week of classes revising what had been covered, and discussing the format of the exam, which was to be short answers. A complete set of lecture notes became a prized possession and numerous copies of Sally's notes leaked out. She simply gave up, and although she only gave them to Rob Anstey they soon became photocopied further. Pressure is a funny thing and Sally had been determined not to worry about how other students were going, or the reason for the request for help, but in the end she succumbed to an old school friend. As she passed her notes to him she felt uneasy as she had done all the work and gone to all the classes: "Why didn't they do the work during the semester?" she thought. When asked about her Exercise Prescription notes Sally was able to say that she had photocopied Lynne's notes from closed reserve and that they were still there. "You can get them from the library, just like I had to." She could feel tears welling up in her eyes and she walked off leaving the request in mid air. "What's up her?" someone asked. Robin responded by saying that everyone is stressed around exam time. That particular rule didn't seem to apply to Ian as he went about completing a semester's work in a fortnight. Plenty of help from those around him and the end of the footy season enabled him to catch up. His last task before the exams was the dreaded sociol tute with Sharon.

Sharon was totally non committal when Ian asked about "their" topic, what he could do and how much of it was already prepared? Sharon had been determined not to speak to "tree trunk Ian" about the topic. She had in fact finished it weeks ago. As the semester had gone on, she had kept statistics on television and newspaper coverage of womens' sport. Through her hockey contacts she had spoken with the national executive director of hockey about the recent world series where they could not get any national television coverage. She had interviewed the local papers sport journalist who was controversial and
said most women's sport at a local level wasn't newsworthy. Ian asked about the presentation and what he would do. He started to feel like he was begging. Finally, Sharon told Ian that the topic was prepared. Ian softly inquired, "what'll I do then."
"Dunno, please yourself," Sharon said. "You could have a conscience bypass and present it with me." "Sounds good to me," Ian wheezed. Without having planned all this, Sharon was happy with the outcome. Ian had to present her material in the tutorial which was against his beliefs in that the whole group would come to the conclusion either that Sharon had dominated him in the preparation or that he really believed it. Sharon enjoyed the class as she felt that she had a major victory in terms of power and control over a male student icon. Ian, whilst internally haemorrhaging, was happy to get this assessment hurdle done, and finally, Rohan was impressed with the change in Ian from the start of the semester.

All students earnestly prepare for examinations. Most go into a state that looks worried, yet interested, stressed but coping, and above all else, committed and serious. Lynne enjoyed supervising her own exam as she used the time to reflect upon the semester and the knowledge she had imparted. She was determined that next time she taught this unit she would take a laboratory group and get to know a few students. Rohan's exam looked exactly like the exercise prescription exam. Yet the "learnings" were so different.

The stories and folklore spread like wildfire at the student wind-up. It always ended up with a tale about how this unit was good, that the lecturer was a great bloke, whilst the other lecturer was a real prick and you learnt nothing in that class. Grazing in the pastures of knowledge and learning looks like a great experience compared to a fast food feeding lot that much of PETE often resembles.
TALE OF TWO CLASSES

KEY CONCEPTS

STUDENTSHP: This is the process by which students react to the forces and demands of a PETE training environment. Students engage in behaviors that are designed to ease their progress through a course, make them successful and enable them to acquire skills and behavior they perceive as relevant. The process of a dynamic interaction between the ideas espoused by the program and the students' reaction to them is part of the dialectical process of professional socialisation.

TECHNOCRATIC RATIONALITY: This notion is part of a broader societal trust in which there is a strong belief in the value of science as the only form of worthwhile knowledge. Within PETE this has meant that a hierarchical structure is perceived that affords relevance and importance to the exercise science subjects, whereas the social science knowledge structures are seen as being largely irrelevant to the developing professional needs of a graduate.

PROFESSIONAL SOCIALIZATION: This is part of a dynamic process that involves individuals responding to the pressures and requirements of a particular professional role. Individuals undergoing a course of professional preparation are taught, learn and also influence the attributes and professional perspectives required to undertake a particular role. The study of professional socialisation has focused on attitudes, beliefs and student behaviors.

KEY PLAYERS IN PETE

Kim Graber has adopted earlier work on student responses to the demands of professional education. This research has allowed careful consideration to be given to the influence of student biography in shaping individual's reaction to, and the impact of the training program. Her studies on studentship have placed coping behaviors of students in a broader framework than might otherwise have been the case. The major categories of behavior observed in her studies included psyching out, fronting and image projection, cheating and short cuts. Such approaches have also led to an examination of the hidden curriculum as a potent transmitter of studentship values. A major aspect of her research has been the acceptance of the belief that students must survive academically before they can be expected to develop a professional ideology toward teaching.

David Kirk is the leading Physical Education curriculum theorist in Australia. His work has approached numerous areas of PETE with a critical and interpretative framework. His analysis of the influence of technocratic rationality upon PETE structures has led to a careful scrutiny of the way ahead. His recent works on the cultural construction of the body is a significant reconceptualisation of the way in which the body is schooled in western society.

KEY QUESTIONS

Is there a negotiated struggle in PETE between faculty espoused professional ideals and an individual's belief about that role?
Are studentship behaviors a realistic representation of the student reactions to the forces of professional socialisation?
Is it possible to view studentship behavior as an indication of engagement and resistance to particular discourses represented in the academic subjects of PETE?

KEY READINGS IN PETE

Lorne is a very trendy place these days with an almost magnetic attraction to promenaders, highway surfers and open roofed cars. However, at the back of pretentious Lorne is an array of very pleasant bushwalks that suit the day triper as well as the more determined overnighter. Rallybat Physical Education students helped build many of the walking trails at Lorne and year by year the network has increased. As part of every PETE student’s program, they are required to undertake one weekend of environmental action where they either groomed or helped make new walking tracks. This was not a really popular option with students, but they all accepted it with an air of good humour, numerous jokes and healthy cynicism (app.6). It is normal practice that groups of ten students would work with a staff member and a forester. It is also normal practice that each group would meet for a pre trip meeting where the arrangements were discussed. The students were normally in third or fourth year of the course when they did environmental action, so they were very “street wise.” Academic staff without much in the way of outdoor skills took the weekends, as it was part of an unofficial contract that every staff member would undertake one weekend of the outdoor recreation program each semester.

Gary Affleck walked quickly to the pre trip meeting which was to be held in a small classroom next to the swimming pool. He wasn’t all that fussed to be leading this environmental action trip, as he had plenty of family commitments, as well as getting his lectures ready for next week. He drew a deep breath as he walked into the classroom. He sensed an unconscious hint of approval from the group that it was him taking the trip. There were eight students sitting and lounging around. Gary looked at his list and asked where Ian and Andrew were. Someone yelled out that they hadn’t seen either of them today. "We’ll wait a minute or two so I don’t have to say things twice," Gary said with a slight air of resignation, knowing that he always had to say things twice. The student group turned inwardly and chatted about many matters. A key topic that was floating around was whether there would be many jobs next year. The ministry of education had made huge cutbacks in the employment of recent graduates and things didn’t look too good. The course controller met with them regularly and showed them where last year’s students group were working. They were employed as domestics, administrators, relief teachers, gym managers and quite a few had full time phys ed positions in government
and private schools. A lot of current students though, thought that being the manager of
the Warm Dream night club had little to do with the course, but in reality this is probably
where that particular person would have ended up regardless of any university degree.
Funny thing too, with the private school positions, it was often back at the school they
attended at secondary level that the students got their position. This made some students
who went to government schools and had done really well on the course at Rallybat
totally cynical and despondent. Gary decided it was time to start the meeting. He opened
by telling the group that if they co-operated they would all be out of there in about fifteen
minutes.

"Right, we're off to Lorne this weekend. You will need to bring gloves and Japaras, work
boots and at least one change of clothes." At this stage Ian AND Andrew rushed in.
Andrew explained, "Sorry Gary, we had to see the student union about getting a
barbecue for a student function." Little did Gary know that the dreaded Golden Barrel
was going ahead and that Ian was the main organiser. He had taken the matter to the staff
meeting and he was confident that it had been nipped in the bud. Gary continued, "we will
leave from the car park next to the phys ed building at 6.15 am., so I want everyone there
by six. I guess everyone knows the rules about alcohol and appropriate food by now."
Everyone certainly did, but just as easily disregarded the food part of it. "You all know
your particular task, I assume." All the students had previously been allocated tasks. One
had to check the mini bus and trailer, one would pick up the tents from the phys ed store
and there was other tasks such as providing entertainment (wholesome) at night for the
group. Gary asked the ubiquitous, "are there any questions?" There were plenty,
including, 'what type of work are we going to do" and "what time will we get back?
Apparently the group that went a few weeks earlier had to cart treated pine poles up to a
lookout and it was very boring, hard yakka. Gary had no idea but said anyway, "the
forester has assured me it will be demanding, but interesting." The whole group knew
they were being snowed, but it didn't matter. The next question surprised Gary. Andrew
asked if he could take his own car down to Lorne. This was possible, but students had to
sign a waiver acknowledging that university transport was available. Gary told Andrew
that as long as he saw the secretary and signed the waiver that was fine. A part of the
waiver was a section that students had to agree not to drive their vehicles after arrival at
the destination until the trip was completed. This was to prevent the little trips into town
to pick up supplies. "Anything else?" Gary requested. "Okay, we'll see you on Saturday
morning."
The group dispersed and moved out of the classroom. Ian told Andrew that he would drive down with him if he needed company. "Yeah, that'll be great mate. I'll be knackered by then." Ian went on, "why didn't you get a change of shifts?" Andrew then replied, "I've already had to do that a lot and the supervisor gets really pissed off. I can't afford to lose this job as it's pretty cushy." Well, it did mean that Andrew was able to put himself through university and whilst there may well be worse work than packing shelves in a supermarket from three am. till seven, he wasn't keen to try and find out. Ian didn't need to work as he got Austudy and money from football. This week though there wouldn't be any of that. Gary thought little more about the trip until the Friday evening as he was packing up his office. He hadn't bought any food, nor had he prepared his pack, got a tent or even started to get the keys for the bus. "What a bloody drag," he thought. Finally he got organised, bought his food at the scout shop and was home by 5.30.

Friday night was always a quiet night for Ian as he usually played football the next day. He just didn't feel like going out tonight now that he had the chance. He went halves with Rob and got a video and they sacked a few quiet ones at home. Andrew had a couple and then went to bed as he needed to be up at 2.30 am. to get ready for work. About eleven, a knock on the front door heralded in a few of the group who were going on the environmental action trip tomorrow. They pooled some more money and got a pizza and a slab. They played cards till about two am. and in unison they went in to Andrew' room and sang, "wakey wakey, hands on socks, hands off cocks." Andrew looked at his watch and started to get up till he saw Ruth. "Better get out ladies unless you want an eyeful," he blurted. The group broke up and Ian put the kettle on. Andrew walked out ready for work and saw the mess, "thought you were going to have a quiet one, boys," he said. Rob replied that they had a very quiet night. Jokingly, Ian told Andrew to knock off some food from the supermarket for the weekend. "What are we gonna take?" inquired Andrew. He could see he wasn't going to get a serious response to this, so he drank his coffee and left for work. Ian and Rob played a few tapes and fell peacefully into bed. As Ian was going down to Lorne with Andrew tomorrow he didn't bother to set his alarm, in fact he didn't get undressed, clean his teeth or tidy the house.

Andrew finished work at seven am. and sped back to the house. To his dismay Ian was out like a light. He woke him and said, "the group will be fucking half way to Lorne by now, we better fly." Fly they did, anything in a packet that vaguely resembled food was grabbed. They threw some clothes into a pack and grabbed their sleeping bags. Bad luck about any toiletries and gloves and they couldn't afford japa's anyway. Both had a parka
and so all in all they did well to be away from the house in ten minutes. The bus waited for Ian for a few minutes as he had forgotten to tell Gary he was travelling with Andrew. It was a lovely morning as the bus negotiated the forest roads into Lorne. Andrew drove quickly but not too dangerously. The two parties had agreed to meet at Blanket leaf picnic ground from where they would walk to the track. The bus trip was uneventful as far as Gary was concerned, most of the group slept for the best part of the three hour drive. Student conversation is always very interesting for academic staff to be part of, or around. If they trust the staff the talk is totally uninhibited on all topics. He was continually surprised at the way in which the group related so well to each other. They were good humoured and Ruth took pride in one of the most evil farts that he could remember. This was all part of the changed ethos that surrounded the way young men and women related to each in the nineties. As they pulled in to Lorne, Gary asked if anyone needed to go to a toilet as they wouldn’t see one for the next two days. Ruth and another girl requested a stop. Ruth had her period and was not looking forward to the bush environment although she would clearly cope. The bus moved slowly up to the rendezvous, the group got out and stretched whilst they waited; they didn’t have to wait too long before Andrew and Ian arrived.

Gary welcomed them with a stern, "it would have been nice to know you were coming together." Ian felt the eyes of the group fall upon him and he apologised profusely. "We waited for you Ian," Gary said with a quiet tone of indignation. One of the group broke the tension with a Tarzan yodel that did the trick. As it was, the forestry commission officer was late and didn’t arrive for another twenty minutes. At around 9.30 they all picked up a rakehoe from the truck, put their pack on and headed inland. Gary asked Ian where his pack was and he said that he and Andrew were sharing the one. As they moved along the trail the talk inevitably turned to their final year of study. Gary was intrigued by the way all matters were joked about. The banter at times embarrassed him as particular staff were either eulogised or lampooned. He said, "I hope you don’t talk about me when I’m out of earshot." Ruth said that they were saving him up till tonight. "Don’t go to bed too early Gary," she said good naturedly. As they walked, Ian and Rob began to recite the very best lines from the Blues Brothers. They knew them verbatim. Gary listened with interest and finally expressed his total wonderment at how they knew it so well. Then Ian told him that he had seen the film at least ten times. "Why?" Gary quizzed. "Why not, it's great and still on at the Valhalla once a month. Everyone dresses up and rages," replied Ian. Visual medium was so important to this group as the print medium format seemed to have run its race in terms of raw entertainment. As the group walked along the tranquil
Cora Lynn creek few seemed to appreciate its beauty, or if they did they simply kept it to themselves. The majestic stands of Sheoak and ancient gums all but obliterated the light as the group crisscrossed the creek on their way to the Cascades. The level of humour rose when the forester asked the group if they knew what type of tree was ahead. As quick as lightning Ian said, "Gummus tallus." Arthur, the forester had worked with students often and he laughed, "no way, that tree is called a river red gum." He strung the group along, but no-one queried him, they were too busy being a group.

The main task for the weekend was to repair the earthen stairway that leads to the falls, as it had all but been destroyed in the winter rains. Rakehoes are terrific weapons and Arthur gave the group a safety lesson about their use. A swirl of cloud and drizzle swept down the gully as the group got stuck into reforming the set of steps. Many went at it like a bull at a gate, which amused the older Arthur, "Slow down, we're here for the next two days, not hours." These words were to finally hit home as the group realised the monotony of hard labour. Andrew hit a rock as he forcefully struck the ground with his hoe, "you mother fucker," he roared as he swung at it again with even greater zest and anger. Gary was also finding it hard going and he ignored the profanities as he felt the painful beginnings of a blister under his gloves. Arthur moved across to Andrew and told him gently, and out of hearing of all present that there was more than one way to stuff a goose other than by fucking it to death. Andrew looked at him in amazement and felt a little embarrassed when Arthur then told him to "keep it down." Bush diplomacy is a wonderful thing. "Now, lets have a go at that rock," Arthur said. He carefully prised around until he found the outer borders of the rock and then began to dig. Eventually its shape materialised. "It really is a mother of a rock," he said as he winked at Andrew. Together, and much later they shifted it and it rolled to a position that would probably see another group lift it again to a new position ready for its' next role in a park for people.

Lunch came and Ian and Andrew were pleasantly surprised at their bounty. Both looked at each other and thought that tea would be interesting though, as six packets of three minute noodles was a bit bland. The afternoon was long with much sweat shed. The creek water tasted better and better as everyone's taste buds neither recognised nor sought anything else. Ruth was working alongside Gary and they struck up a conversation about careers and interests. "Have you ever taught in a school," she asked. This question can be likened to the policeman asking, "show me your licence please driver." Like the majority of academic staff Gary had, but for a short stint, a long time ago. He started to explain how he kept up to date with school practice but stopped abruptly when one of the boys panicked as a satiated leech let go of his calf and a thin stream of blood continued to
flow. The leech was killed a hundred times over and everyone started to search for leeches on their person. The stories began, with someone knowing of leeches being firmly affixed to some poor sucker’s eyeballs, rectum’s, testicles and tongues. Every five to ten minutes the cry of "check" would break out and the males would do an inspection by dropping their daks and peering anxiously at the family jewels.

The campsite was deep in the forest, the group was deliciously fatigued by the end of the day, and after the tents were erected a group headed off to get wood for a fire. Tents are safe little havens that whilst so flimsy out of the bush are also substantial in it. Unfortunately they are not much good for actual sleeping, as the ground is a hard ally. Ian and Andrew’s tent was next to Gary’s who was on his own. The fire was roaring and some of the group had a nap before they prepared their tea. Andrew looked at the six packets of noodles and asked Ian which one he wanted. They were both ravenous and they sat around the little metho stove and watched and waited. Gary had brought vegetable soup, a dehydrated meal of steak and potato, he also had mint peas and carrots. For sweets he had custard and rehydrated apricots. All of this was followed by coffee and chocolate. Most of the student fare was pre prepared and packaged, cheap and quick. Ian and Andrew ended up having all the scraps from the other cooking groups. Hard rice, cold custard and warm Milo filled them to contentment. Gary cajoled the group into washing up now and not leaving it till the morning. Above was a starry galaxy that was stunning and Ian was a bit disbeliefing when Ruth explained that the reason you never see the sky like this in the city was because of the reflection from all the city lights. As he had no better explanation he said, "oh, is that why?"

Gary felt relaxed and happy. He was a little disappointed at the lack of food preparation he had seen. He thought that he would talk to individuals about that later. This was particularly important to him as he taught nutrition in the health stream. He was expected to grade all students on this trip on a number of criteria including the appropriateness of their food, their professionalism and the manner in which they carried out their prescribed duties. He made a few mental notes and listened with interest as the night progressed. Ruth was in charge of the evening entertainment and the criterion that she had to work towards was, that the entertainment would be educative in relation to the weekend’s objectives. Ruth had an interesting background in that she had trained as a nurse prior to doing phys ed. She still worked for an agency in Melbourne and often worked two straight twelve hour shifts. Her first game related to some information she had gathered from the group earlier as they worked. Individually she approached them and asked what they wished to be doing when they were thirty. One by one, she exposed all members
ambitions, all the others having to guess who it was. With the exception of Andrew, who swore that he didn't say he wanted to be a gigolo, the exercise was intriguing as people uncovered ambitions and mistaken aspirations. Andrew went on to tell the group that he wasn't sure that he wanted to be in a school with kids and peanut butter farts. Gary could not understand this and asked Andrew, "you're nearly through the course, how can you say that?" Andrew went a step further and said, "When I put phys ed on my form I had no idea that it would be like it was. The course is great, but the job of being a phys ed doesn't interest me." "Why didn't you drop out then?" Gary quizzed. "What for, I had nothing better to do." The rest of the group thought nothing of this, but it alarmed Gary. He thought back to his own phys ed course when he was just itching to get out there and teach. He had a studentship from the government and that was more than enough to live on quite comfortably. It was as if he believed that all students doing phys ed were all committed to the cause, or should be, at least while they were training. Just as he was, or at least the way he recalls it now!

Ruth then asked the group to relive the most significant event that had happened to them whilst they were at university. This proved to be extremely amusing. There were tales of student parties, relationships, sporting achievements, passing psychology at the third attempt, and even a story relating to teaching rounds convincing a student that he did not wish to teach. Gary listened and heard a general message that to him seemed unprofessional. After all, he came to the university to work and this frame of reference and his current sense of priorities were cast by Gary over all students lives in the same manner as he now lived his life.

Gary decided to call it a night as the group moved from educative entertainment to the games of campfires and youth. Charades is still a big winner and good entertainment. In this case the category was famous one liners from phys ed staff. Some of the doozys were, "warriors are never late to battle, no pain no gain, let your heart beat true, will you'z guys listen up, you'll thank me for this one day, I'm a pinch hitter and look where it's got me, if you haven't got the skills, don't tee off in front of the club house." The quotes rolled readily off student tongues as they were such a part of student folklore. Gary lay in his polar rated sleeping bag with gore-tex cover and smirked as he recognised many of the sayings. He was intrigued at the way the staff peculiarities loomed so large in the student life. Then again, they (students) were a captive audience that was being bombarded with images of professionalism, knowledge, evaluation and other images that required some form of an outlet. There would be few other groups in tertiary education
that got so close to the physical beings of each other. In practical classes as well as the Outdoor Recreation program, Phys Ed staff padded, touched and on occasion slept close by their charges. As the students dispersed and moved to their respective tents he nodded off to sleep but was shocked back to consciousness as Andrew and Ian launched their large frames into a nylon cocoon that was breaking at the seams. Gary decided not to say anything as he was confident they would seek some sleep soon. Andrew was telling Ian about his struggle to survive financially. "If I didn't have my job I'd have to drop out," he told Ian. "This sleeping bag is fucking freezing, I wish someone would come and keep me warm," he commented loudly. There were no offers. In fact, he had grabbed this bag from the cupboard at home, and it was old and full of Kapok. To Gary it was all a matter of priorities. He felt that all students needed to do was to sacrifice a little bit of their social life and they would have the ability to buy whatever they needed. Even if this were the case, the priorities that Gary eulogised were not necessarily those of young students. He began to listen intently as Ian and Andrew discussed many issues about their lives. Ian wondered how his team had performed today and said, "I wish to Christ I wasn't here." This really irked Gary, but really Ian meant that he wished he was somewhere else in preference to here. His $200 pay cheque and his place in the side were things he could not take lightly. There was an exchange of thoughts between the two tents that was neither planned nor directly recognised.

Gary awoke early and like most, he had tossed and turned a fair bit. Sleeping mats are a nice notion, but you eventually feel your hips against mother earth. Gary walked 200 metres from the campsite and had a steamy pee. He listened to the cacophony of birds and thought that the group would be up and at 'em on his return. This is however, a generation that sleeps, studies, and lives with loud music as a life force and they could all sleep through the blast of an acme thunderer. The camp was quiet as he walked back, he lit his stove and poured water into his billy. He was deliberately noisy as he moved around and one by one the tents stirred. Puffy eyes, straggly hair and savage cries related to "you snore like a pig" permeated the air. After all, this night was so different to the routines that most students live. The camp was quiet by nine pm. last night and it was now six thirty am. Gary winced when he saw cartons of milk and fresh eggs materialise. He spoke casually to the culprits and said, "look, there's nothing wrong with the foods themselves but their packaging is totally inappropriate." "What do yah mean?" was a tired reply. Gary wished he hadn't started, but he had, so he went on to talk about the weight of packs, the danger of fresh foods going off, and the possibility they would spill. This all sounded hollow as the students poured the fresh milk over their muesli and broke
the eggs into a frying pan and none of those things had happened. There was however no loss of goodwill and everyone got into their brekkie. A few were very sore in the shoulders and lower backs and it wasn't long before the classic second day question was asked. "What time can we expect to leave for Rallybat?" Gary planned to work all morning, have lunch, and then to make the trek back to the bus and arrive between three and four in Rallybat. Instead of relaying this he said, "when we've finished the steps." Arthur had the luxury of going home overnight and he walked into the camp smiling and sharing his bonhomie with all those nearby. "What a magnificent morning Ian, almost a mother marvellous day," he spruiked. Ian recognised the pun from yesterday and he then told Arthur that all the rakehoes had been stolen overnight. They had in fact been left back at the falls and awaited the return of the workers. Naturally he was joking and the rakehoes looked in need of someone leaning on them as the group walked into the area above the falls. The steps they had finished looked well formed. Arthur mentioned that he would get a gang in here during the week to put some stakes and treated pine supports around the steps. Andrew's mind shifted ahead slightly and he remembered that he had to work tonight. Sunday night was a big shelf stacking night after Saturday's shopping. He winced at the thought of his eight thirty am. squash prac class on the Monday. He had tried unsuccessfully to change it, but neither bullshit, bribery or bravado had worked. Work and sport were the two things that students needed to have taken into consideration in relation to their personal timetable, yet both were like waving a red rag at a bull as far as staff were concerned. Andrew swung hard at the ground and again, it was very cathartic.

Andrew and Ian pulled out of the car park and went into Lorne to fill the old guzzler up. It took $33 worth of petrol and Ian gave Andrew $10. They returned to Rallybat and had to wait for the group back at the uni. There was a mean side wind as the bus laboured upon its return journey. Those coaster buses are hard to hang onto in a side wind. Gary was tense as he drove. The bus was full of sleepers and silent farters with many students having chosen not to attempt a bog in the bush. Gary insisted that they should hang out the tents and complete the chores with the rest of the group. Ruth suggested that there, "are plenty of us to do the clean up with out those two. It'll only take ten minutes." Gary wasn't in agreement with this and for the first time on the trip there was a bit of tension. Andrew broke the ice by saying he was looking forward to hanging the tents out and hoped he would be chosen to wash the stoves too. He was!
Somewhere between the expectations of staff and student responses to such forces in this environmental action trip lay gulf's of understanding and misunderstanding. Gary had learnt a little about many things in the lives of these students. Students were confirmed in many of their views of him. They had worked together and hopefully felt a part of a process that tries to put something back. Arthur had an unique view of the entire process, and told his wife that beyond all the bullshit that the students were into, they were great kids. He didn't mention Gary, but then that's the way it should be.
A BUSHWALK TO LORNE AND BACK

KEY CONCEPTS
DENATURING refers to a social process whereby the experiences of individuals have been stripped of their natural qualities and become dominated by mass media, information culture and a sense of literalness. There seems to be little or no opportunity for experiences that contrast different realities in concrete as opposed to abstract images. Within PETE this means that the curriculum is dominated by abstract notions that engage students intellectually but ignore other aspects of reality.

PROFESSIONALISATION & DEPROFESSIONALISATION Whilst notions of autonomy and self-regulation are the “stuff” of professions and their definition, it is equally important to note that the images of professional behaviour presented within PETE include technical, corporate and idealised notions of behaviour and knowledge. Within PETE the intellectual hegemony of abstract scientific knowledge has seen the incorporation of these images into the professional ideals of the practitioner. Deprofessionalisation relates to the deskilling of a profession by its increasing reliance upon technocratic forms and little or no interest in social, ethical and cultural matters.

KEY PLAYERS IN PETE
Doune McDonald has extensively researched notions of professionalism within PETE and the relevance of such images to the future of physical education. Much of her work has used naturalistic research and her critique of current practices within PETE is based upon critical theory as it applied to education.

Richard Tinning: The most important commentator in and on PETE in Australia over the last decade. His research and scholarly endeavours have critiqued a great deal of conventional practice within PETE and physical education. Significantly, he has also enabled his theoretical work and application of his writings in a practical sense to become pedagogy and able to be implemented in practice. Throughout his work, Tinning has constantly reinforced the need for physical education at all levels to be engaged with the broader social implications of practice.

KEY QUESTIONS
How are the cultural and social constructs of sport effecting change to the educational endeavours of physical education?
How do the concepts of the hidden curriculum and the notion of individual learnings relate to the dialectic between an individual and professional preparation?
Is the concept of denaturing a relevant concept by which it might be possible to interpret student response to practical experiences?

KEY READINGS IN PETE
THE GOLDEN BARREL

I can't believe all the fuss that has been made over a simple barrel. At home, the footy club and even the netball team have them all the time. I'm currently doing the third year of a Phys Ed course at Rallybat and it's been a great course. I've made some good friends here and all the lecturers are helpful, well, most of them are! As the third year representative on the Phys Ed society, I asked the group at one of the Sociology lectures if we wanted to be in it and they were pretty keen, or at least some of us were. It was hard to tell from the glazed looks some had. Rohan (lecturer) seemed a bit disgusted about it all but he didn't say anything. The whole point was to raise money for the end of year trip which sounded like a good idea. This year the group was going to Adelaide. Anyone could go, and the Phys Ed society subsidised the trip and we divided up all the money raised amongst those who went. The term golden barrel was a bit of a mystery to me, but we had a lap of the lake between the various years and footy matches, so a beer drinking competition seemed a natural progression. All the year reps for the Phys Ed society agreed that we would go for it and a small working party was established to do the actual planning. Before we went any further we approached the youngest staff member, Alan, to see if he would act as judge. He finally agreed, with the proviso that the group provide a bus to the venue. I wonder if he would have agreed if he had known his nick name from the students. Not a nice one, but spot on. We all called him scrotum, because he had a reputation for hanging around student turns. It must be hard for some of the younger staff who are only a couple of years older than the senior students. When you look at the staff, a heck of a lot of them are in their late forties and fifties. Many of those older ones seemed to have a thing against drinking and if they knew that you'd had a big night they always worked you really hard in the prac classes.

With Health being a core unit and Health Promotion being a teaching subject, the staff who taught these units were pretty touchy about binge drinking. I thought this attitude was a bit over the top, as a big night every now and then was a good part of my life. The golden barrel got mentioned in one of the health tutorials by some dipstick and the notion of a competition for drinking really upset Gary Affleck, who was the lecturer. The group went pretty quiet and no-one said that it was actually going to be held in a fortnight. The Phys Ed society had held them for the last ten years, but kept them pretty low key as the notion wasn't too popular with staff. The student rep at the staff meeting said that he
(Gary) raised the issue at the next staff meeting saying he was very concerned about student attitudes towards binge drinking. Apparently there was a very heated debate with some staff saying that students' free time was their own and they could do what they liked. Elaine Trevallyn who teaches Sports Psychology said the whole argument was paternalistic and patriarchal and asked the chairperson to get on with the real business of the meeting. At this comment, Graham (one of the golden oldies) got very irate and retorted about the problem of alcohol in Australian society. He went on to talk about how students were privileged people who had an obligation to do better. The head of school (David Ogilvie) said that he would talk to the phys ed society about it. I bet some of the staff were just the same when they were students, it's just as they get older they have selective memory failure. They forget that they have been there and done that and have forgotten what it's like to be young. I can remember when we were introduced to the Outdoor Recreation Program and the lecturer made a huge song and dance about alcohol and other drugs being banned on all trips and how it would mean automatic failure. We all looked at each other and thought he was stupid. Why would you bother with alcohol etc when you were going walking or climbing. We found out later that it wasn't the actual trip where the problem was, but in the bus and at night.

At the next scheduled Phys Ed society meeting there was a bit of a concern because the staff didn't like the notion of a golden barrel and some of the group were a bit nervous. The president was also concerned because we already had a bad name as a student group that "peed" all its' money down the dunny, and this wouldn't help. Also a venue would be hard to get. Golden barrels typically were held in some hapless landlord's house, i.e. a student's home. For the first time Allison and Greg (first year reps) spoke up. Greg said that a lot of them didn't think it was such a good idea and he said that they would not have a team. I said that there had to be a first year team, because they traditionally came last. Even this didn't stir them up too much. "Are we going to do it or not?" asked Robin who was the other third year rep. I said that we should go ahead and simply keep it quiet. It's up to us what we do. After a bit of a debate it was agreed to put it to the vote. All those in favour of a golden barrel, all those against. The vote went seven to five against. I said that we should hold it anyway and everyone seemed pretty happy at this. We went on to discuss when and where it would be held. Rob and I agreed that we could hold it at our place at Farty Towers (69 Everest St).

Andrew, Rob and I sat down and drew up the rules as follows. There would be five people per team and each year level had to buy its own barrel. Andrew agreed to speak to
an ex student who managed the Warm Dream night club. He reckoned he could get the barrels cheap. The team who drank the beer in the shortest time would be proclaimed the winner. Honour and glory were the only prizes. Other rules included, that the spillage judge had a right to penalise any team for deliberate or excessive spillage. Vomiting was to be penalised up to two minutes with all the team having to stop drinking and at no stage could any team member leave the venue.

Last year's golden barrel had been a great night with over 150 there for the show. After, we all kicked on to the Warm Dream and had a great night. This year we decided to organise a barbecue and the phys ed society agreed to pay for the meat and bread etc under the lap. I put a big notice on butchers paper on the student noticeboards announcing the venue, event etc; it disappeared the next day. A couple of third years said they saw Graham rip it off and they reckoned he was bristling. What a jerk, I'd like to see what he did if I ripped one of his notices up. We didn't talk about it that night at home, as we were all busy with work. At brekkie the next morning I told the boys what Graham had done and we agreed to talk to all the year groups personally and to put a further notice up just prior to the day. I was glad that I didn't have him for any classes this semester as I knew he would give them a real serve about the barrel. Andrew Lark (4th year in our house) came home with an incredible story about the class they had with him to-day. Apparently he asked direct questions about who was organising the night and then he showed them the notice he had ripped off. They reckoned he was really cut, saying that grog had been a problem in Australia since the rum rebellions of 1797. He seemed to have all groups baffled or at least prepared to listen and other than a few smirks at his rising blood pressure no one said anything. I got really determined to go ahead with it, especially when I heard about this.

Speaking with all the year groups proved not to be as easy as it looked. I agreed to speak to the first and second years, and Jason was to speak to the others. I had to pick the classes that fitted with my timetable and more particularly, if the staff were there, to be sure that they wouldn't care. I prepared a brief talk that told the group that this had been a great tradition over the years and that a good night would be had by all. The main thing each group had to do was to organise a team which would turn up. I asked the groups to enter the team by putting the names in the phys ed society pigeon hole mail box. In the Exercise Prescription class that afternoon the head of department came in and announced that he wanted to speak to us. He said that he was speaking to all groups about a couple of issues. As it turned out he wanted to talk about the golden barrel and the staff attitude
towards it. As he spoke, you could tell that he was expressing other people's views but on and on he went. Finally he noted,

"there is a lot of conflicting scientific evidence about what constitutes binge drinking. You are all adults and what you do is your own business, but if you bring this school into disrepute, then I'll come down on you like a ton of bricks."

I could feel him looking in my direction, but why was this issue so important? Or was it just a posturing effort. Who knows! He went on to say that he liked a beer and that phys edders had an amazing reputation as big drinkers, but that when it became institutionalised, then that was a problem for him. I wasn't certain what he meant and took his talk to be something to pacify some of the staff. I thought the whole thing was bullshit so I simply put it at the back of my mind.

I decided to go and see Alan about the night and to tee up his role as announcer and master of ceremonies. He smiled when I asked him if he was still coming. "is it still on?" he inquired, and then he said this matter had bought the issue of alcohol up again in the school. It wasn't clear to me what he meant but apparently there had been several incidents over the years where staff had got pissed at student functions and behaved a bit off. I thought that this was pretty funny. Rumour has it that a couple of the lecturers didn't make it home. The problem was really their problem and they were transferring it onto us. He (Alan) made it clear that he was coming to the turn as an individual, and not as a staff member. I thought to myself that he could come as who he liked if it made him happy. After we chatted I gave him a sheet with all the rules and procedures for the barrel. He then said that he had a lot on and he would like to have the arrangement as, "if I turn up I turn up, so maybe you better get an emergency judge ready. " One of the boys in our house would do it but its not an easy job as the whole thing can deteriorate pretty quickly if beer starts getting splashed around. "What a wimp," I thought, but then again he probably was under a bit of pressure. At last year's platinum barrel, which is held between the engineers, trackies and brushies, there had been a food fight and we all got banned from holding functions in the student union for twelve months, so I guess he was a bit sensitive. I told him that we were going to hire two bouncers and that only phys edds (and friends ) were able to come. There wouldn't be any problems.

By the Wednesday things had settled down. Staff had their little say, the phys ed society wimped out and everyone who mattered knew it was on. I walked into the staff room
where the mail boxes were and picked up the mail for the phys ed society. For some reason staff rooms always feel the same whether they are in primary, high school or here at uni. You just didn't feel welcome and it felt like everyone there was looking up and down and that. All the conversation stopped too. Out in the corridor I had a look to see how the entries were. The second year team looked strong with some good drinkers up front, they even had an emergency. The fourth year team was a classic as there were two women named. What a first, I thought. I dredged my memory to image the two as drinkers and they definitely would hold their own. Rob reckoned later that, "those two would drink, smoke and eat anything that was going." I had to organise the third year team and Bryce, Kim, Peter, Rob and me looked like a pretty good combination. The first years' hadn't put in a team so I would have to get them fired up. I knew a couple of them from footy so I decided to start there. I caught up with one (Steve) at training and asked what the problem was. He thought that it was probably that no-one could be bothered doing the actual organising. That seemed fair enough. We started to chat about it and he said there was a fair bit of pressure from a couple of staff not to have anything to do with it. "Yeah, I'm sure there is, but Graham and Gary think fun should be rationed. They're both as serious as a dog having a jimmy britt." Steve said that it wasn't them so much as a couple of the masters students, who were taking the personal conditioning units. It was easy to see who was putting them under pressure, I thought. "Both of them were right in it last year," I said, but a lot changes when you cross the boundary line.

Finally they got their act together and named a team. I didn't know any of them, but I soon would! All was in readiness. We got the barbecue from the student union, and we picked the barrels up at cost from the manager of the Warm Dream. In the name of good health he got us a light beer which was nice and gassy. He said he would get along there as he had fond memories of the golden barrels he had been to. Getting the phys ed marquee turned out to be a hassle. It was available for hire but the lab assistant asked what I wanted it for. I told him it was for my mother's golden wedding anniversary celebration! He had a bit of a laugh and then said we could have it, but we would need to be responsible for any damage. I assured him we would look after it. All was in readiness, we put the tent up, warned the neighbours and set up the tent with the barrels, buckets and barbecue.

The actual golden barrel didn't start till 8.30 but a lot were there by seven. We had made it a BYO as it was going to be hard to organise everything. We settled on a $3 entry which was pretty good as there was tons of meat and bread. As the time got closer there
were about eighty people there and everyone was getting warmed up. The fourth year team rocked up and looked fantastic. They all were decked out as women (two of them nearly were). When we entered we had the practical look of full plastic raincoats. We'd all been there before. The first years looked shy and they had good casual gear on. Only one way to learn, I thought. The second years all had wet suits on, which I thought was pretty stupid at first, as they couldn't take a leak, oh I see! As time went by I was a bit concerned that Alan wasn't going to show but right at 8.30 he fronted. There were hardly any first years there other than the actual team. Robin had got hold of 100 free passes to the Warm Dream and we gave them to anyone who wanted them. Each team was mustering into their own area and practising by doing nothing. We had a few pre game tactics and none of us had drunk any fluids since breakfast and we all went for a run at lunchtime.

Alan called for some quiet and read the rules of the competition out. He noted that the sin bin area was to be kept free of spectators and he introduced the timer, dressed nicely in tuxedo and with a large bell. His role was to enforce any penalty imposed. Alan noted that beer was to be poured into jugs prior to drinking and that he hoped he enjoyed the spectacle (joke). Last year the record was set in 28 minutes and 38 seconds. It's not the type of competition where you even think about your opponents and eventually you don't even think. We started well, all drinking in unison from pots. In all, there was between 180 and 200 pots to be drunk depending upon spillage. We had a few tricks up our sleeve and played them as required. The first years were like lambs to the slaughter, they had no idea and they drank fast but were gone after about ten pots. They had the first chuckle at this stage and this meant a two minute team penalty in the sin bin. Buckets were provided but typical of novices they didn't "retch" for it. We decided at the half way mark to go for a team chuck (app. 7) which only incurred the same penalty. By command we did the finger trick in our individually labelled buckets. Cries of "gross," "give us a kiss" and "barf, barf," broke out. That felt better, a bit of room. As we sat in the sin bin the scene was great, cheering and tons of sledging. The fourth years coped a penalty for spilling which was a bit of an art. I reckon that I only drank about half to two thirds of each pot and the rest went dribbling to the ground. The first years were by far creating most humour as they were three parts cut by now and had taken to playing tricks on each other so they didn't have to drink any more. A projectile vomit was booed by the crowd as poor form. The tent was pretty hot and the raincoats didn't help. We decided to play our ace which required each one of us to scull a full five pots. This was a good trick as everyone got a rest and it looked pretty spectacular. As we crowded around each other we were
also able to spill quite a bit without too much notice. The toilet was a popular place by
now and a judge escorted any team member in case they spattered the porcelain.
Everyone was laughing at the second years who were not only hot in their wet suits, but
peeing in a wet suit in public was not quite as easy as they thought it would be. It was no
surprise to anyone that the fourth years were solid and steady with barely a slacker. They
could all drink like fish and they were all humungous people. They finished in thirty two
minutes and whilst we never finished we think we were a close second. The rest of the
beer was offered to anyone and everyone and it was lucky that it didn't end up in a beer
fight. The first years tried to start one but we stopped them and that was that. Eventually
the night shifted to the Warm Dream and we stayed there till late. As we were leaving to
wear there I asked Rob where Alan was and apparently he slipped away part way through
the evening as he had to go somewhere else.

Friday morning was a sunglasses sort of day for me, and as we pulled into the uni car
park at lunchtime. I saw some pretty sore heads. "Great night mate," greeted me pretty
often. "What are you doing here?" was also asked frequently. I only came because Gary
bloody Affleck marks the roll and he even knows who you are. I thought that I was fine,
but I must have looked a bit crook. "Are you alright Ian?" Gary asked at the health tute.
Terrible I thought and then said "I'm fine thanks, are you well?" I reckon that staff always
point out that type of knowing so they can show you that somehow they are aware of
everything. The group smiled and laughed a bit when I said I was fine. The class went on
and the clever dick asked me questions all the time. Had I done the reading, what did I
think of it, in the end I gently shut my eyes and with a brilliant move covered them with
my hand across my forehead. Even this did not dissuade him and my line of response
became "I'm not sure about that," and eventually he gave up. He'd had his bit of fun and
made his point, (whatever it was). I'd missed Sociol in the morning and also swimming. I
decided to sort that out next week.

Rohan had no problems about me missing Sociology, in fact he said that he didn't mark
the roll in that tutorial. I think, maybe, he simply doesn't know who I am. Swimming
turned out to be a bit harder as when it came to swimming I was a rock and struggled. I
hated it too, (and I showed it) as it was such an effort to get to the pool at eight am. The
lecturer said that this was the second class I had missed and that I was below the 90%
attendance requirement. She went on to tell me how the department hired the pool, how
expensive it was and that a big night out was no excuse. She said that I could keep
coming to class for practice but that I would have to repeat the unit next year. I was pretty
stunned by this and walked off in disgust without arguing. At home that night the boys reckoned she was just having a go at me over the barrel. "She won't follow through, suck up to her and make sure you go to the practice classes she runs, and sit in the 'A' benches in her theory classes," Jase said. Robert reckoned I should take it to the student union as she didn't have that written on her course outline. I checked it later and it said that all absences must be explained to the lecturer and that 90% attendance was required to pass. That was pretty water tight for a swimming unit. I didn't say or do anything for a couple of weeks but it got the better of me and I made an appointment to see her. She asked how she could help me and I replied that I was sorry for missing the two classes and wondered if I could make them up without having to fail and repeating the class next year. She started, "you must have misunderstood, you can make up for lost time by helping out at Our Lady Helping Hands swimming program." We checked my timetable and I was free at that time. The program went for ten weeks and I was there for one and a half hours every week with the preppies. Talk about having you over a barrel!
THE GOLDEN BARREL

KEY CONCEPTS

HIDDEN CURRICULUM This concept is widely referred to as what is taught to students beyond the formal curriculum and its preferred meanings. The routines and rituals of student-teacher interaction and the lived experience of students and staff form the basis of the hidden curriculum. Unplanned and unrecognized values are implicitly communicated to students through the hidden curriculum.

YOUTH CULTURE There is strong support for the view that the values, beliefs, attitudes and priorities of youth entering PETE may be in conflict with the major messages explicitly and implicitly delivered from the program about professionalism. It may be that the hidden curriculum of PETE is mediated by a student culture that has its base in a visual and popular culture that has no relationship to the reality of PETE as practiced.

KEY PLAYERS IN PETE

Linda Bain is a curriculum theorist who has developed the nature of the hidden meanings in secondary and tertiary physical education settings. Her work has challenged many of the beliefs about the effectiveness of PETE as a socialisation force. The manner in which her work has linked theoretical concepts with the reality of participation in physical education has been significant.

Lindsay Fitzclarence is a curriculum theorist not involved in PETE. His application of post-modernist critique to various aspects of student life and culture have seen some interesting developments and understanding about the attitudes, priorities, beliefs and nature of upper secondary students that have important ramifications for PETE students.

KEY QUESTIONS

How are the images of professionalism portrayed by PETE seen by students?
What are the characteristics of effective PETE programs in terms of their interaction with students?
Can (should) pedagogies be developed that incorporate understanding of the implicit values of the hidden curriculum?

KEY READINGS IN PETE

Paul Delaney taught the curriculum and method classes in Physical Education to PETE students at Rallybat University. He had done so for nearly eighteen years. A new wind was blowing through tertiary Physical Education programs that created a range of tensions amongst staff. The notion of Human Movement and Sports Science has subsumed Physical Education to such an extent that physical education is now seen as being "merely" a school based subject. As this change gathered impetus and a variety of developing professional applications emerged for students, a new type of professional educator emerged. Sarah Roundle was the Rallybat version of this development. Sarah had a Bachelor of Education, a Master of Science degree and her Ph. D. was based around a taxonomic analysis of generic instructional skills for the physical activity sciences. Sarah had never taught in schools (except as a relief teacher) but had extensive experience in advising schools and similar groups on curriculum development. Sarah and Paul were asked to act as a team by the head of department, (David) to lift the research profile of the school in pedagogy. At the meeting where David outlined his vision to the duo, there was a strange sense of deja vu' for Paul. He taught students how to teach and he considered everything else to be somewhat peripheral. In the last twenty years he had lived through movement education, and dealt with Mosstons styles of teaching and the cry to teach creatively. Latterly he even had to withstand the scientific, behavioural and critical views of teaching physical education. Sport education was the latest call to arms to change and now there was Sarah. No longer was he dealing with abstract concepts that he could take on, or ignore, as he pleased. Paul bore no animosity whatsoever towards her, but his vision was constant about teaching and little had changed his beliefs about what was needed to be an effective physical educator. Sarah embraced the heads' motivational talk and excitedly anticipated the future. "I'm confident that we can get some infrastructure money if we focus on the notion of student learning and generic skills for instruction across physical education teaching students and the human movement students. The only thing that's different is the application," she added. Paul raised his eyes to the heavens and said nothing, other than to ask, "have you got the time Sarah? I've got a prac class at ten." The Head knew Paul very well, quickly recognising his disinterest and asked him directly what he thought about the project. Sarah was keen to seek funding for the project as she believed it was the way of the future. Paul noted, "we've always produced good practitioners, I can't see how this will help that." At this,
Sarah exhorted the benefits in terms of reduced teaching hours, a more skilled generalist and given the dearth of teaching positions, the phys ed's would now have other marketable skills. The meeting ended when the phone rang for David, and Paul, seizing the moment, realised that he had twenty minutes to get down to the gym and set it up for the class.

Paul used a good tactic when he didn't want to consider a particular issue - he simply forgot about it. By contrast, Sarah went from the meeting and wrote some notes about possible projects. She didn't know what to make of Paul's response and whilst she felt very confident about the project, she had always enjoyed working collaboratively and hoped Paul was interested. A week went by and she had not met with Paul on this or any other issue. Paul had 'forgotten' to deal with any outcomes from the meeting.

Paul's prac class was part of the Phys Ed curriculum unit. He sort of taught it as a demonstration lesson. I say "sort of" because the students were so competitively involved that often the intent of the lesson, from Paul's perspective, was lost on them. The students were in second year and they were engrossed in the practical class which was based around establishing discipline through games. Paul had the group organised in four teams and they had team places to move to at the end of an activity. "To team places,........go," was the instruction that Paul emphasised so clearly to the group. They responded and seemed to be enjoying the games. At the conclusion of the lesson Paul brought the class together and emphasised the major themes of the day. "It is important," he noted, "that you ensure that the class responds exactly as you expect. By this, I mean if you blow your whistle, then you must reinforce the purpose of that decision." Sarah walked out of her office and moved to the viewing gallery watching the conclusion of Paul's class. She listened intently as he told the group the importance of establishing sound discipline when you first meet a group, "you can always start hard and then back off, but you can never work it the other way." He glanced up and saw Sarah as he continued with his class. Sarah had heard that type of instruction in her undergraduate days and was intrigued that it was still the golden rule. Paul followed Sarah into the staff room and for the first time since she joined the staff, they had a professional exchange, of sorts. "They're always amazed at how serious I am when I teach the team places class," Paul said, referring to his lesson on discipline establishment. Sarah was pretty amazed too, but for very different reasons. She started to talk about research into Physical Education teachers' preoccupation (her words) with management and discipline, but stopped in mid stream when Paul told her, "Phys ed is the hardest school subject to teach. You are responsible for kids' physical wellbeing like no other teacher. One of the strengths of this
program is that our students have something to fall back onto. They can experiment with all the cute ideas when they're confident." Sarah then said that she would be really interested in doing some teaching in the PETE units and asked Paul if he would be interested in teaching some of the communication and instruction units to the human movement students. What could he say but, "yes, at some time in the future I might be interested." Little did he know that his colleague was a terrier and would organise this on his behalf for the next semester.

The semester rolled on with Paul and Sarah sparring a little over a number of issues. The most significant was the teaching book saga. Paul always prepared the books for the teaching rounds. He placed a copy of the expectations of the teaching round and a collage of teaching hints superimposed over an image of a physical education class on the back cover. Sarah, however, wanted to use the same recording book for fieldwork as well as teaching. Paul opposed this and simply went ahead and printed his books without telling Sarah. As she saw him distributing them to students from his office she saw red. "I thought we were going to produce a generic recording manual," she protested. "You can, I just don't want to use it!" Paul replied. Sarah paused at this response. There was a gaggle of students collecting the books and they appeared vaguely amused at the obvious tension. She went on, "why didn't you say earlier that you weren't going to use them?" Paul was aware of the gladiatorial and adversarial atmosphere that was developing. He simply wanted to be left alone to do his job. But as we all know, things don't work that way any more. At a later stage Paul asked Sarah to supervise six second year students on teaching rounds. He thought this would be a good test of her interest. Without thinking, Sarah said, "what do we pay school supervisors for?" Paul took this as an escalation of a deteriorating situation and started to engage, but again he rescued it (in his mind) and responded, "If you don't want to do it, just say so and I'll get someone else." "I didn't say that I didn't want to, I asked what the purpose of our involvement is," she replied. "I would have thought that was perfectly clear!" Paul noted angrily. Finally, she responded, "not to me, its not!" Talk about territorial disputes. Sarah knew no other way to work than her own way, whilst Paul too, felt his way was the best and he wondered why she was so interested in what he did. "Stuff this," he thought, and he decided to talk to David about it later. Little did he know that Sarah had also expressed her frustrations to David earlier in the week. Indeed one of the motivations in employing Sarah was so that some change could occur; but no-one liked confrontation.
Sarah had stormed into David’s office and told him angrily that she was employed under false pretences. "What do you mean Sarah?" he asked. Already he had heard on the grapevine that there was a bit of a clash. "You told me of the great opportunities here, what we could do, and that the place was ready for change." David tried a little joke, "the place is ready for change, it’s just that some of the staff aren’t quite so ready." It fell on deaf ears. Sarah continued, "he won’t even argue or discuss anything, he just keeps on doing what he has always done, saying he thinks it’s for the best" The discussion went on for some time with David admitting that Paul had resisted other changes over the years and that he was a very nice person somewhat determined in his ways and fixed in his beliefs. Sarah then added, "he’s back in the ark, his notion of curriculum is about methods and hints and cookbooks." David interrupted, "don’t forget that he has also a lot of respect and his students are regarded highly by employers all over the country." This argument did not dissuade Sarah who finally said, "I don’t want him to know that I have spoken to you, but I do think that he and I need to plan and share a couple of the same units next semester." David thought that this was a very good idea and said that he would take care of that. He asked Sarah how the infrastructure grant was going and was pleased to hear that it had got through the first round of tenders and they would know by the next week if the grant was to be approved.

Paul’s meeting with David was a little more informal, with Paul requesting that David should, "get her off my back, will you. She’s so bloody full on, twenty seven years old, bright shiny doctorate from some tin pot Uni in Boston and full of her own bloody importance." "She’s not that bad Paul, give her half a chance. I’m sure that she has some good ideas. She had fantastic references from Darryl Seadin. Topped his classes in her Masters degree and that’s not an easy thing to do. You need to work with her Paul, its in your interest to promote pedagogy as a major feature of this program. It’s imperative that we get some research grants in the area and Sarah will certainly help there. It’s also a bit sad if a new staff member is not made to feel welcome," David said. Paul was very keen to make her feel welcome but everything she did seemed to obstruct what he had always done. "Listen Dave, I’ve got nothing against her, but by the same token I have done this job for eighteen years with no-one telling me much was wrong, now ......." he stopped, as he could see David was not listening. As the meeting concluded David said, "Come next semester I’d like you and Sarah to co-teach the third year curriculum unit and the communications and instruction unit." At this, Paul felt stymied because he knew when David said that "he would like you to," meant that this was as close to an order as you will ever get in a university. As Paul got up to leave, he said, "I think it would be better if
Sarah didn't know about this meeting. I can solve my own problems." As it was, Paul was being hit over the head with a very blunt instrument masked as a colleague. The department or the Head wanted a new image, but had chosen to do it in an indirect way.

Paul kept his ear to the ground during the rest of the semester about Sarah's teaching. All the feedback was positive. Sarah established a few confidantes on staff and she was surprised at how bright they were in their subject areas but they lacked awareness of, or interest in, broad changes to society that affected all professions, or so it seemed to her. Nevertheless she discussed her ideas openly. David announced with great pride at a staff meeting that the Department (Sarah) had been successful in gaining a $180,000 infrastructure grant. There were nods and hints of approval from most staff. Sarah responded and told the staff that it was an exciting project. She mentioned that the project would be employing a research assistant and there was a chance for academics to the school to be involved if they wished. Paul was doodling at the time, but heard it all and listened intently. He thought, "I hope she buys herself out of teaching, at least then I won't have to co-teach with her. Paul always hated co-teaching in any shape or form, even with people with whom he agreed.

Semester one eventually finished and was a busy time, complicated for both Sarah and Paul by each other, and a plan that was not known to either.

The process of establishing a research grant as an actual operating entity became an arduous task for Sarah. There was tremendous cooperation from various staff but it was still tough. David had tried to get Sarah to reduce her teaching load but she refused. Eventually teaching loads were distributed to staff, with a three day period for negotiation about them. Sarah had a total of ten hours face to face teaching, as well, she had attracted two graduate students that she fed into the research project. Paul's load was fourteen hours of face to face teaching, in addition, he normally supervised all the teaching rounds. He looked at his load and noted that David had followed through in relation to him sharing two units with Sarah. "Will I go and bitch about it or not," he thought. He wondered what Sarah thought about it, "maybe she will go and ask for it to be changed," he mused. Sarah broke the ice in the staff room by calling Paul, "partner." They sat down and drank their coffee in silence. Paul moved out of the staffroom and suggested to Sarah that they had better get together some time soon. This was a good start. They agreed to meet in a classroom near both their offices. Paul took along his unit outline for phys ed curric and his teaching practicum book related to that unit. As they sat across a small
octagonal table, Sarah asked, "where do you want to start?" Paul began by passing the unit outline to Sarah and said, "why don't you have a look through this unit and get back to me. It's pretty well organised already as I didn't know I'd be teaching it with someone. Here's the teaching book to go with it." Paul went on, "as far as the communication and instruction unit goes, you tell me what you want me to do and I'll do it." As far as Paul was concerned the meeting was all over. Inwardly, Sarah felt fobbed off, pissed off and even hurt. "How are we going to handle the co-teaching part of it?" she asked. Paul shrugged his shoulders and replied, "I don't know, but it's probably easiest if we just took half of each unit." The meeting seemed to be over, as Paul had set up a bit of a stand off. Sarah told Paul that she was off to the states for three weeks and that they would have to complete all the unit details prior to her leaving. "We'll have to meet later this week to finalise it. I'll look at your outlines and I'll prepare a draft for the communications unit. Is there anything else we can do?" she asked. Paul had nothing to do as a result of the meeting because little had changed for him, yet.

During the semester break the staff organised a volleyball match. Paul was happy to play and there was no problem getting two teams. Elaine Trevallyn encouraged Sarah to play as she jokingly said that it would put her in a good light with Paul. Sarah protested, "I don't give a damn whether Paul is impressed or not." Sarah had been keen to play but she wasn't at all interested now. The game was a mixture of high powered skills, some patronised situations and plenty of good humour. It was also a bit of a bonding exercise for staff, but you wouldn't want to say that out loud. Sarah wandered down to the gym twenty minutes into the game. For most staff this was the first time they had seen her in active wear. Allan noted, "see I told you, she does have legs." The average age of the players was much greater than Sarah's, but for most of them some form of physical activity was a part of their every day life and they were highly skilled. Sarah often did aerobics at night in a commercial gym to relax and to prepare her for the day ahead, consequently there were many staff who were interested to see how she shaped up. She was lithe, likely and lusted after, but could she hit a ball? Intra mural games with such competitive people as phys edders was a bit like ritualised violence. Volleyball was a good choice with a net separating the two teams. Sarah quickly found a spot on one team and she was watched with great interest to see if she was un-co or not. This litmus test was applied by students and staff alike, to each other. Physical imperfection was viewed in exactly the same manner. The game was viewed from the gallery by a number of students who were doing project work between semesters. Sarah was eyed off and approved. She enjoyed volleyball and her skills were reasonable. Just as people were
watching her, she too was gazing equally at others. Paul enjoyed playing games and as he played he let out loud woops of approval and gave high fives when his team won a rally. Sarah was surprised at this display and it gave her another view of a colleague she was to work with. He was happy, involved, enthusiastic and committed. Sarah thought, "I hope he applies this to our work next semester." The game ended, the staff dispersed and the gymnasia had unfolded a few more of its secrets.

Sarah read Paul's course outline at home that night. Rather than include a copy here we shall look at the broad features. There was one lecture per week, one practical class, a demonstration lesson and a peer teaching session. Assessment was based around attendance, participation, a peer teach and one major assignment based upon the development of a physical education curriculum. Lecture topics included issues on discipline, organisation and administration. There was a session looking at the national curriculum and the Senate Inquiry, as well as a section on professional images. Sarah had gained a copy of the second year curric unit which seemed similar, but a little more advanced. Rather than write on the document Paul gave her, Sarah started by making notes about a philosophy that she believed in, with respect to teaching curriculum to undergraduate PETE students. She then considered the style of teaching she would use and the amount of student involvement. She stopped suddenly when she realised that her views were pretty divergent to those represented in the unit outline that Paul had given her. Sarah saw teaching as a professional practice that was deeply embedded within a socially constructed reality. This meant that for Sarah, professional practice was based around an examination of the forces and practices that are taken as the natural order. Paul saw Physical Education as an important school subject, that was based upon some fundamental principles of instruction, devoid of other social constructs. Sarah became disillusioned as she thought to herself that any notes she wrote for Paul would be a waste of time, so she stopped there and turned her attention to the third year teaching book. Sarah examined it closely and thought that it was a really useful document except that it assumed a priori of approach and outcomes that she could not countenance. Eventually Sarah turned her attention to the communications and instruction unit. She carefully prepared a series of learning objectives, and drew the emphasis of the unit towards a fairly indirect approach to teaching. Her student expectations were high with a lot of required reading and with student biography a central feature of much of the tutorial work.
Thursday arrived, and the meeting of oppositional forces moved ever nearer. Sarah decided to approach the meeting with an air of open mindedness. Paul, however, had given the meeting no thought at all. He wasn't at all involved in any particular cognate view of the world of physical education. He simply continued doing his job of training teachers in a way that he knew worked. Paul was keen to get the units prepared, as he too wanted to take a short break before the start of the second semester. Sarah gathered her thoughts and papers and knocked at Paul's office door. "Come in," replied Paul, he continued, "hello Sarah what can I for you do?" "We've got a meeting to look at those units we're teaching," she added. "Right, let's get into it then, I want to go for a run at 12.30," .......Sarah looked at her watch, and given Paul's intention, this meant that Paul wanted to be finished in twenty five minutes. Resolutely Sarah set off to the classroom with Paul in tow.

Paul began by asking Sarah what part of the Phys Ed curric unit she felt most comfortable with. "I think we need to go back and examine the assumptions on which the unit is based," she said. Paul replied that the major assumption was that they wanted to be teachers and that he was employed to show them how to do just that. Undeterred, she continued, "what I mean is, if we look at the section on professionalism in your outline, for example, what do you mean exactly?" Paul carefully looked at the section she was referring to and said, "it's pretty clear, students need to consider how they are perceived by others. They need to be punctual, appropriately attired, have their lessons written up and.......", Sarah interrupted and said, "what I am more interested in, than those issues, are things like students being aware of the professional and social construction of things like social justice." Both stared straight ahead and there was little eye contact. Sarah recognised the value in many of the things that Paul emphasised but it appeared that he was not remotely concerned with matters social. He then acknowledged that such issues were important, but it was a crowded curriculum and rather than fill students' heads with missionary zeal, it was far better to give them a range of fundamental teaching skills that they could hang their hats on, as teachers. After much discussion in which neither gave ground, they agreed to share the unit along the lines that they had discussed earlier. Paul would teach weeks 1-6 and Sarah would follow with weeks 7-13. Agreeing on the unit content was not as simple and the two hassled over issues of method versus curriculum theory and much more. Paul forgot about his run and the two worked right into the afternoon.
Sarah had drawn up a unit outline for the communications and instruction program. Paul looked it through and said, "there's nothing there that I am capable of teaching. I'll mark the roll." Sarah was prepared for this and had gathered a whole set of reading material for him. "Why don't you have a look at all this and when I get back from the States we can go through it again. I'm happy to teach the whole thing if you just want to come along and run the tutorials," she added. They both agreed on this and Sarah left the next day for the USA to present some work from her doctoral findings. Word spread around the staff that Paul was being press ganged into looking at some new ideas. He went for a run the next day with Rohan who was full of sympathy. Rohan thought Paul should hold out and not give any ground to Sarah. Paul however had carefully revisited his interactions with Sarah and he actually admired her style. "She means well and as long as I can do my part of it, I don't really care what she does," he said with resignation. It was as if a greater force was passing him by. They ran for the next twenty minutes in silence with Paul considering all that had taken place. Rohan on the other hand wanted to tell Paul that this was all part of a bigger push to move him sideways. He decided not to say anything as that sideways movement was occurring naturally and Paul seemed reconciled to it. These things are often handled so badly in Physical Education departments and universities in general. It was not as if Paul was redundant, far from it, but rather he had chosen to continue to operate in a manner that was only applicable to part of the human movement field.

Paul read the material Sarah had prepared for the communications and instruction unit. It was theoretical and had its origin in mid air, or so Paul felt. Sarah returned the week before lectures began for semester two. She had had a successful conference and there was a great deal of interest in her work, particularly as it became operational at Rallybat. She wondered if it would ever be applied practically, and she knew that this phase would be far harder than the dissertation. Paul and Sarah knew it was time to get down to business. Both were excellent professionals who liked to be prepared and the current state of unpreparedness left them both feeling edgy. They met in the corridor and Paul asked Sarah how the trip was. She replied that it was fine and quickly asked if they could meet today. It seemed that they were no further advanced than when they first met in this room some four weeks ago. Paul started and asked Sarah if she was happy with the unit outline for phys ed curric. "Well, I would like to see some changes so that the students are exposed to different ideas about curriculum," Sarah said, "but I can do some of that when I teach the last half of the unit." Paul felt that there would not be enough time to do all this. "This just isn't working Sarah, I think we need to bring David into this so that we both know where we stand." The urgency with which Paul said this was shared by Sarah.
David felt a little anxious about the prospect of having to stand in between two strong personalities, arbitrate, and then tell them to get on with it. Unbeknown to David, both Paul and Sarah had agreed that for this semester they wanted to return to Paul taking the curric unit and Sarah teaching communication and instruction. At their last meeting they went a step further and Paul thought that in the future he should take the first curric unit and Sarah the second. They had also agreed to divide the communication and instruction unit into segments that took advantage of each others strengths. David started the meeting by asking Sarah about the infrastructure grant. She said it was proceeding slowly but the research students were gaining greatly from it. Six of the staff had indicated their interest in being involved. He looked at Paul and asked, "are you involved Paul?" Was this to be the straw that finally brought the covert operation into the light of day. "No, I hadn't given it much thought as yet, but it's not something that I have a burning desire to do," Paul replied and he then added, "Sarah has asked me to write some instructional vignettes that could be generalised across the groups in phys ed and human movement. I'll have a go at that. But this isn't why we wanted to talk to you. We've decided that it's (co teaching) not going to work and it needs to be changed back for next week."

Without looking at either, David replied, "you have got to be joking, the timetable is set and distributed." Sarah told David that as they were both free for the classes it did not require any timetable alteration. "But I wanted you two to work as a team and this won't help," David sighed. Paul spoke with a new gusto, "look, things have been pretty tense with Sarah and I and its unnecessary. We are different and shoving us in the same units is not the same as putting two exercise physiologists in a unit." David replied quickly with, "Sarah brings a new dimension that we need in this school. We're not just about teaching phys ed teachers how to teach." Sarah sat quietly listening to this and felt sad for Paul as she was being used as the conduit to make him change, when all her belief structures recognised that changing people was not simply achieved through a behavioural interventionist strategy. It required a desire and a need to change. Paul was never made aware of the need and he had no desire to change. "Alright then, we'll revert back to the original model and we'll look at it for next year," said David. Paul looked at Sarah and asked her how she felt about this. She repositioned herself in the chair and began quietly, "I'm very happy to share units with you Paul, and I'm also prepared to work individually, but I don't think that I should be used by David to get you to change, if that's the objective. In fact, I resent this whole situation."

The air was thick with emotion and another intervention fell on dishonest ground.
PROPOSITIONAL AND PRACTICAL KNOWLEDGE

KEY CONCEPTS

PROPOSITIONAL AND PRACTICAL KNOWLEDGE The nature of theory and its link to practice is a contentious issue in physical education. Propositional knowledge within PETE is knowledge about things. It is abstract and has a theoretical focus, whereas practical knowledge is the knowledge of application and has a low status in academia. Scientific and propositional knowledge is often foregrounded in PETE, yet other propositional knowledge which foregrounds a different rationality is marginalised. This has led to the increasing scientification of PETE as both a means to gain credibility and an intellectual tradition.

CONTENT KNOWLEDGE The definition of what constitutes the body of knowledge in and for PETE is a social construction of a scientific and intellectual hegemony. It is clear that a hierarchy of relevance and worth is afforded all subject in PETE, increasingly subject matter content in PETE is seen as a disparate collection of subdisciplines with little or no interconnections.

CRAFT PEDAGOGY refers to a pedagogy dominated by a concern for order and discipline. Such a pedagogy focuses upon traditional artisan approaches to learning. There is an emphasis upon reproduction of the good aspects of past teachers and it uses folklore, role learning, apprentice style experiences and an attempt to pass on all that is good. Little concern is given to theory or broad issues beyond the subject matter at hand.

PERFORMANCE PEDAGOGY is an attempt to place the issues of management, class control and discipline into a consistent scientific framework. Efficiency and science are the foundation of this pedagogy and it seeks appropriate learning outcomes in a non-problematic approach.

KEY PLAYERS IN PETE

Peter Arnold has written widely about links between general education, movement and the curriculum. His philosophical works have typified possible curricular outcomes from movement in terms of broad educational goals.

Don Helli son has spent a great deal of his career working with alienated youth. Much of his experience and his commitment to humanistic principles have led him to produce work that expresses a need for a careful alliance between theory and practice.

KEY QUESTIONS

How should problem setting in PETE be facilitated to ensure that the science and practice of physical education are related to the expressed needs of the community?

Is reflection on action in PETE likely to become a factor that will enable values clarification for the profession?

Is teacher personal knowledge a means by which a link between practice and theory in physical education could be realistically developed and enshrined?

KEY READINGS IN PETE


Sage, G. (1993) Sport and physical education and the new world order: Dare we be agents of social change? Quest, 15, 1, p152-165.


I CAN'T GO INTO THE TRACKIE BUILDING

This story is not easy to tell as it is a haunting reminder that Physical Education Teacher Education can make enemies of its prospective members. Similarly, it is not meant to imply that such instances are commonplace. The University library clock moved slowly and inextricably towards noon. Sandra Thomas sat at a carrel and wrote some hurried notes from the Journal of Teaching in Physical Education. She had come across an article by George Sage that highlighted the broad social impact and implication of practice within Physical Education. In her course at Rallybat she had never come across nor heard such offerings so far. Sandra entered Physical Education because she believed that sport was an uplifting experience. Her sporting interests were based around lifesaving and swimming, not so much as a competitor, but rather as a participant. She had been a severe asthmatic in her youth and the physical education teacher at school suggested to her parents that she should take up swimming. This assistance, plus a desire to help others, led Sandra into a Physical Education Teacher Education program where her problems began.

Sandra packed up her papers and moved out of the library. She had a tutorial to attend in Biomechanics. She hurried as she realised it was five past twelve and that she was already late. The closer she came to the Phys Ed building the more apprehensive she became. This was her sixth year in the degree and she hoped to complete it at the end of the year. The problem was that she had failed a few subjects and they were barriers that now appeared insurmountable. There was Biomechanics, which was not that hard, but Sandra did not get on with the lecturer at all, in fact she had been failed before. She also had twice failed, well, never completed, the first year personal fitness unit. It was hard for her to unravel the situation as it developed but this is her version.

When I started doing Phys Ed it was all I ever wanted. I moved into a house with two students doing Arts degrees. Orientation week, whilst not a shock, was a pretty amazing time. Most of the first years seemed to know each other, or maybe they knew the style of person they were expected to be. There were a lot of phys ed do's, and as I didn't have any transport I didn't go, although I could have. In fact, I went to the arts students social functions. Carol and Nel, the two art students in my house, thought it was really funny that we had to wear a uniform to all the prac classes and after talking to them, so did I. I
had a package of track-suits, tops, shorts and teaching skirts that was embarrassing. They talked about it being so regimented and how trackies needed a group identity to survive. I started to feel awkward about wearing any of the "approved gear." It was easy to admire the other phys ed s as they had really good bodies and spent all their time either playing, or talking about, sport. Immediately I felt different, and it must have shown. For the first time in my life I recognised that sport was not central to my thinking, neither was fitness for that matter. Dyle Shannon was the first year co-ordinator and I spoke to him about my mixed feelings about the program. I was sure then, that I was the problem. In fact I can remember saying to him, "the program is great, but I'm not sure that I suit it." As I look back on it, the program is the thing that needs to change not just the individual. Dyle said I should play by the rules and go along with the expectations, even if I didn't accept them all. "Give yourself a chance to get used to it," he said. This seemed like a reasonable solution and to some extent it has worked, but in some ways I feel trapped in the program.

The first year group was a really tight-knit group and I didn't fit in. The personal fitness unit created some sort of impasse that I still find hard to understand. Everything seemed to be so competitive, and based on, "how many," "how fast," "trying harder" and always continuous running. There is no doubt that my attitude towards the unit deteriorated to such an extent that the lecturer asked me to see him after the class. I hated the way he strutted around in his shorts and spent all his time with students who were already fit. He had nothing to offer me other than to say, "keep trying Sandra, you're making good ground." The meeting between Alan and I didn't go that well. He asked me, "what my problem with the unit was?" I told him, "that I didn't like it as it was all about being, or getting fit and that's never been that important to me." This wasn't true as I was often fit for my long distance swims, I just wanted to piss him off and not let him think that being fit was all that mattered to me. At this point, Alan suggested that as I was a heavy build (overweight!) that this unit would help me to come to grips with that. "What do you mean?" I asked. Alan then said, "hard work is a measure of the type of person you are. If you want to change then you will only do that through discipline and effort." For the very first time in my life I recognised that other people thought there was something wrong with me. As I have gone on in the program I know now that some staff believe I shouldn't be doing Phys Ed. At least that's the feeling I get. I told him I wasn't thinking about changing. I know that I was stupid not to agree with him, just as I was stupid not to appear enthusiastic. It wasn't like you had to run twenty kilometres in fifty minutes in the class, but the whole ethos was based around continuous exercise and weight bearing
activities. I ended up failing the unit on participation, attitude and attendance. This was all a big set up on Alan's part as I only missed two classes and I had a doctor's certificate for one. He got really annoyed with me when we had to do the fifteen minute run post test. I could have run but I felt more like walking. I could also sense that some of the class hated me for this (not trying), but some of them would struggle to swim fifty metres let alone five kilometres. Anyway I walked, jogged and plodded along and Alan totally ignored me. It was like he had failed to convert me and I was still a heathen. My first semester seemed to set the scene for me and for others expectation of me. Personal Fitness was the only unit I failed and because I got a good result for my assignment and exam I felt upset at failing. When I met with Dyle he seemed to understand how I felt, but obviously the staff were talking about me. He said that my attitude to physical activity was surprising and that I seemed to have no affinity with exercise. I told him that was nonsense and that the Personal Fitness unit simply didn't suit me. Dyle said, "Sandra, you are your own worst enemy. Lecturers are people too, show them you hate their unit and you suffer the consequences." I couldn't believe my ears but as time (and the years) have gone by I now know what he meant. I decided to appeal against the failed grade (first time that I ever failed anything). I had to write a letter to the head of the department outlining the grounds for the appeal. David Ogilvie replied that I had no grounds for an appeal and that it would go no further. At this stage of my course I simply accepted all this, but, I wouldn't now.

Not fitting in is a funny thing, in that, as you feel it happening you get determined to continue in that manner. I could feel that I was being rejected, (although I never wanted to be accepted), and as time went on I ended up rejecting them. I knew that my nickname amongst the students was "the phantom," (app. 8). My friends encouraged me to transfer into an Arts degree but I didn't want to. The teaching round at the end of the first semester seemed to go well, which helped. I put a lot of work into it and I liked the teaching role. I passed all the rest of the first year quite well and I was surprised to get a letter from Dyle about my re-enrolment. His letter said that the Personal Fitness unit had to be my highest priority. This meant that I had to drop out of two second year units including Physical Education Curriculum and Sociology. I went to see him on my return and he was adamant that failed units had to be my first priority. To pick up one first year unit of three hours length I had to drop eight hours of second year classes. I couldn't understand the logic of this. It caused real problems with Austudy as I dropped down below a full time load, so then I had to try and pick up a third year unit, otherwise I would have lost my payment. I was able to get into Exercise Physiology which was taken by Lynne Frandeer.
So, as it turned out, I started my second year off doing units from first, second and third years. It seemed that my reputation went before me. Alan taught the Personal Fitness unit again and I was very apprehensive as I had even stopped swimming because of work over the summer. About this time I started to find it hard to spend much time in the phys ed building, certainly no more than was absolutely necessary. All the phys-eds used to hang around the upstairs student lounge, but I was always on my own in there and felt out of place. Dyle had organised my timetable and I felt like there was a bit of a vendetta against me. I wrote an article about compulsory uniforms for the student newsletter and argued that it was unethical to force students to all wear the same gear to prac classes and to teaching rounds. I also likened this experience to the army. This certainly didn't endear me to some staff, but I was addressing an issue not personalities, and I still wore mine anyway! It ended up with a few students saying "well done," to me about the tracksuits, but they tended to be the mature age students. As I grew more confident about my rights I also ended up clashing more and more with Alan. I asked him why swimming was not a medium by which he taught and encouraged fitness. He replied, "the skill factor is so high in swimming that it's almost impossible for an average swimmer to get an aerobic impact. Plus, it's harder to schedule." He looked angry when I asked this in front of some of the first years. Some Phys Ed lecturers don't like being challenged in their classes, whereas in English (my second method) the whole unit is about critique and the lecturers loved an argument about the subject. If you query a lot of the phys Ed staff it is as if you are querying their credibility. As I had only failed the Personal Fitness unit with respect to Alan's view of my attitude and attendance and not one single aspect of this year's unit was different from last year, I asked Alan if I had to submit new assignments or do the exam. He told me, "it will be better if you repeat the entire assessment so you can start with a clean sheet." I had my assignment from last year and I thought I would simply resubmit it, as it was. I forgot about most of this discussion and went into the semester with few other problems. Lynne Frandeer spoke to me late in the semester about my attendance at the ex phys labs. I had missed three, and she asked me to explain. I started to, but then I suddenly stopped as I realised that to tell her the reason was to bare my soul. The labs I missed were all the exercise testing protocol labs and the skinfold labs where you have to act as a subject. Most of the students were happy to show their bodies off at the slightest provocation. I simply didn't feel that way. Electrodes attached to my body required an embarrassing defrocking. It's funny how I can talk about it now after five and a half years on the course, but then it was so traumatic. She asked me if I had tried to attend another class to make up the lost laboratories. I can remember saying to
her, "I would have, but I didn't think you were allowed to." She told me that if I was a borderline fail that my laboratory performance would drag me down. I ended up getting an "Inc" grade which means that I had some work to complete to finish the unit. I went to see her and she said, "Sorry Sandra, but after I talked to your laboratory tutor I decided you should repeat the whole lab section. He said you didn't participate all that well and that you never acted as a subject." "How did I go in the exam," I inquired. She said I was in between the eightieth and eighty fifth percentile. "But academic life is more than doing well on exams Sandra, if you go back and look at the unit outline you'll see I said all tasks had to be satisfactorily completed to be eligible for a pass," I wanted to ask if I could do the labs on my own but I simply stared ahead, once she told me what I had to do. She went on to tell me that, technically I had failed the units, by way of lack of attendance and participation.

The semester ended with absolute shock on my part when I saw that I had been failed by Alan in Personal Fitness for a second time. I shed many private tears over this as I considered that I had met all the requirements, without in any way showing him that any one aspect of the unit was enjoyable to me. A further shock arrived by mail and was a letter from David about my "unsatisfactory academic performance." It outlined all the possible outcomes of such a meeting that was to take place with a panel of staff in week one of second semester. I phoned the student union and they said that the student delegate would be happy to attend the meeting with me. Eventually I decided against this, as the Phys Ed staff don't get on all that well with the student union over the management of the sports facilities. It was a traumatic meeting that saw me suspended from the degree for six months. Alan had written a report that said I had submitted the same assessment this year as the previous one. I told them that the assessment task was exactly the same as the previous year and as I had an "A" for the assignment, and it was my work, I felt I could resubmit it. Graham Turner was on the panel and was renowned for his views on appropriate student behaviour. "I consider what you have done is an insult to professional standards," I listened and thought that if I had taken off Alan's comments from the previous year that would have been deceptive, and undoubtedly successful as he wouldn't have remembered my assignment. Instead I left the previous grade, his comments etcetera all on the assignment. I really didn't see what the problem was. "I didn't fail because I didn't know the content," I began and added, "but because of my attendance." Graham added angrily, "you mean attitude and participation." He sounded so annoyed. The panel asked me questions about how I felt about teaching? had I kept up my sporting interests since I got onto the course? and what did I think of the program? Dyle asked me to
explain the Exercise Physiology incomplete grade and before I could speak Graeme burst in with, "It's all part of a bigger problem. There are hundreds of young people out there who would give their eye teeth for a place in this course and you are wasting it." As a result of this meeting I was suspended for one semester. David said that the time away from the program would give me the opportunity to consider my career options. I wanted to stay there and argue that this was unjust, but just as much the panel wanted to meet with the next student. I have never felt so hurt in all my life as I did that day. I knew students who cheated, recycled assignments, sucked up to staff and I had done none of those things.

I stayed in town for that semester and I was able to get a job at the local YMCA as a lifeguard. I was determined to return to the program and I spent a lot of time in the water thinking about what had happened. I had never considered myself an isolate, but I recognised that the typical phys ed student and I were very different. I became friendly with a girl in fourth year who used to come down to the YMCA to practice her swimming. She was a runner and she had a terrible stroke. I helped her over a three month period and finally she asked me what I wanted to do. I told her that I was a second year phys ed and had been suspended for six months. She was really surprised as she had never seen me at Uni, she thought I was a swim coach. I told her my story. "You have to be really careful Sandra, all the staff and students just think everyone wants to be the same as them," she said. By the end of my time away I felt confident again, and I was determined to do well. The decision to suspend me for one semester proved to be a really hard pill to swallow. When I returned, my peers were commencing third year but I was less than half way through second year.

One of the conditions of the suspension was that I had to have a satisfactory meeting with the head of department and the course coordinator prior to re enrolment. As I waited in the corridor for the meeting I felt nervous and very anxious, David (head of department) ushered me in and asked how I was, and what had I been doing? After telling him about my work he said, "I'm sure you realise how important this semester is for you Sandra. You must be successful and apply yourself. I have arranged with Gary Affleck so that he will plan your semesters' timetable and also I want you to meet with him every couple of weeks." "Is he the second year coordinator now?" I asked. I was surprised to find that he wasn't (Lynne Frandeer was), but I was told that he would assist me. I thought little more about this and agreed to meet him as soon as possible to plan my timetable. As I look back on it now I think they got him to do it because he teaches nutrition. At the meeting
with Gary he had drawn up a schedule of units that I could do. I noted with some
trepidation that he had written the two units of Personal Fitness and Exercise Physiology
as the first two units on my load. After all the planning he had done I could see that I only
had eleven hours and that this would make me a part-time student. "I'll need to do some
third year units so that I can get a load," I said. "I'm not so sure that's going to be
possible as you're enrolled as a second year," he said. I thought that I would never finish
as I'm stuck between two years. After a lot of unnecessary hassle I enrolled in two extra
units. I began to feel the pressure of "not fitting in again, being a nuisance," that I had felt
a year ago. My stomach tightened and my apprehension returned. Other people were
controlling me in a manner that felt so strange. I went home and thought about walking
away from it all. The timetable didn't suit my job at the YMCA and I lost all but four
hours of work. There was a week to go before lectures began and the thought that was so
exciting a month ago was now shattered.

Again, I was part of a first year, second year and third year group. Phys ed groups are a
very strong clique. I didn't even think about being a part of any of them this time. I was so
embarrassed at doing the Personal Fitness for a third time. Alan was not teaching the unit
this year and two masters students were. What felt the worst was that they were both in
second year when I started the course. I could sense their nervousness at me being in the
class as often I felt their gaze and thoughts upon me. I was part of student folklore. At
least they did some new things and there was a contract for personal fitness goals that had
a swimming, cycling and naturally a running option. The other units all went fairly well,
but a bout of glandular fever left me pretty sick. Gary asked me when I showed him the
medical certificate, "are there any other problems Sandra?" I recognised the look of
doubt that had haunted me throughout this course. I either didn't look enthusiastic enough
and now clearly I didn't look sick enough. "I just don't want that the cycle to start again," he added. I wish I had said something then, but I simply didn't reply. It was if he thought,"here we go again." I spoke to Lynne Frandeer about all of my fears after an ex phys lab
in which I was supposed to do a max bike test. The group smirked when I said that I was
too ill to do it. I stormed out in tears and left the campus. I stayed home for the next week
and was really surprised when Lynne phoned me asking how I was. She said to come and
see her as soon as I returned to Uni. As I walked to her office I felt self conscious about
her ringing, yet I didn't feel like she was checking on me. I was surprised when she
apologised about the lab. "How did you know about it?" I asked. "Sandra, not only was I
there, but I was watching the group," she responded. "I just feel so terrible as I know
what they all think about me. I can't go back to that class," I sighed. Lynne encouraged
me to return to that group and not worry. I felt that I would get another incomplete result, but Lynne offered me a contract to undertake next semester. This enabled me to do all the exams and lab books, get a grade and that was such a relief.

As I have struggled through the degree (and haven't finished it yet) I don't know what I want to do. It is as if being a little different and not wanting to change doomed me to exile and a sentence of suspicion. If it wasn't for Lynne and Dyle I would have given up. I know one thing though, I will never teach phys ed.
I CAN'T GO INTO THE TRACKIE BUILDING

KEY CONCEPTS

IDEOLOGY is most often taken to refer to a system of ideas and beliefs and values that are fundamental. Implicit and explicit aspects of ideologies are crucial to interpret so that the impact of dominant ideologies within PETE can be evaluated. Such ideologies form a consciousness that involves taken for granted assumptions about various aspects of professional conduct, knowledge, values and behaviour.

SUBJECTIVITY The sum total of our lived experience exists in a framework by which we judge, evaluate and categorise things around us. This personal interpretative framework we carry with us as a personal construct, but often we don’t recognise this. It is a form of meaning making that is often disconnected by approaches to teaching and learning within PETE.

IMPLICIT VALUES This concept is similar to that of the hidden curriculum, in that certain values are reflected from a PETE program. These values are either accepted, internalised, rejected or complied with. Within PETE there is scant reference and understanding of students who have not been socialised into the profession via sport and health but seek a more social orientation that does not sit easily with the values of a PETE program, nor the student sub culture.

KEY PLAYERS IN PETE

Jennifer Gore has applied interpretative understanding to her work in writing about groups and individuals that are alienated by experiences within physical education and PETE.

Andrew Sparkes writings have created understanding of the nature of change and also what it means to be part of a minority, marginalised or an alienated aspect of PETE and physical education generally. His work on life histories, with Schonpp and Templin, has been an exciting development within physical education research.

KEY QUESTIONS

Are the experiences of alienated individuals in PETE a means to understand the impact of particular ideologies?

Are the issues of power, domination and resistance, important issues for all students in PETE to deal with?

KEY READINGS IN PETE


TEACHING POORLY BY CHOICE

Elaine Trevallyn teaches Sports Psychology at Rallybat University to the Phys-Ed Teacher Education students as well as the Human Movement and Arts students. Her classes were well regarded by all students, as she is innovative, knows her stuff and treats all students fairly. She also taught practical classes in Volleyball and Tennis. These classes were also much sought after as electives, because Elaine was a very good player and organised excellent drills and progressions that were valuable in teaching situations. She also produced excellent summaries of her classes for all students. Elaine, like all other phys ed staff, had not yet received her teaching allocation for semester two, although she thought it would be similar to last year's. David Ogilvie spoke at the staff meeting and said that the loads would be available this afternoon after the meeting. This was a good ploy on his part as it was Friday and staff had the weekend to think about it. He always allowed three days for negotiation and only those seriously aggrieved would bother him on Monday.

Elaine grabbed her teaching load from her pigeon hole and shoved it in her brief case as she left for the weekend. The brief case was laden with correction, and a draft chapter she had written for Horman Dynamics who were releasing a new sports psychology text. As well, she needed to read Sally Rowsal's honours proposal. Sally was her student and Elaine was pleased with this, as Sally was by far the brightest student in the fourth year. Elaine sat at her desk on Sunday evening and reviewed her teaching load. Everything was as she expected, except that there were four hours of P.T. 811 Integrated Physical Performance (IPP). "That must be a mistake," she thought, as Paul Delaney had taught that unit since she came here four years ago. However, the more she thought about it the more likely it seemed. Monday was a busy day and Elaine saw David only briefly. "David, I'd like to talk to you about my teaching load. I've picked up a new unit that I knew nothing about," she said. David said he thought she might have got a shock when she saw her load. "Make an appointment with Joan and we'll talk about it," he noted. He grabbed his coffee and headed back to his office. Elaine inwardly poked a face at him and thought to herself that she would do just that. First things first, she went around to Paul Delaney's office and knocked at the door. Good he's in, she thought as he beckoned, "come in." "Paul, I've picked up that integrated prac unit you always teach. What's the story?" asked Elaine. Paul thought carefully and said, "I think I'm being re-educated."
David has me sharing communication and instruction units with Sarah." Elaine then asked him if he was upset, and he replied, that initially he was, but what's the use of complaining. "I've had a couple of meetings with Dave and I could see that there was no way he was going to change." Elaine quizzed him further, "how come I get dragged into all this? The last thing I need is a new preparation." He then said, "you were the obvious choice as your classes are good and this unit needs a good teacher." I began to protest, but stopped just as quickly, as Paul wasn't able to change any of the arrangements. Elaine finished with, "Maybe David could teach the stupid fucking unit, he's always saying how much he misses teaching, and how good a pinchhitter he is." Elaine decided to walk around to David's office right now and make an appointment. "Joan, I need to meet with David as soon as possible," Elaine said. Joan played tennis with Elaine and knew her well enough to say, "you look like you want his balls, dear." "I'll have a meeting first and then I'll have them and his guts for garters," she snarled. "How's five fifteen to-day?" It was fine and Elaine went back to her office to prepare herself.

"There was no consultation with me, I'm not the least bit interested in the unit and Paul is prepared to teach it," and so Elaine began. David Ogilvie listened and when he had a chance, he replied. "I can understand your position, however, I have to look at the broader picture. I consider that a high priority for this school is to get Paul and Sarah working together in pedagogy and to do that meant changes like this." Elaine listened and could sense that all this was part of a bigger plan that she was simply caught up in. She repeated, "I can see what you are doing, just don't get me involved. What about getting an associate staff member to teach it. How does my load compare with some of the others? Am I lighter than others, is that why I got it?" David said he would not discuss other staff loads. "Why not? Surely I and everyone else should be able to know the basis of the distribution of the teaching loads," she said angrily. They discussed this at length and Elaine realised too late that she had been deflected from her main mission. As she finished she said, "I am formally asking you to remove the integrated unit from my load and replace it with something else that is more appropriate." David was a little surprised at the formality of the request but even before Elaine left he replied "I would still like you to teach the integrated unit." Elaine left and realised the unit was hers.

She saw Paul the next day and he was already aware of the outcome of her meeting with David. "I'll parcel up all my notes and handouts and you can chat about the unit with me once you have read all the guff." Elaine recognised the gesture and was appreciative, but right now she was still in the denial stage. True to his word, Paul gathered up the notes
and put them in Elaine’s mail box. Elaine grabbed them, and after recognising their content she put them on her desk. There was no way she was interested in the unit, but day by day she recognised that it was her unit and she would have to teach it. At the fortnightly staff meeting, Elaine asked David awkward questions about staff loads, how they were distributed, what allowances were made for research, and why weren’t they planned on an annual basis. Probably her most stunning, yet unplanned moment, was when she raised the issue of female staff teaching loads. “It appears to me that the females in this department have got higher teaching loads, they do most of the student administration and teaching practice supervision and then they get the units that no-one wants to teach,” she stopped. Talk about striking a raw nerve. The initial response was taken up by David who said, “I find it personally insulting that you would think that Elaine, as you have no basis for saying it.” “Touche, got you by the short and curties, sunshine,” she thought. Other staff then chipped in that there needed to be an open and frank disclosure about teaching allocations, research loading and expectations. Short of a formal motion nothing much was about to change. David acknowledged that as most of the female staff were at the lower levels of lecturer appointment, it was only natural that they would have higher loads. Elaine took no further part in the debate as she was aware that it would not change her situation. Rohan asked if any thought had been given to the reasons why females were at the lower end of the salary scale. He compared the situation here to some primary school research he had done. He moved a motion that regardless of level of appointment, all staff should be considered for any role within the Phys Ed department on personal merit. This was moved, seconded and passed. Eventually it was decided that for this to occur there needed to be a mechanism to assist. A staffing committee was proposed and a somewhat stunned David Ogilvie surveyed a changed scene. Elaine left the meeting feeling very pleased and slightly embarrassed, especially when Rohan congratulated her. “He who controls the agenda controls the decisions, but I think we just changed the agenda,” he said. It’s interesting how a perceived personal injustice is often the catalyst for such change.

Many staff (mostly women ) congratulated Elaine and she was a little surprised because often those who say nothing tell more of a story. Gary Affleck and Graham said nought and Elaine could feel the icy breeze of a cold shoulder. In some unrecognisable way this pleased her. She was talking to Lynne Frandeer about it and Lynne said with gritted teeth, “those two think they are so fucking professional and that they wouldn’t do anything like that(discriminate). What they don’t even recognise is that because it all seems so natural,
doesn't mean that its right. It's like you have cut their professional jugular......you bitch," they both laughed quietly.

Sally turned up to talk to Elaine about her honours proposal. Elaine was sitting at her desk reading the unit outline from last year's Integrated Physical Performance prac unit. She could see that Paul had taught the students a number of activities that they were unfamiliar with, and the students were asked to involve themselves in the class like they were doing it for the first time. Sally saw that Elaine was engrossed. "Would it be easier if I came back later?" she asked. "No, I've got to teach a new unit this semester and I was reading about it. In fact, you're in the class Sally." This semester was Sally's last and she told Elaine that all the students hoped that there wasn't a lot of busy work, diaries etcetera. The word around, was that the integrated unit was fun, covered new activities and had very little assessment. Elaine shifted her thinking to Sally's honours proposal and told her it looked very interesting. Sally was considering looking at patterns of innovation in first year Physical Education teachers. They chatted about the topic for a while with Sally eventually leaving, feeling fairly content about her honours for next year. "Well I guess I'll see you in class in a fortnight," Sally said. Elaine had not planned to be teaching the fourth years again, and raised her eyes to the heavens. "I bet you all can't wait," was all Elaine could say. After Sally left, the gut wrenching feeling of being unprepared hit her. God, you could write a book in two weeks let alone teach a class. As any teacher will tell you though, not knowing what you are going to do in a unit and also not wanting to do it anyway are unpleasant feelings. At home that night Elaine decided that all the negative crap about teaching this unit must stop. She repeated to herself, "you will enjoy this class, you will now prepare this class." Negative inklings still sneaked into her frame of thinking. She thought, "why do we have to give fancy names to practical classes, it's really pleasure of the flesh with sports clothes on." Elaine began to think seriously about the unit.

Paul Delaney had always taught the unit previously as a prac class and used the traditional show and tell direct teaching style. Elaine was very good at that too, but she wondered if that was the purpose of this unit. Eventually she came to a decision that she would teach this unit by unconventional style in terms of mainstream PETE. She had been allocated four hours on the timetable for the class, and there were to be three repeated practical classes and one master lecture with all the students. Her next task was to think and prepare material in relation to the theme of integration. For her, this meant looking at issues of critical thinking, gender, socioeconomic links with sports
participation, teaching by concept, rather than by activity and student centred learning. Her intellectual interest was sparked as she took to the library and her own journals. Rather than discuss it with any of the staff she had a chat with Sally. "How do you think it will go down, Sally?" she inquired. "Most people are expecting a fairly light practical class, so I reckon they will be disappointed, more like pissed off. After that, who knows? We've looked at a lot of that stuff in education and in sociol and most people think it's pretty airy fairy," Sally replied. Elaine then asked Sally if she minded hearing her ideas for the unit again, later on when she had developed them more fully. Sally had not been consulted by a staff member in this way before, and whilst she felt awkward she was interested. The notion of preparing learning experiences for students that focussed theoretical concepts back into a physical activity setting challenged Elaine, unfortunately there was only a week and a half to go before classes started. Elaine was despondent about this and was resigned to teaching the class as Paul had. This was until she was talking to Rohan who suggested that she start the unit a few weeks later and run it over ten weeks rather than fourteen. Elaine wasn't sure if she had created breathing space or a rope for her own neck but her mind was made up. Ten weeks it was.

When the students returned to commence the semester Elaine put a notice up saying that this unit would commence in week four. She was a bit toey about actually requesting this from the head of department, but eventually she saw David." Do you have any problems with me starting the integrated unit in week four. I've decided on a new approach and I need time to prepare it properly." All David was concerned about was whether the students would be short changed and was all this still a part of her opposition to teaching the unit. "I'm actually looking forward to it David," Elaine said with an emotional mix of slight deceit, annoyance at his questioning of her professionalism, and even relief that he agreed to something she had already done. He added, "you do realise that the unit has to be taught as it is accredited, by that I mean you can't change its' content without formal approval." "I'm not changing the content, just the approach, format, style and assessment," she noted without even a hint of a smile. As she walked off, David asked Elaine if she was going to nominate for the staffing committee. "Maybe, David, I'll wait and see how things go, but I'm interested to see that it works," she said.

A number of the staff were interested to know what was going on in relation to the IPP unit. Typically, they beat around the bush rather than asking Elaine directly. Paul asked Lynne if she knew what was happening, Gary asked Dyle and Rohan but Graham asked no one. A few students were getting restless about starting a unit so late in their last
semester of the course. They started talking and the year representative asked a question at the staff meeting. She began, "a lot of the fourth years are concerned at the late start in the integrated unit. We don't want to be disadvantaged in terms of being able to apply for jobs." Elaine was a little bemused so she interjected, "I thought that I had made it clear that the only reason for the late start is related to the late notice that I would be teaching the unit, and also that when I looked at the content I decided to teach it differently, which required a lot of preparation. I can assure you that no one will be disadvantaged." This type of public scrutiny often occurs because no one bothers to ask the people concerned. But it is easy to understand the student perspective as they often feel that they are the least important aspect in any academic equation. Paul saw Elaine later and he said he was free for most of the classes and that he would be happy to give her a hand. Elaine recognised that he felt she was in some type of trouble with the unit. "That's nice of you Paul, but there aren't going to be any formal classes, the students will be taking the lot!" Paul did not respond to this and quickly changed the topic of conversation. He made it clear that he was interested and just as clearly Elaine had said that he was welcome to monitor the class in any way he wished.

Finally, Elaine got the whole program together, and with a week to spare. For reasons that are not all that clear to her, she again asked Sally to come in and have a chat. Sally arrived at Elaine's office and after sharing pleasantries Elaine asked her if she would read all the course material for the integrated unit. It was a big task in terms of grasping the concepts, and knowing the emotional involvement of Elaine, Sally was a little apprehensive. "What do you think Sally?" Elaine posed and Sally replied immediately. "Well, I like the practical experiences and the independence you expect. But I just don't know how it will go across." Sally went on to say that it will provide the opportunity for some students to do very little, whilst others will do the lot. Elaine said, "that's fine as they will get a poor grade." At this, Sally laughed and told Elaine that the relationship between the work you do and the grade you get is a bit more complex than that. Elaine had organised the entire unit around the principle of andrology or adult learning. There were a myriad of assessment options including critiques of films, books and the opportunity for oral assessment in any area. The biggest drawback as Sally saw it was that there were to be no classes. "I have set up all the experiences that the class can do and its up to them how they go about it. So, if you want to look at the relationship between heart rate and squash then you have to organise it." Sally replied that, "It's a nice notion Elaine, but at the first opportunity that the reins are loosened from exams or major assignments you'll find that students work around it and cheat." Elaine said that
this did not really matter, because, if running a good academic learning experience meant that you occasionally got conned, then so be it. Sally knew a very different world to this, one in which she was consistently pressured to lend her work and assignments to other students. In exasperation she had put a note on the noticeboard one day telling all students that her notes and assignments were not available to anyone as she needed them. That did the trick, for a while. Elaine too, knew the student world, and was not bright eyed and bushy tailed when it came to understanding the reality of student life. Elaine asked Sally to take the material home and come and discuss it tomorrow. Sally was happy to do this and she took it all home feeling like she had secret files or something like that.

As Sally lay in bed her thoughts returned to the material Elaine had prepared, and she amused herself by thinking about comparing what Elaine thought happened in the IPP unit to what she saw actually taking place as she undertook the unit. She named the exercise, "you think and I know." Sally spent the night tossing and turning as she felt anxious and uneasy about her status in the broader scheme of things. On the one hand she was a confidante of a staff member while at other times she had to say, "here" when rolls were marked in certain classes. This was not an easy transition for an individual who aspired to enter academia and, given her ability and personality, she would achieve this fairly soon. Elaine waited till five thirty the next day but Sally didn't arrive. "That's strange," she thought, as Sally was more reliable than most. At home that night the phone rang and Sally apologised profusely to Elaine. "I came around to your office but you had someone with you. If you're free now we could chat." "Why don't you come around to my place Sally, and we'll look at it." Elaine added. After working out where Elaine lived, Sally went around there. As she walked in the front door she entered an environment that was very personalised and represented all that Elaine was. There was a lot to absorb as they sat down in the lounge room. Sally appeared a bit nervous and Elaine tried to make her feel relaxed by a lot of small talk but neither of them were small talk people. "Elaine, I want to put a proposal to you about my participation in the integrated unit," Sally paused and then went on, "I'd like to do the unit by contract as per your outline, but I want to examine student perceptions, attitudes and behaviours within the class,...oops there is no class, you know what I mean though." Elaine asked for more explanation and Sally went on to tell her about what it felt like to fill in unit surveys about classes that only told half the reality. Elaine then said, "it would be interesting to compare my view of what has occurred with yours Sally, now that would make for an interesting paper. We'll talk about that later." For the next two hours they went through every aspect of the unit, even down to the way in which Elaine intended to introduce it to the students. Sally offered a number
of changes and Elaine noted them down. The most significant change that Sally suggested was to do with partner work. "It just doesn't work as someone always does more than the other, and this leads to incredible hostility." Elaine thought that the opportunity was far more important than the possible negative outcomes. The exchange between the two was a powerful dialogue in terms of their future relationship. As Sally was leaving, Elaine thanked her for helping. Most education systems at every level see the student as an empty vessel awaiting drenching. Elaine then said, "If we go ahead with your contract, I wouldn't want you to feel in any way like an informant. I'm not interested in catching students out, but the notion of being able to compare my view with yours is very interesting. Would you write out how you see it all working?" At this Sally departed and drove home with a sense of excitement that she would produce some work that was of deep personal interest.

Elaine walked to the lecture theatre to meet the fourth year group and to introduce the Integrated Physical Performance unit. There was a lot of paper in the form of handouts that needed to go with her and she took the secretarial mail trolley and placed the outlines, reading lists and practical experiences manual on top. The lecture theatre was in the anatomy building at the other end of the campus and Elaine had time to rehearse her introductory comments. To most students this was just another class, involving more hurdles and more assessment. The PETE students at Rallybat take a total of sixty academic units across the four years, they averaged between twenty four and twenty six hours of class. Their occasional lapses into total cynicism should be viewed with this in mind. As Elaine walked into the room, there was a mixed response of silence, muffled groans at the sight of the paper warfare and then good natured laughter as Ian Taylor said discernibly, "thanks for bringing my lunch up, Elaine. "Distributing handouts can be a messy business to seventy people, especially when they use it as an opportunity to create mild chaos. There were three separate documents for each student to gather, after this task was completed Elaine began. "Thank you for your welcome Ian and welcome to this unit, PT 811 Integrated Physical Performance. Rather than expect you to read all the material now, I'll outline the fundamental nature of the unit." Elaine went on to talk about how students could package their own assessment, prepare their own practical experiences and submit them for inclusion in next year's unit. At she concluded she added, "I don't know what you think about the notion of students contributing to the knowledge base within any particular subject, but that is what I am asking you to do. There will be no formal classes in this unit but I will be available for consultation at the designated class times. Please read all the material and ask any questions you wish."
Elaine sat down and waited. As the group read she sensed surprise, annoyance, acceptance, apathy and interest. Jason was the first to make a comment, "there seems to be a lot of reading for a practical unit." Elaine replied that was true and she was assuming that students would want to reflect on what they had done and achieved at university over the last four years. "Don't forget that you can do most of the assessment by either oral or video presentation, but, yes, I expect you to do enough reading to embrace the material." Sally could feel an undercurrent of discontent that Elaine recognised as a natural consequence of students having been spoon fed over the last four years. The class moved out and Elaine headed back to the phys ed building feeling that all had gone as she expected.

Sally walked back up to the student union to get some lunch, Robin walked with her and asked Sally what she thought of the unit. "It looks okay, but I'll have a good look at the notes tonight," Sally said. Robin replied, "It looks like a nothing unit to me, more reading, I agree with Jason that it was supposed to be a prac class." Sally added, "there's a whole book of practical experiences that you can do, its just that you have to organise them." "Yeah, and write about them," Robin noted with annoyance. Back in her room, Sally wrote some guidelines about how she would like to do the unit. She would keep a journal, interview Elaine on her perspective of the unit and write a theoretical paper about student attitudes and perceptions. She decided that it would be better that she didn't discuss this material with Elaine until the end of the unit. As she typed it up she felt pleased with the concept. A week later she handed a copy to Elaine and set a time for a meeting to discuss it. Elaine read it slowly and thought that it was a very interesting idea. She had also decided to keep her own journal about the unit and agreed with Sally's approach. They scheduled the three interview times and went on to discuss the introductory class that had taken place earlier. Sally stopped and reminded Elaine that she was researching the unit and did this fit in. "Who knows Sally, but how did you think it went?" she questioned. "Pretty much as we discussed at your place, some thought you were ripping them off by not teaching it, some liked the idea, and some couldn't care less. To a lot of students units are to be passed and anything else is irrelevant so they will look at the material and just ask how do I pass this?" Sally added, "the big test will come in three weeks when students actually start the work."

Robin (student) met with Elaine and told her she thought the approach was interesting, this was without prompting and seemed a pleasing sign. "I was wondering if I could share some of the assignments with others. The outline doesn't mention partner work," she
inquired. Elaine had deleted this component on Sally's advice and she was very tempted to bring it back, but finally she said, "you can work with others in all the practical experiences, but I want you to do your own write up." Robin left and interpreted Elaine's instruction somewhat differently than was intended.

Rob Anstey and Jason spoke to Paul Delaney about the integrated unit when they really went to see him about their last teaching round placement. Paul listened to their disappointment that he was not taking the unit but quickly added. "If you have any problems with the unit you should talk to Elaine first." "What unit?" was the sarcastic reply from Rob. At this stage neither of them had decided upon their assessment in the unit, done any reading or started any of the practical experiences, they were simply lost without the classes. Paul mentioned to Gary Affleck and Rohan that there were a few problems with the unit. The interface between students, subject matter and lecturers is a slippery matter. In this case the students were so central to establishing any links with the lecturer and the subject matter. Elaine met with a dozen or so students about the unit and it appeared to be going to plan. Sally interviewed Elaine at the end of week three and they spoke about initial student reactions. It was clear to Sally that they both had different knowledge about the unit. In the student world the unit was being viewed as largely a waste of time. Sally asked Elaine to describe the positive outcomes of the unit so far, "that's a really hard one Sally as it's too early to tell. At this stage I think people are trying to get used to working out their own needs and whether to do particular tasks." Sally had been approached by quite a few students in relation to how she was planning her assessment. Sally noticed that there was no discussion amongst students about the unit content except in relation to the assessment. Perhaps this is where the learning and understanding would take place. The students had not formally registered any complaint about the unit but there was an undercurrent of discontent that was at once scutterbut and then became an indictment of Elaine as a teacher.

Sally researched the notion of studentship and that seemed to be an interesting theoretical way in which she could interpret the happenings in the unit. Later she reviewed material related to professional socialisation. It was of great interest to Sally that the group wanted a normal practical class but that very few were taking up the practical option component of the unit. From this she investigated intrinsic versus extrinsic motivation. Sally didn't share any of this with Elaine.
The next interview between Sally and Elaine came quickly and there were only four weeks left in the course, let alone the unit. Elaine noted in response to Sally’s opening question, "a number of students have indicated that they would like to take up the option of oral assessment, some have decided to put their material in video format and Ron and Sean are developing laboratories for possible use next year, so I’m pleased at that." What do you think the reaction from staff is?" Sally asked. Elaine stopped short and asked Sally why she was interested in that aspect. "I thought that the influence of your colleagues views would be important, I know that some students have talked to Paul and Dyle," Sally said. Elaine decided to make a point of talking to Paul and Dyle about this. "Until you mentioned it Sally, I hadn’t given much thought to staff interest or awareness of what I was doing, certainly none of them have spoken to me about it." Later, Elaine made a beeline for Paul and said, "I believe some students were asking you about the integrated unit. I hope you directed them to me!" "That’s exactly what I did Elaine, they weren’t complaining or that, rather they were a bit bemused by the approach." With just a hint of annoyance she said, "it’s not at all bemusing Paul, it’s just different to their expectations." Elaine went down to the facility office to speak to the equipment assistant, she asked him, "have any of the fourth years been using that equipment I put in?" Elaine had put Z balls, boomerangs, frisbee’s, heart rate monitors and some other gear together. The lab assistant was able to check this easily and he told her that some of it had been used once or twice. Elaine had not wanted to play policewoman and she felt she shouldn’t inquire any further. She walked upstairs to her office feeling like she had been let down, but by whom, and for what reason did she feel that way? A number of students were asking for meetings with her to do the orals. Elaine asked the very first person if they had read the prerequisite articles to take the oral and when told they had not, she said, "I’m sorry Jason, but you can’t sit for it till you have done the reading. " Word spread like wildfire and there were a number of changed assessment schedules handed to Elaine. Those who did the orals seemed to enjoy discussing issues about Physical Education with the benefit of some different approaches. It was so time consuming for Elaine that she occasionally wished she had taught the unit as per others expectations.

Sally completed her journal and prepared a careful analysis. In her paper she concluded that Elaine’s teaching reputation had been diminished in many students’ eyes by this unit. Elaine also knew that, but because she was respected as a teacher, almost no one would tell her that they hated the approach she had taken. It was time for Sally’s last interview with Elaine and Sally noted that her demeanour in relation to the unit had changed. Sally asked Elaine if all the assessment contracts were completed and was she happy with the
outcome? "I don't know if happy is the right word, I will be anxious to see if the rhetoric of the contract lives up to the reality of the tasks as I read them." From nowhere Elaine then said "I can feel that people think I have done something wrong rather than something that is different. But no-one will even say that, I think people in tertiary education are dishonest. You've hit me on a bad day Sally as I found out today that the prac gear wasn't even being used." Sally's and Elaine's realities came quite close. "Maybe its the wrong time in a program to introduce independence when everything else is so stimulus response chained. I obviously didn't consider the negative impact of all this change, but Christ I would have thought...... " Elaine response trailed off and stopped

Of all the assessment portfolio's Elaine went to Sally's first. In it there were tales of studentship, plagiarism and an overwhelming perception that Elaine made this change because she couldn't, or wouldn't teach the unit as it was meant to be and as they expected. Many students thought that the ideas in many of the reading were anti Sport and Phys Ed. In her report Sally had constructed a series of frameworks by which she believed the class had looked at the IPP unit. She had called them teams and they were. Firstly, the Information Terrorists who set out to sledge and can the unit. Next, was the Fukarwee's who did whatever was necessary to pass without knowing what was going on. This group knew the price and amount of work required in every assessable task and the value of nothing. The last group (Elaine was enjoying reading this), Sally described as Rohanites (after Rohan who taught Sociology). This group simply tried to place the unit and the subject matter in a social context with respect to their interest in Physical Education and dealt honestly with the material and the unit. Elaine was interested how Sally had used the interview material with her and noted that she had used the same typology as was used in socialisation literature in PETE. In this case Sally described Elaine's approach as initially optimistic but eventually realistic. Elaine felt a little dispirited and didn't read any further.

The standard evaluation form that all students complete at the end of a unit was a real mixture of responses and Elaine could see the three group emerging. Elaine had said to herself, "I won't use this one for my next promotion," and just as quickly she thought that it is exactly what she would do. Everyone thinks teaching is about being popular. "If I taught poorly then I did so by my own choice," she thought to herself. Elaine now found it hard to grade the papers and videos that grew from the integrated unit. She thought that she would give them the same scant attention that some students had given the unit, but
this wasn't her style. She decided to accept all the material at face value for if she
accepted Sally's version a number of students were being dishonest and conning her.

Elaine got a note from Robin thanking her for the help and consideration she had given
her over four years while she was a student and thanking her for opening her eyes via the
IPP unit. Sally came in to the department in early December to meet Elaine and to plan
the honours year in a bit more detail. After doing all this, Elaine asked Sally, "oh, by the
way Sally, what group would you put Robin in? "As quick as a flash Sally replied, "a
definite information terrorist, but to you she was, maybe a Fukarwee and she has a bit of
the old Rohanite in her too!" Elaine never asked Sally again about individuals responses
to the unit and she thought back to her own student days when, she too had a bit of all
three in her.
TEACHING POORLY BY CHOICE

KEY CONCEPTS

ANDROGYNY is a term to describe adult learning. It incorporates the notion of using the learner's previous experience as both a starting point and as a reference to the unit of learning. Within PETE, there is often a focus upon traditional didactic methods which limit the opportunity of the learner to contribute from their discourse experience.

INQUIRY ORIENTED PEDAGOGY This approach to teaching and learning not only recognises the learner's role in establishing an appropriate starting point based upon learner biography, but also acknowledges and incorporates the political, ethical and social components of knowledge, teaching and the role of the learner. The process of focusing upon reflection upon action involves understanding patterns of behaviour in our teaching which may otherwise go unnoticed. This pedagogy is informed by critical theory.

OPPOSITIONAL BEHAVIOURS Students may engage in behaviours that are related to studentship and designed to ease a student's path through a course, other oppositional behaviours may be related to the concept of resistance. This notion is a response by students who recognise, or believe an action or strategy is unjust.

KEY PLAYERS IN PETE

Paul Schempp is a scholar who has been a significant leader in changing the understanding and acceptance of alternate research modes than the hypothetico-deductive model. His studies and writings on socialisation into physical education are significant. His work in collaboration with Tempin and Sparks has seen great understanding of the processes of change, and the micropolitics of such.

Judy Placek: Her work has given much insight into the perceptions and expectations of the teaching act in physical education. Such studies examine the influence and role of peer pressure and indicate clearly that change is a difficult concept to implement because of such pressures.

KEY QUESTIONS

How do the images of PETE reflect in the teaching styles of young teachers?
Do PETE students control much of the PETE agenda by their capacity to react in a negative way to any alterations to their expectations?
Are oppositional behaviours a response to particular pedagogies within PETE?

KEY READINGS IN PETE

I DIDN'T PREPARE MY LESSON SO I CAN PRACTICE FOR NEXT YEAR

Rob Anstey looked hard at the schools experience selection form. It was the last teaching round in the course and he wasn't sure what to put down. His last round was at a private school in Geelong and he knew there was no point in going back there. It had been an easy round, in that the Phys Ed program was just an adjunct to the sports program, and they played games all the time. He had a good time as he stayed in a beach house with a couple of other fourth years who were in the same school. But there was no chance of a job there. All the phys ed staff at the school were old boys and girls, most of them graduates of Rallybat, except for the Head of Department, and he was simply ancient and part of the furniture. Rob daydreamed about going to Cairns or somewhere exotic for this round. He could see himself sitting on the beach, and well, it would be terrific, but what a waste of time even thinking about it. The reality was that Rob couldn't afford that option and you also had to have an excellent teaching level. He was good in front of a group, but had been criticised a bit for his book work and preparation. All this form-filling was happening in a meeting with Paul Delaney about the teaching practicum. Rob just couldn't wait to get out of the University, four years is a long time to be a student of Phys Ed, especially as Rob felt he could do the job already. He glanced across at Ruth and he saw that she had put all Melbourne schools down. Ruth saw Rob's glance and said, "I'll be able to get some good home cooking, maybe for the last time, and work as well." Rob nodded and his thoughts turned to going back to Robindale for this round, but four weeks of being babied by his mother gave him a fair few negative feelings and points to consider as well, then again, Leigh Turner was still teaching there, and it would be pretty easy.

As the class finished Rob went out to speak to Paul Delaney. "I can't make up my mind yet, how about I give the form to you early next week." This was not a problem, as Paul had built in a week for just this type of indecision. "Can I help you make up your mind Rob?" Paul inquired. "It's not really my mind so much but I am still picking up Sports Social and those classes are still on, not that it should matter much, as I'll get the notes off one of the third years in our house. I'm just not in the mood yet to choose schools, but I will be soon," he replied. Rob left, agreeing to have the form back to Paul in two days, he walked out into the fresh air that was brisk and cold. He thought that maybe he would go somewhere warm and then he left his thoughts as two of his mates twisted his arm to go to the caf. "I'd just as soon not go anywhere, I certainly don't want to go to a school
where they take it too seriously." Rob told his mates. He then went on to tell them about the round he had in second year where the phys ed staff criticised him for not marking the roll properly and for not supervising the change rooms. "I reckon they were all faggots, they stayed in the changerooms a bit too long not to be suss. Come to think of it, their names were Nigel and Cyril." The others were laughing as Rob recounted this story and others, including one about the head of the phys ed department at the private school who used to come to school and leave in a suit and tie, then change into a trackie. "What a wank, his wife probably thinks he’s important anyway. Then he said to me that phys ed staff are too removed from the school happenings and that he made a point of having a cup of coffee in the staff room each day. Who gives a shit I thought. You can take the phys ed teacher out of the gym but you can’t take the gym out of the ..." Rob stopped as he noticed some of the Uni phys ed staff come in to buy their lunch. He moved forward and said in a loudish whisper, "bet they all got out of schools as fast as they fucking could. Look at bloody Gary Affleck, he wouldn’t survive a day in schools. Can you imagine him saying, Now, I want you to choose your own assessment, and what you are going to do. They’d beat the crapper out of him." "Settle down Robbo, you’ve got a bee in your bonnet, what’s the matter, still going out with Mrs Palm mate, missing out on it mate, eh?" Ian said. Rob sighed and they turned their conversation to other matters.

All throughout the lectures that afternoon Rob doodled and drew pictures. He calculated that there had been about 2600 hour of classes since he started four years ago, he amused himself by thinking about a competition to see who had missed most class. He knew that he would be right in that prize draw. But after a bad start in first year he had not failed anything that mattered. His only not pass grade in the last two years was Sociology of Sport and Phys Ed, and right now he became angry and was really annoyed at himself for failing such a boring, commonsense subject. Rob simply didn’t do the research assignment that was worth 35% of the unit and when he fudged the data and showed it to the boys in the house they all killed themselves laughing and said it stood out like dogs balls and Rohan would know. So he didn't hand it in, see Rohan to explain or... It was too late to go back over it and stew, but he knew he needed to talk to Rohan about missing four weeks of classes whilst he was on teaching rounds. I’ll see him tomorrow, he had said to himself for a week and then when he finally went to Rohan’s office he wasn’t there. Finally their paths crossed at a Sociology tutorial and Rob followed him back to his office. Rohan started off, after Rob explained the situation, "I thought that the department policy was that your failed unit had to take precedence. I’m surprised that you were able to enrol in both the teaching round and the Sociology. Anyway that's not
my problem. What do you want to do Robert?" "Well, I can't stay in town as we've let our house go, as there are only three weeks of uni left when we get back. So, I was wondering if it was alright if I miss the four weeks tutorials. I did them all last year and they haven't changed." Rob stopped as Rohan tersely replied, "I think the easiest thing from my perspective would be for you to drop your teaching round and do it at the start of next year." Rob was internally haemorrhaging and it was all he could do to remain civil, but he knew who was right and who was in a begging role. "What about if I do another task to make up for the tutorials. I've always participated pretty well in them, not like some people who haven't opened their mouths," Rob said. "Okay Robert, I get your drift, I'll need a few days to think about it, but I think you might have to stay in Rallybat or drop the round," Rohan noted with an air of finality. As he walked off, Rob was sure that Rohan would change his mind and drop the tutorials for him. Then again, he had no good reason for presupposing this, in fact when he discussed it with the household they all said he was stuff. Jason told him to see if could move in with Sharon and Ruth around the corner. This caused much laughter as Sharon and Ruth lived together and were dreaded lezzies. Big deal! Funny thing that, these four males lived together and no-one ever accused them, or was interested to find out if they were homosexual. In male phys ed circles to be gay is akin to being a big heifer, obese, insane, and ugly as sin and it is the subject of much comment. Somehow this all seems similar to childhood pranks about throwing stones at the witch in the old house down the road. Rob regularly reckoned that Rohan was a faggot, because all he ever talked about in class was the rights of minorities, oppressed groups and how phys eds were homophobic. Arguments about sex, sexuality and gender was the chatter of many late night at the boys' Everest St home. They were all a bit sad at the house breaking up but they were all dead keen to finish the course and make their way in the world.

Rohan had prepared himself for the next meeting with Rob and had typed a proposal out. The options he was prepared to give Rob were as follows. Either he could continue to come to class tutorials for two hours per week or he would fail on attendance. Alternatively, Rob could miss the four weeks of classes and undertake to complete a further research assignment equal to the existing assignment. This option meant a lot of extra work but when you compared that to the thought of returning for a fifth year, another assignment looked just fine. Without any discussion Rob said to Rohan, "that looks just fine Rohan, thanks for that mate." "Don't thank me Robert, because I'm not sure that it is the right thing to do, but I know that I was under a lot of pressure from some of the staff who thought that you should have this opportunity to finish the degree in
minimum time," Rohan stopped. Rob was not really surprised at this outcome, as he had sown seeds of despair with Paul Delaney, Lynne Frandeer and Dyle Shannon. They negotiated the research topic and Rohan was adamant that the paper had to be completed whilst Rob was on the teaching round. The topic was to investigate the advantages and disadvantages of being an early maturer in a physical education context. Without a lot of conviction Rob said that looked like an interesting topic. "Where are you hoping to undertake your teaching round Robert?" Rohan asked. Without thinking or hesitation Rob replied, "I'm going home to Robindale, there's a chance of a lot of emergency teaching there next year and even some part time teaching at the Catholic school." As he walked from the meeting with Rohan, Rob was surprised at where he said he was going teaching, the details of his possible employment, but that was just the way it turned out.

Rob went to his bag and looked for the placement form. He had no idea where it was, so rather than hassle over it he went to Paul's office and got another. He spoke to Paul briefly, "I thought about it a lot and I'd like to go my old school at Robindale. Can you see any problems with that?" Paul looked straight at Rob and told him that he had two others at Ronard in Robindale, so putting him at the High school would be fine. "In fact, Rob maybe you can help the two girls get some accommodation. They can get a caravan but they were hoping for a flat or board," Paul quizzed. Rob didn't know who the two students were and he wasn't going to ask because he didn't want them asking to stay at his place with "the Shirley" (mum). Robindale, Mildura and Swan Hill were all popular places for students to go on teaching rounds. Often they pooled their resources and got a flat and had a good "holiday" in the October sun. Maybe one of the boys from the house might come to Robindale, Rob liked that thought as they were all aware of the Shirley's loving smother and thought it a great joke.

"Okay fellas who wants to come to Robindale for a four week fantastic stay at Aunty Shirley's. What about you Jase, have you got a school yet? Robindale's a breeze, Leigh Turner's a gem, and the whole town thinks I'm a god," Rob was more than half right as he was a very well known football player in town and a popular son. Jase told him to, "get your hand off it Anstey, everyone knows you're an absolute asshole. In fact all your orifices seem to have become one, or you've been eating chocolate again." Rubbishing each other was done to death in this group. Heaven help those with some sensitivity, or even the strong in fragile moments. They took the mickey out of each other unmercifully. Ian Taylor joined in and said, "by the way Rob, your mum dropped in some new nappies for you and she wanted to know if we're keeping quiet so you can get your work done."
told her that you were out bonking anything that moved. She reckoned that you always had a real community spirit.” On and on it went, till tired, never beaten, they stopped to ponder the delights of either spaghetti, baked beans, take away, or poached eggs.

Rob had to phone Robindale High after his placement was confirmed, so that he could find out what he would have to teach. One of the conditions of this last round was the requirement to teach a twelve lesson sequence or as close to that as you could get. Leigh Turner told Rob over the phone that he was trialling a new Sports Education package that he could help with. The year seven and eights were doing soft lacrosse. Year nine and ten were elective classes and they were taking a fitness unit that was based around aerobics and circuits for the boys. Year twelve were right into the third common assessment task on the socio cultural aspects of sports participation. Rob felt pretty comfortable with all this and was pleased when Leigh told him that he would be mainly with the senior forms and also the Sport Ed. Later, he went and asked Paul about Sport Ed and was told it was just a repackaging effort for the 2000 Olympics. “The big difference is that the kids do all the organising, refereeing, playing and you help out with anything they need,” Paul noted. This all sounded a bit strange but Rob thought that he would wait and see. Ian Taylor had a ready prepared unit of soft lacrosse from last round and that made Rob very happy as he wouldn’t need to bother preparing one. "You're a good bloke tree trunk. If there's anything I can help you with just let me know," Rob said. To which Ian was happy to acknowledge, "I sure as hell don't want one of your unit plans, I want to pass!"

The two girls who were teaching at Ronard sought out Rob to see if he could help with accommodation. Belinda asked him where he was staying and was surprised to find that it was his home town. "What's the caravan park like Rob, it's not sleazy or anything is it?" she asked. "All depends if you like being next to the abattoirs and a brothel, only joking, it's fine. If we had more room at my oldies you'd a been welcome there. We'll have to catch up and go out.” This seemed a bit strange as neither Belinda or Sharon knew Rob well. "Did you know that Andrew is at the high school with you, he has an Aunty or something in Robindale,” Belinda added. "Andrew Maclean, come off it, he wouldn't want to do a round in a little country high school." Rob was surprised and decided he would catch up with Andrew as soon as possible and find out what was going on. As Belinda and Sharon walked off Rob yelled out, "you'll enjoy Ronard, it's a great Catholic school, except for the religion." The end of semester quickly approached and the course drew to a close for these physical education students. The last teaching round was seen as a chance
to seek out job prospects and to brush up on all the teaching skills learnt over four years, or one hundred and twenty days in the schools and seven different school placements.

Rob's father brought a trailer down to Rallybat and carted all his possessions back to Robindale. There was a bed, desk, television and various other pieces that would do St Vinnies proud. Rob looked at them and felt a strange sense of part of himself being taken out of his life involuntarily. Maybe it was because he was going home again and he had outgrown all that goes with living with your parents. Anyway, his father drove off and Rob followed him back to Robindale, arriving home three hours later. Shirley walked out to meet them and after warm greetings she said, "your room is all made up Robby. We had to move some of your brothers gear in there, I hope that's alright." "No worries mum, I'm only here for four weeks, you shouldn't have bothered," Rob replied. He was already starting to feel that stranger that could make him wince in embarrassment, but he knew too, that his mother's life was totally centred on her children and that the saddest day of her life was when any of them left the nest. The worst part was that it made him feel like he was back at school. This was compounded by his mother's standard lines of repeated inquiry, "Have you got much homework? How are you going at college? I can't imagine my Robby being a teacher, why it only seems like yesterday... and so on." It was Saturday the first of October 1994 and a lot had happened over the last four years Rob thought as he carted some of his gear into the bedroom. "Tea's ready men," called Shirley and automatically, or so it seemed, Rob replied, "coming mum!"

Rob arrived at school at eight thirty on Monday morning and went straight to the gym. Leigh Turner was already showing Andrew around. He had arranged two small student desks in the storeroom next to his very small office. "G'day Leigh, Andrew," was the greeting Rob found from his repertoire. Leigh shook his hand and welcomed him back to his old stamping ground. "Are you ready for period one Rob, I phoned Paul at the uni and told him that I didn't want you to waste the first few day settling in. It's soft lacrosse." Andrew looked hard at Rob who was less surprised and wasn't going to fall for that trick. "Sure Leigh, but we have to meet the principal and the canteen ladies first," he added. "Only joking boys," Leigh said, "we'll talk timetables later today. We better go and meet the boss, he likes to be introduced to any newcomers on his turf." They went to the general office where the principal was tackling the phone with vigour. He looked up and saw that Leigh Turner was trying to get his attention, a few minutes later he ushered them into his office where Leigh introduced the pair. "You remember Rob Anstey, he was a student here in your first year as principal four years ago," "Of course I do," said Mr
Prince somewhat unconvincingly. It was a bit of a standing joke to have a prince as the principal. Many of the staff went out of their way to introduce him as Mr Prince the principal, whereas he always referred to himself as the headmaster; a term reserved for private schools these days. "You've come to a good school with an excellent Physical Education department, only two of them, but the record speaks for itself. Robindale has won more swimming and athletics sports than any other school in the district and that stems from good phys ed," he added. Finally he told the two young aspiring professionals to make every post a winner while they were at Robindale and to participate in all they could. "Schools are more than classrooms and the best teachers recognise this, so don't sit around the staffroom, is my advice," so said the principal. Sound words, salutary thoughts and so on, thought Leigh, but then again they weren't meant for his ears, he just happened to hear them. As they headed back to the Gymnasium Rob could feel the eyes of students upon him trying to work out, who they were, what they were here for, what they looked like and all such things school groups like to know. As they entered Leigh's office the phone rang and it was clearly about a student. Leigh became a bit angry and beckoned the two to leave his office. When he finished the call he left and went into the storeroom and apologised, "sorry about that fellas, I didn't want you to start off on a bad footing. I've got a few problems with some year ten boys, they've been suspended for coming drunk to school, and in a small town you know their parents pretty well, so it's a bit tense. Anyway enough of my problems. Here's your timetables, we'll meet to discuss them period three. I've got a class now, feel free to come out and join in or watch, see you later."

Andrew and Rob looked intently at the sheets handed to them. Andrew spoke first, "twelve classes, not too bad. I've done my unit plan for the year eleven's on skill acquisition, how about you Rob?" He replied that his was much the same but that he had a lot of sport ed and some health. "I just hope it's busy so that it goes quickly and I can finish. I've had enough of feeling like you are on probation," Rob said. Andrew also saw that he and Rob had a few shared classes, "how are we gonna handle that?" he asked. Rob thought and then said, "we'll play it by ear, I'm going to watch Turns' class, you coming?"

Leigh Turner had been teaching physical education for eleven years. He was a veteran in a profession that has few models of such experience. The normal span for a Phys Ed teacher is about one year repeated seven times. Rob had enjoyed having him as a teacher when he attended Robindale, he was skilful, handled people easily and had a good sense
of humour. Rob walked to the edge of the class as Leigh was talking to the year seven class. "Good to see you all changed today and so quick, well done," Leigh began. "But what about you Kirky? I suppose your mum hasn't washed your gear, or did you just forget son?" he added. Young Kirk looked at Mr Turner and replied that, "Sorry sir, but I thought it was day seven and it's really day one." The school worked on a seven day timetable so that holidays etc were equally distributed. Leigh Turner then told Tony Kirk to go and turn his school clothes inside out, "I mean everything, socks, jocks, everything, and I'll be checking." The class enjoyed the inside out trick. Rob sat at the edge of the class and smiled to himself as he remembered that stuff from his year seven days nearly ten years ago. He thought to himself, "he's still doing that and the kids still love it." what he hadn't factored in was the fact that to each year, each group, it was new. Kirk returned and Leigh roared at him, "I said everything, get those shoes turned inside out." The class were allowed to laugh and Kirk was required to too. Leigh expected insider outsiders to participate normally, his motto was, 'unless you're dying, you're doing it'. The class was doing soft lacrosse and they had all picked up their stick and a ball ready for the warm up. Leigh led a vigorous and enjoyable warm up focusing on some movement patterns he was going to teach today. "Kirsten, what skills were we learning last period?" he asked. Kirsten Ambrose replied earnestly, "Soft lacrosse Mister Turner." The class decided that this response only warranted smirking because they weren't sure how Teacher Leigh would respond, he thought it was funny too, but responded with, "oops, I don't think the lift's stopping at the top floor today, come on Kirsten, think, girl. Can any one help her?" he added. If you know what the expected answer is, it's always easy, and the answers came quickly, there was the flick, the cradle and the chuck. The lesson proceeded with skill practices, followed quickly by some type of application into a minor game. Leigh believed firmly in games playing as the major script that he read into and out of Physical Education. The knowledge required to play games was learnt in Phys Ed and Rob watched and thought that the lesson was as it should be. The lesson finished with a game and the group was very skilful. Rob joined in and played with the weaker team, there was much flailing of sticks and shouting. Like most games there were the strong players and the others. Competitive games are great fun if you know that there is some chance that you will be able to get a possession and not get hurt. Rob had a research assignment to write for Rohan on early maturers but as he participated his mind was on other things. The game finished as a draw and the class moved quickly back to the changerooms.

Leigh beckoned Tony Kirk over to him and had a quiet word about remembering his gear for next lesson. "Tony, make sure that you get yourself organised with this timetable. You
did well today, off you go now." Rob and Leigh chatted about the lesson as they waited for the bell to ring. Rob then said, "some of those kids have got pretty good skills Leigh," to which Leigh replied that it all depended on which primary school they went to. "Some of the schools really have a good Phys Ed and Sport programs, whilst some of them just chuck a ball out to the kids and that's it," Leigh added. The bell rang and the group moved off to meet another set of expectations. "Where's Andrew?" Leigh asked. "I think he's getting some stuff ready for his class tomorrow. Where are we going to meet?" Rob asked. "In my office, let's go up to the staffroom and have a cup of coffee first." In the staffroom there was a great deal of banter about the weekends footy results and the tipping competition. Leigh organised this and he updated the staff tallies on the noticeboard. He then stood up and commenced with, "I'd like to introduce two fourth year phys ed students from Rallybat who are with us for the next four weeks. Andrew Maclean, show yourself Andrew, and Rob Anstey who is no stranger to most of you. Rob, don't show yourself." Whilst he was talking one of the chalkies said with audible intention, "another four week rest Leigh, you've had students from every Phys Ed course in Australia. You must write to them offering yourself." Most of the staff had a good laugh at this, Leigh did too, then replied. "You're just jealous Bob, the last student you had gave up teaching straight after the round. The boys here told me that they have your photo up at all the uni teaching departments on the not wanted list." It was all in good fun, I think. Most phys ed staff around the country love having students because of the new ideas they often bring and with the informal nature of phys ed it wasn't like you were giving up your class to a stranger as you could still have a presence. A couple of the staff introduced themselves and chatted with Andrew and Rob. Staffrooms can be pimple on a pumpkin territory unless you are made to feel welcome, it wasn't all that long ago that phys ed teachers didn't feel part of a staffroom let alone students.

Leigh had period three free from teaching, although a few of the year twelves wanted to see him to clarify some issues. Andrew, Rob and Leigh were crammed into the office and Leigh began by telling the pair his expectations of student teachers. "In relation to dress, I expect you to look the part, image is important when you are teaching impressionable kids, so you aim to make a good impression. I haven't seen you teach, but I hope that you will give the class plenty of activity with sound discipline. These are country kids and for the most part they are easy to work with but don't try to be too friendly, you don't get employed to be a friend. I'd like you both to be at school by eight thirty and we'll meet briefly to discuss the day, there's plenty of sport going on currently and I'll link you up with a team or two. Enough of me for the moment, what do you think?" Both Andrew and
Rob shook their heads in approval and Rob said, "Paul Delaney is probably coming up week two or week three, and we have to send him our timetables. Will these stay the same?" Leigh was sure that there would be no changes unless either of them got eaten by the year elevens who could be difficult. "More than anything I want you to enjoy your round here, practice for next year and look beyond your lessons to the total role of teaching." Leigh then went on to say that because nearly all his load was now with the two of them, he would probably get itchy feet and join in some times. Andrew then mentioned that he was a bit concerned about resources to prepare the fitness unit. He told Leigh that, "I've never worked specifically on fitness in a phys ed program." Leigh interrupted, "These kids, boys and girls, love to sweat, make them work hard and they'll love it. They're designing circuits for themselves right now, so you can use that as a base and then we'll move on," Rob didn't have any questions. Leigh finished by saying, "Andrew, you're first up tomorrow, periods one and two with fitness and Rob you're on for periods four and five with Sport Ed." He gathered up his Teacher's Chronicle and told both that they were free to review his classes to see where he was. Finally, he told both of them that he would not be writing out crits every lesson, but would talk to each of them as they wished and individually at the end of each week.

Lunchtime of day one saw Rob having a kick of footy with some of the year twelves on the oval. Andrew went to the canteen and introduced himself to the ladies, he bought a pastie, a big M and a doughnut. He took it back to the gym to eat and to peruse Leigh's teaching book. The book was specifically designed for phys ed teachers to incorporate lesson plans, notes etc. Good idea he thought, I bet someone made some dough from that. Andrew turned to the year nine and ten fitness units, he was struck by the detailed notes on what the class had done, but there were no actual lesson plans. The unit plan was a list of eight key fitness concepts, using circuits, weights, medicine balls etc. Andrew wasn't going to ask where the lesson plans were because he knew that they were in the head of a very experienced teacher. He could get a good idea of what had taken place and he made a note of the things he could still do. When Rob returned, Andrew passed the book to him and said, "you won't find too much in there to help you, Leigh mainly writes about what he has done." "No worries Drew, I'll have a squiz at it later. What do you know about Sport Ed, they're doing Volleyball?" Andrew replied that Paul Delaney said there was some big push to get sport back into schools, "This must be it, I reckon."

Rob was impressed with the lesson planning style of Leigh, there were none of the artificial lesson plans, and as far as he was concerned that was great, but there was a
wealth of experience and significant postscripts behind Leigh’s style, which in effect
planned the next class and this was something that Rob did not see. “How do I write up
the sport Ed, Leigh,” Rob asked, which was jumping the gun a bit because as yet he didn’t
know what it was. “Just follow whatever procedures you have to at Rallybat. If my
memory serves me correctly you have to write up detailed objectives, content and post
lesson notes.” Rob wanted to say, “what about you buster, you don’t bother with all that
crap,” but he didn’t. “What exactly goes on in tomorrow’s Sport Ed?” Leigh then said it
was a brave new experiment in teaching Phys Ed. It was based on the students
undertaking responsibility for much of the administration and organisation. “I act like a
consultant. It’s all based around competitions between student organised groups.” Other
than the students running the show, it sounded exactly what Rob had come to know as
Phys Ed. “Maybe tomorrow you could prepare some skill work on spiking as a lot of them
are having trouble with the hand action, but they are in the middle of a tournament, just
play it by ear,” Leigh stopped and moved to the changerooms where a slight altercation
was occurring. He grabbed and separated two combatants, gave them a good shake in the
process and sent them to wait outside his office, telling them to move to opposite sides
of the gym. Leigh returned to the conversation with Rob about the class tomorrow. “I’ll get
them going tomorrow and you can take over from there. Your main role will be to review
the tournament with them and work out what they should move onto then, in terms of
training.” Rob said that this sounded great. Leigh was in charge of the discipline code for
the junior school and he was transparently angry with the fighters. He beckoned them into
his office and slammed the door behind them.

The year ten group looked Andrew up and down as Leigh introduced them. “I know you
will all give Mr Maclean the same wonderful respect and attention that you give me,”
Leigh said and waited for the gentle chuckles. “Okay Andrew, it’s over to you and may
the Phys Ed God have mercy on you,” Leigh stopped, Andrew started. He had prepared
some posters with instructions for different fitness levels and after discussing the theme
of the circuits he moved to the warm up. Without getting to know them even a little, he
asked the often asked question about, why do we need to warm up. Eventually, injury,
cos you tell us to, so we’ll know we’ve started, were all put forth, but little did Andrew
know that it was one strike against him. Retrievable, yes, but definitely not to be
compounded. The charts worked quite well, and except for the fact that every single
student chose the highest fitness level to work at, Andrew was content. As the period
drew to a conclusion he sat the group down and got them to take their pulse. “I haven’t
got one Mr McClown,” was a quip from down the back. Andrew missed a great
opportunity to get his strike back as he decided to ignore the comment. He was now two strikes down. The possible range of responses he could have used included, good, oh no, get an ambulance, yes you have, you simply can’t feel it, come out here and we’ll have a look, and so on. The fact that the student had also mispronounced his name was something that caused a slight ruffle on Leigh’s brow as he sat away from the class writing up a bit of correspondence. Andrew supervised the boys changing procedures, but could only tell the girls to hurry up and make sure they were not late for the next class. When Andrew returned to the gym Leigh had disappeared. He had caught up with “the clown” and asked him tersely “what’s the new teachers name?” “Mr Maclean, sir.” was a very timid reply.

Rob had thought about some volleyball spiking practices and other than that option he wasn’t sure what to expect in the Sport Ed class. He also had a soft lacrosse class with year seven. He wrote down some rough ideas on a piece of A4 intending to put them in his teaching book later. The same story unfolded, with Rob being introduced by Leigh and the group looking him up and down. There was some recognition as most of them knew him from the local footy team and also his brother had only finished at the school last year. The Sport Ed class worked really well, Rob literally just stood back and watched. What he didn’t see was the three terms of successes and failures that had led to this phase. “I could teach this all day,” thought Rob as one of the students led the coaching panel through a session on rules and refereeing signals. Leigh had tutored this group out of class time and had provided a lot of resources, advice and direct instruction on refereeing. His soft lacrosse class went down really well, too, the group really enjoyed his pressure drills and skill practices. He refereed a game at the end of the lesson and he had a way about him that endeared him to students. It was so uncanny that Leigh was thinking as he watched, “this guy has a way about him, no matter what he does, the kids love him.” At the end of the lesson Rob moved across to Leigh and asked about one particularly good performer in the group. “That blonde girl is incredible, she is so strong and her skills are unreal. What’s her main sport?” Rob asked. Leigh told him that Fiona was the current Vic U13 200m and 400m champion. “She’s also a great netballer and represented combined Victorian primary schools. Big, strong girl, lovely kid too,” he added. So the end of day two left Rob feeling confident and reinforced, Andrew felt like he always felt, that he could do better and that more planning was his greatest need.

Week one of the round came and went with Rob really enjoying the whole thing. His mum was so happy to have one of her boys home again and Rob really didn’t mind being
babied if the fellas didn't see it. He did upset his mum on the Friday though, as she had prepared a big roast but he had made arrangements to go out for a meal and a few beers. "Sorry mum, I'll eat it for brekkie tomorrow or when I get home, see ya later." Much later it was too, around four am. and Shirley lay awake, just waiting, like the old days. Andrew went out with Rob and they had a good night, a lot of laughs and Andrew felt good. He was twenty two years old and had gone into a Phys Ed career after enjoying his sport and fitness. He was a very good badminton player and he excelled in all the racquet sports, although he was never one of the boys at uni. Many of the female students liked him for just that reason, so he was happy. He told Rob, after several beers, that he admired how natural he looked around groups and how popular he was at school. "It looks so easy for you, whereas I have to prepare so hard and then it just goes okay," he said. Rob replied that he treated teaching like kick to kick at footy practice, if the ball came to you, well, you deal with it. "It's all about taking turns," was his cryptic response.

Paul Delaney sat in his office at Rallybat university and planned his school visits. He liked getting away from the university environment and back to the real world where he was at ease. Most of all he valued the renewed contacts he made with graduates in the schools. He didn't really need to see Rob or Andrew teach, but he decided that he would fit Robindale in, stay overnight, catch up with some graduates and maybe even have a game of golf or tennis. Normally he didn't phone the schools to advise them of his intention to visit, he preferred to just front up, not so much as a surprise but rather because he didn't like to put that type of time pressure upon himself. Paul still spent time teaching classes in secondary schools because he liked to have credibility in his students' eyes, and he believed that children enjoy routine and just discipline that enabled a fair go for all. Whilst out on teaching round he would often join in a class or take an activity, some students hated this when it happened, as they thought they were being usurped, whilst others knew it was just Paul. He was under increasing pressure at the university not to supervise at all, because, "that was what we pay the teachers for." He argued passionately for the need to liaise with schools, to set common standards and to make the relationship between practice and theory seem like some sort of achievable goal. He knew that he was losing the battle though, and rather than anguish over this he simply went with the flow. His motto remains, that change is important for other people so they can assert authority and to appear more innovative than those who do not value such changes. He was a real character and each day as he entered his office he recited the number of days he had left to retirement. "Paul Delaney reporting to the university, two thousand and fifty six days to nirvana." It was a sort of a rear guard action on behalf of a
professional whose style of operation was under threat, without much consultation, nor appreciation of past efforts and achievements.

Rob and Andrew taught a number of tennis lessons together. Rob said he would take anything that Andrew wanted. The lessons were thoroughly prepared and Rob made a mental note to get a copy of the lessons to put into his book. One particular team teach was notable as Andrew got a bit annoyed about Rob not doing any of the preparation. Leigh was inside the gym and came out occasionally to have a bit of a look. Andrew began the lesson with, "Mr Anstey will be taking the class today, Mr Anstey." Rob was a bit taken back, he then proceeded to repeat the previous lesson with precision and the students were completely happy. Later on Rob said to Andrew, "what you doing to me Drew?" Andrew said that he had forgotten to prepare the lesson. Rob finished with, "well, I got us out of a big hole that we were both going to fall into." Andrew watched the lesson that he had planned and taught the day before now revisited by a confident and consummate performer. He thought that the content of the lesson was very good but more importantly the delivery, interaction and effect were different to his. He could remember the words of Paul Delaney ringing in his ears from previous rounds, "loosen up Andrew, enjoy the class and inject your own personality into the class." A great deal of past teaching imagery flashed into and out of his mind as he reflected upon recent happenings. Comparisons are odious as there will always be good, better, best teachers. Andrew asked Rob if he wanted a game of tennis after school up at the grass courts, "sure, great idea, let's play some doubles and get Belinda and Sharon to play. I'll go and ring Ronard." The two girls were happy to play and they agreed to meet at the tennis courts at four thirty.

Grass tennis courts in country towns are usually thick cooch, with little traffic around the service areas, the court hire fees were low and the sun was setting on a magnificent day. After the customary questions about how the round was going they played three sets of mixed doubles. Sharon organised the pairings by asking who the strongest player was out of Rob and Andrew. Andrew replied, "probably me, but there's not much in it." "Okay, well, I'll play with Rob and we'll see how it goes," replied Sharon. It worked out alright, although Andrew was much stronger than all of them but he simply kept the ball in play and allowed the others to make mistakes. Sharon said to them as they getting ready to go, "I reckon we'll see Paul early next week because he's going up to Mildura after here and they have a camp in week four so it will have to be next week." Andrew asked Belinda how the year twelve classes were going and he was surprised to find out that Phys Ed only went up to year ten at Ronard. "You've got four of our year twelve girls doing PE. at
high, haven't you seen them?" Belinda replied. This really surprised Andrew and made him think about students background and the artificiality of student teaching. You just get to teach the subject and not the kids, he thought to himself. Teaching positions for next year were starting to appear in metropolitan papers and the four chatted about the particulars of these jobs, as Rob got into his car he said, "I'll go anywhere to teach except the city, Gippsland and the Mallee. I couldn't bear it."

Paul left Rallybat at seven am, with the aim to get to Robindale by ten. With a bit of low flying he achieved this and pulled into the car park at the high school. It was Tuesday, Rob had Sport Ed and Andrew had Fitness with the year tens. He walked into the gym and felt the familiar stranger glances. Leigh acknowledged his presence, stood up shook hands and chatted about the trip up. Paul asked, Leigh, "how are they going?" "No worries, although Rob's a bit more natural than Andrew, but they're both getting right into it. Always willing to help out with Sport and they both have a really positive image about them," he replied. Paul knew the manner in which Leigh supervised and knew that praise came pretty easily from him for students. "Rob's been a bit cavalier about preparation in the past, how is he shaping up there?" Leigh admitted that he hadn't looked at the book work in detail (app. 9), but the proof was in the pudding, in that the kids really enjoy his lessons. Rather than push the matter Paul moved across to Andrew and Rob who were just coming out of their cubby hole to meet him. "Good morning gentlemen, how are you both going?" Supervisor and student introductions are awkward, a little strained and a change from the way in which Paul came across at university. This was theatre, ritual, initiation, apprentice and master stuff and so forth. But there was little if any tension and everyone played their roles appropriately. After sorting out the lesson times for the day, Paul asked if he could see their record of lessons books. They were dutifully handed to him and Rob said that he'd better go and open the changerooms for the class.

Rob decided to do a bit of skill instruction in the Sport ed class. He told the group that, "during the games last week I noticed that a lot of the players in the teams had not mastered the two foot take off or the hitting action, let's move out into our teams, the warm up group will get us fired up, and then we'll do some practice." The tournament organiser looked a bit annoyed as it was the quarter finals today with two rounds to play. But the strange visitor, the student teacher, somehow it added up, so there was no protest. The class participated well in the skill practices and Paul searched for any content in the lesson book (app. 10) that reflected what he was seeing. There was none, but still he
wrote notes about the interactions, the activities, teacher positions and more. With great concern he wrote that the level of preparation as exhibited in the lesson plan was insufficient and that further, this factor was a repeated one over many rounds. As the lesson drew to a conclusion, Andrew moved across and sat next to Paul and Leigh. Rob dismissed the class and as he walked by Paul he asked the most hated question of all. "How'd I go?" Paul said, "we'll have a chat when you're finished dismissing the group. How did you think you went Rob, that's probably more important?" Rob and Paul sat down in Leigh's office and Paul began with the notion of what children can expect of the teacher. "One thing they can expect is that the teacher plans, prepares and executes a range of diverse learning experiences. You get one out of ten. I've said it to you before and I'll say it again, the level of preparation in your book is pathetic. I couldn't tell what you've done nor could I teach from it." Paul drew breath and asked Rob for a response. "I didn't prepare some lessons so I can practice for next year when I'm out there. But that Sport Ed class is a bit different as you've got to be flexible and you never know what's coming. I could prepare a whole lot of stuff and never use it. In all my rounds I have never seen one teacher who prepares lessons like we do." Paul spoke quietly about developing your own planning style that suits you, but that you have to prepare. As they continued they discussed planning for student centred learning and a whole range of issues in phys ed. "I agree with you Rob on one thing, that as you become experienced it's not necessary to write down all the drills and practices, but you can get in a hell of a mess if you think that preparing for Phys Ed is any different to other types of learning. I want you to rewrite all the lessons you have taught in a form that suits you so that I can see what you taught and what the purpose of the lesson was and whether you thought it was successful." Rob said little and nodded but he felt like he had little choice. He was right.

Watching Andrew's lesson later that same day Paul was struck by the outstanding preparation (app. 11) but the uninspiring delivery and staged response from the students, this all seemed unjust. He told Andrew after the lesson that, "all this work will stand you in good stead Andrew, in your own school, in your own time you will relax and it will all come together." Paul hoped he was right but he thought it only just and fair that he should say this to Andrew. He wondered if the same would happen for Rob. Would the school environment encourage his personal development in terms of the ideals of lesson planning, unit and curriculum preparation. Twenty years in the business and Paul knew that there were no guarantees either way. The relations between the teacher, the subject and the student are not something that could be given as a recipe to beginning teachers.
As Paul left the school Andrew phoned Ronard to tell Belinda and Sharon that he was on his way. Rob and Andrew sat in the storeroom and Rob began, "how'd you go Drew?"

"Oh, not too bad I guess, but it was a pretty ordinary class. A couple of them farted about and finished the circuits by cheating. What about you?" "He was really happy with my teaching, he reckons I have to improve my lesson write ups a bit. Can I have a lend of your book so I can write them up like yours?" Rob inquired. Leigh came into the room and told them Paul was generally pleased with both of them and that he was impressed by the way they were helping around the department. "It's a credit to Rallybat that you people are so well prepared for teaching rounds!"
I DIDN'T PREPARE MY LESSON
SO I CAN PRACTICE FOR NEXT YEAR

KEY CONCEPTS

OCCUPATIONAL SOCIALIZATION This refers to all forms of socialisation that influence individuals as they enter occupations and as they work within a particular occupation. It is important to consider professional and anticipatory socialisation as part of this process.

WASH OUT EFFECT The impact of PETE upon students' belief about teaching are seen to be removed by the impacts of the school environment.

THEORY AND PRACTICE Whilst the notions of theory and practice are relatively straightforward, the relationship between them is problematic. The notion that theory and knowledge development is removed from the practice site has not seen agreement about systems of physical education. Action research has offered collaborative models of research with teachers and university personnel that may see some changes to the practice/theory nexus.

KEY PLAYERS IN PETE

John Evans has written extensively about the discipline of sociology and physical education. His critical ethnographic writings about school based physical education have been significant in aligning PETE research with educational research.

Darrel Siedentop The most acclaimed mainstream PETE author in the 1980's in the North American scene. His books, research and teaching are often considered foremost amongst those who propose a scientific approach to teaching physical education. His PETE writings have been extremely influential in curriculum development and program implementation.

KEY QUESTIONS

How influential are early teaching experiences in shaping attitudes and teaching behaviours in PETE students?

Should the schools experience component of PETE be organised and administered outside the university?

How much school experience is enough?

Are there clashes between the images of professionalism portrayed by PETE about schools and the school world as students find it?

KEY READINGS IN PETE


GLOSSARY OF TERMS FOR THE UNINITIATED

**Acme Thunderer.** A whistle of sturdy proportions, that at sometime or other, most students would like to shove up the phys ed teacher's clacka.

**Airy fairy.** Something that has its feet firmly planted in mid air. If it can't be measured on a machine within a laboratory, it's airy fairy. A derogatory term.

**Bog in the bush.** Something that is left in the bush. Students will take three type of deodorant, sun screen and lip balm, but the art of bogging in the wilderness is beyond their sensitivities. Cause of many stomach aches on bushwalks, ie not bogging in the bush.

**Bonking.** Something that we are destined to do if you listen to Darwin. It is a source of much conversation amongst youth and much thought about amongst others.

**Brushie.** Fine arts student. Denoted by purple hair and grey gabardine overcoats.

**Chalkie.** Classroom teacher, often the very one who call the phys ed teacher a jock.

**Chuckler/chunder.** The process of humane regurgitation of ones stomach contents through the mouth and nose.

**Conscience bypass.** An apt term for individuals who use other people's work and then enters hospital for this operation.

**Deb ball.** A peculiar dance where young girls are presented to the world. A form of tribal initiation without physical scarring. Average cost~$600 per debutante.

**Drop kick.** A style of kick in Australian football that is redundant. If you are called a drop kick it means that apparently you are considered to be obsolete, ridiculous and an idiot. Definitely a derogatory term of endearment between phys edders.

**Faggot/dyke/Lizzie/wimp/ponce/sheila/girl/jerk.** An array of supposedly derogatory terms used by students to sublimate their experiences of false consciousness.

**Fukarwee's.** A particular sub group of physical education students who begin their course and then leave four years later, wondering where the fukarwee?

**Gummus tallus.** For the florally ignorant this cry is designed to impress those around them. A very tall gum tree of unknown origin would suffice.

**Hegemony.** Term used in Sociology to mask the simplicity and common sense nature of the class.

**Hiss and piss.** Abbreviated term related to the perceived value of History and Philosophy type subjects in PETE programs. A derogatory term.

**Infrastructure money.** Additional funding that comes into academic departments and is not heard nor seen thereafter except on curriculum vitae's.

**Jimmy britt.** Rhyming slang for shit.

**Knackered.** To be very tired, often a result of self indulgence.
Mrs Palm. Friend of many lonely, but aroused males of all ages. Often a challenging comment used to males who are grumpy or behaving strangely.

Phys ed do. A gathering of phys ed students that sends fear into the hearts of landlords, publicans and owners of private property.

Recycling. The process of using old assignments in another class. Environmentally sound, but professionally dangerous.

Sledging. You must be a dork if you don’t know this. It must be those knuckles of yours, trailing on the ground.

Substrate Oxidative metabolism. Antithesis of hegemony (see above). This term helps clarify and aids understanding of the complex subject matter of ex phys.

Sucking up. The process of establishing a good image of yourself in the eyes of others by agreeing with all their actions and beliefs. Synonymous with brown nosing.

Suss. A concerned feeling that homophobic people have about other individuals sexual preferences.

Trackie. Term for people in Universities who traditionally wear tracksuits. Most often these are Physical Education students, occasionally Arts lecturers.

Unco. Lacking in coordination, normally used as adjective. Motor moron (noun) or lacking neuronal synapses are similar, camouflaged terms that peers do not take offence at.

Tree trunk. Nick name for male who has not been circumcised. Origin unknown, but believed to be a visual image.

Wimp. By popular culture this is someone who is a sook, who does not ascribe to the values of dominant group. In phys ed circles this could be a non drinker. Meant to be a derogatory term but may be a backhanded compliment.
METHODOLOGICAL REFLECTIONS AND RUMINATIONS

INTRODUCTION

Uncertainty reduction within PETE is a fairly central theme. Within the Sports Science component and the practical sports studies of PETE programs the notion of uncertainty is used as a measure of the amount of information that a performer can deal with at any one time. By masking your intention to your opponent in a game like soccer, you increase their uncertainty and make anticipation difficult. By working closely with team mates on set plays, you enable them to reduce the uncertainty about your actions. When instructing beginners in motor skills the physical educator will teach progressions and gradually build both complexity and uncertainty into the performance. As PETE students move into knowledge structures like the social sciences that portray established knowledge and power structures as problematic, the notion of reducing uncertainty is often developed by students as a coping strategy. Unfortunately, this may mean rejecting the nature of the learnings, by not recognising any challenges to established ways of thinking in PETE, which are predominantly based around the empirical analytic model. Such practices are designed to reduce uncertainty and to espouse objectivity. The stories in *Between The Rings And Under The Gym Mat* are about action as lived experience, and they are at times both contradictory and inconsistent. They are always incomplete. I hope they capture the complexity, uncertainty and mysterious qualities of the PETE life world and that these stories are never read as only a methodological device.

REFLECTING UPON THE STORIES AS WRITTEN

Evans (1989) argues that there is a major epistemological question about where meaning is to be sought. These stories are not theoretical abstractions of life, nor are they a pale imitation of life. They are life, and they represent a world of action about the world as experienced. Your reading is the site of any meaning making. The world of every day, ordinary happenings offers insight, but only if the experiences of others can be recorded in particular ways that make such experience meaningful to a reader. Jackson (1989) argues that instead of subordinating lived experience to a tyranny of reason and with the consolation of order that looking outward from any story brings, it is to the meaning structure within the story that we should turn. If the concrete situations of life in PETE as represented in these stories is subjected to technical devices, or are treated as raw data alone, then the lived component of the story loses its reality and therefore meaning. This
is not to deny that stories represent a way of thinking and knowing that seem able to explore the issues with which we deal, in an interpretative but never causal manner. Within PETE there is a great deal of human intention that occurs as everyday happenings, and the knowledge that arises from such action and intention is best expressed within the dilemma and ambiguity of a story rather than in the consistent and non-contradictory world of scientific explanation.

Stories involve the telling of a series of events. More particularly, there is a patterning (Carter, 1993) of these events around a theme within a particular culture. By recording events, interactions and people in a way that connects personal meaning with a broader sense of knowledge that arises from action, there is a sense that stories confront phenomena quite directly. Denny (1983), writing about story telling and educational understanding, argues that a hierarchy exists, with ethnographies and case studies operating at a higher level than story telling. He further argues that stories are only capable of assisting in defining problems. In contrast, issues of validity, theory contribution and replicability are essential aspects of case studies and ethnography's that stories need not accede to. Walker (1983) takes this further and pursues the concept that stories leave a subjective impression rather than creating objective argument. Pursuing such comparative argument seems rather futile since the meaning within everyday life does not lie in the experience as such, but rather in and upon reflection on that experience. The significance and impact of either theory, story, ethnography or case study is best left within the story as told, and as a matter of judgement. Acquiring understanding (knowledge) about human interaction and culture requires more than the intellect of reason. Indeed, the interplay between emotional forces, tacit and personal knowledge and the passionate zeal of the insider's story is a way of knowing that still has a developing language and discourse.

Undertaking the fieldwork, journal writing, interviews and document collection has been a fragment of the total process that this story writing has involved. Narrative or story is both a method of inquiry (narrative) and a phenomena (story). The active reconstruction or story writing process is not a passive recording of particular action, people and themes. Rather the stories are the intersection of my lived experience in PETE and the narrative as a method of inquiry in the form of story. My own subjectivity is embedded within the text and is central to the textual production. At a later stage I will attempt to show how writing these stories and writing a more traditional interpretative version in the form of a case study has impacted upon me. This is in line with the work of Richardson (1991) who
wrote about writing the Other and rewriting the self in a study about unmarried mothers, where she represented one participants (Louisa May) story in poetry. Such writing profoundly changed Richardson's approach and understanding about research. The subjectivity of my own lived experience within PETE may be read by some as fiction. Indeed, the labels applied to stories, and the types of research stories that exist, include: empirical narrative, descriptive analysis, narrative explanation, descriptive case studies, documentary reality, impressionist tales and journalistic fiction.

HOW ARE THESE STORIES TO BE TREATED (READ)

In line with Wolcott (1990) who noted that ethnography relates both to a research process and a textual product, these stories should be treated as part of an ethnographic process of original fieldwork, culminating in the presentation of selected material in the form of story. It must be clear by reading the stories that they are not stories as told to the author by an Other. Rather, they are an after-the-fact reconstruction of life within PETE, seen through different eyes. The story teller is invisible in most stories which could give readers the impression that no subjective judgement has shaped these stories. This is not true and the very act of writing requires the purpose and interests of the writer to be placed on centre stage. Wexler's (1992) introduction to Becoming Somebody is significant here:

the participants speak and I record and selectively present their voices. But to argue that this is simply a dialogical translation/construction of the case would be arrogant, exploitative and deceptive. I hear the voice in my ears and I speak my words, conditioned by my place in historical social movement and by language and analytical resources available to me. Hopefully, I compose my account with my eyes and mind wide open, and a revisionary attitude abetted by a good set of records and a well tuned memory. But I take license. I select, condense, juxtapose, underline and worst of all I recontextualise the real world into analytical social language. Still, I am not the cold blooded instrument of an error free, objective knowledge machine that mirrors social reality; but, an historical, social analytic composer and what follows is neither truth nor fiction but a composition.(p.2)
These are eloquent words and reflect the sentiment and intent with which I wrote these stories, except that there is no attempt to produce analytical social language. These stories do not follow the oft used case study mode of narrative, followed by lengthy theoretical interpretation, then, ditto repeatando. When reading in that mode, I regularly feel that the quote or narrative is merely being used to support the abstract theoretical explanation that follows. Goodson and Walker (1983) discuss the extracted use of narrative and state that such interpretation is "beginning to look like a public photograph used for propaganda." (p.33) Further, they argue that researchers setting out to undertake naturalistic study are in grave danger of "using others to build the world in their own image." (p.36) Another, more positive way of looking at this is their belief that description and analysis can crowd each other out. Consequently, within this text there is no claim to completeness, to theory contribution, likelihood of replicability, or hope of generalizability. These stories should be treated thus: as an attempt to allow the reader elbow room to seek meaning within the text: to feel what is going on without recourse in the reading phase to the abstract representation of propositional knowledge as theory. The stories should be seen as more than appealing anecdotes and certainly less than empirically validated propositions. Most importantly, these stories should be treated as a way of knowing. To arrive at, or to acquire understanding (knowledge) requires a particular attitude on the part of the reader. This attitude is not that of the detached observer seeking objective knowledge via a dispassionate reading. Rather, subjectivity on the part of the reader is required to rupture the tranquil surface of the story and to create space for meanings to appear. Evans (1989) defines this process as unpacking the text to the meanings and significance within. A major objective of the written story is to allow the use of emotions and intellect to experience, via reading, the events being described. Such a reading is a "strong" one (Evans, 1989) that engages the reader to make a judgement, to render a verdict. Pagano (1991) argues that,

Stories are powerful research tools. They provide us with a picture of real people, in real situations, struggling with real problems. They banish the indifference often generated by samples, treatments and faceless people. They invite us to speculate on what might be changed and with what effect. (p.288)

More particularly, stories enable a type of cultural symbolisation that lets the reader feel a particular sense of experience. Reader treatment of this text will not be determined by my intentions. Many possible readings exist. Indeed as I re-read the stories and speak with
other readers, their meaning has shifted for me, or was it that I simply hadn't thought of it that way? Clearly what we see and the context of the reading is a manifestation of what we want to believe and what we already believe. Hopefully, readers of these stories might see a diminished distance between story participants and their lived experience, no separation of subjectivity into emotions, higher intellect and kinetic experiences and an attempt to portray lived experience within PETE as worthwhile of study outside either the empirical analytic model or the interpretivist style.

HOW SHALL THESE STORIES BE JUDGED

The basis on which trust and confidence can be placed in these stories is naturally a different matter than if the investigation was considering the relationship between an individual's height and their trouser length. The nexus between narrative as a method of inquiry and as a phenomena or story, is the obvious starting place for any judgement. First, perhaps, a word from one of the participants.

No fancy sampling techniques were used to involve us in the studies. Peter said that our story was worth telling. I guess that's pretty purposeful stuff. He reckoned that we were neither typical or atypical, representative or unrepresentative. We simply were (are). Anyway, I haven't heard him generalising about teacher education. But, by the same token I know plenty of people just like me and a couple of them thought the story was about them. We might all be unique but our experiences have a similar ring about them. I was really surprised that my experiences read like a story. I hope I have explained myself to you.

JUDGED AS A METHOD OF INQUIRY

Particular criteria within the research world have relative status. There is little doubt that the big three, validity, generalizability and reliability, are not the most appropriate, or as Van Maanen (1988) says they are simply overrated as mainstay criteria. Connelly and Clandinin (1990) argue that it is important not to squeeze the language of narrative into forms intended for other methods of inquiry. There also seems to be a need for the author, as writer, to state the means by which they believe the narrative should be judged. The vast majority of research in and about PETE begins with a research question that configures knowledge in assumed ways. However, if the method, as an investigation,
does not always pose a direct and causal question or seek quick explanation this does not mean that questions and problems cannot be addressed via story. As meaning is being sought from within the story then the quality and clarity of that meaning should be the significant criteria of judgement. Meaning seeking requires a hermeneutic approach and this is appropriate to the circumstances in which these stories were composed. These conditions encapsulated many data sources that are verifiable, such as journals, interview transcripts, field notes, questionnaires etc and these are capable of audit trail etc, but more appropriately I would argue for criteria related to verisimilitude, plausibility and an invitational quality.

The invitational criteria requires others (researchers, teachers in PETE, students within PETE) to read these disclosures and to seek meaning about the phenomena and people described within. Such meaning may mirror, challenge and shape the thinking of the readers (Peshkin, 1985). The test of invitation is such that the question is asked (Connelly,1991), “what do you make of this for your research, for your teaching, and life as a student within PETE?” Plausibility in this instance, would mean that a reader would utter that they could see a particular event happening, or have lived similar experiences. This extends the notion of verisimilitude, which relates to the appearance of being true as judged by the reader. I am not sure that this is enough, but I am confident that you do not have to know everything to understand something!

JUDGED AS A PHENOMENON (STORY)

I would like to place before you, as reader, some contextual factors that you may care to use in making a judgement on the stories as written. These stories are impressionist tales and as such approach ethnographic writing as a more literary task. Van Maanen (1988) describes realist, confessional and impressionist approaches to the ethnographic process. Lather (1990) has written in such styles about her experiences monitoring student resistance whilst teaching within a women's study course. Without describing each style in detail the impressionist story is vivid in detail, with expansive story. Van Maanen (1988) discusses the textual focus, the dramatic control of plot and scene, the development of character and the fragmented knowledge of impressionist tales.

In relation to textual focus the key question to be asked of these stories is; how well they allow the reader to interpret the world within the story for themselves, rather than the interpretation being undertaken within the story by the researcher.
Van Maanen (1988) argues that a well written impressionist tale allows the reader to feel, see, hear, and come to know unfamiliar culture. Dramatic control of plot and scene imply skilful use of literary devices to interest the reader, prepare coherent scenes and story lines, and to be plausible to the reader. Giving individual voice to a student in PETE, or to an academic, requires characterisation. If the actors in the stories, Ian Taylor, Sandra Thomas and Sally Rowsal, Elaine Trevallyn Paul Delaney and Rohan are interesting or challenging, then they are sufficiently well developed to enable the reader to know their story. The last issue, that of, fragmented knowledge is defined by Van Maanen as the manner in which cultural knowledge is passed and filtered to the reader in disparate, irregular and often unassuming ways in impressionist tales. The impressionist story is a form of representation that is a vivid account, with multiple plots and numerous interpretations available uncluttered by academic convention and acts as a brake on our keenness to generalise. My desire to write simply, free of pretension and affectation, to represent complex social interaction as story remains intact and is validated by reader and reading alone.

RAISING QUESTIONS OR LOWERING STANDARDS?

According to Atkinson (1990) conventional reporting formats are arbitrary choices (albeit it popular ones), that minimalise the literary context of the research process. It appears clear and logical to me that empirical data can remain central to a research process even though literary devices are used. Connelly and Clandinin (1990) argue that fiction as a literary device need not diminish the research notion. This is worthy of consideration as a clear distinction needs to be drawn between faking the data and fiction. Data faking is the creation of a falsehood which may mean that real data exists but the meanings attributed to it are false, or indeed the data may itself be created. Not only can data be faked, but the data can be used to tell a deception just as easily as the truth. Fiction, on the other hand, is a device that can be an important means of disguise for the insider. Walker (1983) notes that good descriptive research can often lead to the identification of vulnerable people. He uses the term reconstructed truth as a way of describing the organised manner in which story can reconstruct via structured situations, characters, themes and plots in a fictional yet empirical manner. Conglomerate characterisation is a fictional device that was used in these stories about PETE. Also, issues of plagiarism and other professional concerns about appropriate student behaviour meant that the need to provide
detailed description in story format often required fiction to ensure that people could not be identified.

One example is worthy of detailed illustration. The story, *Tale of Two Classes* focusses upon the way students live the day to day reality of particular academic subjects within PETE. More particularly, the story addresses the issue of studentship as a dominant force that impacts directly on the relationships forged between staff and students. The key characters in the story are Ian Taylor and Sally Rowsal. I asked a number of students who were part of the case study interview group to read the story. One student claimed that the story was all about him, whilst another asked if he was the central character. There were chunks of many students in that particular characterisation, yet the fictional component was an evocative image and based upon sound data. Some of the instances within the story, such as the student house are fictional. Student houses are significant pivotal points in the studentship case and where possible, I was pleased to be able to interview and discuss matters either at my home or in student houses. My knowledge about student houses comes not only from having lived in numerous of them, but also as a direct consequence of discussing them in interviews, visiting them, and having my own children inhabiting such abodes.

Respecting the personal integrity of individuals, being trusted, being told about assignment supermarkets and the like, seeing the anguish and hurt inflicted on staff and students, both knowingly and unknowingly by their peers made me especially aware of the flight from responsibility that could develop in me. As a powerful figure in the work site, I (as an insider researcher) did nothing about situations that had they been "reported to me" in my role as a senior academic staff member I would have acted upon such matters as ethical concerns. I felt privileged that I was trusted, yet in many ways, my probing and my tacit knowledge drew me to a similar understanding without any need for such confronting disclosures from the participants. I was very happy to record much of my understanding in story format because there, instances of injustice, anti-social behaviour, unethical and hurtful acts seem to have a more human face and to be part of a broader dialogue of the life world.

**WHAT MIGHT SOMEONE NEED TO KNOW TO ATTEMPT THIS?**

The major conceptual framework that impacts upon the fieldworker, researcher, interested observer and documentary artist is the problematic situation of "looking at"
versus "looking for" within any culture. When one looks for particular things, undoubtedly they will either find them or not. Often, empirical, surface scraping tools and inventories are used. I can remember with perspicacity a colleague discussing how he was able to make over ten thousand observations using an instrument called CAFIAS (Cheffer’s Adaptation of Flanders Interaction Analysis System) in under a week. The colleague believed that from such data, one can generalise, understand and interpret human action and intentions! I'm not so sure that such knowing is robust in time or depth, but then again, I would want to read it first. Impressionist stories require a re-telling that arises from inductive processes and a provocative, broad brush approach. "Looking at" seems to ensure a focus that enables multiple interpretation to arise from a text designed to startle and to confront any complacent reading.

As an insider who has to return to the scenes, characters and plots that were described, there is a certain trepidation about letting these stories escape my care. In my case I released them by osmosis and asked safe readers who knew the world of PETE and the characters within, to read, respond, tell me about their initial reaction. What about the fairness? Is there a sense of story? and so my inquiries went. I have had some painful interactions where I have been challenged as being biased, intrusive, distasteful, disappointing and more. As someone who has never revelled in confrontation, this has been very threatening, and on numerous occasions I have been ready to delete at will, to remove by request, to sanction and sanitise, but none of that was necessary.

The main things that I needed to know to write these stories was to find out the aspects of PETE culture that sat uneasily with me or was remote. Through safe readers, Tinning, Walker, Plaisted, Swan and Tait I came to recognise that my world of writing was very male oriented and that my method of dealing with female characterisation was weak. I spent considerable time in fieldwork and interview situations confronting this, but it still appears fragmented and weak. Discovering how fieldwork changed my understanding, and writing about this as journal material, has been one of the most valuable aspects of the writing process. I am not talking here about metamorphosis, but rather, appreciation of the relationship between writer, participant and subject matter. If I was able to set a compulsory examinable topic in all graduate research methods courses my question would be. Discuss the following, indicating what you know and how you came to know it.

"What Navajo (read Aborigine) would tell his/her life story to a white man?" (Denny, 1983).
I have learnt to look, to listen and (I think) gained a great deal in the process. I have been patient enough to read and re-read that which I did not always understand. This may sound a little like becoming tolerant of my own shortcomings and abilities, if so, then that's the way things turned out.

**WHAT DOES ALL THIS DO?** (Response by a hierarchy of tongues).

Peter (for me) Swan. Writing this series of stories has enabled me to view research in a creative and literary sense that I had not known previously. I now seek new literary skills, whereas previously my attention was always directed to research as a process, never as a product. I now like doing such research.

Peter (academic) Swan. Representing data in different formats, viz poetry, story, and case study is interesting, but investigating lived experience through my own subjectivity has directed me in research I wish to do in the future.

(Ed: That's a bit waffly Peter).

Peter (professional) Swan. There are no lessons for PETE students or staff intended in these stories, but if they reflect experience and give meaning in a way that makes that experience meaningful to others, then perhaps they can be a stimulus for a re-examination of embedded issues.

(Ed: you've moved from being waffly, to having your feet firmly planted in mid air).

Peter (for you, my readers) Swan. Take it as it comes, where you can find it and do with it what you may.

(Ed. I think he means, read and see what you think.)

Peter (student) Swan. They say, that at Deakin you are sent out to graze in the pastures of knowledge. Well, I'll be hooked. I never knew that you could return from the Geelong fields and argue that you have learnt so much, but that you now know things so differently.
UNI STUDENTS 95

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It will contain everything you need to know — including:

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The Courier
Something Extra everyday
Transformation of energy to a useable form in humans

Metabolism - total of all chemical processes/reactions

1. Anabolism - storage / synthesis
   (Endergonic - energy absorption + ΔG°)

2. Catabolism - release of energy + heat
   (Exergonic - energy production - ΔG°)

Metabolic rate - the amount of energy being consumed or used by the body
Basal metabolic rate - amount of energy needed to sustain life at resting level.

Role of ATP
ATP (adenosine triphosphate) is utilized for all the energy requiring processes of the cell
= energy reserve/energy donor

[\text{ATP}] \rightarrow \text{ADP} + \text{Pi} \quad \text{high energy molecule}

Source: Conversion of food (carbohydrates, fats, protein)

Consider CHO (glucose)

\[
\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O} + \text{energy} \quad (686 \text{ kcal/mole glucose})
\]

In brief, the glucose molecule is broken down in a series of steps, slowly releasing the potential energy stored.
- not 100% efficient \( (\text{36.3 kcal/mole glucose}) \)

At certain steps enough energy is released to produce ATP, or it is captured by the electron acceptor molecules & transferred down the line to another place in the process where it is used to produce ATP (oxidative phosphorylation 6-75).
Appendix 3

16/7/93 - Sociol - Mass Media.

17/9/93 - Sociol Lect

Mass Media Cont.

Women shown - glamorous

Men - muscular

* Consumer preferences -

Direct v Indirect

Sources of sport info:

TV is believed/needed to supply the population

a correct analysis of sport.

Newspaper v Radio, etc.

TV's affect on sport:

- encourages within role cues
- tends to change sport to meet its
  own needs as eg. today 1 day Cricket
- scheduling v staging
- Rule change
- Economic benefits
- Making sports popular

A page of Robin's Sociol lecture notes
10 sec Bicycle test:

<table>
<thead>
<tr>
<th>Peak Power: 57.5 watts</th>
<th>14.7 watts/kg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Capacity: 6.7 J</td>
<td>112.6 J/kg</td>
</tr>
<tr>
<td>Mean Power: 6.7 watts</td>
<td>112.6 watts/kg</td>
</tr>
</tbody>
</table>

60 sec Bicycle test:

<table>
<thead>
<tr>
<th>Peak Power: 45.8 watts</th>
<th>13.3 watts/kg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Power: 45.0 watts</td>
<td>6.94 watts/kg</td>
</tr>
<tr>
<td>Work capacity: 354.7 J</td>
<td>5.99 J/kg</td>
</tr>
<tr>
<td>Mean Power: 367.4 watts</td>
<td>9.4 watts/kg</td>
</tr>
</tbody>
</table>

Fatigue Index: 47.7%

Fatigue index (%) = ((Peak power - Final power) / Peak power) x 100

Maximal Oxygen Deficit

Workrate - VO₂ relationship:

<table>
<thead>
<tr>
<th>Workrate (MP)</th>
<th>Steady-state VO₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 50 watts</td>
<td>0.35 l/min</td>
</tr>
<tr>
<td>2. 100 watts</td>
<td>1.52 l/min</td>
</tr>
<tr>
<td>3. 150 watts</td>
<td>2.11 l/min</td>
</tr>
<tr>
<td>4. 200 watts</td>
<td>2.86 l/min</td>
</tr>
<tr>
<td>5. 250 watts</td>
<td>3.53 l/min</td>
</tr>
</tbody>
</table>

Regression Equation: \( VO₂ (l/min) = 0.58 + (0.0014 \times MP) \)

Estimated VO₂ at MP of 570 watts = 8.956 l/min
Actual VO₂ during the 60 sec test = 4.21 l/min
Maximal Oxygen Deficit = Estimated VO₂ - Actual VO₂
= 8.956 - 4.21
= 3.746 l/min

Energy System Contribution: 41% Aerobic 59% Anaerobic

Calculations from Andrew's lab manual.
APPLICATION FOR EXTENSION

Students wishing to apply for an extension of time in order to complete an assessable task, must fill in this form and have it signed by the appropriate lecturer on, or before, the due date. (See Handbook & Academic Regulations 1.5 p.290-291.)

SECTION A: TO BE COMPLETED BY THE STUDENT

STUDENT ID: 911C59
NAME: Ian Taylor
ADDRESS: 19 Ernest St, Ballarat
PHONE NO.: 657-34105

UNIT FOR WHICH EXTENSION IS SOUGHT

UNIT CODE: P67019
COURSE CODE: ENGL101

UNIT NAME: Social Studies

Brief description of assessable task:

Between assessment on parental influence on junior football participation

Due date of assessable task: 7/9/93
NEW date sought: 21/9/93

Applicant’s reason for seeking extension:

Coach and parent were unavailable
Can interview only on a weekend and they went away for the holiday.

List of documentary evidence attached:

Should probate applications be handed to you on phone.

Signature of Student: Ian Taylor
Date: 2/9/93

SECTION B: TO BE COMPLETED BY THE ASSESSING LECTURER

Received: 

Approved

Not approved

Assessing Lecturer

Students must forward two copies of the completed form to the Assessing Lecturer. One form to be retained by the lecturer and the other to be returned to the student.

Ian's application for an extension.
Appendix 6

There's nothing more rewarding than voluntarily helping the forest commission in the rain...

'This is fun...!' 'I think the novelty's worn off'

Students at work in the forest (Ian's captions).
Appendix 7

The team chuck.

CHORUS

The crowd of onlookers at the golden barrel.

Team theme song

Barrels, heads of staff, don't approve.
It's bad for us, no brain cells.
Get off your face, have some fun.
Throwing up, all over the place
Third year, didn't turn up, that's bad,
But we won the boat race, the barrels next year,
And 2nd year topped the pack that's that.
4th year were pissed off but who really cares.
It's just enough to make you want to drink.

" " " " " " " " " 
DATE OF BIRTH:
    1969

HOME ADDRESS:
   ?

NICKNAME:
    The Phantom.

ROLE MODEL:
    Art Students

MARITAL STATUS:
    Who knows?

FAVOURITE FOOD:
    Who Knows?

FAVOURITE T.V. SHOW:
    Sesame Street

FAVOURITE SINGER/BAND:
    The Pogues

FAVOURITE ALCOHOLIC BEVERAGE:
    Alcoholic Beverage

SONG THAT MOST REPRESENTS YOU:
    Who is it? - Michael Jackson

NOTABLE/PERSONAL ACHIEVEMENTS:
    Staying totally anonymous for the whole four years at college.

YOUR FANTASY:

HOW WILL WE REMEMBER YOU:
    For your conspicuous absence.

NOT MANY PEOPLE KNOW THAT ... 
    Much about Sandra.

EVERYBODY KNOWS THAT ... 
    She shouldn’t be doing Phys. Ed.

FUTURE ASPIRATIONS:

QUOTE:

A page from PETE student rag about Sandra.
Appendix 9

Phone:

SCHOOLS EXPERIENCE

PHYSICAL EDUCATION LESSON COMMENTS

SCHOOL: Reuben Dale High  YEAR LEVEL: 8
P.E. SUPERVISOR: Leigh Turner  SIZE OF GROUP: 35 (Team)
STUDENT: Rob Ashton  WORK AREA: Hall / Gym
ACTIVITY: Gymnastics  DATE: 22.6.93

PRE LESSON PREPARATION (BOOK, EQUIPMENT, AREA)

Must have a look at your book this week!

Warm up seemed okay if a little short - don't be phased by the time factors - the students need

PRESENTATION

You are moving well between the activities and you are assisting the girls with their skills most competently - and good to see you checking on the girls who are not active.

Leigh Turner's comments on Rob's lesson.
A lesson plan of Rob Anstey's.
## Appendix 11

### Warm-up

**Activity:** Warm-up

**Equity:** —

**Description:** Students spread out equally throughout the gym. Teacher reads the instructions:

- **Start:**
  - The teacher gives instructions:
  - **Procedures:**
    - Students are spread.
    - Exercises: — — —
    - Upright: — — —
    - **Notes:**
  - Teacher then adds more instructions:
    - **Notes:**
  - Leader on chair + roles:
  - Repeat the order:
  - **Notes:**
  - Teacher makes fun with the leader.
  - **Notes:**

**Objective:**

- The objective is to run around and grab as many color cards as you can from pulling them out from other students' backpacks (see below).

**Comments:**

- Outline cards for about 30 seconds and note for time.

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### A lesson plan of Andrew Maclean's

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**Note:**

- Make sure to warm up the physical condition of the students and to be aware of the remainder of the lesson. After the students are fully warmed and ready, they'll participate in the remainder of the lesson.

**Procedures:**

- Teacher tells students to spread out equally around the gym and introduces the first set of instructions:
  - **Notes:**
  - Teacher reads the instructions:
  - **Notes:**
  - Teacher demonstrates new instructions:
  - **Notes:**

**Notes:**

- Teacher demonstrates the remainder of the lesson:
  - **Notes:**
  - Teacher crosses hands and goes out from other students' backpacks.
  - **Notes:**
  - Teacher places hands on students and leads them to生产线.
  - **Notes:**

**Safety:**

- **Notes:**
REFERENCES


