

Didactical art of teaching in physical education between knowledge and skill - reconstruction of task-related knowledge and skills of physical education teachers

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Introduction

Since a progressive empirical turn and competence orientation in German physical education research, the didactical concept of "teaching art" (Funke-Wieneke, 2007; Lange, 2005; Comenius, 1993/1683) seems to be increasingly lost from the didactical discourse on physical education (PE). For the professionalization of physical education teachers however, this concept seems highly relevant since it describes the practice-oriented didactical thinking and acting (Lange, 2005, p. 4) in its performative dimension. It consequently offers insights into the teacher's skills and knowledge. The specific didactical concept of teaching art in PE is theoretically based on phenomenological approaches (Merleau-Ponty, 1966) in tradition of the German pedagogy of movement (Funke-Wieneke 2010), which is a theoretical and hermeneutical didactical concept in PE. However, it lacks empirical proof and evidence. In addition to an advancing competence approach in German physical education research, this could be the reason, that this education-theoretical figure has lost its connection in the context of the more recent didactical theory development in physical education. Conditioned by the specialization and differentiation of qualitative approaches in social and educational science research, a well-founded repertoire of methods now seems to be available to reconstruct the individual art of teaching of physical education teachers. Reconstructions of orientations of physical education teachers can be interpreted as an approach to describe and understand the individual art of teaching. The study gives an insight into the facets of the teaching art of physical education teachers, with special consideration of the individual practice of setting tasks, which are considered a core element of didactical thinking and acting in physical education (Ratzmann et. al. 2020).

Theoretical background and state of research

In this empirical study, the art of teaching is understood rather as the individual ability of physical education teachers to act professionally in situational and context-dependent situations and not as a normative didactical concept. Characteristics of teaching art point beyond conditional factors such as action- and perception-guiding orientations (Schiller, 2020) and further refer to implicit and explicit knowledge in the form of subject-, teaching-, learning-, fact-, self-, and student-understandings (Ratzmann, Rode & Amesberger, 2020). Following Polanyi (1985) and Ryle (1949) Neuweg (1999, 2014, 2019) interprets and captures dimensions of knowledge in task-related performative action as the skills of physical education teachers. The essence and core of sport-instructional (implicit) orientations, is revealed in practices of task setting in its performative dimension. Task-related knowledge and skills are therefore the object of research and investigation in this study. The further theoretical framework of the study is a current task discourse in German physical education research (Ratzmann et. al. 2020; Messmer 2019; Laging, 2015; Pfitzner 2014).

Research question

The main research question is which didactical procedure in physical education characterizes an individual teaching art and how therefore practices of task settings show up. Further sub-questions are: Which task-related knowledge and skills do physical education teachers possess? How do physical education teachers understand an object of learning (object modeling)? What contribution does the understanding of an object of learning make to the individual way of teaching? How do physical education teachers transfer an object of learning in the concrete practice of task setting and what orientations underlie this? Which other phenomena influence an individual teaching art and how can they be described?

Methodology and research design

The research project is understood as a triangulation of a sociological and a phenomenological approach to the phenomenon of task-related knowledge and skills with the aim of gaining empirical insights into practices of task-setting. The empirical evidence will be used for remodeling the didactical concept of teaching art in PE. The data collection is based on episodic and narrative interviews (Flick, 2011) and classroom videographies of physical education teachers (N = 16). In a first step, the data is analyzed using the documentary method (Nohl, 2017) to reconstruct the implicit and explicit task-orientated knowledge of physical education teachers, based on the interviews. The reconstructed task-orientated orientations require first empirical insights into tacit knowledge (conjunctive or atheoretical knowledge), explicit knowledge (communicative knowledge), as well as skills (narrated episodes from concrete and lived experience). In a second step, which can be referred to as "reflexive empiricism" (Dinkelaker, Meseth, Neumann & Rabenstein, 2016), the pedagogical-phenomenological videography (Brinkmann & Sales-Rödel, 2018) is used to get empirical insights in task-orientated performative dimensions of the didactical performing – the individual skills. A phenomenological analysis of the task-oriented and didactical acting in the videographies can methodically and systematically lead to the distancing of insights gained from the sociological analysis of knowledge in order to gain new perspectives on task-related didactical acting.

Discussion and initial results

The evaluation of the key cases shows that the methodical (episodic narrative interviews and videography) and methodological (documentary method and pedagogical-phenomenological videography) triangulation for researching the phenomenon of task-related knowledge and skills of PE teachers can provide new insights into the individual teaching art. Further, it captures the research object more adequately and comprehensively in its unique constitution. The phenomenological analysis within the framework of the pedagogical-phenomenological videography (Brinkmann & Rödel, 2018) - as an estrangement from the reconstructed orientations of the sociological approach to knowledge - was able to elaborate new perspectives on the individual teaching art of physical education teachers according to their task-related didactical acting.

Based on the phenomenological analysis of the videography it could be further elaborated that Johanna Jansen's art of teaching, in addition to the reconstructed orientation to the

"form of movement" and the orientation to "safety", is above all also conditioned by the fact that the students attribute authority to her. Authority appears in her case as a basic condition of her task-related didactical action. Her didactical action is based on tacit knowledge of her own authority and brings to light a teaching art, that, according to this knowledge, shows itself in her typical way of closeness to the students between the orientation on the form of movement and security.

The poster shows the second empirical step of the study and gives a deeper and specific look into Johanna Jansen's teaching reality by using the pedagogical-phenomenological videography as the key element of the "reflexive empiricism" (Dinkelaker, Meseth, Neumann & Rabenstein, 2016). It shows how, in the case Johanna Jansen, the pedagogical-phenomenological videography (Brinkmann & Rödel, 2018) is used as a method of estrangement of the reconstructed orientations and thereby emerges new perspectives on the case in the research process.

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