

Evidence Summary 3.2.1

In the unit student satisfaction feedback extracts, words like ‘well connected’ suggest coherence across my teaching resources. A strength of my teaching is my provision and presentation of a wide range of resources (acknowledged by many students in the feedback extracts), such as full and condensed academic readings, poems, drama activities, case studies embedded in lectures, podcasts, ‘Voices from the Profession,’ glossaries of key terms/metalanguage, and historical artefacts to scaffold and support student learning and importantly to cater for a wide range of learning needs. I establish what these needs are, by distributing a single page ‘needs assessment form’ to which I staple student photos, in Week 1 of my teaching (see ‘Needs Assessment Form’ included in this section). Concerning required reading, I always direct students to key content, rather than simply providing them with full journal articles. This approach is acknowledged in the following student feedback extract: ‘he highlighted important passages in assigned reading to emphasise important information’. I also share high quality student work as resources for teaching and learning (see Foran, Bye and Windsor (2021) – Wet Weather Basketball Plan).

Noting figurational sociology is a challenging topic for some of my students, I also direct them to where I have used this branch of sociology in my own work and how I have applied Elias’s different theories (see Overview of how I have used Figurational Sociology in this section). I also scaffold student learning through lectures and min-lectures to support their assessments and particularly about academic writing and using APA (see Section 3.3.5). Students in the feedback extracts also commented how I was able to provide them with evidence-based tools for assessing games and sports like the *Team Sport Assessment Procedure* (TSAP) (Grehaigue et al., 1997) and the *Game Performance Assessment Instrument* (GPAI) (Mitchell et al., 2013) as suggested in this student feedback extract ‘John further provided numerous resources for teaching and assessment and this was beneficial’ and ‘Week 2 campus-based class helped us to provide assessment resources’. I supplement the practical use of these assessment instruments with Williams et al. (2021) (see 3.1.7) as a required reading, which provides a figurational analysis of why rubrics and other popular PE assessment tools lack reality congruence (Elias (2007, [1987]) for assessing games and sport in PE.

My use of games and dance to teach figurational sociology could be considered imaginative and as recognised by the student who stated ‘really enjoying the pracs especially the dance lesson. I thought this was a great way to explain figurational sociology’. I also demonstrate ‘imagination’, in units 9916 and 9893 where I am required to teach the history of PE and sport. I use artefacts to bring history to ‘life,’ by providing the students with a tangible experience of history. I have acquired these items on EBay that include the following:

- **A brass bell from the 1936 Olympics** – the bell is confronting for some students, because of the swastika emblem. The students are also provided with some context in their Week 1

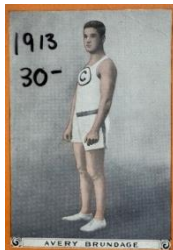


workbook to support their learning ‘the hand bell is not an official souvenir of the 1936 Olympic Games in Berlin. The symbol on the hand bell is the badge of the "Deutscher Reichsbund für Leibesübungen", which was the national association of all German sports associations until about 1938. This symbol "swastika in front of the eagle" was introduced in early 1936 as a badge. The Olympic rings were not yet protected at that time, so that anybody could use the rings. The Olympic Bell of Berlin has the symbol "Eagle with the Olympic rings in the clutches", see the photo of our display case with the real souvenirs from 1936 Marathoneum – AIMS Marathon Museum of Running Gerd Steins” (Steins, 2018).

- **A silver brooch from Dunfermline College of Physical Education (DCPE)** – DCPE was a training college for female PE teachers up until 1986. Brooches were given to students each year during the first decades of the college’s history. As well as being a tangible object the students can see and touch, the wording of ‘Physical Education and Hygiene’ around the edge of the brooch helps teach hygiene as a health discourse that existed in PE during the late 19th Century and up until the middle of the 20th century. I also let the students see and hold a wooden oak DCPE plaque. I supplement both artefacts with a book about DCPE (MacLean, 1976) in which there are sections on how dance and gymnastics were taught in the 20th century that are relevant to and signposted to a unit assessment item.



- **A porcelain figurine from East Germany** - produced in the German Democratic Republic (GDR). Many of these were given to members of the GDR Olympic society in the 1950s. I use one, along with the above Olympic bell to teach about the history of the Olympic games. I also use posters from the 1924 and 1936 Olympics. As a workshop activity, I ask the students to compare the different ways athletes are portrayed in the posters, from the almost agender representations in the 1924 Paris Olympic poster, to the very ‘chiselled’ masculine depictions in the 1936 Berlin Olympic poster. I also use a collectable picture photo card from 1913 of Avery Brundage, a controversial International Olympic Committee President, on account of his involvement in the 1936 Olympics. Again, this provides my students with tangible ‘material’ relating to taught content. I find bringing these artefacts to workshops is much more engaging for student learning, than simply *telling* students about important and relevant historical events, such as through lectures and readings for example. I think such restricted ways of teaching are why many students often do not engage in history and find it hard to relate it to present day.



- **Historically significant books about PE in the United Kingdom** – much of Australian PE, at least up until the middle of the 20th century was informed by British PE textbooks. I have been able to acquire several I again bring to my workshops for my students to browse through and refer to for their assignments. For example, original copies of the 1933 British *Syllabus of Physical Training for Schools* (Board of Education, 1933) and *Meaning in Movement, Sport and Physical Education* (Arnold, 1979). The latter also has contemporary value and relevance, as it underpins the *Australian Curriculum: Health and Physical Education* (AC: HPE) (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2023).

- **Manuka Pool Workshop** - In addition to discussing the history of aquatics I hold a workshop at Manuka Pool in Canberra, so that my students can embody the experience of being in the same pool that the local school, Telopea Park School used from the 1930s. In addition, the students read extracts from school magazines from Telopea Park School (1931, 1932) as required reading. I obtained these articles from the Telopea Park School library, which the students read prior to attending the pool session workshop to reinforce and scaffold their practical learning experience. In addition, the students complete a reading (Knowles, 2019) about a local person's experience, over eight decades of using Manuka Pool, and what significance this had for them.



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