

# DOWNLOAD PDF RECONTEXTUALIZING EDUCATION THROUGH THE PHYSICAL

## Chapter 1 : Physical Therapist (PT) Admissions Process

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

The purpose is to facilitate the admissions process for applicants and programs, promote the physical therapist profession and educational programs to a broad spectrum of applicants, and provide rich applicant data for institutional, regional, and national analysis. Preparing for the Admissions Process Research PT programs to determine the ones that may best meet your educational needs. Complete course prerequisites for your designated programs. Obtain physical therapy experience and have your hours verified by a PT, if required by your designated programs. Request references from appropriate individuals, if required by your designated programs. Some programs use a rolling admissions process. College Major You are not required to select a particular major in order to be eligible for admission to a PT program. The most common undergraduate majors among PT students include exercise science, biology, kinesiology, and psychology. College Course Prerequisites The course prerequisites for admission vary significantly across PT education programs. Visit the institutional website or the PTCAS directory to determine what courses are required by each institution. The most commonly required course prerequisites are below: Visit the PTCAS directory to determine what type of anatomy and physiology courses are required for admission. These minimum scores vary by institution and may be low as compared with the average GPA of applicants offered admission. Programs may have minimum acceptable scores and last acceptable test dates. Policies regarding the consideration of multiple sets of GRE scores vary by institution. The program may specify the settings and types of experiences required. Applicants may also be required to have a licensed physical therapist verify the hours. This experience may be an important factor in the admissions process. Respectfully contact physical therapy clinics, hospitals, long-term care facilities eg, nursing homes , and other healthcare settings in your area to find observation opportunities. APTA cannot assist you in these efforts. You may need to submit references from a particular individual, such as a physical therapist, science professor, or academic advisor. Interviews - PT programs may require competitive applicants to visit the campus for an interview. The interview format varies by institution. Applicants may be required to speak with a single faculty member, a student, a physical therapist, or a panel of interviewers; or participate in an orientation program. If invited, dress in professional business attire. Applicants should be prepared to discuss why they have chosen to pursue a career in physical therapy and how they perceive the role of physical therapists in health care. Those who have researched and gained direct exposure to the profession will be better prepared to respond to the interview questions. During the interview, applicants may be rated on their oral communication skills, professional behaviors and attitudes, ability to interact in a group, knowledge of the profession, ability to solve problems, and motivation to pursue a career in physical therapy. State Residency Requirements - Some PT education programs give preference to in-state resident students. Out-of-state non-resident and foreign applicants may vie for a limited number of positions or may be ineligible for admission, depending on institutional and state policies. Private institutions may offer out-of-state and foreign applicants a greater number of positions within the program than state-supported, public institutions. Criminal Background Checks - PT programs may ask applicants to disclose any previous felony or misdemeanor convictions as part of the application process. A criminal record will not necessarily prevent an applicant from enrolling in a PT program; however, failure to disclose any past or pending charges may be grounds for dismissal. Contact your designated PT programs directly for specific policies. Technical Standards and Essential Functions - APTA has not adopted any policies or positions regarding the essential skills or technical standards necessary to practice or function as a physical therapist. However, individual PT programs generally do have these types of policies in place. Contact your designated PT programs directly regarding program-specific policies. The PTA curriculum differs from that of the physical therapist and does

# DOWNLOAD PDF RECONTEXTUALIZING EDUCATION THROUGH THE PHYSICAL

NOT provide the needed prerequisites required for physical therapist education.

# DOWNLOAD PDF RECONTEXTUALIZING EDUCATION THROUGH THE PHYSICAL

## Chapter 2 : Li'l Abner Foundation | Education Through Physical Fitness

*Selection of printed curriculum materials in physical education: Recontextualizing pedagogical knowledge JoseÀ´ DevÀ±Á´s-DevÀ±Á´s Universitat de Vale`ncia, Spain.*

Reference services are at a cross-roads. While many academic libraries continue to offer reference services from behind a desk, others are moving to roving and embedded reference models. Meanwhile, libraries are also engaged in the development of collaborative learning spacesâ€”often rich with technology, such as makerspaces and learning labsâ€”but these spaces are often removed from the reference services environment. Beta spaces are another type of collaborative environment used in both public and academic libraries with the potential to infuse energy into the reference space and emphasize research support through experimentation, collaboration, and user contribution. Beta spaces are user-oriented environments with a focus on innovation and experimentation, much like a makerspace but with an emphasis on ideas over technology. A beta space model for reference services would enhance opportunities for active learning, help make the research process visible and tangible, and effectively demonstrate the value of reference. In reality, traditional reference services are often questioned as an effective model for delivery of research support in academic libraries. The reference desk as a physical space was called into question by Barbara J. While this often takes the form of makerspaces or digital labs in libraries, it also describes the work of student researchers or any library user. In this article, I explore the concept of the beta space and think about the ways that reference as an activity is one that makes the most sense if delivered in a beta environment. The final section of this article is a narrative case study of my own attempt which may or may not have been successful to recontextualize reference services at my library into a collaborative, experimental environment designed to inspire, encourage user ownership of the space, and demonstrate the value of reference. Makerspaces have been around for over a decade, and according to MAKE Magazine, the term began being used widely in Cavalcanti. Though this definition is broad, it emphasizes technology and the physical building of materials in a creative environment. There are certainly elements of the makerspace in the beta space, but these terms and these spaces are not synonymous. The beta space is a prototyping space, but one that focuses more on ideas than technology. The emphasis for both of these projects was the development of a community that supported experimentationâ€”not just with technology, but with ideas. Goldenson and Hill, The space features computers with access to interactive online courses, a small collection of business and innovation periodicals, provides access to digital technology, and serves as an events space. Occupying a vacant storefront in Harvard Square, it was conceived by students as part of the Library Test Kitchen, a course taught at the Harvard Graduate School of Design. Makerspaces, technology-rich labs, and the growth of digital humanities in the library space is not without controversy. The makerspace movement can be seen as part of a larger trend of applying a corporate mindset to library services, with a focus on technology and production rather than discourse. These concerns are legitimate and it is healthy to question the motivations behind the transformation of any library service. Library makerspacesâ€”and by extension, beta spacesâ€”are designed to support active learning through hands-on experiences. I believe that beta spaces offer an opportunity to facilitate collaborative learning outside of the classroom in a way that does not negate the value of traditional scholarship, nor supplant traditional library services, but it does offer an opportunity to enhance them. For them, beta spaces: Facilitate real-time knowledge creation Are designed for experimentation, and Encourage community-driven innovation Goldenson and Hill, It is important to remember the participatory element of beta spaces. The creative activities taking place within beta spaces such as the 4th Floor and the Labrary are user-driven. A participatory design approach to the development of beta spaces in libraries is therefore at the foundation of the concept. A beta space is nothing without the people who come into it to try out new ideas, whether through discussion, a more formal reference interview, the exhibition of user-created work, or even a creative response to a display prompt. The Idea Box at the Oak Park Public Library in Illinois is an example of a beta space-type

environment that is set up by library staff, but then powered by the creativity of the public who interact with and add value to the space through participation. The range of activities in this space has included magnetic poetry, advice sharing, dancing, and oral histories—all driven by user contribution. Staff may have painted the room with magnetic paint and populated it with word fragments, but the poems were created by visitors and it is the visitors who give this space meaning Library as Incubator Project. With these examples in mind, a beta space can perhaps be summed up as: This is also what I consider to be the heart of reference services. Beta Spaces and Reference Services Reference as a library service can encompass a range of activities, depending on the type of library and its particular mission. These definitions were last approved in by the RUSA Board of Directors and describe a fairly straightforward exchange between library staff and user, one that emphasizes the transference of information from authority figure to knowledge seeker and explicitly excludes formal instruction. With this definition, it is easy to see why reference services are at a cross-roads. An informal survey of reference services mission statements and statements of philosophy shows a broader scope for reference and research support services in both academic and public libraries. We provide assistance to researchers working in all disciplines, help people to locate difficult to find items, and make referrals to subject specialists when appropriate. While couched in the practical i. Newark goes so far as to say: In many cases, however, reference services are not explicitly addressed in the library mission statements and the physical footprint of these services is being dismantled in some libraries. The news is often alarmist. Miles found that a large percentage But libraries are experimenting. In addition to desk-based services, librarians are engaged in roving reference, are consolidating service points such as merging reference and circulation , and are offering more in-office consultations with students Miles, At Sonoma State University, the reference desk has gone through a number of transitions in recent years, starting with a roving reference program in and the consolidation of the Reference and Circulation Desks. This model essentially disperses the research activities central to the work of the library across campus and within the online environment. There is an uncomfortable tension between the stated value of reference services in library mission statements and the threat to the visible presence of these services in the physical environment through a dispersal of services or a limitation of services behind a static desk. Many of the newest and most exciting spaces in libraries are technology-rich spaces such as makerspaces and digital labs, but these are often built out in separate classroom-like spaces. Even the 4th Floor at the Chattanooga Public Library, a great example of a successful beta space, is quite removed from the primary services desk. If a library does have a reference desk, its function is surely in question when the new super-star room filled with collaborative technology and innovative resources pops up down the hall. Instead, I see the potential in developing reference services spaces—such as a research or information commons space—as a beta space. Placing reference within the beta space helps to clarify the services offered, inspire other researchers about what is possible, and educate users on available resources. Focusing on knowledge creation within reference services validates the work of the library user and helps to establish a healthy symbiotic relationship between library staff and user. A Very Beta First Foray When I was hired in July as the information specialist overseeing reference services at the Pearson Library at California Lutheran University, the lines between reference services, circulation, and information literacy were fluid and confusing. Open every day from 10ampm during the semester, the IC Desk was mainly staffed by students cross-trained in circulation. The Circulation Desk served as a de-facto reference desk during periods of understaffing. I needed to figure out what reference meant for us, how to ensure that it was meaningful to users and to the staff who worked there, and how to isolate it as a singular service in order to market it. In order to do this, I unconsciously drew on my experience teaching at an art school, where the students spent hours working in an atelier environment learning new techniques through trial and error. I was also greatly inspired by my very first library school class at San Jose State University in Spring This is where I learned about beta spaces. Information Commons Desk with directional sign above At the IC Desk, we were experiencing healthy patron interaction statistics. Most of the time, the desk was staffed with students while librarians were on-call. It was just a desk. With the support of the library director, I set out to establish a

## DOWNLOAD PDF RECONTEXTUALIZING EDUCATION THROUGH THE PHYSICAL

strategic plan for reference services as a service and as a space and as I developed these plans, they began to solidify around the concept of the beta space. Goals for Reference Services at Pearson Library Establish an environment of intellectual curiosity and exploration at Pearson Library Raise campus awareness of research resources provided by Pearson Library Increase number of meaningful patron interactions at the reference services desk Increase opportunities for experiential learning at Pearson Library Increase opportunities for CLU community to share perspectives and experiences An important part of setting up a framework for later evaluation was not just thinking about the goals for the service, but about how users would ideally be affected by interacting with us. These desired outcomes are admittedly lofty. The desk itself was due for an upgrade so I proposed moving it to a slightly more central location but in fact just a few feet away and adding truly collaborative furniture around a mobile, U-shaped central desk. This is where I imagined that research would truly become visible. Students working in the space can be seen from all corners of the building and completed work can be hung on the glass. Aligning the new desk to this Idea Box-like space was central to the renovation proposal. The new area would feature a more open, approachable and mobile desk that faces approaching patrons coming in through the front doors. Optionally, a back-facing desk would face the general computer lab and serve as technology help, which did not have a public-facing desk in the library. Surrounding the service desk s would be four round tables on casters with seating for between four to six people each. These tables would serve small groups working together on projects, as well as space for longer research consultations with librarians. They would not have mounted computers as in the existing IC Desk area , which impede mobility and effectively block communication between staff and patrons. Laptops, tablets, and other technology could be brought into the space if needed from the existing mobile lab. These tables could also serve small classes coming in to do research together, which until then had relied on rows of desktop computers in the computer lab. The space would become a classroom-like space outside of the traditional classroom allowing librarians to meet with students and faculty for research appointments, not tucked away in back offices, but at one of the round tables with a laptop, for example. Now for the reality check. During the academic year, we were not able to realize the physical transformation of the space through renovation, though library administration approved of the ideas and design consultants were brought in. But we ran a series of successful programs that demonstrated the potential of the beta reference space and generated new energy around reference services as the central arm for outreach and research support as opposed to access services or information literacy instruction. In our first event, the atrium windows were used for the first time as gallery space for a student exhibition of Islamic Calligraphy and a small reception was held adjacent to the IC Desk in December. Students and faculty came to speak about their work learning a new language and artistic technique through experiential learning in this calligraphy course. Hanging the Islamic Calligraphy Show on the atrium windows in The following semester, the space was used to display erasure poetry made from weeded library materials by staff, faculty, and students. The IC Desk also served as a stop for a poetry prompt station staffed by the same faculty member who brought her creative writing classes into the atrium where library visitors also had an opportunity to add their work to the display. But we were intentional in making the in this case creative scholarship visible and placing these creative activities around ongoing reference activities at the services desk. Physical transformation of the space as proposed would help to cement the connection between the process of research and the resulting scholarship on display. Going forward, we would need to expand beyond art and poetry in order to truly align reference activities to the generation of new scholarly ideas and demonstrate the value of reference services by highlighting evidence of learning outcomes, student accomplishments, and models for inspiring research projects. The official Collaborative Research Proposal included dozens of thematic starting-off points to generate research ideas and pull in work from ongoing courses with amenable faculty members in a range of disciplines. The fact was that we tried these new programs in a fairly haphazard and difficult-to-assess way by making connections with faculty willing to experiment with new library spaces. We started to collectively think about the IC Desk as something more than a little desk with a bank of computers and more as the potential hub of the library. To

# DOWNLOAD PDF RECONTEXTUALIZING EDUCATION THROUGH THE PHYSICAL

truly assess the impact of the renovation and actual utilization of a Collaborative Research Commons, the following methods of assessment were identified as part of the proposal: Measure and compare length and type of patron interaction taking place at reference desk before and after implementation of beta space project changes using LibAnswers Reference Analytics tool; align interactions with ACRL Framework as is currently done with information literacy instruction. Include questions about awareness and effectiveness of environment and services in library survey deployed annually to students. Measure attendance at programs and workshops. Add a question about reference space to course evaluation for classes that utilized the space during the semester.

## Chapter 3 : Physical Activity Reduces Stress | Anxiety and Depression Association of America, ADA

*Roth, Robert. "Recontextualizing education through the physical: a somatic approach /." Electronic Thesis or Dissertation. Ohio State University,*

## Chapter 4 : Physical Education

*European Physical Education Review, v17 n1 p Feb This paper examines how teachers select printed curriculum materials in PE in Spanish secondary schools through Bernstein's theory of the pedagogic device.*

## Chapter 5 : Healthy development of children and young people through sport | racedaydvl.com

*Approaching education through a relational lens, we are "always assuming and looking for how people, situations, contexts, environments, and processes are integrally connecting and shaping each.*

## Chapter 6 : OhioLINK ETD: Roth, Robert R.

*Socially critical research in physical education, the one developed in order to contribute to social change and transformation, has been recognized during the last decade.*

## Chapter 7 : National PE Standards-Highly Effective Physical Education

*During the academic year, we were not able to realize the physical transformation of the space through renovation, though library administration approved of the ideas and design consultants were brought in.*

## Chapter 8 : Holdings : Physical activity in human experience : | York University Libraries

*Physical education and the new public health. Because school physical education is viewed as 'the most widely available resource for promoting physical activity among children and adolescents' (McKenzie et al., , p. ), the school curriculum has increasingly become more prominent in the new public health agenda.*

## Chapter 9 : Holdings : Management of physical education and sport / | York University Libraries

*Recontextualizing psychosocial development in young children: a model of environmental identity development Carie Green Curriculum and Instruction, School of Education, Graduate Program, University of Alaska Fairbanks, Fairbanks, AK, USA Correspondence racedaydvl.com@racedaydvl.com*