



# Physical Education Reconceptualized

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此簡報只供學術及教學參考之用，不能作任何商業用途。



# Context

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- University programs have been eliminated.
- Harsh economic times - reductions in public financial support.
- Lack of acceptance – low status (地位), low self-esteem (形象).
- What the field is about and its importance?
- Arguments based on the contributions PE makes to the **social dev't and good health.**



# Context

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- Propositional (建議) knowledge: health, science, history.
- Procedural knowledge: **Physical Action Knowledge (PAK)**. An account of knowledge endogenous (內在) to PE; it is an explanation of the knowledge **acquired and manifested** (突顯) when participating in the activities.



# PE Teacher as a role model

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- Spokesperson (發言人) for the field
- Explain what the field is about
- Transmission of knowledge and acquisition of knowledge
- Social development and contribution to health



# Our present situation

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- The end of c19, gymnastics – toward health, more medical than educational
- Early c20, **New Physical Education** – to focus on education
- **PE needed to be justified**: goal, contributions to education
- Knowledge and different understandings of **what constitute a person**



# Problems

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- Professional preparation of PE teachers?
- New vocational choices such as coaching, sport administration, fitness consultants?
- Disciplinary orientation – transmission of knowledge?



# Problems

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- Name of physical education in universities? HPE in schools?
- Knowledge generation?
- Research?



# Introduction

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- Physical education is not accepted as other subjects in schools
- Grade received for PE
- Financial constraints
- Time allotment reduced or eliminated
- Professional sports are enjoying “an unsurpassed prominence” (專業運動的超然地位)





# Reasons

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- The name itself “**physical**” refers to body characteristics
- E.g. physical strength, physical development, physical health, physical appearance
- In contrast to the **mind**
- A process of education that consists of **activities** which develop and maintain the human body



# Misunderstanding

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- Acquisition of **motor skills** (omit the mental dimension of human being).
- **Transmission of skills** represents its body of concepts.
- Within educational context, more importance is attached to **minds than bodies**.
- Academic and non-academic



# Issues

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- Status: What can be done?
- 如何提昇體育科的地位?
- Function: professional preparation (師資培訓)?  
Construction of knowledge through research (建構知識)?
- Identity: what is the proper name (體育科的正名)?
- Mission: what contribution to academic and to society? 體育科如何對學術及社會作出貢獻?



# Physical Education in Education

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- J.F. Williams (1930): since many of the aims and objectives of PE and education coincide then PE must be an **integral part of education**.
- “Seven Cardinal Principles of education” (1961): emphasizes **health, social, and recreational** aims of education.



# Physical education in education

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- “The **Great Debate**”: education of the physical Vs education through the physical
- What is the focus of study of PE?



# Physical education in education

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- C.A. Bucher: PE, an integral part of the total educational process, is a field of endeavor that has its aim the development of **physically, mentally, emotionally, and socially fit** citizens through the medium of physical activities ...



# Physical education in education

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- Freeman (1997): PE uses **physical means** to develop each person's **whole being** (全人發展).
- Education: transmission and acquisition of **knowledge**
- Metheny: **education** has been concerned with the behaviors in the **cognitive domain** of knowing, remembering, reasoning, and problem solving.



# Physical education in education

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- Arnold: no matter what else education may be concerned with, it is predominantly the development of **knowledge and understanding**.
- In school setting, **social and health** factors cannot be ignored.
- School transmits much of its culture, lore (學問), and values. (but knowledge)





# Physical education in education

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- Kretchmar (1994): Sport, exercise science, and PE have an obligation to generate **knowledge about human movement** and to share it with others – athletes, fitness clients, and students.
- **Instrumental value status** (activities are used as a means 工具).
- Nothing has been said about the knowledge acquired **through participation** in the activities themselves.



# Physical education in education

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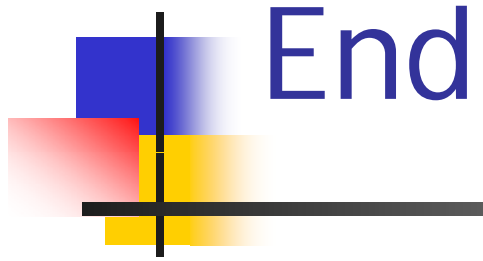
- Extrinsic or instrumental value (功能價值)  
E.g. health, fitness, social dev't
- Intrinsic value (內在價值): as a good unto (給予) itself
- Discriminating between intrinsic and instrumental value within education
- It must have **sufficient intrinsic value** in terms of knowledge and understanding to make them worthwhile. **What about PE?**



# Physical education in education

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- Contributions to **social development and health**
- Need to refocus on the contributions made to the social development of learners (instrumental value).
- 1950's to the present, physical fitness emphasis.
- Education of the physical?
- Education through the physical?



End

