

LBST 330 – Fall 2018  
Module 3 – Getting Started  
Starting Tutorial LBST 392  
Bianca Paun

## **Tutorial Information**

LBST 392 with Emma Russell School of Human Kinetics

## **Proposed Topic of Investigation**

I am seeking to investigate the comparative advantages of including physical education into the curriculum structure of educational systems of Canada and Spain. My work will also investigate some of the comparative aspects of the policies on how governments of BC, Canada and Catalonia, Spain - encourage the study and practice of physical education in elementary schools and at the community level.

The tutorial will respond to the question “What are the considerations driving national educational policies to promote a body-care-aware society?”

This tutorial will look at both Canadian and Spanish education systems. The tutorial will focus on certain aspects on the perspectives of each system regarding physical education apprehension in primary and elementary schools, and at the community level.

## **Resources and Methodology**

The tutorial will compare the curriculum structure and inclusion of physical education courses. I will take advantage of my past internship at Fundacio Llor in Barcelona, Spain. I will conduct interviews with the physical education teachers at Llor/ Barcelona, Lord Roberts Elementary, and King George Secondary/ Vancouver. I will also take advantage of my past employment as a Swim and Aquafit instructor at YMCA and my present employment as coach of the Hollyburn Hurricanes competitive swim team. I will conduct interviews with instructors from the YMCA, the head coach and swim team members from the Hurricanes. I will conduct content analysis of literature reviews about physical education, in Spain and Canadian schools.

### **Tutorial 3 Proposed Learning Outcomes**

PLO 1 – Self-directed learning: Demonstrate the ability to initiate, execute and take responsibility for a self-directed independent interdisciplinary research project emerging directly from the student’s own academic and/or professional interests.

PLO 2 – Synthesis: Locate, analyze, and critically evaluate a range of information, including scholarly sources and course materials, and synthesize in order to produce critically searching interdisciplinary work in written and oral modes utilizing a variety of methodologies to conduct or contribute to research.

PLO 3 – Knowledge: Describe, apply, and integrate concepts, theories, and practices from across core academic disciplines with an awareness of limits of knowledge.

PLO 5 – Research methods: Apply quantitative and qualitative reasoning and research methods.

PLO 6 – Analysis: Identify and understand the application of ethical reasoning with a particular emphasis on working appropriately with human subjects and conducting field work.

PLO 7a – Communication: Generate and present well-organized coherent university-level materials, individually or in a group, which meet specific objectives and audience needs in written and oral forms.

### **Literature review**

The main role of elementary and secondary schools is to provide complete education and to maximize students' potential to learn. In 1861, Englishman John Hulley used the motto “Mens sana in corpore sano “ (A sound mind in a sound body) for his Liverpool Athletic Club to envision the ideal of a complete education based on sport and academic studies. Since then many scholars of health and human kinetics sciences, have dedicated their work to prove that regular participation in physical activity will improve the participant’s attention and memory. As these brain functions are the foundation for learning, physical fitness is linked to improvement of academic achievement.

The subjects of investigation for my third tutorial, LBST 392 are the comparative advantages of including physical education into the curriculum structure of educational systems of Canada and Spain. The literature review focuses on the role of Physical Education (PE) in developing the capabilities and attributes necessary for mental, emotional, social and physical wellbeing of students in Canada and Spain; and on the comparative aspects of the policies on how governments of BC, Canada and Catalonia, Spain - encourage the study and practice of physical education in elementary schools.

Regarding the role of PE in mental and emotional development of children, I selected 2 relevant articles that gripped my attention. The first article is a research study conducted by Tan Zhang Professor in the Department of Health, Physical Education and Sport Sciences, Arkansas State University and his colleague professors in 2016. Their study *“Prior knowledge determines interest in learning in physical education: A structural growth model perspective. Learning and individual differences”* focuses on the role of PE in developing the capabilities and attributes necessary for mental, emotional, social and physical wellbeing of students. Based on existent research that has shown that, interest in knowledge facilitates students' academic achievement in learning, Zhang et al. study, evaluates the individual interest of students, based on prior knowledge. Studying adolescents' interest in health-enhancing physical activity and its benefits should address the relation between the interest and their existing or prior physical activity knowledge. By trying to understand the relationship between interest and prior knowledge in PE Zhang hopes to learn how to facilitate students to not only develop interest in knowing more but also actually adopt a healthy, active lifestyle. The study uses a large-sample structural equation designed to identify the relationship between middle school students' interest in physical activity knowledge and their prior physical activity knowledge, and to assess the change of this relationship over time. Guided by the declarative-procedural knowledge framework, latent growth models were developed and tested on data collected from a random sample of 3882 students from ten middle schools. The latent growth curve model indicated that, 1) on average, students experienced a significant interest decline in both procedural and declarative knowledge; 2) prior knowledge helped slow the decline and facilitated interest

growth in knowledgeable students. The results suggest that existing knowledge determined the interest change.

The second article, which investigates the role of PE in student development, is "*Role of physical education on the formation of a healthy lifestyle outside of school hours*" by Alexandr, Sergij & Olena, (2016). This paper formulates the mission of modern physical education. The study also identifies innovative opportunities for their efficient formation of the children to gain skills and to embrace a healthy lifestyle. The paper emphasizes the existence of a contradiction in the case of modern physical education in schools: On one hand, students do not show proper interest in the lessons of the physical education culture. On the other hand, they are ready to engage in popular sports today. Thus, the goals of modern physical education for students exist in the spheres of: Diversity in educational content and methods of physical education lessons. The paper also underlines the role of community centers and non-profit organizations in formation of the skills for a healthy lifestyle which can support physical activities, through the activities of: Sports clubs, voluntary sports associations, competitions and tournaments, training at youth sports schools, tourist groups and others. An effective way to achieve this is the usage of: Interactive forms and methods of education: meetings with athletes, nutritionists, and advocators for a healthy lifestyle. Along with presentations of complex health exercises, training, holding talk shows, workshops, situational "role playing", intellectual "debates", and slideshows or informational/educational films. To consolidate students' knowledge about healthy lifestyles, it is advisable to use appropriate algorithms, instructions, and guidelines that are developed and presented in popular scientific form.

With regards to the second topic of my investigation, which is related to on the comparative aspects of the policies on how governments of BC, Canada and Catalonia, Spain - encourage the study and practice of physical education in elementary schools and the community I decided to review to 2 articles. The first article introduces us to specific issues related to PE inclusion in the school curriculum. The article "*An Analysis of Canadian Physical Education Curricula. European Physical Education Review*" by Kilbom, Lorusso, J., & Francis (2016) speaks about Canadian physical education curricula alignment to international tendencies. The article mentions

that there has been much international concern about the present and future status of in-school physical education. Recent research has employed surveys or case studies to examine the status of physical education but there is a lack of in-depth physical education curriculum document analysis. The aim of this study is to contribute to the international discussion about physical education curricula by expanding upon previous interpretations of Canada's physical education curricula and addressing additional aspects that may have been overlooked. Results of an analysis of Canada's 10 provincial physical education curricula reveal trends and themes related to instructional time allocations, curricular aim statements, curricular organizing categories and learning outcome statements. While the stated aim of physical education curricula in Canada is focused on healthy, active living, there is evidence that the specific content of the learning outcome statements are more focused on movement skills, games and sport technique. The article concludes that all decisions made of underpinnings of physical education curricula are influenced by curriculum development throughout the world.

The second article regarding comparative aspects of the policies on how governments of BC, Canada and Catalonia, Spain encourage the study and practice of physical education in elementary schools refers to educational policies in Spain. The article "Percepcion del profesorado sobre la contribucion, dificultades e importancia de la Educacion Fisica en el enfoque por competencias. / Teacher's perception of Physical Education contribution, difficulties and significance within the competence-based approach" by Campo, Garcia-López, Pastor-Vicedo, Romo-Pérez, Eirfn-Nemifia, R., & Fernández-Bustos (2017) introduces the reader to the European concept of competence in the educational system. It is the educational systems' job to introduce elements of curricula in schools. The objective of the study is to provide a national survey on the perception of Physical Education teachers (EF) regarding the curricular approach by competencies. The researchers designed and corroborated a questionnaire to find out about the perceptions of the teaching staff about the contribution of the EF area to the different schools, their difficulties and the suitability of the prescribed curriculum to be developed through this approach. By means of random sampling stratified by provinces a sample of 470 EF active teachers was obtained. The teachers showed a high

perception of the EF's potential contribution to the development of the students, especially those related to social and attitudinal aspects. The study concludes that, young male teachers and public school teachers generally perceive a greater contribution of the EF to student's development. The perceived difficulty, for the development of tasks according to the competence approach, was different depending on the educational stage and the experience. In general terms there are plenty of scholarly articles that reveal the advantages of having PE studies in school curricula. Regarding the specific aspects of how Spain (Catalonia) and Canada (BC) handle their PE lessons plans and how they implement the educational policies regarding PE studies, my investigation will rely on direct observation and interviews conducted at Llor in Spain and Lord Robert Elementary in Vancouver

### **Next Steps**

I am taking LBST 392 in Spring 2019, so my next project will be the Graduation Project- LBST 490. My graduation project will present the comparative aspects of languages and PE inclusion in school curriculum in Spain and Canada. The presentation will focus on the differences between the two educational systems and on the methods used in teaching languages and PE in Spain and Canada.

As my investigation refers to Spain and involves Spanish literature reviews, I have already spoken to Josema Zamorano about being my advisor for my graduation project.

### **Works Cited**

Alexandr, A., Sergij, T., & Olena, O. (2016). Role of physical education on the formation of a healthy lifestyle outside of school hours. *Journal of Physical Education & Sport*, 16(2), 335-339.

Campo, D. G., Garcia-López, L. M., Pastor-Vicedo, J. C., Romo-Pérez, V., Eirfn-Nemifia, R., & Fernández-Bustos, J. G. (2017). Percepción del profesorado sobre la contribución, dificultades e importancia de la Educación Física en el enfoque por competencias. / Teacher's perception of Physical Education contribution, difficulties and significance within the competence-based approach. *Retos: Nuevas Perspectivas De Educación Física, Deporte Y Recreación*, 3134-39.

Kilbom, M., Lorusso, J., & Francis, N. (2016). An Analysis of Canadian Physical Education Curricula. *European Physical Education Review*, 22(1), 23-46.

Zhang, T., Chen, A., Yli-Piipari, S., Loflin, J., wells, S., Schweighardt, R., & ... Ennis, C. D. (2016). Prior knowledge determines interest in learning in physical education: A structural growth model perspective. *Learning and individual differences*, 51 132-140. doi:10.1016/j.lindif.2016.08.039