Welcome to KINESIOL 1K03
Foundations of Kinesiology

Unit 1: History of Kinesiology & Intro to Tutorials

Professor: Dr. Claire Tuckey Email: tuckeyc@mcmaster.ca















Department of Kinesiology

- To appreciate the importance of context in understanding historical change
- To describe the difference between the physical education as a profession and physical education as a discipline
- To explain why departments of physical education became departments of kinesiology
- 4. Preparation for first week of tutorials



Learning Objectives



Introduction

What we call ourselves matters.

- Brief history to help us understand where we came from, who we are, and where we are going is important
- To appreciate the history of kinesiology requires recognizing its key precursor:

'Physical Education'

- Not referring to the classes you took in high school and elementary school
- Referring to academic departments of physical education in university that are now called departments of kinesiology
- These are departments dedicated to creating and sharing knowledge about
 Physical Activity and Human Movement
- These departments now include a wide variety of subdisciples

'Physical Education'

- Kinesiology as a formal field of study began in the early 20th century primarily in the context of Physical Education
- The earliest programs focused on training physical education teachers and coaches to promote physical fitness and sports in schools

Growth of Academic Programs

- The growth of kinesiology as an academic discipline gained momentum during the mid-20th century, with the establishment of kinesiology departments in universities across Canada

Growth of Academic Programs

- _____Kinesiologists _____ in Canada have expanded their roles beyond traditional physical education and sport settings
- Now are actively involved in various areas, including clinical rehabilitation, fitness and wellness promotion, sports performance enhancement, and workplace health

Quest 2007, **59**, 154-162 © 2007 American Academy of Kinesiology and Physical Education

Forty Years of Kinesiology: A Canadian Perspective

Digby Elliott

Forty Years of Kinesiology: A Canadian Perspective (Elliot, 2007)

Fun Fact:

- Simon Fraser University in Burnaby, BC and the University of Waterloo in Waterloo, ON developed the first-ever kinesiology programs at about the same time in the mid 1960s
- Why did this happen?

- In the 1960s, the first of the ______ were approaching adulthood
- Big impact on the economy and education
- Now making post-secondary school education was a viable option for the young adult population
- Canadian governments were spending tax dollars on the infrastructure required for more colleges and universities

- SFU and Waterloo were relatively new universities at the time, growing rapidly in size
- Trying to compete with the older universities in Canada, they wanted to offer Innovative and Non-Traditional Programs
- That's when Kinesiology at SFU and Waterloo was born

- At Waterloo, _____Norm Ashton ____ created the Kinesiology program
- Professor Ashton arrived at the University of Waterloo in 1965 previously employed by the Royal Canadian Air Force as a fitness specialist
- The program started as a 1-year bachelor of physical education degree to students that had already obtained a 3-year arts or science degree
- This addition was targeted to students who wished to become physical education teachers

- Next, the University of Waterloo expanded this program into a <u>4-Year</u> physical education degree
- This was still directed toward training physical education teachers
- Professor Ashton was hired to develop this new program

Forty Years of Kinesiology: A Canadian Perspective (Elliot, 2007)

As Professor Ashton was developing this new program, he had some new ideas:

- He wanted a curriculum grounded in the basic biological and social sciences
- Associated with human movement that would offer students

 a broader range of opprotunities

- Professor Ashton presented his ideas on the new model to a meeting of Ontario University physical education faculty members held at York University in Toronto in 1966
- 1-year later, the proposal was approved by the University of Waterloo Senate

- Digby Elliot was an undergraduate at the University of Waterloo in 1969
- He writes about remembering a good mix of within-department offerings and courses taught by other departments

- Over the next few years, Professor Ashton recruited professors who shared their vision
- Professors in Exercise Physiology, Biochemistry, Biomechanics, Motor Learning, Sport Psychology
- Along with these new faculty hires came MSc and PhD programs for graduate students in kinesiology
- Digby Elliott was one of these graduate students, earning his MSc (1978) in Kinesiology and his PhD (1982) in Psychology at the University of Waterloo

- Fork in the road: many Canadian universities were faced with a dilemma
- Should we establish a new kinesiology program or work on updating our physical education curricula?

Forty Years of Kinesiology: A Canadian Perspective (Elliot, 2007)

This was the case with McMaster University...

- In the 1970s, the School of Physical Education and Athletics was responsible for undergraduate and graduate programs, but also for varsity athletics
- Faculty members had to have their _____ research program, teach, and coach

This made new appointments difficult and too specific

- Created a split at McMaster, into a Department of Physical Education and a new Department of Athletics and Recreation
- Athletics and Recreation was treated as a non-academic unit under the umbrella of ______Student Services______
- This split was necessary for what resulted in a name change later to the Department of Kinesiology
- A similar process occurred at a number of other Canadian universities

- Our Bachelor of Physical Education program at McMaster was first established in 1956 by McMaster legends Ivor Wynne and Les Prince
- Hence, building of '______ Ivor Wynne Centre_____ 'in 1966 for their vision of a full-degree program
- The first cohort had 29 students....

Scientific Papers in Kinesiology

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Faculty Members

There are different types of faculty members, but the main ones are:

- Research Faculty: Responsible for conducting research in their laboratory group by supervising graduate students (MSc & PhD), may also teach a couple courses
- <u>Teaching Faculty</u>: Responsible for teaching courses (6+ courses), might be involved in side research projects



Scientific Papers in Kinesiology

Importance of Research

Practical Applications

 Provide new information to a number of different healthcare professionals, coaching staff, etc. to ensure they are operating in the best interest of patients, athletes, clients, etc.

Education

Provide the basis for a lot of what is taught in the university curriculum

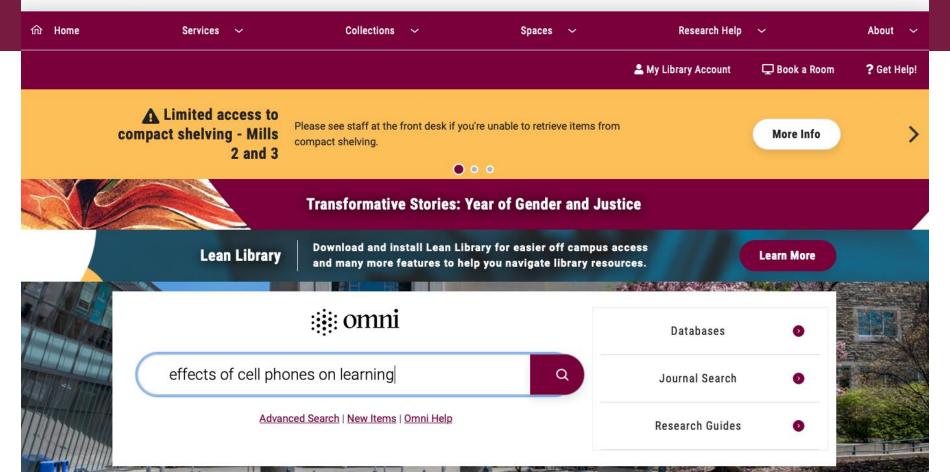
Up to Date

 What would be the point of attending classes based on outdated, disproven information?



Library





Scientific Papers in Kinesiology

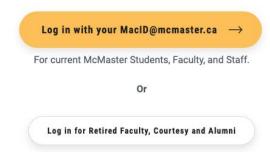


Libraries

Off-Campus Access: Login

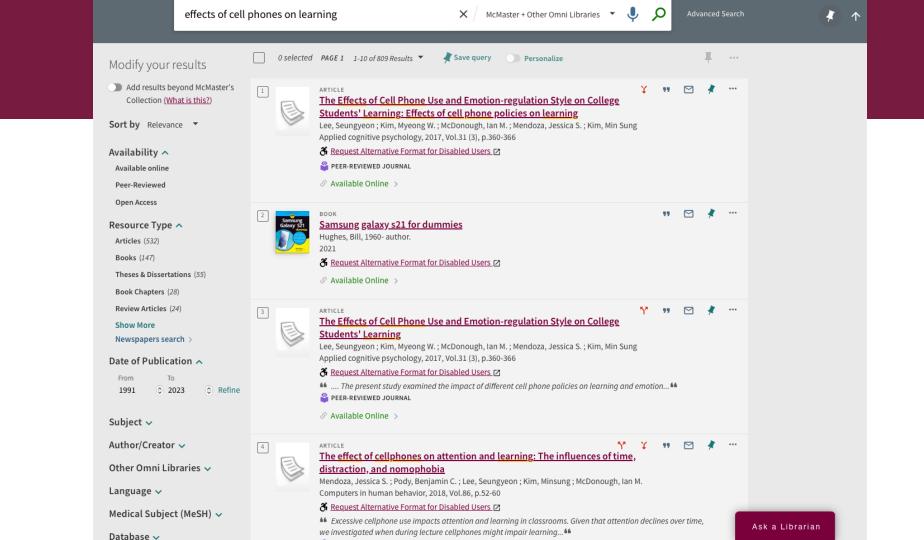


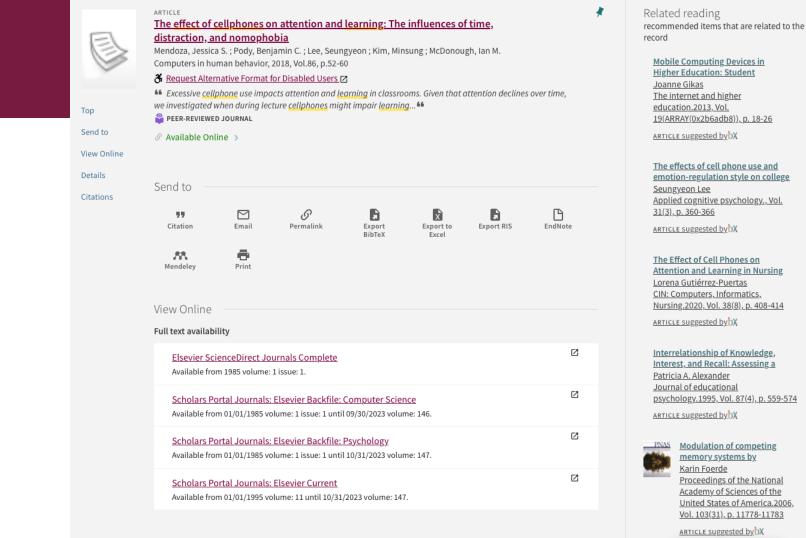
Login to access Library e-Resources





Install <u>Lean Library</u> for easier off campus access!





ARTICLE suggested bybX The effects of cell phone use and emotion-regulation style on college

The Effect of Cell Phones on Attention and Learning in Nursing Lorena Gutiérrez-Puertas CIN: Computers, Informatics, Nursing.2020, Vol. 38(8), p. 408-414

Interrelationship of Knowledge. Interest, and Recall: Assessing a Patricia A. Alexander Journal of educational psychology.1995, Vol. 87(4), p. 559-574

Modulation of competing memory systems by Karin Foerde Proceedings of the National

ARTICLE suggested by X Academy of Sciences of the United States of America. 2006, Vol. 103(31), p. 11778-11783

ARTICLE suggested by bX

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Outline

Highlights

Abstract

Keywords

List of abbreviations

- 1. When cellphones disrupt attention and learni...
- 2. Attention and cellphones in the classroom

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- 3. Cellphones and feelings of anxiety
- 4. Cellphones' impact on learning in the classroom
- 5. Experiment 1
- 6. Method
- 7. Results
- 8. Experiment 2
- 9. Method
- 10. Results
- 11. Discussion
- 12. Conclusion

Declarations of interest

Ethics approval and consent to participate

Role of the funding source

Appendix A. Supplementary data

References

Computers in Human Behavior

Volume 86, September 2018, Pages 52-60



Full length article

The effect of cellphones on attention and learning: The influences of time, distraction, and nomophobia

Jessica S. Mendoza ^a ⋈, Benjamin C. Pody ^a ⋈, Seungyeon Lee ^b ⋈, Minsung Kim ^c ⋈, Ian M. McDonough a 🙎 🔀

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Highlights

- · Having a phone reduces impairs attention and subsequent memory during lectures.
- · Noticeably being distracted by text messages further reduces learning.
- · Self-reported nomophobia reduces learning.
- All effects of cellphones are most pronounced 10–15 min into the lecture.



Recommended articles

Toward explicit measures of intention to predict information system use: An...

Computers in Human Behavior, Volume 86, 2018, pp.... Clément Belletier, ..., Marie Izaute

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Investigation of nomophobia and smartphone addiction predictors among...

The Social Science Journal, Volume 56, Issue 4, 2019, ... Hatice Yildiz Durak

Exploratory investigation of theoretical predictors of nomophobia using the Mob...

Journal of Adolescence, Volume 56, 2017, pp. 127-135 Lidia Argumosa-Villar, ..., Andreu Vigil-Colet

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Contents lists available at ScienceDirect

Computers in Human Behavior

journal homepage: www.elsevier.com/locate/comphumbeh



Full length article

The effect of cellphones on attention and learning: The influences of time, distraction, and nomophobia



Jessica S. Mendoza ^a, Benjamin C. Pody ^a, Seungyeon Lee ^b, Minsung Kim ^c, lan M. McDonough ^a. ^{*}

- * The University of Alabama, Department of Psychology, 505 Hackberry Lane, BOX 870348, Tuscaloosa, AL 35487, USA
- b University of Arkansas at Monticello, School of Social & Behavioral Sciences, 346 University Drive, Monticello, AR 71656, USA

ABSTRACT

6 Buros Center for Testing, University of Nebrasia at Lincoln, 21 Teachers College Hall, Lincoln, NE 68588-0348, USA

ARTICLE INFO

Article history: Received 13 November 2017 Received in revised form 4 April 2018 Accepted 12 April 2018 Available online 14 April 2018

Keywords: Attention Cellphone Classroom Learning Memory Nomophobia Excessive cellphone use impacts attention and learning in classrooms. Given that attention declines over time, we investigated when during lecture cellphones might impair hearning. Across towe experiments, participants watched a 20-min lecture under different cellphone conditions (keep or remove). Groups who kept their cellphones received distracting text messages during the lecture. Participants were quizzed on the lecture, Quiz questions were divided into four segments depending on when the material was presented attack, participants with omoghosib—in-me was assessed. Participants who kept their cellphone performed worse on the quiz for material presented in the 3rd quarter of the lecture than those who were not distracted. Participants ligher in nomphobia, especially on subscales having to 6 with losing connectedness and giving up convenience, performed worse on the quiz for material than those who were not distracted. Participants higher in inomphobia, especially on subscales having to 6 with losing connectedness and giving up convenience, performed worse on the quiz for material that occurred in the 3rd quarter of the lecture. Findings indicate that having cellphones is a short lecture has its largest impact on attention and learning 10 — 15 min into the lecture. This study provides novel insights into the interactions between technology and learning to the peducators and students optimize learning.

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1. When cellphones disrupt attention and learning: the influences of time, distraction, and nomophobia

Although cellphones have been shown to produce a negative impact on students' learning, they continue to play a najor role in the lives of American college students. According to the Pew Research Center, 72% of Americans and a global average of 43% of individuals report owning a cellphone (Poushter, 2016). Additionally, three quarters of Americans use the internet on the cellphone several times a day, averaging at least 5 h per day (Andrews, Ellis, Shaw, & Piwek, 2015; Smith, 2011, 2015). Moreover, young adults

between the ages of 18–24 send or receive an average of 109 text messages per day (Smith, 2011). Although cellphones have other features such as voice call and web browsing, text messaging appears to be the most convenient method of communication among young adults. Such excessive cellphone use has brought researchers to focus on how this usage impacts learning and memory in classroom settings. While most research has focused on how memory and learning are impacted by the use or distraction for cellphones, this study focuses on when attention is most likely to be impaired by the cellphone distractions. By understanding the interactions between technology and attention, educators and students can obtain the control of the control of

2. Attention and cellphones in the classroom

Attention is optimal when individuals are focused on one task at a time. However, with many competing sources vying for our attention, both inside and outside the classroom, multitasking has become the norm for most members of younger generations

https://doi.org/10.1016/j.chb.2018.04.027 0747-5632/0 2018 Elsevier Ltd. All rights reserved.

PDF version



List of abbreviations: DSM-V, Diagnostic and Statistical Manual of Mental Disorders; TED, technology, entertainment, design; NMP-Q, Nomophobia Questionnaire.

^{*} Corresponding author.

E-mail addresses: immendeza@crimson.ua.edu (J.S. Mendoza), bcpody@gmail.
com (B.C. Pody), LecS@uamont.edu (S. Lee), mkim@buros.org (M. Kim),
immcdonouzh@ua.edu (I.M. McDoneuzh).



Scientific Papers in Kinesiology

Tips on searching for relevant papers

Start broad with your search, and slowly add in specifics

- E.g., 'motor'
- E.g., 'motor control'
- E.g., 'motor control when reaching for objects'
- E.g., 'brain regions activated for motor control when reaching for objects'



Scientific Papers in Kinesiology

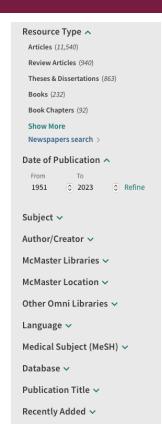
Reverse Searching

Know the year?

- You can type in the general topic/title
- On the left (filters) sort for year

Know the author?

 Similar to above, you can also sort for author on the left (filters)



Tutorial Preparation

In this weeks tutorial:

- You will meet your TA and your small class that you will have for the semester
- Ice Breaker activity facilitated by your TA
- Understanding Primary Sources of research
- Searching for Scientific Papers in Kinesiology activity (this will be a useful tool for future assignments!)
- You will want to bring a laptop/tablet device to the tutorial to fully participate in the class activities

Tutorial Preparation



- Tutorial times are back-to-back with other tutorial groups
- Please wait in the hallway until the previous tutorial group is finished

Participation Grades

- 0/2 = no attendance
- 1/2 = present with minimal participation, and/or arrived late
- 2/2 = present with active engagement and participation in class activities and tasks

Tutorial Preparation

- All tutorials will be recorded by your TA on MS
 Teams for reference to rewatch as needed
- If you would like to use an MSAF for a tutorial, contact your TA and the course Instructor for your accommodations
- Without appropriate documentation (MSAF, RISO), virtual attendance will not be graded
- For attendance and participation, you must attend tutorial in-person

Tutorial Guidelines

- Arrive a few minutes early to your tutorial, as your TA will be starting promptly at your tutorial time to avoid late marks
- You must <u>sign in with TAs attendance</u> to receive marks
- Each TA may present the information across tutorials slightly different, but the content is consistent

Mon

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History of Kinesiology &

Online Library

15

Research Methods -

Qualitative vs.

Quantitative

Research Methods -

Knowledge Translation

29

Biomechanics 1

Sun

Tutorial #1

Primary Sources

14

Tutorial #2

APA Referencing

21

Tutorial #3

Research Questions

28 Tutorial #4

Intro to Group Presentations **September At-A-Glance**

Tue

2

9

16

23

30

Thu

4

Welcome

Research Methods -

Search Engines &

APA Referencing

18

Research Methods -

Interpreting Results

25

Intro to Pillars of

Kinesiology

Fri

5

12

19

Q vs Q Assignment

Instructions

Released 11:59PM

26

Sat

6

13

20

27

Wed

3

10

17

24



Tutorial #1

 Arrive to Tutorial #1 with a laptop/device and pen/pencil to fully participate in class activities

Next Lecture:

Research Methods – Understanding Search Engines



Have a great day!

Dr. Claire Tuckey tuckeyc@mcmaster.ca