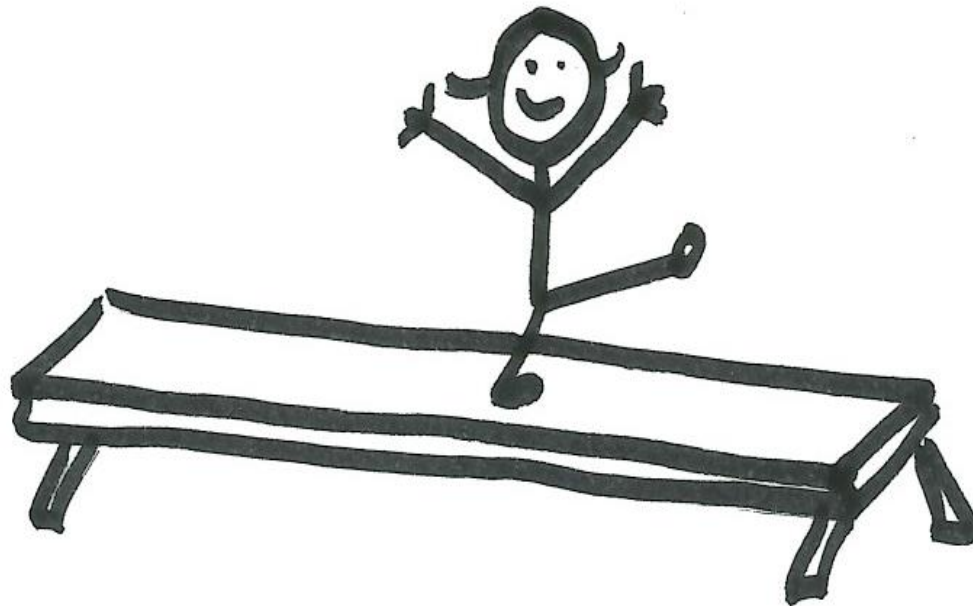


PEDAGOGIES TO SUPPORT LEARNING ABOUT MEANINGFUL PHYSICAL EDUCATION



BACKGROUND

- ***Learning About Meaningful Physical Education (LAMPE):***
 - 4 Yr study
 - Preliminary results from Yrs 1-2
- **Pre-service teachers (PSTs) in Ireland and Canada**

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CONTEXTS

- **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:

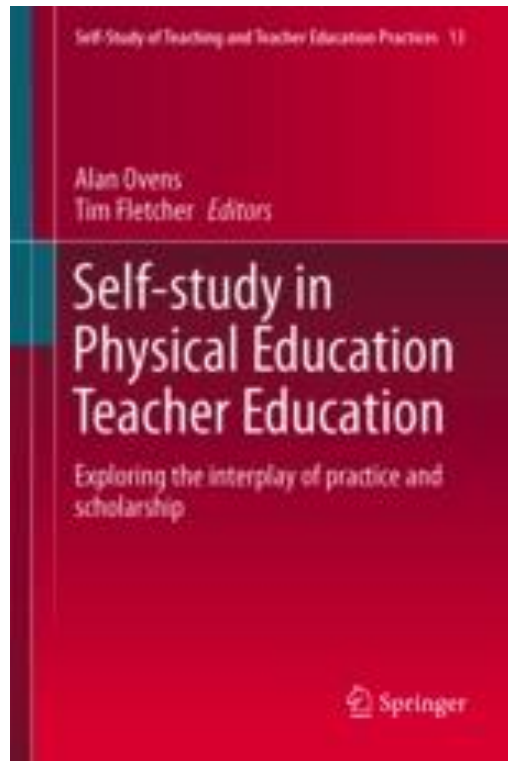
- What are the **pedagogies of PETE** that support how PSTs learn about **facilitating meaningful experiences** in physical education?

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)

Cf. Ní Chróinín, Fletcher & O'Sullivan (2015). Asia-Pacific Journal of Health, Sport and Physical Education, 6(3), 273-286.

DATA SOURCE**APPROX. DATA (2 yrs.)****Teacher educator journal entries****33 = ~ 40 000 wds****Critical friend responses****33 = ~ 20 000 wds****Recorded audio conversations****~ 7 hrs****“Turning Point” documents****8****Naturalistic observations****33 lessons = ~ 70 hrs****Individual interviews with students******n* = 10****Focus group interviews with 3-5 students******n* = 9****Student artifacts****~ 400 individual submissions**

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

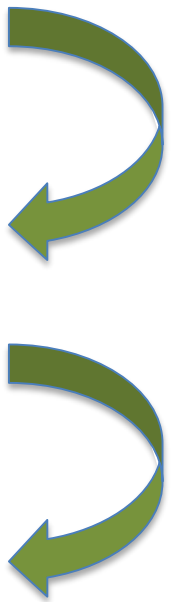
- Teacher educators **intentionally modelled** approaches and strategies reflecting meaningful experiences, and **unpacked that modelling** through thinking aloud.
- PSTs **discussed** the extent to which PETE experiences were made meaningful.

“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!

Tim Fletcher

tfletcher@brocku.ca

Déirdre Ní Chróinín

Deirdre.NiChroinin@mic.ul.ie

Mary O'Sullivan

Mary.OSullivan@ul.ie

Caitlin Price

cp10lc@brocku.ca

@meaningfulpe

meaningfulpe.wordpress.com



LAMPE

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