

An instrument to analyse the representation of socio-constructivist approach in Wallonian physical education teachers

Marc Cloes, Gilles Berwart & Olivier Frédéric

University of Liege, Department of Sport Sciences, Belgium

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Socio-constructivism is a learning process where people build their knowledge with help of interactions with others as well as with their milieu. The support to teaching strategies respecting the principles of socio-constructivist approaches is growing in the field of education (Azzarito & Ennis, 2003; Silverman & Ennis, 2003). Physical education teacher educators propose more and more this concept as a guide to their students. Interventions are also proposed to make inservice teachers sensitive to it.

Through regular contacts with PE teachers, it appeared that most of them seemed lacking information on the basic knowledge about social-constructivist educational theory. This observation founded support in recent data coming from a study focused on basketball teaching showing that strategies used by PE teachers in Wallonia can be considered as “traditional”, meaning that educators present a “technicist” approach (Frédéric et al, 2009). We could hypothesise that many teachers are not yet aware about the existence of different pedagogy and/or how to modify their usual way of teaching to import progressively principles of socio-constructivism. Identify their representations about this modern teaching approach would be a determining factor before starting any intervention project. Moreover, it would be interesting to investigate to what extent PE teachers use social-constructivist strategies, even if they do not have a theoretical basis of the pedagogy.

In this perspective, it was needed to develop an instrument and to validate it. To identify the perception by the teachers of their usual teaching strategies, we proposed 24 six-level scales. The latter were written according to the dimensions of socio-constructivism theory (Jonnaert & Vander Borgh, 2003; Parmentier & Paquay, 2002). Two open-ended questions were added to analyse the teachers’ representation of this pedagogy. The questionnaire was validated by 5 experts in teacher education. Reproducibility has been also determined. Paper presents the questionnaire and its characteristics.

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