

Institutionen för kost- och idrottsvetenskap

Lärande av rörelseförmåga i idrott och hälsa ur ett praktikutvecklande perspektiv

av

Heléne Bergentoft

AKADEMISK AVHANDLING

som med tillstånd av utbildningsvetenskapliga fakulteten vid
Göteborgs universitet för vinnande av doktorsexamen i
idrottsvetenskap framläggs till offentlig granskning

Fredagen den 17 maj 2019, kl. 13.00. Göteborgs universitet,
Pedagogen, Hus C, Margareta Huitfeldts auditorium

Fakultetsopponent: Professor Karin Redelius, Gymnastik- och
idrottshögskolan.



GÖTEBORGS UNIVERSITET
ACTA UNIVERSITATIS GOTHOBURGENSIS

Abstract

Title: Movement capability. Development of teaching practice in physical education and health

Author: Heléne Bergentoft

Language: Swedish with an English summary

ISBN: 978-91-7346-508-3 (print)

ISBN: 978-91-7346-509-0 (pdf)

ISSN: 0436-1121

Keywords: movement capability, physical education and health, science-based teaching, learning study, variation theory

The aim of this investigation was to explore how the connections between teaching and learning about movement capability in the school subject physical education and health can be developed and transferred through research in practice development. Three research questions guided the investigation (1) What areas regarding teaching of movement capability in the school subject physical education and health have been studied in relation to teachers' teaching assignment? (2) What necessary prerequisites are required to systematize and transfer research in practice development on movement capability between educational contexts? (3) What linkages are made visible between the treatment of learning content, the teaching design and students' learning through variation in lesson design? Cultural-historical perspective and variation theory were used as frameworks and the methodology, mixed method research. The empirical data consists of published articles, video-observed lessons, recorded meetings with teachers and students, pre- and post-tests. The findings position the thesis in a guided teaching perspective. Moreover, findings show how the connection between teaching and learning about movement capability systematically can be developed and transferred between teaching contexts through iterative processes with revised lessons based on students' knowledge. By the use of variation theory, understanding of the meaning of movement capability became more nuanced and itemized. The results also illustrate how the collaboration between teachers and researchers generated development of science-based teaching of movement capability.