

PE for what ? A project to make teachers aware of the importance of societal transfer

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The overall objective of school

- Worldwide, school is supposed to prepare the future citizens to become actors of their life
- According to Audigier (2015), the three goals of the school are to enable everyone to be a cultured individual, a committed citizen, and a competent worker
- Voices claim that school focuses more on theories and concepts without concrete relationships with the 'real life'

EXAMPLE

Tromp (2020)



What did you study in high school? What subjects did you have back then? And What were you taught in those subjects? Did algebra help you in any way in your grown-up life? Or did trigonometry help you solve adult problems? You will find yourself wondering about all the time you spent on the subjects that do not matter in real life. Schools help you get into a college. They do not prepare you for the life ahead of you, and so many students and fresh graduates have trouble saving money and even paying their bills.

Schools focus on teaching theories and concepts and do not focus on teaching students how to react in practical situations.

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Inconvenient questions ...

- What students could use from what is taught in PE ?
- Can students use what is taught in PE ?
- Do students use what is taught in PE ?

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In this presentation ...



- Developing a model identifying what dimensions PE could cover to ... 'go out of the gym'
- Validating the model through practitioners' consultation

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The concept of 'societal transfer'

- Willingness to transfer what is learned in PE into students' personal life
- Direct link to 'authentic instruction' or 'connectedness' (Newmann & Wehlage, 1993; Newmann et al., 1996)
- Central in the TPSR Model (Hellison, 1995)
- Activities proposed during PE lessons are tools a tool of development and not an end (Pühse et al., 2010; Siedentop, 2009)

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Societal transfer

2017, Retos, 31, 245-251

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Preparing physically educated citizens in physical education. Expectations and practices Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas

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University of Liege (Belgium)



“Approach of teaching PE(H) ensuring that what is learned in the gym lesson can be practically used by students in their everyday life”

Cloes (2017)

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Identification of the dimensions

- Analysis of the literature

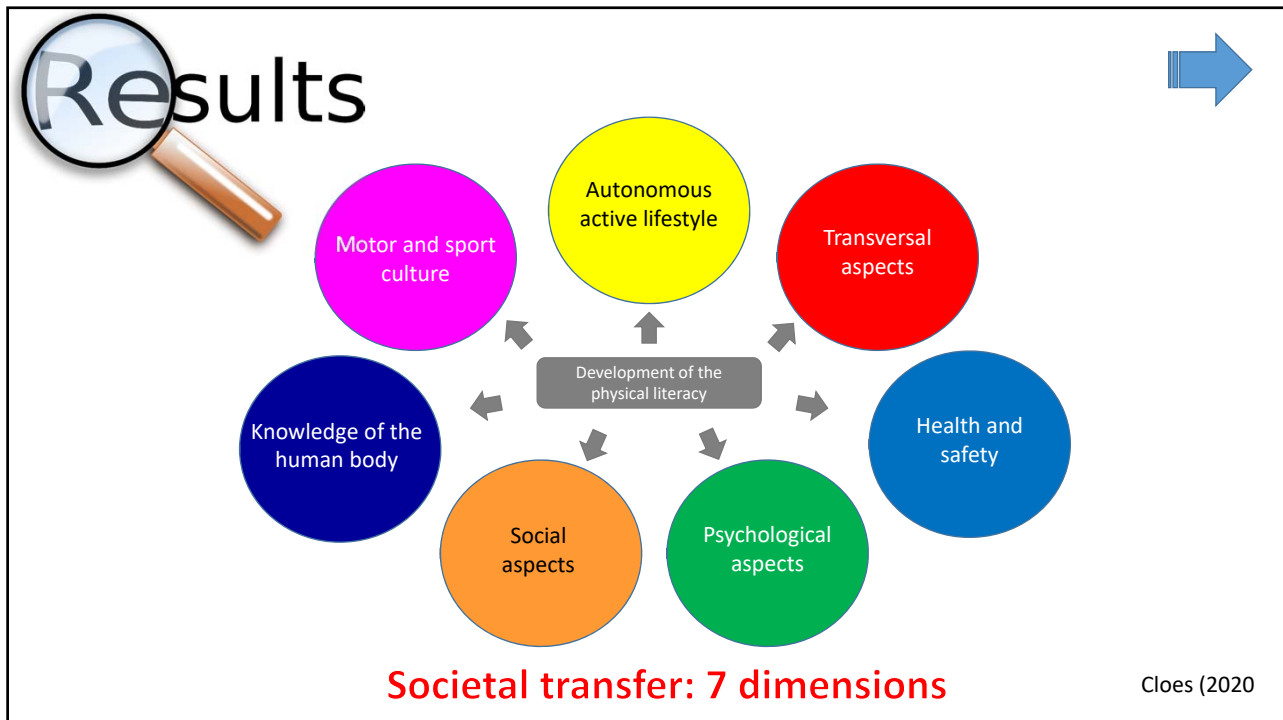
Federation Wallonia-Brussels (1997)	Educational goals
Federation Wallonia-Brussels (2000)	Competences for PE
Ewles & Simnet (1999)	Health
Maslow (1943)	Fundamental needs
Pire (2016)	Personal development
Bailey, Hillman, Arent & Petitpas (2013)	Human capital
Schalock (1993)	Quality of life
Laguardia & Ryan (2000)	Wellness

- Complement with sport pedagogy experts and practical resources

Fahey et al. (2007)	Core concepts
PE journals	Original contents

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Autonomous active lifestyle

- Explaining how to use motor and sport skills in everyday life
- Elements allowing the student to practice any physical activity and / or sport independently and responsibly (e.g. give a training plan for running)



Transversal aspects



- Elements that do not have a direct link with sports practice but can be used in everyday life (ICT, interdisciplinary activities, budget management, organization of an activity, information on geography or history, etc.). (e.g. proposing notions of the highway code)



Health and safety



- Elements allowing to acquire a better hygiene of life and to adapt oneself to different levels of danger (e.g.: to learn first aid, questions related to hydration during effort, back protection ...)



Psychological aspects



- Elements allowing personal development (e.g. learning refereeing to develop self-confidence ...)



Social aspects

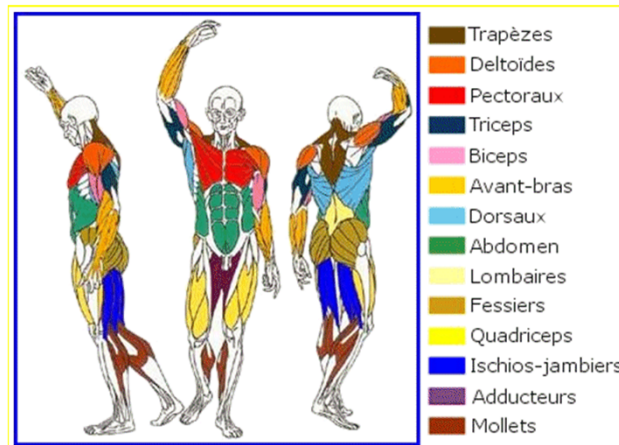


- Elements for improving social life and integration in society (e.g. working blind, collective challenges ...)



Knowledge of the human body

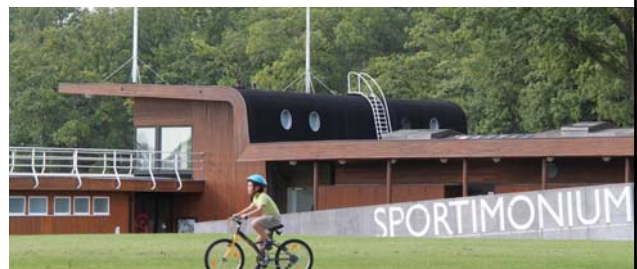
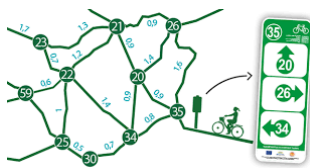
- Elements allowing to understand the functioning of the human body (e.g. to explain to the students the stretched muscles ...)



Motor and sports culture



- Elements enabling the student to understand the field of physical and sporting activities (e.g. talking about famous athletes, the history of sport, its organization ...)



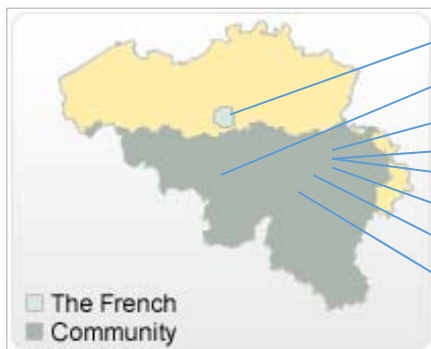
Validation of the model by practitioners






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Validation of the model by practitioners

- 1 seminar with PE students
- 7 seminars with PE teachers



Places	Duration			
Jette	2h37	4	1	5
Châtelet	2h48	5	4	9
Ans	2h51	2	4	6
Liège	2h28	7	8	15
Liège	2h13	11	7	18
Verviers	2h42	5	5	10
Huy	2h46	5	2	7
Dinant	2h52	5	3	8

N = 78

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Validation of the model by practitioners

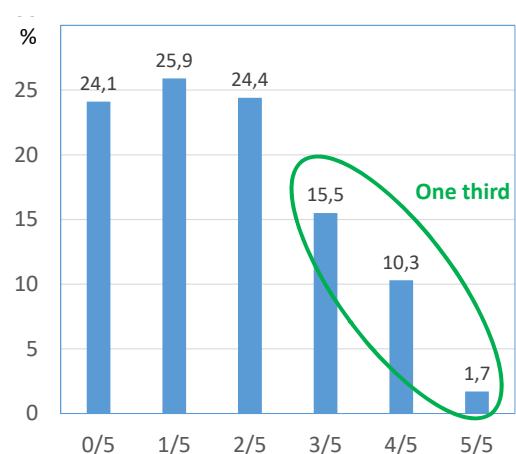
- Welcome, introduction, consent
- Representations of 'societal transfer' + exchange
- 3 critical incidents describing a teaching event illustrating 'societal transfer'
- Classification of the proposals according to the 7 dimensions + exchange
- Brainstorming for 'societal transfer' approach in badminton
- Interactive reflection on the implementation of the concept
- Debriefing and feedback



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Results & discussion - Representations

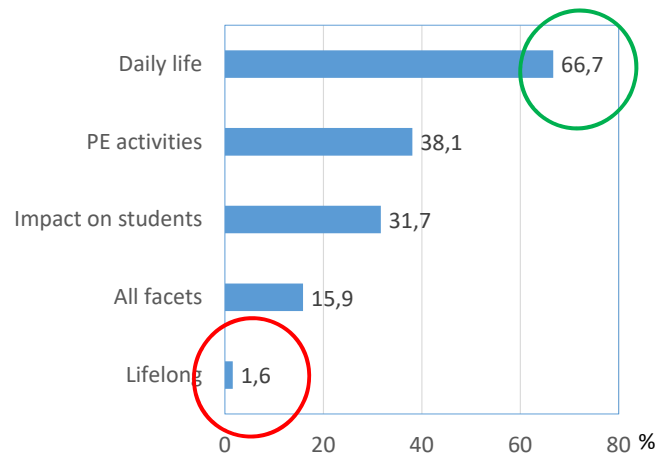
- Initial knowledge of the concept
 - ▶ 17.7% « Yes » (all connected to the ULiege) => not really known ☹️
- Definition
 - ▶ 5 expected keywords (PE activities; impact on students; all facets; daily life; lifelong)
 - ▶ 1 point/keynote
- Individual scores
 - ▶ « I don't know » : mean score 1.3/5 => not so understandable ☹️
 - ▶ « I know » : mean score 2.9/5 => encouraging but not enough ☹️ 😊



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Results & discussion - Representations

- Presence of each item within the answers
 - ▶ Two thirds mention 'out of school' aspect 😊
 - ▶ Very few consider the lifelong aspect 😞
- Real need to promote the concept to have a chance to its awareness among the teachers



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Results & discussion - Lived examples

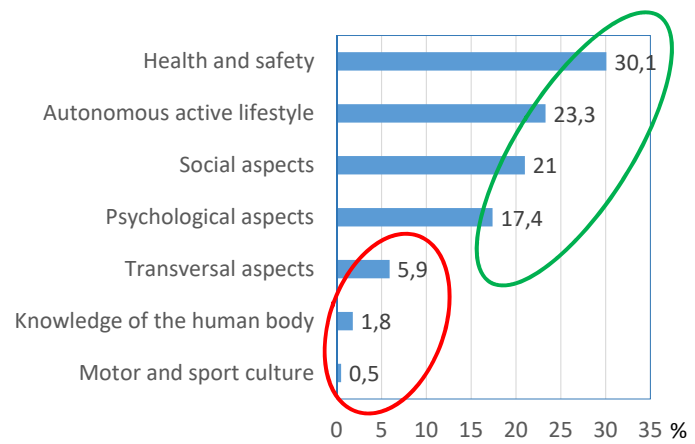
- For the 63 PE teachers
 - ▶ Expected – 189
 - ▶ Collected – 203
 - ▶ Validated - 198 😊
- Enthusiasm for sharing personal experiences 😊
- Some oral proposals during the exchanges 😊



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Results & discussion – Lived examples

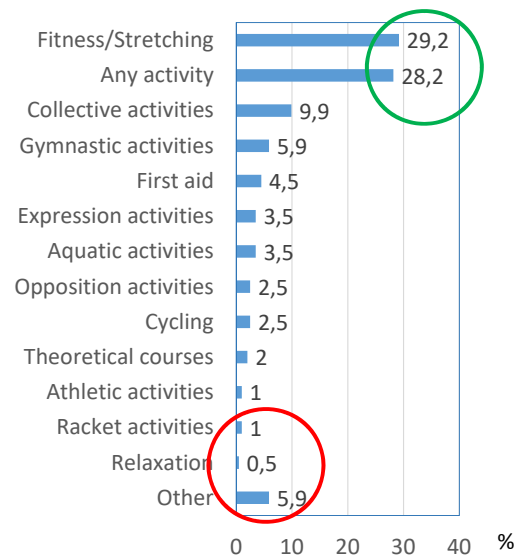
- Four logical dimensions are well covered 😊
 - ▶ Physical activity, wellbeing, and health
 - ▶ New focus on PE (PEE, 2017)
- Lack of focus on specific dimensions 😞
 - ▶ Roots in PE inservice education
 - ▶ Concrete potential failed acts
 - ▶ Need to raise PE teacher awareness



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Results & discussion – Lived examples

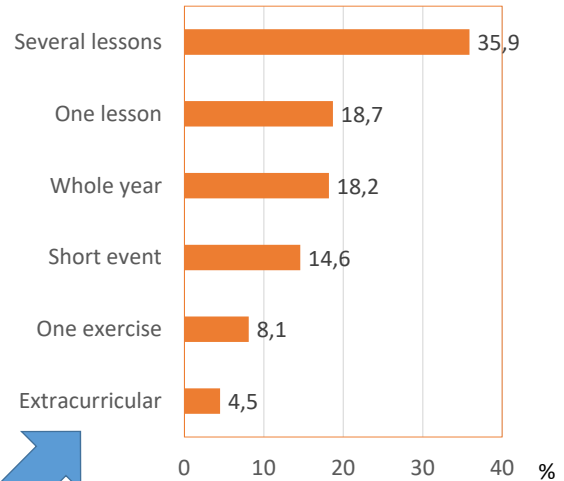
- Concerned activities
- Two important categories
 - ▶ Fitness/Stretching – Easy link
 - ▶ General principles
- Surprising oversight 😞
 - ▶ Stress management is so important and easy to use in the daily life



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Results & discussion – Lived examples

- Duration of the action
- Interesting to notice that societal transfer can be envisaged anytime
- Even if during extracurricular activities

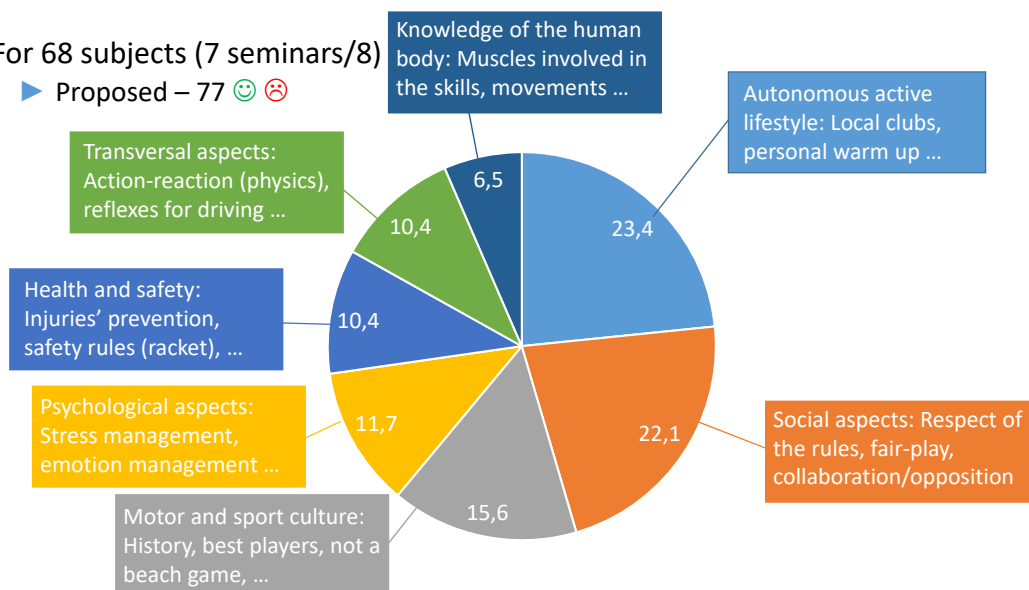


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Results & discussion – Badminton

- For 68 subjects (7 seminars/8)

▶ Proposed – 77 😊 😞



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Results & discussion – Opinions on ST

- Positive impact (61 answers collected at the end of the seminar)
 - ▶ For students (75.4%)
 - ✓ Global impact
 - ✓ Access to the society
 - ✓ Access to sport practice
 - ✓ Access to health
 - ✓ Access to school
 - ✓ Improvement of personal characteristics (responsibility ...)
 - ▶ For PE (23.0%)
 - ✓ Enhanced value of PE
 - ✓ Increase of collaboration between staff
 - ▶ For the society (1.6)
 - ✓ Change of the society

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Results & discussion – Opinions on ST

- Negative impact (23 answers collected at the end of the seminar)
 - ▶ 8 → Lack of interest of the students ('They don't see the interest' ...)
 - ▶ 7 → Characteristics of the approach ('Loss of motor engaged time', 'Assessment' ...)
 - ▶ 4 → Poor field context ('Lack of equipment', 'Group size' ...)
 - ▶ 4 → Other ('Lack of support', 'Additional work for lesson planning', ...)
- Most 'critics' can be managed by integrating more carefully theoretical notions and students' reflection in traditional PA activities
- Examples exist (Laurent et al., 2013; Lombard & Cloes, 2017)
- Implementing ST only requires to better structure what is already done
- The priority is to focus students on the potential applications of what is taught

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Results & discussion – Opinions on ST

- To implement the approach (53 answers collected at the end of the seminar)

PE teachers	Answers	PE students
15	Teachers' characteristics	2
13	External resources	2
7	Students' characteristics	1
4	Characteristics of the information provided to the students	9
39		14

Creativity
Motivation
Involvement
Planning

Prepared and
convinced
that it is
possible

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**Take
home message*

How to use words

Societal transfer is not yet known !

- PE teachers understand and value the concept
- They consider that they apply it unconsciously and unsystematically
- They are able to imagine actions that would contribute to increase the ST in their teaching
- PE students who have been sensitized to the concept support it
- The 7 dimensions model seems approved



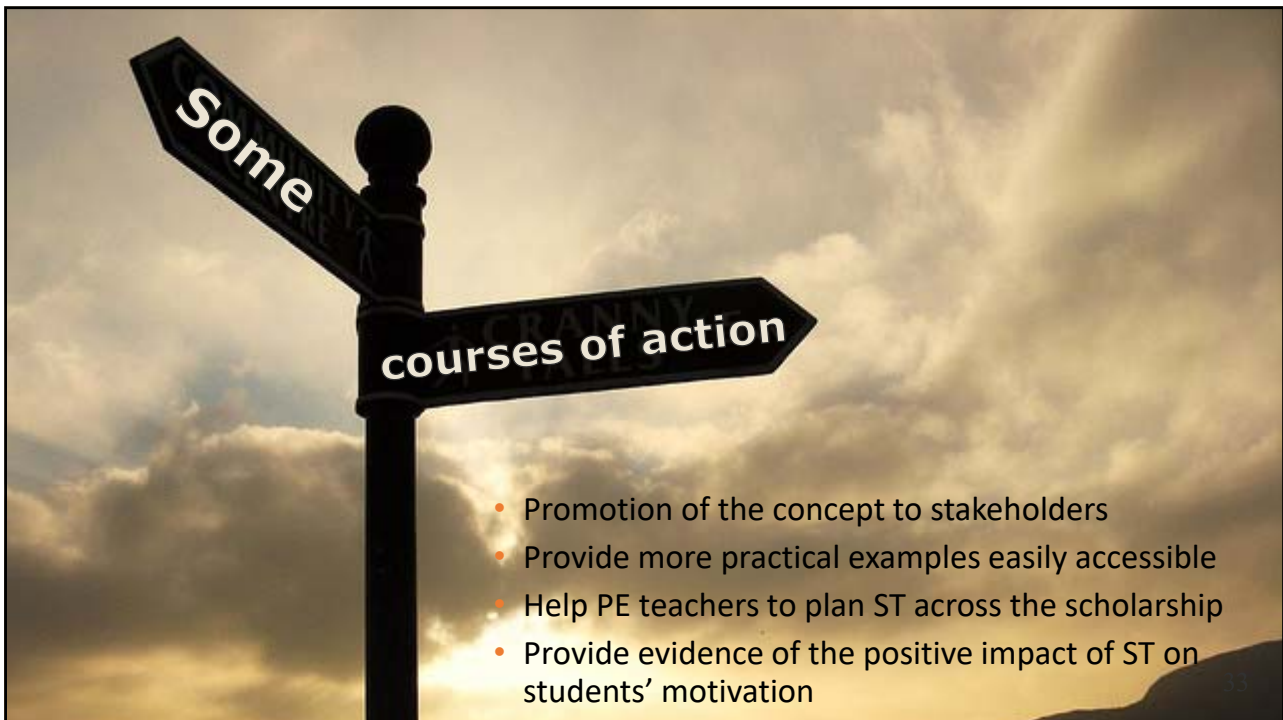
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No need to change everything !

- PE teachers declare that they already propose ST's actions
- Systematizing actions of ST is needed rather than rethinking the entire PE course
- A goal should be to propose a ST objective for each lesson
- Helping the students to contextualize learning in their everyday life seems to be a challenge



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C'était un professeur, un simple professeur
 Qui pensait que savoir était un grand trésor
 Que tous les moins que rien n'avaient pour s'en sortir
 Que l'école et le droit qu'a chacun de s'instruire

Il y mettait du temps, du talent et du cœur
 Ainsi passait sa vie au milieu de nos heures
 Et loin des beaux discours, des grandes théories
 A sa tâche chaque jour, on pouvait dire de lui
 Il changeait la vie

He was a teacher, a simple teacher
 Who thought that knowing was a great treasure
 That all the second class people had to get away
 That school and the right of everyone to learn

He put time, talent and heart into it
 So spent his life in the middle of our hours
 And far from the rhetoric, the great theories
 To his task every day, one could say of him
 He changed the life

He changed the life

JJ Goldman
 French composer/singer



<http://hdl.handle.net/2268/260052>



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