MEANINGFUL EXPERIENCES IN PHYSICAL EDUCATION AND YOUTH SPORT: A REVIEW OF THE LITERATURE

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WHAT IS THE MEANING OF MEANING?

“All emotions, perceptions, hopes, dreams, and other cognitions – in short the full range of human experience.” (Kretchmar, 2007)
distinguished from things we call typically not very meaning-full, while full of personal significance.

This company. In many ways he laid a
or Nagel. Nevertheless, it can be arg

(Kretchmar, 2007)
WHY MEANINGFUL EXPERIENCES?
Meaningful movement experiences may lead to physically active lifestyles

(Teixeira et al. 2012)
wide body of literature
wide body of literature

gaps & patterns
wide body of literature
gaps & patterns
what young people say
METHODS

Searched 3 databases

Identified 50 articles
- empirical
- peer-reviewed

Identified 5 themes

1987 - 2015
KRETCHMAR'S CRITERIA (2006)

Fun
Social Interaction
Motor Competence
Challenge
Delight
KRETCHMAR’S CRITERIA (2006)

Fun
Social Interaction
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Challenge
Delight
KRETCHMAR’S CRITERIA (2006)

Fun
Social Interaction
Motor Competence
Challenge
Delight
Personally Relevant Learning
KRETCHMAR’S CRITERIA (2006)

Fun
Social Interaction
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Challenge
Personally Relevant Learning
CHALLENGE

PERSONALLY RELEVANT LEARNING
CHALLENGE

PERSONALLY RELEVANT LEARNING
WHAT IS CHALLENGE?

Relative task difficulty

“Just right” challenge
  • Vygotsky’s Zone of Proximal Development

Competition

http://matbury.com/wordpress/tag/zpd/
It is encouraging to note that students frequently commented that they enjoyed their physical education classes and said that they liked to challenge themselves in physical education. This supports Robinson (1992), who has suggested that students can be challenged [The thing I enjoyed most] was the sit-ups. . . . I was trying so hard, and when I made 27, then I felt pretty good. . . . Because I feel I met my goal because I thought that I couldn’t do more than five, but I actually got more.
activities and games participation.

Many expressed their boredom from being under challenged by sport activities that did not contribute to their fitness or interest levels. They wanted to learn new

But it’s just like ‘hit the ball please.’ I get so bored with some of these units because we know how to do this stuff, but you can’t play because no one else [outside this group] knows how to play [Richard’s class].

(Rikard and Banville, 2007)
an extrinsic (controlling) goal. The second theme was more suggestive of autonomous motivation; girls reported valuing exercise for the opportunity it provides to set and achieve personally meaningful challenges, facilitating a sense of competence and achievement.

**P9:** I think [my exercise has increased] because I’ve got used to doing it now, that I just do enjoy it, and that I know that there’s something gonna come out of it for doing it. So I enjoy like, chasing targets, like doing a target and just achieving stuff, so I think it is better.

(Gillison et al., 2012)
COMPETITION

Youth Sport versus Physical Education
COMPETITION

In response to being asked whether he preferred training or competing one boy at the FSC said that, “Maybe (I prefer) competition because at meets I get to meet and talk with my friends in other clubs so that is a good part of competing” (French male, 10 yrs). On the day of a swim meet the FSC results. Youths in their mid-teens who continued in club sports highlighted that development and learning skills were important for staying on. Although some teenagers found competition to be challenging, it was seldom put forward as a meaningful component. These results have implications for how club sports should be organized in order to attract more young people, but they derive from

(Light, 2010)

(Jakobsson et al., 2014)
COMPETITION

Competition in physical education

Different conceptualization of competition
I learned competition doesn’t really matter. It’s how you play. . . . If you’re in two groups, and one of the groups wins, most of the time they go back [to class] nagging you, [saying] “We won, we won.” [Today that didn’t happen]. It was just plain fun.

I have to live up to someone’s view of you, or someone else’s standards. It is competitive in the way that I want to be there every time but it is not the same kind of stressful competitiveness there is in team sports or with friends. (Gibbons & Gaul, 2009)

I think people shouldn’t compete with their partners. They should compete with themselves.” (Dyson, 1995)
PERSONALLY RELEVANT LEARNING
WHAT IS PERSONALLY RELEVANT LEARNING?

Students want to understand...

what

why

and how?
PERSONALLY RELEVANT LEARNING

Students often reported not learning anything new…

I’m not learning things that I didn’t already know.

…but that they’d like to.

You don’t have to think [in PE]. Well I mean you have to think in baseball, like when to steal a base and what the count is. . . but I don’t think there is very much strategy in everything we do. I can’t really think of anything I’ve learned this semester off the top of my head, but I’d like to because it makes class more interesting and fun.

(Garn et al., 2011)
PERSONALLY RELEVANT LEARNING

Some students (and their parents) felt that...

...and that they should...

...gym is a waste of time and that they should concentrate on academic subjects. My mother looked at it and said gym is a waste of time and that she didn’t care what I get in it as long as I pass. My dad doesn’t care as long as I concentrate on academic subjects.

(Carlson, 1995)
irrelevant
PERSONALLY RELEVANT LEARNING

Use of exergames

Social constructivist approaches and teaching models

Choice

(Maivorsdotter, et al., 2015; Meckbach, Gibbs, Almqvist, & Quennerstedt, 2014)

(MacPhail, et al., 2003; Kinchin and O’Sullivan, 2003)

Dismore and Bailey, 2011; Ha, Johns, & Shiu, 2003)
SIGNIFICANCE OF STUDY

CHALLENGE
PERSONALLY RELEVANT LEARNING
SOCIAL INTERACTION
FUN
MOTOR COMPETENCE
SIGNIFICANCE OF STUDY

pedagogies
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