



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Semester 2

BMPE4005 Physical Education and Aquatic Activities

- WK 1 -

Intro to S2

What is Pedagogy?

Mara Mata

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Plan for Today

- Timetable changes
- Understand Assessment Feedback
- What do we know so far?
- Where are we going next?

Timetable

Wednesdays
1-3 pm

Online until 15th February
After 15th February TBC

Understanding Assessment Feedback

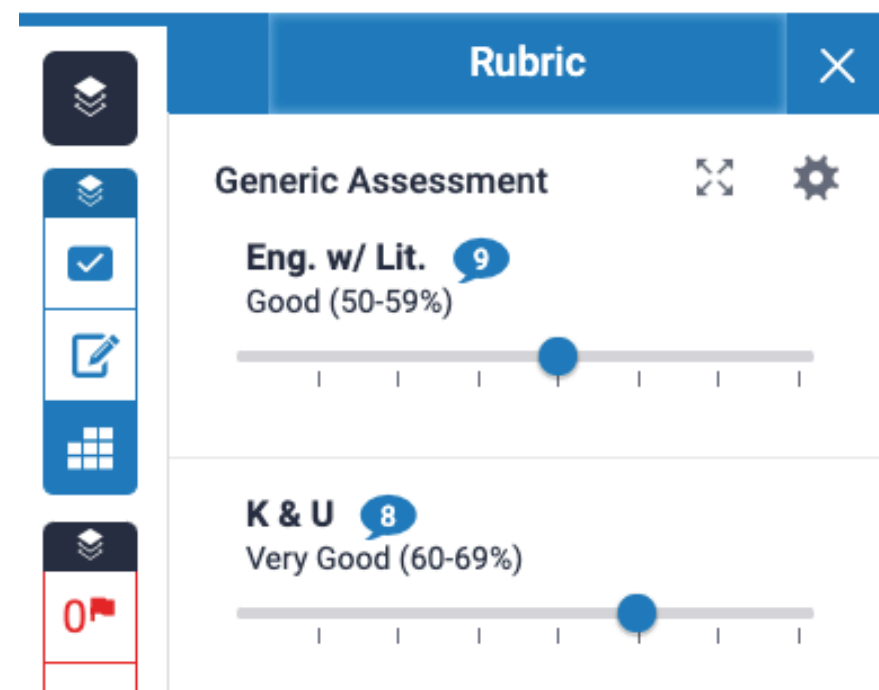
Reviewing Assessment Feedback:

1. Check comments on Feedback Summary Box
2. Check comments on Student Feedback Form
3. Check rubric attached to the submission
4. Check comments on the script



Understanding Assessment Feedback

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
		12
2. Knowledge and Understanding Skills	40	
		26



Good (50-59%)

Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.

Understanding Assessment Feedback

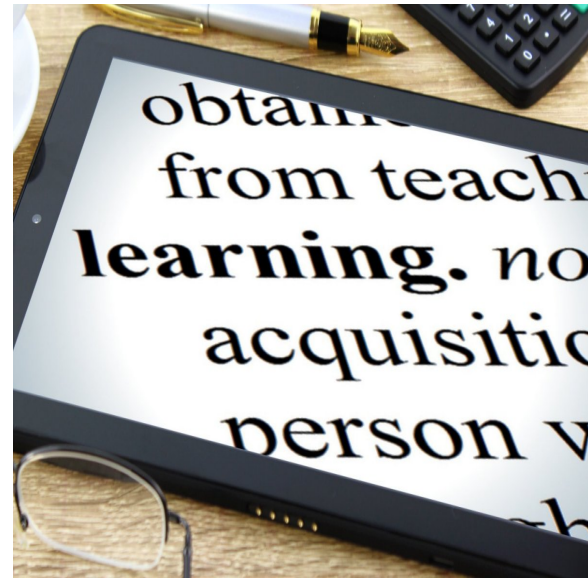
1. Go to Moodle and **carefully** check the feedback you received – open your submission!
2. **Make note** of the key aspects you need to improve.
3. What didn't you understand? **Ask me!**
4. **Write me an email** stating:
 1. What you will **commit** to work on/change this semester in order to achieve higher marks.
 2. How you will achieve it.
 3. What support do you need to achieve it.

What do we know so far?

- Go to Padlet
- Let's collaboratively brainstorm what we covered in Semester 1



Where are we going next?



Pedagogy

“the **method and practice of teaching**, especially as an academic subject or theoretical concept” (Oxford Dictionary, 2020)



Wellcome Images

“a **complex** multifaceted concept”
(Armour, 2011, p.14)

LEARNING

is at the core of pedagogy
(Watkins and Mortimore, 1999)

Pedagogy



- Go to Padlet

Under the Task 1 GOOD & Task 1 BAD headings:

Think back to your experiences as a young learner in PE and Youth Sport. Identify the **two best** and the **two worst** teachers/coaches that you can remember, then write a few thoughts on each, explaining **how they helped or hindered/delayed your learning.**

'Folk' Pedagogy

Need to **critically interrogate the source of all personal beliefs** – **folk pedagogies** (Bruner, 1999) – about what is 'good' or 'best' for pupils.

They influence what is taught or coached

(Armour, 2011)

Sport Pedagogy

"Sport Pedagogy is about children [pupils] learning both ***in and through*** (in addition to ***about***) sport"

(Armour, 2011, p.12).



Sport Pedagogy

The core focus of Sport Pedagogy is the ability of educators to '**diagnose**' learners' needs in sport and their abilities to educate effectively to meet those needs.

HOW

WHY

(Armour, 2011)





Pedagogy

- Go to Padlet and input your thoughts **under the Task 2 heading:**

Imagine you needed to **plan a session** of your favourite sport.

- What do you consider when planning a session?
- What do you think about when you are deciding what learning activities you will do?



Different aspects of pedagogy interact in the pedagogical encounter of teaching/coaching, and each is also applicable to the sport context; for example:

- What are we teaching or coaching?
- Why are we teaching and coaching this activity/sport in this way at this time?
- How are we teaching or coaching and why this way?
- How do we know this is the best sport or the best approach for this child at this time?
- What has led us to hold these beliefs?
- What pressures are there on us (implicit and explicit) to 'make' this child succeed?
- Does it matter if the child fails in this activity – and to whom?
- Is this the best setting in which this child can learn?
- Do I know enough about children, learning, education and this (sport) activity to create a positive learning experience for this child?
- Is my stock of knowledge relevant, current and growing?

(Armour, 2011)

Why do we need to know all this?

- **Learning is at the heart of pedagogy**, and educators are essentially **pedagogues**.
- Pedagogy is a **complex** concept.
- The **learner at the centre** of our pedagogical practices is multi-faceted, and has to be recognised as a '**whole person**' – **holistic development**.
- **Vast number of variables** exist in any pedagogical encounter.
- In order to study learning, we require **clear frameworks** simply to **make sense of what is happening**.

Remaining of the Semester... and beyond!

"An understanding of Pedagogy reveals the complexity inherent in planning effective teaching and coaching sessions" (Armour, 2011, p.18)

We will explore 'learning' and some frameworks to help us navigate the complexity of this topic



Next Week

- **Complete Asynchronous Session: Learning Theories**
- To learn more about today's topic, read:

Armour, K. (2011) 'What is 'sport pedagogy' and why study it?', in K. Armour, K. (ed.), *Sport Pedagogy: An Introduction for Teaching and Coaching*, London: Taylor & Francis Group. Available from: ProQuest Ebook Central.

What questions have you got?

**Thank you
Diolch
Obrigada**

See you next week!

References

Armour, K. (2011) 'What is 'sport pedagogy' and why study it?', in K. Armour, K. (ed.), *Sport Pedagogy: An Introduction for Teaching and Coaching*, London: Taylor & Francis Group. Available from: ProQuest Ebook Central.