

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

Thursday 8 June 2023 15:00 (1h 30m)

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. However, it lacks empirical proof and evidence. Reconstructions of orientations of physical education teachers can be interpreted as an approach to describe and understand the individual art of teaching.

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. 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.

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.

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.

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.

Based on the phenomenological analysis of the videography it could be 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.

Arbeitskreis

Author: RATZMANN, Alexander (Philipps-Universität Marburg)

Presenter: RATZMANN, Alexander (Philipps-Universität Marburg)

Session Classification: Postersession