How do you experience dramatization?

The OBLOMOV approach perceived by Belgian PE teachers

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An original approach implemented through an Erasmus+ project: OBLOMOV (Obesity and Low Motility Victims)

Vitale & Pasetti (2018)

Methods

- What are the teachers’ representations regarding the imaginary world aspect of the OBLOMOV project?
- What is their opinion on the use of imaginary world after the training session?
- And their opinion change after the OBLOMOV unit?

Goals

- New approach, resistance
- Low skill, less movement

Conclusions

- After the cycle, most teachers (4/5) feel positive about the use of imaginary worlds.
- Teachers intended to apply this concept again.
- The training session did not fully convince PE teachers about the benefits of the «imaginary worlds».
- The dramatization is sometimes distant from the reality of the TV show.
- During training session, PE teachers need to experience more dramatization.
- Teachers can choose imaginary worlds according to their students.

Participants

- PE Teachers Gender Years/exp.
- E1 ♂ 3 years
- E2 ♂ 7 years
- E3 ♂ 25 years
- E4 ♂ 7 years
- E5 ♂ 16 years
- E6 ♂ 22 years
- E7 ♂ 22 years

Results

After the training session (T1):

- Teachers’ opinion about the use of imaginary contexts

At the end of the 10 lessons’ unit (T3):

- E1: « My opinion has changed towards the cycle’s end, during the creation sequences. It’s more positive » (Qpost-cycle, lines 131-133)
- E2: « It will be too childish for my pupils » (Qpre-training, question 6)
- E3: « I understood the interest of using imaginary language » (Qpre-training, question 6)
- E4: « The students entered directly into TV shows » (Qpost-cycle, line 143)
- E5: « I’m very positive about imaginary worlds. We realize that our students remain behave like children » (Qpost-cycle, lines 108-109)
- E6: « I’m always positive about the imaginary worlds. It worked well with my students » (Qpost-cycle, lines 199-200)

After the cycle:

- E2: « My opinion has changed towards the cycle’s end, during the creation sequences. It’s more positive » (Qpost-cycle, lines 131-133)
- E3: « I understood the interest of using imaginary language » (Qpre-training, question 6)
- E5: « New interesting pedagogical approach » (Qpre-training, question 6)

Positive:

- E3: « I understood the interest of using imaginary language » (Qpre-training, question 6)
- E5: « New interesting pedagogical approach » (Qpre-training, question 6)

Negative:

- E1, E2: « Having to play a role » and « Not used to work this way », (Qpre-training, question 6)
- E1, E2, E4: « It will be too childish for my pupils ». (Qpre-training, question 6)
- E3: « I understood the interest of using imaginary language ». (Qpre-training, question 6)
- E5 « New interesting pedagogical approach ». (Qpre-training, question 6)

What are the reasons?

- E1, E2: « Having to play a role » and « Not used to work this way ». (Qpre-training, question 6)
- E1, E2, E4: « It will be too childish for my pupils ». (Qpre-training, question 6)
- E3: « I understood the interest of using imaginary language ». (Qpre-training, question 6)
- E5: « New interesting pedagogical approach ». (Qpre-training, question 6)

Research design:

- Training session: 2 days
- 10 lessons unit/8 classes 5th/6th grades
- 5 PE teachers (E6 & E7 dropped)

Goals:

- What are the teachers’ representations regarding the imaginary world aspect of the OBLOMOV project?
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Conclusions:

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References:

- Send an email to Marc.Cloes@uliege.be
- OBLOMOV website: https://www.oblomovproject.eu/