



Can PE motivate all students through free sports?

Free sports in secondary education: an intervention study

SLO • Netherlands institute for curriculum development

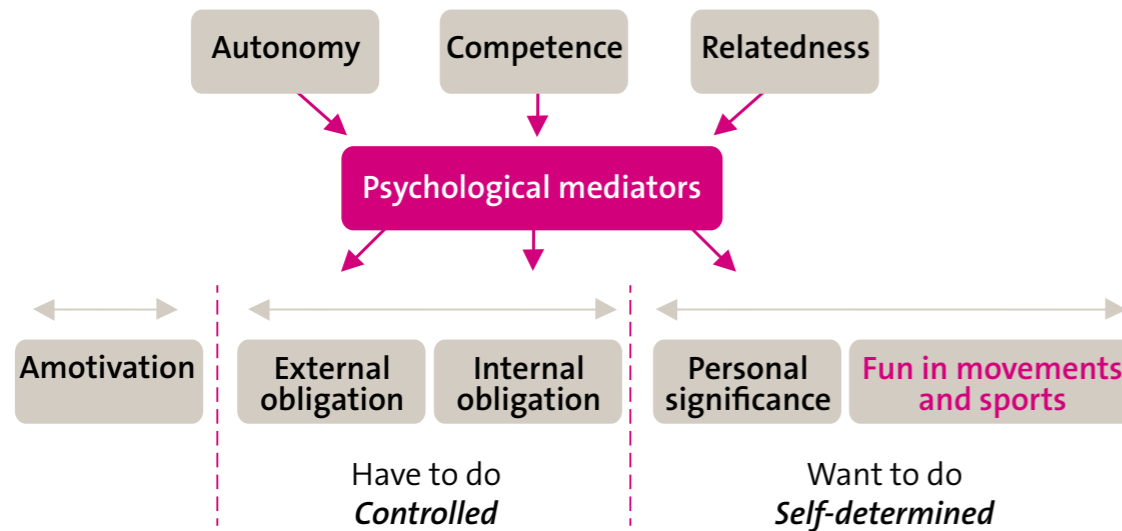
Introduction

In 2010 and 2011 SLO, Netherlands institute for curriculum development, developed two free sports learning trajectories: free running and free biking. Both activities are placed in the framework offered by the basic document for PE in secondary education (Brouwer et al, 2007, 2012). Both learning trajectories are available on DVD and the related website www.freesport.slo.nl. The learning trajectories show three student participation levels: **rookie** (yellow t-shirt), **expert** (green) and **master** (blue). In free sports, pupils are challenged to move in their own playful way. The DVD can be shown to pupils to give them an idea of how they can participate. In 2012 free running was investigated in an intervention study.

Method

279 pupils of three secondary schools (six PE teachers) were asked at the beginning and after four lessons of free running about their learning experiences and their self-determination in a questionnaire and by interview (figure 1). Youngsters are either unmotivated, controlled or self-determined to move and to do sports. Self-determined means a personal significance (physical effects, improving skills, status, social and adventure motives) on the one hand and fun in or passion for movement and sports on the other hand (Stuij et al., 2012). Three teachers, the **insiders**, were familiar with the learning trajectory of free running and three teachers, the **outsiders**, were more or less unfamiliar. Several lessons were observed.

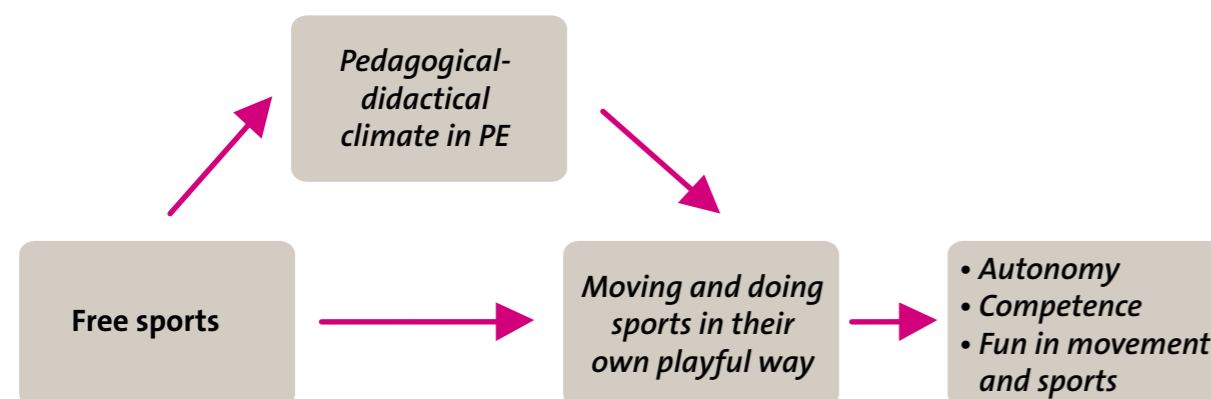
Figure 1. Self-determination theory (Ryan & Deci, 2007; Aelterman et al., 2011)



Discussion

PE teachers can't motivate all their students. How can we improve the pedagogical and didactical skills that belong to free sports? What is the influence of other free sports, like free biking, on the motivation of youngsters? And what could be the influence of free sports on the pedagogical and didactical climate in PE (figure 8)? May pupils move and do sports in their own playful way?

Figure 8. Motivation in free sports (Van Mossel, 2013)



Results

After four lessons of free running boys were happier with free running than girls (figure 2). **Masters** experience more feelings of autonomy and competence than **rookies** and **experts** (figure 3 and 4). Furthermore, insiders realise more feelings of autonomy and competence in their students than **outsiders** (figure 5 and 6). The feeling of competence of experts and **rookies** taught by **outsiders** has decreased. The feeling of competence of **masters** taught by **insiders** has improved (figure 7).

Figure 2. Fun in moving after four lessons of free running (scale 1-5)

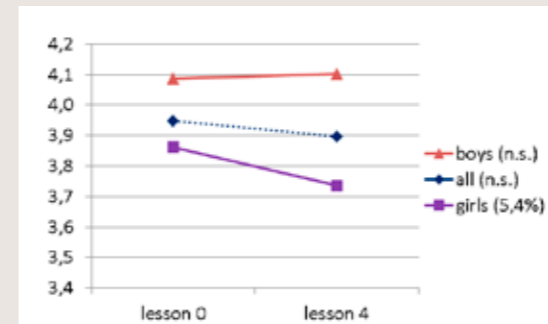


Figure 3. Feelings of autonomy after four lessons of free running (scale 1-5)

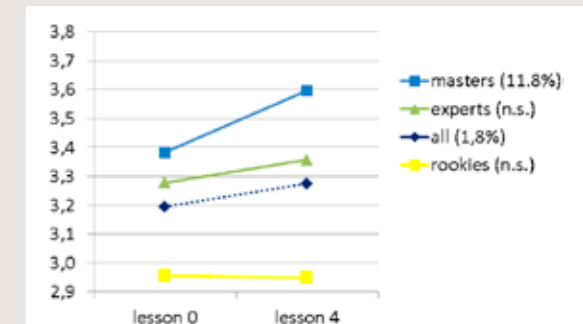


Figure 4. Feelings of competence after four lessons of free running (scale 1-5)

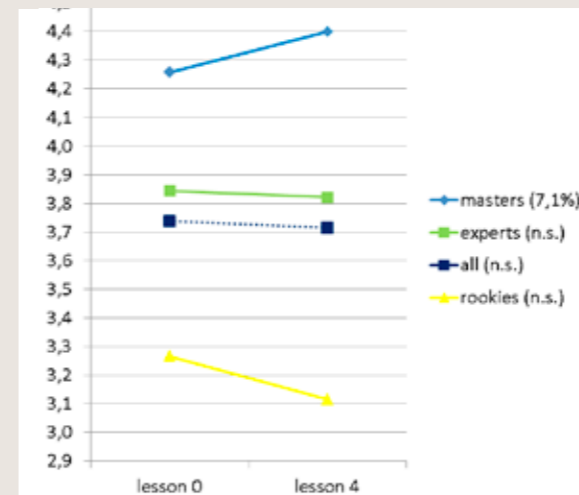


Figure 5. Feelings of competence of pupils taught by outsiders and insiders after four lessons of free running (scale 1-5)

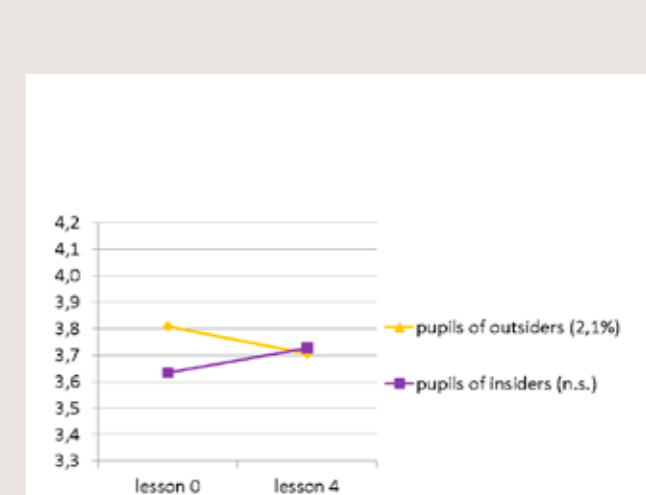


Figure 6. Feelings of autonomy of pupils taught by outsiders and insiders after four lessons free running (scale 1-5)

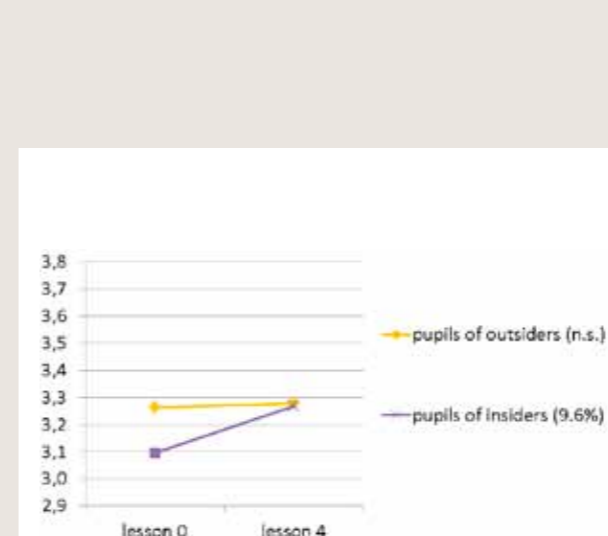
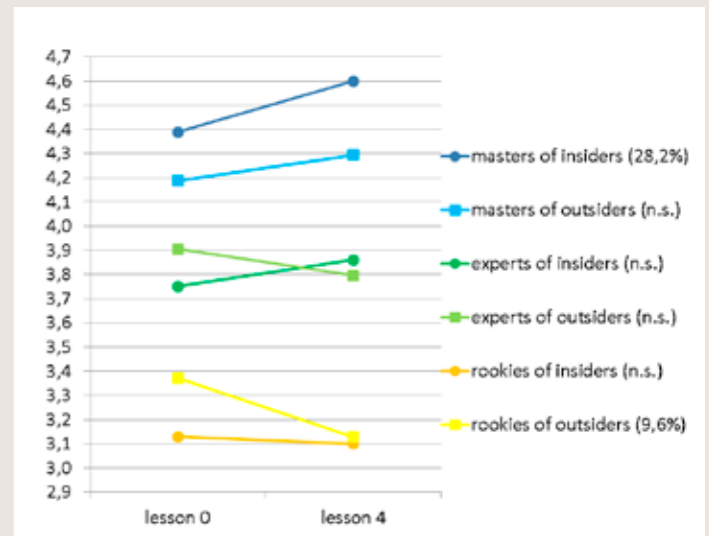


Figure 7. Feelings of competence of pupils with a three participation levels taught by outsiders and insiders after four lessons free running (scale 1-5)



References

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SLO

PO box 2041
7500 CA Enschede
The Netherlands

T +31 53 484 08 40
E info@slo.nl

www.slo.nl

More information:

Ger van Mossel
SLO, Netherlands institute for curriculum development
e-mail: g.vanmossel@slo.nl
www.bewegingsonderwijs.slo.nl
www.basisdocument.nl
www.freesport.slo.nl