

Learning from Parkour: A Belgian Case Study

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Symposium

'Threshold concepts in physical education: From theory to praxis'

2021 AIESEP Virtual Conference

Descending the mountain : Exploring the impact of research on pedagogy and practice
University of Alberta, McGill University – June 7-10, 2021



Context/Case Study

- Step 1 – Fiona contacted Marc



Marc: Never practiced Parkour but experienced Natural Method (Hébertisme) during childhood and adolescence

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Context/Case Study

- Step 1 – Fiona contacted Marc
- Step 2 – Marc contacted Rosalie proposing Parkour as the basis of the process



Rosalie: Completed a Parkour initiator course, wrote a practical guide for teachers, gave workshops and used it as the content taught in her PhD

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Context/Case Study

- Step 1 – Fiona contacted Marc
- Step 2 – Marc contacted Rosalie proposing Parkour as the basis of the process
- Step 3 – Rosalie proposed Nicolas as an Parkour's expert



Nicolas: Moved from gymnastics to Parkour when he was adolescent; became one of the best 'traceurs' in Belgium and launched a school to share his passion

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Context/Case Study



Marc: Good memories of moments spent with friends and feelings of nice motor feelings that influenced his professional values



Rosalie: An ideal content since everyone can move on their own ability level; allows differentiation; nothing like wrong or right

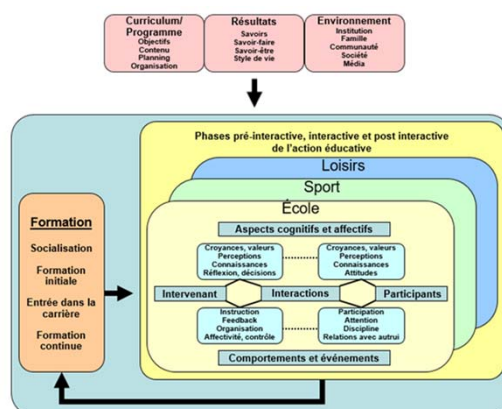


Nicolas: Way of life, a leisure activity that became a profession

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Methodology

- Influence of the socio-ecological approach
- Marc & Rosalie prepared an interview guide
 - ☞ Context
 - ☞ To be in the zone (practitioner's perspective)
 - ☞ To be in the zone (teacher's perspective)
- Nicolas' interview (1.5h)
- Verbatim transcript
- Marc & Rosalie separately selected key ideas
- Agreement on the threshold concepts
- Nicolas validated the analysis and added some details



Cloes & Roy (2010)

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Threshold Concepts - Practitioner

I can see the move to do and judge myself {} and know if I can do it in a safe way

Determine one's capability

Try a movement in a controlled way

I can feel the jump, but I know exactly what to do if I don't make the jump

They know how a jump is maybe too difficult {} and do it in their way

Find one's solution

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Threshold Concepts - Practitioner

Listen your feelings

There's always that moment when you feel ready to do things you wanted to do

We wait until the adrenaline slows down because it doesn't give you a lot of control

Keep calm is a priority

Chose you own challenges

Getting into the zone will be more intensive if you found your own challenge

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Threshold Concepts - Teacher

It is not about winning or losing what creates a different atmosphere

Priority to individual progression

Reinforce teamwork and encouragement *You can see the way people train, give positive feedback to each other ...*

You can see how responsible, even a 6 year-old can train. That's really cool to see

Encourage autonomy

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Implications for Praxis

For teaching and experiencing Parkour



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Implications for Praxis



- Agree to try a movement and perceive it as a possible challenge
- Learn to control his/her movement to guarantee is/her safety (maintaining a low level of excitement, imagining the movement to be realized, identifying the possible risks)
- Demonstrate supportive behaviors to his/her classmates

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Implications for Praxis

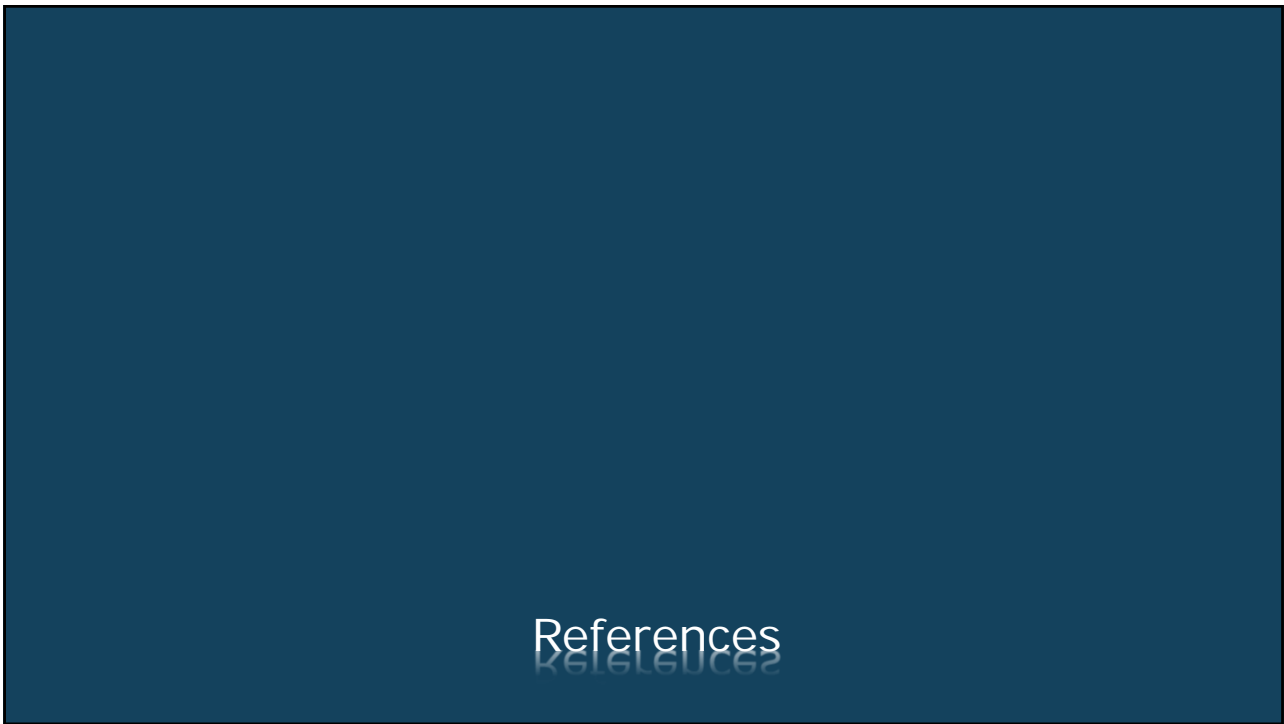
- Be able to show persistence
- Show autonomy and creativity to find way to overcome barriers
- Listen his/her body
- Develop a goal orientation for task mastery



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<http://hdl.handle.net/2268/260602>



References

- Cloes, M., & Roy, M. (2010). Le cheminement de l'approche écologique: du paradigme processus-produit au modèle heuristique du processus enseignement-apprentissage. In, M. Musard, M. Loquet & G. Carlier (Eds.), *Sciences de l'intervention en EPS et en sport : résultats de recherches et fondements théoriques* (pp. 13-33). Paris, France: Editions Revue EP.S. Available on Internet : <http://hdl.handle.net/2268/35774>
- Coolkens, R., Ward, P., Seghers, J., & Iserbyt, P. (2018). Effects of Generalization of Engagement in Parkour from Physical Education to Recess on Physical Activity. *Research Quarterly for Exercise and Sport*, 89(4):429-439. DOI: 10.1080/02701367.2018.1521912