

The leisure context, a forgotten topic of sport pedagogy?

Marc CLOES
Department of Sport Sciences
University of Liege

International Specialist Seminar
Training of Trainers of Physical Education and Sport
ISMAI - May 19-20, 2011



Introduction Sport and its contexts

European Sport Charter
(Council of Europe, 1992)

- ♦ "Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels."
- ♦ This well known definition is really "open" but it tends to underline the central place of competition in the usual representation of sport



Introduction Sport and its contexts

- ♦ 19th and 20th centuries
 - ♦ Development of sport based on internationalization, media, improvement of transportation and life quality
 - ♦ Model: hierarchy of the industrial society
 - ♦ Impact: growing of the economic weight
- ♦ During the 70': some phenomenon
 - ♦ Lost of public support (less money)
 - ♦ Change of public's interest ("consumer society", "fun culture", "gliding generation", "mode effects")
 - ♦ Consequences: modification of the sport model toward a compartmented model + diversification of sport providers

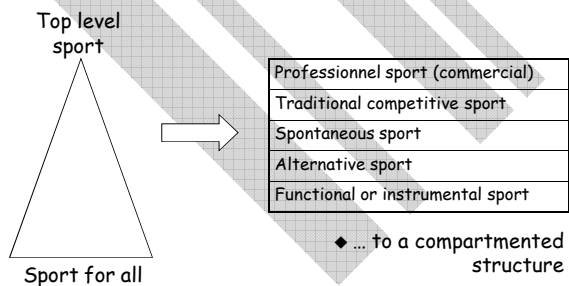
(Loret, 1995)



Introduction Sport and its contexts

Diegel (1995)

- ♦ From a pyramidal structure ...



Introduction Sport and its contexts

- ♦ Creation of several parallel worlds of sport
 - ♦ Noncommercial structures (sport federations/clubs, non-profit private associations, public services ...)
 - ♦ Free sport (outside any structures)
 - ♦ Commercial structures (fitness centres, personal trainers ...)

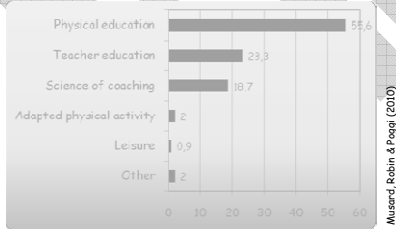
⇒ Concurrence

Facilities
Clients
Educators/instructors
Programmes



Introduction Context of Sport Pedagogy

- ◆ Analysis of the research content in ARIS congresses



Muscard, Rebin & Poggi (2010)

Introduction Context of Sport Pedagogy

- ◆ Analysis of the research content in AIESEP congresses
 - ❖ Not available
 - ❖ Very few studies focused on « leisure » and/or « wellness »
 - ❖ Context left as prerogative of Sport management???

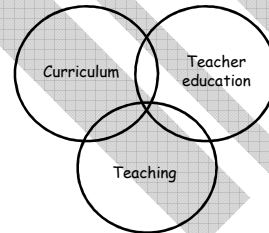
Coaches, instructors, personal trainers
=
teachers

Goal of this presentation

- ◆ To underline that leisure is one potential focus for Sport pedagogy
- ◆ To illustrate some studies that have been conducted at the University of Liege

Leisure as a potential area of Sport Pedagogy

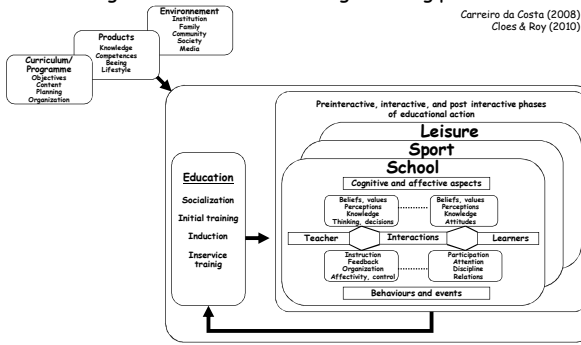
- ◆ One reference: The model of research in Physical Education Pedagogy



Silverman & Ennis (1996)

Leisure as a potential area of Sport Pedagogy

- ◆ Integrative model of teaching-learning process



Examples of Sport pedagogy studies focused on leisure

- ◆ Cloes, Laraki, Zatta & Piéron **Fitness center**
- ◆ Laraki, Ancion & Cloes (2005) **Fitness center**
- ◆ Vandermeulen & Cloes (2009) **Social sport**
- ◆ Cloes, Maraite & Dijon (2010) **Social sport**
- ◆ Cloes & Dethioux (2010) **Leisure sport**

➔ Research questions and models

Cloes, Laraki, Zatta & Piéron (2001)

- ◆ Research questions
 - ❖ To identify the variables related to the perception of the quality of fitness instructors
 - ❖ To compare opinions of clients and instructors



Cloes, Laraki, Zatta & Piéron (2001)

- ◆ Research design
 - ❖ 116 clients (24 fitness centers) + 30 instructors (19 fitness centers)
 - ❖ Clients' motives of attendance + instructors' qualities
 - ❖ Questionnaire (Lickert scale + 5 words illustrating the instructors' qualities + critical incident)
 - ❖ Observation of 2 instructors (one Hilo lesson - comparison of one expert and one beginner)
 - ❖ Multidimensional category system (part of the lesson, participants' activity, instructor's location, cueing, feedback, information, displacement, other)



Cloes, Laraki, Zatta & Piéron (2001)

- ◆ Main findings
 - ❖ Priorities of clients and instructors are differing about important characteristics of aerobic instructors
 - ❖ Clients are more focused on relational aspects while instructors pay more attention to the intervention itself
 - ❖ The expert is showing a more effective way of teaching (more cueing, more direct visual contact, more information while demonstrating)
 - ❖ Few feedback in both subjects



Vandermeulen & Cloes (2009)

- ◆ Research questions (request of the King Baudouin Foundation)
 - ❖ To identify the current needs of field workers involved in « social sport »
 - ❖ To propose original actions aiming to support and stimulate the development of specific actions in this domain



Vandermeulen & Cloes (2009)

- ◆ Research design
 - ❖ 2 phases specific to each research question
 - ❖ Snowball sampling to actors involved in the field
 - ❖ 47 questionnaires (open ended questions)
 - ❖ Content analysis → systems of categories
 - ❖ Provisional report sent to the subjects for validation
 - ❖ Nominal group technique
 - ❖ 14 subjects
 - ❖ Identification of actions + vote + development of practical solutions/groups + exchange + report



Vandermeulen & Cloes (2009)

- ◆ Main findings
 - ❖ The main characteristics of the associations involved in "social sport" are:
 - ⇒ Specific association (37.7%) and sport clubs (18.9%)
 - ⇒ Non specifically oriented (52.8%), handicapped (13.2%), low socioeconomic people (9.4%) and women (7.5%)
 - ⇒ Leisure sport and wellness (38.3%), competition (23.4%)
 - ❖ Main actions
 - ⇒ To improve the representation of « other » sports
 - ⇒ To make a list of activities in order to underline the existence
 - ⇒ To support original projects
 - ⇒ To promote coordination

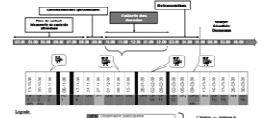


Cloes, Maraite & Dijon (2010)

- ◆ Research questions
 - ❖ To answer to the request of the "principal" of one martial art school working with youths rejecting school
 - ❖ To identify the teaching strategies that are used by the physical educators with youths who have dropped out the school
 - ❖ To analyze other aspects as the specific context of the practice, the evolution of the students' behaviour

Cloes, Maraite & Dijon (2010)

- ◆ Research design
 - ❖ This study respected a qualitative approach
 - ❖ Triangulation process (analysis of written material, participating observation, interviews with the educators, interview and questionnaire with the youth, analysis of the teaching process)
 - ❖ 6 adults + 85 youths (12-18 year-old)



Cloes, Maraite & Dijon (2010)

- ◆ Main findings
 - ❖ Development of a specific values system that brings youth to accept authority
 - ❖ Rigor is the main factor of achievement (why not in PE teaching?)
 - ❖ Priority to directiveness accepted according to the novelty/status of the activity
 - ❖ First reaction is understanding → agreement

Cloes & Dethioux (2010)

- ◆ Research questions
 - ❖ To analyze three sites of "Start to run" programmes
 - ❖ To identify the role of the coaches
 - ❖ To determine the impact of the activities



Cloes & Dethioux (2011)

- ◆ Research design
 - ❖ This study respected a qualitative approach
 - ❖ Triangulation process (participants, coaches; interviews, questionnaires, observation)
 - ❖ Follow up during 22 weeks

Cloes & Dethioux (2011)

- ◆ Main findings
 - ❖ 72% of the participants that attended to the test and all achieved
 - ❖ 16% of drop out
 - ❖ Many injuries (Achille tendinitis)
 - ❖ 77% of the achievers continue to run at the end of the program
 - ❖ One of the best predictor of success is the presence of relatives and the participation for the pleasure

Conclusion

- ◆ A quick overview
- ◆ Leisure is a promising field for sport pedagogy researchers
- ◆ Quantitative and qualitative approaches should be combined in order to:
 - ❖ better understand the context of practice
 - ❖ guarantee quality
 - ❖ improve the physical educators preparation



25

Thank you
for your
attention



Références

- Carreiro da Costa, F. (2008). Issues in research on teaching in physical education. In, J. Seghers & H. Vangrunderbeek (Eds.), *Physical education research. What's the evidence?* Leuven: Acco.
- Cloes, M., Laraki, N., Zatta, S., & Piéron, M. (2001). Identification des critères associés à la qualité des instructeurs d'aérobic. Comparaison des avis des clients et des intervenants. In, ARIS (Ed.), *Actes du colloque «L'intervention dans le domaine des activités physiques et sportives: compétence(s) en mutation?»*. CD-Rom. Grenoble: IUFM (<http://hdl.handle.net/2268/88687>).
- Cloes, M., Maraite, A.A., & Dijon, F. (accepted). Sport as a support for school reintegration. A case study. Proceedings of the 2010 AIESEP World Congress « Place and role of physical educators in promoting an active lifestyle ». A Coruña: INEF Galicia (<http://hdl.handle.net/2268/75448>).
- Cloes, M., & Roy, M. (2010). Le cheminement de l'approche écologique: du paradigme processus-produit au modèle heuristique du processus enseignement-apprentissage. In, M. Musard, M. Loquet & G. Carlier (Eds.), *Sciences de l'intervention en EPS et en sport : résultats de recherches et fondements théoriques* (pp. 13-33). Paris: Editions Revue EP.S. (<http://hdl.handle.net/2268/35774>).
- Council of Europe (1992). European Sport Charter. Recommendation No. R (92) 13 Rev. of the Committee of Ministers to member states on the revised European Sports Charters. Retrieved from Internet on April 10, 2011: http://www.coe.int/t1/dq4/sport/sportineurope/charter_en.asp
- Diegel, H. (1995). *Sport in changing society - Sociological essays*. Schorndorf: Verlag Karl Haufmann.
- Lorel, A. (1995). Génération glisse... dans l'eau, l'air, la neige. *Éducation Physique et Sport*, 253, 62-65.*
- Musard, M., Robin, J.-F. & Poggi, M.-P. (2010). Les recherches ARIS : contextes d'intervention étudiés et thématiques de recherche. *eJRIEPS*, 19, 124-194.
- Silverman, S. & Ennis, C. (1996). Student learning in physical education: Applying research to enhance instruction. Champaign, IL: Human Kinetics.
- Vandermeulen, M. & Cloes, M. (2009). Analyse des structures valorisant le rôle social du sport en Communauté Wallonie-Bruxelles. *eJRIEPS* 16, 86-102 (<http://hdl.handle.net/2268/8185>).