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Contribution of Physical Education Practice Reflecting on Student Achievement

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Abstract: *Despite the fact that the theory/practice dichotomy in physical education (PE) practice seems to be challenging to manage, this study suggests that instructors may support students in developing holistic competencies, which include aspects of both theoretical and practical knowledge. Therefore, we work to re-evaluate how theory and practice relate to physical education practice and suggest ways that PE instructors might link different types of knowledge with their students. In doing so, we look at reflection, which has traditionally been one of the most widely used techniques for bridging theory and practice.*

Keywords: *Physical Education, Practical Knowledge, Theoretical Knowledge, Holistic Competence.*

Introduction:

"Physical education (PE) students are supposed to acquire a broad variety of information about movement and/or though" (Arnold, 1979). Some of this information is seen to be more theoretical (knowledge of the body's workings or health-related topics, for example), while other knowledge is thought to be more practical (knowledge of various motor skills in and via movement and other types of movement learning). "Finding ways to teach PE that enables students to integrate and link many sorts of knowledge has been the main emphasis for decades. For example, over 25 years ago, McBride and Cleland" (Citation1998) argued that critical thinking was necessary, based on their assertion that 'cognitive difficulties must connect with movement-oriented activities' (42); their article's subtitle, 'Putting theory where it belongs', confirmed this. However, "recent studies have shown that theory and practice are still seen as a binary that makes it difficult to deal with in physical education practice. For instance, a Swedish research by Sternberg" (Citation2017) found that evaluations of students' comprehension of and via movement had been replaced with written assignments designed to gauge their theoretical knowledge of movement. Teaching anatomy and physiology as part of physical education has, in the words of Casey and O'Donovan (Citation 2015), "shifted the curriculum from a practical to a theoretical one" and brought parts of physical education from the playground and gymnasium into classrooms (354). Bowes (Citation2010) also questioned why students in New Zealand seem to spend the majority of senior school physical education classes working through workbooks and taking notes from theoretical PowerPoint presentations.

This might help students develop knowledge about movement as opposed to knowledge in and via movement, claims Quennerstedt (Citation 2019). Thedin-Jakobsson (Citation 2004) claims that in Sweden, sports and movement are considered the practical components of physical education that are honed in gymnasiums where little to no theory is needed, while health has evolved into the intellectual portion of the discipline that is covered in classes. According to Tolgfors (Citation2018), "embodied learning and oral reflection should be regarded asforms of knowledge [that are as important as] written evidence of learning,"

casting doubt on the value of written assignments. If not, there is the risk of an unhelpful division in the area of physical education between theory and practice (325).Consequently, it seems that divisions—which are sometimes taken for granted—are created between theoretical and practical activities in physical education, even though creating connections between theory and practice is prized in educational practice. These contrasts hold true in both practical and intellectual contexts. Because of this, some PE teachers may decide to shift some of their instruction to a traditional classroom, which is better suited for theoretical activities (such as written exams or health lectures), while continuing to hold their practical sessions in outdoor areas, sports halls, gyms, or other locations deemed appropriate for physical activity (see, for example, Casey and O'Donovan [Citation2015]). What if this dualism isn't the prerequisite for determining what and why is done?Although we think it is inaccurate to draw physical and conceptual metaphysical distinctions between theoretical and practical activities, we also acknowledge the challenges instructors have in helping students to bridge different types of knowledge in physical education. For educators in general, "the gap between theory and practice and associated dualisms like body/mind, inner/outer, or structure/agency are not new challenges. Almost a century ago, Dewey (Citation1928) examined the disastrous effects of a priori divisions between practice and theory or between body and mind. Therefore, in line with Dewey, we think there are ways for educators to support students in developing PE skills that integrate elements of both theoretical and practical knowledge types rather than isolating and dividing them. Ultimately", (Johansson, Emil, 2023). the dual concepts of theory and practice are products of understanding different ways of knowing, not a dualism that simply is or has to be. Therefore, in this research, we reevaluate how to conceptualize the link between theoretical and practical forms of knowledge and, therefore, how physical education instructors could establish connections between the two types of information with their pupils. We do this by using reflection, which is the approach that educational academics find most useful for bridging theory and practice.

Objectives: This project aims to disseminate knowledge on student reflection in physical education. In order to show how student reflection may be understood in the embodied and contextual setting of PE practice, we first define reflection. Next, we reconsider reflection in order to help educators help students make the transition from theory to practice in fresh and hopefully fruitful ways.

Methods: We rely on many theoretical reflection traditions to provide a reconceptualization of reflection that captures the practical, situational, and embodied nature of PE.

Importance of theoretical reflection: We provide a framework for thinking about student reflection in the context of physical education by combining four fundamental reflection principles: 1) Reflection is vital because it is intelligent practice; 2) Students need to learn how to reflect, but what should they reflect on?; 3) The how questions are about creating up environments for reflection via uncertain circumstances. Based on these four key concepts, we provide an example of how our theoretical discussions may develop the three interrelated principles for a pedagogy of student reflection in PE practice for PE instructors going beyond a theory-and-practice divide in PE: Three pedagogies are proposed: 1) a pedagogy of becoming via reflection; 2) a pedagogical of reflecting on the multiplicity of situated and embodied meaning; and 3) a pedagogy of doing so.

Student reflection: As mentioned earlier, teacher reflection has received a lot of attention in PE research on reflection. In contrast, the premise of this research is that student reflection may help break down, or at least transcend, the theory/practice dualism in physical education. There are still a number of unanswered questions, however, including how educators instruct reflection, how children pick up the skill, what they reflect on and in connection to what, and why they reflect. In this part, we make the case that there is presently a lack of attention paid to teaching reflection and training students to reflect, both of which are important topics in physical education research and practice that need more careful thought.

Three principles for a pedagogy of student reflection in PE: Thus far, we have expounded upon a theoretical framework that explains the need of students reflecting, the importance of teaching them to reflect, ways to foster reflection, and how the why(s), what(s), and how(s) may serve as reflection points. But

one crucial question—or, more accurately, a number of them—remains unanswered: what does reflection in a PE situation really entail? Therefore, drawing on the ideas in the 2018 AIESEP keynote, we provide three pedagogical principles in the concluding part for a pedagogy of student reflection in PE. (Quennerstedt, 2019) We must acknowledge, however, that there probably are other approaches to supporting reflection, since the setting in which reflection takes place might influence its nature. As said before, reflection is constantly embodied and placed, which makes it crucial. Considerations such as specific body norms, past experiences with a certain movement pattern, and ways to improve physical abilities, for example, will call for somewhat different teaching strategies. However, we think they have important things in common that may be seen as three interrelated pedagogical principles for a reflection-based pedagogy for PE instructors that goes beyond a theory-practice divide. Take into consideration the following instructional example to see how our suggested concepts might work.

Pedagogy of a becoming through reflection: Why use a student reflection pedagogy in physical education is covered in the first pedagogical premise. We have maintained that in order for students to grow, learn, and become proficient moving beings across a variety of movement cultures, reflection on their own must be promoted. Pupils who thought situated and embodied may become physically educated citizens with a variety of noble objectives. "Assuming the above scenario holds true, some students in the class may have decided to research the movement culture of friluftsliv, or "being outside, near nature." On the one hand, thinking about this culture might help students become better at managing safety concerns, lighting bonfires, and navigating through the outdoors, as Ryle (Citation2009) showed. On the other hand, we could think about how reflection can help students understand the what, why, and how of friluftsliv from the perspectives of sustainability, the environment, or social justice; consequently, we can think about how different approaches to friluftsliv (such as local or through expeditions) have different outcomes and how friluftsliv may be inclusive for some students but exclusive for others depending on how and why it is approached". (Hellison, Don.,2011)

Therefore, creating learning environments where students may do the following is part of the physical education teacher's idea of becoming in connection to friluftsliv:

Place children in situations where they may connect the contexts of their experiences to the environment that is now forming them;

Encouraged to reflect on how their experiences could influence future methods of engaging in sustainable friluftsliv, with assistance from and discussion with their peers and teachers; to think about how these significant embodied experiences in nature can relate to, say, conserving our common nature locally or internationally.

Results : In this study, we have (1) argued that in order for students to use a skill in education, they must first learn how to reflect; (2) offered strategies for supporting reflection; and (3) suggested that the why(s), what(s), and how(s) should be the focus of student reflection in physical education. After carefully examining the meaning of reflection in relation to PE student learning, we turned our theoretical debate into three guiding principles for student reflection pedagogy. Consequently, we offered a novel and hopefully productive viewpoint on how students may learn to reflect in physical education and so build skills that have both theoretical and practical components. That being stated, it is crucial to stress that our suggestions for student pedagogy. We also acknowledge that re-evaluating reflection brings up some new issues for PE practice and research. For instance, how do educators assess reflection as a situated, practical, and bodily activity? Moreover, how can academics do methodological research on student reflection?

Conclusions: It seems that not much has changed since 1998, when McBride and Cleland advocated for theory to be integrated into gymnasiums rather than dividing them. We still think it's a waste of time to, say, have theoretical lessons in classrooms and practical sessions in gymnasiums to separate theory and practice. Crucially, decreased mobility in PE does not indicate a reflective pedagogy. Conversely, a reflective method

that does not aim to create intractable and predetermined divisions between body and mind, theory and practice, or process and result might help students develop as they advance toward intelligent practice. By doing this, we highlight the fact that reflection in physical education should never be seen as a cognitive exercise in and of itself. Physical activity's educational benefits have been discussed for a while. "Lastly, we suggest that the P and E in PE may be strengthened by reflecting on how theory and practice are linked, turning PE becoming PE rather than P and E. This might be particularly important in settings where the topic of health is explicitly addressed, like in Sweden, Australia, and New Zealand, where there is a chance of having a PE and a H (PE stands for practice, and H for theory), or even P, E, and H, if these aspects of the topic are not significantly related". (Bowes, Margot, 2010).

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