

### Edward's Annotated Bibliography for Inquiry

**Inquiry Question:** How to motivate all students to perform to best of their potential, so that they feel motivated to continue sports outside of PE class, using a combination of TGFU, trans-contextual, and inventing games models?

Title	Author	Purpose	Major Findings/Summary
Creating Successful Schools For All Early Adolescent Learners: No Easy Answers	Crockett, Mark J. (1995)	Reform efforts of schools are largely concentrated on what is done to students instead of what is best for them. Discrepancies in our expectations and what we do may diminish their ability to be academically, personally, and socially productive.	Creating successful schools for early adolescent learners requires educators, parents, and community members to rethink organizational structures, programs, and practices used in schools. The main problem is recreating schools as inclusive communities that offer equal opportunities to all students
<b>Significance to Inquiry</b>	This article suggests theoretical solutions, to current evident issues, that I can address to aid in increasing productivity. Here I am assuming that greater productivity equates to higher motivation of students.		
Title	Author	Purpose	Major Findings/Summary
Enhancing Student Motivation in College and University Physical Activity Courses Using Instructional Alignment Practices	Kim, MooSong; Cardinal, Bradley J.; Yun, Joonkoo (2015)	Self-determination theory encourages students to actively participate in regular physical activity for enjoyment and challenge because they will show higher motivation to do activity which leads to higher persistence and motivation.	Instructors' practice should support student autonomy, competence and relatedness so that they can build higher self-determined motivation.
<b>Significance to Inquiry</b>	This article suggests using self-determination as a method to support individual student understanding/learning to build more motivation to participate in voluntary physical activity. Here I am assuming active participation in class equates to motivation.		

<b>Title</b>	<b>Author</b>	<b>Purpose</b>	<b>Major Findings/Summary</b>
Influence of a hybrid Sport Education – Teaching Games for Understanding unit on one teacher and his students	Hastie, Peter A.; Curtner-Smith, Matthew D. (2006)	Using democratic teaching methods such as the Sport Education and Teaching Games For Understanding to increase to influence student learning.	The two models used were supportive of individual student learning and students responded well to solving the given problems, students understood overarching principles of games and were able to transfer knowledge between different games, and to create their own reward/risk strategies.
<b>Significance to Inquiry</b>	This article gives a direct example of one PE teaching model that I plan to use (TGfU) and the findings of this one article. Here I am assuming that understanding and application of problems given equates to motivation		
<b>Title</b>	<b>Author</b>	<b>Purpose</b>	<b>Major Findings/Summary</b>
Sport Education and Extracurricular Sport Participation	Wallhead, Tristan L.; Hagger, Martin; Smith, Derek T. (2010)	Using trans-contextual model of motivation to examine the effect of Sport Education on voluntary participation in lunch time sport club.	Using a Sport Education model, students are more likely to build autonomous motivation, resulting in higher voluntary participation in lunch break activity of the same activity
<b>Significance to Inquiry</b>	This article gives a direct example of one PE teaching model that I plan to use (Trans-contextual) and the findings of this one article. Here I am assuming that higher voluntary participation outside of class equates to motivation.		

<b>Title</b>	<b>Author</b>	<b>Purpose</b>	<b>Major Findings/Summary</b>
Stages for Children Inventing Games	Butler, Joy (2013)	Children have always been inventing games so the Inventing Games model has three purposes: <ol style="list-style-type: none"> <li>1. To bring “play” back into games</li> <li>2. To help players learn about game structure</li> <li>3. To help players learn about “democracy in action”</li> </ol>	Experiences need to be meaningful and memorable in order for learning to be sustainable and transferable. By giving students a “blueprint” of game categories, they will fully understand and appreciate games.
<b>Significance to Inquiry</b>	This article gives the rationale for one PE teaching model that I plan to use (Inventing Games), and how to set up this teaching model in a class.		
<b>Title</b>	<b>Author</b>	<b>Purpose</b>	<b>Major Findings/Summary</b>
The relation between student motivation and student grades in physical education: A 3-year investigation	Barkoukis, V.; Taylor, I.; Chanal, J.; Ntoumanis, N. (2013)	Investigating the relation between motivation and grades in PE over 3 years.	Controlling motivation (class) was associated with lower PE grades, while autonomous motivation (individual) was associated with higher PE grades.
<b>Significance to Inquiry</b>	This article will give me ideas on how to evaluate students to generate the most motivation. Here I am assuming that higher grades (in an autonomous class) equates to higher motivation.		