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Pedagogical Cases in Physical Education and Youth Sport: Chapter Abstracts for the Web

Editor's Introduction to 'Pedagogical Cases in Physical Education and Youth Sport'

*Kathleen Armour, School of Sport, Exercise & Rehabilitation Sciences, **University of Birmingham, UK.***

'Pedagogical Cases' is described as both a translational research mechanism and a professional learning tool. Each chapter in this book is a unique, stand-alone pedagogical case, and each comprises three elements: (i) a case narrative about a learner (in this volume, a child or young person); (ii) multidisciplinary perspectives (usually three) on the case narrative; and (iii) a pedagogical perspective that seeks to draw the strands together to generate interdisciplinary knowledge. The chapters have been written by multidisciplinary teams of authors from some of the world's leading universities in the field of sport and exercise sciences/kinesiology/human movement sciences/physical education.

Chapter One: Pedagogical Cases Explained

*Kathleen Armour, School of Sport, Exercise & Rehabilitation Sciences, **University of Birmingham, UK.***

The theory underpinning the concept of a 'pedagogical case' is explained in detail, and potential applications are considered. The positioning of these integrative cases as multidisciplinary or interdisciplinary – or indeed something else – is analysed, and the potential for them to be used in professional learning is considered. A comparison with other professions suggests that in pedagogy, we are missing effective tools to close the theory/research/practice gap. It is emphasised that these cases are to be understood as tools to stimulate discussion and debate, rather than as blueprints for practice.

Chapter Two: Sophie

Leen Haerens (Physical education and sport pedagogy) Greet Cardon (Physical activity and health) Matthieu Lenoir (Motor development and motor learning) Jan Bourgois (Exercise physiology) Christine De Medts (Physical education teacher

education) Lynn Van den Berghe (Physical education and sport pedagogy); Department of Movement and Sport Sciences, **University of Ghent, Belgium.**

Sophie is a five year old girl who attends pre-school in Belgium. Her teachers have noticed that she shows signs of motor delay and has difficulties with fundamental movement skills. She tends to be fearful of engaging in physical activity so she avoids it and is already showing signs of overweight. Experts from physical activity and health, motor development, physiology and pedagogy identify research from their fields that can explain the challenges that Sophie faces and inform evidence-based solutions.

Chapter Three: Kate

*Thomas J. Templin (Pedagogy) Shirley Rietdyk (Biomechanics) Laura Claxton (Motor Development) Melissa Savage (Special Education); Department of Health and Kinesiology and Department of Educational Studies, **Purdue University, USA***

Kate is a six year old girl who attends elementary school in the USA. During physical education lessons, the teacher notices that Kate experiences gait and balance difficulties. A paediatrician diagnoses Developmental Coordination Disorder (DCD). Kate is a successful learner in the classroom, and is popular and happy at school, Kate's teacher consults experts in DCD, motor development, biomechanics and pedagogy to ensure that movement lessons are planned in ways that will support Kate's development at this important age.

Chapter Four: Patrick

*Ann MacPhail (Pedagogy), Mark Campbell (Psychology), Ian Kenny (Biomechanics), Daniel Tindall (Pedagogy / Adapted Physical Activity), Deborah Tannehill (Pedagogy); Department of Physical Education and Sport Sciences, **University of Limerick, Ireland.***

Patrick is a seven-year old Irish boy who has autism and the associated behaviours of delayed social and communication skills. Patrick attends an inclusive play programme that promotes physical activity and helps young people to incorporate it into their daily lives. The programme provides pre-service physical education teachers with the opportunity to gain experience in planning and assisting youth with

special needs. Experts from bio-psychomotor development, adapted physical education and pedagogy consider how strategies such as Watch-Practice-Perform-Reward can help the pre-service teachers to support Patrick to learn effectively.

Chapter Five: Deshane

*Phillip Ward (Pedagogy) Jacqueline Goodway (Motor Development), Samuel Hodge (Cultural Studies) and Rick Petosa (Health Promotion/Public Health); Kinesiology, Department of Human Sciences, **The Ohio State University, USA.***

Deshane is an 8-year old Black American boy. He is of above average intelligence with particular strengths in reading and math. The school nurse has reported that Deshane is overweight but not obese. Deshane lives with his mother and grandmother, who are both obese and diabetic. Deshane enjoys physical education, but his neighbourhood is unsafe so he engages in no other forms of physical activity. Experts from motor development, cultural studies, health promotion/public health, and pedagogy consider Deshane as a learner in the context of clear evidence that Black males need additional support if they are to achieve their potential.

Chapter Six: Teresa

*Gay L. Timken (Sport Pedagogy / Physical Education Teacher Education) Hans van der Mars (Sport Pedagogy / Physical Education Teacher Education); Margarita Jiminez-Silva (Language and Culture Pedagogy); Doris L. Watson (Sport Pedagogy / Physical Education Teacher Education); Vicki Ebbeck (Sport and Exercise Psychology); **Western Oregon University, Arizona State University, University of Nevada-Las Vegas, Oregon State University, USA.***

Teresa is an eleven year old immigrant from Mexico who attends high school in the U.S.A. She is an English language learner, and her teachers are delighted with her language progress. She is academically strong, although family commitments result in erratic attendance at school. Teresa enjoys being physically active but she and her Latina friends dislike physical education. They find the activities to be tedious, the teachers uninterested, and the locker room routines embarrassing. Experts from English language learning, multicultural competence, sport and exercise psychology,

and pedagogical perspectives discuss ways to support Teresa to become more engaged in physical activity.

Chapter Seven: Rob

*Jean Côté (Pedagogy/Sport Psychology) David J. Hancock (Sport Psychology) Steven L. Fischer (Biomechanics) Brendon J. Gurd (Exercise Physiology); School of Kinesiology and Health Studies, **Queen's University, Canada.***

Rob is an eleven year old, early maturing Canadian boy who has recently been selected for an elite ice hockey team. Rob has a strong family background in sport, and his parents are fully supportive of his aspirations to compete at an elite level. The pressures from his coaches to train seriously are intensifying, and Rob loses some of his initial enthusiasm for the sport. Experts from a contextual perspective (birth, family, developmental), biomechanics, exercise physiology and pedagogy consider the ways in which evidence from research could inform developmentally appropriate strategies to help Rob retain his engagement in sport.

Chapter Eight: Yasmin

*Kristine De Martelaer (Pedagogy); Tine Vertommen (Criminology); Caroline Andries (Child development); Johnny Maeschalck (Legislation-law) & Lore Vandevivere (Sport policy); Department of Physical Education and Physiotherapy, **Universiteit Brussel, Belgium, International Centre for ethics in sport (ICES).***

Yasmin is a timid 11-year-old girl who plays mixed korfbal in a local sports club in Flanders. Physically, she is early maturing, and is the only one in her age group with signs of an adolescent body. Yasmin's team wins a match and they celebrate with a group hug, during which one of the boys touches Yasmin's breast. An older boy photographs the incident and posts the picture on a social media site. Yasmin is teased, and eventually withdraws from sport. Experts from child development, sport ethics/policy, legislation/law, and pedagogy analyse these issues and propose effective solutions for all parties.

Chapter Nine: Greta

*Tania Cassidy (Pedagogy); Anne-Marie Jackson (Māori Physical Education and Health); Motohide Miyahara (Lifespan human development) Jon Shemmell (Motor Learning); School of Physical Education, Sport and Exercise Sciences, **University of Otago, New Zealand***

Greta is a thirteen year old Maori girl who attends secondary school in New Zealand. Greta is a talented rugby player who, despite her relative youth, has been selected for the 1st XV rugby team. Despite her obvious talent, Greta's coaches are frustrated by what they perceive as her lack of commitment. Greta's PE teacher discovers that Greta loves sport, but is increasingly conflicted by the competing pressures of her Maori background and the coaches' demands. Experts from Maori culture, motor learning, developmental and pedagogical perspectives consider how best to support Greta to develop as a person and a sportswoman.

Chapter Ten: Onni

*Pilvikki Heikinaro-Johansson (Pedagogy); Terhi Huovinen (Adapted Physical Education); Eileen McEvoy (Youth Physical Activity); Arja Piirainen (Physiotherapy); Raili Välimaa (Health Education); Department of Sport Sciences, Department of Health Sciences, **University of Jyväskylä, Finland.***

Onni is a 13-year-old Finnish boy who has just started middle school. He is anxious about the new school because he is rather quiet and he finds it difficult to make friends. Onni is an only child, and he spends a lot of his free time online, where he is technologically skilled. He dislikes physical education. Through health education, home-school partnerships, consulting a physiotherapist, and pedagogy, Onni's teacher finds ways to support Onni to become more engaged in physical activity.

Chapter Eleven: Jenny

*Stephen Harvey (Pedagogy) Stacey Pope (Sociology) Iain Fletcher (Applied Biomechanics and Strength and Conditioning) Charlotte Kerner (Psychology); Institute of Sport and Physical Activity Research, **University of Bedfordshire, UK***

Jenny is a 13-year-old field hockey player from England. Jenny enjoys sport and is keen to develop her hockey skills further to an elite level. She is willing to do

whatever is required. Physically, Jenny has matured early, and she is beginning to skip meals in order to change her appearance. She has been told that she is talented, but she faces difficulties in accessing specialist help because of the distances she has to travel to training, family logistics, and cost. Experts from physiology, sociology, psychology and pedagogy consider how best to support Jenny as she enters her 'specialising' years.

Chapter Twelve: Tony

*Kyriaki Makopoulou (Pedagogy); Nikos Ntoumanis (Psychology); Mark Griffiths (Sociology); Francois-Xavier Li (Motor control); School of Sport, Exercise & Rehabilitation Sciences, **University of Birmingham, England.***

Tony is a 14-year old boy in England who has recently joined his school having moved house. A blog on physical activity reveals that Tony has a very poor image of himself in physical activity as a result of poor experiences in the past. He expresses a wish to be 'invisible' in PE lessons. Tony's teachers are keen to find new ways to help children such as Tony to become engaged in PE, and they consult a team of researchers. Experts from psychology, socio-cultural studies, motor control and pedagogy suggest ways to support Tony as a learner.

Chapter Thirteen: Maria

*Dean Barker (Pedagogy) Natalie Barker-Ruchti (Sociology) Markus Gerber (Psychology) Uwe Pühse (Pedagogy); Department for Food and Nutrition, and Sport Science, **University of Gothenburg, Sweden;** Institute of Exercise and Health Sciences, **University of Basel, Switzerland.***

Maria is a 14 year old Swiss girl with an Italian migration background. She is an avid football fan and a keen player, although she is unsure how she will progress further in the game. She resents the fact that she has to play football with girls as she feels her skills would improve more quickly in a boys' team. Experts in critical ethnicity, gender studies, psychology and pedagogy consider ways in which they might structure an effective learning environment for Maria.

Chapter Fourteen: William

*Fiona Chambers (Pedagogy) Niamh Murphy (Physical Activity and Health) Yvonne Nolan (Neuroscience) Orla Murphy (Digital Humanities); Sports Studies and Physical Education, School of Education, **University College Cork, Ireland.***

William is a 15 year old sport-crazy 'Millennial' Irish boy. He has numerous interests and, in addition, he is engaged in a wide variety of sports. His life is very busy and he loves school. William is always hungry, feeling he can never get enough food. Some of William's friends have begun to talk about 'bulking up' and they are buying food supplements online. William is beginning to notice girls and he feels that perhaps his body is rather too 'skinny'. Experts from physical activity/health, neuroscience, digital humanities and pedagogy consider how to support William the Millennial as a learner.

Chapter Fifteen: Laura

*Marc Cloes (Pedagogy); Stéphanie Hody (Sport Biochemistry and Physiology); Boris Jidovtseff (Fitness Training and Conditioning); Anne-Marie Etienne (Psychology); Alexandre Mouton (Pedagogy); Department of Sport and Rehabilitation Sciences, GIGA-Neurosciences, Department of Psychologies and Clinics of Human Systems, **University of Liege, Belgium.***

Laura is a 15 year-old girl who lives in Belgium. She is in the middle of puberty, and has developed later than most of her classmates. Laura is a little overweight and she knows she ought to exercise more. She enjoys school and is academically strong, although PE is her least favourite lesson because she feels she has no talent. Recently Laura has experienced drops in blood pressure in early morning PE lessons. Her teachers are concerned about how to manage this safely, and Laura has become anxious about exercise. Experts from physiology, fitness training, psychology and pedagogy offer advice.

Chapter Sixteen: Joshua

Doune Macdonald (Pedagogy); Emma Beckman (Exercise Physiology and Disability); Don Bailey (Growth and Development); Cliff Mallett (Sports Psychology

*and Coaching); Stewart Trost (Physical Activity and Health); School of Human Movement Studies, **The University of Queensland, Australia***

Joshua is a 15 year old Australian boy. He is an amputee following an accident earlier in his childhood. Joshua wears a prosthesis for general mobility, and is seen regularly by a physiotherapist at the amputee clinic to ensure he is walking and moving well. Since the accident, Joshua has lost interest in all forms of sport and physical activity and he prefers to be passive in PE lessons. Experts from functional anatomy, positive youth psychology, exercise physiology/classification and pedagogy suggest ways in which Joshua can be offered an optimal learning environment to reignite his interest in sport.

Chapter Seventeen: Ilona

*Laura Purdy (Sports Coaching and pedagogy); Gyozo Molnar (Sociology); Lisa Griffiths (Physiology); Paul Castle (Psychology); Institute of Sport and Exercise Science, **University of Worcester, England.***

Ilona is a 15-year-old female who recently migrated from Poland to the UK. Ilona is receiving language support at school but still finds it difficult to communicate, and this affects her ability to make friends. Ilona enjoys sport and loves rowing. She has joined the local rowing club to help her to 'settle', but her regular tweets show that she finds it difficult to adapt to the routines of the new club. Ilona's performance declines, making her increasingly frustrated. Experts from sociology, psychology, physiology and pedagogy suggest ways in which Ilona's coaches could offer better support.

Chapter Eighteen: John

*Manolis Adamakis (Pedagogy) Nektarios Stavrou (Sport Psychology and Psychology) Emmanouil Georgiadis (Exercise and Sport Psychology) Mary Yannakoulia (Nutrition); Department of Physical Education and Sport Science, National and Kapodistrian **University of Athens, Greece**, Department of Nutrition and Dietetics, Harokopio University, Greece; School of Science, Technology and Health, **University Campus Suffolk, UK.***

John is a 15 year old Greek high school student. He is under intense pressure to achieve academically, and this involves taking numerous extra lessons outside of school. There is little time left for sport or physical activity. John has tried many sports over the years, but he tends to drop out as soon as he feels challenged. His diet is poor quality, and at his last health check it was found that John's blood cholesterol levels were above the normal range. John's parents are concerned, so they consult experts in sport and exercise psychology, physical activity/health, nutrition and pedagogy.

Chapter Nineteen: Marianne

Jean Lemoyne (psychopedagogy) Emilie Lachance (exercise physiology) Caroline Poulin, D.C, M.Sc. (sport therapy and injury prevention); Department of Physical Activity Sciences: Kinesiology and Physical Education, Department of Chiropractics, University of Quebec at Trois Rivieres, Quebec, Canada.

Marianne lives in Canada and is 16 years of age. She engages in very little physical activity beyond physical education classes, and this has contributed to a modest weight gain. Marianne is dissatisfied with her body image but neither she nor her close group of friends feel motivated to become more active. The physical education teacher introduces a new exercise programme, known as Project 5-K', to prepare Marianne's class to participate in a 5 kilometre run. Experts in exercise physiology, biomechanics, psychology and pedagogy offer advice on the preparation process.

Chapter Twenty: Karen

Gemma van Vuuren-Cassar (Pedagogy) Jon Swain (Sport and Exercise Psychology) Claire J.L Rossato (Sport and Exercise Psychology) Diakai Chatziefstathiou (Olympic Studies and the Social Analysis of Sport); Department of Childhood Studies, Department of Sport Science, Tourism and Leisure, Canterbury Christ Church University, UK.

Karen is a sociable, physically active 16 year old girl in England who has just commenced the last two years of secondary school. She is academically strong and

is also a keen volleyball player. Karen has been selected for elite training squads which is very time consuming, and this makes it difficult to maintain her academic work. She also experiences increasing difficulties managing the cost of travel. Karen retains an Olympic dream, but is uncertain how to get achieve it. Experts in skill acquisition, coach-athlete relationships, socialisation and pedagogy offer advice.