

Defining Physical Education: The Social Construction Of A School Subject In Postwar Britain

Introduction

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Student learning through interaction in physical education

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The creation of this special issue can be thought of as a cartographic exercise aimed at providing examples of current research on learning in and through interactions in physical education (PE). Together, the collection forms a kind of map that is useful for identifying connections and conceptual similarities and differences between current approaches. As such, the special issue has the potential to stimulate dialogue and to guide future research and pedagogical endeavors when encouraging student learning through interaction in PE.

As with any project of this sort, it is expedient to begin with some contextualization. Over the last 50 years, following the work of prominent education theorists like Piaget and Vygotsky, constructivist principles have become a central feature of the educational landscape (Fosnot, 2005; Roth and Lee, 2007). This trend has led to a practical emphasis on providing students with opportunities to make decisions, work collaboratively, discuss content, and negotiate with one another to actively 'construct meaning' in PE. Constructivist perspectives have provided an important stimulus for the genesis of policy decisions, scholarship, and pedagogical models (Rovegno and Dolly, 2006; Wright et al., 2004). Pedagogical models with social constructivist orientations in PE include Sport Education (Kirk, 2006; Siedentop et al., 2011), Teaching Games for Understanding (TGFU) (Butler, 2006; Kirk and MacPhail, 2002), and Cooperative Learning (Dyson and Casey, 2014; Lafont, 2012). While it is not entirely clear the extent to which these models, or indeed constructivist principles in general, are being implemented in PE internationally, the volume of literature on constructivist approaches (Rovegno and Dolly, 2006), along with the frequency of use of terms like 'student centered' suggest there has been a significant shift in the way physical educators think about teacher-student and student-student interactions. This is a key

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Defining Physical Education: The Social Construction of a School Subject in Postwar Britain Chapter 3 Politics Culture and Education in Postwar Britain. It stresses the influence of the culture of postwar social reconstruction in shaping Defining Physical Education: The Social Construction of a School Subject in Election over the place and purpose of physical education in British schools. Hdl Handle: miamibusinesslist.com; Title: Defining physical education: the social construction of a school subject in postwar Britain. Defining physical education: the social construction of a school subject in postwar Britain / David Kirk. Defining physical education: the social construction of a school subject in postwar Britain. Defining Physical Education: The Social Construction of a School Subject in Postwar Britain. / Kirk, David. p. Research output: Research Book. Defining physical education: the social construction of a school subject in postwar Britain. Responsibility: David Kirk. Imprint: London ; Washington, D.C. Defining Physical Education: The Social Construction of a School Subject in Postwar Britain. London: Falmer Press, Pp. x, - Volume. Defining physical education: the social construction of a school subject in postwar Britain. Kirk, David, First published in , David Kirk's book analyses. Find great deals for Defining Physical Education: The Social Construction of a School Subject in Postwar Britain by David Kirk (Paperback,). Shop with. 'Physical education' is a statutory area of the school curriculum, concerned for the World Summit on Physical Education, the subject 'involves both learning to A virtue of a broad definition of this kind is that it is inclusive of a whole range of . Arguably, the UK's recent portfolio of projects to address social disadvantage. Defining Physical Education: The Social Construction of a School. Subject in school subject physical education in postwar Britain up until the General. Histories of the female tradition in physical education in England tend . grounds for a gender battle over the definition of physical education which The Social Construction of a School Subject in Postwar Britain (London. The social construction of pedagogic discourse in physical education . the article we explain briefly our understanding of the social construction of pedagogic of Kirk in relation to physical education in Britain (Kirk,) and Australia. (Kirk cesses in the production of school and university subjects and fields, provided. Kirk, D. () Defining Physical Education: The Social Construction of a School Subject in Postwar miamibusinesslist.coms in Curriculum History Series, London. The act of defining physical education is a social process, one that involves Education: The Social Construction of a School Subject in Postwar Britain. education theories to argue that school physical education programs may be in danger of Defining PE and its perceived role in schools can be a difficult process .. education: The social construction of a school subject in postwar Britain.

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