

# New Research Programmes in Physical Education and Sport Pedagogy

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# Overview

- Is there a consensus on the proper object of study?
- Relational research
- Practice-referenced research
- A programmatic approach
- Interdisciplinary research

# Introduction

- The PESP research field is thriving
- In contrast, school physical education and PETE are in a fragile state
- The physical cultural practices of sport, exercise and active leisure have a high public profile
- But, research has a limited impact on practice
- Given these apparent contradictions, we believe it is timely to address the question of future research in PESP

# Is there a consensus on the proper object of study?

- Yes .....Pedagogy
- Pedagogy = curriculum, teaching and learning in context
- Research focussing on the relations between two or more of teaching, curriculum and learning offers confirmation of the consolidation of the field around the concept of pedagogy

# Relational research

- Since pedagogy includes three interdependent components it can thus be considered a complex and dynamical system
- MBP and *didactique* are explicitly relational approaches to physical education
- Relational studies in sport pedagogy will provide more powerful and effective means of informing practice and also avenues for practice to inform research

# Practice-referenced research

- The limited impact of research on practice
- MBP and *didactique*
  - take as their starting point issues and problems in the practice of pedagogy
  - are located in sites of practice for significant periods of time, centred on ‘interventions’
  - seek to test out in practice theoretically informed innovations
- Because it treats pedagogy as a complex system, practice-referenced research may more effectively inform policy than single-component studies

# A programmatic approach

- Currently there is limited accumulation of knowledge and the norm in sport pedagogy is isolated, one-off studies
- We can enhance the theoretical coherence of our field by developing *programmes* of research that seek to link projects and facilitate collaboration
- Over time, we suggest a programmatic approach will provide the field with its distinctive and unique characteristics and vouchsafe recognition of its contribution to advancing knowledge

# Interdisciplinary research

- Sport pedagogy as a field is by definition multidisciplinary, since practitioners need to integrate knowledge from different do
- While fragmentation and specialisation appear to be endemic to universities and to field of research, nevertheless new fields do emerge from the fruitful interdisciplinary collaboration of researchers
- Interdisciplinary research requires ‘touchstones’, spaces of common ground or interest
- A future task for interdisciplinary research in sport pedagogy is to search for and discover the touchstones within the field

# UoB: A research program

- The social construction of physical education; history and policy studies
- Teachers/ Coaches, Teacher and Coach education
- School-based interventions through Models-based Practice
- Young people's experiences of sport, exercise and active leisure in school and community contexts



# The social construction of physical education; history and policy studies

- Helen Ives - The Partnership Development Manager, PESSCL/PESSYP and the social construction of pedagogic discourse in physical education (O'Donovan/Kirk)
- Hyunwoo Jung - The Social Construction of Sport Policy in Physical Education and School Sport: Policy, Practice and Evaluation (Kirk/ Pope)

# Teachers/ Coaches, Teacher and Coach education

- Changhyun Lee - The knowledge base for Physical Education Teacher Education (PETE): a comparative study of university programmes in England and Korea (Kirk/ O'Donovan)
- Ed Cope - Study of youth sport coaches pedagogical practices and their formation (Harvey/ Kirk)
- Paul Reid - The promotion and development of Game Sense in Rugby Football Union coach education (RFU) (Kirk/Harvey)
- Michelle Flemons - The Occupational Socialization of teachers with an aesthetics (gymnastics and dance) specialism (Kirk/ Casey)
- David Pears - Developing club coaches learning and practice through Collaborative Action Research (Harvey/ Kirk)

# School-based interventions through Models-based Practice

- Victoria Goodyear - Cooperative Learning in Physical Education (Casey/ Kirk/ Dyson)
- Nalda Wainwright - A study of the interpretation and delivery of the Foundation Phase in Wales, and its impact on the development of children's Physical Literacy (Kirk/ Whitehead)
- Mark Bowler - 'Valuing the Physically Active Life': Developing and sustaining Health-Based Physical Education in schools (Kirk/ Casey/ Haerens)
- Paul Sammon - Developing and implementing programmes of health-based physical education for sustainability in secondary schools (Kirk/ Casey/ Haerens)

# Young people's experiences of sport, exercise and active leisure

- Charlotte Kerner - Relationships between Body Image, Motivation and Physical Education Experiences in 13-14 year old Boys and Girls (Kirk/ Kerr/ Haerens)
- Ruan Jones - The personal meaning of movement for pupils when engaged in Teaching Games for Understanding during physical education (Harvey/ Kirk/ Whitehead)

# International dimensions

- University of Ghent, Belgium (L Haerens + Kirk, Casey, Goodway, Whitehead)
  - SDT and teacher behaviour
  - HBPE
- Auburn University , USA (P Hastie + Casey)
  - Games-making
- University of Auckland , New Zealand (B Dyson + Casey)
  - Cooperative Learning
- Ohio State University, USA (J Goodway + Kirk, Whitehead)
  - Physical Literacy in the Early Years
- German Sport University, Cologne (D Memmert + Harvey)
  - TGfU
- University of British Columbia (P Vertinsky + Kirk)
  - The Bedford Physical Education Archive and the history of women's physical education
- University of Limerick (A MacPhail + Kirk, Casey)
  - Social construction of physical education

# Conclusion

- Optimism tempered by awareness of the challenges facing school physical education and PETE
- We need strong leadership to facilitate the continuing future emergence of sport pedagogy research
- Scholarly societies, universities as hubs for NLCs, publication outlets and open-access