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Teaching Behaviors in Athletic Training education and Student Perceptions of Instructional Effectiveness
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Objective: To investigate teaching behaviors of athletic training educators (ATEs) and to explore if academic year of the student affected student perceptions of instructional effectiveness.

Design & Setting: A qualitative research investigation examined instructional methodology of ATEs in entry-level athletic training programs. In-depth interviews pertaining to ATEs formal pedagogical training and current pedagogical approaches utilized in the didactic setting. Preobservational semi-structured interview, field observations (minimum of three), and a postobservation semi-structured interviews. Finally, frequency counts of behaviors observed based on the eight dimensions within the Student Evaluation of Educational Quality (SEEQ). and student accountability. BA methods included engaging and enthusiastic, approachability and accessibility, valuable feedback, and humor. Some differences were noted between ATEs and ATSs perception of organization and communication, and group work and group interaction. No meaningful difference was found between levels of ATSs academic year and perception of educational quality.

Conclusions: ATEs seem to recognize and value specific pedagogical approaches to enhance ATSs learning. It is meaningful that ATSs appear to be able to recognize the presence and absence of specific teaching strategies in the didactic setting. Additionally, students value – across different levels - similar teaching characteristics. All ATE’s should take an interest in and further educate themselves in what ATS’s view as effective pedagogic practices in the didactic setting. Additionally, it may be helpful to consider an individual’s pedagogic knowledge and background when hiring perspective employees.

Keywords: teaching behaviors, instructional effectiveness, pedagogy