Toward the development of a pedagogical model for Health-Based Physical Education (HBPE)

Haerens L1,2, Kirk, D3, Cardon G1, De Bourdeaudhuij I1,

1Flemish research foundation
2 Ghent University, Department of Movement and Sports Sciences, Ghent, Belgium
3 University of Bedfordshire, Alexander Chair in Physical Education and Sport, Institute for Sport and Physical Activity Research, Bedford, UK

Corresponding author: L. Haerens, Leen.Haerens@UGent.be

ABSTRACT:
The purpose of this study is to begin the development of a pedagogical model for Health-Based Physical Education drawing on Metzler’s (2005) ground-breaking work on instructional models for physical education and on a selective review of what has been learnt about the practice of Health-Based Physical Education. After at least forty years into the development of various successful and less successful forms of Health-Based Physical Education, we suggest that pedagogical models, grounded in robustly designed and systematic programs of research that radically reconceptualize physical education for health, are well overdue. Our aspiration is that the development of such Health Based Physical Education models can provide further momentum to the pursuit of lifelong physical activity through school physical education.

PURPOSE:
To develop a pedagogical model for Health-Based Physical Education drawing on:

STEP 1: A selective review of what has been learnt about the practice of Health-Based Physical Education.

STEP 2: Metzler’s (2005) work on instructional models

Metzler’s instructional Models
Pedagogical knowledge health-based curricula

Foundations HBPE-model

STEP 1: Literature review
Most important lessons learned from the past

1. Mixing health goals with goals of sport-based, multi-activity physical education programs is not successful (e.g. McKenzie & Lounsbery, 2009)
2. Increasing MVPA during PE insufficient (e.g. Harris, 2000)
3. Cognitive, motor and affective learning goals are all important

STEP 2: A curriculum or a model? Why models-based practice (MBP) (Metzler, 2005)

1. Organizing center = only subject matter => direct instruction dominates
2. MBP = Comprehensive and coherent plan for teaching, based on sound theoretical foundation
3. MBP = Statement of intended learning outcomes, learning domain priorities
4. MBP includes a definition of teachers’ content knowledge expertise and defining developmentally appropriate learning activities.
5. …. 

STEP 3: Starting to think about each component

• Component 1: Foundations
  1. Underlying theory & rationale
  2. Major theme
  3. Assumptions about teaching and learning

• Component 2: Learning and Teaching features

• Component 3: Implementation needs and modifications

LEARNING FEATURES

Valuing
- Having a positive attitude towards health, enjoyment and fun, etc
- Cognitive understanding of the importance of PA for all (Siedentop, 1996)
- Being literate and critical
- Learning is not Learning sport based skills
- Becoming fit

TEACHING FEATURES

Instructional models and learning strategies
- Sound understanding of PA for health, benefits of an active lifestyle and strategies to become more active
- Psychological, motivational and social concepts related to valuing an active lifestyle and motivating pupils to become active (e.g. Need thwarting versus supporting teacher behaviors)

IDENTIFIED TENSIONS

Type of learning activities?
Sports based versus Lifetime activities
⇒ Studies implementing the model using different types of activities

Learning domain priorities?
Most existing curricula focus on learning in the motor domain
⇒ New teaching and evaluation methods developed and investigated

Transfer of learning
- How establish relationships between PE and wider community?
⇒ Longitudinal studies focusing on transfer of learning

STEPS TO BE TAKEN

1. Summit meetings
   - Experienced researchers & practitioners critically review the model
   - Develop each component in detail
2. Pilot-testing of the model
   - Different grades, school types, different teachers
   - Validation in research
3. Teachers
   - Models’ effect on teachers philosophies about teaching and learning
   - Effects on teaching styles
4. Learners
   - Attainment of learning goals on the short & long term