

# Sport (and Exercise) Pedagogy and its interest in the fields of PE teaching, sport coaching and physical activity/health

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## Purposes of this presentation

- ♦ To share a personal conception of Sport (& Exercise) Pedagogy
- ♦ To summarize Wathne's paper: *Movement of large bodies impaired* (2011)
- ♦ To illustrate some current challenges for researchers
- ♦ To suggest some approaches to develop



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## Some definitions

- ♦ Haag (1989)
  - ❖ Sport pedagogy is 'the description of the field of theoretical research or subdiscipline of sport science which deals with the educational aspects of physical activity: sport, play, games, dance etc' (p. 6)



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## Some definitions

- ♦ Piéron (1993)
  - ❖ Sport pedagogy = discipline aiming to provide scientific data about education and professionals' preparation in the different contexts in the field of sport and physical activity (school, sport, active recreation)
  - ❖ Using descriptive, correlational, or experimental approaches, it is focused as much on the actors (learners and educators) than on the content offered or the programs' organization
  - ❖ Its mains objectives are to contribute to the improvement of the effectiveness of the practitioners and to their educators



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## Some definitions

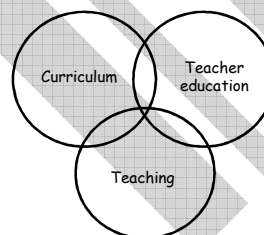
- ♦ ARIS = Intervention
  - ♦ Any professional act implementing competences, experimental and theoretical knowledge to serve a purpose in different fields of human movement (school, sports club, active recreation, rehabilitation, infant motor learning ...) to the benefit of various people, across the lifespan (Carlier & Delens, 1999)



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## A basic reference

- ♦ The model of research in Physical Education Pedagogy



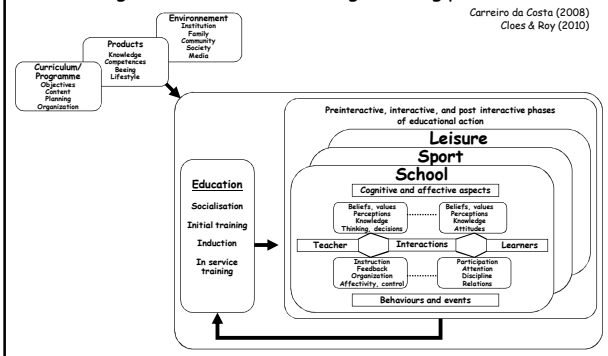
Silverman & Ennis (1996)



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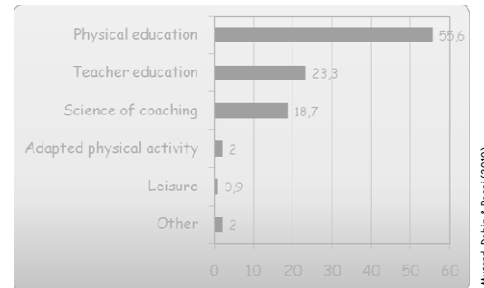
## The complexity of the field

### ♦ Integrative model of teaching-learning process



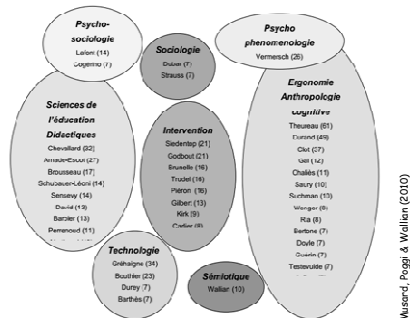
## Research on Sport (& Exercise) Pedagogy

### ♦ Topic of the papers presented in ARIS congresses



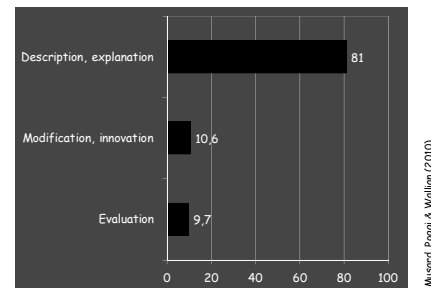
## Research on Sport (& Exercise) Pedagogy

### ♦ Theoretical framework of the papers presented in ARIS congresses



## Research on Sport (& Exercise) Pedagogy

### ♦ Purposes of the papers presented in ARIS congresses



## Research on Sport (& Exercise) Pedagogy

- ♦ Analysis of the French speaking literature on science of coaching (Cloes, Lenzen & Trudel, 2009)
  - ♦ Access to the journals (practitioners)
  - ♦ Understanding of the jargon (practitioners)
  - ♦ Usefulness of the implications (practitioners)
    - Sports (greater diversity)
    - Level (not only top level sports)
    - Women
  - ♦ Limited impact on the field (cfr Haag, 1994)

## Research on Sport (& Exercise) Pedagogy

- ♦ The leisure context, a forgotten topic of sport pedagogy? (Cloes, 2011)
  - ♦ Few papers
  - ♦ Competences of fitness instructors
  - ♦ Current needs of field workers involved in « social sport »
  - ♦ Identification of original actions aiming to support and stimulate the development of specific actions in this domain
  - ♦ Description of the teaching strategies that are used by the physical educators with youths who have dropped out the school
  - ♦ Analysis of running programmes proposed within physical activity promotion

## Research on Sport (& Exercise) Pedagogy

- ◆ A new field in development = rehabilitation (Mouton, et al., sub.)
  - ❖ Very few papers
    - One poster in AIESEP World congress in A Coruna
    - Two posters in AIESEP Conference in Limerick
  - ❖ Emotional competencies of the sport coach working with multiple sclerosis patients
  - ❖ Representations of physiotherapists towards physical activity
  - ❖ Identification and implementation of physiotherapists' actions aiming to promote physical activity in their patients

## Wathne' s paper *Movement of large bodies impaired* (2011)

- ◆ Three observations
  - ❖ Very obese people have real problems with PA (physical pain)
  - ❖ Society considers that obese/overweight people need exercise
  - ❖ Body reality is culturally not developed
- ◆ Case study during nine months
- ◆ 12 yo Norwegian obese girl and her mother
- ◆ Use of strategies to avoid inconveniences
- ◆ 'What will this particular movement achieve? Where will this situation land me?'
- ◆ Obese are double trapped: physically + cultural codes
- ◆ Implications
  - ❖ Meaning of the activity for the individual
  - ❖ Medical/psychological treatment?

## Intermediate conclusions

- ◆ Focus on all fields (not only PE)
- ◆ Need of more applied research
- ◆ Better diffusion of the findings to practitioners
- ◆ Adapted communication towards the field

## Suggested approaches

- ◆ Networking with professional bodies
  - ❖ Informing about research (they do not know what we are doing)
  - ❖ Feeding stakeholders' discourse (they need to adopt key aspects for their messages)
  - ❖ Involving them in research (they can help us to determine the real needs of the field)
  - ❖ Contributing to public dissemination of research results (translating the academic discourse into accessible information)

## Suggested approaches

- ◆ In service programmes
  - ❖ Integrating research results
  - ❖ Involving practitioners in the development of their implementation
- ◆ Preservice programmes
  - ❖ Integrating research results
  - ❖ Involving students in research (!!! concurrence of biomedical topics)
  - ❖ Underlining the interest of research



## Références

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