

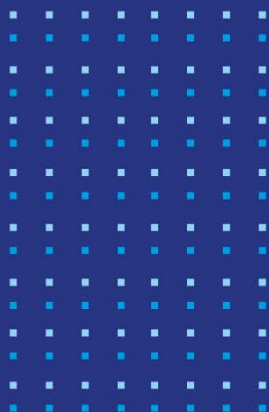


Book of Abstracts AIESEP 2023

**AIESEP
INTERNATIONAL CONFERENCE 2023**

**Emerging Horizons:
Bridging the borders between
Physical Education Research and Practice**

Santiago de Chile
4th - 7th July 2023



Host University:



Organized by:



Greetings from AIESEP

Dear AIESEP Family,

This is a special publication as it emanates from our very first conference in Latin America - in Santiago de Chile. This book of abstracts represents some of the current exciting, high quality and innovative research conducted by AIESEP members in the field of physical education and sport pedagogy on every continent and time zone across the globe. In the spirit of the theme of the conference, this collection of research clearly identifies emerging horizons and bridges the borders between physical education research and practice. We see this collection of work as a powerful opportunity for knowledge transfer across our AIESEP ecosystem of stakeholders, disciplines, generations and cultures. At the heart of the research presented here is our consistent drive to encourage citizens across the world to embrace the joy of human movement for life for people and planet wellbeing. In this way, we believe that this research has the potential to ignite collective action in both policy and praxis to promote effective and sustainable physical and health education, physical activity and sport participation across the lifespan for all.

Fiona Chambers
AIESEP President



Greetings from the Local Organizing Committee

For the Pontifical Universidad Católica it has been a pleasure to receive the AIESEP 2023 International Conference from July 4 to 7. We made every effort to ensure that it was fulfilled with the conferences, parallel sessions, symposiums and papers. We hope that everyone who participated, whether face-to-face or online, has met their learning expectations.

The people of Chile are very friendly, for the same reason at the Conference, they wanted to show our culture and what we do in the university so that Physical Education in the world has a better impact on children and youth.

Jorge Silva
Sports Director
Pontifical Catholic University of Chile

For me, as a career and university, it has been very important to be and be part of the AIESEP 2023 organization.

Speaking the same language called Physical Education, is for each of the students and teachers who are part of this dream, the most important thing that AIESEP gives us.

Constanza Kameid Zapata
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Pontifical Catholic University of Chile



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135
años
Comprometidos
con Chile

signatures pedagogies: An international perspective

Physical Education Teacher Education (PETE) signatures pedagogies: An international perspective

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A pedagogy of teacher education ‘can be viewed as the theory and practice of teaching and learning about teaching’ (Loughran, 2013, p. 129). While there have been an increased number of studies in the field the last couple of decades, a pedagogy of teacher education, and particularly a pedagogy of physical education teacher education (PETE), is in its infancy (Korthagen, 2016; McEvoy, MacPhail & Heikinaro-Johansson, 2015). Furthermore, Loughran (2006) pointed to the paradox that despite the obvious complexity of developing a pedagogy of teacher education, it is difficult to find studies that examine the interrelated relationship between teaching and learning about teaching. According to Shulman (2005), we (should) all intuitively know what signature pedagogies are in our field as they are the forms of teaching that leap to mind when we first think about the preparation of members of particular professions (e.g., physical education teacher education). He further argued that signature pedagogies are both pervasive and routine, cutting across topics and courses, programs, and institutions (Shulman, 2005). In defining what a signature pedagogy entails, Shulman (2005) proposed that a signature pedagogy can be described through three structures (surface, deep, and implicit). In this symposium proposal, we aim to present the main findings of the “PhysEd Academy” project, by identifying, and sharing a set of signature pedagogies that are used across three PE teacher education institutions in Europe. In particular, we will provide an example of PETE signature pedagogies from Ireland, Spain and Turkey. Additionally, and as an introductory paper and framework, a scoping review of the current literature will be shared (Word count=260).

*Symposium 6: Physical Education
Teacher Education (PETE)*

Presentation 1) Pedagogies of PETE and continuous professional development: A scoping review

In recent decades, there have been calls in the literature to identify a coherent (cross-national, cross-institutional) pedagogy of teacher education (Korthagen, 2016). In particular, authors have highlighted the need for the analysis and development of ‘signature pedagogies’ (Schulman, 2005) – those which are commonplace for preparation of members of a profession – across a number of physical education teacher education (PETE) programs (e.g., O’Sullivan, 2014; Tannehill et al., 2021). Building on Parker et al (2016), the purpose of this research was to conduct a scoping review of literature on pedagogies of PETE and continuous professional development (CPD) to identify signature pedagogies in the field. An initial search in 3 databases using the terms “physical education teacher education” OR PETE OR “physical education” AND “teacher education” and/or “professional development” OR “continuing education” AND “physical education” published between 2015-2022 in English, Norwegian, Swedish, Danish, German, Turkish, Spanish and French yielded 2550 unique articles. After screening for inclusion criteria, 266 articles were included and read in full – 211 related to PETE and 55 related to CPD. PETE/CPD pedagogies described in each paper were identified and categorized into groups of signature pedagogies. Three overarching categories of signature PETE/CPD pedagogies were identified including: a) (auto)biographical pedagogies (e.g., narrative, vision, vignettes); b) experiential pedagogies (e.g., living the curriculum, peer teaching, school placement, service learning), and c) pedagogies of professional learning (e.g., community of learners, practitioner inquiry). Each category of signature pedagogy is identified and discussed in relation to the surface, deep and implicit structure of signature pedagogies (Shulman, 2005). This research provides important insights for defining a pedagogy of PETE, which might improve equitable PETE practice across locations and holds key implications for the professionalization of PE teacher educators. Further research is required to test the identified signature pedagogies over time and across contexts (Word count=296)

Presentation 2) PETE signature pedagogies in Ireland

In Ireland, initial teacher education is structured as a four-year undergraduate program or a two-year postgraduate program. The Teaching Council is responsible for the registration, accreditation, and professional development of teachers in Ireland. It sets standards for teacher education and conducts

evaluations to ensure that programs meet these standards. In terms of PETE programmes, there are three major teacher education providers. The University of Limerick is one of them, based on the Bachelor of Science in Physical Education and the Professional Master of Physical Education. Both programmes are characterised for a strong and evidence-based pedagogical approach for teaching and learning. One of the signature pedagogies aim to promote students’ voice and agency through a pre-class submission (ticket-to-class) and small group discussions. Before class: every week students have to complete and submit a learning task, related to the content being taught. The learning task could vary, and it normally involves the engagement with a relevant resource (e.g., a research paper, a podcast, a video, etc.). Then, in-class, the teacher educator will start by sharing general feedback and considerations based on the students’ submissions and students will be assigned to different break-out rooms (or a physical space if on campus teaching) to discuss their task following different prompts. In looking at the identified signature pedagogies and based on Shulman’s (2005), the Irish example would reside under pedagogies for professional learning that advocate for the use of communities of learning where a group of preservice teachers with a shared vision working together (in-person, online or hybrid) (surface structure) are encouraged to reflect on their individual pedagogical practices and underlying beliefs and assumptions about teaching/learning (implicit structure). The deep structure of this ticket-to-class pedagogy also aims to facilitates professional discourse, and the sharing of ideas to growth as part of the suggested learning community (Word count=300)

Presentation 3) PETE signature pedagogies in Spain

In Spain, specialist Primary PE teachers are trained at the Faculties of Teacher Training and Education in a 4-year undergraduate program, while specialists Secondary PE teachers are trained “initially” at the Faculties of Sport and Physical Activity (also in a 4-year undergraduate program), and later in a one-year Master Teacher Training program. In both, there is a collision between the drag of traditional, outdated educators (teacher-centred) and novel ones (student-centred). In their teacher training classes for future, both, primary and secondary PE teachers, the second ones always use one signature pedagogy: “Living the curriculum”. The future PE teachers experience, as students, new approaches like pedagogical models, new contents like Parkour or new goals like social responsibility delivered by the university educator. This selects specific tasks and games and sets-up lessons that convey the essentials of these new frameworks. Novel educators believe that future teachers should experience, as students, the

pedagogies they want them to use. It is important that pre-service teachers start thinking differently about PE to promote a true change in primary and secondary education classes. Following Shulman (2005), at the Surface structure, these pre-service teachers experience the different teaching frameworks as a student, fostering discussions on the “new” experiences (they are used to the teacher-centred pedagogies they faced in schools). At the Deep structure, it helps them understand better what has been previously explained “theoretically”, bridging the gap between theory and practice. At the Implicit structure, it helps confront previous PE experiences and start seeing PE with a new lens. The Physed-Academy signature pedagogies can help teacher educators “speak a similar language”, even if they are based in different countries. They are all student-centred frameworks that promote active learning and critical thinking skills to develop teachers that care about their own professional practice and their students’ development.

Presentation 4) PETE signature pedagogies in Turkey

In Türkiye, PETE programme content is determined by the Council of Higher Education, which is the 21ignatura211 body for teaching higher education, with a 4-year undergraduate program. Although the contents of the PETE curriculum are standard in Türkiye, there are several variations in the application of the contents of the curricula in different universities. In our PETE program, we are interested to promote the pre-service teachers (PSTs) as ‘practitioner-researcher’ and address the increasing interest in research-informed teaching. Therefore, we used experiential pedagogies (living the curriculum, school placement) and pedagogies of 21ignatura211 learning (action research, community of learners) as 21ignatura pedagogies in our program. Here, we 21ign share about PSTs experiences on action research in a school placement as 21ignatura pedagogy. By framing this with the notion of Shulman’s (2005) 21ignatu structure of the 21ignatura pedagogy, PSTs engage in a study of their own practice with the 21ignatu improvement and support from teacher educators. At the 21ign structure, action research allows PSTs to think, act, and 21ignatura21 their school practice with an aim to improve their (understanding of) practice. At the implicit structure, PSTs develop their teacher identity and challenge their 21ignatura211 beliefs and values by pushing their thinking about what it entails to become a teacher. Signature pedagogies are constructed 21ignatur beliefs that learning to teach physical education should be 21ignatur the individual PST’s beliefs and experiences, practical experiences, and lifelong collaborative learning. Therefore, 21ignatura pedagogies such as action

research and experiential pedagogies not only help PSTs to investigate and learn from their own practice, understand school culture, develop their teaching identity, modify instruction to meet students’ needs and enhance their teaching as future physical education teachers as researchers but also it encourages PSTs to participate in different learning communities.

General discusión; The aim of the signature pedagogies and related examples is not to develop a prescription on how to teach teachers about teaching physical education but rather, and in line with Parker et al. (2016), to propose a preliminary common language of signature pedagogies that individual teacher educators, groups of teacher educators or departments can use as a starting point to further develop a pedagogy of physical education teacher education (Loughran, 2006). Given that teacher educators are responsible for preparing future teachers, supporting in-service and preservice teachers and facilitating their own professional learning and development, the proposed signature pedagogies give attention to and hold implications for all three aspects of physical education teacher educators’ practice. Interestingly, the three different examples from Ireland, Spain and Turkey, show how experiential pedagogies (e.g., living the curriculum, peer teaching, school placement, service learning), and pedagogies of professional learning are the most prominent in those countries. There is no evidence of autobiographical pedagogies such as narratives or vignettes. With this symposium, we would envisage PETE colleagues from other countries to share their own signature pedagogies and create a safe space for discussion and collegiality to explore the PETE signature pedagogies all over the world (Word count=199)

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