

MPHY209 Critical Pedagogy and Model Based Practice in Physical Education

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

This module will offer possibilities and alternatives to current practices in Physical Education (PE) by looking at the complexity of social life. It aims to consider emancipation in the form of inclusion and equity, empowerment and cultural critique while resisting the status quo and quick fix solutions that are often implemented in educational settings.

By the end of this module, the learner will be able to:

Competences

- Critically review the experience of different students in and through PE by looking at taken for granted practices from different perspectives.
- Transform current practices where students are often alienated to MBP and where they are protagonists and active learners.
- Identify how PE can be more socially just to all students.
- Devise opportunities to enhance the role of student voice and choice in PE.

Knowledge

- Comprehensively identify the key components of critical pedagogies in PE;
- Systematically recognise the changes that are required in both content and pedagogy and how students need to be more involved in such changes.

Skills

Applying knowledge and understanding

The learner will be able to:

- Transform teacher-centred to student-centred practices whereby such practices originate from student voice and choice.
- Devise practices that respect all the students.
- Evaluate how PE exerts hegemony and how the students can be liberated and be critical consumers of sport and physically active lifestyles.

Assessment Methods

This module will be assessed through: Case Study Assignment and Essay Assignment.

Suggested Readings

Core Reading List

1. Kirk, D. (2003) Situated learning as a theoretical framework for sport education. *European Physical Education Review* 9, (3), 221-235
2. Kirk, D. (2006) Sport Education, Critical Pedagogy, and Learning Theory: Toward an Intrinsic Justification for Physical Education and Youth Sport. *Quest*, 58, 255-264.
3. Casey, A., & Kirk, D. (2020) *Models-based Practice in Physical Education*. Taylor & Francis Group.
4. El-Sherif, J.L. (2014) Student Voice: Student Choice and participation in Physical Education, *Strategies*, 27 (5), 8-11
5. Fitzpatrick, K. (2019) What happened to critical pedagogy in Physical Education? An analysis of key critical work in the field. *European Physical Education Review*, 25(4), 1128-1145.
6. Freire, P. (2017) *Pedagogy of the Oppressed*. Penguin Modern Classics. London, England: Penguin Classics.
7. Gillespie, L. & McBain, S. (2011) A critical analysis process: Bridging the theory to practice gap in senior secondary school Physical Education. *Teachers and Curriculum*, 12 (1), 65-72.
8. Howley, D. & Tannehill, D. (2014) Crazy Ideas": Student Involvement in Negotiating and Implementing the Physical Education Curriculum in the Irish Senior Cycle. *Physical Educator*, 71 (3), 391-416
9. Borosnki, T., *Critical Pedagogy. An Exploration of Contemporary Themes and Issues*. (2022) Routledge.

Supplementary Reading List

1. Ovens, A. (2016). A quest for a pedagogy of critical theorising in physical education teacher education: One physical educator's journey. In J. Williams, & M. Hayler, (Eds.), *Professional learning through transitions and transformations: Teacher educators' journeys of becoming*, (pp.123-135). London: Springer
2. Culpan, I. (2019) Olympism, Physical Education and Critical Pedagogy. *European Physical Education Review* 25 (3), 847-858.
3. Ennis, C. (1999) Creating a culturally relevant curriculum for disengaged girls. *Sport, Education, and Society*, 4, 31-49.
4. Kirk, D. (2019). *Prearity, Critical Pedagogy and Physical Education*. Routledge.