Using the Teaching Personal and Social Responsibility Model to Create Meaningful Physical Education Experiences: A Practitioner Inquiry

By

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University of Wales Trinity Saint David

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Abstract

Meaningful Physical Education (MPE) is a theorical approach by Kretchmar (2006) used to create meaningful experiences for students within Physical Education (PE). The Teaching Personal and Social Responsibility model is program introduced by Hellison (2011) that teaches students to apply responsibility within their learning, initially in the context of PE. Studies have shown that both MPE and TPSR connect with Social Emotional Learning (SEL), and autonomy practises. Through the lens of social constructivism, the aims of this study are to make direct connections with TPSR and MPE and to explore teacher pedagogy growth. This was a small-scale Case study/self-study conducted through one class in British Columbia, Canada over nine lessons. Concepts were self-taught and research design was based literature that was being explored.

This was a case study composed of 21 students, including 12 boys and 9 girls in grades 4 and 5. Qualitative data was used to explore the phenomena on how students connected to MPE experiences through the TPSR method, and how it served as a basis of teacher pedagogy improvement for MPE experiences with surveys, field notes, group meetings, and reflections. Quantitative data was taken to measure if the program improved MPE experiences for students through surveys before and after the program. However, the quantitative data was not used as students measured at a high level of MPE experiences during the initial survey, making zero significance in this data. Therefore, this research was completely a qualitative study.

Findings included three themes. Student responsibly to self and others through TPSR impacted MPE experiences through their behaviors within their social interactions. The experience of practitioner “letting go” of control allowed students to experience autonomy. Learning to adjust pedagogy was necessary in order to run the program, work with time and system constraints to meet the needs of students and of the program. An additional find was that through the student lens of MPE experiences, criteria’s of MPE was experienced through a pathway, introducing a pathway model of MPE experiences. This small-scale study further supports ways teachers can implement MPE through the TPSR model.

Since this is a small-scale study due to the small class size, and data was driven mainly by teacher reflections, this cannot be used for generalizations. Scheduling systems within the school and strict ethical guidelines restricted exploration in the study limiting the ability to fully implement this program as desired.

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Chapter 1

Introduction

1.1 Background

The intention behind this introduction is to give you insight into what the context of why I chose to conduct this study, and why I explored the ideas behind it. To understand the context of how I got here as a teacher you need understand my background. I have always been passionate about movement and music. As a child, I was involved in many sports in school primarily swimming, volleyball, basketball, track and field and tennis. I studied music in addition to that, primarily through voice and piano. My first degree was a Bachelor of Music as an Opera Major. Then, I got my Bachelor of Education to become a qualified teacher. One challenge in my adult life was that I was inactive the moment I left high school. It was easy being active in high school because there were structures and options presented to you. When I focused on music, I did not realize that I had to put the work in to seek physical activity out. It was not until a few years into my first degree through reflection that I realized that I was not living a healthy lifestyle; I was not moving enough and had lower energy. This affected my overall well-being. From then on, I looked for opportunities to be active.

As a teacher, I have been a firm believer that movement supports learning. As a vocal teacher, the body plays a large role in supporting vocal skills. I noticed that when my students moved as sang, they supported their vocal abilities better. Throughout my teaching journey I realized how health and the body played such an important role in student learning. This was why I decided to go back to school and get my Graduate Diploma in Physical Education at Douglas college. There, I heard about the idea of the “whole child approach” which was addressed by Association for Supervision and Curriculum Development (ASCD) in 2007 as an approach to create long term development and success for children. (ASCD, 2007). The ASCD emphasizes the idea of five key ideas: 1) Healthy: Students learn about keeping a healthy lifestyle, and are healthy 2)Safe: physical and emotionally safe space for all

children and adults 3)Engaged: Students are actively engaged in learning within the environment 4)Supported: All of students learning needs are supported by adults 5) Challenged: Students are challenged in order to have success and to further their development. I felt that I could relate to this approach because this was what I wanted for my students. I wanted them to feel good, find success, and feel supported.

1.2 Need for the Study

After the program at Douglas, I switched from being an elementary music teacher to a classroom teacher. I wanted to explore "a new experience" in supporting the same group of students all day, in order to help to become that "whole child." To give you a perspective through my experience I paint two scenes for you:

Scene 1: *The students line up. "We head to gym. A student states, "can we play dodgeball today?" Another student states "how about soccer?"*

With that perspective I learned that students want to be a part of the planning process. I noticed that there was a need to be heard and to have autonomy trend among my students. This was not just for physical education class, but throughout the day. When students found enjoyment of certain activities, they request it. In other words when students found activities meaningful to them, they want to do those activities. There is a "buy in." As I observed, I thought "maybe autonomy and connection to activities they enjoy are a few of the keys ingredients in creating lifelong movers and learners.

So much can happen within the day, or within a lesson. However, it was clear in my perspective that students learned and performed better when they were emotionally regulated, felt safe, and were connected with friends. Aligning it with the "whole child" approach.

Scene 2: "*We go to the gym, a student sits out by choice, there are disagreements, anger, arguments, time outs, but there was also laughter, smiles, teamwork."*

I do not expect my students to be happy every moment of the day, but as a teacher I want them to feel supported in learning how to deal with situations. I want them to know that school is a safe place to feel all their feelings, to express themselves, to

be able to make friends, have fun, and learn. I noticed when my students were able to overcome difficulties with support, they felt good and were ready and open to learn. With that in mind, I pondered about social and emotional learning as part of the process to creating successful students. From there, I knew that a core component for exploration in my study needed to be related to social emotional learning (SEL).

1.3 Focus on Children

Getting a degree in physical education, sport and literacy meant that I was exploring topics related to this. I knew that any research with a topic connected my interests in physical activity, education, social emotional learning and health would benefit any group of people. Fitness and health are popular topics, and everyone has a certain level of it. The fitness industry is large. Most of my friends and family have gym memberships. When I scroll online, there are consistent advertisements for fitness programs, diet fads, and there are a lot of people/influencers who share their opinions and advice on getting fit. It is important that we are looking at that information with a critical lens. Without a critical lens it can be dangerous, as there are a lot of factors that can influence people with negative thoughts, which can result in mental health issues, eating disorders, and a negative relationship within oneself and body. Richards et al. (2015) explores how social media has an impact on the health of children and young people. Themes that arose from Richards et al. (2015) study was that social media had a negative effect on self esteem and wellbeing. The issues that support Richards et al. (2015) fact was that cyberbullying is a large issue which can result in suicides and mental health issues, social networking online and depression are linked, the youth are more attracted to taking risks, and as being online was a large source of communication for the youth they have more opportunities be to influenced by peer pressure, or following of information without the pressure of sharing their personal information. Agirkan (2023) study provides insights into SEL and its relationship to technology by the basic psychological needs. It highlights the potential ramifications that social media has on people aged 18 to

27. It found that there are social and emotion deficiencies such as lack of ability to show emotional expression, interact with others, and loneliness for those who were addicted to technology. They conclude that people who do not have an addiction to technology such as social media are able to have positive behaviors through SEL. Although this research is helpful for understand SEL and technology, it would be more valuable to my study if it focused on children, to which I apply my study in.

I chose to focus my study on children because there are so many more influences nowadays with online social media and the internet. As a school teacher I am passionate about working with young people. I have seen cyberbullying within my class. With that experience, I believe that if I can help young children early on, that can be a good way to help them navigate social situations as they grow, in person, online and everywhere. Furthermore, I believe that the earlier they find a connection to physical activity, the more likely they will remain active throughout their lives, so that as adults they learn to seek physical activity as I have on their own. In addition, it was also convenient to work with children due to my teaching job.

1.4 Study Location

My study took place at an elementary school, to which I am employed in within a school district, located in British Columbia, Canada for the 2024-2025 school year. I taught classroom grade 4/5. My workload consisted of teaching all subjects at the grade 4/5 level except for music, as that subject was taught by another teacher, which allowed me to have preparation time. My workload included physical education. According to district policy, I was not allowed to conduct research with my class. Therefore, I needed to switch classes with another teacher so that I could conduct the study with a different set of students, whom were not my direct students. My colleague who also taught grade 4/5 was happy to support me, allowed me to switch classes with her to conduct the study. Since it was the same grade group, it was easy to collaborate curriculum around the study.

1.5 Research Details

The aim of this study was to explore my practise in using the Teaching Personal and Social Responsibility (TPSR) method created by Don Hellison (2011) as a tool in creating Meaningful Physical Education (MPE) for my students. The research questions proposed was “How does using the Teaching Personal and Social Responsibility (TPSR) model support Meaningful Physical Education (MPE) experiences for students through my pedagogy?”

Objectives to meet the requirements of this study were as follows:

1) Submit Dissertation proposal (including ethics) and get approval from University of Wales Trinity Saint David to conduct study.
2) Apply for research permission with the school district.
3) Obtain ethical approval from school district to conduct research.
4) Obtain approval from the district with first set of documents; consent letters and survey #1
5) Obtain written consent from parents and students to participate in the research.
6) Conduct Survey #1 with students.
7) Plan lesson plans with the planning data received from students in survey #1.
8) Obtain lesson Plan/Reflection and group discussion questions approval from school district.
9) Conduct lessons and collect data: field notes, group discussion notes, student reflections, and teacher reflections.
10) Obtain approval from school district to conduct survey #2.
11) Conduct survey#2
12) Analize data and write report.

1.6 My motivation

My motivation for this study is driven into main two categories: Supporting my students and improving my pedagogy. I wanted to support my student’s journey in finding a connection to physical activity in positive ways, resulting in lifelong

movement. In addition to supporting them with finding a connection to movement, I also wanted to connect this through a program that supports SEL. I believe that students who have higher SEL, can be ready to learn, and have more fun with positive learning experiences with friends. Furthermore, by doing this study to achieve those goals with my students, I am working on how I can grow my pedagogy by exploring new methods that I can add to my repertoire of skills as a teacher.

1.7 Chapter Organization

This dissertation in organized into six chapters. This is as follows:

1. Chapter 1: **Introduction:** This section gives you context as to my background, my interests, a mini overview of my study, and my motivation.
2. Chapter 2: **Literature Review:** This section explains and shows evidence of what kinds of research has been explored with TPSR, MPE, their connections and pedagogy application.
3. Chapter 3: **Methodology:** This section discusses what methodology I took to my conduct my study in, why I chose it, and my research design.
4. Chapter 4: **Findings and Discussion**: This section shares my data, explains what kinds of themes were found within the study within the data analysis and discusses the findings with connections to literature.
5. Chapter 5: **Conclusion:** This section summarizes the entirety of the study.

Chapter 2

Literature Review

2.1 Research Question and Aims

The purpose of this literature review is to explore what we already know and draw connections between the concepts being inquired. The research question that is guiding this review is:

"How does using the Teaching Personal and Social Responsibility (TPSR) model support Meaningful Physical Education (MPE) experiences for students through my pedagogy?"

The aims presented in this study are:

1. To connect TPSR and MPE experiences for my students.
2. Professional Development: To improve my pedagogy as a teacher by exploring a new model, and theory.

In this literature review I define the major concepts being explored. Firstly, the study is rooted in Social Constructivism, a theorical lens used to describe Vyotsky's (1978) study of child development. I discuss what this is, and studies that use this lens within Education. Secondly, I explore core concepts of MPE and the TPSR model, what they consist of, what does research tells us and how it can be explored through social constructivism. Thirdly, I draw parallel ideas that MPE and TPSR have explored on their own in literature. This consists of relatedness, autonomy and Social Emotional Learning (SEL). Lastly, I explore literature in pedagogy and professional development linking TPSR and MPE in practise through a social constructivist lens.

This review will support my inquiry as it will inform my practise of pedagogy application. By exploring what the literature says about how MPE and TPSR support students, I can draw parallels between the main concepts, giving me support in my programming and findings. Ultimately, aiding me in answering my research question making direct links between MPE and TPSR, and supporting my professional development.

2.2 Social Constructivism

This study takes on a social constructivist theoretical lens. This was chosen because I wanted to focus on how the collective can work together to make MPE experiences. Social constructivism was defined by scholars to describe Lev Semyonovich Vygostsky in 1978 work in human development. Qi et al (2017) defines "social constructivism as knowledge that is the result of processes within communities rather than those of individuals operating as isolated entities." (p. 88) Molotja and Maruma (2018) describes social constructivist theory as "teaching and learning in the social context of constructing knowledge." (p. 463) This means that social constructivism focuses on humans who gain knowledge through working together within their community. Qi et al (2017) uses social constructivism as a framework for their study focusing on the teacher's viewpoint and perceptions on working with students with disabilities. Qi et al (2017) states that "teacher perceptions can be organized using Vygotsky's social constructivism. The teachers may construct the following ideas: (1) their perceptions concerning their experiences of working with students with disabilities in their general PE classes, (2) the means of communication they use to share their thoughts on the teaching and learning of students with disabilities in inclusive PE, and (3) the accepted norms and values of the culture related to the inclusion or persons with disabilities in society where the teachers live or work" (p. 89). This meant that teachers were focused on developing knowledge through their perception of working with students with disabilities, how they communicate their thoughts through that experience, and how they can work within the norms and cultures for inclusion in that community. In their findings Qi et al. (2017) was able to connect key concepts in social constructivism, finding links to "Zone or Proximal Development (ZPD), intersubjectivity, and enculturation." (p. 97)

The Zone of Proximal Development (ZPD) as explained by Vygotsky (1978) measures the distance between what a child can do in their level of development cycle independently that is expected of their age versus which level they can potentially accomplish under adult or peer guidance. He shares that by using this idea we can not only recognize what children are able to do, but what they can begin to develop.

Ultimately, human development will grow with the guidance and social work of others, society, culture and the community that they are surrounded by.

2.3 Meaningful Physical Education (MPE)

Meaningful Physical Education (MPE) is a pedagogical approach to Physical Education (PE) created with the goal of helping teachers focus on finding meaningful experiences for students. (Beni et al., 2021) To meet MPE experiences for learners, studies followed Kretchmar's (2006) 5-point criteria for meaningful experiences in PE. This includes exploring social interaction, fun, challenge, increased motor competence and delight. In the findings of Beni et al. (2017) a review of MPE literature found that Personal Relevant Material took an important role in creating MPE experiences over Delight. Table 1 as defined by Hastie et al. (2025, p. 5) describes the MPE experiences criteria that follow the findings of Beni et al. (2017) with the addition of Kretchmar's (2006, p. 7) definition of delight.

Features of Meaningfulness	Descriptions
Social Interaction	Students share positive interactions with others, including both peers and the teacher, and have opportunities to work/play in groups.
Challenge	Students are enabled to participate in activities that are neither too easy nor too difficult by modifying games/activities and allowing students to make choices.
Fun	Students find lessons to hold immediate enjoyment.
Delight (Kretchmar, 2006)	Students experience the kind of affective feeling we encounter when we are carried away, enthralled, and captivated. (Kretchmar, 2006, p. 7)
Increased Motor Competence	Students learn and develop physical skills necessary to engage in activities and perceive themselves to be or become competent.
Personal Relevant Material	Students understand what they are learning, why it matters and how it relates to their lives beyond the physical classroom.

Table 1. A MPE criteria table presented by Hastie et al. (2025, p. 5) presented to help with teacher planning.

Hastie et al. (2025) notes that social constructivist theory as suggested by Fletcher (2021, as cited in Hastie et al., 2025) serves as an appropriate theory for MPE but argues that there is an oversight in the abundance of theories that can be used to support exploration of MPE experiences. Specifically, Hastie et al. (2025) suggest that self-determination theory (SDT) is also an appropriate theory to explore MPE experiences, as they argue that there is plausible connection between MPE elements and the three Basic Psychological Needs (BPN).

Methods in MPE have been both qualitative and quantitative. However, Beni et al. (2017) state that in their review of literature that the majority of research used qualitative data to report findings "drawing from small samples of participants." (p. 295). In practice, Vasily et al. (2021) used qualitative methods that included blog posts, tweets, and semi-structured interviews to analyze teacher implementation of MPE. Bowles et al. (2023) study uses qualitative methods of reflections, critical friend feedback and online conversations to explore professional learning through MPE. Therefore, in this study I incorporate qualitative data to explore MPE.

2.4 Teaching Personal and Social Responsibility (TPSR)

The Teaching Personal and Social Responsibility (TPSR) model was created by Don Hellison (2011) initially as a "survival response to his first teaching situation" (p. 6) whose goal was to guide his students to take responsibility for their own development and well being of themselves and others. (Hellison, 2011). Pozo et al. (2018) describes this model's goal as "to help children and adolescents to learn to be responsible for their own and others' well-being, and to incorporate strategies to exercise control over their lives to be efficient in their social environment" (p.57). To meet this goal, the model follows five responsibility levels that promote individual value, responsibility and life skills: (1) respect for the rights and feelings of others; (2) self-motivation/participation; (3) self-direction; (4) caring; and (5) transfer 'outside the gym' (Hellison, 2011). In Table 2 I outline the responsibility levels as defined by Hellison (2011, p.34).

Levels	Description
Level Zero: Irresponsibility	Students who operate at level zero make excuses, blame others for their behavior and deny responsibility for what they do or fail to do.
Level 1: Respect	Students at level 1 may not participate in daily activities or show much mastery or improvement, but they are able to control their behavior enough that they don't interfere with the other students' right to learn or the teacher's right to teach. They do without much prompting by the teacher and without constant supervision.
Level 2: Participation	Students at Level 2 not only show at least minimal respect for others but also willingly play, accept challenges, practice motor skills, and train for fitness under the teacher's supervision.
Level 3: Self-Direction	Students at Level 3 not only show respect and participation but also are able to work without direct supervision. They can identify their own needs and begin to plan and carry out their physical education programs.
Level 4: Caring	Students at Level 4, in addition to respecting others, participating in and being self-directed, are motivated to extend their sense of responsibility beyond themselves by cooperating, giving support, showing concern and helping.
Level 5: Transfer	Students at Level 5 are able to conduct the application of all four previous levels, not including zero, outside the program that TPSR is being conducted in. This may include the classroom, playground, home, and beyond.

Table 2. The levels of Responsibilities as defined by Hellison (2011).

In relation to TPSR model and the levels of responsibilities, Koutelidas et al. (2020) provides insights into the definition of responsibility through the student lens. They found that the student opinions of responsibility aligned well with the TPSR levels of responsibilities even though the students being interviewed did not participate in a responsibility teaching model, providing a knowledge baseline. Mainly, students' definitions connected well to levels 1 and 2 in the TPSR model, however struggled to

conceptualize the higher levels of responsibility. Koutelidas et al. (2020) concludes that this is due to a level of child development. Keeping social constructivism in mind, their definition of responsibility serves as a starting point to which the zone of proximal development (ZPD) has yet to be explored.

In addition to teaching the responsibility levels when running the TPSR model, Hellison (2011) outlines the model by giving a lesson format in which to follow. This consists of five sections: (1) relational time, (2) awareness talk, (3) physical activity plan, (4) group meeting, and (5) reflection. Table 3 outlines the sections of each part of the lesson as outlined by Hellison (2011).

Lesson Section	Descriptions
1. Relational time	Time for teachers and students to connect and build a relationship. This can be done before or after the lesson, or whenever possible.
2. Awareness Talk	This officially opens the lesson and that it ensures that students participating understand the purpose of the lesson
3. Physical Activity Plan	The physical activities are in motion intertwined with TPSR concepts.
4. Group Meeting	Students are given an opportunity to express their opinions on the activities and processes and how to make improvements
5. Self-Reflection Time	Students finish the lesson and reflect on their personal and social responsibility abilities during the lesson.

Table 3. TPSR lesson framework as described by Hellison (2011)

TPSR studies have been explored in both qualitative and quantitative methods. Wright and Craig (2011) developed the Tool for Assessing Responsibility-Based Education (TARE) to help measure the implementation of responsibility- based teaching strategies. They explain the processes in which it was developed and measured the validity and reliability of the instrument. When developing the tool, the TPSR program was kept in mind, and Don Hellison, the creator of TPSR was part of the panel for analyzing the tool. The implications of TARE are significant because it aids in

understanding teaching strategies, personal-social responsibility themes, and student responsibilities, aligning well with TPSR. In development of this tool, Escartí et al. (2015) further revises it “incorporating a new section to measure students´ behaviors in social settings; b) to analyze the inter-rater reliability of the new instrument; and c) to assess the relationships between results of teacher and student observations.” (p. 56). In application, Camerino et al. (2019) used TARE in their study to explore how TPSR enhanced autonomy. They were able to use it to detect the responsibility levels and find evidence in the teaching behaviors. In this study, I incorporate elements of the TARE instrument into our surveys.

2.5 Alignment in TPSR and MPE pedagogies

Current research has shown that TPSR and MPE pedagogies share concepts of relatedness, and autonomy but are not directly linked. Relatedness is defined as “the state or character of being related.” (Merriam-Webster, n.d.) In the context of this study, we are looking at the relatedness between the students with each other, and students with the teacher.

Murray et al. (2020) explores relatedness through TPSR in education pre and post pandemic of 2020 and shares that relatedness goes beyond the local and extends to a level of responsibility from the community. This proves as a linking point between relatedness and TPSR. Hellison (2011) shares the importance of relatedness within TPSR through its’ integration within the lesson framework section of relational time. This is where teachers build their relationships with their students. Jones (2013) discusses that TPSR is about using leadership in developing relationships. Although, the TPSR model was built to incorporate relatedness, it has also been proven that it was not effective in that regard. Huo et al. (2021) study contradicts TPSR supporting growth in relationships. Through quantitative analysis, they found that students who were in a TPSR program scored lower results in interpersonal skills than the control group who did not participate in TPSR programming. However, they indicated that application of the TPSR program through pedagogy was not strong. By applying TPSR programming in combination with MPE, I could address this gap. MPE addresses social interaction as

a criterion within its' framework, making relationships a focal point. Aartun and Standal (2026) study looked at the MPE criteria and noted that "social relationships contributed to meaningful experiences. Being with friends provided opportunities to practice skills in a safe(r) setting, and experiencing mastery together made the experiences positive and meaningful" (p. 46). Similar findings in Walseth et al. (2018) study found that MPE created a positive class approach which in turn improved the relationship between student and teacher.

Ryan and Deci (2022) defines autonomy as "acting with a full sense of volition, endorsement, and choice" (p. 1). Merino-Barrero et al. (2020) study suggests that the TPSR model allows supported students in having higher levels of autonomy, competence, and relatedness than students who participated in direct instructional classrooms. Camerino et al. (2019) study explored how TPSR impacted autonomy. In it they confirm that autonomy acts as a pillar for TPSR as expressed by Hellison (2011). In parallel, Beni et al. (2021) study described MPE as being "considered 'good pedagogy' in PE; for instance, allowing for reflection or promoting autonomy" (p. 681). Students were able to exercise autonomy within their reflections. Through the practice of reflections, teachers were able to prioritise autonomy practises in support of what the students wrote, giving them voice and choice. However, they did note that although MPE supported autonomy, it did not necessarily prove that it created a higher level of autonomy.

In addition to relatedness and autonomy, we know that TPSR and MPE practises can influence student SEL. In order to understand this fully we need to examine the process that this can happen. Therefore, it is important to explore parallel concepts that TPSR and MPE use to support SEL and positive student outcomes.

2.6 Social and Emotional Learning (SEL)

Jones and Doolittle (2017) explore the application of Social and Emotional Learning (SEL) comparing two frameworks for SEL and argues that there needs to be a consensus of which framework to follow. Table 4 shows a comparison of two SEL frameworks discussed. Jones and Doolittle (2017, p. 5) outline three SEL competencies

in their SEL framework, whereas the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) has five competencies.

Jones SEL Framework Jones and Doolittle (2017, p. 5-6)	**CASEL SEL Framework** Casel (2020)
1. **Cognitive Regulation:** The ability to focus attention, plan, solve problems, coordinate behavior, make choices among competing alternatives, and override a preferred response in favor of a more appropriate one. **2. Emotional Process**: The ability to recognize, express and regulate one's own emotions and understand the emotions of others. 3. **Social and Interpersonal Skills:** The ability to accurately interpret other people's behavior, effectively navigate social situations and interact positively with peers and adults.	1. **Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. 2. **Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. 3. **Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts 4. **Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. 5. **Responsible Decision Making**: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations

Table 4. SEL Frameworks as defined by their makers.

Jones and Doolittle (2017) express that the two frameworks align in their features of self-control through emotional and cognitive regulation.

Studies have shown that MPE supports SEL for students. In Howley et at. (2022, p7) study shows that through student reflection fun and social interaction connect. Howley et al. (2022) state that "utilizing cooperative learning elements such as face–to–

face interaction, positive interdependence, and interpersonal and social skills within structured tasks allowed teachers to place a deliberate emphasis on social interaction”(p. 8). The result showed students expressing they can learn about others in class which would result with a better understanding of how to work with each other. Through increased motor competence criterion in Howley et al. (2022) study of MPE, students who were confident emphasized the role of making a connection to others class where they felt that they contributed to a positive learning environment supporting others who showed who were less confident in motor competence. This encouragement was seen as way to help others improve in class. In Walseth et al. (2018) study, they explored how using an activist research lens can help with the implementation of MPE showed that there was an increase of MPE especially for the females and for the students who disliked PE. Walseth et al. (2018) stated that “among the majority of the students, PE was a favourite subject because of the social interaction in the lessons” (p. 244). A major cause for the students who did not like PE was since they did not feel included in the regular competitive nature of PE.

Gordon et al. (2016) study of TPSR and SEL is significant because it draws direct connections between both frameworks and then applies it in practise. Through their literature review Gordan et al. (2016) discusses how TPSR components naturally share components linked to SEL through a table in Table 5 [labelled as Table 2 in Gordan et al. (2016) research].

Table 2 Similarities Between the 5 TPSR Model Levels and the 5 SEL Competencies

TPSR goals	Description	SEL connection	Research support
Respect	Students are encouraged to show respect for the feelings and rights of others while developing empathy and understanding of other viewpoints	Self-awareness, Social-awareness	Debusk & Hellison, 1989; Liu, Karp, & Davis, 2010; Debusk & Hellison, 1989
Participation and effort	Students are encouraged to accept and persevere through challenges and find meaningful activities to participate in	Positive decision making, self-awareness	Hastie & Buchanan, 2000; Holt, Tink, Mandigo, & Fox, 2008; Wright, Li, Ding, & Pickerding, 2010
Self-direction	Students are challenged to assume responsibility for their actions, set goals, and overcome peer pressures	Self-management, self-awareness	Escartí, Gutiérrez, Pascual, & Marín, 2010; Martinek & Lee, 2012
Caring and leadership	Students are taught to develop interpersonal skills such as support, concern, and compassion	Relationship skills, social awareness	Holt, Tink, Mandigo, & Fox, 2008
Transfer	Students are taught the value and relevance of the skills outside of the gym and encouraged to apply the lessons in their own lives.	Positive decision making, self-awareness, social awareness	Martinek & Lee, 2012; Walsh, 2008

Table 5. Gordan et al. (2016) table on the similarities between TPSR and SEL

In practise, Gordan et al. (2016) study applied these ideas by investigating how TPSR supported SEL outcomes for after-school club leadership students. In their findings, administration was interested in further developing the program to continue supporting SEL development within the school. Students in the program were able to recognize the growth in their SEL abilities.

Arikan (2020) explored TPSR and SEL together. Thie findings confirmed that students who participated in TPSR-SEL programing had increased student emotional intelligence when compared to the control group. This is significant because their research “suggests that schools should not only limit themselves to cognitive space but also offer programs to improve students’ social and emotional skills.” Arikan (2020, p. 115). They further explain that their study provides a basis where the TPSR model provides a framework to support SEL.

Koutelidas et al. (2020) used TPSR concepts to understand student voice in defining their ideas of responsibility. Students shared that students who were concerned with helping others through responsibility was linked to understanding empathy. Pozo Rosado et al. (2022) conducted a TPSR study linking TPSR to SEL measured empathy

in addition to emotional intelligence. In their findings they noted that different socio-economic factors resulted in different results, however there was an increase in empathy. They described this as students' growth in feeling sad for others.

Literature proves connection between TPSR and MPE, through relatedness, autonomy and SEL. What drives this is pedagogy, and an exploration in teacher application. Therefore, it is important to look at the role of the teacher.

2.7 Professional Development

Vygotsky's (1978) research primarily focuses on the child development, however the ZPD focuses on social constructs and how individuals can learn from each other in social environments. This is not only elusive to children. Palincsar (1998) is valuable resource for understanding professional development in the social constructivist lens because she discusses what social constructivism is and how teachers and students can build understanding together through institutional, intrapersonal and discourse situations. They state, "where social constructivists emphasize the homogeneity of thought among the members of the community engaged in shared activity, cognitive constructivists stress heterogeneity of thought as individuals actively interpret social and cultural processes, highlighting the contributions that individuals make to the development of these processes" (Palincsar, 1998, p. 371). Indicating that individuals within the whole collective of the environment work together to develop knowledge. This can support the idea that teachers as part of the collective, can improve their instruction through their experience with their students. This literature presented reflects the use of understanding of professional development through social constructivism.

Hargreaves and Fullan (2013) explore the role of the teachers and how the power of professional capital supports teacher pedagogy. They discuss the concept of capital as "something that adds worth" (Hargreaves & Fullan, 2013, p. 36). They explain that professional capital in teaching as hard, requires training, and that there are three types: human capital, social capital and decisional capital. Human capital in pedagogy focuses on the talent of the teacher. Social capital focuses on education from the group as a "collaborative power" (Hargreaves & Fullan, 2013, p. 37). Decisional capital

focuses on the ability to make judgements for learners through experience. Specifically, social capital aligns well with social constructivism, as it reflects the collective power of education which means that the ZPD is at play. Therefore, social capital is relevant in this study.

A majority of studies in TPSR and MPE explore pedagogy. Hastie et al. (2013) analyzed 27 studies in relation to MPE. The purpose was to use literature to inform curriculum, pedagogy and assessment with the goal of improving PE. In their findings they confirmed that all 27 studies showed positive findings within autonomy supportive environments in PE. This resource is valuable because it discusses pedagogy and how to create autonomy supportive environments. They connect this to Reeve's (2006) research on how teachers can be faciliators in autonomy for students. Providing a baseline, Koutelidas et al. (2020) expresses that teacher's who are authoritarian figures, who take a role in solving student problems, were seen as a barrier to autonomy practises in classroom. Hellison (2011) highlights the importance of student and teacher relationships building it into the TPSR framework. Huo et al. (2021) found that TPSR did not support relationship development. However, they indicated that in their study, teacher application of the TPSR program was a factor and needed to be further explored. This points out further investigation of teacher application of TPSR model in supporting relationships needs to happen.

Saarivirta and Kumpulainen (2016) discussed the role of leadership taken up by principals in Finland. To them, leadership in schools meant that principals take on a role of supporting teacher professional development through helping them identify teacher emotions through reflection. Similarly, Bowles et al. (2023) study used the concept of collaborative self-study in application of MPE to support professional development. In this case they explore how experienced teachers worked with Pre-Service Teachers (PST) to form a Community of Practice in application of MPE. Their aim was to "prompt [their] PSTs to reflect on the meaningfulness of their own experiences and to support them in their future teaching of physical education." (Bowles et al., 2023, p. 2-3). This indicated the importance of reflection within professional development. Both studies (Saarivirta & Kumpulainen, 2016; Bowles et al., 2023) aligned well with Hargreaves and Fullan's (2013) idea of social capital at work. Beni et al. (2021) study in MPE also used

reflections for methods. In the findings teachers found the student reflections were useful in goal setting and understanding the student viewpoint. Thus, enabling them to ”offer greater autonomy support.” (Beni et al., 2021, p. 675). In Vasily et al. (2021) study applies the use of student reflection in MPE and found that it aided the teacher in understanding how they can apply ways to prioritise challenge within their unit organically. The use of reflection is embedded within the TPSR framework as it is the fifth step of the lesson format. Hellison (2011) mentions cultivating the use of reflection as professionals help foster the ability to deal with criticism and evluation for improving qualities of intuition and perseverance in teaching. Jones (2013) emphasizes that teachers need to use reflection in order to understand how they can support students in meeting their responsibility goals in TPSR.

The literature review showes that MPE and TPSR are effective programs that can support relatedness, autonomy, SEL for students and teachers in addition to professional development. Aiming to answer the research question “How does using the Teaching Personal and Social Responsibility (TPSR) model support Meaningful Physical Education (MPE) experiences for students through my pedagogy?” my study contributes existing literature in two ways. It makes direct links between MPE and TPSR in practise. It adds to existing professional development research as it shares how applying this program helped shape my pedagogy.

Chapter 3

Methodology

3.1 Type of Methodology

In this chapter I discuss the process of this study. This includes what methodology was used, why it was chosen, my paradigm viewpoint, what methods I took and why, and in what context my study participated in. When I first started exploring ideas for research I created a knowledge map. It included ideas and connections on what I knew and what I wanted to know. I knew that I was interested in autonomy and student engagement, as I conducted a previous small action research project within my graduate diploma, as a core music teacher that included those aspects. This study was an expansion from those ideas, but through the role of Physical Education (PE) teacher. I researched various methods and programs that could be used in connection with my interest in SEL. In my research, I stumbled upon Teaching Personal and Social Responsibility (TPSR) method and Meaningful Physical Education (MPE).

When designing my study methodology, I considered case study and action research. When understanding what a case study was Yin et al. (2018) explains that a case study is relevant when the research question focuses more on the “how” and “why” phenomena happens, or when the researcher wants to do a deep dive into details of social phenomena. Initially, when planning this study, I was also not going to include practitioner lens. However, due to being limited with the amount of students, I needed to explore something else that would add onto my study in addition to the program that I wanted to run. By including a practitioner study lens, it gave me an opportunity to reassess if case study was truly the best fit. Therefore, I started looking into action research.

Wilson (2016) states that “action research’s focal point is a problem to be solved, and it is undertaken by practitioners” (p. 63). Wilson (2016) states that many believe that action research follows a three-step process, however, shares a five-step process that they believe to be more accurate. This consists of identifying the issue or

problem, planning of an intervention, collection and analyzing the data, then reflection. McNiff et al. (2003) explains that action research has two aims, personal improvement and social improvement. Lewin (1946) expresses that action research is “a spiral of steps each of which is composed of a circle of planning, action and fact-finding about the result of the action” (p. 38). This circle cycle would repeat, and therefore it would help refine teacher practice and student experience.

Action Research aligned well with my study as it meets the main two aims by McNiff et al. (2003), that included personal improvement through my pedagogy application, and social improvement linked within the concepts of TPSR and MPE for students. In addition, it aligned well it with the concepts of reflection as described by Lewin (1946). However, this study did not fully meet Wilson’s (2016) criteria of action research in identifying a problem and conducting an intervention, as there was no identifiable problem.

A case study was more suitable as I was not trying to fix a problem. It focuses on the “how” and “why” phenomena happen. I am exploring a new program that links two concepts together. In my findings, I wanted to know how this happens and why this happens. How does TPSR and MPE link? How does applying this program to my pedagogy improve it? What are the social phenomena. This meets all of Yin et al.’s (2018) points for what a case study is.

Therefore, I decided to continue describing this study as a case study. Due to its’ small size, it cannot be used for generalization. This case study gives you a small snapshot of what it could be like to run the TPSR model, and the impact it can have between students and a teacher supporting MPE experiences.

3.2 The Paradigm

Since this study comes from a viewpoint supported by social constructivist theory, the paradigm of this study is interpretive as it comes from a constructivist ontology with an interpretivist epistemology. There are many truths within the study and there was no wrong or right way to do anything. I will discuss the viewpoints of the students through their reflections, group meeting, and my viewpoints as teacher through field notes and reflections. Most research conducted with MPE have been primarily

qualitative. However, most studies conducted with the TPSR model have been primarily quantitative, or mixed methods. Therefore, in conducting this research, a mixed methods approach was selected. Through analysis you will note that qualitative data was primarily discussed. The quantitative data collected did not show any significance and was not used.

3.3 Methods and Research Design

In this study, the Physical Education (PE) program used the TPSR framework. When applying this program in my pedagogy, I was “self-taught” through reading Don Hellison (2011) text, and through research in MPE concepts. I created each lesson to reflect Don Hellison (2011) lesson format, following the order of relational time, awareness talk, physical activity plan, group meeting, and reflection. Data methods chosen aligned within this framework. To align with school district ethical guidelines, students were reminded during every student data collection that they had the choice to refrain from answering any questions. In total, five data collection sources were used in this study:

1. Surveys: Survey 1 [Appendix A] and Survey 2 [Appendix B] was conducted outside of the lesson format. Two surveys were taken to explore the difference of TPSR and MPE pre and post program. The surveys were mixed methods. Quantitative data included student reflection related questions from the Personal and Social Responsibility Questionnaire (Li et al., 2008) related to the Tool for Assessing Responsibility-based Education (TARE) assessment tool used for TPSR assessment, and relatedness questions from the Basic Phycological Needs in Exercise scale (BPNES) (Vlachopoulos & Michailidou, 2006) with the Likert scale. To understand the students’ relationships to MPE, quantitative and qualitative questions regarding the five criteria of MPE were included. This allowed the students to share their voice on their connection to MPE before and after the program. In addition, I included questions about outside application of Physical Activity(PA), to see if there could be an improvement. Both surveys were identical. However, survey 1 included qualitative questions to explore students’

personal interest in physical activities. This was used to help plan the lessons to create personally relevant lessons for the students. In addition, PLAYBuilder, created by Sport for Life | PLAYBuilder (2026), is a resource created to help teachers with lesson plans. It was used to help generate lessons with activities that I felt linked well to the students interests from the surveys.

2. Field notes: Field notes were audio recorded and were taken during the PE lessons to document students' social interactions, significant notes, and responsibility levels from the researcher point of view. Audio recording made it easier to watch students as they were participating in the program.
3. Group meeting: Group Meetings were part of the TPSR framework. They were audio recorded as it was easier way of gathering the data through transcriptions. As per ethical guidelines, the audio recordings only recorded students who had permission to be recorded. Group meetings were recapped what happened in the lesson. I wanted it to be student driven. However, prepared prompt questions to help guide the conversations.
4. Student reflections: Student reflections were executed after every lesson, as this was part of the TPSR framework. Adjustments were made throughout the program in how the reflections were taken due to the limitations of the students writing capabilities of this class. There were three different ways I collected this data. The original idea was a free write exploring what went well or did not go well, what they enjoyed, what was meaningful and their ability to be responsible. The second version was following questions used for reflections by Hellison (2011) TPSR examples, including questions related to self-control, effort, self-coaching, and coaching (Hellison, 2011, p. 60). The last version was a reflection sheet [Appendix C] I created with direction from my supervisor.
5. Teacher reflections: My reflections were audio recorded and were transcribed. They were completed after every lesson to gather data to support the exploration of practitioner research within the study. By reflecting, it allowed me to assess my practice as a teacher implementing this program. What did I need to say or emphasize regarding the aspects in the program? Did I need to remind them to focus on their personal responsibility more? How did I show it? How did I act

upon issues within the classroom? How could I improve after each session? Don Hellison's TPSR model included strategies to deal with students who violated the levels of responsibility, and how to relate with students. With my reflections and field notes I analyzed how I implemented these strategies to ensure that I was able to follow the TPSR framework to create MPE experiences.

3.4 Data Analysis

Qualitative data taken included surveys, field notes, group discussions, student and teacher reflections. I took audio notes for field notes, group discussion notes and teacher reflections, and some student reflections by students who struggled with writing skills. All data was transcribed into word documents to be analyzed through the NVivo data analysis program. In the program, data was coded and then after analysis, themes were discovered.

Quantitative data was entered into an excel spreadsheet from the surveys that were taken. For analysis, I inputted the Likert scale into numbers to understand the averages for each question for the class. An example was in survey 1, question #1 "I try my best to do well in class" averaged up to 4.75 out of 5, and in Survey two, the same question averaged up to 4.76. This was a consistent result for all questions between the two surveys showing no significance in the difference pre and post program. The findings meant that the class already had high meaningful physical education values prior to my study. Therefore, I decided to exclude this data from my research. I needed to rely on my qualitative data to share my explorations on the topic specifically with the aim of how TPSR can connect with MPE. The surveys were not entirely excluded, as some of the data included qualitative questions used for my data analysis. In addition, other quantitative data that was collected was in the student reflections. Students rated their level of responsibility after every session, according to Hellison's (2011) levels of responsibilities. This data was not used for quantitative analysis as students were not consistent in including this data in their reflections. However, it was included as part of qualitative analysis, in understanding their opinions on their responsibility level in comparison to what they shared and did.

3.5 Context, Participants and Limitations

Due to the nature of this study being in a school context and during school hours, recruitment in the study was limited to students within the school I worked at. Therefore, the students who participated in the study were chosen out of convenience sampling. In order to run the study with the class, the classroom teacher had to agree to swapping classes while I ran the study with their class, and they taught my class. I was limited to one group of students. The study group consisted of 21 students which included 12 boys and 9 girls who were a mix of grade 4/5 students. It was only possible to swap classes with one class, as I only had one teacher who was willing to participate in the study, and time in the school day was limited as I also had to do my job as a teacher with my class. I was not allowed to conduct this study with my class due to the school boards ethics policy. However, this aided in student bias. By not having developed relationships with the students in the study, we can eliminate student's sharing a viewpoint on what they think I wanted to hear from them. However, this could also prove to be an issue, as Hellison (2011) emphasized the importance of student and teacher relationships within his TPSR programming.

3.6 Ethics

Ethics approval: Ethics approval was given through the university and the school district to conduct this study with ethics screening. The ethics approval letter from the school district can be made available upon request to the university. It is not included in the appendix in order to preserve anonymity.

Informed Consent: Students and parents were given a document to be signed regarding informed consent. The document informs the students and parents of what the study is about, what kinds of data will be collected, and how the data will be collected and managed. It further states that there are no repercussions for not participating in the study as it is completely voluntary. It explains that at any moment students can choose to withdraw from the study without issue. Furthermore, it included giving consent to audio or video recording. Students were able to participate in the study and not be required to be recorded. The informed consent letter can be made

available upon request to the university. It is not included in the appendix in order to preserve anonymity.

Anonymity and Confidentiality: It was important for my student's privacy to be protected during this study. Therefore, when reporting on my findings, pseudonyms were used instead of the students' real names. No video recordings were made. All audio recordings were only assessable by me and destroyed when the data was transcribed.

Minimal Risk: The purpose of this study was to support student learning, as well as my professional development. This study was used to enhance student education and experience. This research should not affect students negatively. Student's who chose not to participate in this study knew that there are no repercussions, and it was their right to not participate, and to only share information they wanted to share. It was voluntary. Audio recordings were a risk as some students had informed consent to participate in the study but excluded media consent. Therefore, to control audio recordings, I only recorded students who had permission for media, as included within the informed consent document. When students without media permission wanted to share, I stopped the recording. If they were part of the study, I recorded myself talking about what they wanted to share for the study, making media risk low.

Data Management: All hard data is locked in a lockbox when not in use at home. Any digital data is locked within my phone and laptop, both of which are password protected. This is to protect my student's anonymity and confidentiality. Only I have access to all data. My supervisor had access to anonymized data when working with me.

Ethical Concerns: Ethical concerns were addressed with the university and school district prior to approval. Throughout the study, any alterations to the study, including schedule changes, lesson and method alterations were approved by the school district.

3.7 Timeline - Table 6

Action Areas	Pre-Christmas Break 2024	Feb 23rd 2025	March 2025	Mid March (Pre Spring Break)
Approvals	Submit to University Dissertation Proposal for Approval. Apply for School District research approval.	Resubmit edits for application to gain District Approval	Gained approval from District to start research with Consent letters and Survey 1 only.	
Action or Teaching Focus				-Get Consent letters signed and returned. -Pre Survey: Go over what the study is about and explain the right to not answer any questions they choose. -Mention MPE
Data collections				Conduct Survey 1 before Spring Break

Action Areas	Spring Break March	April 7th	April 9th	April 23rd
Approvals		Submit lesson plans, and data collection items within lessons for District Approval	District Approves lesson plans, and data collection items within lessons.	
Action or Teaching Focus	-Review Survey 1 data and use data to create lesson plans.			Lesson #1 Badminton Lesson within TPSR Framework. Go over Responsibility

Data collections				-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection.
Analysis Plan	Review Survey 1			-Determine and record any plan adjustments needed.

Action Areas	May 1	May 5	May 7	May 12
Approvals				
Action or Teaching Focus	Lesson #2 Badminton Lesson -Introduce 5 levels of Responsibility (TPSR)	Lesson #3 Badminton Lesson -Review 5 levels of Responsibility -Go over MPE concepts.	Lesson #4 Soccer Lesson -Reviewing MPE concepts	Lesson #5 Soccer Lesson -Talk about making personal goals
Data collections	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection	-Field Notes - Group Meeting notes -Student Reflections	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection
Analysis Plan	-Determine and record any plan adjustments needed.	-Determine and record any plan adjustments needed.	-Determine and record any plan adjustments needed.	-Determine and record any plan adjustments needed.

Action Areas	**May 21**	**May 28**	**June 2nd**	**June 4th**
Approvals				
Action or Teaching Focus	Lesson #6 Soccer Lesson -Celebrate Positive success in program	Lesson #7 Basketball lesson -Working together -Review TPSR and MPE	Lesson #8 Basketball Lesson -Review TPSR and MPE	Lesson #9 Dodgeball Lesson -Review TPSR and MPE

Data collections	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection	-Field Notes - Group Meeting notes -Student Reflections -Teacher Reflection
Analysis Plan	-Determine and record any plan adjustments needed.	-Determine and record any plan adjustments needed.	-Determine and record any plan adjustments needed.	

Action Areas	June 4th	June 5th	June 5-13th	June -Nov 2025
Approvals	Get Approval from the district for conducting Survey #2 and Study timeline extension			
Action or Teaching Focus		Conduct Survey #2	Conduct Survey #2 for any students who were away during initial Survey #2 day.	
Data collections		Survey #2	Survey #2	
Analysis Plan				Use Nvivo to analyze data -Identify themes -Write paper; Integrating feedback from proposal. -Submit Dissertation for April 2026

The design for this study was initially introduced as a mixed methods approach, however, as the quantitative data was not significant, it became a purely qualitative study. The methodology of case study aligns well with the research question as it leads qualitative data to explore how the connection between MPE and TPSR happens, and how improvement of teacher pedagogy happens. This supports the ontological

standpoint as interpretive because it allows for multiple truths, including both the student and practitioner viewpoints. Students were selected through convenience sampling. Limitations in the design constricted the study to be conducted within the time constraints of the school day, and the sample size. Having both the viewpoints of students and teacher helps prevent bias. With this methodology, I share and discuss my findings through the methods in my next chapter.

Chapter 4

Findings and Discussion

In this chapter, the findings and discussion are linked together. This made sense as I presented the findings through thematic analysis. The data was completely qualitative. This included surveys, field notes, student and teacher reflections. The discussion was intertwined with the findings. By doing this, I state my findings, explain my findings and link them to existing literature within each thematic section.

Through the qualitative data collected, three themes that answered my research question "How does using the Teaching Personal and Social Responsibility (TPSR) model created by Don Hellison (2011) support Meaningful Physical Education (MPE) experiences for students through my pedagogy?" emerged. The data was coded through the NVivo program. Through analysis the data supported my aims as it showed a direct link between TPSR and MPE, and improvement of my pedagogy. Interpretations of the data are grounded in social constructivism, and reflective practise.

The themes are presented into three sections. The first section links to my first aim. The theme showed how TPSR responsibility levels impacted positive and negative social interactions resulting in positive and negative experiences in MPE. The subsequent themes presented are linked to my second aim of how I improved pedagogy. I learned to "let go" of control, to give room for student autonomy. I explored how I had to learn to adapt my pedagogy due to constraints of the system, and adaptions of lessons to meet the needs of students and effective programming. Unrelated to my aims of my study, a surprising find was learning that students experience MPE through a pathway. In that find, I present a pathway model.

4.1 TPSR supporting MPE experiences

The findings in this study directly connect MPE and TPSR. The data shows that student responsibility taught through the levels of responsibility in the TPSR program influence MPE experiences through social interactions. Specifically, the data indicates

that positive social interactions guided by the practice of TPSR higher responsibility levels resulted in MPE experiences.
In the case of Ava, taking the responsibility by helping a new friend helped her experience MPE because it was the highlight of the lesson, positive social interactions.

Session 2 - Ava's Reflection:

"My favorite part about the PE lesson was helping the [new student] with all the games."

Ava was connecting and becoming friends with a new student. Physical activity was just a tool in making it happen.

Session 3 - Ava's Reflection:

"Today at PE class I was at level 3-4 self directed and caring because when we were playing they get the birdie in the hoop game and me and Justine and the [new student] were in a team we got 0 points but we still had lots of fun."

In this journal entry, Ava describes her responsibility level at around a 3-4 according to the TPSR levels on responsibility. She connected it her MPE experience with Justine and the new student, and the concept of fun, never mind the fact that they did not score any points.

The next examples students describe how they feel good or happy because their friends support them in feeling good. This data supports Koutelidas et al. (2020) findings on the emphasis that students understood empathy by connection through caring. This is level 4: caring in Hellisons' (2011) levels of responsibility in action making a direct connection to MPE's criteria of social interaction.

Session 1 – Field Notes:

"Damien noticed that Nathan was sad, and so did Matt. Damien told me about it and now Matt is going up to him [Nathan] to try to cheer him up."

Survey 2 - Nicole:

"I feel good because my best friends Ella and Scarlett are making me feel good"

Session 5 – Group Meeting:

***Damien**: "I was being encouraged by my friends."*

Session 7 – Ava's Reflection:

"Yes I did have fun at gym class because [my friend], Jessica and Nicole made me and Justine feel happy."

Session 7 – Daniel's Reflection:

"I enjoy in gym today when David asked me if you want to play with me and Will."

Alternatively, when students chose to have a lower level of responsibility as defined by the responsibility types of TPSR, it contributed to negative social interactions which affected MPE experiences.

Session 5 was a difficult session with the group. Students struggled to listen. Hellison (2011) describes level 1 responsibility as being able to control personal behavior so that it does not interfere with others. Therefore, it can be assumed that students who are disruptive are below, at level 0. In my teacher's reflection I describe the frustration in dealing with classroom management during this session. In addition, students express their frustrations with their classmates which affected their MPE experiences.

Session 5 - Teacher Reflection:

"So today was one of the most difficult days for the program. I felt like I struggled with the class with their classroom management. I had to stop my lesson a couple times to have conversations [about their behavior] with them."

Jessica and Scarlett expressed in their reflections that class was not as fun during session 5 because their classmates were not listening well, even though they had a higher level of responsibility. The low level of responsibility of others affected their overall MPE experiences during the session.

Session 5 - Jessica's Reflection:

"Today people were not listening also people were talking when the teacher was talking. Also, today I felt like level 4. We did not really have that much fun as we used to. I think that we could have listened to [the teacher] and not talk when she is talking."

Session 5 - Scarlett's Reflection:

"I did not enjoy today. Everyone was talking. It was so annoying. No one was listening to [the teacher]. I did not like gym today! I felt like number 2 [level of responsibility]."

Alternatively, through her reflection, Scarlett expressed that she enjoyed PE in the following session because her classmates were listening better. Showing a direct link to responsibility levels and the impact it has on MPE experiences. This also showed progression in the responsibility levels of the class.

Session 6 - Scarlett's Reflection:

"I enjoyed it [gym class] because everyone listened this time."

As the theme was supported by various people within the study it aligns with an interpretive standpoint. It also links well with social constructivism as students learn how to support each other through the zone of proximal development (ZPD). They learn how to apply the responsibility levels with each other to have positive and negative experiences. Linking back to my aims in this study, evidence in the data support that the TPSR model directly links to MPE experiences influenced by the responsibility levels. High responsibility levels supported positive social interactions, and lower responsibility levels created negative social interactions. Now, we know how the model and theory work together, it is important to explore pedagogical application. Therefore, the next themes support the other aim of my study that application of the TPSR model and MPE support growth in pedagogy.

4.2 Pedagogy Growth: Autonomy by Letting go

Research in student autonomy is heavily supported through the theoretical lens of Self-Determination Theory, as it is one of the foundations that meet intrinsic motivation through the Basic Psychological Needs (BPN) (Kusurkar et al., 2011). However, in this study we are using the lens of social constructivism. As the practitioner, I explored how I fostered autonomy practises for my students through the Zone of Proximal Development (ZPD); guided by the students and the experience I learned to

“let go” of control. In relation, Beni et al., 2019 discusses the important use of personally relevant material in his research of MPE in addition to the ideas presented by Kretchmar’s (2006) 5-point criteria for meaningful experiences in PE. This is significant because they apply personally relevant material by allowing students to be part of the decision-making process. I applied this through my first survey. In it, I included questions to help determine what activities I should add into the lesson plans. This allowed students to already have a voice within the lesson structure. The data discussed shows that in my application of autonomy, I learned to give students opportunities for autonomy through choice, and for students to learn to independently solve conflicts on their own. Through the lens of social constructivism students became the teacher, as I learned to adjust my control by the situations they presented.

In this section, I explore my pedagogy and how I learn to “let go” of control in an attempt to expand my ability to foster autonomy within the program. Firstly, by expressing my need to give more autonomy within my first reflection.

Session 1 - Teacher Reflection:

“I think I need to give them a little bit more power to the lesson and the discussions. I feel like a lot of them are hesitant because maybe they don't understand that they have just as much say as I do in the conversation [group talk].”

This research aligns well with Hastie et al. (2013) analysis of the importance of giving voice and choice to student supports student autonomy. In the following instance, students are playing a soccer game 2 versus 1. Students chose their own groups. Daniel did not find a group, however made the decision to work on his skills on his own. Initially, I asked to help him find a group. However, I “let go” of control in forcing him into a group.

Session 4 - Teacher Reflection:

“[Daniel] He decided not to be in a group. I asked him if he needed a group and I could have put him in one, but he really just wanted to take some time just to focus on some of his own personal soccer skills in the corner. And he was really happy…I think it's also important to give the space for kids to be able to do that for themselves because that allows them to have the autonomy and choice over some of the things

that they can do. And that's just part of meaningful physical education is finding that personal relevant piece."

Session 4 - Field Notes:

"I feel like there's no reason why I should force him [Daniel] to do something he doesn't want to do. If he's having a happy moment by himself, maybe he's doing work that is personally relevant to him. So that's important to let him enjoy that."

Session 4 - Daniel's Reflection:

"Today I had a fun day at gym because we played 2vs 1 but there was not group to join so I played all by myself bit it was so much fun though because I started to kick the ball around and do some tricks and that was so much then we had to go back then after we went back I was having the best time ever."

Violet was a student who struggled to participate in the beginning of the program. I let her have the choice to sit out.

Session 2 - Teacher Reflection:

"One student, Violet, sat out… She just didn't feel like participating...I do want to let them have the opportunity to express themselves. Maybe she had a rough day."

Session 2 - Violet's Reflection:

"During Badminton I sat out because I wasn't in the mood to play 😊 Although I really enjoyed the games."

Session 8 - Field Notes:

"Violet volunteered to be "it," which is amazing because sometimes she wants to sit out."

However, she showed growth in her choice to participate and confident enough to volunteer to take a main role in a game. Giving choice for when students want to join in allows students the flexibility to feel emotionally regulated to join in. This supports social and emotional learning (SEL). In a study Snyder et al. (2025) found that students who had choice ended up having a greater sense of agency, and learning outcomes within SEL.

The idea of "letting go" is also a way of supporting student needs. During the sessions that took place on a Wednesdays, due to scheduling issues the lesson was broken up with lunch/recess occurring between the awareness talk and the physical activity plan. This resulted in some dysregulation within the lesson. During session 7,

Justine and Ava were involved in a conflict during lunch break. When lunch was over, they came into the lesson crying. In this case I had to adapt how I delt with the situation. I did not force them to participate right away. I let them take the time they needed to sit off to the side and emotionally regulate. I let them know that they had the choice of when they could join back into the lesson when they were ready.

Session 7 - Teacher Reflection:

"Today there were some issues that arose outside [during lunch], and some of my students came in really upset and sad from a bullying incident. So they needed some time. And I was like, hey, you know what? Just take a moment for yourself…… feel better, and if you want to join in, you can. I gave them the choice."

Session 7 – Justine's Reflection

"So basically, I had a fight at lunch but when I went to gym I challenged myself that I would still participate in all the activities. Me and my friend Ava were trying our best to have fun and participate even after we had a big fight at recess."

Session 7 – Ava's Reflection:

"When were playing the pass the ball game me and Justine were still feeling sad we got up started playing but we were still so sad. When me and Justine were sitting out I was making sure we had as much fun as possible even when were playing the games."

They chose together to take control of the situation in when to participate, and to support each other in having fun, even though they were sad. Physical activity can serve useful to help support emotion regulation. In Shafir et al. (2016), a quantitative study measured how emotional intensity and emotional regulation work together through choice. In it they stated that they "distraction relative to reappraisal-choice implementation resulted in stronger attenuation of implementation-LPPs as well as self-reported arousal (but not unpleasantness)." (Shafir et al., 2016, p. 1869). This meant that distraction as a choice supported reducing strong emotions through analysis of late positive potential (LPP)- brain analysis, which supports emotional regulation, even if the unpleasant feeling was still present. In the case of Justine and Ava, continuing to participate physical activity acted as the distraction to help them emotionally regulate in addition to supporting each other.

Santos et al. (2020) study through thematic analysis and application of TPSR, found that children who were given choices fostered self-direction and leadership. In this program, students were given opportunities to make their own choices. I did this by presenting opportunities for students to help with equipment and activity demonstrations. Initially, I struggled with doing all of this on my own, however by learning to share the roles, I let go of that control. In my session 4 teacher reflection, I discussed how students volunteered to help with equipment. Then, in session 6 through Ava's reflection, she expresses how volunteering allowed her to feel enjoyment. She is practising the level 4 of the TPSR responsibility level, by caring to help the class beyond caring for herself. This is autonomy in practise, which also results in MPE experience because she connected it with enjoyment.

Session 4 - Teacher Reflection:

"What I need to do is recognize that I some of the students who are taking leadership roles, like Ava today, she was helpful in helping organize some of the equipment changes for me. She like was really happy to take all the soccer balls and she like just went out of her way to make my life a little bit easier. I did get a lot of volunteers at every time I had repeat students who wanted to volunteer. So, like, students are wanting to be involved."

Session 6 - Ava Reflection:

"I did enjoy gym class today because I was able to help [the teacher] get the soccer balls out and put them away. I was also able to put the cones out."

In the case of Nathan, he struggled to listen in class and had negative behavior issues. In my teacher reflection I indicated how I had to work with mitigating his behavior. By letting him take autonomy by giving him the opportunity to demonstrate soccer juggling, he is actively able to participate positively in the class.

Session 6 - Field Notes:

"I got Nathan to demonstrate for juggling because I'm not a "soccer person" and the kids understood that and it was totally fine and he loves doing it. So he showed some juggling skills and he was feeling really good. So by getting him a special job [it helped in] mitigating his behavior."

Session 6 - Nathan's Reflection:

"I show everyone how to dribble. When I kick the ball so hard and I scored I felt like Rinaldo. It felt good. [Enjoyed gym class] I did because I had fun dribbling."

As mentioned earlier, Koutelidas et al. (2020) found that the role of the teacher being viewed as an authoritarian figure solving student problems was seen as a block on shifting responsibility to students. Impeding the ability to give students opportunities for autonomy encouraged learning. Initially, I took a "laissez-faire" approach when dealing with student conflict because I wanted to see if they could solve their own problems first.

Session 1 - Teacher Reflection:

"I tried to be more laissez-faire today because I wanted to see if they could solve their own problems. But there were times where I felt like I needed to interject to help them solve those problems…. So a little bit more [teaching about] how we can solve problems on our own so that they're more responsible for taking the initiative. Maybe that could be something that we discuss in the next group meeting."

However, through reflection I realized that they needed some guidance so that they can learn to take initiative in problem solving. This aligns well with Loibl and Rummel (2013), whose study supports that students are able to solve problems more effectively with teacher guidance.

Session 7 - Teacher Reflection:

"I think going back to this is our responsibility, and our goal is to make our classroom or the gym room a place where everybody is working together. And I saw some changes. Students who previously would have arguments and stuff when they felt frustrated and everything in a conflict, they would [now] walk away and then continue playing."

Comparing the progress between session 1 to session 7 in my teacher reflections, I expressed the change in how I helped students learn to become more independent with solving problems. The progress showed that students could easily walk away and continue participating in class without further disruption.

The result from “letting go” gave students a chance to feel in control, gain leadership, and feel independent through autonomy. It was nice to see that in Scarlett’s last reflection, she stated that she felt independent.

Session 9 - Scarlett’s Reflection:

“I felt kinda independent today.”

Therefore, giving the opportunity for students to choose how they are going to participate in the activities allows for students to feel in control. Furthermore, by learning to support autonomy, it allowed for me to learn to adapt in my pedagogy.

4.3 Pedagogy Growth: Adapting

The theme of adaption in my pedagogy was significantly grounded through my reflective practice. Data in this section was primarily from my reflections. Implication of this causes limitations in this study. It is important to acknowledge this, as there is a risk of bias. When conducting the program, I had to learn to adapt to time, and system constraints that impacted how I was able to run this program. Ways I adapted included learning through the experience of working with the students and relying on my school community to support my professional development.

The first major item was learning to adapt on how I conducted reflections with the students.

Session 1 - Teacher Reflection:

“I want them to be able to just reflect upon their learning. But I feel like right now they need more guidance. Maybe next class I can see what they write if to see if they are able to reflect upon their learning within PE without needing guidance of questions.”

When I first conducted the student reflection, I asked them to write a student led reflection of their experience after the group discussion. Prior to this I did not know of their writing capabilities. However, during that session I noticed that students struggled to write. Therefore, this was unrealistic to assume they could conduct a student led

reflection at this time of their development. The Zone of Proximal Development (ZPD) by Vygotsky (1978) reflected this issue. ZPD measures the distance between where students are at their development age individually to where it can develop within social constructs. In this case, the way I began conducting reflections was not with teacher guidance, but where I found the baseline on what they were capable of doing on their own. I learned to adapt the way I conducted student reflections to meet their growing needs and development throughout the program. At first, I wrote questions Hellison (2011, p. 60) proposed to help guide reflection.

Session 6 - Teacher Reflection:

"I'm hoping that more of the reflections give me more information for what they think about the issues. This time I did a worksheet that I put all the questions in and put spaces for them to answer. And I think that it's going to be more effective this way, more organized. So it's more direct questioning because they just need the questions because they do need direction."

Then by session 6, I established a reflection sheet [Appendix C] that helped students direct their reflection that would help me understand the "why" in this exploration.

Another challenge was working with time and system constraints of schedules within the school day. Gym schedules are created in the beginning of the school year. At this school, we draw numbers at the beginning of the year, and that determines the order of when we can choose our gym blocks, which is a fair way to conduct scheduling. One of my gym blocks ended up being right after a recess break. Therefore, I had to deal with the recess/lunch breaks that happen within the program. As the physical activity plan needed to start right after recess, I had to conduct the relational time and awareness talk during lunch time. Therefore, I expressed that this was a limitation to which I needed to learn to adapt to.

Session 4 – Teacher Reflection:

Just timing wise. Gym is really short and they are coming in right from lunch and there's like a little bit of transitional times. Wednesdays are hard because the model is split by recess. This is a limitation."

This break also gave way to dealing with issues beyond the program such as the example from earlier, when there was lunch conflict that occurred with Justine and Ava. The break impacted their experience in the program. In addition to that, I expressed how the break affected the flow of the lesson, and that students struggled to remember elements taught prior to the break.

Session 7 – Teacher Reflection:

"Scheduling has an impact because the things that I do teach prior [prior to the lunch break] they sometimes forget. However, today I felt like it was remembered. I also put the responsibility levels up again just to remind them and pointed them out at the beginning of the lesson. So I think that making that connection helped. But that break does detract the flow of the lesson."

In session 7, I adapt to the situation in order to help students remember the concepts of TPSR and MPE during the physical activity plan by posting them up on the wall and reviewing them.

Another way that I learned to adapt was connecting and leaning on my school community to support my professional development. Firstly, running this program following district ethics guidelines, I had to depend on switching classes with my teaching partner. She was flexible and taught my class during the sessions. Then, during session two I struggled with time management, and needed my colleagues to help me complete the lesson.

Session 2 - Teacher Reflection:

"Today was lovely. Because I had a little bit of extra time. I was able to extend some of the time in my gym lesson, which was great. I need to be more aware of my timing, though, because I ran out of time and ended up having to do another session after recess with the class. There just isn't enough time. I just happened to be lucky to have another teacher come into my class to do some prep recovery. So that was lucky for me. And the music teacher was teaching that class, so I was able to do the group chat and the reflection piece. I need to work on time management maybe."

I was able to give myself more time with the program relying on the prep recovery teacher and the music teacher who gave me space to complete this session. Time where they changed their instruction, giving me the space I needed to complete

my programming. Then, I went through the process of adapting my lesson plans to suit the needs of the students within the time constraints.

Session 4 – Teacher Reflection:

"I have to just really be more strict with my time. But at the same time if I did plan quite a bit so it's okay to be flexible with it because within my plan there is no instructional time directly written in, and I have to make that time. So it's within the time that frame that I've allotted to play. Maybe I need to spend more time on an activity and lessen the amount of different activities."

Session 6 - Teacher Reflection:

"Basically, what I've learned is that I over planned my lessons because I need more time for transitions so I'm not completing the [planned] lessons. So today we did the soccer lesson of the activities that we did not have an opportunity to do with the last lesson."

I learned to adapt my lesson plans to include transition times, and I learned to balance time management and curriculum.

This data supports the idea that teachers can learn from students through social constructivism aligning it with Palincsar (1998) research where they emphasize the processes in which learning development happens through institutional, intrapersonal and discourse as a community. The data explored, learning to "let go" for autonomy and adapting to restrictions of the system at schools to conduct pedagogy met the aim for the study of professional development in the social constructivist lens, when learning from the experience of working with students.

4.4 An unexpected find: A Pathway Model to MPE experiences

An unexpected finding through my data was within the exploration of MPE through the student lens. Primarily students used the terminology of "fun" and "enjoyment" for MPE experiences, and expressed that elements of Kretchmar's (2006) 5-point criteria including Beni et al. (2017) criteria of personal relevant material share a pathway. In Vasily et al. (2021) study shared that one of the teachers, Andy expressed that an expansion of exploration in MPE should extend on the discussion of how "meaningfulness could be experienced through other features." (p. 658) Data showed that although all criteria's of MPE experiences are intertwined, supporting current

research; social interaction, personally relevant material, challenge, and increased motor development led to students' definition of "fun" and "enjoyment" and "delight," which then led to MPE experiences.

Here, the data suggested that MPE experiences are shaped by students' ability to be with their friends, showing that social interaction led to fun and enjoyment:

Session 3- Heather's Reflection:

"I enjoyed it (gym class) because I got to play with my friends."

Survey 2- Jessica:

"Physical education means having to spend time with my friends"

"I feel included in PE class because my friends play with me and never left me out."

Survey 2- Jack:

"Its very fun because you run and play with friends."

Survey 2- Scarlett:

When asked "How do you feel when participating in PE class?"

"I feel good because my friend's made it fun."

Here, the data shared that students expressed that they had fun because they connected with the activities, showing that personally relevant material led to fun and enjoyment:

Session 6- Issac's Reflection

For the question on why he enjoyed gym class: *"Yes because it was fun because I liked the activities."*

Session 7- Scarlett's Reflection

"I enjoyed gym today because we played basketball and I love basketball."

Session 3- Heather's Reflection:

"Gym class was fun we played badminton. I kinda love badminton."

Here, the data showed how students expressed how their experience of challenge led to fun and enjoyment:

Session 7- Nicole's Reflection

"I enjoyed gym because me and my friends were doing a challenge of who can bounce it more."

Session 7- Will's Reflection

"When we were dribbling the basketball I challenged myself. When I was dribbling I felt that I did better than before. I really enjoyed gym today because I felt challenged."

Furthermore, In Will's reflection, he relates personal challenge to doing better than he did before in addition to the connection to enjoyment. This shows the interconnectedness between challenge and gross motor development.

Lastly, Matt expressed how his experience of gross motor development led to fun. In Matt's reflection he expresses that when playing "keep it up" with the birdie during badminton skills he hit his personal best which was fun:

Session 1: Matt's Reflection:

"I had a little bit of fun. I did 35 [reps]. That was my best one."

Kretchmar (2006) describes delight as stronger than fun, when one is completely engrossed with what we are doing that we "lose time." There was only one clear instance when I noticed clear delight. Unfortunately, I was unable to note which criteria of MPE experiences influenced this moment:

Session one- Teacher Reflection

"I felt like it [the session] was very meaningful to Daniel because at the end of class he was like "wait a second, what time is it? That was fast." And it seemed like he lost track of time because he was enjoying the lesson very much."

This contributes to existing research in MPE because it shows that although there are 6 criteria's of MPE, students show the pathway of which points of MPE criteria lead to other points of MPE criteria. In this study most examples were dominated by social interaction and personally relevant material leading to fun and enjoyment, although there were other examples of connections with the other criteria. Therefore, I propose that an observed "Pathway Model" presents the interconnectedness of the elements to MPE experiences in this study. Figure 1 is the diagram of the Pathway Model presented through the students' viewpoint of MPE points of experiences in this study.

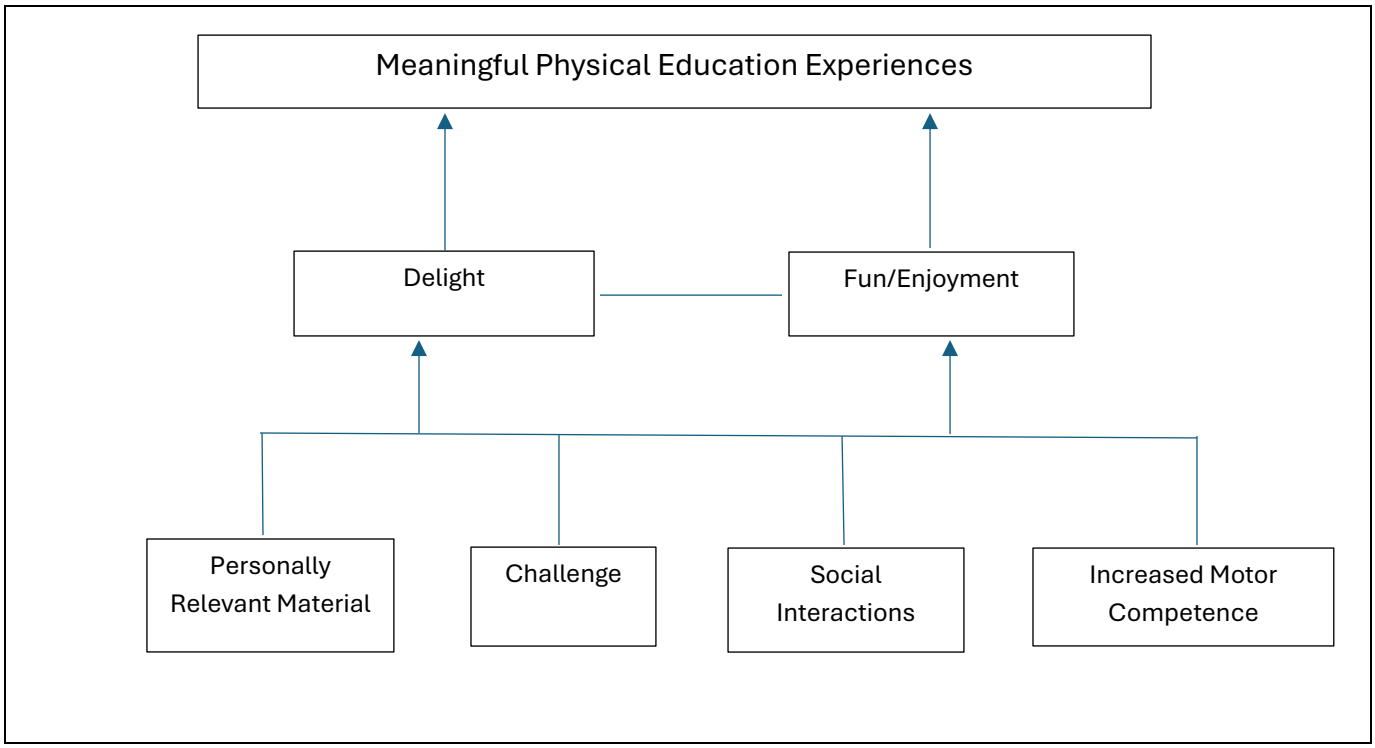

Figure 1. A Pathway Model for the criteria of MPE experiences in this study.

As Hastie et al. (2025, p. 3) explains in their research that "notable aspect of Meaningful PE research is the shortage of direct student voice." They describe that most studies focus on the teacher application of the subject. It would be interesting to do continued research in exploring the "how" of the MPE experiences criteria is fulfilled through the student voice.

4.5 Reflections on Practice, Limitations and Research Design

Reflecting on the experience of this study, I would run the program, TPSR for MPE experiences differently. I would prefer to teach lessons covering the key program concepts before implementation and not during. Although the context in which this took place was different than the study by Loibl and Rummel (2013), it would still parallel with their findings that students who were guided before problem solving, were able to create better outcomes than students who did not get that guidance. Therefore, in the context of the study, one could explore that with proper guidance of instruction, students would be able to understand and conduct the concepts within the lessons more effectively. This would further be in alignment with social constructivism following development of knowledge through the zone of proximal development (ZPD). I would also prefer to run

this program as an afterschool program. By doing this, I would be able to recruit more students for the program, and wouldn't have to deal with the time constraints.

To understand my role of the practitioner, I would change some of the data collected to tackle one major limitation in the findings. Student reflection methods need to be reviewed. I would include questions for students regarding their experience with their teacher. This would have helped me inform my practise while the program was running by getting direct feedback from the student lens in the moment. In addition, it would give more data to include for analysis to prevent bias about my pedagogy. I further would have added more structure to my teacher reflections. To save time I used audio recording to dictate my reflections. When I read my transcriptions, it felt that I was "rambling on" about what happened, what did not go well, what went well and what I should work on all mixed together. However, if I had a clearer structure, I could have been more direct with my reflections, making it easier to synthesize. Furthermore, this study is unable be used for generalizations as the sample size was small.

Lastly, I would change the design as it was difficult being both practitioner and researcher. It would be better to run this as a researcher working with teachers implementing the TPSR model for MPE. This would further broaden the study to see how this can be done with a wider population of students and teachers. It was easy to miss things as a researcher due to being preoccupied with managing behaviors.

Furthermore, Hellison (2011) discusses the importance of the student teacher relationship, and the development is part of the lesson format. Due to district ethics policy, I was unable to conduct this study with my class, a group of students to whom I already developed relationships with. Lei et al. (2016) study conducted a meta-analysis on 57 studies and suggests that "positive and negative affective teacher-student relationships (TSRs) were significant correlated with students' externalizing behavior problems (EBPs)" (Lei et al., 2016, p. 9) This meant that positive or negative affective relationships between students and their teachers can affect student behavior. As my findings indicated that positive and negative social interactions affected MPE, it would have been interesting to understand through developed relationships how Lei et al. (2016) findings support this in this study. In connection to the concept of social capital as discussed by Hargreaves and Fullan (2013), social capital worked both positively

and negatively. In the classroom, social capital provided a positive space where we learned from the collective. Outside of the classroom, the inability to run this program through ethic policy negatively affected some of the outcomes of the preferred exploration.

Chapter 5

Conclusion

This study set out to find connections between the Teaching Personal and Social Responsibility (TPSR) model and Meaningful Physical Education (MPE), and professional development. Findings indicate that the methods were effective in giving multiple viewpoints for discovery of how TPSR and MPE are directly linked. Students were able to explore through their experiences in the program in their application of responsibility levels to understand how they can work together to make positive social interactions. In contrast, they learned how low levels of responsibility impacted negative social interactions. I was able to explore my pedagogy, learning directly from the students in the program. I learned how to let go of control to support autonomy in students and adapted my practise in the situations that were presented to me. However, findings indicated methods used showed that student constraints in reflection affected the study. Viewpoints of my pedagogy through the third theme were completely in the practitioner's point of view, and for that reason, bias could be an issue. In addition to these findings, I was able to gain a better understanding on how students experience the criteria of MPE.

Social constructivism was proven useful as a tool for this study because keeping it in mind I was able to understand how to create a community that learns and supports each other through the Zone of Proximal Development (ZPD). I showed growth in my pedagogy in finding my baseline knowledge, and through application I was able to grow my understanding by the experience of this program with the students. Similarly, students showed growth in their understanding of the responsibilities and how it impacted each other, from their inability to solve problems, to learning to solve problems more independently with guidance. They learned how their low levels of responsibilities affect their classmates, and "fun" when they are disruptive, and with discussions and reflection about responsibility levels, they were able to be focused, creating the positive social interactions and a stronger learning environment. With social constructivism in mind, this study adds to the gap in existing literature addressing the workings of social interaction and relatedness in the TPSR model.

The application of these programs and findings can be beneficial for everyone. Responsibility can be applied to all aspects of life. Although, here it was presented through the lens of education, everyone has a level of responsibility. This includes any roles we take at home with the family, at work, and in society. In level 5 of the TPSR program, Hellison (2011) emphasized application of responsibility outside of the classroom. MPE criteria is also beneficial to everyone because we live in a society where we work together. Education on creating meaningful experiences can be applied beyond the physical education classroom. Meaningful experiences can be experienced through creating memories with family, friends, colleagues and even strangers. We can challenge each other, have fun with each other, learn together in contexts that are relevant to us, grow in our skills together, and experience delight, which are all criteria of MPE.

In continuing further research, I recommend a few ideas. It would be beneficial to further explore how students come to understand the MPE criteria, as it would be good to build upon the existing literature through the student lens, reducing the gap in literature. Hellison (2011) builds TPSR with the idea that it can support relationships. However, research has mixed feelings on this idea. Therefore, it would be useful to further explore how TPSR impacts relatedness. I recommend continued research on how TPSR and MPE can work together in both the viewpoints of the teacher and students. This could be done in the ways I discussed in my shortcomings within the findings and discussion chapter, keeping the role of practitioner and researcher separate, and therefore being able to have a larger sample size. It would also be interesting to explore how TPSR and MPE can be explored beyond education, and how it can be applied at a workplace, within family dynamics, and society. By exploring this we can hope our society will improve our connections to each other, with each other.

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Appendix A – Survey 1

Survey #1

The purpose of this survey is to gather baseline data on your current levels of personal and social responsibility, meaningful connections to physical education, and social-emotional connections with others. A follow-up survey will be conducted at the end of the study to assess any changes resulting from the intervention.

Your Rights: All responses will remain confidential. The survey is expected to take approximately 30 minutes. You have the right to skip any questions you do not wish to answer.

Please mark a check or x next to each statement labelled with a number.

NAME: _____	Never	Rarely	Sometimes	Often	Always	Prefer not to answer
I am responsible for myself						
1. I try my best to do well in class.						
2. I am able to stay on task when doing an activity.						
3. I focus on improving my skills.						
I am socially responsible						
4. I treat others with respect.						
5. I try to include others.						
6. I am able to resolve conflicts peacefully.						
7. I am able to help and encourage others in my class.						
Meaningful physical education						
8. I enjoy physical education (gym) class						
9. I enjoy playing with others in PE class.						
10. PE class is fun.						
11. I feel like my skills are improving in PE class.						
12. I feel like I am challenged in PE class.						

13. I feel delight in PE class.						
	Never	Rarely	Sometimes	Often	Always	Prefer not to answer
Relatedness to others						
14. I feel comfortable with other classmates						
15. I feel that I associate with other classmates in a friendly way.						
16. I feel that there are open channels for communication with other classmates.						

Please write your answer:

1. What does Meaningful Physical Education mean to you?

_____
_____
_____
_____
_____
_____
_____

2. What activities have you learned in PE class that you enjoy on your free time outside class?

_____
_____
_____
_____
_____
_____
_____

3. Do you enjoy Physical Education class? Why? Or why not?

4. How much physical activity do you currently partake outside of school?

5. How do you feel when participating in PE class?

6. Do you work well with others in PE class? How?

7. Do you feel included in PE class? Why do you feel this way?

8. What kind of physical activities do you find fun at school?

9. What's your favorite game or sport? Why?

_____
_____
_____
_____
_____
_____
_____

Optional:

10. Is there anything you would like me to know about you in the context of Physical Education, and relationships in our classroom? Any concerns?

_____
_____
_____
_____
_____
_____
_____

Appendix B – Survey 2

Survey #2

The purpose of this survey is to gather data on your levels of personal and social responsibility, meaningful connections to physical education, and social-emotional connections with others, and to understand if this study had an impact.

Your Rights: All responses will remain confidential. The survey is expected to take approximately 30 minutes. You have the right to skip any questions you do not wish to answer.

Please mark a check or x next to each statement labelled with a number.

NAME: _____	Never	Rarely	Sometimes	Often	Always	Prefer not to answer
I am responsible for myself						
17. I try my best to do well in class.						
18. I am able to stay on task when doing an activity.						
19. I focus on improving my skills.						
I am socially responsible						
20. I treat others with respect.						
21. I try to include others.						
22. I am able to resolve conflicts peacefully.						
23. I am able to help and encourage others in my class.						
Meaningful physical education						
24. I enjoy physical education (gym) class						
25. I enjoy playing with others in PE class.						
26. PE class is fun.						
27. I feel like my skills are improving in PE class.						
28. I feel like I am challenged in PE class.						

29. I feel delight in PE class.						
	Never	Rarely	Sometimes	Often	Always	Prefer not to answer
Relatedness to others						
30. I feel comfortable with other classmates						
31. I feel that I associate with other classmates in a friendly way.						
32. I feel that there are open channels for communication with other classmates.						

Please write your answer:

11. What does Meaningful Physical Education mean to you?

_____
_____
_____
_____
_____

12. What activities have you learned in PE class that you enjoy on your free time outside class?

_____
_____
_____
_____
_____

13. Do you enjoy Physical Education class? Why? Or why not? Did the program make a difference?

14. How much physical activity do you currently partake outside of school?

15. How do you feel when participating in PE class?

16. Do you work well with others in PE class? How?

_____
_____
_____
_____
_____
_____
_____

17. Do you feel included in PE class? Why do you feel this way?

_____
_____
_____
_____
_____
_____
_____
_____

Optional:

18. Is there anything you would like me to know about you in the context of Physical Education, and relationships in our classroom? Any concerns?

_____
_____
_____
_____
_____

Appendix C – Reflection Sheet

Name:_____

Date:_____

Reflection

1. What is your responsibility level today? _____

2. Can you talk about an example of when you challenged yourself?

_____
_____
_____
_____
_____
_____

2. Can you talk about an example of when you helped someone have fun as much as possible?

_____
_____
_____
_____
_____
_____

3. Can you talk about an example of when you were responsible?

_____
_____
_____
_____
_____
_____

5. Can you talk about an example of how you felt good about your skills?

_____
_____
_____
_____

6. Why did you enjoy or not enjoy gym class today?

AI Acknowledgement

I acknowledge the use of the AI tool OpenAI Chat GPT. URL: https://chatgpt.com/. It was used for helping to simplify papers, and articles for understanding, looking for clarity and reassurance with my writing and help with citation format. I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

In bold I list the reason why I used the tool. The prompt follows. Order of dates starts with the most recent use.

April 4, 2026

1. **Citation and grammar help:** Can you please clarify that my citation is correct? (draft) In addition, PLAYbuilder created by Sport for life (n.d.), a resource to help teachers with lesson plans were used to help generate lessons with activities that I felt linked well to the students interests from the surveys.

March 31st 2026

1. **Looking for formatting advice:** Is it ok to label each paragraph of the abstract? Background, Methods, Findings and Limitations? Or should I take them out?
2. **Looking for help with comprehension when reading**: I'm reading this and am confused. (source quote)
3. **Looking for help with comprehension when reading**: Explain: (source quote)
4. **Looking for help with comprehension when reading:** Explain:(source quote)
5. **Asking for clarity/reassurance with my writing:** Does this make sense? (draft)
6. **Asking for clarity/reassurance with my writing:** DO NOT CORRECT or write anything to fix... I just want reassurance that this is good enough. (draft)
7. **Asking for clarity/reassurance with my writing:** Is this good enough? (draft)
8. **Asking for help to structure a paragraph:** Can you give me a framework for the concluding paragraph of a methodology section for a dissertation?
9. **Asking for clarity/reassurance with my writing:** How is this? DO NOT WRITE anything for me. (draft)
10. **Asking for clarity/reassurance with my writing:** How is this? (draft)

March 30th 2026

1. **Asking for clarification to support student anonymity:** Is it ok to [my friend] for a student in the study who wrote about being supported by a student who is not in the study in their reflection?
2. **Help with looking for literature to read:** Is there a study that focuses on MPE and Self-determination?
3. **Help with looking for literature to read:** Is there a study connecting MPE and TPSR?
4. **Help with looking for literature to read:** Is there a study that connects MPE to movement beyond the classroom

March 29th 2026

1. **Asking for help to structure my writing:** Is this a good transition in lit review after talking about SEL in TPSR and MPE... moving into the how... and Then I talk about studies in both TPSR and MPE that use reflection and autonomy findings?
2. **Asking for clarity/reassurance with my writing:** How is this? (draft)
3. **Asking for clarity/reassurance with my writing:** For a conclusion to a Lit Review, is this good? Do NOT write anything. Just feedback. (draft)
4. **Asking for clarity/reassurance with my writing**: Is this a good sentence to start the conversations that TPSR and MPE share qualities? (draft)
5. **Help with structure for my writing:** Does it make sense to go through lit review with this format: Intro, MPE, TPSR what they are.. MPE and TPSR parallels and then explain SEL, and then Teacher pedagogy. Should I switch SEL and the parallels?
6. **Help with looking for literature to read:** Is there a meta study that state that TPSR is mostly rooted in Self-Determination theory?
7. **Citation help:** APA for: (citation draft)
8. **Citation help:** Do I italics the title or journal?

March 28th 2026

1. **Help with looking for literature to read:** Is there a study I can read that links reflection to MPE?
2. **Asking for clarity/reassurance with my writing:** Which one is better: #1(draft) #2 (draft)
3. **Help with looking for literature to read:** Is there a study that defines Autonomy? Is there somewhere I can access it online?
4. **Citation help:** Do I refer this well: (citation draft)
5. **Help with clarification of what I was looking for as I was confused after reading two different articles:** Who developed TARE for TPSR? Can you send me the source so I can read about it.
6. **Asking for clarity/reassurance with my writing:** Don't correct: (draft).
7. **Asking for clarity/reassurance with my writing:** DO NOT EDIT: (draft) is it good enough?
8. **Help with looking for literature to read:** Is there an article that supports that methods in MPE have been both qualitative and quantitative? However, it is more noticeable that studies inquiring about MPE lean more towards qualitative.
9. **Asking for clarity/reassurance with my writing:** Don't Write: (draft)

March 27th 2026

1. **Asking for clarity/reassurance with my writing:** Which is better? DO not Edit (draft 1) (draft 2)
2. **Asking for clarity/reassurance with my writing:** Does this make sense? (draft)
3. **Asking for clarity/reassurance with my writing:** Please don't edit... but does this make sense? I do feel good about it (draft)
4. **Asking for clarity/reassurance with my writing:** I want to propose that there is a hierarchy to the criteria of MPE. I think my hierarchy is that social interactions, challenge, personally relevant material, and increased motor competence lead to fun and delight which then leads to MPE experiences. I don't think hierarchy is the right word.. Can I call it a pathway model?
5. **Citation help:** Is this APA? (citation draft)

6. **Help with looking for literature to read:** Is there an article that supports teachers learning from students in the social constructivist lens?
7. **Asking verification for my understanding:** Am I correct in understanding that Vygotsky's research primary was about the child development in regard to social development?
8. **Help with comprehension when reading:** I'm tired... explain this in simpler terms to me (source quote)
9. **Help with comprehension when reading:** Explain this: (source quote)
10. **Citation help:** (Palincsar, 1998, p. 371) apa?
11. **Help with finding an article to read:** Is there a study that contradicts this?
12. **Help with finding an article to read:** A social constructivist pro d article?
13. **Citation help:** When I refer to Hellison (2011) TPSR model... do I do (Hellison, 1985, 1995, 2003, 2011) or (Hellison, 2011)?

March 26th 2026

1. **Asking for clarity/reassurance with my writing:** In my lit review I write about SEL, MPE supporting SEL, TPSR supporting SEL. In conclusion to that section, is it ok to state: (draft)
2. **Asking for clarity/reassurance with my writing:** How about this? (draft)
3. **Citation help:** Do I need to cite every time I mention TPSR?
4. **Citation help:** Is this correct with citations: (draft)
5. **Help with looking for literature to read:** Is there a peer reviewed study that talks about student and teacher relationships adding to positive student behaviors?
6. **Asking for clarity/reassurance with my writing:** Do not correct, but does this sound clear: (draft)
7. **Asking for clarity/reassurance with my writing**: Is this too harsh when I express how I feel about the ethical guidelines? Or is it ok? (draft)
8. **Asking for clarity/reassurance with my writing**: Is this a good way of putting it: (draft)
9. **Asking for clarity/reassurance with my writing**:Does this sound good? (draft)
10. **Asking for clarity/reassurance with my writing:** Does this sound good? (draft)

11. **Asking for clarity/reassurance with my writing:** Does this make sense? (draft)
12. **Asking for clarity/reassurance with my writing:** Do not write anything for me. Is this good wording that supports my research where I explore TPSR and MPE connections for students, and grow my professional development? (draft)
13. **Asking for clarity/reassurance with my writing:** Does this support what I want... do not write for me (draft)
14. **Help with structure for my writing:** What to include in the introduction of a lit review?
15. **Asking for clarity/reassurance with my writing:** (draft) sound good?
16. **Help with structure for my writing:** What kind of things should I include in the conclusion of the lit review... do not be specific with my topic... just give me a framework
17. **Help with structure for my writing:** Can you provide a framework for the intro to the Finding/Discussion section. They are intertwined as that was best for my research. Do not write any examples.
18. **Help with clarity/reassurance with my writing:** Do not reword. Does this make sense: (draft)

March 25th 2026

1. **Asking for clarity with my understanding:** Is SEL theory equivalent in a sense of at research in that lens or in addition to social constructivist theory?
2. **Asking for clarity/reassurance with my writing:** I am doing a lit review and trying to have a clear framework. (draft)
3. **Asking for clarity with my understanding**: Is the Collaborative for Academic, Social, and Emotional Learning (CASEL) a policymaker?
4. **Citation help**: Fix my cite: (draft-citation)
5. **Help with looking for literature to read:** Can you find me an article that references CASEL SEL framework?
6. **Help with looking for literature to read:** Can you find me an article that uses Jones Stephanie framework of SEL?
7. **Help with looking for literature to read:** Is there an article that shows together: CASEL = what Jones = how and why

8. **Citation help:** I want to reference CASEL like: CASEL]. (2021a). SEL: What are the core competence areas and where are they promoted?. https://casel.org/sel-framework/ for their framework... can you please show me APA of this?
9. **Linked to #8 Citation, asking for clarity/reassurance with my writing:** How about in this sentence? (draft)

March 24th 2026

1. **Citation help:** fix citation: (draft)
2. **Asking for clarity with my understanding as I struggled to find articles:** In Michael Fullan's theory of curriculum is there a Fullan Triangle theory?
3. **Citation help:** Can you help with my citation? APA7 but don't change any writing.. I just want to cite it right (draft)
4. **Asking for clarity/reassurance with my writing:**Should I refer to TPSR by Hellison as a model or method or program?
5. **Asking for clarity/reassurance with my writing:** (draft) Is that ok? or should I reword it?
6. **Help with comprehension when reading:** Please explain this to me in more simple terms... I'm tired: (source quote)
7. **Asking for clarity/reassurance with my writing:** Does this title explain that I my results are not just about my students but also about my pedagogy? (draft)
8. **Asking for help to structure my writing:** In my dissertation things did not go as planned. I have a lot of things I wish I did differently. It is an action research that explores my pedagogy and professional development. However, I cannot change the data I am working with. Where in my dissertation should I include information on how I would do things differently? Should it be part of my findings? or in the conclusion where I talk about further studies?

March 23rd 2026

1. **Citation help, asking about secondary referencing:** If I wanted to quote "it is crucial to take a teaching approach that promotes students' autonomy as well as the improvement of basic psychological needs and motivation [3]" from an article... can I quote that this is from the article vs where they got their reference from [3]?

2. **Trying to understand citation/academic writing guidelines:** I want to reference something in an article... but it seems like it references another study. Do I look into the other study to get the reference, or the first article for reference?
3. **Asking for reassurance with my writing:** Do not fix anything. I just wanted to know if that in my dissertation research intro, I "paint a picture" to share my thoughts... please let me know if I should take it out. (draft)

March 20th 2026

1. **Asking for help finding literature for clarity in my understanding:** Where does Vygotsky specifically mention social constructivism?
2. **Asking for help finding research to read:** Who is a scholar that describes Vygotsky's work as social constructivism? Because I want to look it up.
3. **Citation help:** (citation draft) Is this APA?
4. **Help with comprehension when reading:** Can you explain how he is using "qualitative" in a definition. I only know this as means of taking qualitative data. So seeing this word used this way is a little bit confusing: (source quote)
5. **Help with comprehension when reading:** I'm tired... long day at work... so it's a struggle now. Can you make my next post easier for me to understand? (source quote).

March 19th 2026

1. **Help with comprehension when reading:** Can you explain the next post in a more simple way? (source quote)

March 1st 2026

1. **Clarification with following ethics guidelines:** Writing dissertation and evidence of student reflection refers to a student not in the study. should I put [new student] in brackets like this instead of the "name"?

February 22nd 2026

1. **Clarification with understanding dissertation format:** Do people write a findings/results separate from the discussion in a Masters dissertation? Or can they integrate it all in one section

February 15th 2026

1. **Help with clarifying my grammar:** Correct grammar: Therefore, when reporting on my finding's pseudonyms were used instead of the students' real names.

January 11th 2026

1. **Help with understanding dissertation sections:** Difference between results/findings and discussion qualitative data in dissertation?

November 15th 2025

1. **Help with understanding NVivo program organization:** Can you put your data in folders in NVivo?

November 9th 2025

1. **Help with finding literature to read:** Can you point me into the direction of literature? I am looking for a peer reviewed study that shows which population groups heath is affected the most with social media.
2. **Help with finding literature to read:** Is there a study exploring age population?

October 26th 2025

1. **Asking questions to help inform my choice of methodology, as I kept going back and forth with two options after reading literature:** What's your opinion of case studies? Can you make a comparison to action research?

October 19th 2025

1. **Citation help:** (McNiff et al., 2003) but in narrative quote.

September 21st 2025

1. **Help with structure in my writing:** What points should I make for talking about why I chose a certain methodology?

August 11th 2025

1. **Help with structure for my writing:** Can you give me a format to help write my Methodology section of my research with 2000 words?