

Welcome to

KINESIOLOGY

1K03

Foundations of Kinesiology

Unit 1: History of Kinesiology & Intro to Tutorials

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



Department of Kinesiology

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



Learning Objectives



History of Kinesiology



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

History of Kinesiology



‘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 subdisciplines

History of Kinesiology



‘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

History of Kinesiology



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
- These programs expanded their focus beyond physical education and sports to encompass a Broader understanding of human movements

History of Kinesiology



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

History of Kinesiology

Quest 2007, **59**, 154-162

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Forty Years of Kinesiology: A Canadian Perspective

Digby Elliott

History of Kinesiology



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?

History of Kinesiology



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

- In the 1960s, the first of the Baby Boomers 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**

History of Kinesiology



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

- 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

History of Kinesiology



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

- 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**

History of Kinesiology



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

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

History of Kinesiology



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 opportunities

History of Kinesiology



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

- 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
- Making the first Department of Kinesiology established in 1967

History of Kinesiology



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

- 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**

History of Kinesiology



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

- 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

History of Kinesiology



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

- 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**?

History of Kinesiology



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

History of Kinesiology



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

- 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

History of Kinesiology



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

- 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



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
- **Teaching Faculty**: 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?

⚠ Limited access to compact shelving - Mills 2 and 3

Please see staff at the front desk if you're unable to retrieve items from compact shelving.

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Transformative Stories: Year of Gender and Justice

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effects of cell phones on learning|



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Databases



Journal Search



Research Guides



Scientific Papers in Kinesiology



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1



ARTICLE

[The Effects of Cell Phone Use and Emotion-regulation Style on College Students' Learning: Effects of cell phone policies on learning](#)

Lee, Seungyeon ; Kim, Myeong W. ; McDonough, Ian M. ; Mendoza, Jessica S. ; Kim, Min Sung
Applied cognitive psychology, 2017, Vol.31 (3), p.360-366

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BOOK

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Hughes, Bill, 1960- author.
2021

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3



ARTICLE

[The Effects of Cell Phone Use and Emotion-regulation Style on College Students' Learning](#)

Lee, Seungyeon ; Kim, Myeong W. ; McDonough, Ian M. ; Mendoza, Jessica S. ; Kim, Min Sung
Applied cognitive psychology, 2017, Vol.31 (3), p.360-366

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“... The present study examined the impact of different cell phone policies on learning and emotion...”

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4



ARTICLE

[The effect of cellphones on attention and learning: The influences of time, distraction, and nomophobia](#)

Mendoza, Jessica S. ; Pody, Benjamin C. ; Lee, Seungyeon ; Kim, Minsung ; McDonough, Ian M.
Computers in human behavior, 2018, Vol.86, p.52-60

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“Excessive cellphone use impacts attention and learning in classrooms. Given that attention declines over time, we investigated when during lecture cellphones might impair learning...”





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ARTICLE

[The effect of cellphones on attention and learning: The influences of time, distraction, and nomophobia](#)

Mendoza, Jessica S. ; Pody, Benjamin C. ; Lee, Seungyeon ; Kim, Minsung ; McDonough, Ian M.
Computers in human behavior, 2018, Vol.86, p.52-60

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Available from 01/01/1995 volume: 11 until 10/31/2023 volume: 147.



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recommended items that are related to the record

[Mobile Computing Devices in Higher Education: Student](#)

[Joanne Gikas](#)

[The internet and higher](#)


[education.2013.Vol. 19\(ARRAY\(0x2b6adb8\)\)](#), p. 18-26

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[The effects of cell phone use and emotion-regulation style on college](#)

[Seungyeon Lee](#)


[Applied cognitive psychology](#), Vol. 31(3), p. 360-366

ARTICLE suggested by 

[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

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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](#)[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

[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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Full length article

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



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Memory

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ABSTRACT

Excessive cellphone use impacts attention and learning in classrooms. Given that attention declines over time, we investigated when during lecture cellphones might impair learning. Across two 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. Lastly, participants' nomophobia—the fear of being without access to one's cellphone—was assessed. Participants who kept their cellphone performed worse on the quiz for material presented in the 3rd quarter of the lecture than those without cellphones. Distracted participants performed worse on the test for the same material than those who were not distracted. Participants higher in nomophobia, especially on subscales having to do 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 in 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 help educators 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 major 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 (Pewcenter, 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 impaired by the use or distraction of cellphones, this study focuses on when attention is most likely to be impaired by cellphone distractions. By understanding the interactions between technology and attention, educators and students can optimize learning.

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

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

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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)

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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



Keys to success

- 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 sign in with TAs attendance to receive marks
- Each TA may present the information across tutorials slightly different, but the **content is consistent**

September At-A-Glance						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Welcome	5	6
7 Tutorial #1 Primary Sources	8 History of Kinesiology & Online Library	9	10	11 Research Methods – Search Engines & APA Referencing	12	13
14 Tutorial #2 APA Referencing	15 Research Methods – Qualitative vs. Quantitative	16	17	18 Research Methods – Interpreting Results	19 Q vs Q Assignment Instructions Released 11:59PM	20
21 Tutorial #3 Research Questions	22 Research Methods – Knowledge Translation	23	24	25 Intro to Pillars of Kinesiology	26	27
28 Tutorial #4 Intro to Group Presentations	29 Biomechanics 1	30				



Up Next:



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!

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