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AIESEP 2024

Book of abstracts

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Conference “Past meets the Future”

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A WARM WELCOME FROM THE PRESIDENT OF AIESEP

It is such a joy to welcome you all to the University of Jyväskylä, hosts of our 2024 AIESEP Conference. I wish to sincerely congratulate the Faculty of Sport and Health Sciences at the University of Jyväskylä who are currently celebrating 60 years of educating Physical Education teachers in Finland. It is wonderful to celebrate this occasion with them, given how they have not only contributed to Physical Education Teacher Education but also so that we can acknowledge their considerable involvement in the leadership and work of AIESEP over many, many years.



In the coming days, we will have a unique opportunity to share ground-breaking and thought-provoking research from every corner of the globe. This is research that has and will have a positive impact on the quality of people's lives across the world.

Most importantly, given that we are an AIESEP Family, during this conference we will have a chance to rekindle our friendships in person and, perhaps, forge new research partnerships in this the Land of the Midnight Sun.

Finally, if you are not already a member of the AIESEP Family, please consider joining AIESEP as an individual or institutional member. Find out how to do this by chatting to any member of our AIESEP Board during the conference or visiting our website.

Beannachtaí libh go léir
Fiona Chambers PhD
President of AIESEP

FOREWORD

Faculty of Sport and Health Sciences in the University of Jyväskylä is organizing the AIESEP international congress fourth time in Jyväskylä. The first two congresses were organized by Professor Risto Telama in 1982 and 1989 and the third one by professor Pilvikki Heikinaro-Johansson in 2006. The AIESEP family is back in Jyväskylä in May 2024!

We received 465 abstract proposals written by 1719 academics. Abstracts were reviewed by 36 scientific experts under the themes: 1) Physical education teacher education - professional development, 2) Pedagogy and didactics, 3) Physical activity in children's and adolescent's life, 4) Physical activity supporting children's and adolescents' overall development, 5) Physical activity interventions, 6) Coach education - professional development, and 7) Health Teacher education - professional development. Altogether 538 participants in 34 symposiums (including 113 presentations, 2 workshops and 1 practical session), 272 oral presentations, 104 poster presentations and 2 practical sessions will be presented during the congress.

Before the official congress days, the pre congress seminars was organized under the themes AIESEP Early Years SIG, Teaching Games for Understanding (TGfU) SIG, Early Career Researcher workshop, Policy work in Physical Education, Finnish Education system and Coach Education. All together approximately 300 persons participated in these activities.

AIESEP wants to support young researchers in their journey to become academics. Therefore, after the congress the AIESEP summer school will be organized by Professor Risto Marttinen. In that event, future researchers and current PhD students will be supervised by experienced AIESEP scholars from different part of the world.

We wish you all warmly welcome to AIESEP 2024 in Jyväskylä!

On behalf of organizing and scientific committees,
Arja Sääkslahti & Timo Jaakkola

Arja Sääkslahti, associate professor
Chair, Organizing committee

Timo Jaakkola, associate professor
Chair, Scientific committee

ID 117 Exploring Signature Pedagogies of Teacher Education in Physical Education

Mats Hordvik (Norwegian School of Sport Sciences), **Stephanie Beni** (Norwegian School of Sport Sciences), **Deniz Hünük** (Hacettepe University), **Antonio Calderon** (University of Limerick), **Eva Fors** (Swedish School of Sport and Health Sciences), **Marina Castro García** (University of Limerick), **Javier Fernandez Rio** (Oviedo University), **Bjørnar Taraldsen Johannessen** (Haugerud Lower Secondary School) & **Mikael Quennerstedt** (Swedish School of Sport and Health Sciences)

Teacher education in physical education (PE) involves an array of responsibilities, including preparing and supporting pre-service teachers (PSTs), in-service teachers

(ISTs), and teacher educators (TEs). There have been several calls for innovative, coherent approaches within teacher education to address these responsibilities, including the need for cross-national analysis and development of 'signature pedagogies' - the forms of teaching-learning that leap to mind when thinking about the preparation and continuous support of teachers in PE. Through a recent comprehensive scoping review of literature, , three distinct 'signature pedagogies' of teacher education in PE have been identified: (auto)biographical pedagogies, experiential pedagogies, and pedagogies of professional learning (Forthcoming). This symposium builds upon this scoping review. Specifically, we explore how the identified signature pedagogies serve as a shared language which can inform a more deliberate application of these pedagogies, both within and across different teacher education contexts. The research was guided by the question: What are the processes and outcomes of developing signature pedagogies across international teacher education in PE? We employed a collective action project approach, which entailed continuous collaborative learning and capacity-building activities and brought together TEs and ISTs from seven higher education institutions, seven schools and two PE associations across seven European countries. The project integrated self-study of teaching and teacher education practice alongside learning communities as complementary pedagogical and methodological frameworks. The symposium's specific studies included 70 PSTs, 22 ISTs, 14 TEs, and two meta-critical friends. Data from ISTs and TEs were generated through a combination of methods, including reflective diaries, observations, and audio recordings of both local and international learning community meetings. Additionally, 14 focus group interviews were conducted with PSTs. The aim of this symposium is to share experiences of signature pedagogies across international contexts through four presentations: (i) A pedagogical and methodological approach for exploring signature pedagogies of teacher education in PE. (ii) An exploration of PSTs' experiences with signature pedagogies in initial teacher education. (iii) An exploration of ISTs' experiences with signature pedagogies in continuous professional development. (iv) An exploration of TEs' experiences with signature pedagogies for their own professional learning. This research holds important insights for providing more authentic, transformative and equitable teacher education practices for PSTs, ISTs and TEs across international contexts.

Keywords: Continuous professional development, Physical education teacher education, Signature pedagogy, Experiential learning, Autobiography

ID 649 A pedagogical and methodological approach for exploring signature pedagogies of teacher education in PE

Mats Hordvik (Norwegian School of Sport Sciences), **Stephanie Beni** (Norwegian School of Sport Sciences) & **Mikael Quennerstedt** (Norwegian School of Sport Sciences)

The field of PE has continued to face several grand challenges (e.g. around articulating clear, coherent aims of PE), many of which are present across international contexts and highly related to initial teacher education (ITE) and continuous professional development (CPD) of PE teachers. In seeking to address common challenges, there have been calls to better integrate the work of teachers and teacher educators through collective engagement in projects focused on key pedagogical challenges in PE. Scholars have highlighted the need for a collaborative redesign of school PE and ITE for the 21st century, aiming to bridge the gap between recommended practices and the realities of school PE and ITE. Such an endeavour will necessitate teachers and teacher educators moving beyond their isolated contexts and seeking to learn with and from one another. The purpose of this project has been to facilitate sustainable international collaboration between PE teachers and teacher educators across seven European nations with a focus on identifying signature pedagogies of PE-ITE and CPD to support innovative PE practices in schools and ITE programs. This presentation aims to share the pedagogical and methodological approach which has guided this collaborative endeavour. Methods: This study involves a collaboration between 27 teacher educators, 22 in-service teachers and two international PE associations. In addition, 70 pre-service teachers, 70 school students, and 35 in-service teachers participated in data generation. Data sources were generated across two years and include: reflective diaries from teachers and teacher educators; focus group interviews with pre-service teachers and students; learning community meeting transcripts; non-participant observations in PETE and PE; and teaching/learning artifacts. Approach: In this project, we employ a collective action approach, guided by MacPhail and Lawson's (2020) strategies, which highlight the need for: a) international-comparative analyses, facilitating cross-border knowledge generation, innovation, professional learning, and continuous improvement; b) dynamic partnerships between exemplary ITE and school PE programs; and c) knowledge-generating teams of teachers and teacher educators. To maximize the effect of the collective action approach, the project integrates practitioner inquiry and learning communities as complementary approaches. In this presentation, we illustrate the approach as it has been used to explore signature pedagogies of PE-ITE and CPD and outline what can be learned from it. This research holds important implications for the

design and implementation of collective action projects seeking to promote the re-design of PE across contexts and for methodological approaches aiming to better understand signature pedagogies in PE-ITE and CPD. MacPhail, A., & Lawson, H. (Eds.). (2020). *School physical education and teacher education: Collaborative re-design for the 21st century*. Routledge.

Keywords: signature pedagogies, border crossing, collective action approach, practitioner inquiry, learning communities

ID 682 An exploration of teacher educators' experiences with signature pedagogies for their own professional learning

Antonio Calderón (University of Limerick), **Eva Fors** (The Swedish School of Sport and Health Sciences) & **Daniel Roe** (The Swedish School of Sport and Health Sciences)

The signature pedagogies enacted were Pedagogies for Professional Learning (i.e. learning communities) and (auto)biographical pedagogies (i.e. cases). In Ireland, the classroom was viewed as a large community, while the teacher established small groups that formed small learning communities. To promote community and enhance participation and motivation in a safe space the ticket-to-class strategy (further explored in this session) was implemented. In Sweden, (auto)biographical signature pedagogies were used as a theoretical point of departure for course alignment, and for insights therein. For example, a written case-based test to promote reflection on school development and topic teaching (PE) was developed. Findings/themes identified/developed In the case of Ireland, the main theme developed was: understanding, planning for, enacting and discussing signature pedagogies as powerful for the teacher educators' professional learning. The theme encapsulates the multifaceted process of comprehending, strategizing, implementing, and engaging in discourse about signature pedagogies. For the teacher educator, it involved delving into the existing pedagogies that defined the programme, aiming to grasp their nuances and inherent strengths. The planning phase entailed crafting deliberate approaches to incorporate these pedagogies into the programme practices. The enactment was challenging and involved back-and-forth conversations with the pre-service teachers to adapt the SP to their own context and needs. Lastly, discussion with other teacher educators fostered a safe and collaborative reflection that was an essential part of this professional learning opportunity. Swedish teacher educators explored and learned specific autographical pedagogies (vision, vignettes,

narratives) as well as general insights into course alignment and task-based learning approaches. In spring 2023, we piloted a re-designed version of the course “School Development” where we implemented different autobiographical pedagogies and tasks. Through the designing and piloting process, we gained insights into creating (from scratch) and implementing (delivering and evaluating) case-based examinations and storytelling and vision tasks. Engaging with the signature pedagogies also encouraged us to reconceptualize our course by centring on specific learning activities and examination tasks. Concluding remarks and take-home messages The process of engaging, planning for, enacting and reflecting on signature pedagogies in both contexts for the teacher educators was highly positive and seen as a powerful professional learning experience. In considering the use of signature pedagogies in PETE, teacher educators have to be creative in the planning process, create spaces for self-reflection, and consider learning experiences that clearly aligned with the core elements (surface, deep and implicit) from the selected signature pedagogies.

Keywords: Learning communities, autobiographical pedagogies, teacher educators, collegial dialogue

ID 659 An exploration of PSTs’ experiences with signature pedagogies in initial teacher education

Castro Castro-García (Department of Physical Education and Sport, University of Limerick), **Marina Castro-García**, Department of Physical Education and Sport, University of Limerick) & **Javier Fernández-Río** (Education Sciences Department, University of Oviedo)

In recent times, physical education has faced a crisis whereby there is a significant disparity between the recommended practices and policies, and what is being implemented in schools on a day-to-day basis. As part of this crisis, PETE programs have been criticized for not challenging PSTs’ beliefs about the objectives of physical education. In response to these concerns, the PhysEd-Academy project has developed innovative strategies and programs for initial PETE across Europe. This effort has led to the development of a set of ‘signature pedagogies’ (SPs) for learning across different PETE programs, which have the potential to improve the quality of PETE and, therefore, physical education. In this session, we will explore Spanish and Irish PSTs experiences of SPs. In the case of Spain, the two SPs implemented at the University of Oviedo belonged to the Experiential Pedagogies category: living the curriculum and peer teaching. In the first place, PSTs experienced pedagogical

models (e.g., cooperative learning, outdoor adventure education, teaching for personal and social responsibility), and later they had to teach their classmates using the first two models. The SP utilized in the Irish experience, implemented at the University of Limerick, was a Pedagogy of Professional Learning. The specific approach used was the Community of Learners. The classroom was viewed as a large community, while the teacher established small groups of six students that formed small learning communities. The ticket-to-class strategy was implemented to promote community, and it will be further explored in this session. As mentioned, the findings are in an early stage. By now, in the case of Spain, the themes identified were: a) Previous experience: important to integrate the signature pedagogies, and b) PSTs' goals: learning vs fun, being a student vs being a teacher. In the case of Ireland, the main themes were: a) increasing participation and motivation of students in the class by the sense of belonging and security fostered by the community, and b) creating safe spaces for students to speak, discuss, and challenge ideas, which was crucial for their deep learning. As a concluding remark, from the Spanish case, signature pedagogies are not easily integrated by PSTs; it is dependent on their previous experience and maturation as teachers. In the Irish case, on the other hand, we believe that creating such communities necessitates time and planning, but the engagement and commitment of PSTs to the subject make it a worthwhile endeavour.

Keywords: Physical Education Teacher Education, Pre-service teachers, Signature Pedagogies

ID 692 An exploration of in-service teachers' experiences with signature pedagogies in continuous professional development

Deniz Hunuk (Faculty of Sport Sciences, Hacettepe University, Turkey) & **Bjørnar Taraldsen Johannessen** (Haugerud Lower Secondary School, Norway)

Brief presentation of the Signature Pedagogies addressed The aim of this study was to investigate how in-service teachers (ISTs) experience signature pedagogies (SPs) during continuous professional development (CPD). Teacher educators and teachers from seven European countries collaboratively designed a mini teaching pack to support ISTs' learning about innovative PE content. Each teaching pack has been developed to include identified student learning outcome(s), assessment practices, a focus on teaching and learning, and related SPs. The signature pedagogies enacted through the CPD were pedagogies for professional learning (action research,

professional learning communities, community of learners), experiential pedagogies (living the curriculum and peer teaching) and (auto)biographical pedagogies (narratives). Findings/themes identified/developed During this presentation, we aim to share the experiences of in-service teachers who participated in a CPD program guided by signature pedagogies of PE-ITE and CPD. Although data collection is still ongoing, preliminary findings suggest three themes. Firstly, the facilitation of CPD through the SPs was challenging, particularly in contextualizing and customizing the approach for ISTs specific contexts. However, the conversations with teacher educators and other ISTs the CPD provided created a safe and collaborative environment for reflection, which was crucial for this professional learning opportunity. Secondly, their learning through the SPs supported them in creating a safe and reflective space for their students which they perceived to improve students' learning. Lastly, ISTs found CPD guided by the SPs valuable for their professional learning as a PE teacher. Concluding remarks and take-home messages As Guskey (2002) noted, the process of teacher change through professional development is a gradual and difficult process for teachers. Any change to increase teachers' competence and enhance student learning is likely to require extra work, especially initially. In considering these, while the enactment of the mini packs was challenging for teachers, the supporting CPD guided by SPs provided a valuable and powerful professional learning experience. The preliminary findings suggest that despite the challenges, the collaborative environment for reflection was crucial for professional growth. Additionally, the text highlights the gradual and difficult nature of the teacher change process through CPD, emphasizing the need for time, planning, and the commitment of participants. The overall message is that investing in communities focused on SPs in CPD is a worthwhile endeavor for enhancing teacher competence and student learning.

Keywords: Signature pedagogy, in-service teachers, professional development

ID 559 Movement integration (MI) to improve learning and well-being. Proposals and trends from primary school to teacher training

David Gutiérrez (Castilla-La Mancha University, Spain), **Joni Kuokkanen** (Åbo Akademi University, Finland), **Lia Gómez Domínguez** (Åbo Akademi, Finland), **Janina**

