

Stone, C. F., Bullock, C. C., & Mahon, M. J. (2001). *Instructor's guide for introduction to recreation service for people with disabilities: A person-centered approach* (2nd ed.) Champaign, IL: Sagamore Publishing.

Reviewed by
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Finding ways to engage students through active learning, while supplying the structure needed for retention of facts, is always a dynamic challenge. Help in managing the push and pull of learning styles is always appreciated and Stone, Bullock, and Mahon's online *Instructor's Guide* for the text *Introduction to Recreation Service for People with Disabilities: A Person-Centered Approach* (2nd ed.) is designed to offer such assistance.

It was easy to access the online guide. An instructor need only contact the publisher via fax, to receive a password. When entered, the document downloads in Adobe Acrobat format, wherein one could read or print all or sections of the guide at will. Though downloads took a few minutes, the wait was not unreasonable. It may be unwieldy for some, however, if they planned to undertake the process immediately before each daily class preparation.

The authors divide the *Instructor's Guide* by the chapters of the book. Each chapter contains a series of elements including:

- Chapter overview
- Instructional objectives
- Estimation of time to conduct session/ chapter
- Key terms
- Examination questions
- In-class learning activities
- Out-of-class learning activities
- Resources
- Overheads and/ or handouts

The chapter overviews offer a paragraph-long synopsis of the material contained within the given chapter. Immediately following are the instructional objectives. There

were usually five to ten objectives for each chapter, though the number varied widely. I believe that both the synopsis and objectives would be especially helpful in pre-course planning. As instructors review the objectives they need to meet for their overall curricula, it is a simple way to match the material offered within the text to their needs. In addition, many students note that having an outline of lecture material before class helps them to be engaged in discussion and in note taking. The key terms list, along with the synopses and objectives, could assist faculty in efficiently providing this resource to students.

Time estimation for each chapter was given in relation to semester-long courses. For Chapter 1, for example, the authors note, "An estimate of the proposed time to conduct Chapter 1 is 2-3 class periods lasting 50 minutes to 1 hour 15 minutes on a semester class schedule." Using this description, each chapter was estimated to require 1-3 class periods, with an equal split of those estimated to take between 1-2 and 2-3 class periods. I have not had the experience of using this text in class, though I was impressed with the positive approach and may adopt it in the future since having had the opportunity to complete this review. Having stated my limitations in commenting on this area, I still felt the time estimations to be a bit on the conservative side. Perhaps if the course is delivered strictly in lecture format, one may be able to adhere to this timeline. However, if one is using more experiential methods in class, there may be more difficulty keeping the pace that the authors suggested.

Each chapter had a list of open-ended examination questions that require short (paragraph-plus) answers. Some examples include:

- "List 3 of McGovern's 5 types of reasonable accommodations and identify one possible way to make an accommodation in each of the 3 types listed."
- "Explain the concept of self-fulfilling prophecy and how it relates to labeling individuals with disabilities."
- "Describe the concept of reverse integration in sports for people with disabilities."

One addition that may make this section more useful would be the integration of other types of questions, such as forced-option or essay, to measure different levels of learning and application. Also helpful would be suggested answers to the questions.

These questions, however, are not only useful as examination tools. They also could be used readily for class discussion prompts. Since the questions are all open-ended, the discussion option could be an especially appropriate application of the authors' contributions in this section.

Other resources - learning activities, print and media resources, and overheads/handouts - were listed for most of the chapters. The authors note in the Preface that some chapters do have better resources than others, and they request further resource sugges-

tions from those who use the text to add to future editions. I appreciated this acknowledgement and request. Sharing the educational resources and talents each of us uses in the classroom can be the richest source of growth for our ability to facilitate effective learning experiences for our students.

In-class and out-of class learning activities are offered for each chapter. Though valuable resources, this may be one of the areas that is lacking at this point in the online materials. Almost all of the learning activities in the *Instructor's Guide* are already mentioned in the text, and are therefore redundant in this format. Regardless, there is at least one new learning activity mentioned in almost every chapter of the manual, some listing two or three new activities that are not in the book. This is one area where users of the text could definitely contribute to the authors and consequently others in the field.

The resources section was one of the highlights of the manual. Most chapters have several supplemental audiovisual and print materials suggested. These include documentaries and popular movies, bibliographies, magazines and books, to name a few. In addition to the title, a sentence-long description is included as well as how to obtain the resource (e.g., ISBN, agency, address to write). The uses for these resource materials are endless. They could be used as tools for in-class discussion prompts, for out-of-class viewing, or for individual student research projects.

Most chapters also had a section of overhead templates that were black and white, camera-ready copies from which transparencies or handouts could be made. Upon printing a couple of the copies to laser and ink-jet machines, I found their clarity to be acceptable though not stellar. Students whom I asked to view examples of the overheads in class commented that they were clear, but that perhaps a few had a bit too much information. In addition, with the transition to electronic classrooms, this resource may not be considered as valuable since one cannot copy and paste from the Adobe Acrobat software. Conversely, if used as a template for creating PowerPoint or other media-driven additions to a lecture, they may be very helpful for the instructor as a prompt.

Overall I feel that the *Instructor's Guide for Introduction to Recreation Service for People with Disabilities: A Person-Centered Approach* could prove useful in a number of situations, including class preparation, creating active learning situations and discussions, and for enriching resources that could be used by students and faculty alike. If users take the authors' challenge to send in more materials, all will be enriched as future editions are enhanced to provide even greater utility.