

Implementing ObLoMoV methodology in primary schools: opinions and feelings of Belgian PE teachers

Maurine Remacle, Nicolas Franck, Alexandre Mouton, Marc Cloes
University of Liège, Belgium



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info@oblomovproject.eu

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ObLoMoV: Obesity and Low Motility Victims

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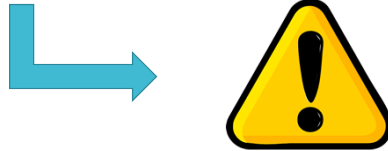
(1) Background– High Intensity Interval Training (HIIT)

- **The HIIT method**
 - ✓ Alternation between periods of high intensity exercise and recovery periods (active or passive) (Gibala et al, 2008)
 - ✓ Natural effort in children (Bailey et al, 1995)
- **Impact on health** (Eddolls et al, 2017)
 - ✓ HIIT is more effective at improving cardio-respiratory endurance
- **4 other advantages** (Vitale, 2018)
 1. The durations of effort are reduced
 2. **Overweight/unfit children can make these efforts!**
 3. The intermittent nature is natural in the child
 4. The activity is not monotonous → funny



(1) Background – Open scenario (imaginary world)

- Since very small the child creates a world in which he will "play"
- **Importance in child development** (Bellehumeur et al, 2012).
 - ✓ Role of the adult in understanding the imaginary world of the child → child's learning needs
- **The imaginary aspect makes teaching more enjoyable** (Nielsen, 2006)
 - ✓ Increased motivation and commitment to learning (Cordova et al , 1996)
- Important to focus on play, fun and enjoyment → **divert the student from the unpleasant feelings of physical activity** (Terré, 2015)



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(1) Background – Teachers for/or against change?

1. Good times to change habits (Marsollier, 2002)



Tableau 1 :
Les moments à l'occasion desquels les enseignants songent à innover

D'après les enseignants, les **moments** où ils songent à innover sont le plus souvent :

lorsqu'ils sont insatisfaits de leur travail	70,9 %
en début d'année scolaire	68,7 %
lorsqu'ils travaillent en équipe	57,2 %
lorsqu'ils veulent rompre avec la routine	50,1 %
à l'issue d'un stage	43,6 %
lorsqu'ils rencontrent de nouveaux manuels	40,4 %
lorsqu'ils rencontrent un obstacle	38,3 %
lorsqu'un collègue leur parle de ses pratiques pédagogiques	29,1 %
lorsque le ministère demande des changements	19,4 %
lorsqu'un inspecteur ou un chef d'établissement donne des conseils	11,3 %



1. When they are dissatisfied with their work.
2. At the beginning of the school year.
3. When they work in a team.
4. When they want to break with the routine

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(1) Background – Teachers for/or against change?



2. Professional seniority: important factor (Huberman et al., 1989)

- ✓ Between 7 and 25 years of seniority → Easier to change your habits and question yourself in question +++

3. The success of an innovation (Gather Thurler, 2001)

- ✓ Depends on the teacher, his understanding of new ideas, his willingness ...



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What are the feelings and opinions of teachers regarding the implementation of the ObLoMoV cycle in their physical education classes?



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- Before and after the training received



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- Before, during, and after the implementation of the unit



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(3) Méthodology – Project design

✓ First step : Milan (Italy)

- Experimentation of the ObLoMoV method
- Development of project and its methodology



HIIT
exercises

3 open
scenarios

10 lessons
of 2h



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(3) Méthodology – Project design

✓ Second step : Belgian adaptation

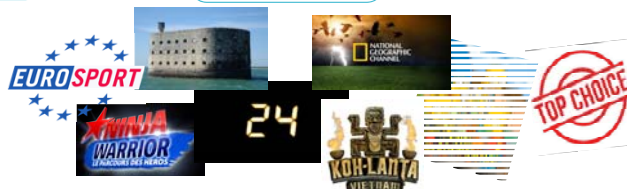
- Additions of specific elements (Pacte pour un Enseignement d'Excellent, 2017 ; Cale, 1997).
- Adaptation of the scenarios to the Belgian public.



HIIT
exercises

7 open
scenarios

10 lessons
of 1h



Health
messages

Vidéo
production



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(3) Methodology – Training session for the PE teachers

1. First part of the work: training session for the PE teachers

- 2 days of training: 15 and 16 December 2018
- 7 teachers in physical education
- Presentation of the project and its objectives
- **Presentation of the booklet**
- Experimentation and validation of the 10 sessions → "**co-construction**"
- Presence of an expert of the theatrical approach
- Explication of PAPS + link with video editing (Cloes, 2014)



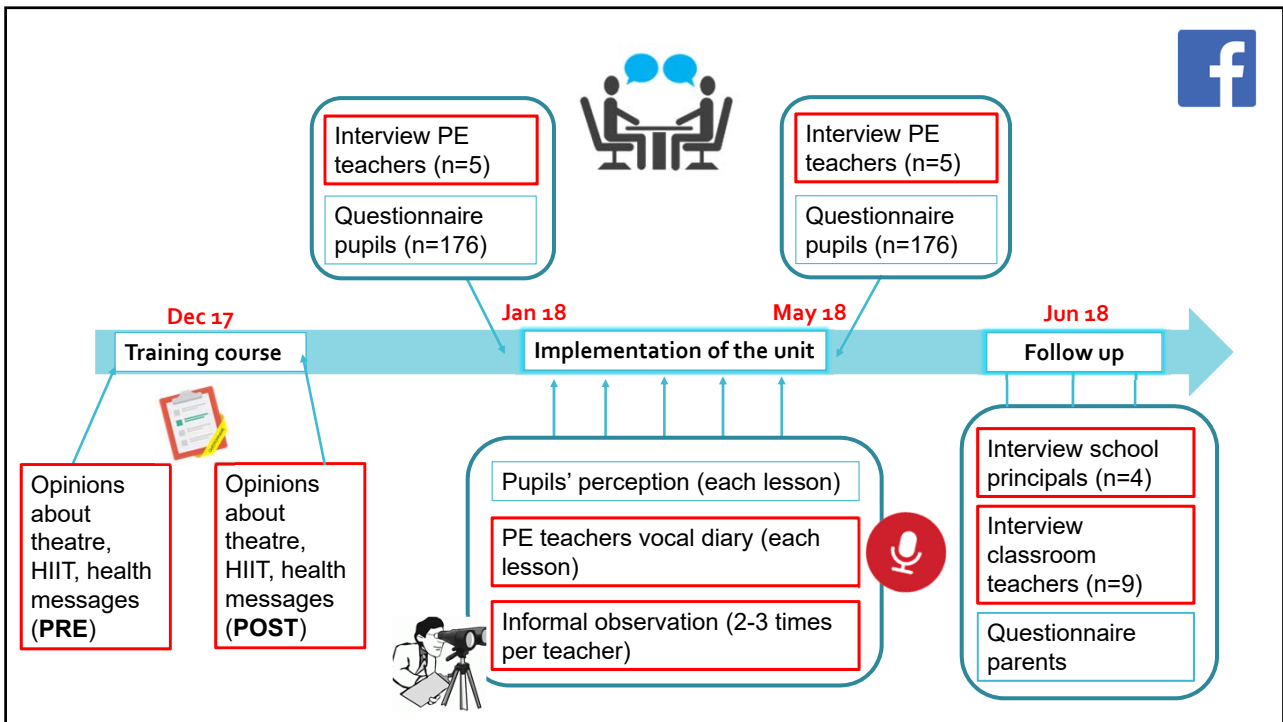
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(3) Methodology – Training session for the PE teachers

- **Second part of the work:** implementation of the ObLoMoV unit
 - 5 teachers in physical education
 - 8 classes (5 schools)
 - 10 sessions of 60 minutes



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(4) Results and discussion – Training session for the PE teachers

• Description of PE teachers

PE teachers	Classes	Gender	Professional seniority	Teaching context (hall and equipment characteristics)
E1	Class 1	♂	7 years	Sports hall + all the necessary equipment
	Class 2			
E2	Class 3	♂	First year	Sports hall with lots of space
	Class 4			
	Class 5			
E3	Class 6	♀	25 years	Sports hall + all the necessary equipment
E4		♀	7 years	Sports hall + all the necessary equipment
E5	Class 7	♂	23 years	New sports hall
	Class 8			

✓ Ideal category for innovation (Huberman et al, 1989)

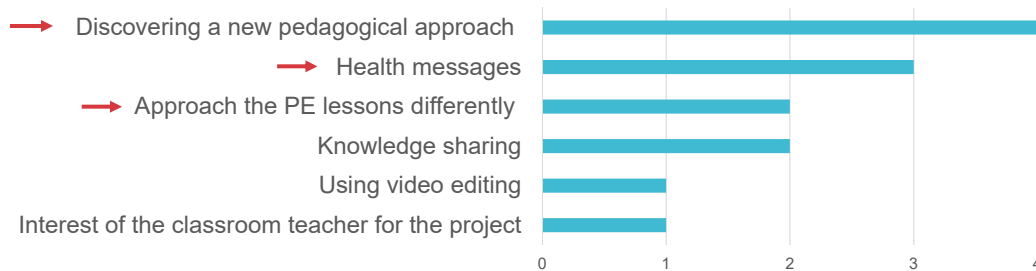
Impact on the cycle and students?



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(4) Results and discussion – Training session for the PE teachers

• What are the motivations of the teachers?

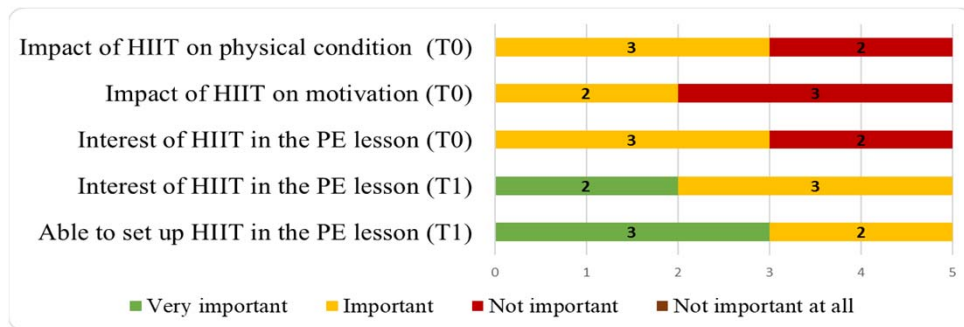


1. Discovering a new pedagogical approach
2. Health messages
3. Approach the PE lessons differently → desire for change ?

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(4) Results and discussion – Training session for the PE teachers

• PE Teacher representations about HIIT (High Intensity Interval Training)



- ✓ Positive impact of the training on the interest of HIIT
- ✓ E2,E3,E4 : Student motivation? Weariness?
- ✓ E1, E2, E3 : positive impact physical condition

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(4) Results and discussion – Training session for the PE teachers

• PE Teacher representations with open scenario



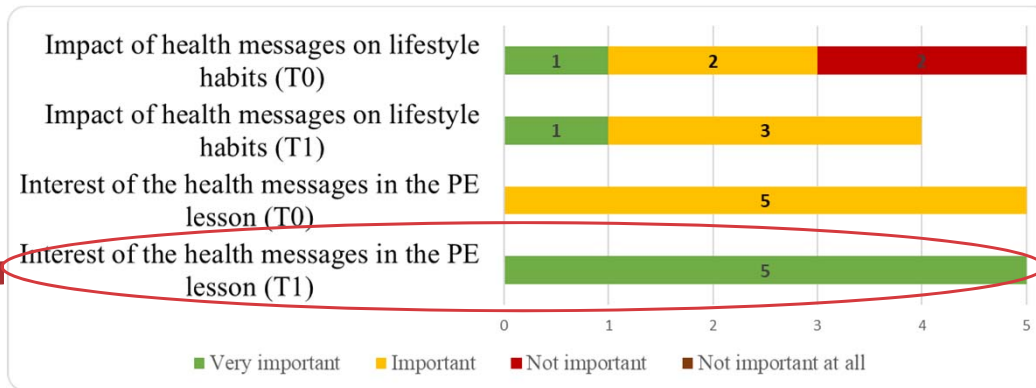
- ✓ Before the training, none used the imaginary worlds But E1, E3, E4 and E5 think this aspect is important → Lack of practice and/or experience ?
- ✓ After the training :
 - E3 and E5 have changed their minds → 😊
 - E1, E2 and E4 remain skeptical about the use of imaginary worlds → lack of ease ?
 - ✓ In connection with observations made throughout the training course



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(4) Results and discussion – Training session for the PE teachers

• PE Teacher representations for Health Messages



- Awareness of **the role** of physical education teacher in student health education (Cloes, 2010 ; McKenzie et al, 2014)

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(4) Results and discussion – Training session for the PE teachers

• PE Teacher representations with Video Editing

✓ Before the training course :

- E1, E2 had "some" video editing experience
- E3, E4, E5 had no experience in video editing



✓ After the training course :

- All teachers feel able to use the digital tool
- All are aware of the interest of new technologies

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(4) Results and discussion – Training session for the PE teachers

• Review of the training course

Positive aspects

- The principle of **co-construction**
- Be able to **analyze the sessions all together**
- Lessons are well built and **not imposed**
- The **wealth of experience** and the **dynamism of training**
- **The novelty of the pedagogical approach**

Necessary improvements

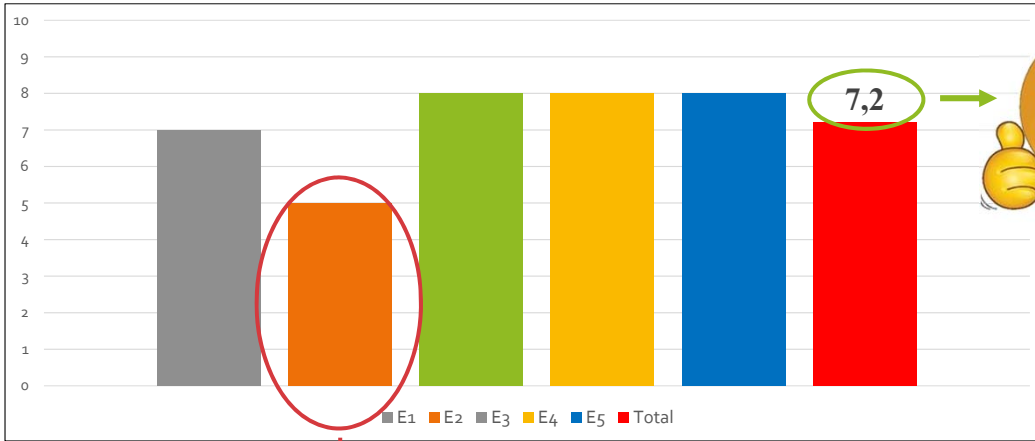
- ⑩ Experiment the lessons more concretely → real situations (a class of students in a sports hall)
- ⑩ Present a film "**shoot**" or **parts of sessions** to give a more concrete idea

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RESULTS

Implementation of the unit

(4) Results and discussion – PE teacher' satisfaction of the cycle



- In connection with the vocal diaries
- In connection with the observations of the sessions

(4) Results and discussion – PE teacher' satisfaction of the cycle



(4) Results and discussion – After the implementation of the unit

• Feelings and opinions of physical education teachers compared to 10 lessons.

✓ Least popular lessons:

1. **30' chrono** : « *Students wanted to move during recovery periods.* » (diary of E3).
2. **The Simpsons** : « *A little too imaginary* » (diary of E5) ; « *At the level of the 6th primary is a little childish.* » (diary of E4)



✓ Most popular lessons:

1. **Ninja-Warrior** : « *Very good memory of the dynamism of the lesson.* » (interview post-cycle of E4)
2. **Preferred lesson**
3. **Video production** : « *The enthusiasm and involvement of the students was a good memory.* » (interview post-cycle of E1)



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(4) Results and discussion – After the implementation of the unit

- E1, E3, E4, E5: **positive opinion** regarding the use of HIIT exercises
- E2: **activity engagement time too low** → >> Opinions and feelings of students
- Two major difficulties stand out:
 1. **Difficulty of correcting the execution of exercises and dramatization** (E1, E3, E4)
 2. **Time management** (E1, E3, E5)



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(4) Results and discussion – After the implementation of the unit

- All teachers **are positive** about the open scenario!
- **E1** and **E2** had more **difficulties** → in connection with the observations during the training
- E1, E3, E4, E5 will use this concept again:
 - ✓ **With younger people** (E1, E4)
 - ✓ **With more personal scenario** (E1 et E2)
- **Positive impact of the cycle on the open scenario**... except for E2 who remains skeptical and not very comfortable (interview post-cycle de T2a et T2b)



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(4) Results and discussion – After the implementation of the unit

- From the beginning PE teachers are positive → **motivational aspect**
- After the cycle, everyone feels they have **not changed their minds**
- Difficulties issued:
 - ✓ **Unknown concepts** → difficult to explain to students (E2)
 - ✓ **Students already well educated** (E4)
- **Positive aspect:** all became aware of the usefulness of health messages and their role (Cale & Harris, 2006)



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(4) Results and discussion – After the implementation of the unit

- All teachers are positive about video editing
- Aspect « creation » → 😊😊😊
 - ✓ « *The last sessions are one of my best memories. I did not expect students to “imagine” that much in there* (interview post-cycle of E3)
- **Interesting concept:** « *I would have liked to do that with the children in the computer room so that they do the editing themselves...* » (interview post-cycle of E1)
 - ✓ **Pacte pour un Enseignement d'Excellence, 2017** → to make students aware of new technologies
- Only E2 does not intend to use this concept because **it takes too much time**



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(4) Results and discussion – Impact of the unit on the PE teachers

Questioning
about open
scenarios
(E4, E5)



Impact on
your own
healthy
lifestyle (E2)

Questioning
his way of
teaching (E1
and E2)

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(4) Results and discussion – Review of the ObLoMoV project

- **Strengths of the ObLoMoV project**

- Student motivation and involvement (E4, E5 and D2).
- Health messages (E1, E2, E5, T1a, T2a, T2b, T5a, T5b, D1, D3 and D4)
- Open scenarios (E3, T2c, D1, D2 and D3)



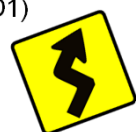
- **Weaknesses of the ObLoMoV project**

- The length of the cycle (E3, T1a and D2)
- The character sometimes too imaginary / too far from the reality of open scenarios (E1 and E2)
- Correction of exercises (E5 and D3), la longueur du cycle (E3, T1a et D2)



- **Necessary improvements**

- Adapt the open scenarios by the EP teachers according to their pupils (E1, E2 and D1)
- Do not just do muscle building (E2 and E4)
- Also sensitize the parents (T2a and D2)



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(4) Results and discussion – Review of the ObLoMoV project



« Do you intend to propose ObLoMoV activities in the future? »

- The **PE teachers** seem **all motivated** ... E2 a little less
- The **classroom teachers agree** except T2b.
- The **4 directors** hope to **continue the project**.

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Conclusion

- **At the beginning, teachers were not convinced of the ObLoMoV approach**
- **In the end, they realized that it worked with their classes!**
 - The open scenario that was "the weakness" → becomes a positive aspect.
 - Only E2 had more difficulties but he continued the cycle

1

2

- **Belgian adaptations** → 😊😊😊
 - PE teachers understood **their role in student health education**.
 - The productions made by the students → **appreciated by the teachers**
 - Awareness to **use more digital tools** (to correct, to value, to put music ...)

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Conclusion

- **The success of this approach will depend on the willingness of teachers and their involvement**
- **Strengthen the training course of the theatrical approach**
 - 3 days of training → advice from Finnish colleagues and the theatrical approach expert
- **Create a teaching community that would share their experience in using the ObLoMoV approach → Spread the approach**
 - ✓ In-service training
 - ✓ Initial training
 - ✓ Facebook group with video sharing
 - ✓ Website with tips, video examples ...



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