Title: Pedagogical models - an ideal of versatility in Physical Education

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Today versatility is a widespread ideal for physical education in school (Annerstedt, 2008; Kirk, 2010). As a result, the approach to physical education has been dominated by many introductory activities also known as a ‘multi-activity curriculum model’ (Ibid.). An alternative to the idea of versatility in a content-oriented perspective could be versatility in pedagogical models for physical education (Casey, 2014; Kirk, 2010; Metzler, 2005). A pedagogical model can highlight how distinctive learning outcomes might best be achieved through their alignment with teaching approach and content (Kirk, 2010). By using different pedagogical models, PE can meet various approaches and outcomes (Ibid.). However, the use of different pedagogical models might not automatically overcome the versatile ideal for physical education.

The purpose of this study is to examine how we can understand the concept of versatility for pedagogical models in physical education. The project is a literature study that first seeks to understand the ideal and practice of versatility for physical education through an inductive qualitative analysis of official management documents and evaluation reports on physical education in DK (Thomas, 2006). Second, through an inductive qualitative analysis of existing pedagogical models, the project seeks to create a definition of pedagogical models for physical education and to create a categorization of these after still unknown parameters (Ibid.).

The presentation will introduce temporary understandings of versatility within pedagogical models in physical education and will lead to a discussion of how we can understand versatility for physical education.

By focusing on how physical education didactically and pedagogically is conducted, it might be possible to open up for a broader understanding of versatility in physical education.

References


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Key words: Physical education; Pedagogical models; Physical literacy