

The leisure context, a forgotten topic of sport pedagogy?

Marc CLOES
Department of Sport Sciences
University of Liege

International Specialist Seminar
Training of Trainers of Physical Education and Sport
ISMAI - May 19-20, 2011

Introduction Sport and its contexts

European Sport Charter
(Council of Europe, 1992)

- "Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels."
- This well known definition is really "open" but it tends to underline the central place of competition in the usual representation of sport

Introduction Sport and its contexts

- 19th and 20th centuries
 - ◆ Development of sport based on internationalization, media, improvement of transportation and life quality
 - ◆ Model: hierarchy of the industrial society
 - ◆ Impact: growing of the economic weight
- During the 70's: some phenomenon
 - ◆ Lost of public support (less money)
 - ◆ Change of public's interest ("consumer society", "fun culture", "gliding generation", "mode effects")
 - ◆ Consequences: modification of the sport model toward a compartmented model + diversification of sport providers

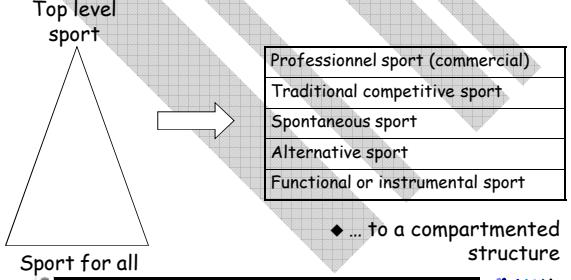
(Loret, 1995)

Introduction Sport and its contexts

Diegel (1995)

- ◆ From a pyramidal structure ...



... to a compartmented structure

Introduction Sport and its contexts

- ◆ Creation of several parallel worlds of sport
 - ◆ Noncommercial structures (sport federations/clubs, non-profit private associations, public services ...)
 - ◆ Free sport (outside any structures)
 - ◆ Commercial structures (fitness centres, personal trainers ...)

→ Concurrence

Facilities
Clients
Educators/instructors
Programmes



Introduction Context of Sport Pedagogy

- Analysis of the research content in ARIS congresses

Category	Percentage
Physical education	55.6
Teacher education	23.3
Science of coaching	18.7
Adopted physical activity	1.2
Leisure	0.9
Other	0.2

Musard, Robin & Poggo (2010)

Université de Liège UFSI AFS

Introduction Context of Sport Pedagogy

- Analysis of the research content in AIESEP congresses
- Not available
- Very few studies focused on «leisure» and/or «wellness»
- Context left as prerogative of Sport management???

Coaches, instructors, personal trainers
 =
 teachers

Université de Liège UFSI AFS

Goal of this presentation

- To underline that leisure is one potential focus for Sport pedagogy
- To illustrate some studies that have been conducted at the University of Liege

Université de Liège UFSI AFS

Leisure as a potential area of Sport Pedagogy

- One reference: The model of research in Physical Education Pedagogy

Silverman & Ennis (1996)

Université de Liège UFSI AFS

Leisure as a potential area of Sport Pedagogy

- Integrative model of teaching-learning process

Carreiro da Costa (2008)
Cloes & Roy (2010)

Université de Liège UFSI AFS

Examples of Sport pedagogy studies focused on leisure

• Cloes, Laraki, Zatta & Piéron	Fitness center
• Laraki, Ancion & Cloes (2005)	Fitness center
• Vandermeulen & Cloes (2009)	Social sport
• Cloes, Maraite & Dijon (2010)	Social sport
• Cloes & Dethioux (2010)	Leisure sport

Research questions and models

Université de Liège UFSI AFS

Cloes, Laraki, Zatta & Piéron (2001)

◆ Research questions

- To identify the variables related to the perception of the quality of fitness instructors
- To compare opinions of clients and instructors



Université de Liège



UCL

13

Cloes, Laraki, Zatta & Piéron (2001)

◆ Research design

- 116 clients (24 fitness centers) + 30 instructors (19 fitness centers)
- Clients' motives of attendance + instructors' qualities
- Questionnaire (Lickert scale + 5 words illustrating the instructors' qualities + critical incident)
- Observation of 2 instructors (one Hilo lesson - comparison of one expert and one beginner)
- Multidimensional category system (part of the lesson, participants' activity, instructor's location, cueing, feedback, information, displacement, other)

Université de Liège



UCL

14

Cloes, Laraki, Zatta & Piéron (2001)

◆ Main findings

- Priorities of clients and instructors are differing about important characteristics of aerobic instructors
- Clients are more focused on relational aspects while instructors pay more attention to the intervention itself
- The expert is showing a more effective way of teaching (more cueing, more direct visual contact, more information while demonstrating)
- Few feedback in both subjects

Université de Liège



UCL

15

Vandermeulen & Cloes (2009)

◆ Research questions (request of the King Baudouin Foundation)

- To identify the current needs of field workers involved in « social sport »
- To propose original actions aiming to support and stimulate the development of specific actions in this domain

Université de Liège



UCL

16

Vandermeulen & Cloes (2009)

◆ Research design

- 2 phases specific to each research question
- Snowball sampling to actors involved in the field
- 47 questionnaires (open ended questions)
- Content analysis → systems of categories
- Provisional report sent to the subjects for validation
- Nominal group technique
- 14 subjects
- Identification of actions + vote + development of practical solutions/groups + exchange + report

Université de Liège



UCL

17

Vandermeulen & Cloes (2009)

◆ Main findings

- The main characteristics of the associations involved in "social sport" are:
 - Specific association (37.7%) and sport clubs (18.9%)
 - Non specifically oriented (52.8%), handicapped (13.2%), low socioeconomic people (9.4%) and women (7.5%)
 - Leisure sport and wellness (38.3%), competition (23.4%)

◆ Main actions

- To improve the representation of « other » sports
- To make a list of activities in order to underline the existence
- To support original projects
- To promote coordination

Université de Liège



UCL

18

Cloes, Maraite & Dijon (2010)

◆ Research questions

- ❖ To answer to the request of the "principal" of one martial art school working with youths rejecting school
- ❖ To identify the teaching strategies that are used by the physical educators with youths who have dropped out the school
- ❖ To analyze other aspects as the specific context of the practice, the evolution of the students' behaviour

Université
de Liège

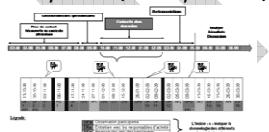


19

Cloes, Maraite & Dijon (2010)

◆ Research design

- ❖ This study respected a qualitative approach
- ❖ Triangulation process (analysis of written material, participating observation, interviews with the educators, interview and questionnaire with the youth, analysis of the teaching process)
- ❖ 6 adults + 85 youths (12-18 year-old)



Université
de Liège



20

Cloes, Maraite & Dijon (2010)

◆ Main findings

- ❖ Development of a specific values system that brings youth to accept authority
- ❖ Rigor is the main factor of achievement (why not in PE teaching?)
- ❖ Priority to directiveness accepted according to the novelty/status of the activity
- ❖ First reaction is understanding → agreement

Université
de Liège



21

Cloes & Dethioux (2010)

◆ Research questions

- ❖ To analyze three sites of "Start to run" programmes
- ❖ To identify the role of the coaches
- ❖ To determine the impact of the activities



Université
de Liège



22

Cloes & Dethioux (2011)

◆ Research design

- ❖ This study respected a qualitative approach
- ❖ Triangulation process (participants, coaches; interviews, questionnaires, observation)
- ❖ Follow up during 22 weeks

Université
de Liège



23

Cloes & Dethioux (2011)

◆ Main findings

- ❖ 72% of the participants that attended to the test and all achieved
- ❖ 16% of drop out
- ❖ Many injuries (Achille tendinitis)
- ❖ 77% of the achievers continue to run at the end of the program
- ❖ One of the best predictor of success is the presence of relatives and the participation for the pleasure

Université
de Liège



24

Conclusion

- ◆ A quick overview
- ◆ Leisure is a promising field for sport pedagogy researchers
- ◆ Quantitative and qualitative approaches should be combined in order to:
 - ❖ better understand the context of practice
 - ❖ guarantee quality
 - ❖ improve the physical educators preparation



L'université
de Liège

25

Thank you
for your
attention



Références

- ◆ Carreiro da Costa, F. (2008). Issues in research on teaching in physical education. In, J. Seghers & H. Vangrundebek (Eds.), *Physical education research. What's the evidence?* Leuven: Acco.
- ◆ Clos, M., Laraki, N., Zatta, S., & Piéron, M. (2001). Identification des critères associés à la qualité des instructeurs d'aérobic. Comparaison des avis des clients et des intervenants. In, ARIS (Ed.), *Actes du colloque «L'intervention dans le domaine des activités physiques et sportives: compétence(s) en mutation?»*. CD-Rom. Grenoble: IUFM (<http://hdl.handle.net/2268/88687>)
- ◆ Clos, M., Marate, A.A., & Djian, F. (accepted). Sport as a support for school reintegration. A case study. Proceedings of the 2010 AIESEP World Congress «Place and role of physical educators in promoting an active lifestyle». A Coruña: INEF Galicia (<http://hdl.handle.net/2268/75448>)
- ◆ Clos, M. & Roy, M. (2010). Le cheminement de l'approche écologique: du paradigme processus-produit au modèle heuristique du processus enseignement-apprentissage. In, M. Musard, M. Loquet & G. Carlier (Eds.), *Sciences de l'intervention en EPS et en sport : résultats de recherches et fondements théoriques* (pp. 13-33). Paris: Editions Revue EP.S. (<http://hdl.handle.net/2268/35774>)
- ◆ Council of Europe (1992). European Sport Charter. Recommendation No. R (92)13 Rev. of the Committee of Ministers to member states on the revised European Sports Charters. Retrieved from Internet on April 10, 2011: http://www.coe.int/t/dg4/sport/sportineurope/charter_en.asp
- ◆ Diegel, H. (1995). *Sport in changing society - Sociological essays*. Schorndorf: Verlag Karl Haufmann.
- ◆ Loret, A. (1995). Génération glisse ... dans l'eau, l'air, la neige. *Éducation Physique et Sport*, 253, 62-65.*
- ◆ Musard, M., Robin, J.-F., & Poggi, M.-P. (2010). Les recherches ARIS : contextes d'intervention étudiés et thématiques de recherche. *eTREEPS*, 19, 124-134.
- ◆ Silverman, S. & Ennis, C. (1996). Student learning in physical education: Applying research to enhance instruction. Champaign, IL: Human Kinetics.
- ◆ Vandermeulen, M. & Clos, M. (2009). Analyse des structures valorisant le rôle social du sport en Communauté Wallonne-Bruxelles. *eTREEPS*, 16, 86-102 (<http://hdl.handle.net/2268/8185>)