

The complexities of reflective embodied physical education teacher education

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Introduction - recognising complexities

- In England 3 national lockdowns spanning 2020 - 2021, impacted on teacher education in unprecedented way.
- This paper considers complexities of reflective embodied physical education within teacher education during the pandemic through:
 - Continued face to face
 - Hybrid
 - Totally online learning
- Explores nuances of pre-existing and emergent affordances translate to the virtual world, within a complex adapted system.
- Share how teaching and learning occurred during this time.



Key concepts-Constraints-affordance informing pedagogy

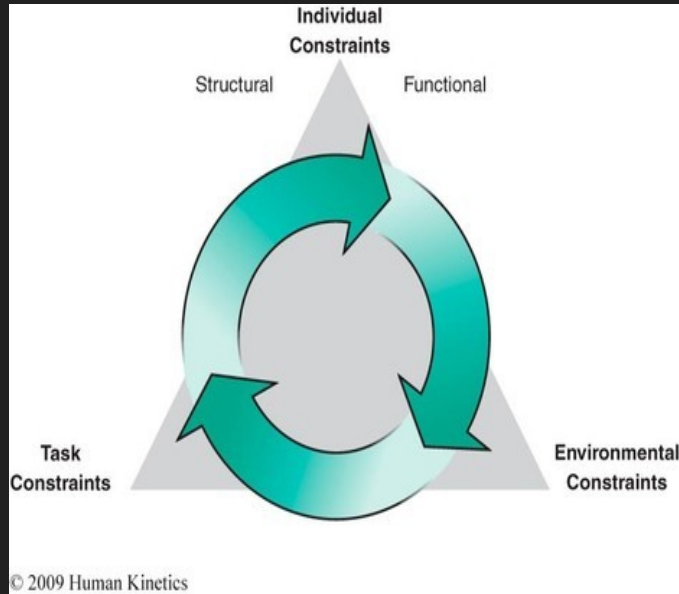


Image from Haywood and Getchell (2009, 5th edition, and updated 7th edition, 2020)

Connectedness

4 higher education physical education institutions and practitioners (all members of PETEN) - to share how to overcome constraints of the pandemic to embody and develop physical education.

Key Constraints

- person - learner / teacher constraints
- environment constraints
- tasks and curriculum constraints

(as underpinned through Newell's theoretical framework, 1986)

Methodological systems; an embodying process



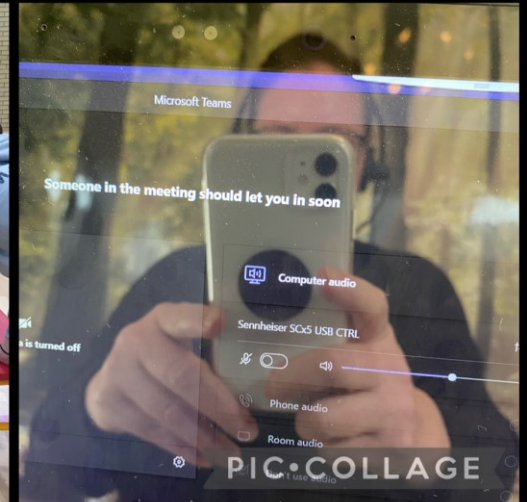
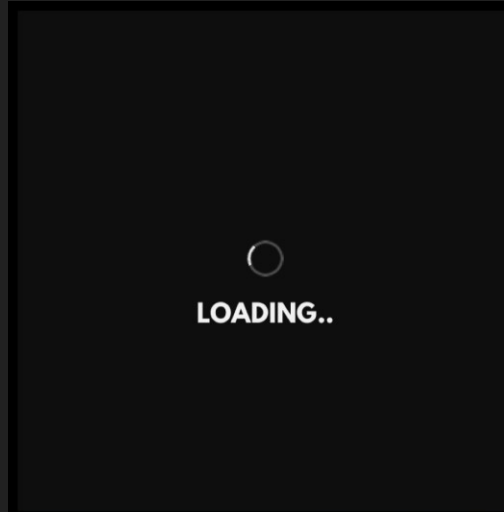
We used in our practice analysis, reflective journals, videos, Padlets, shared drives and photographs within this process.

Person-learner- teacher constraints

Immediacy

Accessibility

Connections



Environmental constraints

Environment

Engagement

Stability



Task / curriculum constraints

Choice

Autonomy

Pedagogy



Future actions

A sense of hope....

It is possible to have embodied and lived physical education experiences, face to face, hybrid and totally online if it is:

- × Student centred**
- × Sense making activities are included**
- × Team building collaborative activities are needed**
- × Digital fluency is developed**

The key is active learning.

Use a variety of planned and emergent affordances such as photography, video and apps to increase social connectedness.

Together interactions are developed, constructed, reflected upon and critiqued.

This ensures the next generation of physical education teacher are ready.

Selected References

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