

# INTERDISCIPLINARY APPROACHES IN SPORT PEDAGOGY

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**2012 NATIONAL CONFERENCE ON SPORT PEDAGOGY**

# SPORT PEDAGOGY

**From:**

- ❖ **more than only physical education**
- ❖ **children to all ages and abilities**
- ❖ **the school environment**

**To:**

- **all educational interventions in the domain of human movement and sport**
- **pre-school through the elderly, disabled through the elite**
- **other institutions in the community and work place that provide sport and movement**

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## Areas of focus and investigation:

- **teaching and coaching;**
- **teacher and coach education and preparation;**
- **curriculum**  
*(curriculum, teaching styles, teaching cognition, teacher socialization, teacher-student interactions, student perspectives, social learning, teacher education)*

## Methodology:

- **qualitative research;**
- **determining behavioral and attitudinal changes as a result of pedagogical interventions**  
*(essay analysis, diary review, case study, etc.)*

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## **Body of knowledge expanded to:**

- **lifestyle issues related to one's health behaviours**
- **socio-cultural development**
- **development of children with sports clubs and**
- **adapted physical education**

**Before: prescriptive theory-“theory of practice” applied directly within the school physical and coaching context;**

**Today: descriptive-explanatory theories but also relates to all forms of physical activity for all abilities, genders and age in both formal and informal settings.**

**related NOT ONLY to school physical education and elite athlete performance**

**BUT ALSO to community recreation, work-site centers and sports clubs, senior activities, programmes for persons with disabilities and “sport for all”.**



## SPORT FOR ALL

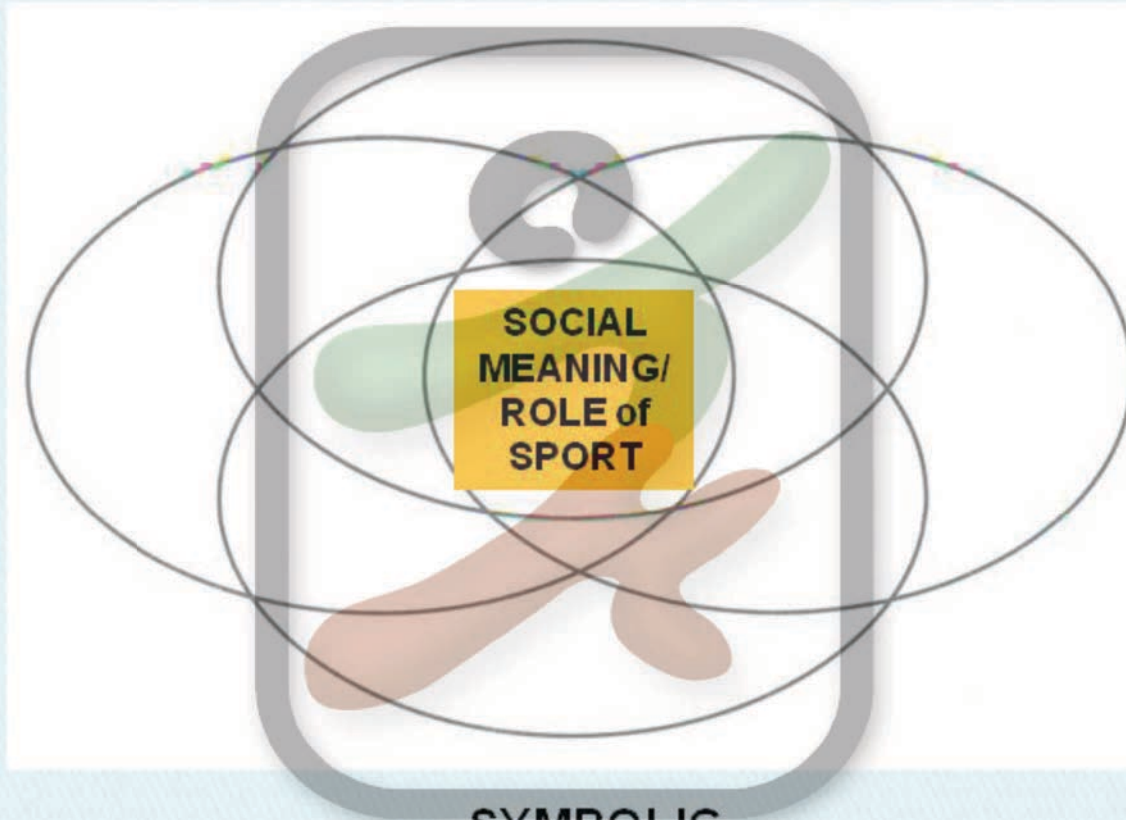
**“The aim of a Sport for All policy must be to bring about optimum conditions in which the broadest possible section of the population can engage in sport regularly, in accordance with each individual’s aptitudes and interest. The concept of sport embraces sport in many forms, from recreational physical activity to high-level competition”**  
(Council of Europe, 1975)

- ❖ **various forms of physical activity , from spontaneous , unorganised games to a minimum of physical exercise regularly performed**
  
- ❖ **a coherent social movement whose goal is:**
  - **the physical exercise of everyone;**
  - **the idea of sport as the activity of everyone;**
  - **an ideal or goal to be pursued**  
(Seppanen, 1991)



**INSTRUMENTAL-FUNCTIONAL**  
physical health-improving : socialization/integration

**EXPRESSIVE**  
feelings of  
competence



**SOCIAL-  
INTERACTIVE**  
stimulate social  
learning processes

**SYMBOLIC**  
Identity building

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## **Physical Education**

**is the study of human movement through different physical activities that will enhance and develop the body's maximum potential towards health and wellness.**

**As an integral part of general education physical education provides opportunities for individuals to learn motor skills in different forms like sports, dance, and recreation.**

**Human movement studies: comprehensive and systematic study of human movement; field of academic inquiry concerned with understanding how and why people move and the factors that limit and enhance our capacity to move.**

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**Performed, movement as a  
fundamental property of life:  
understand human biology  
nature of human society**



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# COLLEGE OF HUMAN KINETICS DEGREE PROGRAMS

**CERTIFICATE in SPORTS STUDIES (CSS)**

**BACHELOR of PHYSICAL EDUCATION (BPE)**

**BACHELOR of SPORTS SCIENCE (BSS)**

**DIPLOMA in EXERCISE and SPORT SCIENCE (DESS)**

**MASTER of SCIENCE in HUMAN MOVEMENT SCIENCE  
(39 u)**

**Foundation Courses: (9 u)**

**Specialization: (12u)**

*EXERCISE SCIENCE or  
PHYSICAL EDUCATION or*

*LEISURE STUDIES or*  
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**Electives (9 u) Non-HMS Electives (3 u)**

**THESIS (6 u)**

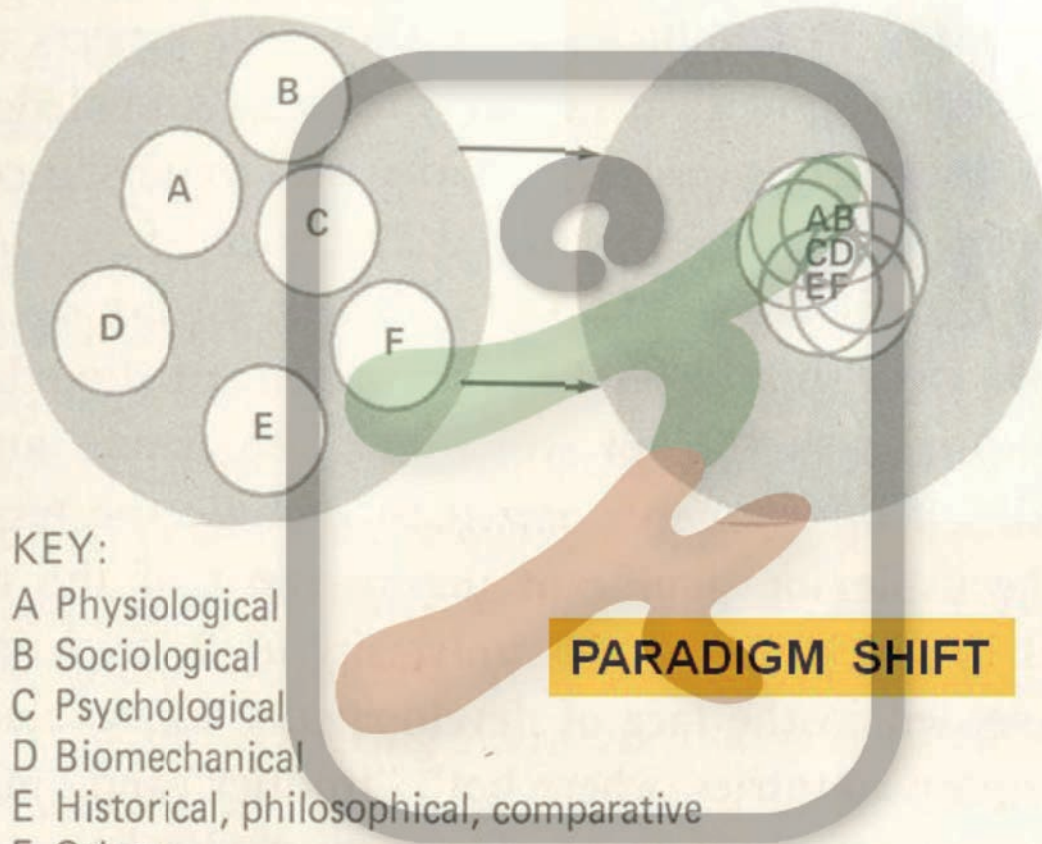


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MULTIDISCIPLINARY → INTERDISCIPLINARY



KEY:

- A Physiological
- B Sociological
- C Psychological
- D Biomechanical
- E Historical, philosophical, comparative
- F Others

**PARADIGM SHIFT**

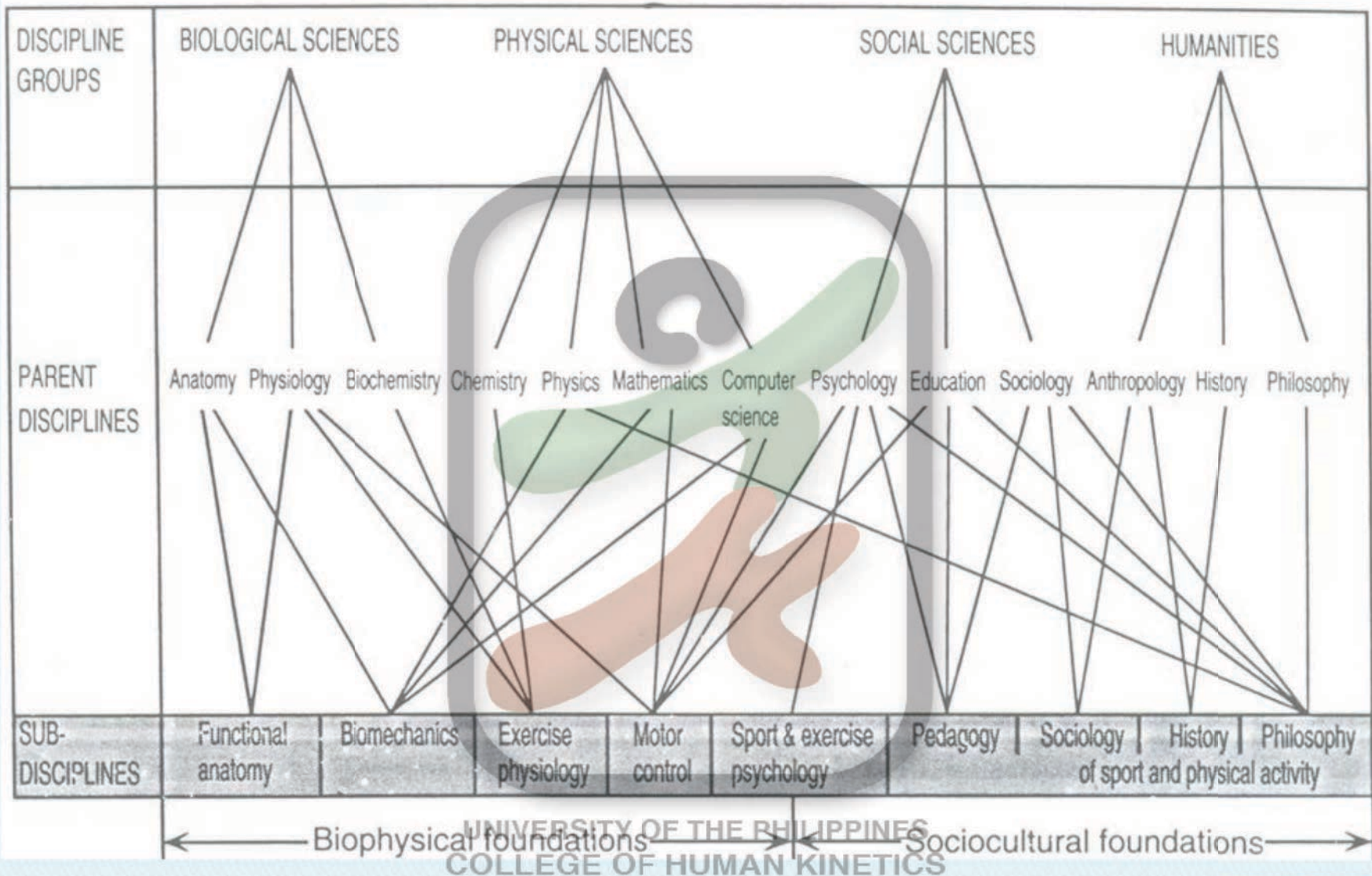
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Courtesy of Cyril M. White, Ph.D. (Adapted by Earle Zeigler)



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**The INTERDISCIPLINARY DEVELOPMENT  
of  
HUMAN MOVEMENT SCIENCE**

## **Interdisciplinary Education**

**Interdisciplinary education is a process in which two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area.**

**The disciplines may be related through a central theme, issue, problem, process, topic, or experience (Jacobs, 1989).**

**The concept of interdisciplinary education acknowledges the integrity and uniqueness of each subject area, yet recognizes the interrelationships among subjects.**

**Teachers organize the curriculum around common themes, concepts, and skills across disciplines to facilitate learning.**

- **contrast to a discipline-based approach to learning**
- **seeks to connect the disciplines**
- **unify understanding by organizing skills and knowledge along lines of connection and convergence rather than along lines of divergence and differentiation.**



**Benefits: Engaging students and helping them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy, and a passion for learning**

**Repko (2009) asserts that interdisciplinary instruction fosters advances in cognitive ability and other educational researchers (Kavaloski 1979, Newell 1990, Field et al. 1994, Vess 2009) have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to:**

- **Recognize bias**
- **Think critically**
- **Tolerate ambiguity**
- **Acknowledge and appreciate ethical concerns**

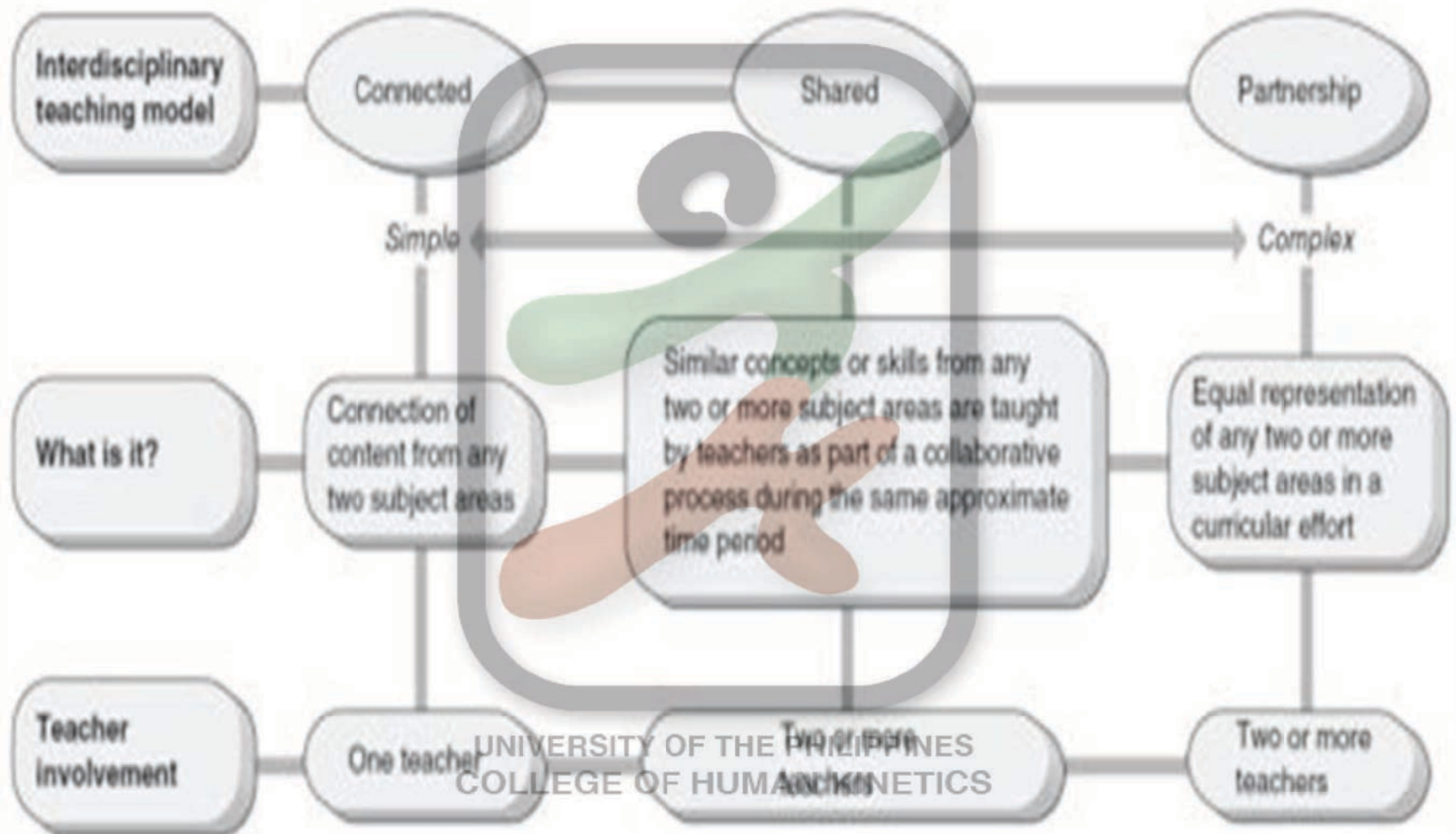
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## INTERDISCIPLINARY CONTENT SELECTION

**The body of knowledge for physical education originates in the discipline of kinesiology, the art and science of human movement.**

- **close ties with life and physical sciences (mechanics, force, and the effects of exercise on the body)**
- **use their own bodies as the focus for scientific inquiry.**
- **opportunity to change physical education from a recreational focus to a scientific one.**
- **connections to life science (health, nutrition, body systems) and physical sciences (energy, mechanics of motion, force)**
- **physical education and mathematics (measurement of performance, scoring systems, statistics)**
- **reading (sequencing, tracking, opposition), and**
- **social studies (map reading/orienteering, team building, social justice, equity).**

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## INTERDISCIPLINARY MOVEMENT CONSCIOUSNESS

- ❖ **contribute in many ways to the mission of the school**
- ❖ **can draw interest in physical education from administrators, parents, and community members**
- ❖ **can help legitimize the position of the physical educator on the faculty by showing colleagues in the classroom that physical education involves more than just games.**
  - **Communicating With Colleagues;**
  - **Collecting Information On Core Subjects and Plan Lessons;**
  - **Providing Activity-based Lessons That Reinforce Core Subject Matter.**



