

Parents and trainers expressions of engagement during boys and girls soccer games

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This presentation describe a small, recently conducted researchproject that investigated how parents and trainers expressed their engagement during boys and girls soccer games as part of an large soccer tournament in summer 2009. The main idea was to search answers to questions such as: what sorts of verbal expressions are used by parents and trainers before, during, and in between the soccers games, are parents and trainers influence by each other during the soccer games, are parents and/or trainers influenced by the opponets parents and/or trainers, are parents and/or trainers influenced by the results of the on going or recentllt finished soccer game?

In order to understand these results I tried to used different sorts of socialpsychology theories. The researchproject was accomplished as an enthographic fieldstudy. That meant that I as an informed participant observer walked around, wrote fieldnotes, toke photos and taperecorded the audience at some soccer games. It also ment that I was part of the tournament in sum four days, from early morning and then during the days.

The results were able to analyse at differnt levels, gamelevel and contentlevel. The gamelevel analysis showed that the way the parents and the trainers expressed engagement during these soccer games could be described as disparat or congruent.

The contentlevel analysis showed that the parents as well as trainers expressed engagement during these soccer games could be understood as directions or support.

This research has relevance for Nordic Educational research because its investigate an earlier minor investigated fenomena of major interest for how youth are brought up to soccer players, soccer audience as well as members of or community. A certen aspect of relevance from the connducted research is found while discussing the results in relation to the 2008 annual year report from the Children´s ombudman (2009) that shows how youth feeling being less respected during sparetime activities then during school or at home.

Conceptualizations of leisure time in relation to pupils' choices of thematic study programs in Swedish schools

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One thread of active citizenship is found in participation in voluntary associations. Voluntary communal involvement is predicated by how we understand and use leisure time. This in turn means that understanding and organizing schoolchildren's leisure time partly depends on how children themselves conceive of leisure and their own free-time. In a school environment where schools compete for pupils, subject-area and thematic study programs, are offered in the hope that presumptive attendees will find that a school's chosen thematic area matches their leisure-time interests. In an earlier study (Gill & Persson, 2008) we have used concept-mapping to explore Swedish schoolchildren's conceptualizations of leisure. Gender and school

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grade (5th & 9th) were shown to significantly influence how subjects think about leisure. Most importantly, concept-mapping was shown to be a valid research tool for exploring how school-children think. This study has been extended to samples of pupils attending schools and classes organized by thematic areas. The goal was to explore possible relationships between chosen thematic area, in this case, music, sport or art, and conceptualizations of leisure-time. Boys (n=67) and girls (n=72) at 5th and 9th grade, enrolled in art (n= 43), sport (n= 52) and music (n= 44) programs were presented with otherwise blank A4 pages with the generic concept “leisure-time” written and encircled in the centre. Subjects were then asked to draw spontaneous concept-maps. Earlier results have shown that a single page was sufficient to generate a wide range of conceptualisations. These maps are analysed using numerical and content analysis. Concept maps are described by their range of and hierarchical organisation of descriptive terms, or nodes. Numerical analyses allows for testing of statistical differences by school-grade, gender and thematic area. Content analysis is used to show ranges of different conceptualisations. Results have implications for how Swedish schools organise thematic studies as well as for how we contextualize leisure in our understanding of how children enter voluntary organisations as active participants. The viability of using concept-maps as a research tool as well as methodological issues in their analysis is also explored.

Investigating learning in physical education - a transactional approach

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Learning is a complex phenomenon and to study which involves several general methodological problems connected to the assumptions different theories of learning imply (Hodkinson, Biesta & James 2007). Within physical education (PE) research, several scholars have specifically tried to better understand issues of learning using constructivist, situated or didactic perspectives (see Kirk et al, 2006). These studies have used different theories of learning to reach a deeper knowledge about, for example, teaching, curricular models, teacher learning and students perceptions of their learning. However, as Rovegno (2006) highlights, ‘few studies have examined student learning’ (p. 266).

In light of recent trends within PE, worldwide as well as in the Nordic countries, to redirect the subject content towards handling an alleged obesity epidemic in terms of becoming healthy citizens, more studies is needed where student learning and learning processes is investigated in relation to the cultural and institutional context of PE practice.

In relation to research in PE a main problem is that theories of learning often are cognitively focussed, concentrating on, for example, development of concepts or mental structures. In PE however, learning to a great extent is embodied and also closely linked to the cultural and institutional context of different sport-, health-, and PE practices and traditions. The overall objective of this presentation is instead to suggest and describe a methodological approach for studies of student learning within school PE in order to investigate and clarify issues of learning in an embodied practice.

When studying learning we need to, as Hodkinson et al (2007) state, “... integrate both sides of three common dualisms. They are: the mind-body dualism, the division between the individual