

## Work Package 7

# Final Report: Layman Version

### *Deliverable 7.2*

PhysEd-Academy: Collaborative redesign of physical education and  
physical education teacher education

<https://doi.org/10.5281/zenodo.17084939>

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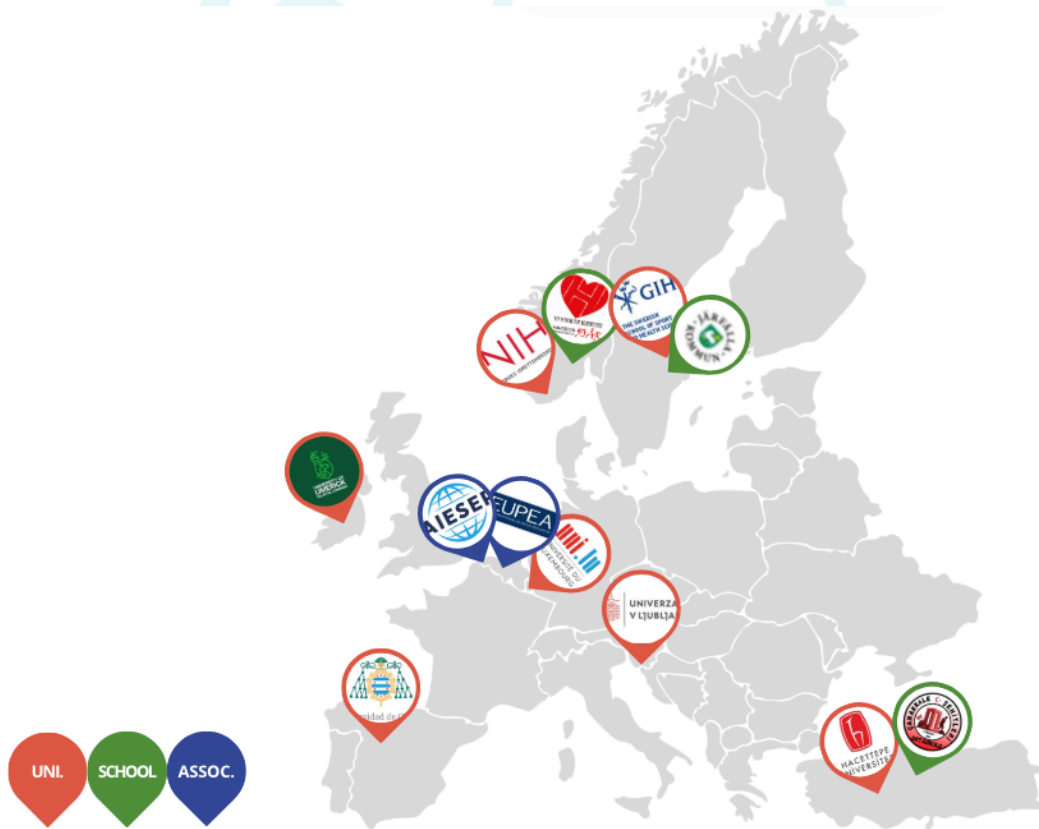
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## OVERVIEW OF THE PROJECT

The PhysEd-Academy project has been developed with this important aim in mind:

**Understanding the development and use of signature pedagogies as collective action across international physical education teacher education contexts.**

By bringing together higher education and school partners in seven European nations, we identified and implemented signature pedagogies of teacher education in physical education across international contexts. A total of **43 in-service teachers**, **35 teacher educators** and **17 pre-service teachers** have directly participated in the project.



**Figure 1.** PhysEd-Academy consortium representation

PhysEd-Academy was implemented through a methodological framework grounded in *collective action*. This approach unfolded across three collective actions, materialized through three interconnected layers of Communities of Practice (CoPs) (**Figure 2**):

- **Collective action 1 - A large international CoP**: The purpose of this collective action was to explore signature pedagogies across various forms and contexts. It involved a total of **43 in-service teachers, 35 teacher educators** and **17 pre-service teachers (PSTs)** from the seven project countries contributing to the project. Some participants were involved on a regular basis (e.g., partner in-service teachers and teacher educators) and also actively involved in the two actions described below. In contrast, others had a more peripheral role and were only occasionally involved. This action served as a hub for strategic dialogue, comparative analysis, and high-level synthesis of emerging insights.
- **Collective action 2 - Three small international CoPs**: Focused primarily on teacher educators, this action involved **14 teacher educators**, their **local critical friend(s)** and the **PSTs they taught**. Teacher educators engaged in deep dives into the design, testing, and reflection on signature pedagogies in their own teacher education contexts.
- **Collective action 3 - Six local CoPs**: Embedded in specific national or regional contexts, these communities brought together a total of **37 in-service teachers** and **14 teacher educators** to experiment with pedagogical innovations directly in schools. The purpose of this collective action was to understand the development and use of signature pedagogies across international CPD programs, including both in-person and online formats.

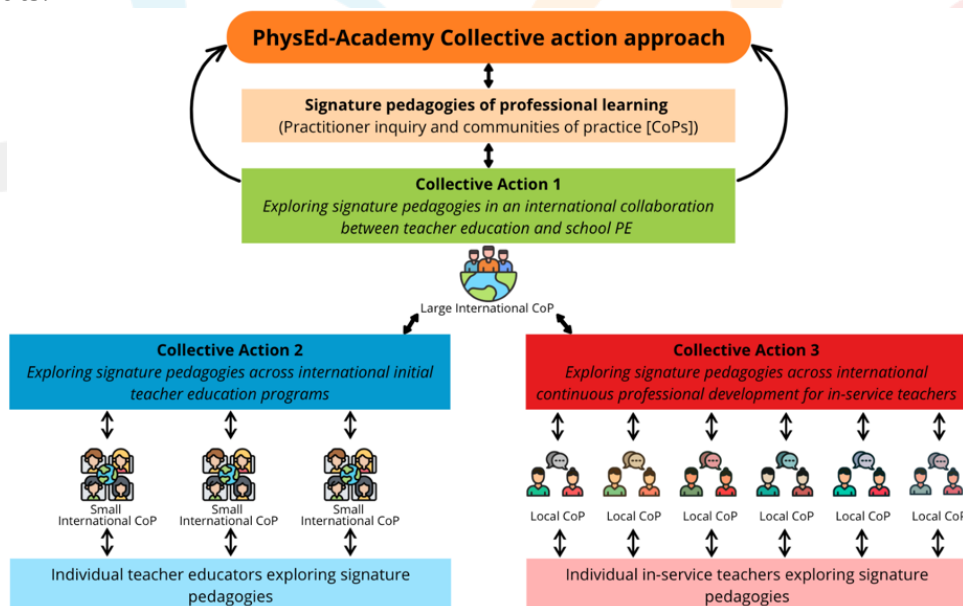
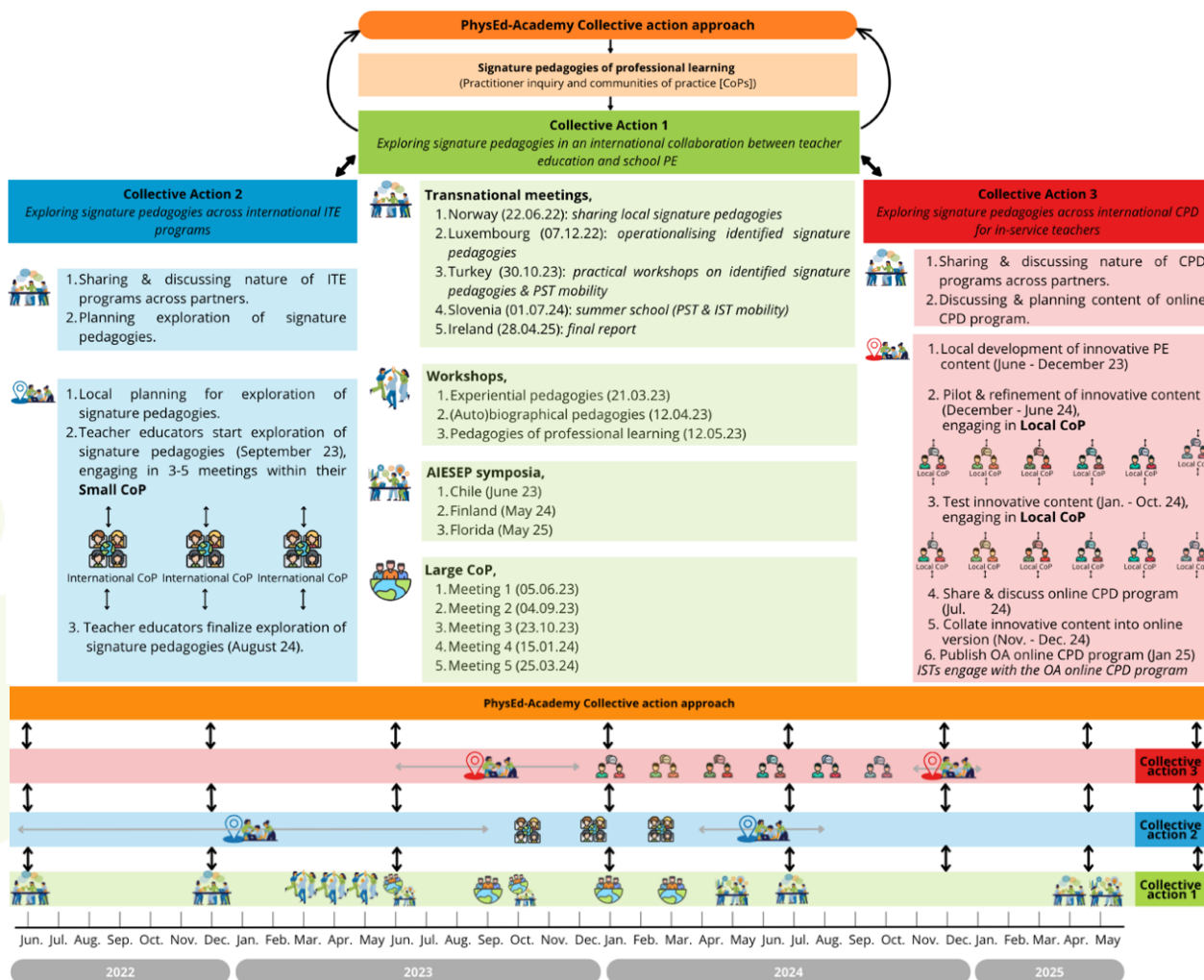


Figure 2. PhysEd-Academy collective action approach

Throughout the project, a series of in-person and online meetings, workshops, and collaborative events supported the achievement of project specific objectives (**Figure 3**).



**Figure 3.** PhysEd-Academy concrete activities and timeline

## Objectives of the project

**SO1.1** Establish a platform for sustainable international collaboration between PE teachers and PE teacher educators which ensures continuous improvement of school PE and PE teacher education. **See Figure 2**

**SO1.2** Establish a PE teacher education framework for strategic planning, policy development, proactive leadership, and adaptive design that will ensure high-quality PE and PE teacher education. **Check out our framework!**

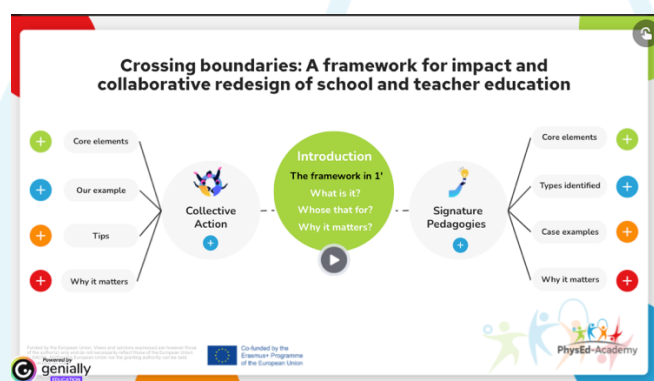


Figure 4. PhysEd-Academy framework

**SO2** Identify and articulate a set of signature pedagogies for learning across different national initial teacher education and continuous professional development programs that will ensure a shared language and practice and lead to improved, equitable outcomes for both pre-service and in-service teachers. **Check out [our website](#) to discover them!**

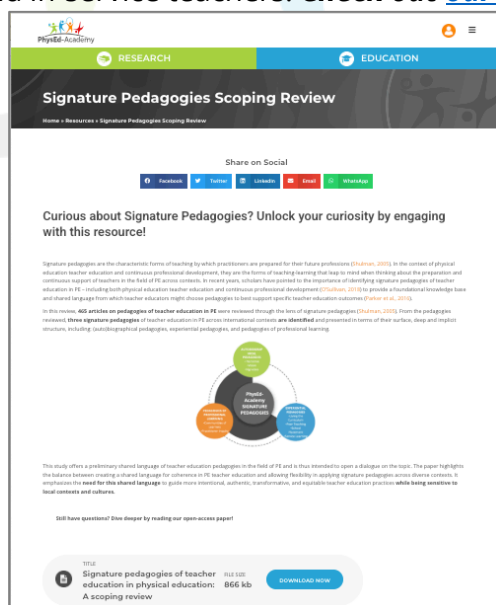
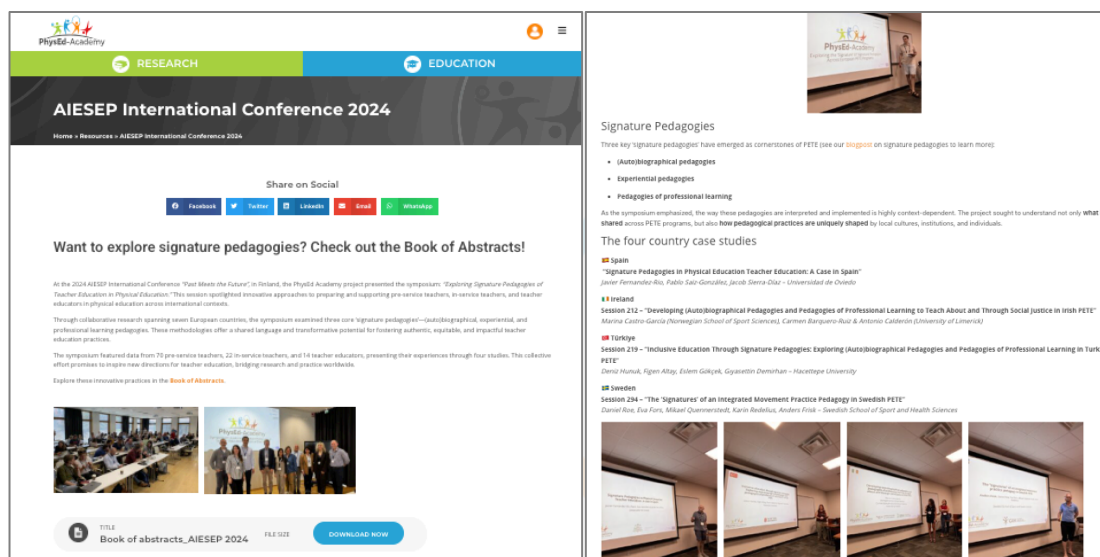


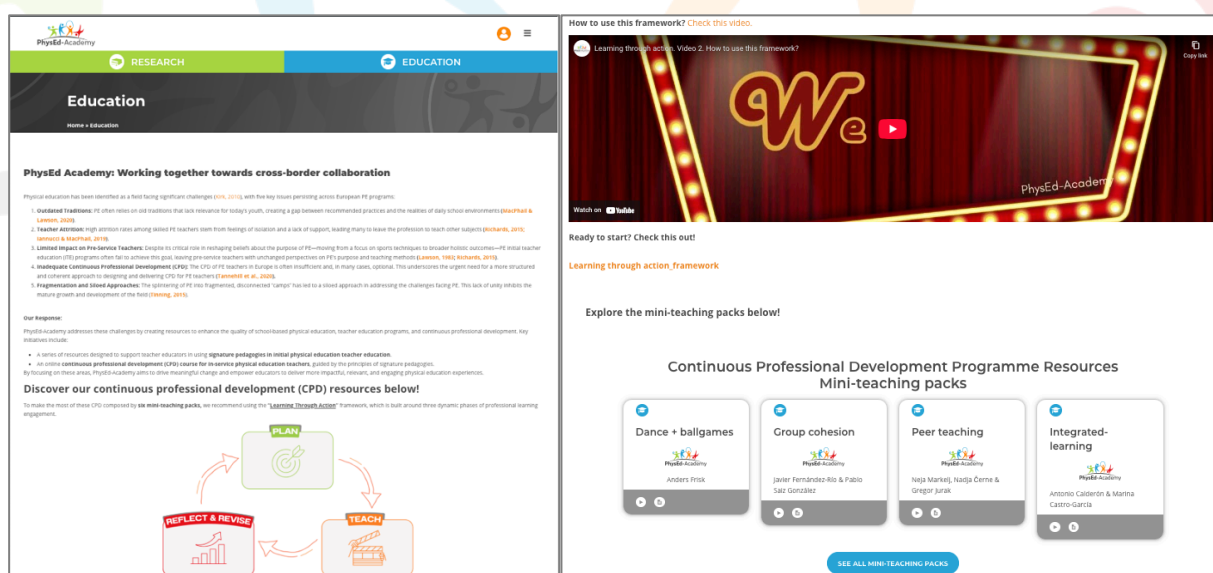
Figure 5. PhysEd-Academy signature pedagogies

**SO3:** Finalize testing of the set of signature pedagogies in initial PE teacher education that will ensure a shared language and practice, leading to improved, equitable outcomes for both pre-service and in-service teachers identified in WP2. **Check out [our latest blog posts](#) to learn more!**



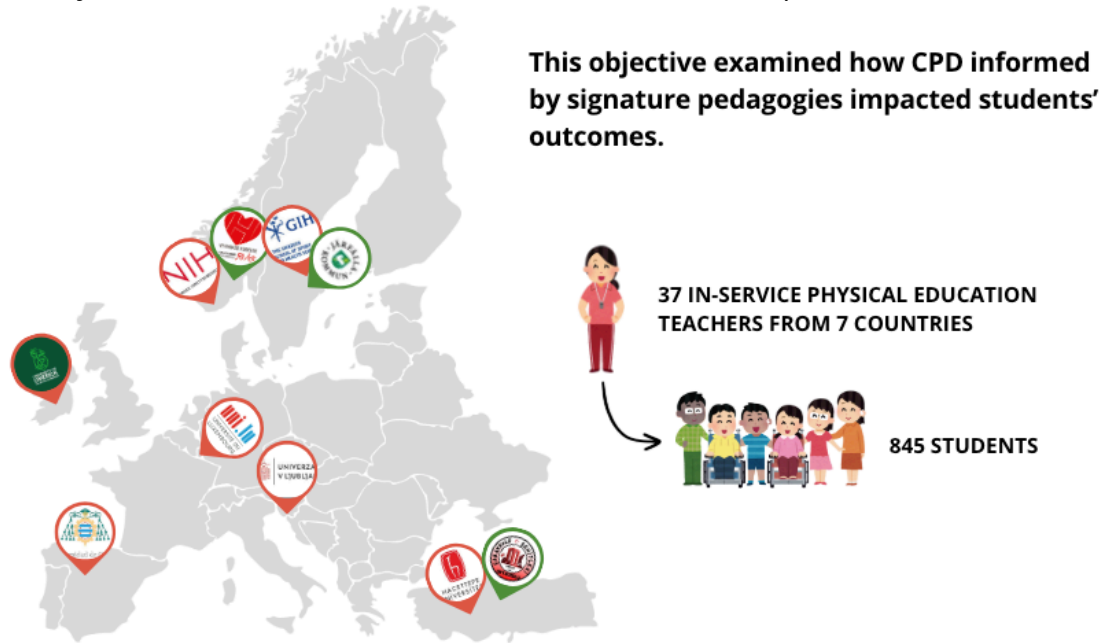
**Figure 6.** Blog-post on PhysEd-Academy presentations on signature pedagogies in initial teacher education

**SO4** Finalize testing of the set of signature pedagogies for continuous professional development that will ensure a shared language and practice, leading to improved, equitable outcomes for both pre-service and in-service teachers identified in WP3. **Check out [our CPD resources!](#)**



**Figure 7.** PhysEd-Academy continuous professional development resources

**SO5:** Identify connections between PE teacher education and equitable student outcomes



**Figure 8.** Visual representation of specific objective 5

**SO6.1:** Ensure smooth daily management and swift communication between partners.

**SO6.2:** Ensure sound financial management throughout the project activities.

**See Figure 3**

**SO7:** Secure a wide use of the project results with strong relevance for the main stakeholders

**See next section**

## COMMUNICATION, DISSEMINATION AND VISIBILITY

### Our digital hub

We built a user-friendly project website that serves as a central home for everything we do. Here's what it offers:

- A dedicated **education & research resources section**
- **Free downloads** of teaching materials and research tools

So far, **687 people** have registered on the site—and counting! You can explore our resources here:

<https://www.physed-academy.com/education/>

### Website



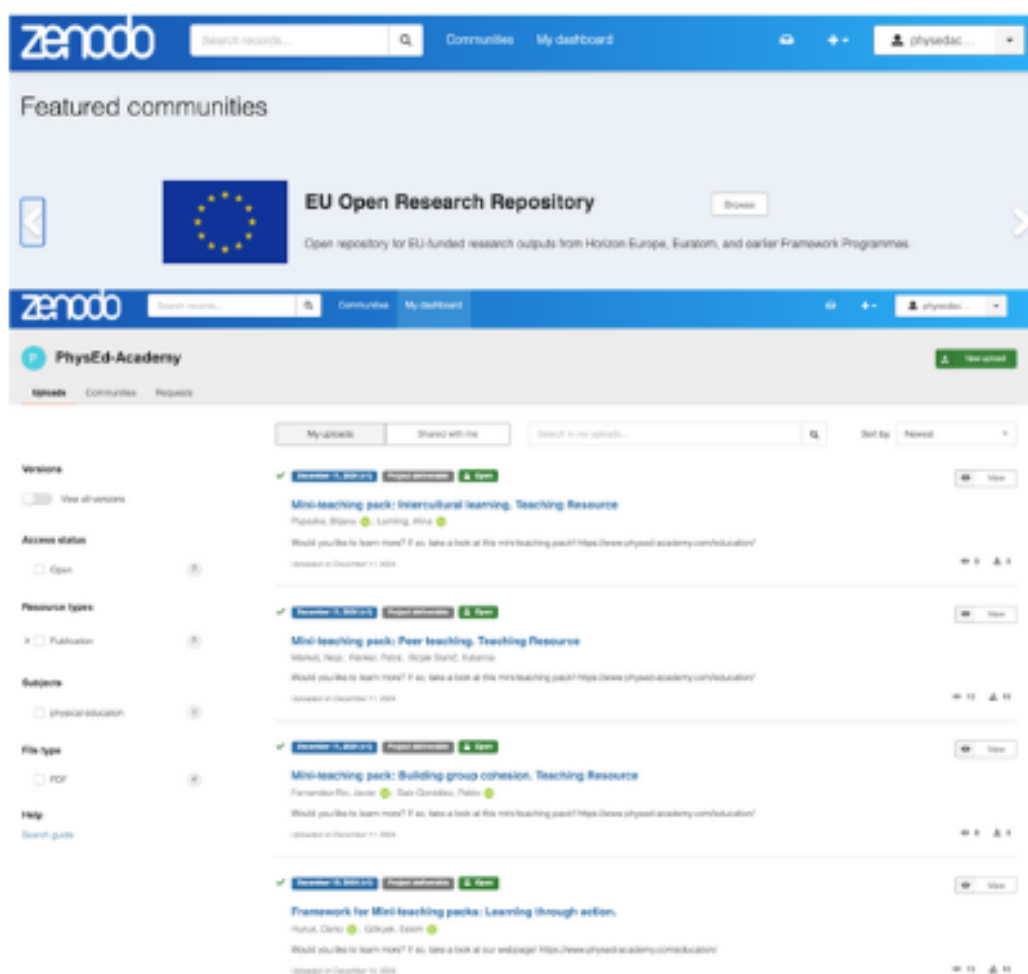
**687 users registered**

We've also uploaded some of our teaching resources to **Zenodo**, the EU's open-access research platform:

[PhysEd-Academy OERs on Zenodo](#)

These resources have already seen **72 views** and **68 downloads**—a promising start.

## Zenodo



## Spreading the word on Social Media

We've used multiple social media channels to share updates and ideas. Including Youtube, Facebook and X. Each partner university also helped by posting on their own platforms. This helped us reach teachers, educators, researchers, and policy makers in every corner of Europe and beyond.

### Social Media



## Getting published

We've published (and are publishing!) several articles to share our findings with the academic and teaching communities:

✓ Our first open-access paper outlines the PhysEd-Academy Signature Pedagogies:

🔗 [Read it here](#)

✓ Our second open-access paper outlines the methodological approach to the project:

🔗 [Read it here](#)

✓ A Special Issue in [Physical Education Matters](#), aimed directly at practitioners

📝 Additional peer-reviewed articles are underway, including:

- A paper on cross-border collaboration to be submitted to *Sport, Education and Society*.
- A full special issue in *Physical Education and Sport Pedagogy*, with each university partner contributing a paper

## Taking the stage: Local to global

To make sure our ideas didn't stay on paper, we took them on the road:



20 local presentations



22 national conferences



8 international conferences

Highlights included a symposium during the last three conferences organized by AIESEP, the International Association for Physical Education in Higher Education:

 **Chile (AIESEP 2023)**

 **Finland (AIESEP 2024)**

 **USA (AIESEP 2025)**

Together, these symposia reached around **200 attendees from around the world.**

## Podcasts, blogs, and more

To reach even more people, we recorded our **final project event** as a podcast on *Playing with Research in Health and Physical Education*. This free, one-hour online session helped extend our message to pre-service teachers, university students, and educators worldwide.

**Friday June 20 2025 at 11am BST/ 12pm CEST**  
**The PhysEd-Academy Final Event:**  
**Reflecting on Signature Pedagogies**  
**and Collective Action to Redesign**  
**Physical Education**



 **#AIESEPCONNECT**  
**#COFFEEWITHCOLLEAGUES**

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We also shared updates through:

- **Blog posts** at all partner universities.
- **Institutional newsletters.**
- **EUPEA-hosted webinars**, like *"Sharing Signature Pedagogies Across Europe"* (June 17, 2025)



## OTUCOMES AND IMPACT

Recent research in physical education highlights the urgent need for cross-national collaboration among teacher educators and school-based teachers to redesign practices in schools and teacher education programs (MacPhail & Lawson, 2021). In response, the PhysEd-Academy project offered a timely and innovative contribution by articulating and embedding signature pedagogies for physical education teacher education.

Importantly, we didn't just discuss about it—we created real tools, tested them in real classrooms, and shared them freely. A literature review presenting the identified signature pedagogies has already been **viewed nearly 1,800 times worldwide**, showing growing interest from educators in places like the UK, Norway, the US, Australia, and China.

### Impact on teacher educators

From early feedback, it's clear that this project has already made a difference:

- **Teacher educators** began redesigning their courses to include new teaching strategies inspired by our signature pedagogies.
- **Nationally**, teacher training programs have started aligning their courses to ensure consistency and quality.
- **Internationally**, educators are now using a shared language to talk about teaching PE, paving the way for bigger, long-term changes.

One teacher educator shared:

*"This gave us a whole new way to think about how we structure our courses. It helps align everything—big picture and small details alike."*

Another added:

*"Some of our student teachers only focus on activities, while others want to understand how students really learn. This project helped us dig deeper into what good teaching actually looks like"*

## Real change in the classroom

**In-service PE teachers** (those already working in schools) also tested our mini-teaching packs, and many described the experience as transformational:

I used to plan my lessons in blocks, each focusing on a skill. Now, I'm looking at teaching more holistically—thinking about the whole child, not just physical ability

It completely changed how I teach. My students were talking about PE even while doing PE—they were truly engaged!

The project helped me reflect on how much students actually learn when they're *doing* things, not just listening

And perhaps most importantly, **students themselves noticed a change**. Across countries like Norway, Ireland, and Turkey, students were more motivated, more reflective, and more connected to what they were learning.

A Norwegian student said:

We did outdoor activities in PE this year—it was totally new and exciting. Having lessons in the forest made it feel different, and not just about running around

An Irish teacher observed:

Integrated learning experiences has made teaching easier and better. It improves how I teach—and that improves my students' experience

And from Turkey:

Doing activities with my family made PE fun and meaningful. We even talked about how it went—it felt more useful

## SUSTAINABILITY AND CONTINUATION

We're not stopping here. The project's website now hosts a growing collection of **free resources** for teachers across Europe and beyond:

<https://www.physed-academy.com/education/>

More peer-reviewed articles are on the way, and the **PhysEd-Academy Framework** is now available to guide both teacher training and ongoing professional development—not only in PE but across all subjects.

### Next Steps: PhysEd4all and EquiPETE

A major step in securing mid- and long-term impact is the submission of a follow-up project under the **2024 Erasmus+ Teacher Academies call**, titled **PhysEd4all**. Rooted in the success of PhysEd-Academy, this project expands the network with two new universities and four new schools. Its core aim is to embed **Equity, Diversity, and Inclusion (EDI)** more explicitly into PE teacher education—positioning PE as a driver of social transformation across Europe. It will address national and local needs while aligning with EU priorities for inclusive, high-quality education.

In parallel, project leader **NIH (Norwegian School of Sport Sciences)** has submitted a proposal for a new research initiative—**EquiPETE**—to the Norwegian Research Council (2025 call: *Collaborative Projects to Meet Societal and Industry-Related Challenges*). EquiPETE aims to deepen the theoretical and methodological foundations of PhysEd-Academy by advancing EDI scholarship in PE teacher education. It is envisioned as a long-term research and innovation engine to ensure that academic and pedagogical progress continues to evolve.

PhysEd-Academy is not a one-off project—it is the foundation of a broader, evolving **ecosystem for educational transformation**. Through initiatives like **PhysEd4all** and **EquiPETE**, and continued local integration, the project will live on well beyond its initial funding cycle.

Collectively, these efforts ensure impact at every level:

- **Locally**, through institutional practice and teacher development
- **Nationally**, through curriculum alignment and innovation
- **Internationally**, through research, knowledge exchange, and policy influence

This sustainability strategy positions PhysEd-Academy as a long-term contributor to more inclusive, coherent, and future-oriented teacher education—within PE and potentially across the broader field of education.