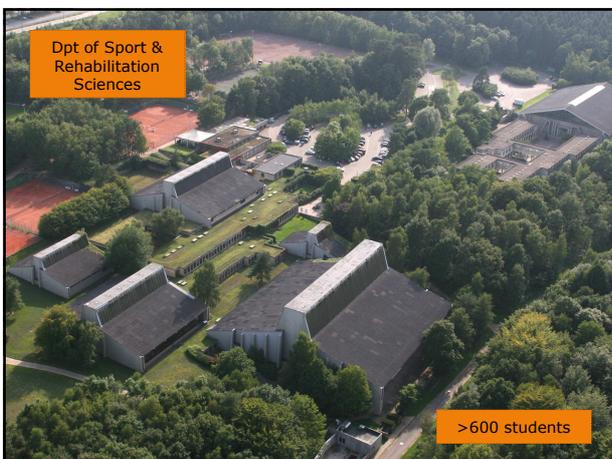
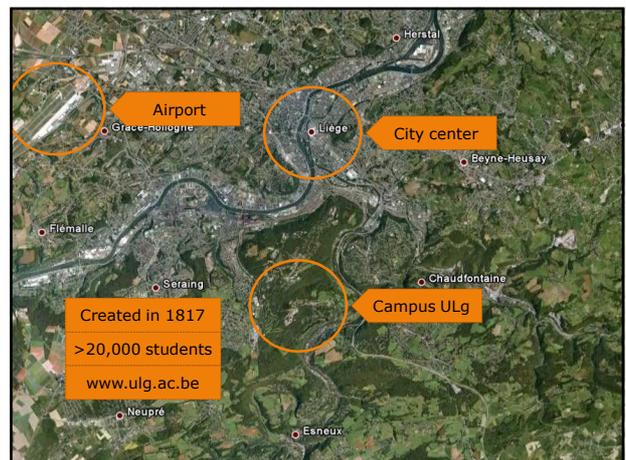


Current research in Sport Pedagogy

Prof. Marc CLOES
Department of Sport and Rehabilitation Sciences
University of Liege, Belgium

IFPESS 2012
'Health, Physical Education, Sport and Wellness in School and Community: A Holistic and Innovative Approach'
Chandigarh, India - October 20-22, 2012





Content of the presentation

- AIESEP Statement on Sport Pedagogy
- Current research in Sport Pedagogy
- From sport educator to physical activity promoter: The (r)evolution of physical education teachers
- Conclusions

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AIESEP Statement on Sport Pedagogy

AIESEP Specialist seminar Birmingham – March 2012

- AIESEP (www.aiesep.org)
- Definition(s) of Sport Pedagogy
- Towards statements

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AIESEP

- Since 1964
- international, non-governmental, non-profit, professional association
- www.aiesep.org

AIESEP

Association Internationale des Ecoles Supérieures
d'Education Physique
International Association for Physical Education in Higher
Education

This Website will provide you with a lot of information about what
AIESEP is and about what our association does
Many documents are available on these pages: do not hesitate to visit

Next event

2013 - Warsaw (Poland),
2013 AIESEP International
Conference

2013 - Jyväskylä (Finland),
2013 AIESEP Specialist
Seminar

2014 - Auckland (New
Zealand), 2014 AIESEP
World Congress

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AIESEP

- Objectives
 - ✓ To promote and contribute to the development of future specialists and researchers in the field of physical education and sport
 - ✓ To engage in scientific research, professional preparation and professional practice in physical education and sport
 - ✓ To organize scientific meetings and information dissemination mechanisms which facilitate the sharing of new knowledge with the international community

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Definition(s) of Sport Pedagogy

- 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)

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Definition(s) of Sport Pedagogy

- Piéron (1993)
 - 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 in the perspective to improve the **effectiveness of the practitioners and of their educators**

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Definition(s) of Sport Pedagogy

- 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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Towards statements

- Sport Pedagogy ...
 - Is an **academic sub-discipline** of the broader fields of Sport & Exercise Sciences, Kinesiology and Human Movement Studies
 - Takes its place **alongside established sub-disciplines** such as exercise physiology, sport and exercise psychology and sports biomechanics

Report from the AIESEP-Bham 2012 Specialist Research Seminar

'Sport (& Exercise) Pedagogy': (Re)Defining the Field'

Thursday 29th March - Saturday 31st March 2012, University of Birmingham, UK.

16

Towards statements

- Sport Pedagogy ...
 - Focuses on synthesizing knowledge to inform the '**pedagogical encounter**' defined as that precise moment where a teacher, coach or instructor seeks to support a learner in sport, physical activity or exercise settings

Report from the AIESEP-Bham 2012 Specialist Research Seminar

'Sport (& Exercise) Pedagogy': (Re)Defining the Field'

Thursday 29th March - Saturday 31st March 2012, University of Birmingham, UK.

17

Towards statements

- Sport Pedagogy ...
 - Is taking place **key professional sites** like PE teaching, sport coaching and exercise
 - Underpins teaching, coaching and instruction and transcends traditional barriers between different forms of practice in the field

Report from the AIESEP-Bham 2012 Specialist Research Seminar

'Sport (& Exercise) Pedagogy': (Re)Defining the Field'

Thursday 29th March - Saturday 31st March 2012, University of Birmingham, UK.

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Towards statements

- Sport Pedagogy ...
 - Supports the **needs of learners** in sport, and other forms of physical activity, wherever and whenever they seek to learn through the life-course

Report from the AIESEP-Bham 2012 Specialist Research Seminar

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Current research in Sport Pedagogy

Investigating the teaching-learning process

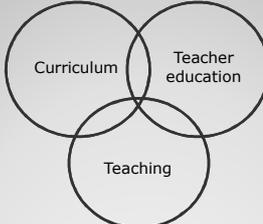
- The model of research in PE Pedagogy
- The integrative model of teaching-learning process
- Research on Sport (& Exercise) Pedagogy



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The model of research in PE Pedagogy

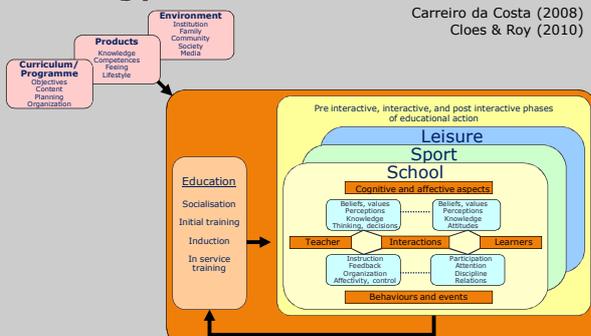
- Silverman & Ennis (1996)



22

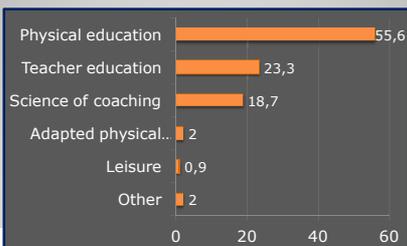
The integrative model of teaching-learning process

Carreiro da Costa (2008)
Cloes & Roy (2010)



Research on Sport (& Exercise) Pedagogy

- Topic of the papers presented in ARIS congresses



Topic	Number of Papers
Physical education	55,6
Teacher education	23,3
Science of coaching	18,7
Adapted physical..	2
Leisure	0,9
Other	2

Musard, Robin & Poggi (2010)

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Research on Sport (& Exercise) Pedagogy

- Theoretical framework of the papers presented in ARIS congresses

Musard, Poggi & Wallian (2010)

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Research on Sport (& Exercise) Pedagogy

- Purposes of the papers presented in ARIS congresses

Purpose	Value
Description, explanation	81
Modification, innovation	10,6
Evaluation	9,7

Musard, Poggi & Wallian (2010)

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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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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

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Research on Sport (& Exercise) Pedagogy

- The leisure context, a forgotten topic of sport pedagogy? (Cloes, 2011)
 - 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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Research on Sport (& Exercise) Pedagogy

- A new field in development = rehabilitation (Mouton et al., in review)
 - 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 and their actions aiming to promote physical activity in their patients

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Research on Sport (& Exercise) Pedagogy

- Intermediate conclusions: Need of ...
 - Focus on all fields (not only PE)
 - More applied research (ecology)
 - Better diffusion of the findings to practitioners
 - Adapted communication towards the field
 - Transposition of theory within education (pre and in-service)

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The (r)evolution of physical education

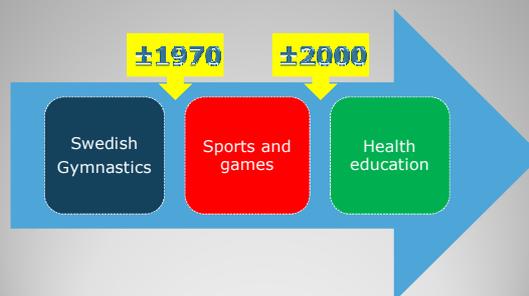
From sport educator to physical activity promoter

- Worldwide PE crisis
- (Physical) literacy
- Accountability
- Actions



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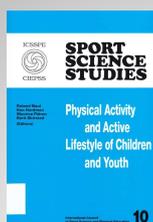
Worldwide crisis



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Worldwide crisis

- Hardman (1998; 2000)

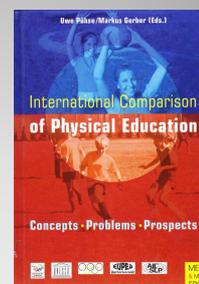


35

Worldwide crisis

- Hardman (1998; 2000)
- Pühse & Gerber (2005)

35 countries



36

Worldwide crisis

- Hardman (1998; 2000)
- Pühse & Gerber (2005)
- Klein & Hardman (2007; 2008)



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Worldwide crisis

- Serious concern (Hardman, 2005)
 - Decline and marginalization of PE
 - Curriculum time allocation, subject status, material, human and financial resources, inadequacies in facility and equipment supply, low remuneration of teachers)
- Questions about PE quality
 - Teaching process
 - Inadequate school-community co-ordination
 - Focus on competition performance sport
 - Lack of interest on 'basic human movement'

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Worldwide crisis

- McKenzie (2004)
 - « If exercise is medicine, physical education is the pill not taken »
- But ...
- Tappe & Burgeson (2004)
 - PE should be the corner stone of the promotion of physical activity
- And ...
- Pühse, Gerber, Mouton & Cloes (2010)
 - Need of PE centred on current society needs and requirements
 - Sports and cultural physical activities = tools for general aims and not final objectives

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(Physical) literacy

- PE for what?
- PE ≠ Sport preparation
- PE = Developing physically educated persons (NASPE, 2004)
 - Competency in motor skills
 - Understanding of movement concepts, principles
 - Regular participation
 - Health-enhancing level of physical fitness
 - Responsible personal and social behavior
 - Emphasis on health, enjoyment, challenge, self-expression, and/or social interaction

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(Physical) literacy

- Whitehead (2007)
 - Physical literacy is the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life
- Mandigo et al. (2009)
 - Individuals who are physically literate move with competence in a wide variety of physical activities that benefit the development of the whole person

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(Physical) literacy

- Finally, one can say that:
 - Physical literacy is linked to the acquisition by the youth of knowledge, skills and attitude that will make them physically educated persons for their whole life
 - It means that PE has a concrete mission to follow learning objectives that are useful and usable **outside the school walls**
 - A determining aspect is the meaning of the content taught

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Accountability

- PE for what?
- PE ≠ Recreational activity
- PE = Developmental activity
 - Motor dimension
 - Physical dimension
 - Cognitive dimension
 - Affective dimension
 - Social dimension
- Concrete effects?

Acquisition of a healthy lifestyle

43

Accountability

- Russell et al. (2011)
 - The scientific literature addressing the public health effects of physical education is surprisingly limited
 - Students can be provided with significant doses of PA during physical education classes
 - The actual dose of PA provided during typical PE classes is not well established
 - The effects of physical education on health and fitness outcomes are poorly understood

44

Accountability

- Expectations towards school physical education are too seldom being met (Huts et al., 2005)
 - 57% of 182 adults and 49% of 1,730 students (Flanders)
 - 48.1% of the students with regard to the development of a physically fit and healthy lifestyle
 - 45.1% about the development of self-image and social functioning
 - 43.1% for development of motor competencies

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Accountability

- Few students consider that school and PE contributed to develop their active lifestyle (Cloes et al., 2008)

Schools (% of total agreement)	Desire to adopt an active lifestyle	Support to become physically active	Motivation to be physically active as an adult
Belgium (French)	1,6	3,9	2,3
England	6,7	22,2	8,9
Belgium (German)	2,0	0,0	2,0

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Accountability

- But PE can also be related to positive effects
 - Motor and affective aspects in daily PE (Piéron et al., 1996; Cloes et al. 2009)
 - Physical activity at adulthood of daily PE (Trudeau et al., 1999)

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Actions

- Towards 'Quality PE' in school/sport = act in order to bring the following **outcomes** in young people
 - Commitment to PE and sport (in and out of school)
 - Knowledge and understanding about the activity
 - Understanding of PE and sport importance within a healthy and active lifestyle
 - Confidence to get involved in PE and sport
 - Skills and control needed to take part in PE and sport

(DfES/DCMS, 2003)

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Actions

- Towards 'Quality PE' in school/sport = act in order to bring the following outcomes in young people
 - Participation in a large range of physical activities
 - Reflection on ones activity
 - Desire to improve and achieve regarding to the own abilities
 - Requirements to maintain an active lifestyle
 - Enjoyment in participation

(DFES/DCMS, 2003)

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Actions

- Scientific Statement from the American Heart Association Council (Pate et al., 2006)
 - Physical education
 - Active transportation
 - Life environment (recesses, spaces)
 - Sport at school
 - Physical activity in the classroom



Under the umbrella of a strong school policy

50

Actions

- **Basic role** of PE in the promotion of an active lifestyle (Cloes, 2010)
 - Fight against inactivity (representations)
 - Water safety; basic life support; automated external defibrillation
 - Warming up; cooling down; stretching; fitness
 - Ergonomic principles, respiratory control; relaxation
 - Selection of ones working intensity; heart beats checking; muscles and body functioning
 - Improvement of motor skills (balance, manipulative skills, work in high situation, running ...)
 - ...
 - And – of course – learning of sport activities!

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Actions

- **Newer role** of PE in the promotion of a healthy lifestyle (Cloes, 2010)
 - Nutrition
 - Sleep
 - Stress
 - Smoking, alcohol, drugs, medicine
 - Sex, risk behaviours (driving)
 - Hygiene

➔ **Health and Physical Education ??**

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Actions

- Four pedagogical gaps in health/PA in PE (Haerens, 2012)
 - Lack of pedagogical intervention studies with regard to HBPE (focus on motor competence or MVPA; emphasis on sport rather on leisure activities)
 - 'Pedagogy of obesity' (very limited studies)
 - Issue of the transfer (lack of interaction between PE and community/home)
 - Sedentary behavior (considered as an independent health risk behavior)

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Actions

- Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)
 - Interdependence and irreducibility of learning, teaching, subject matter and context
 - The central theme for the model as '**pupils valuing a physically active life**, so that they learn to value and practice appropriate PA that enhance health and wellbeing for the rest of their lives.'

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Actions

- Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)
 - Requires that **teachers' beliefs** about teaching and learning in PE are oriented toward self-actualization and social reconstruction
 - Needs the prominence of the **affective domain** (valuing physical active) in planning for learning

55

Actions

- Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)

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Actions

- Promotion all around the world
 "We Need More Physical Education" (4:35)

<http://bit.ly/WeNeedMorePE>

(Lounsbury & McKenzie, 2012)

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Actions

- <http://www.designedtomove.org/>

58

Actions

- <http://www.designedtomove.org/>

59

Actions

- <http://www.designedtomove.org/>

ASK 1

CREATE EARLY POSITIVE EXPERIENCES FOR CHILDREN

If kids are playing hard and having fun, they'll come back for more. One day, they'll have hard-playing kids of their own, and the negative cycle will be broken.

ASK 2

INTEGRATE PHYSICAL ACTIVITY INTO EVERYDAY LIFE

Our world doesn't make physical activity very easy. Everything around us is designed for sedentary convenience. It's time to shake things up.

60



Conclusions

The challenges of Sport Pedagogy

- Research in all context of human movement
- Involvement of practitioners
- Ecological approach
- Dissemination of the knowledge

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Many thanks for your interest

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