PEDAGOGIES TO SUPPORT LEARNING ABOUT MEANINGFUL PHYSICAL EDUCATION

@meaningfulfulpe
BACKGROUND

• **Learning About Meaningful Physical Education (LAMPE):**
  • 4 Yr study
  • Preliminary results from Yrs 1-2

• Pre-service teachers (PSTs) in Ireland and Canada

This research was supported by the Social Science and Humanities Research Council of Canada
• Development of an approach to PETE where the facilitation of meaningful experiences was *the prioritized filter* for pedagogical decision-making (Kretchmar, 2000; 2001; 2006; 2007; 2008; Tjeerdsma Blankenship & Ayers, 2010)
OUR RESEARCH QUESTION:

• What are the pedagogies of PETE that support how PSTs learn about facilitating meaningful experiences in physical education?
CRITERIA FOR A MEANINGFUL PHYSICAL EDUCATION EXPERIENCE
(Kretchmar, 2006)

• Social interaction
• Challenge ("just right")
• Fun
• Increased motor competence
• Delight
• (Personally Relevant Learning)
SELF-STUDY IN PETE

• Self-oriented
• Improvement-aimed
• Interactive
• Multiple qualitative methods
• Validity based in trustworthiness

LaBoskey (2004)

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>APPROX. DATA (2 yrs.)</th>
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<tbody>
<tr>
<td>Teacher educator journal entries</td>
<td>33 = ~ 40 000 wds</td>
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<tr>
<td>Critical friend responses</td>
<td>33 = ~ 20 000 wds</td>
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<tr>
<td>Recorded audio conversations</td>
<td>~ 7 hrs</td>
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<tr>
<td>“Turning Point” documents</td>
<td>8</td>
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<tr>
<td>Naturalistic observations</td>
<td>33 lessons = ~ 70 hrs</td>
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<tr>
<td>Individual interviews with students*</td>
<td>n = 10</td>
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<tr>
<td>Focus group interviews with 3-5 students*</td>
<td>n = 9</td>
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<tr>
<td>Student artifacts</td>
<td>~ 400 individual submissions</td>
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PEDAGOGIES OF Learning About Meaningful Physical Education (LAMPE)
1. Teacher educators make the prioritization of meaningful participation explicit
Decisions about PETE content and pedagogies were made based on their potential to foster meaningful experiences.
Examples of PETE course/lesson learning outcomes that foster meaningful experiences:

“Make connections between your own physical education experiences and your physical activity participation – the place and meaning of physical activity in your life” (Déirdre, Lesson 1, Yr 1)
2. Teacher educators model and discuss learning about meaningful PE
• Teacher educators intentionally modelled approaches and strategies reflecting meaningful experiences, and unpacked that modelling through thinking aloud.

• PSTs discussed the extent to which PETE experiences were made meaningful.
“I remember at the start even she was very encouraging and she would always say like ‘Oh, that was very good’; no matter what you did, whether it was the written tasks or just the teaching – she was always very positive and that helped. It opened our eyes. That’s how we were taught to do it... so we were kind of, I suppose, having it modelled” (PST 2, FG1, Year 1, Ireland).
“My message to them (explicitly) was to not dismiss the ‘inaction’ of target and striking/fielding games, because it is often the [social] interaction that comes as a result of participation that makes playing them so appealing” (Tim, Reflection 3, Yr 1).
3. **Teacher educators support PSTs’ engagement with meaningful criteria as learners and as teachers**
Teacher educators enabled PSTs to identify what made a learning experience meaningful for them.

Teacher educators and PSTs interrogated teaching decisions behind experiences.

PSTs planned and modified activities based on their meaningfulness.
“...if you are peer teaching in PE and you look around and they are just doing it, you are like: ‘Okay, this isn’t right’. But if you look around and they look like they are enjoying it you are like: ‘Okay, I have made it a fun activity and its right and its suiting them, it’s not just what’s down on a page’” (PST F, FG2, Year 2, Ireland).
4. Teacher educators support reflection on physical education experiences
• PSTs were encouraged to reflect on past and present PE, sport, and PETE experiences to identify meaningful “moments”

• Teacher educators communicated their reflection in- and on-action about fostering meaningful experiences
“...You look at the way you thought PE was being taught in primary school. You actually think: ‘Was my teacher good? What would I do now? What would you change and go back and tell them how to teach a lesson?’” (PST E, FG2, Year 2, Ireland).
CONCLUSIONS

• Use of self-study to provide evidence of pedagogies that support PSTs’ learning about how to facilitate meaningful experiences in physical education

• Kretchmar (2006) offers a useful framework for shaping the development, enactment, and assessment of PETE pedagogies that foster meaningful experiences
THANK YOU!

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REFERENCES


