

### Evidence Summary 3.2.6

Much of this section supplements what I have included in the Introduction section of my website, emphasising what differentiates me from other teacher educators and what makes me worthy of an Australian Awards for University Teaching Award for Teaching Excellence. Specifically, my unique use of figurational sociology to frame my work and my focus on actual learning within Health and Physical Education (HPE) teaching. This section draws entirely upon student unit satisfaction feedback.

The usefulness of figurational sociology, including specific theories such as established and outsider theory (Elias & Scotson, 2008, 1994 [1965]) and reality congruence (Elias, 2006 [1978]) were mentioned in many student feedback comments. One of the students remarks about the usefulness of the practical dance workshop I use to teach about figurations in 9916. I created this particular approach because Elias used dance as a metaphor for his concept of figuration (Elias, 2012 [1978]). The number of comments referring to figurational sociology and the nature of what was written, demonstrates the impact of my teaching and my use of this branch of sociology. Also, my emphasis on learning in HPE, with students noting how curriculum, pedagogy and assessment interconnect, as one notion of quality physical education (Penney et al., 2009). Further, students mention learning about racism, which I teach using some of my research carried out in the local context (Williams (2018) in particular). Comments about Indigenous games, self-determination theory (Deci & Ryan, 1985) and game sense (den Duyn, 1997) also relate to research I have conducted locally, where I have made associated peer-reviewed journal articles available to my students as directed reading. Other research I carried out in my jurisdiction includes Williams (2014, 2016, 2017, 2018a, 2018b), Williams and Bamblett (2017), Williams and Pill (2019, 2021), and Williams et al. (2022a, 2022b). There is also recognition of how I have taught PE in broad ways beyond limited understandings, such as the student who refers to 'PE-as-sport-techniques' (Kirk, 2010).

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