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

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Some definitions

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

Some definitions

- Piéron (1993)
  - Sport pedagogy is 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 main objectives are to contribute to the improvement of the effectiveness of the practitioners and to their educators

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)

A basic reference

- The model of research in Physical Education Pedagogy

Silverman & Ennis (1996)
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

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- 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)

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- 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
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- 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 (II concurrency of biomedical topics)
  - Underlining the interest of research

Thank you for your attention
Références