



«11BOUGE» WEBSITE: IMPLEMENTATION OF THE CONTENT BY A PHYSICAL EDUCATION TEACHER

Cloes, M.¹, Pauly, A.², Mouton, A.³, & Andris, M.⁴

¹University of Liège; email: marc.cloes@ulg.ac.be

²Physical education teacher; email: aurore_bff@hotmail.com

³University of Liège; email: alexandre.mouton@ulg.ac.be

⁴University of Liège; email: morgane.andris@ulg.ac.be

INTRODUCTION

The decrease in physical activity (PA) and the rising of the inactivity rate are real social problems and affect many young people (Favresse et al., 2010). Physical education (PE) teachers seem sometimes resourceless and do not know how to handle with it (Püshe et al., 2010) and some authors underlined that the impact of PE could be less optimistic than expected by the practitioners (Green, 2014; Huts et al., 2005). Nowadays, a growing number of initiatives aiming to promote PA within the school are developed. As evidenced by the emphasis provided to physical literacy in PE, some support is also developed for physical educators. In the Walloon region (Belgium), the “11bouge” website (<http://www.11bouge.be/index.php>) was thus developed in this perspective by a mutual insurance company.

The goal of the presentation is to analyze the implementation of the resources proposed in the website by one PE teacher.

METHOD

To implement the proposals available on the website, a case study was set up with one female PE teacher working in a secondary school located in a rural neighborhood. Firstly, she worked with a vocational girls' class during five weeks (5 lessons) and started a second trial with a general education girls'

class during five weeks (4 lessons). Several instruments were used to collect data. A telephone interview with the PE teacher was conducted before and after the project. The students were invited to fulfill a questionnaire before and after the project. All subjects received a questionnaire after each lesson while the second author was involved in a participant observation. The data were analyzed as in a case study.

RESULTS AND DISCUSSION

The first attempt was dropped because 3 out of the 5 lessons were not satisfying regarding to the lack of student attendance. The second unit was more successful but did not really reach the expected outcomes. Although students significantly improved their PE attitude and representations scores, their self-perception did not change (figure 1).

Following the implementation of the project, the PE teacher describes many positive points (accessibility of the challenges for all kind of public, accordance to the PE program, use of small limited specific equipment). Meanwhile, she also describes some negative points (lack of competitive spirit in many challenges, easiness of some of them, lack of motor engagement time provided during the activities).

Finally, the teacher expressed a global satisfaction about the website and its resources.

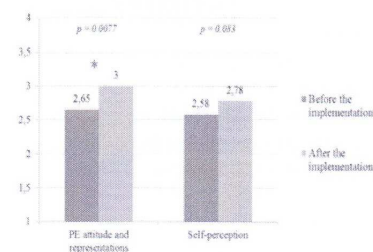


Figure 1. Representations and perceptions of students before and after the implementation

CONCLUSIONS

“11bouge” website is a promising tool to provide PE teachers with concrete ways to promote PA in their classes. Nevertheless, it could still be improved by enriching and enlarging the content.

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