Letter of Reconciliation

Manuscript 876: High School Physical Education Students’ Perceptions Toward Multiethnic Groups

**NEW TITLE**: Building a Case for Culturally Responsive Teaching in Physical Education: Using High School Students’ Perceptions Toward Multiethnic Groups

September 16, 2012

Dear Monica Keyes:

Thank you for the opportunity to send in a revised manuscript. I have made substantial changes throughout the manuscript. I have changed the title to reflect the true purpose of the study. I feel this will make a stronger connection for the reader to see how when teachers find out more about their students needs the opportunity to implement culturally responsive teaching in physical education can provide benefits to everyone involved. I have included additional literature in the introduction, discussion, and conclusion based on the reviewers comments.

In order to address the needs of each reviewer, I created a simple table that addresses each of their needs that located at the end of this letter. Please let me know if this format is not acceptable and I will make changes.

I have also unblinded the manuscript.

Thank you for your time and effort in reviewing this manuscript.

Sincerely.

Debra Patterson

**Responses to Reviewers Comments:**

**New Title:** Building the Case for Culturally Responsive Teaching in Physical Education: Using High School Students’ Perceptions Toward Multiethnic Groups

(**Former Title**: High School Physical Education Students’ Perceptions Toward Multiethnic Groups

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| **Reviewer 1** |  |
| Although the author substantially revised the manuscript, I would like to see more of a case built as to why it is important to do research in this area (e.g., a research gap). I suggest to include previous studies on students' perceptions on multicultural education (e.g., Howard, T (2001). Telling their side of the story: African-American Students' perceptions of culturally relevant teaching, Urban Review). | Addressed gaps in research lines 148-152.  Added research from Howard, T. (2001). |
| more literature to support conclusions/discussion would be helpful. | Pulled in research to support the findings from the study in the discussion and conclusion. |
| **Reviewer 2** |  |
| did not see the rationale for collecting the data in a physical education environment – the author should include this in the introduction or conclusion. | Provided a rationale throughout the manuscript for using the MSS in physical education. |
| Also, the introduction seems to focus mostly on issues related to teachers’ attitudes without much mention of previous research done with students. I believe that there has been some work in general education that could be drawn upon. This research could help position the current work within a larger body of research related to multiculturalism and multicultural education. | I changed the title of the manuscript to indicate to the readers the need to look at high school students’ perceptions as they can impact the teacher and his/her pedagogy implemented in class. It is hoped that the title will provide the rationale for collecting data on the students and the need for teachers to really listen, learn, and gain an awareness of their students needs and then how implementing CRT into daily practices can help increase academic success. |
| Samuel Hodge has done some work related to culturally responsive teaching in physical education. By focusing on just the teacher side of multiculturalism, the transition to a survey administered to students is a little unexpected. Based on the current introduction, I thought the article was going to be focused on teachers’ impressions of multiethnic groups. | Although Samuel Hodge investigated the culturally diverse backgrounds of graduate students and most of his other research is in the area of Adapted Physical Education, I felt the other additional studies added to this current revision provide a strong foundation for the purpose of this study thus I did not feel it necessary to add his work to the manuscript.  As previously stated, I changed the title and added additional literature to inform readers that teachers should listen and learn about their students perceptions in constructing their classes and implementing CRT. |
| methods used in the study, I do not believe there is enough background information presented relative to the school, community, and the students. | While keeping the exact location and name of the school anonymous, I added a few additional statistics that provide more information about the school and students. |
| , the researchers have added several questions and I believe that reliability and validity information should have been provided. Similarly, I could not tell if the instrument had been used with children in the past. This makes it difficult to tell whether or not the analyses performed in the present study are appropriate given the current instrument with this population. | Under the section titled ‘Instrument’ further clarification was provided about the face validity that was established for the modified scale, additional questions, and the appropriateness to administer the tool to young adults as a way to address the issue of validity. Also, discussed was the permission granted from the original authors of the MSS to add the questions without compromising the integrity of the instrument. |
| I would have liked to have seen more complex statistics (ANOVAs of Chi-Square analyses) rather than only descriptive statistics so that the data could be further examined. | This was mentioned as a limitation of the study. |
| In the results section, I am a little confused by Table 2. In the text it is noted that the participants agreed with question 16, but the mean response was only 2.67. Based on the survey scale described in the methods this would indicate an overall low response, which would change the interpretation. | This confusion has been addressed and the statistics have been reviewed. The results in the previous manuscript used the reverse scale on question 16. The scale has been added to the table to clarify responses. |
| The current exploration of the findings does not tell us much more than simple means and standard deviations for each of the survey items. The survey results would have been made more powerful if the author presented an overall multicultural sensitivity score. Could the responses on all of the items have been summed to come up with a total score that could have been included in the results? Is there precedence for such scoring in previous studies using this instrument? | At this time, there is not a rating or total overall MSS score available. Due to the nature and content of the questions it would be awkward to use an overall score and would hinder the specific content in the survey that teachers need to be aware of with their students. An overall score, would only provide an overall idea for the teacher but not provide specific areas of concern or areas of strength for each student. |
| Lastly, I believe that the discussion and conclusions are somewhat underdeveloped. The discussion should be more physical education specific and include implications for physical educators and their students. | Additional literature and discussion was added to make stronger connections for the need of specific types of engagement within the physical education setting with the teachers and the students. |
| descriptive nature of the results should be included as a limitation of the study. | This was added to the limitations section. |
| An interesting concept for future research would be to get pre-test data using the MSS, implement a culturally sensitive curriculum in physical education, and then get post-test data to see if it changed the students appraisal of multicultural groups. | This was added to the future research area. |
| **Reviewer 3** |  |
| This is a very clearly constructed paper yet the focus of discussion seems to be about what the teacher can do with little attention to the larger picture. I would suggest adding more context to the discussion as this is a very complex topic with what could be a surface explanation.  Also, the survey seems somewhat unrelated to what the teacher is doing anyway so there appears to be a large area undiscovered, which leaves us with a simplistic discussion/answer that adds little to the literature on this topic. | It is hoped that with the title change and a stronger literature review, discussion and conclusion of tying in CRT and the need for knowing about the students in your classes addressed the reviewers concern thus making the manuscript stronger. |