



Issues in Physical Education and Sport Pedagogy

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Keywords

Problem based learning, student engagement.

Group

85 year 3 undergraduate students.

Activity

This module requires students to consider problem-based learning scenarios, lead discussion of these within their seminar groups and run practical workshops on the same themes to enhance learning.

Aim

This module is designed to actively engage students in discussion and critical analysis of contemporary issues in physical education and sport pedagogy and to apply their theoretical knowledge to practice.

Example

This module aims to:

- Develop a critical awareness, knowledge and understanding of contemporary issues in physical education and sport pedagogy;
- Enhance students' ability to facilitate interactive workshops and practical sessions using a range of different teaching strategies;
- Further develop students' knowledge of National Curriculum Physical Education policy, design and content.

By the end of the module students should be able to:

- Demonstrate an in depth critical understanding of the aims and values of physical education;
- Understand National Curriculum policy, design and content and discuss its impact on physical education;
- Critically discuss a range of contemporary issues in physical education;
- Facilitate interactive practical workshops and seminar sessions using a range of teaching styles and methods and critically reflect on their effectiveness;
- Demonstrate knowledge and application of a range of research in physical education

Students are introduced to the problem-based learning (PBL) approach. Students then work in small groups to develop solutions to given problematic scenarios in a range of physical education specific themes (e.g. teaching and learning styles) over the duration of the module. Each theme lasts for a cycle of four weeks and includes:

- a) Defining the problem
- b) Considering the knowledge needed to deal with the problem
- c) Sourcing the information necessary to gain background and understanding of the problem.
- d) Redefining and refocusing on the problem to identify the major issues and alternative solutions.
- e) Preparing and presenting group solutions to the problem

In the seminars, student groups present and defend their solutions to other members of their seminar groups and lead further discussion of the scenarios. In tandem with this, students are also responsible for leading practical sessions on the same themes covered in the PBL seminars to further enhance learning.

Assessment for the module is through a reflective essay in which they critically evaluate one of the problem-based scenarios (40%), on their contribution to the seminar discussions of the problem based scenarios (20%), and on their delivery, reflective evaluation and contribution to the practical sessions (40%).

Results/Feedback

Data was collected from a number of sources to ascertain the success of the module. Whole-group evaluations provided feedback on general themes relating to the research questions. Semi-structured interviews were undertaken based on the evaluations to clarify and expand on responses. Tutors' perceptions were also considered through a group interview and a reflective log maintained by one of the tutors throughout the module provided supporting evidence.

From the data collected it was evident that the module had been successful in producing better informed students who were able to work as a group to communicate their knowledge and understanding to others. Students stated that the PBL approach made them research more thoroughly, analyse the research in small groups to make critical judgements and decide how best to present that information to others. They felt that their presentational skills had improved through practice and tutor/peer feedback. Students were particularly engaged throughout the practical sessions, stating that they rarely had the opportunity to learn in a practical way in other modules. Students were able to make connections between what they learnt in their seminar and practical sessions and felt that this was effective in strengthening their knowledge and understanding. Tutors were supportive of the PBL approach and engaged with the alternative teaching skills that needed to be employed to facilitate the students' learning.

Further information

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