

How do you experience dramatization ?

The OBLOMOV approach perceived by Belgian PE teachers

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Low skill, less movement

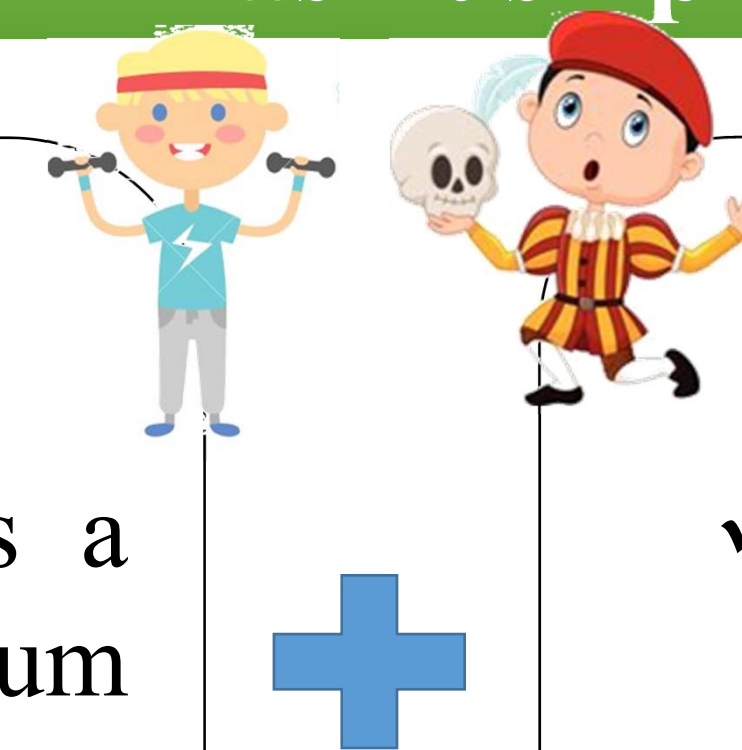


Vitale & Pasetti (2018)

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

High Intensity Intermittent Training (HIIT)

- ✓ It is funnier for overweight children and it is a natural effort (alternation between maximum intensity and recovery (Bailey et al. (1995).
- ✓ Obese children are able to make this effort (Vitale, 2018).



Dramatization/ Imaginary world

- ✓ How to divert children from unpleasant sensations related to high intensity efforts ? Promoting play, fun and enjoyment (Terré, 2015).
- ✓ The imaginary world increases motivation and learning (Diana & Mark, 2016).



Franck et al. (2019)



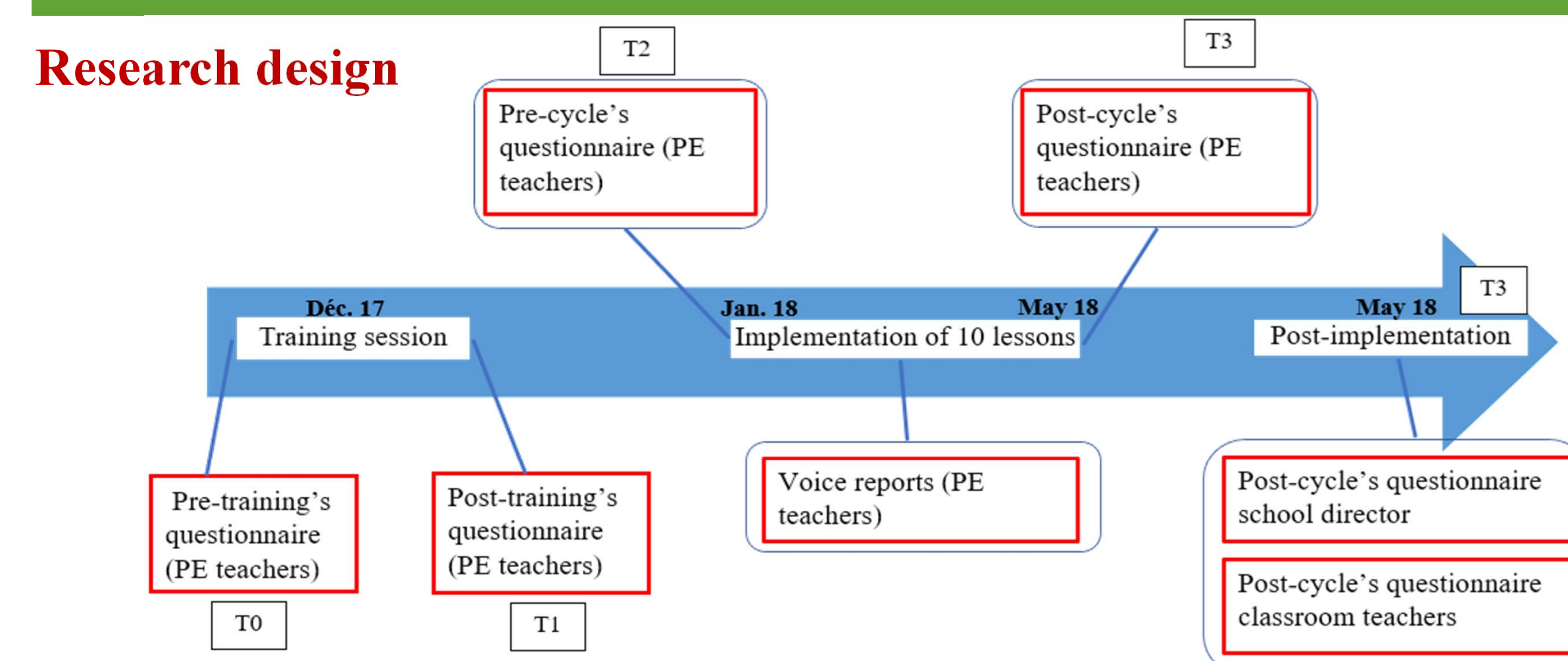
New approach, resistance

Goals

- ✓ 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 ?

Methods

Research design



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

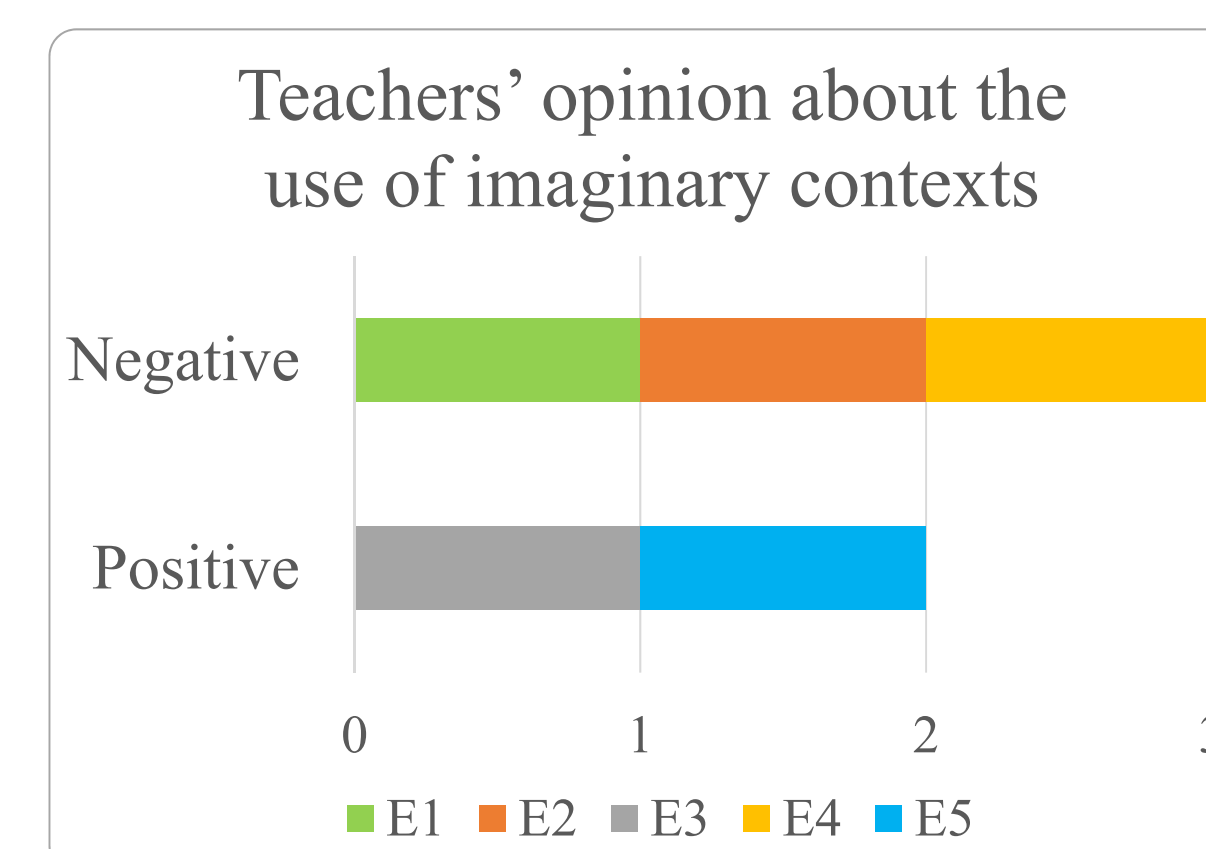
Participants

PE Teachers	Gender	Years/exp.
E1	♂	7 years
E2	♂	1 year
E3	♀	25 years
E4	♀	7 years
E5	♂	23 years
E6	♂	16 years
E7	♂	22 years

- ✓ 7 themes (TV series), 7 lessons : National Geographic, Eurosport, 24, Survivors, Ninja Warrior, Fort Boyard, The Simpsons
- ✓ Preferred lesson
- ✓ Health messages + accountability
- ✓ Video production (pupils stories)

Results

After the training session (T1) :



What are the reasons ?

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)

Positive :

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

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)
- ✓ E3 : « *The students entered directly into TV shows* » (Qpost-cycle, line 143)
- ✓ E4 : « *I'm very positive about imaginary worlds. We realize that our students remain behave like children* » (Qpost-cycle, lines 108-109)
- ✓ E5 : « *I'm always positive about the imaginary worlds. It worked well with my students* » (Qpost-cycle, lines 199-200)

E2 :

- He is the only teacher who shared negative feelings at the end of the unit.
- That PE teacher had a lot of difficulties with the imaginary language.
- He was not comfortable with the OBLOMOV method and did not really respect the guidelines.

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.

References

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