

Institutionen för kost- och idrottsvetenskap

Å lære å undervise i kroppsøving  
Design for teoribasert undervisning og kritisk  
refleksjon i kroppsøvingslærerutdanningen

av

Glenn Øvrevik Kjerland

AKADEMISK AVHANDLING

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# Abstract

Title: Learning to teach Physical Education. Design for development of theory-based teaching and critical reflection in Physical Education Teacher Education

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Applying pedagogical theory in professional practice and developing critical awareness are important objectives in teacher education in Sweden. Current evidence indicates that these objectives are difficult to achieve in Physical Education Teacher Education (PETE). Learning to teach is limited by a practical and methodological focus, rooted in, and to large extent dominated by sports cultures' traditions and standards. Challenges that limit the students' ability to apply pedagogical theory in teaching and execute critical reflection were used as objectives for designing and executing a project for learning and development. The aim of the study is to explore how a design that supports students' development of theory-based teaching and critical reflection in PETE can be realized.

Data collection was completed in fall 2005. The 46 research subjects were all PETE students at University of Gothenburg. At the start of the study the students were divided into five groups, each group containing between eight and ten participants. The students' interactions, working in the design, were filmed and the total amount of filmed data was 14.2 hours, recorded over 13 weeks. Cultural-historical activity theory and interaction analysis made it possible to analyse what characterize the students' collaborative learning processes.

Findings indicate that the students' became more aware of the necessity and value of using learning theories in PE teaching. The students' different conceptualizations of theories and different assessments of theory-based teaching created challenges that oriented negotiations, collaborative learning processes and development of what the students' meant were valid theory-based teaching concepts within the groups. Development of repertoires of theory-based teaching concepts and using them for critical reflection led to discussions and critical analysis which revealed what the students' meant were dominant teaching methods in PETE. When the differences between learning to teach in different settings and dominant teaching patterns were highlighted, they became resources for articulating and concretizing challenges which limit development of teaching competence in PETE. In one of the five groups these concretization processes led to ideas that may support learning to teach in the future.