

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/263172829>

Student-centred inquiry as curriculum as a model for field-based teacher education

Article in Curriculum Studies · June 2013

DOI: 10.1080/00220272.2012.719550

CITATIONS

40

READS

97

2 authors, including:



[Kimberly L. Oliver](#)

New Mexico State University

40 PUBLICATIONS 795 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



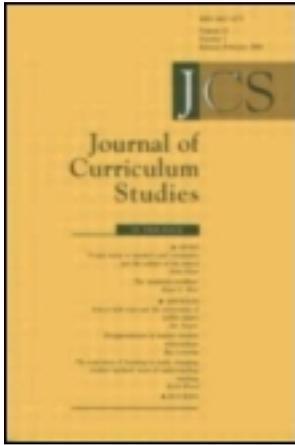
Youth Sport and Empowerment: Activist Approaches for Working with Youth from Socially Vulnerable Backgrounds in Sport Context [View project](#)

This article was downloaded by: [Kim Oliver]

On: 03 July 2013, At: 07:01

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Journal of Curriculum Studies

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/tcus20>

Student-centred inquiry as curriculum as a model for field-based teacher education

KIMBERLY L. OLIVER & HEATHER A. OESTERREICH

Published online: 24 Sep 2012.

To cite this article: KIMBERLY L. OLIVER & HEATHER A. OESTERREICH (2013) Student-centred inquiry as curriculum as a model for field-based teacher education, *Journal of Curriculum Studies*, 45:3, 394-417, DOI: [10.1080/00220272.2012.719550](https://doi.org/10.1080/00220272.2012.719550)

To link to this article: <http://dx.doi.org/10.1080/00220272.2012.719550>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

Student-centred inquiry *as* curriculum as a model for field-based teacher education

KIMBERLY L. OLIVER and HEATHER A. OESTERREICH

This research project focuses on teacher education in a field-based methods course. We were interested in understanding what *could be* when we worked with pre-service teachers in a high school physical education class to assist them in the process of learning to listen and respond to their students in ways that might better facilitate young people's interest, motivation and learning. To develop a theoretical understanding of what happened in this field-based methods course designed to promote listening and responding to students as a way to guide curriculum, we utilised grounded theory. In this paper, we describe a model, student-centred inquiry *as* curriculum, which includes a cyclical process of *building the foundation, planning, responding to students, listening to respond and analysing the responses*. Student centred-inquiry *as* curriculum is a blending of action in the historical, localised and particular lived realities of students and teachers illuminated through inquiry with the simultaneous engagement of autobiographies, the negotiation of student voice and the social construction of content. We discuss this model as a possibility for transforming the status quo of teacher education and K-12 schools.

Keywords: teacher education; student centred; inquiry based; curriculum

Introduction

People are naturally curious. They are born learners. Education can either develop or stifle their inclination to ask why and to learn ... *Not* encouraging students to question knowledge, society, and experience tacitly endorses and supports the status quo. A curriculum that does not challenge the standard syllabus and conditions in society informs students that knowledge and the world are fixed and are fine the way they are, with no role for students to play in transforming them, and no need for change. (Shor 1992: 12)

Teacher education has found itself front and centre as a target for critiques about its impact on and abilities to prepare highly qualified teachers who are able to educate all of their students to achieve the high-

Kimberly L. Oliver is a professor in the Department of Human Performance, Dance & Recreation, New Mexico State University, P.O. Box 30001 MSC 3M, Las Cruces, NM 88003, USA; email: koliver@nmsu.edu. Her research includes work in the traditions of feminist, critical, and activist research and pedagogies around adolescent girls' health, physical education, and teacher education.

Heather A. Oesterreich is an associate professor and director of Secondary Education in the Department of Curriculum and Instruction, New Mexico State University, P.O. Box 30001 MSC 3M, Las Cruces, NM 88003, USA; email: heather@nmsu.edu. Her research interests include feminist critical pedagogy, teacher education, qualitative research, and social justice policies and practices for marginalized groups.

est learning outcomes. The bulk of the criticism takes aim at fieldwork experiences in K-12 schools where the concerns centre on striking a better balance between learning what to teach, how to teach it and providing ample opportunity to explore where candidates are situated in each of these areas (Levine 2006, National Council for Accreditation of Teacher Education [NCATE] 2010, National Council on Teacher Quality [NCTQ] 2010). More specifically, arguments have focused on the disconnect between methods courses and field experiences and the impact of teacher education on new teacher's practices and student achievement (Duncan 2009, NCATE 2010, NCTQ 2010).

While the necessity for change in teacher education is well grounded and the imperative to turn the calls for reform on ourselves as teacher educators necessary, simply placing students in schools for longer periods of time tacitly supports the status quo of how K-12 schools currently negotiate teaching and learning. Our collective work with youth and teacher education over the past 15 years has been situated in the battle for changing this status quo. While this change must be situated in the practical of how we do teacher education, it is also at the centre of transforming pre-service teachers' notions of what counts as sources for curricular and pedagogical decisions. Schwab (1969) long ago argued that the field of curriculum was 'moribund' and needed to be placed in the contexts of the practical defined as 'the discipline concerned with choice and action ... its methods lead to defensible decisions' (pp. 1-2). His focus on the necessity for choice and action through defensible decisions within curriculum is pushed later through Shor's (1992) and feminist critical scholars' (hooks 1989, Knight and Oesterreich 2009, Luke and Gore 1992, Weis and Fine 2000) similar calls for the practical to challenge the status quo within K-12 schools. Particularly important to fighting the status quo in schools is our ability, as teacher educators, to challenge the pretexts of teaching and learning held by our pre-service teachers and us. Pretexts are the values, beliefs and experiences that shape pre-service teachers' notions of what should occur in a classroom environment (Knight and Oesterreich 2009).

If we hope to facilitate all students' learning in K-12 schools, challenging the pretexts of what and where curricular and pedagogical decisions emerge from is critical for student engagement (Bovill *et al.* 2011, Delpit 1995, Fordham 1996, Gandara and Contreras 2010, Valenzuela 1999), and thus, teacher education must fundamentally change as well (Oliver and Oesterreich 2011). One of the foci of change should include placing students in K-12 settings while providing structures and modelling the types of change required to facilitate pre-service teachers' abilities to transform teaching and learning in ways that better facilitate all young peoples' interests, motivations and learning (Oliver and Oesterreich 2011, Schultz 2003).

One way to engage young people is to listen to them, value their voices and understand how to utilise their feedback in the creation and development of curriculum (Oliver and Lalik 2001, Cook-Sather 2009a, b, Schultz 2003, Youen and Hall 2006). Olafson (2002: 72) has argued, 'A curriculum that responds to the needs and interests of students, and students being actively involved in structuring the curriculum, might increase

interest and enjoyment in ... education'. Research has demonstrated that school reform and curricular efforts informed by student voice increases students' investment, ownership and consequent learning (Beaudoin 2005, Cook-Sather 2002, 2003, 2009a, b, Mitra 2004 Wehmeyer and Sands 1998); improves the effectiveness of classroom teaching (Kaba 2000, McIntyre *et al.* 2005, SooHoo 1995); and leads to a stronger self-efficacy in pre-service teachers' engagement of students (Cook-Sather 2006, 2009a, b, Youens and Hall 2006).

A student's perspective on curriculum and pedagogy directly impacts the effectiveness, because perceptions influence the nature and quality of engagement (Elen and Lowyck 1999, Entwistle and Tait 1990) and eventually the learning outcomes. In addition, dissatisfaction with perceived teaching is likely to have negative consequences (Eccles *et al.* 1993). Much research has suggested that young people will engage and persist in learning when their perspectives are reflected in the curricular and pedagogical decisions being made in the class (Oesterreich 2007, Cook-Sather 2006, Schultz 2003, Wilson *et al.* 2005). Unfortunately, while conversations between teachers and students frequently exist in schools, they are more likely to be interpersonal and relational rather than also connected to curricular content and pedagogical processes (Rudduck and McIntyre 2007).

Rodgers (2002: 230) explains that the '... ability to "see" the world, to be present to it and all its complexities, does not come naturally, but must be learned'. Similarly, the ability to hear student voices, engage them in all their complexities and connect them to teaching and learning 'does not come naturally, but must [also] be learned' (p. 230). Again, the echoes of Schwab (1983) practical reminds us that teaching pre-service teachers how to learn to listen and respond to student voices is 'a complex discipline, relatively unfamiliar to the [teacher educator] and differing radically from the discipline' of fixed knowledge' (pp. 1–2). Teaching pre-service teachers how to learn to listen to students' voices as a source for pedagogical and curricular decisions is very different than telling them about it.

While pre-service teachers frequently learn the rhetoric of including students' voices in their teaching and spout that they will put the student at the 'center' of the learning process, most pre-service teachers leave teacher education without an inkling of how they will do this (Könings *et al.* 2010). Little is currently done in teacher education to assist pre-service teachers in the process of learning how to authentically engage student voice as a central component of challenging the status quo of teaching and learning in K-12 settings (Oliver *et al.* 2010, Cook-Sather 2006, 2009b, Schultz 2003). As Rodgers (2002) has demonstrated, this work is possible when structures for learning are in place.

Engaging pre-service teachers in the process of utilising student voice in the construction of teaching and learning necessitates inquiring into what students have to say about what best facilitates their interests, motivation and learning in their content area (Cook-Sather 2002, Schultz 2003). Inquiry, in and of itself, challenges the status quo of teaching and learning because it requires us to 'fundamentally question how schooling is done' (Short and Burke 1996: 103). Inquiry changes relationships

between students and teachers, as well as the way we view knowledge, who has that knowledge and how that knowledge must be used.

Teaching pre-service teachers to utilise inquiry (Short and Burke 1996) centred in student voice (Cook-Sather 2009a, b, Schultz 2003) as a guide for understanding what facilitates young people's interests, motivation and learning involve a theoretical shift in how we conceptualise curriculum for both teacher education and secondary schools. Again in the echoes of Schwab (1969), Young (2010: 259) suggests, 'The void in scholarly research is not in the knowledge of theories but in the knowledge of how to implement them, particularly in a way that has a wide-reaching and sustainable impact on teacher education'. The purpose of this paper is twofold. First, it describes a process for a student-centred inquiry *as* curriculum model that developed as two teacher educators worked to move from theories of student-centred inquiry and teaching at the university to the practical of these theories into a field-based methods course (Schwab 1969). Second, it posits student-centred inquiry *as* curriculum as a blending of action in the historical, localised and particular lived realities of students and teachers illuminated through inquiry with the simultaneous engagement of autobiographies, the negotiation of student voice and the social construction of content.

Method

We collaborated in a case study of a physical education methods course in which one of the researchers was the faculty instructor and the other was a faculty in curriculum and instruction whose focus is in secondary education. Coming from separate but similar locations, we intended to create teacher education experiences for pre-service teachers that directly impacted how they viewed and worked with youth. This particular case study focuses on what *can be* in teacher education in a field-based methods course in which the faculty sees themselves in the and/both of practitioner and scholar (hooks 1994). Specifically, we were interested in understanding what *could be* when we worked with pre-service teachers in a high school physical education class to assist them in the process of learning to listen and respond to their students in ways that might better facilitate young people's interests, motivation, and learning of how to become physically active for a lifetime.

To develop a theoretical understanding of what happens in a field-based methods course designed to promote listening and responding to students as a way to guide curriculum, we utilised a grounded theory approach which requires direct reliance on the data and allows for an empirical, practice-based theory to emerge (Glaser and Strauss 1967, Strauss and Corbin 1998).

Participants, course context, and coursework

In the Fall of 2009, Kim taught an undergraduate-level secondary physical education methods course in a Land Grant Institution in a rural

border community in the Southwest USA. This course met two days a week for 90 minutes for 16 weeks. The course was required for students seeking initial licensure in K-12 physical education. The students were seniors, 1–2 semesters away from their student teaching.

In order to insure multiple perspectives required for a theoretically rich sample in grounded theory (Strauss and Corbin 1998), all 11 pre-service teachers enrolled in the course were asked, and agreed, to participate in the study. Seven of the students were female and four were male. Six of the students were Hispanic, one was biracial (African American and Hispanic), and four were white. Institutional review board was obtained through the university and participant informed consent was obtained prior to the beginning of the class. All names used in this paper are the students' actual names as requested by the participants.

The methods class was designed to be school based; thus, 90% of the course took place in a local high school where Kim and her pre-service teachers worked with 25 students enrolled in the required freshman physical education (PE). As part of the design, Kim planned the course experiences to help pre-service teachers learn how to do student-centred and inquiry-based teaching *with* high school students in PE in order to identify barriers to adolescents' physical activity, critically examine these barriers and imagine and implement alternative types of activity possibilities. Drawing on her previous research that focused on understanding how to learn to listen and respond to young people (Oliver 1999, Oliver and Lalik 2004a, 2004b, Oliver, Hamzeh, and McCaughtry 2009, Oliver and Hamzeh 2010), as well as her experiences with using inquiry-based approaches to teaching and learning, she had pre-service teachers complete the following:

- physical activity biographies;
- interviews with high school students regarding their perceptions of physical education;
- readings from textbooks, fiction and journal articles;
- reflective written assignments designed to connect texts, student voice, faculty modelled instructional teaching units with youth, and personal experiences to understand processes of teaching and learning;
- planning and teaching in the high school classroom;
- peer observations; and
- data collection, analysis and interpretations.

These assignments and the processes therein are part of the data we analysed, and are discussed in context and further detailed in the results section.

Data sources and analysis

Kim, Heather and the 11 pre-service teachers started with systematic inquiry that included observations, researchers' notes, student assign-

ments, focus groups and a 2 hour interview. Kim and Heather revised these methods as a result of concurrent data analysis and collection in order to gather data in relation to emergent theory to accurately reflect the participants' experiences (Cutcliffe 2000). The analysis followed the systematic processes of grounded theory (Strauss and Corbin 1998). Kim and Heather conducted initial *open coding* with line-by-line emergent analysis. *Axial coding* occurred through two processes: (1) 11 pre-service teachers acted as co-researchers (Cook-Sather 2002) by assisting Kim in the identification of themes (Oliver *et al.* 2010) and (2) Kim and Heather continually worked together in relationship to their own emergent analysis and what the participants were identifying from the data. Finally, we looked between these analyses to create main categories of the theoretical model during *selective coding*.

Throughout, we read through the coding and thematic development schemes and resolved any areas of disagreement through active discussion (Streubert-Speziale and Carpenter 2003). The specific model of student-centred inquiry as curriculum underwent over 30 different iterations *inductively* derived from the *reciprocal* relationships of data collection, analysis and theory (Strauss and Corbin 1998). Such a grounded theory approach provides teacher educators with a viable means of generating theory about field-based processes that present within human interactions—grounded in the realities of everyday practice to transform teacher education and K-12 schools.

Crystallisation occurred prior to, during, and after data collection. Crystallisation requires the use of multiple methods and multiple people to gather information not to confirm themes across methods, but to gather data from an array of angles (Oesterreich 2007). To accomplish this, data included: (a) instructor's lesson plans; (b) 32 observations with field notes; (c) debriefing notes from conversations with colleagues, conversations with pre-service teachers and conversations with high school students; (c) transcripts from three formal 2 hour interviews with each pre-service teacher, (d) all pre-service teachers' generated coursework; and (e) focus group interviews' notes with pre-service teachers.

Results

'Giving it up': coming to a structure

As the teacher of the methods course Kim came to this project for several reasons. First, she had used student-centred and inquiry-based approaches throughout her teaching and research for years. But what Kim had never done was to completely blend the two processes so that she structured an entire class to be student centred and inquiry based.

Kim decided that if we want physical education to look fundamentally different, then physical education teacher education needed to *be* fundamentally different. What we realised was that in order to do student-centred and inquiry-based teaching, we had to give up traditional college-based instruction that focused on preset content.

First, Kim had to give up the notion that she needed to have every detail planned out on the syllabus. Student-centred and inquiry-based teaching is impossible if you have all the answers up front; therefore, the syllabus had to be written in a way that allowed for change. Simultaneously, she needed to provide enough structure for her students so they would not get frustrated by what would appear to be a lack of structure.

Second, Kim had to let go of the notion that teacher education should be a certain way (i.e. teach content at the university and have field-based experiences with that content). She also had to consider the possibility that the dominant curricular models in physical education might not be in the best interest of today's students in schools. Additionally, she had to consider that standards-based learning could take very different forms. That is, we would teach students how to be physically active for a lifetime through thematic concepts (Ennis 2000) rather than through curricular units focusing on specific physical activities (e.g. soccer, aerobics and basketball).

Finally, Kim had to trust that the issues she needed to cover (e.g. creating a class environment, class management, accommodating skill levels, curriculum design and assessment) would arise in an authentic setting whereby she could teach through modelling these concepts with youth. She left herself open to other concepts that might emerge that were of equal or more importance than her preconceived notions of what she *should* teach.

Student-centred inquiry as curriculum: 'the structure'

The structure for this course focuses on two interconnected purposes. The first was to help pre-service teachers learn how to be student centred in their curricula and pedagogical practices. The second was to help broaden youth experience and understanding of possibilities for being physically active. Figure 1 illustrates the theoretical model of student-centred inquiry *as* curriculum that emerged through a

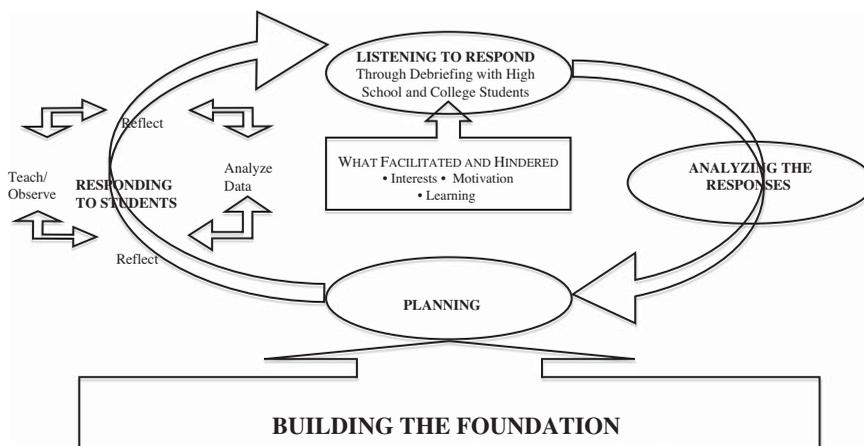


Figure 1. Diagram of student-centred inquiry *as* curriculum.

grounded theory analysis of what Kim, her pre-service teachers and the high school students engaged in during the field-based methods course.

Building the foundation

The foundation of student-centred inquiry as curriculum is to co-create an environment that allows for mutual understanding, respect and learning amongst all participants involved in the educational setting. We need to create valued spaces where students can speak, and where we as teachers re-tune our ears so that we can hear what they are saying and redirect our actions in response to what we hear (Cook-Sather 2006, 2009b, Schultz 2003). The foundation was designed to (a) help the pre-service teachers understand the needs and interests of high school students with respect to physical activity, physical education and the importance of a safe learning environment; (b) help the high school students feel valued for their knowledge and perceptions of their worlds; and (c) help Kim to better understand the pre-service teachers' pretexts about youth and physical activity.

Planning

Planning requires simultaneously matching young people's interests, motivation and learning with pre-service teachers' knowledge of their content. Every time the pre-service teachers develop lesson plans, they need to identify how their lessons relate to student voice. The content of the lessons must be connected to the state standards in some capacity, but not reflect pre-designed traditional curriculum.

Responding to students

Responding to students allows the pre-service teachers to learn about teaching from the perspective of a teacher and an outside observer. In this process, students either teach or they observe and collect data. As the teacher they (a) teach; (b) reflect on their teaching; (c) receive observational data from their peers and analyse it; and (d) reflect on their data analysis.

In the role of observer, the pre-service teachers collect data on different aspects of the class such as peer interactions, teacher behaviours (feedback and interactions) and body language of students. The observations centre on factors that influence young people's interests, motivation and learning of the content. For us, this phase repeated itself so that each group of pre-service teachers taught one high school class. For teachers, this phase could repeat itself based on one content area strand.

Listening to respond

In this phase, high school students are debriefed. The purpose of this is twofold. First, it creates a space for high school students to reflect on their experiences so that they can better understand what influences their interests, motivation and learning. Second, it continues to centre student voice to allow teachers to better understand how their students are interpreting their curriculum and pedagogy.

Analysing the responses

In this phase, the pre-service teachers analyse the data gathered during the *Listening to Respond* phase as well as from their observation data and reflections from the *Responding to Students* phase. In this way, pre-service teachers' utilise feedback from their experience as teachers and their students' experiences in the class. This analysis allows them to articulate changes they will make in their future planning and teaching, and gives them direction to the types of readings or materials that they need in order to better facilitate their students' interests, motivation and learning. Following this phase, pre-service teachers return to *Planning* and begin the process over.

The four phase cyclical process of *Planning, Responding to Students, Listening to Respond* and *Analysing Responses* thus becomes student-centred inquiry as curriculum so that the basis of all content and pedagogical decisions arises from the reiteration of the four phases.

'The class': living the structure

In this section, we will describe a snapshot of student-centred inquiry as curriculum in one secondary physical education methods course. The initial focus of the college course began with the pre-service teachers writing a physical activity biography. In this assignment, they discussed questions such as 'What kinds of sports/physical activities did you do as a child?' 'Which were your favorites?' 'What kinds of physical activities do you do now that you're an adult?' 'Why do you think some boys are unmotivated to participate in PE classes? What about girls? and Are their reasons different?' Jenn writes about her conceptions of how gender influences motivation, 'The boys may be more concerned about differences in abilities whereas girls tend to be more concerned with body image. Girls don't want to mess up their hair, sweat, or ruin their makeup'. Rinaldo describes his perception of why some boys and girls are not motivated in PE,

I feel that most boys and girls are unmotivated due to feelings of inferiority ... High school is a very social institution in which the outward appearance to peers is more important than self-worth or self-esteem; this can cause the average to poor skilled student to feel inferior or embarrassed in front of their peers which may cause their motivation to drop.

Next, Kim developed three lessons whereby pre-service teachers would work with small groups of high school students to (a) understand their perceptions of physical education; (b) understand what an emotionally and physically safe class environment entailed; and (c) co-create class rules based on our understandings from the first two lessons.

We began with the pre-service teachers interviewing the high school students regarding their perceptions of PE in three broad categories: (a) students feelings during PE which included questions about what students considered fun, boring, frustrating and embarrassing; (b) changes students wanted to see in PE; and (c) peer interactions in PE where we asked questions like ‘How do young people get along in PE?’ ‘What problems do you see?’ and ‘What can teachers and students do prevent/stop these problems?’

Next, the pre-service teachers put together presentations summarising what they had learned. After the presentations, we did a group analysis of the data and came up with the major themes that influence high school students’ perceptions of PE. These students ‘hated running the track’, ‘wanted more variety of activity’ and ‘wanted more choices within the activities’.

The pre-service teachers then read *Nineteen Minutes*, a fictional book about bullying in schools. They also read their textbook on creating a class environment. Finally, they interviewed the high school students about what it meant to create a physically and emotionally safe classroom, analysed the data and developed themes. The pre-service teachers reflected in their journals about their understanding of creating safe environments for students. Lacie writes:

The entire time I was reading ‘Nineteen Minutes’ I was baffled at how things could get so out of control ... When we discussed this book in our class, I was so eager to hear what my peers’ thoughts and ideas were of how to help stop bullying ... Between the novel, our textbook, and in-class discussions, and MHS students, I learned many things that I will implement in my classroom.

Utilising what we learned, we co-created rules for a safe classroom we all agreed to abide by for the semester. These included ‘be respectful—listening to whomever is talking and with equipment’, ‘encourage each other’, ‘try everything once’, ‘bring a positive attitude to class’ and ‘be safe—no bullying or ignoring people’.

After co-creating the class environment, the pre-service teachers and the professor moved into the four-phase cyclical process of student-centered inquiry *as curriculum*. We would cycle through the process four times during the semester. The cyclical process occurred with both the professor and the pre-service teachers simultaneously. Kim centred her inquiry with the pre-service teachers and they centred their inquiry with the high school students.

Below is an example of what one of these cyclical processes looked like—we provide an in-depth description of the first cyclical process that focused on mini lessons for the high schools and teaching styles

for the pre-service teachers. Next, we describe one cycle focusing only on the pre-service teachers' work with the high school students during the sampler lessons. Finally, we describe one cycle focusing only on Kim's work with the pre-service teachers during the first phase of the unit plan.

Mini lessons/teaching styles

The focus for this cycle was to teach the pre-service teachers about different teaching styles. It was an opportunity for the high school students to experience six different content areas and six different ways of learning. The intent was to broaden the high school students' understanding of physical activity, as many held very limited views. Prior to *Planning*, Kim assigned the pre-service teachers the teaching style they would use and placed two restrictions on their choices for content: (1) they had to try content the students had not experienced (i.e. no team sports); and, (2) had to relate to one of the six state PE standards. In their lesson plans, they had to articulate how what they were doing related to what they learned from the high school students about their interests, motivation and learning. Maggee and Casey selected jump bands as their content and explained under the student voice section:

The students acknowledge the importance of fitness, but they don't like to run. Today our lesson worked with cardiovascular endurance [Standard 3] but required no running, just jumping and interacting with their peers. The students have also voiced to us that they like to talk to one another when being physically active so this lesson gave them that opportunity as well.

Rinaldo, Lacie, and Jenn wrote:

The reason that we chose to do this activity is because it is something that the students are really not exposed. Yoga is an activity that a lot of physical educators don't know how to teach or don't take the time to teach it ... The students are consistently saying that they want to have more non-traditional activities so we figured that Yoga would definitely fall into that category.

In *Responding to Students*, the pre-service teachers taught four of the six mini lessons and Kim taught two. The content the pre-service teachers selected included yoga, jump bands, cup staking and circuit training. During these lessons, the groups that were not teaching were observing different aspects of the class. These included 'peer interactions, teacher behaviours, body language of students, students' activity time, intensity of participation, grouping, and positioning in relation to the teacher'. We observed these aspects in relation to the students' body size differences, skill-level differences and gender differences.

Daniel observed students' body language:

I noticed that they all were working with each other pretty well but when it came time for them to just listen to what they were going to do they sent a variety of body language signals. For one, they zoned out when the teachers were explaining the details of the activity. When they heard that they would

be performing some exercises that they thought they would not like their faces said it all. Frowns, head shaking and looking down at the ground were a few of the signals sent that showed that they thought they would not like the activity. Once they were actively participating and saw that every one else was doing their part they ended up enjoying the lesson and by the end they had smiles and looked like they were having a good time.

The pre-service teachers received the observational data and had to identify and discuss the five most important findings. Next, they wrote how each of these five areas might influence their teaching and understanding of youth. Kandy, Jarrod and Ryan described their main findings from their observation data.

- As teachers, we spent equal time with both genders according to the observations.
- The co-ed groups interacted better with each other than single-sex groups.
- The girls gave better feedback when all grouped together than co-ed or boy groups.
- Given that there were more girls and their intensity level was higher than boys.
- The participation time was almost the same given the ratio of boys to girls.

Casey and Maggee reported one finding from their observational data, 'Students who seem to be more uncomfortable with their skill level seemed to congregate towards the wall/back of the room'. In reflecting on this, they wrote:

When we are teaching, we think that it is important to understand that those who are not comfortable in their environment tend to move towards the back of the room so that they will not be noticed. Often times it is these students who need the most attention and instruction in order to start to feel comfortable in their environment. If we are able to recognize that typically the low skilled students tend to gravitate towards the back of the room we as teachers can take action and make sure that we give these students the individual attention and instruction that they might need during the lesson.

In addition to the teaching and observations, pre-service teachers were required to write reflections after each class period. In their reflections they were asked to focus their attention on: '(1) what happened today; (2) how did you experience class; (3) how can you adapt what we did in your own teaching; and (4) how does what you are learning from the students connect or contradict with your own ideas about PE, enjoyment of physical activity, and your ideas about teaching and/or adolescents?' Maggee writes about how she experienced class:

I personally was thrilled to be able to do the four teaching styles being taught and not just reading about them. It was also nice to hear feedback from the students on which styles they liked and which styles they didn't like ... Having us observe one another also helped me to remember to do certain things

when I'm teaching. For example, having observed teacher feedback based on gender reminded me to give feedback to all of my students.

Ryan wrote:

Well today I learned that students do enjoy games in which the groups are small so that everybody really gets involved and everybody has to participate ... Earlier in my undergrad studies I would have never thought about something so simple as making smaller groups would have that sort of impact on certain students but now I realize and believe it is essential. I also learned from the students that they do like to be involved with the decision making of the activities that we do in physical education.

At the completion of the six mini lessons, we moved to *Listening to Respond*. We gathered in the gym and sat in circle to debrief with the high school students. During this debriefing, we discussed which teaching styles motivated the high school students to want to participate and which best facilitated their learning and interests. We discussed which content areas they preferred and would like to try again. In addition to debriefing with the high school students, Kim debriefed with the pre-service teachers. They indicated that they enjoyed being able to choose their own content for their teaching.

In the *Analysing the Responses* phase, we took all of the data from the teaching and learning of mini lessons and analysed it for overarching themes. The pre-service teachers determined that high school students enjoyed all the content, because it was 'new', they liked having a 'variety of activities' and they liked having the 'college students participate with them'. Additionally, the pre-service teachers identified that the high school students, when given a choice, would group based on gender, and that students with larger bodies were often hesitant when trying new activities.

Sampler lessons

The purpose of the second cycle in the student-centred curriculum as inquiry was similar to the first phase; it was designed as a means of assisting the high school students in broadening their ideas about what types of physical activities were possible and providing the pre-service teachers with opportunities to teach different content using different teaching styles. Originally, Kim had planned the four content areas the pre-service teachers would cover. However, after analysing the pre-service teachers' responses whereby they indicated that they enjoyed selecting their own content areas; Kim decided to not go with her original four, but rather respond to their interests and let them select their content.

At this point in the semester what the pre-service teachers were most focused on was the high school students' desire for variety. What they were focused on was 'giving the students as many different activities as possible'. The first group selected to do a lesson on both Pilates and plyometrics. They created a 45 minute routine for each section incorporating several advanced moves within Pilates and plyometrics. The second group

created a lesson on adventure education. Here, they had six different cooperative games the students would play. The third group created a scavenger hunt lesson plan in which students needed to be able to (a) read maps, (b) find directions with a compass, (c) complete 15 different physical activities and (d) orienteer to find information to complete the scavenger hunt. All of these elements were designed as a race between student and groups, so that the students were attempting to do all of these things as quickly as possible. The final group created a circuit lesson whereby the high school students would move from station to station. The first circuit was golf and that included three stations within the circuit. The second circuit was disk golf and this required the students moving through a 9-hole disc golf course. And the final circuit was tennis, again having three separate stations within this circuit to work on different tennis skills.

As the pre-service teachers were talking about what they wanted to teach, Kim wanted to tell them that what they were trying to do was not going to work because they were trying to do too much in too little of time. However, because she was responding to their interests to select and develop their own content, she kept her mouth closed.

During *Responding to Students*, each of the four groups of pre-service teachers taught their lesson as they had planned. Students not teaching were collecting observational data and all students were writing reflections and doing observation homework based on the data their peers collected.

After each group taught their sampler lesson, we moved into the phase of *Listening to Respond*. During the high school students debriefing session, several of the students said that 'while they liked the different activities, they wished they would have had more time to play them so that they could have learned how to do them better'. This was a consistent theme with the high school students.

As we moved into *Analysing the Responses* phase, two of the strongest themes that emerged as pre-service teachers analysed the data included trying to cover too much content in too little time and the current skill level of the learner. For example, as the pre-service teachers analysed the circuit lesson where Kandy, Ryan and Jarrod tried to teach golf, disk golf and tennis in three 15 minute circuits to students who had not learned these activities it was noted:

It was clear from both the observation papers and from our own observations that we needed to work more on time management. Instead of having three tasks for each lesson we should have done one maybe two in the time frame we had. In the tennis lesson students did not have time to practise long enough with each swing ... Kandy's could have done away with the irons station to give students more time at the putting and chipping station. (Jarrod)

Kandy noted, 'The students didn't even time to swing the golf club before we yelled, switch' and Ryan followed with, 'I didn't realize so many students couldn't throw a Frisbee'.

Another lesson of analysis central to the discussion was Casey and Maggee's Pilates/plyometrics lesson: Casey noted:

I think that I assumed that the students knew the correct positioning when they actually didn't, and if I would have taken more time to explain and demonstrate they would have been better able to complete the activities and would have felt more comfortable in their environment.

And finally, in relation to the scavenger hunt, Bianca perhaps summed it up when she reflected, 'Now the scavenger hunt. Where do I begin? I think that the scavenger hunt was a flop ... After looking back, I realise that I learned more from that activity than I did from anywhere else'. Daniel, one of the planners of the lesson, realised during the class period, 'The kids not only could not use compasses, they didn't even know the north from south and east from west'.

Unit plan Part I

The foci for this cycle was to provide pre-service teachers with an opportunity to develop and teach a standards-based curricular unit that addressed the high school students' interests. It was also an opportunity for the high school students to learn a particular content area in depth. During the *Planning* phase, we knew from the high school students that their need for variety influenced their willingness to engage in class. Thus, we needed to develop a curricular unit that would allow for variety of physical activity in a standards-based unit.

Keeping the necessity for variety in the forefront, Kim asked the pre-service teachers what they wanted to teach. No one had any ideas because physical education has historically focused student learning on one individual activity/sport at a time (i.e. basketball and softball). Variety in activity has been characterised in the profession as a deterrent to students becoming proficient in physical activity. After prolonged silence, Kim proposed that they think about teaching from a conceptual framework emanating from the standards. She recommended the possibility of teaching students about low, moderate and vigorous physical activity as a means of helping them work towards Standard 3 (Participates regularly in physical activity) and Standard 4 (Achieves and maintains a health-enhancing level of physical fitness). This allowed the pre-service teachers to create a variety of activities while focusing on learning around these concepts. They thought this would be a good idea and we planned who would teach what.

In the *Responding to Students* cycle, we taught the students about the concept of low, moderate and vigorous activity, how to distinguish between the three, and multiple games that helped them identify and experience the differences between the concepts. We worked with the students to assist them in designing their own moderate and vigorous games in order to assess whether they had a functional understanding of the concepts we were teaching.

As we moved into the *Listening to Respond* phase, Kim was debriefing with the pre-service teachers when Jenn spoke up, 'I don't have anything thoughtful to say in my reflections anymore'. The entire class agreed that

the reflections were repetitive becoming 'busy work'. Rinaldo suggested only doing reflections after the days they taught rather than every class period. The group agreed this would be more manageable. However, Daniel proposed that instead they video record and analyse their teaching. The class agreed this would be a useful learning experience. As a result, Kim altered class assignments during her next *Planning* phase to accommodate her students.

Discussion

Curriculum ceases to be a thing, and it is more than a process. It becomes a verb, an action, a social practice, a private meaning, and a public hope. Curriculum is not just the site of our labor, it becomes the product of our labor, changing as we are changed by it. (Pinar *et al.* 1995: 848)

Student-centred inquiry *as* curriculum is a blending of action in the historical, localised and particular lived realities of students and teachers. These realities are illuminated through inquiry with the simultaneous engagement of autobiographies, the negotiation of student voice and the social construction of content. In order to challenge and transform the status quo of teaching and learning, curriculum is all of these things designed to change society and ourselves rather than the curriculum that has been, and continues to be, static, unnegotiated by the people who implement it and are subject to it, and decontextualised from the localised lived experiences of students and teachers (Beyer and Apple 1998, Cook-Sather 2009b, Grumet 1990).

Autobiographies

Student-centred inquiry *as* curriculum engages autobiographies of the people involved in the process of teaching and learning. These autobiographies are historical and localised in that they are intersubjective with a public meaning and particular to the individual's subjectivities (Grumet 1990). Autobiography is not an isolated-self, but a medium for understanding how people in the classrooms and the content have created what appear as fixed, intransmutable pretexts about teaching and/or learning—it is action created in 'social practice' and 'private meaning' always in the process of change (Grumet 1990, Pinar *et al.* 1995). Autobiographies of the teachers and the students are intertwined with the content through inquiry, and negotiated and re-negotiated throughout the localised lived experiences of teaching and learning.

Inquiry into autobiography began with Kim in the course design and with the pre-service teachers and the high school students' experiences specific to their teaching and/or learning in physical education during the *Building of the Foundation*. We see this in Kim's wrestling to leave the standard practice of university courses structured around a set syllabus, methods taught at the university and enacted in K-12 field experiences and

dominant curricular models of physical education with her desire to blend inquiry as a way of knowing and student voice from her research. With the pre-service teachers, we see this in Jenn and Rinallado's individual comments about how gender influences motivation in their autobiography paper. It emerges again when Lacie is 'baffled' by the seriousness of bullying after reading *Nineteen Minutes*. With the high school students, we see their comments about not wanting to run the track and having more variety of content in the lesson where we sought their perceptions on physical education. We also see it in their comments about wanting a class environment where students are willing to 'try every activity at least once' and the desire for no one be 'left out'. These autobiographies are reflective of the historical and local pretexts that everyone brought to class.

The autobiographies are continually sought within the structures embedded in the student-centred inquiry *as curriculum* model. In particular, these are sought from both high school students and pre-service teachers during debriefings in the *Listening to Respond* phase. Kim intertwines her autobiography grounded in the value of seeking student voice with the high school students as she asks them to reflect and discuss their lived experiences in the class with respect to how the content and pedagogy used hinders and/or facilitates their interests, motivation and learning. She does the same with the pre-service teachers.

The autobiographies are also sought through the required reflections the pre-service teachers write in the *Responding to Students* phase. Here, all the autobiographies are simultaneously negotiated. For example, Kim brings her historical autobiography grounded in past experiences of student-centred inquiry when she requires her pre-service teachers to reflect on the following prompts, 'how did you experience class' and 'how does what you are learning from the students connect or contradict with your own ideas about PE, enjoyment of physical activity, and your ideas about teaching and/or adolescents'.

What results from simultaneously holding everyone's historical and localised autobiographies are we start to see how particular autobiographies become challenged, negotiated and at times transformed (Pinar *et al.* 1995). We see this as we move into the *Analysing of Responses* phase of the model. So for example, during this phase following the four sampler lessons, several pretexts about content and pedagogy reflected in the particular autobiographies shifted and transformed. Kim's pretext that professors should not allow students to go into a school with a lesson plan that they know from their expertise will not work transformed into an understanding of the value of allowing pre-service teachers to make mistakes. The pre-service teachers' pretext—that youth automatically come to class highly skilled and therefore can simply participate in activities—was transformed into the knowledge that they as teachers must teach. The high school students' pretext—that variety was central to their motivation—was challenged and negotiated in their coming to understand that variety of activity void of learning was not always as much fun. The illumination and negotiation of autobiographies as fundamental to curriculum challenged the pretexts of teaching and learning in physical education. Challenging pretexts is important because much of the research in teacher education demonstrates that

the status quo of teaching and learning cannot be transformed to better meet the needs of students unless teachers' pretexts about teaching and learning change (Knight and Oesterreich 2009, Oesterreich 2007).

Negotiation of student voice

Curriculum is the centring of student voice in the creation, planning and revision of teaching and learning experiences in student-centred inquiry as curriculum. Inquiry centred in student voice offers a necessary resource for curricular decision-making (Cook-Sather 2009b, Schultz 2003). Through voice, teachers can hear and know particular students, hear the localised classroom interactions and understand the historical pretexts of what facilitates and hinders students' interests, motivation and learning. Student-centred inquiry as curriculum is the translation of student voice into teachers' actions that will continually change through ongoing inquiry.

Voice, however, is not particular to each individual student, but rather exists through the interactions of the particular, the local and the historical lived realities in teaching and learning. For teachers to learn to listen and respond to their students, they must contextualise particular, local and historical student voices with their own in order to translate that knowledge into changes in their content and pedagogy (Cook-Sather 2009a, Pinar *et al.* 1995, Schultz 2003).

The model of student-centred inquiry as curriculum centres the voice of the pre-service teachers and the high school students during the entire process. For example, in *Building the Foundation*, the creation of the class environment demonstrates how student voice influences curricular decisions. The pre-service teacher's read a fictional text on bullying and responded in writing from their particular location in relationship to their (non-)experiences of bullying in physical education courses. Kim learned that they were surprised that bullying was so prominent, but that they had a desire to act against that prominence.

Simultaneously, the pre-service teachers were centring the high school students' voice by interviewing them to learn about their particular concerns in physical education courses shaped by their particular and localised knowledge of what physical education had been in their middle schools. Curricularly, Kim, the pre-service teachers and the high school students used their collective understanding of a safe environment to determine how relationships would be fostered in the class through co-generated expectations for behaviour and teaching. One of the items that the students identified is that they wanted everyone to participate and did not want anyone to be 'left out'. This transformed the historical curriculum and pedagogy of physical education for the pre-service teachers, because they could not respond to student voice and engage only in teaching the traditional physical education canon of competitive team sports.

In their planning of their lessons, the pre-service teachers had to articulate how the localised and particular voices of the high school students

were being addressed in their curriculum and pedagogy. For example, the high school students' valued fitness but did not like the localised and historical mode for achieving it by being required to run the track during physical education. They wanted to do something new, and they wanted variety. The pre-service teachers held the historical standards of physical education promoting regular participation in physical activity but responded to the localised knowledge of no track running. In order to engage in the high school students' desire for variety, lessons included multiple activities within one-class period such as the group who did a circuit lesson involving tennis, golf and disc golf. When they engaged in these responsive curricular and pedagogical decisions, they were able to learn about the localised experiences of their high school students based on their observations and student comments. For example, in the circuit lesson, it was quickly clear that the high school students did not have the skill to throw a Frisbee or the time to learn how because they had to quickly change stations. This was reified during debriefing when the high school students said that while they enjoyed the different activities they would have liked an opportunity to learn how to do them better.

Debriefing after each cycle provided the space to engage in new localised knowledges of the students' experiences with the curriculum and pedagogy. Particularly, debriefing centred the student voice to revise curriculum and pedagogy based on what facilitates and/or hinders their interests, motivation and learning. Kim learned late in the semester during a debriefing that the pre-service teachers' particular reflections on their localised knowledge of what was happening in class were becoming redundant and as such, less thoughtful. Kim listened to their request and altered the curriculum to do reflections only on the days that they taught, and acquiesced to their desire to videotape and reflect on one of their teaching cycles, which actually added an assignment to their already heavy workload.

The illumination and negotiation of student voice as fundamental in the creation, planning and revision of curriculum makes schools a place of translation and a means for challenging the status quo of teaching as a well planned, predetermined and teacher-only articulated action to be done to students. Cook-Sather (2009b: 229) has suggested that translation is 'always open to further revision and always leads to further renderings. In any translation, one preserves something of the original or previous versions, and one renders a new version appropriate to a new context and to the relationships within that context'. It is exactly this type of translation that student-centred inquiry *as* curriculum creates as a means of challenging the status quo of how decisions are made in school.

Social constructions of content

Student-centred inquiry *as* curriculum engages social constructions of content. As such, content has autobiography situated in the historical, localised and particular interpretations of what counts as valuable knowledge for teaching and learning (Kirk 2010). Curriculum is contextualised

from the particular and localised lived realities of teachers, students and content (hooks 1989, Kirk 2010, Weis and Fine 2000). This contextualisation mutates how historical standards of what should be taught are translated into classroom practice. Lived realities held in tandem with content are complex and create a new content that is localised, and challenges the historical contexts that have privileged engagement for some at the expense of disengagement for others (Kirk 2010). Student-centred inquiry as curriculum is socially constructed content—content created within and against the knowledge of historical contexts of teaching and learning, subjectively translated within the voices of the student and the teacher.

In the *Planning* phase, Kim holds the historical standards of what students should know and be able to do at the end of high school in physical education by requiring that the pre-service teachers connect their curriculum to the state standards. Additionally, because the historical approach to physical education has been dominated by traditional team sports (Kirk 2010), Kim required the pre-service teachers to utilise non-traditional physical activity in their lesson planning. The content to be taught also had to include its relevance to, and response to, the localised knowledge of the high school students as evidenced through their voices. All of these factors created a socially constructed content in order to broaden the particular, localised and historical notions of what can be taught in physical education for both the high school students and the pre-service teachers. For example, in order to meet the standard of engagement in physical activity without utilising traditional team sports and adapting to the high school students' need for variety, during the sampler lessons the pre-service teachers taught things like Pilates, yoga, jump bands, adventure education and orienteering.

When you teach within and against traditional content, we can no longer say what should be taught and how it should be taught. Kim and the pre-service teachers' historical knowledge of content consisted primarily of the idea of teaching one activity at a time. This type of content (i.e. aerobics, soccer and basketball) could not exist as socially constructed content in the localised voices of the students desire for variety and the localised requirement of teaching non-traditional physical activities. During the first unit plan phase, Kim required that the pre-service teachers simultaneously hold the high school students need for variety, with the connection to the state standards, and disconnection from historical physical education content. In order to meet these requirements Kim suggested that the pre-service teachers teach a thematic unit around the concepts of low, moderate and vigorous physical activity. Contrary to the current social construction of physical education that continues to focus on the activity and/or the sport, the heart of content became conceptual (Ennis 2000), with a lens toward the standard of participating in regular physical activity. The pre-service teachers and Kim had to know their standards to work with them and the historical background of their subject area to work against it while addressing the localised needs of their students with variety. This was an abrupt efface in the content and pedagogy of traditional physical education, challenging what counts as a

historical knowledge through the social construction of content in light of the particular and localised knowledge of the high school students.

Content has been drawn more myopically in the current high-stakes testing and national standards culture driven by textbooks, testing companies and corporations (Apple 2004, Kirk 2010) and results in a translation of minimised content for teaching and learning (Pinar 2004). Historically, the autobiography of content has oriented us away from young people's voices to a minimalistic focus on content and a predetermined notion of what counts as valuable knowledge to be transmitted to students through the teacher (Schwab 1969, 1983, van Manen 1991). Schwab (1983: 241) argued that curricular decisions have too long privileged a single focus 'on subject-matter considerations alone, or political-communal considerations alone, or the individual child's wants or needs alone ...' Student-centred inquiry *as* curriculum challenges this type of myopia by requiring the social construction of content contextualised in the history of the subject matter, the voices of the students and the teachers and the standards of the profession.

Implications

In an era of teacher education reform mandating pre-service teachers to spend more time in schools, teacher educators must assume responsibility for what does and does not occur in field-based placements if we hope to challenge the status quo of teaching and learning. We must as Phelan (2011: 208) suggests, engage in 'research that nurtures thought and cultivates different ways of understanding and imagining teacher education'. For this to become a reality teacher educators must be willing to take risks and work beyond their pretexts of what teacher education has been—learning at the university and enacting in the schools. Specifically, curricular and pedagogical frames that offer transformative possibilities for pre-service teachers rather than exclusively technical acquisition of skill need to be at the centre of field-based work. Student-centred inquiry *as* curriculum offers one possible frame for imagining (Phelan 2011) teacher education differently. As policy calls for more field-based learning in order to maintain integrity to our commitment to transform schools to better meet the needs of the youth, this study demonstrates that teacher educators need to model transformative curricular and pedagogical practices.

Teaching pre-service teachers to utilise student-centred inquiry *as* curriculum provides a basis from which to begin to challenge the 'commonness' of curriculum as globalised knowledge to be transmitted through the teacher (Kumashiro 2008). It situates curriculum as contextualised in the historical, localised and particular autobiographies of the people and the content negotiated and renegotiated through inquiry situated in student voice and teacher knowledges. This negotiation creates the spaces for transforming pre-service teachers' pretext about teaching and learning, expanding sources for curricular decisions and (re)shaping the content of any given discipline. Curriculum, then, is the change and the changing that occurs through action and the inclusion of multiple voices for a hope of challenging the status quo in K-12 schools (Pinar *et al.* 1995).

While this study is centred in physical education, student-centred inquiry *as* curriculum is a way of working with pre-service teachers and secondary-level students and can be modified to meet the specific needs of different disciplines. Student-centred inquiry *as* curriculum is a way of thinking differently about how and what to teach and the transformative potentials that exist in challenging the status quo of education. Learning to listen and respond to students is, as Cook-Sather (2009b: 2) claims, an ‘ongoing and never-ending process’, but one that we believe has great potential for teachers and teacher educators alike.

References

- Apple, M. W. (2004) *Ideology and Curriculum* (New York, NY: Routledge).
- Beaudoin, N. (2005) *Elevating Student Voice. How to Enhance Participation, Citizenship, and Leadership* (Larchmont, NY: Eye On Education).
- Beyer, L. E. and Apple, M. W. (eds) (1998) *The Curriculum: Problems, Politics, and Possibilities* (Albany, NY: SUNY Press).
- Bovill, C., Cook-Sather, A. and Felten, P. (2011) Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. *International Journal for Academic Development*, 16(2), 133–145.
- Cook-Sather, A. (2006) ‘Change based on what students say’: preparing teachers for a paradoxical model of leadership. *International Journal of Leadership in Education*, 9(4), 345–358.
- Cook-Sather, A. (2002) Authorizing students’ perspectives: toward trust, dialogue, and change in education. *Educational Researcher*, 3(4), 3–14.
- Cook-Sather, A. (2003) Movements of the mind: *the matrix*, metaphors, and re-imagining education. *Teachers College Record*, 105(6), 946–977.
- Cook-Sather, A. (2009a) ‘I am not afraid to listen’: prospective teachers learning from students. *Theory Into Practice*, 48(3), 176–183.
- Cook-Sather, A. (2009b) *Learning from the Student’s Perspective: a Sourcebook for Effective Teaching* (Boulder, CO: Paradigm).
- Cutcliffe, J. R. (2000) Methodological issues in grounded theory. *Journal of Advanced Nursing*, 31(6), 1476–1484.
- Delpit, L. (1995) *Other People’s Children: Cultural Conflict in the Classroom* (New York, NY: New Press).
- Duncan, A. (2009) *Teacher preparation: Reforming the uncertain profession*. Available online at: <http://www.ed.gov/news/speeches/teacher-preparation-reforming-uncertain-profession>.
- Eccles, J., Wigfield, A., Harold, R. D. and Blumenfeld, P. (1993) Age and gender differences in children’s self- and task perceptions during elementary school. *Child Development*, 64, 830–847.
- Elen, J. and Lowyck, J. (1999) Metacognitive instructional knowledge: cognitive mediation and instructional design. *Journal of Structural Learning & Intelligent Systems*, 13(3/4), 145.
- Ennis, C. D. (2000) Canaries in the coal mine: responding to disengaged students using theme-based curricula. *Quest*, 52(2), 119–130.
- Entwistle, N. and Tait, H. (1990) Approaches to learning, evaluation of teaching, and preferences for contrasting academic environments. *Higher Education*, 19(2), 169–194.
- Fordham, S. (1996) *Blacked Out: Dilemmas of Race, Identity, and Success at Capital High* (Chicago, IL: The University of Chicago Press).
- Gandara, P. and Conteras, F. (2010) *The Latino Education Crisis. The Consequences of Failed Social Policies* (Cambridge, MA: Harvard Education Press).
- Glaser, B. and Strauss, A. (1967) *The Discovery of Grounded Theory* (Chicago, IL: Aldine).

- Grumet, M. R. (1990) Voice. the search for a feminist rhetoric for educational studies. *Cambridge Journal of Education*, 20(3), 277–282.
- hooks, b. (1989) *Talking Back: Thinking Feminist: Thinking Black* (Boston, MA: South End Press).
- hooks, b. (1994) *Teaching to transgress: Education as the practice of freedom* (New York, NY: Routledge).
- Kaba, M. (2000) They listen to me but they don't act on it: contradictory consciousness in decision-making. *High School Journal*, 84(2), 21–35.
- Kirk, D. (2010) *Physical Education Futures* (London: Routledge).
- Knight, M. G. and Oesterreich, H. (2009) Engaging emotions: the disruptive power, pedagogies and possibilities. *Teachers College Record*, 111(1), 2678–2704.
- Könings, K. D., Brand-Gruwel, S. and van Merriënboer, J. J. G. (2010) An approach to participatory instructional design in secondary education: an exploratory study. *Educational Research*, 52(1), 45–59.
- Kumashiro, K. K. (2008) *The Seduction of Common Sense: How the Right has Framed the Debate on America's Schools* (New York, NY: Teachers College Press).
- Levine, A. (2006) *Educating School Teachers* (Washington, DC: The Education Schools Project).
- Luke, C. and Gore, J. (1992) *Feminisms and Critical Pedagogy* (London: Routledge).
- McIntyre, D., Pedder, D. and Rudduck, J. (2005) Pupil voice. Comfortable and uncomfortable learnings for teachers. *Research Papers in Education*, 20(2), 149–168.
- Mitra, D. L. (2004) The significance of students: can increasing 'student voice' in schools lead to gains in youth development?. *Teachers College Record*, 106(4), 651–688.
- National Council for Accreditation of Teacher Education (NCATE) (2010) *Transforming Teacher Education Through Clinical Practice. A National Strategy to Prepare Effective Teachers: Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning* (Washington, DC: Author).
- National Council of Teacher Quality (NCTQ) (2010) *Blueprint for Change: National Summary* (Washington, DC: Author).
- Oesterreich, H. (2007) From 'crisis' to 'activist': the everyday freedom legacy of Black feminisms. *Race, Ethnicity and Education*, 10(1), 1–20.
- Olafson, L. (2002) 'I hate phys ed': adolescent girls talk about physical education. *The Physical Educator*, 59(2), 67–75.
- Oliver, K. L. (1999) Adolescent girls' body narratives: learning to desire and create a 'fashionable' image. *Teachers College Record*, 101(2), 220–246.
- Oliver, K. L. and Lalik, R. (2001) The body as curriculum: learning with adolescent girls. *The Journal of Curriculum Studies*, 33(3), 303–333.
- Oliver, K. L. and Lalik, R. (2004a) Critical inquiry on the body in girls' physical education classes: a critical poststructural analysis. *Journal of Teaching in Physical Education*, 28(1), 90–110.
- Oliver, K. L. and Lalik, R. (2004b) 'The beauty walk, this ain't my topic': learning about critical inquiry with adolescent girls. *The Journal of Curriculum Studies*, 36(5), 555–586.
- Oliver, K. L. and Hamzeh, M. (2010) "The boys won't let us play": 5th grade *mestizas* publicly challenge physical activity discourse at school. *Research Quarterly for Exercise and Sport*, 81(1), 39–51.
- Oliver, K. L., Hamzeh, M. and McCaughtry, N. (2009) "Girly girls can play games/Las niñas pueden jugar tambien": co-creating a curriculum of possibilities with 5th grade girls. *Journal of Teaching in Physical Education*, 28(1), 90–110.
- Oliver, K. L. with Archuleta, J., Blazer, C., De La Cruz, K., Martinez, D., McConnell, J., Osta, M., Parks, L., and Robinson, R. (2010). Student-centered and inquiry based physical education teacher education. Paper Presented at the American Alliance of Health, Physical Education, Recreation and Dance Conference (Indianapolis, IN).
- Oliver, K. L. and Oesterreich, H. A. (2011). Student-Centered Inquiry as Curriculum. Paper presented at the Association for Teacher Education (Orlando, FL).
- Pinar, W. F. (2004) *What is Curriculum Theory?* (Mahwah, NJ: Mahwah Erlbaum).
- Pinar, W. F., Reynolds, W. M., Slattery, P. and Taubman, P. M. (1995) *Understanding Curriculum* (New York, NY: Peter Lang).

- Phelan, A. M. (2011) Towards a complicated conversation: teacher education and the curriculum turn. *Pedagogy, Culture & Society*, 19(2), 207–220.
- Rodgers, C. R. (2002) Voices inside schools: seeing student learning: teacher change and the role of reflection. *Harvard Educational Review*, 72(2), 230–253.
- Rudduck, J. and McIntyre, D. (2007) *Improving Learning through Consulting Pupils* (London: Routledge).
- Schultz, K. (2003) *Listening: A Framework for Teaching Across Differences* (New York, NY: Teachers College Press).
- Schwab, J. J. (1969) The practical: a language for curriculum. *The School Review*, 78(1), 1–23.
- Schwab, J. J. (1983) The practical 4: something for curriculum professors to do. *Curriculum Inquiry*, 13(3), 239–265.
- Shor, I. (1992) *Empowering Education: Critical Teaching for Social Change* (Chicago, IL: The University of Chicago Press).
- Short, K. G. and Burke, C. (1996) Examining our beliefs and practices through inquiry. *Language Arts*, 73(2), 97–104.
- SooHoo, S. (1995) Emerging student and teacher voices: a syncopated rhythm in public education. In B. Kanpol and P. McLaren (eds), *Critical Multiculturalism: Uncommon Voices in a Common Struggle* (Westport, CT: Bergin & Garvey), 217–234.
- Strauss, A. and Corbin, J. (1998) *Basics of qualitative research: techniques and procedures for developing grounded theory*, 2nd ed. (Thousand Oaks, CA: Sage).
- Streubert Speziale, H. J. and Carpenter, D. R. (2003) *Qualitative research in nursing: advancing the humanistic imperative*, 3rd ed. (New York, NY: Lippincott, Williams, and Wilkins).
- Valenzuela, A. (1999) *Subtractive Schooling: US Mexican Youth and the Politics of Caring* (Albany, NY: SUNY Press).
- Van Manen, M. (1991) *The Tact of Teaching: The Meaning Of Pedagogical Thoughtfulness* (Albany, NY: SUNY Press).
- Wehmeyer, M. and Sands, D. (eds) (1998) *Making It Happen: Student Involvement in Educational Planning* (Baltimore, MD: Paul H Brookes Pub Co.).
- Weis, L. and Fine, M. (2000) *Construction Sites: Excavating Race, Class, and Gender Among Urban Youth* (New York, NY: Teachers College Press).
- Wilson, D. K., Williams, J., Evans, A., Mixon, G. and Rheame, C. (2005) Brief report: a qualitative study of gender preferences and motivational factors for physical activities in underserved adolescents. *Journal of Pediatric Psychology*, 30(3), 293–297.
- Youens, B. and Hall, C. (2006) Incorporating pupil perspectives in initial teacher education: lessons from the pupil mentor project. *Teacher Development*, 10(2), 197–206.
- Young, E. (2010) Challenges to conceptualizing and actualizing culturally relevant pedagogy: How viable is the theory in classroom practice?. *Journal of Teaching Education*, 61(3), 248–260.