

Enacted pedagogical content knowledge in physical education: a case study of a prospective classroom teacher

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Abstract

Recently, attention has been focused on the development and the nature of pedagogical content knowledge in the general and physical education literature. The purpose of this study was to describe the enacted pedagogical content knowledge of an elementary classroom teacher during student teaching. Data collection included observations, documents, journals and interviews. Constant comparison and analytic induction were used to organize and categorize the data. Findings indicated that Anna designed instructional tasks with an emphasis on students' learning. An important issue in teaching for Anna was the transformation of content. During the process of content delivery Anna used examples, demonstrations and open-ended questions to enhance students' learning and understanding. In helping students work cooperatively Anna designed partner and group task activities during the teaching and learning process. Anna's case illustrates the value of understanding pre-service classroom teachers' ways of coming to learn what, why and how to teach PE.

Key-words: classroom teachers • learning to teach • pedagogical content knowledge • physical education • student teaching

Since the 1980s a rapidly growing number of studies have focused on how teachers learn to teach (O'Sullivan, 1996; Wilson and Berne, 1999). This line of research has examined how, what and under what conditions teachers' learning takes place (Borko and Putnam, 1996; Richardson, 1996; Wideen et al., 1998). Feiman-Nemser and Remillard (1996: 63) indicated that the educational community is 'beginning to recognize that understanding more about teachers as learners, what they need to know and how they learn their craft, can help in clarifying the role of formal teacher education in learning to teach'.

Research on teachers' knowledge and how this knowledge is acquired constitutes a substantial area of inquiry in explorations on the nature of teaching. Calderhead (1996: 709) pointed out:

How teachers make sense of their professional world, the knowledge and beliefs they bring with them to the task, and how teachers' understanding of teaching, learning, and children, and the subject matter informs their everyday practice are important questions that necessitate an investigation of the cognitive and affective aspects of teachers' professional lives.

The knowledge that teachers acquire within their own classroom practice, the knowledge that informs them to employ the strategies, tactics and routines that they do, has sometimes been referred to as 'craft knowledge' (Calderhead, 1996; Shulman, 1986), 'wisdom of practice' (Shulman, 1986), 'practical knowledge' (Elbaz, 1991; Shulman, 1986) or 'professional knowledge' (Amade-Escot, 2000; Argyris and Schon, 1974). Feiman-Nemser and Floden (1986: 513) emphasized that 'understanding the organization of teachers' knowledge refines our appreciation of uses by showing how different forms of knowledge permit different kinds of performances'.

Shulman (1987) described teachers' knowledge base related to teaching in seven categories: (a) content knowledge, (b) general pedagogical knowledge, (c) curriculum knowledge, (d) pedagogical content knowledge, (e) knowledge of learners, (f) knowledge of contexts and (g) knowledge of educational ends. A growing body of literature has emerged on Shulman's pedagogical content knowledge category. Shulman (1987: 8) defined pedagogical content knowledge as 'that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding'. In this category of teachers' knowledge are included 'the most useful forms of representations of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that makes it comprehensible to others' (Shulman, 1986: 9).

Grossman (1989) combined different forms of knowledge in the definition of pedagogical content knowledge. According to Grossman (1989: 25) pedagogical content knowledge,

... includes overarching conceptions of what it means to teach a particular subject, knowledge of curricular materials, and curriculum in a particular field, knowledge of students' understanding and potential misunderstanding of a subject area, and knowledge of instructional strategies and representations for teaching particular topics.

During the last decade several studies examined the nature of pedagogical content knowledge in the general and physical education literature. A series of studies in PE at the pre-service level, focusing on pedagogical content knowledge, explored how pre-service PE teachers acquire, elaborate and transform their pedagogical content knowledge (Amade-Escot, 2000; Rovegno, 1992, 1993, 1994, 1995). In a recent review article Amade-Escot (2000) indicated that findings from these studies suggested that pedagogical content knowledge (a) is embedded in the practice of

teaching, (b) is composed of intimately linked and integrated knowledge, beliefs and experiences, (c) has undergone long-term evolution in relation to professional competence, and (d) is dependent on contextual factors. Amade-Escot (2000: 86) emphasized that the concept of pedagogical content knowledge in current research in PE 'has gradually become a generic term to signify teachers' professional knowledge'.

Although a 'growing body of literature on teachers' practical knowledge has highlighted the significance of helping undergraduates tie their knowledge of pedagogy to their knowledge of the subject matter – what Shulman (1986) has termed pedagogical content knowledge' (O'Sullivan, 1996: 328–9), a line of inquiry in PE which has not received any attention from researchers is how pre-service classroom teachers acquire and elaborate practical or professional knowledge in initial teacher education. The studies on classroom teachers and PE to date have investigated how in-service classroom teachers implement their programmes, compared specific teaching behaviours of classroom and PE teachers and compared students' attitudes and experiences of PE when taught by classroom and PE teachers (Faucette and Hillidge, 1989). Studies that focused on prospective classroom teachers looked primarily at teachers' self-reports (Allison et al., 1990; Faulkner and Reeves, 2000). It is important to study how prospective elementary teachers teach PE in real settings, since elementary PE in most schools is conducted by classroom teachers (Siedentop and Locke, 1997). Furthermore, prospective classroom teachers hold the key to quality PE experiences for many young students.

Educational researchers have suggested that, in order to understand how and why teachers learn what they do from a specific experience of learning to teach and how they acquire professional knowledge, we have to investigate both what the experience was like and what sense teachers made of this experience (Calderhead, 1996; Feiman-Nemser and Remillard, 1996). The purpose of this study was to describe the enacted pedagogical content knowledge of a pre-service classroom teacher during her student teaching experience.

Method

This case study was one of two case studies in a larger project examining how pre-service classroom teachers learn to teach PE.

Participant

Anna the participant in the study was a Caucasian classroom elementary student teacher aged 22. She attended a university in a Mediterranean country and had high academic scores like the other prospective teachers in her teacher education programme. The education department of the specific university requires the highest academic scores of all departments at the university for admission to teacher education programmes.

Physical education method course

As part of her teacher education programme Anna had taken a compulsory methodology course on teaching elementary PE. The focus of the course was on the pedagogical knowledge of PE and the content of elementary PE curriculum. More specifically, the course included topics such as: curricula in elementary PE, physical activity and children's growth and development, the role of play and movement for elementary children, effective teaching, classroom management and discipline, instructional formats, observation techniques, teaching for inclusion, planning and content development, assessment strategies, games, gymnastics, dance and major sports for elementary children.

As part of the course's assignments, pre-service teachers systematically observed PE lessons conducted by classroom teachers and wrote papers on them, designed alternative lesson plans, interviewed the teacher and students from those classes and wrote critiques. They also planned and taught a 20-minute lesson to their peers and wrote reflective journals of their lessons.

Teaching experiences

In the first year of the teacher education programme, the prospective teachers attended a public elementary school and observed lessons from all subject areas once a week for the entire semester. In their second year they team-taught one lesson from all subject areas, including PE, to students in public schools. In the third year they solo taught one lesson from every subject area in public schools, again including PE. In the fourth year, they were assigned to a specific classroom to teach a total of 82 lessons to students.

Student teaching occurred during their fourth year, and lasted for 13 weeks. The first three weeks of the semester, student teachers attended a student teaching seminar at the university. The fourth week was spent in the assigned school and classroom observing students and discussing the content for their future lessons with their mentors. Between weeks 5 and 13, student teachers taught progressively all the subject areas in the elementary curriculum.

Context

For her student teaching experience Anna was assigned to a public elementary school in a large city. She was assigned to a fourth grade class with the class teacher as her mentor. The participant taught 82 lessons in all subject areas addressed in the national elementary curriculum. Anna taught the following lessons: 23 literature, 17 mathematics, 10 science, five religion, five history, five geography, five music, six arts and six PE. The six PE lessons took place between the 10th and 12th weeks of the student teaching experience.

There were 33 students in her fourth grade class: 19 boys and 14 girls. The

socio-economic status of the students was mixed. The academic ability of the students was also variable. Students have 40 minutes of PE twice per week.

Data collection

Data collection involved completing observations and interviews, and gathering for analysis Anna's documents and journals. The investigator observed the six PE lessons taught by the participant. Field notes were kept related to Anna's instructional tasks and practices. Documents such as the unit plan, lesson plans and handouts were collected and copied for analysis. Anna was asked to keep reflective journals for her PE lessons in which she described significant events that happened during her lessons (see Appendix A). These journals were also collected for analysis.

Anna was interviewed formally twice. The first interview took place before her student teaching and focused on gathering information on her beliefs about teaching and learning, content and pedagogical practices. The second interview took place following Anna's student teaching experience. Its purpose was to allow Anna to give meaning and reasoning to her content and pedagogical decisions and actions during the observed lessons (see Appendix A). Each interview was tape-recorded and transcribed for analysis. The length of each interview was approximately two hours. Informal interviews between the participant and the investigator occurred before and after each lesson. In pre-observation discussions, Anna was asked to talk about her lesson plan and, in the post-observation discussions, she was asked to explain if she had made any changes in her teaching and what had forced her to do so. Information derived from these interactions, relative to the purpose of the study, was recorded in the field notes.

Data analysis

Data from all sources – observations, documents and interviews – were analysed inductively. Constant comparison and analytic induction were the techniques used to organize and categorize the data (Glesne and Peshkin, 1992; Patton, 1990). The realist type of case narrative was used to present the findings (Van Maanen, 1988).

Triangulation and member check procedures were followed to increase the probability that the data would be trustworthy (Glesne and Peshkin, 1992; Patton, 1990). Data triangulation was accomplished by comparing and cross-checking various sources of evidence. All interview transcriptions and reports were provided to Anna as a member check, and she was invited to correct inaccurate information or interpretations.

Results

The findings on Anna's enacted pedagogical content knowledge are presented in five themes: (a) content selection and delivery, (b) examples and demonstrations, (c) open-ended questions, (d) learning connections and (e) developing cooperation.

Content selection and delivery

Anna planned and taught a track and field unit of instruction during her student teaching experience. She wanted to teach her students a track and field unit because in the spring the district had a track and field competition and she wanted to help students develop their skill level for that event. Anna chose track and field because it is not usually taught formally to students. She emphasized:

They have no idea how to participate in track and field. They haven't had any formal teaching in long jump, hurdles, etc. . . . And all of a sudden they are asked to try out in order to be chosen for the formal competition. (1st interview)

She wanted students to develop their skills in this sport and for her lessons to impact upon students' learning. As she noted, 'my goal is not to teach a lesson and leave. I cannot do this thing. I want students to learn and understand the skills' (1st interview). Documentary and observational data indicated that Anna planned a track and field unit with an emphasis on skill and knowledge development. The focus of her six lessons related to long jump, sprints, sprint start and relays.

Anna was well prepared for her lessons. During instruction she used big posters with the skills, drill charts and team or partners' performance tasks outlined on them.

Teacher was very well organized for the lesson. The selection of the tasks indicated that she knew the content. The way she presented the tasks to students was from simple to complex. Posters were prepared and shown to students while exploring the skill. She used a lot of teacher and student demonstration. She was constantly supervising them in an active way. Individual and group feedback was provided to students. (Field notes, 1st lesson)

During the main part of the lessons Anna used informing, extending, refining and applying tasks (Rink, 1993). She provided individual and group feedback to students. The following field note is an example of an applied task, which included a form of score-keeping Anna had designed for one of her lessons:

Students got into their teams. The first students in the team run a short distance and then long jump. In the landing area there were indications of how far a student jumped. Depending on where they landed, the student gained specific points (10 or 20 points). The teacher had a big poster with students' names and they were recording the points they gained from their long jump. (Field notes, 2nd lesson)

Examples and demonstrations

Anna believed that an important aspect of teaching is the transformation of content for students. She believed that teachers need to find interesting ways to transmit the subject matter content to students. She believed that the level of communication needs to be developmentally appropriate if student understanding is to occur. She suggested:

It is very important to remember that I have fourth graders and that the way that I will teach to these students needs to be appropriate to their needs and age in order for understanding and learning to take place. If we are not able to use appropriate ways to present the content to the students we will be unsuccessful. (1st interview)

Her student teaching experience helped her verify how important it is to transmit content to students in a simple way. Anna believed examples and demonstrations of the skill to be learned facilitate the learning process. She noted in her first journal:

In the first instructional task, I just explained verbally to students what to do and did not use demonstration and that wasn't helpful to the students' understanding. In my future lessons, I will make sure that I also give visual representation of the tasks. (Journal, 1st lesson)

In the following interview segment Anna explained:

I realized whatever is visual the students understand it easier . . . The other thing is that it is better to have a student show something, explain it, and then have them to do it . . . Students' demonstrations are very helpful. (2nd interview)

Anna used posters and students' or teacher's demonstrations to enhance students' learning and understanding of the content taught. The following field note is an illustration of how she presented content to students:

The teacher shows a start sprint poster to students and asks them to explore with her the technique of the skill. Teacher was careful to give several students (boys and girls) the opportunity to respond . . . The teacher showed them another poster with the sprint starts and asked them to critically think of what they have to do in order to execute the new skill correctly. She also asked them to explain their opinion. Then she asked students to do guided practice and Anna provided them with feedback and reinforcement. (Field notes, 3rd lesson)

Anna pointed out that during teaching she discovered that at times students understand better when students themselves provide the explanations: 'The other thing that I realized was that students could understand an explanation better when another student gives the explanation; it is easier for them to understand it' (2nd interview).

An example of how she used students' explanations and demonstrations in her classes follows:

Anna asked a student to explain the drill while another student was demonstrating the drill. She asked them why they have to be careful. Through questions they concluded that they had to be careful so the ball would not drop during the drill. Students practice the drill and seem to enjoy it. (Field notes, 5th lesson)

Open-ended questions

Anna used open-ended questions as a teacher strategy to enhance students' understanding of the content. She explained:

I do not like short answers. I usually ask students to elaborate on their answers to see if they really understand things. Because at times they say something but they mean completely different things. . . . So if they cannot explain it with their words it is obvious that they did not understand it. (2nd interview)

Anna also believed that learning is more meaningful when students explore the content. She suggested:

It does not mean that students will give me an answer to a question that I expect to hear. They have the abilities to answer it in different ways and together we come to the point that we were looking for . . . I used this strategy with other subject areas that I taught. In other words I am trying to have students explore the content because learning is more meaningful in this way. (2nd interview)

Anna believed that pedagogical strategies that promote exploration should be used during the teaching and learning process. 'That's what I was trying to do; instead of giving them knowledge I was trying to have them discover the knowledge' (2nd interview). Observational data revealed that Anna tried to enhance students' thinking and understanding during these PE lessons. The following field notes illustrate how she tried to deliver the content to students while teaching sprints:

Teacher assigned students to three different tasks. They will run for a distance of 20 meters: (a) with high knees, (b) with hands behind their back, and (c) arms swung in the direction of the run. Students got in their teams and practiced their tasks. After a while they were asked to compare the three different ways of running and discuss when and why it was easier to run. Several students provided their opinions and reasoning to the question. Then the teacher showed them a big poster with the sprinting technique and students were asked to identify important elements of the skill. The discussion of how they could execute the skill correctly continued for a while. (Field notes, 3rd lesson)

Anna wrote in her journal:

The way that I chose to present the technique of sprints, exploration through comparative situations, helped a lot because students discovered the appropriate technique of the skill. The poster verified and reinforced students' conclusions for the skill. (Journal, 3rd lesson)

Learning connections

Building on student understanding was an important strategy used by Anna during her lessons. Anna used learning experiences that built on prior knowledge to help

students make connections. The following field note excerpt is from Anna's second lesson:

Using open-ended questions Anna helped students to review why, how, and what they learned in the last lesson. Then they used modified games for a warm-up. She pointed out that during the games she wanted them to use things they learned in the last lesson. Students practiced and seemed to enjoy the games. (Field notes, 2nd lesson)

Connections and applications of the skills taught also occurred during the warm-up time. Anna believed that warm-up activities should relate to the lesson's objectives and be game-oriented in their nature. She explained:

My mentor told me that with these warm-up game activities that I used, I wasted time but I believe that they were more appropriate for the students. Using modified games during the warm-up helped students strengthen the skills we covered. (2nd interview)

Anna pointed out that students enjoyed the warm-up activities.

There were some games that students enjoyed a lot. It was something different from what they used to do with their regular teacher. I know their regular teacher had them do a traditional type of warm-up where students have to run some laps, do stretching, etc. (2nd interview)

Observational data supported her interpretation of students' enjoyment during the warm-up activities.

Developing cooperation

In her first PE lesson Anna and her students had a discussion about why and how all members of the groups could work cooperatively. During the unit she guided and reinforced students to follow the cooperative rules they developed with her on the first day. By the end of the unit, Anna saw a difference in how the students worked together. At the end of the unit she observed that students worked collaboratively not only in PE but in the other subject areas:

The girls wanted to play with the boys but in the beginning the boys did not want the girls. When they were divided in mixed groups the boys were more willing to play with girls. It seems that the mixed groups worked out well and the reactions were more positive. . . . Also it helps all the members in the groups to interact more often which then had an effect on their behaviour in the classroom. (2nd interview)

Anna designed partner and group tasks to help her students work cooperatively. In several lessons she developed 'partner feedback forms' and students were observed and provided feedback to their partners. She discussed cooperation with her

students on several occasions. The following field notes were taken during a relay lesson:

Teacher asked students to sit down and asked them what kind of sport is a relay: individual sport or team sport. She started a discussion with them about cooperation. She tried to have students explore the positive aspects of working as team members towards a specific goal. The discussion in the beginning was general and then became specific to the relays. (Field notes, 3rd lesson)

The concept of good competition in PE was also discussed in Anna's lessons. Anna pointed out that developing good competition among the students takes time. The properties and qualities of good competition were difficult to follow for her students. In her own words,

The important thing that I tried to communicate to them in terms of competition was to play to their best potential and to accept the victory of the other teams . . . But they still have difficulties accepting the victory of the other team. You need time to develop these concepts with young students. (2nd interview)

Summary and conclusions

Findings of this study suggested that the pre-service teachers' pedagogical content knowledge affected teachers' actions and practices. Anna's content decisions and actions were influenced by her views of how to best enhance pupils' learning and understanding of the subject matter. A track and field unit was selected by Anna to expose her students to formal instruction. Enhancing student learning was a priority for her. Anna was well prepared for her lessons and evidence from her teaching practices suggested that she provided meaningful experiences to students. These findings confirm the findings of Rovegno (1995) that teachers' content decisions and actions are linked to their conceptions of subject matter knowledge and learning.

An important element of teaching is the transformation of content. Evidence from this study suggested that Anna believed teachers need to find interesting ways to transmit their content to students (Amade-Escot, 2000; Rink, 1993; Rovegno, 1992; Shulman, 1986; Siedentop and Tannehill, 2000). Results from this study suggested that Anna was able to transform her content knowledge and deliver it to pupils in ways that helped them learn. The level of communication was appropriate and relative to the students' needs. During the delivery of content Anna used examples and demonstrations to facilitate student learning and understanding. However, unlike previous research which suggested that student teachers underestimate the practice time for motor learning and thought that explanations and demonstrations were enough (Rovegno, 1994), results from this study indicated that Anna provided ample opportunities for students to practise. In addition previous findings suggested that, when students did not learn, pre-service teachers tended to blame the pupils for poor understanding or lack of attention to instruction (Rovegno,

1993). Results from this study indicated that, when failure occurred in teaching, the student teacher blamed herself and not the students (O'Sullivan and Tsangaridou, 1992).

Anna used several student-centred pedagogical strategies during her lessons, based on her belief that students' knowledge is more meaningful when they discover it. Open-ended and thoughtful questions were used during the teaching and learning process. In addition Anna used learning experiences relevant to students' prior knowledge in helping them make connections (Amade-Escot, 2000; Shulman, 1986). To help students work cooperatively, Anna designed several partner and group activities and had discussions with them about why cooperation is important (Siedentop and Tannehill, 2000). This finding contrasts with the findings from Chen and Rovegno (2000: 368) who stated that 'novice teachers never asked the children to discuss their ideas with each other or with the whole class'.

Despite the fact that teacher educators are concerned with how teachers learn to teach and how teachers' knowledge is acquired, absent from the literature are data describing how prospective elementary classroom teachers develop their pedagogical content knowledge of PE. We need a better understanding of classroom teachers' espoused and enacted professional theories of PE since evidence suggests that in most schools worldwide classroom teachers are those who teach PE and they do not always implement good programmes (Faulkner and Reeves, 2000; Siedentop and Locke, 1997). Findings from this study suggested that it is possible in PE teacher educator programmes to design courses which provide knowledge to prospective classroom teachers of how to teach PE effectively. Such courses, however, should be well structured in assisting classroom interns on how to provide quality learning experiences to elementary students.

This study explored and described the enacted pedagogical content knowledge of an elementary classroom teacher during student teaching. It provided us with insight into how pre-service teachers' pedagogical content knowledge was manifested in teaching. Anna's case study illustrates the value of understanding pre-service classroom teachers' ways of coming to learn what, why and how to teach PE. The present study represents only a first step towards developing an understanding of the enacted pedagogical content knowledge of elementary classroom teachers. Given the exploratory nature of this study and the fact that its findings are based on data provided by one prospective teacher, future research studies should be conducted in providing descriptions and insights of the promising and powerful concept of pedagogical content knowledge. This knowledge can be beneficial in designing pedagogical courses and field experiences in pre-service education which give opportunities to future classroom teachers to develop and improve their professional knowledge of PE. As Siedentop and Tannehill (2000: 32) pointed out:

Teachers who can transform their knowledge about an activity and articulate it to specific groups of learners in language and concepts they understand have 'strong' practical knowledge. A significant issue in teacher education and the

continuing professional development of teachers is the degree to which programs help them acquire and refine strong practical knowledge.

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Appendix A: Reflective journal

Please describe in detail the most significant events, both positive and negative, that happened during your lesson. A significant event may be something that excited you, bothered you, made you rethink your intentions/beliefs, or made you realize that your intentions/beliefs were sound.

Examples of the first interview questions

What are the most important goals you would like to accomplish during your physical education lessons and why did you choose these goals?

How and why did you choose the content that you will teach?

How did you plan your lessons?

Can you describe to me your teaching style in general terms?

What do you think in general about the students?

How would you describe the group of students that you are going to teach?

If you were introducing a new skill and your students were not cooperating, what would you do?

What difficulties/problems do you think you may have in this teaching experience?

What issues do you expect will be easy to deal with, in this teaching experience?
What is your philosophy of physical education?

Examples of the second interview questions

I know that you taught_____. Why did you choose this unit of instruction?
I know that at times you changed or modified parts of your lesson plans. Why did you change things and what drove you to make those changes?
What were the aspects of teaching you were more concerned about?
If you were teaching another unit of instruction would your teaching be different?
Can you describe in your own words the climate for instruction and learning that you create and maintain in your lessons?
Were there any students or a specific group of students that stimulated you to change elements of your teaching?
What surprised you in teaching this unit?
What were your disappointments in teaching this unit?
What do you see as the most important outcomes of the unit?
To what degree did your philosophy of physical education change as a result of your student teaching?

Résumé

Le savoir pédagogique du contenu dans l'éducation physique: l'étude de cas d'une institutrice stagiaire

Dans les années récentes, la documentation pédagogique en général et celle de l'éducation physique en particulier a prêté bien attention au développement et à la nature du savoir pédagogique du contenu. Cette étude (Amade-Escot, 2000) avait pour but de décrire le savoir pédagogique du contenu d'une institutrice en stage professionnel. Observations, documents, journaux et entretiens faisaient partie des données recueillies. Ces données ont été classées par catégories à l'aide d'une comparaison constante et de l'induction analytique (Patton, 1990). Une analyse des données a indiqué que l'institutrice, Anna, construisait des tâches éducatives qui mettaient l'accent sur l'apprentissage des élèves. Un point important pour Anna dans l'enseignement était la transformation du contenu. Pendant sa présentation du contenu, Anna se servait d'exemples et de questions ouvertes, et elle avait recours à la démonstration, dans le but de permettre aux élèves de mieux apprendre et de mieux comprendre. Tout en construisant des activités pédagogiques pour des paires et des groupes d'élèves, Anna aidait ces derniers à travailler d'une façon coopérative. L'étude du cas d'Anna illustre la valeur d'une compréhension des moyens par lesquels les instituteurs stagiaires arrivent à apprendre ce qu'il faut enseigner dans l'éducation physique, pourquoi l'enseigner, et les méthodes de le faire.

Zusammenfassung

Die darstellende Inhaltspädagogik im Sportunterricht: Eine Fallstudie einer zukünftigen Klassenlehrerin

In letzter Zeit wurde die Aufmerksamkeit gezielt auf die Entwicklung und die Art der darstellenden Inhaltspädagogik in der allgemeinen Sportliteratur und auch in der Literatur für Sporterziehung gelenkt (Amade-Escot, 2000). Der Zweck dieser Studie lag darin, die darstellende Inhaltspädagogik einer Grundschulklassenlehrerin während ihres Hospitierens zu beschreiben. Die Datensammlung umfasste Observationsberichte, Dokumente, Journale und Interviews. Man verwendete fortwährende Vergleiche und analytische Induktion, um die Daten zu ordnen und zu kategorisieren (Patton, 1990). Die Befunde zeigten, dass Anna die Unterrichtsaufgaben so gestaltete, so dass der Schwerpunkt auf eigenständigem Lernen lag. Ein wichtiger Punkt für Anna war die Umsetzung des Unterrichtsstoffes. Beim Übermitteln des Stoffes verwendete Anna Beispiele, Demonstrationen und offene Fragen, um den Lernvorgang und das Verständnis der Schüler zu verbessern. Anna entwarf während des Unterrichts und Lernprozesses Aufgaben in Gruppen- und Partnerarbeit, wobei sie den Schülern half, kooperativ zusammen zu arbeiten. Annas Fall veranschaulicht, wie wichtig es ist, die Art und Weise des Lernens angehender Klassenlehrer zu verstehen und warum und wie man Sport unterrichtet.

Resumen

La representación de conocimientos pedagógicos en la educación física. Un estudio sobre una futura profesora

Recientemente, en los estudios sobre la educación física, la atención se ha enfocado en el desarrollo y la naturaleza de los conocimientos pedagógicos. El objetivo de este estudio era de describir la representación de los conocimientos pedagógicos de una futura profesora durante sus prácticas como estudiante. La información recogida se compone de observaciones, documentos, publicaciones y entrevistas. Se usaron comparaciones constantes e inducción analítica para organizar y categorizar los datos. Los resultados indicaron que la estudiante, Anna, planeó actividades pedagógicas con un enfoque sobre el aprendizaje de los alumnos. Un aspecto importante para Anna era la transmisión del contenido de sus clases. En la presentación del contenido Anna usó ejemplos, demostraciones y preguntas abiertas para que los alumnos aprendieran y comprendieran mejor. Para ayudar a los alumnos a trabajar juntos Anna diseñó actividades de trabajo en grupos en la clase. El caso de Anna ilustra como es útil comprender como los futuros profesores llegan a aprender como y por qué se enseña la educación física, y lo que se tiene que enseñar.

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