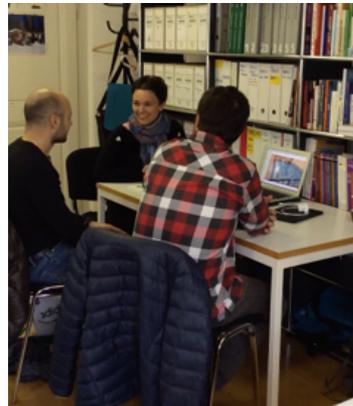


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# The professional development of physical education teachers in training (PETT) through emotionally significant situations: Methodology and results



# Introduction

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This presentation explains the findings from 2 studies which aim to develop the activity of PETTs

- **Study 1** describes the types of emotionally significant situations experienced by PETTs
- **Study 2** aims to understand how the subjective part of the profession promotes or hinders the professional development of PETTs
- The actions of trainee teacher are a crossroad of intense emotions (Schutz, 2014), most notably those related to dilemmas (Lassila & Uitto, 2016; McKay, 2016), to unpredictability (Bullough, 2009) and to the shock of reality (Kim & Cho, 2014, De Mauro & Jennings, 2016).

# Research questions

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## Study 1 :

1. What types of emotionally significant situations live the PETTs in a class setting during their first year at a University of teacher education?
2. What effect have those emotionally significant situations on the PETTs?
3. With whom these emotionally significant situations are discussed ?

# Method based on questionnaires

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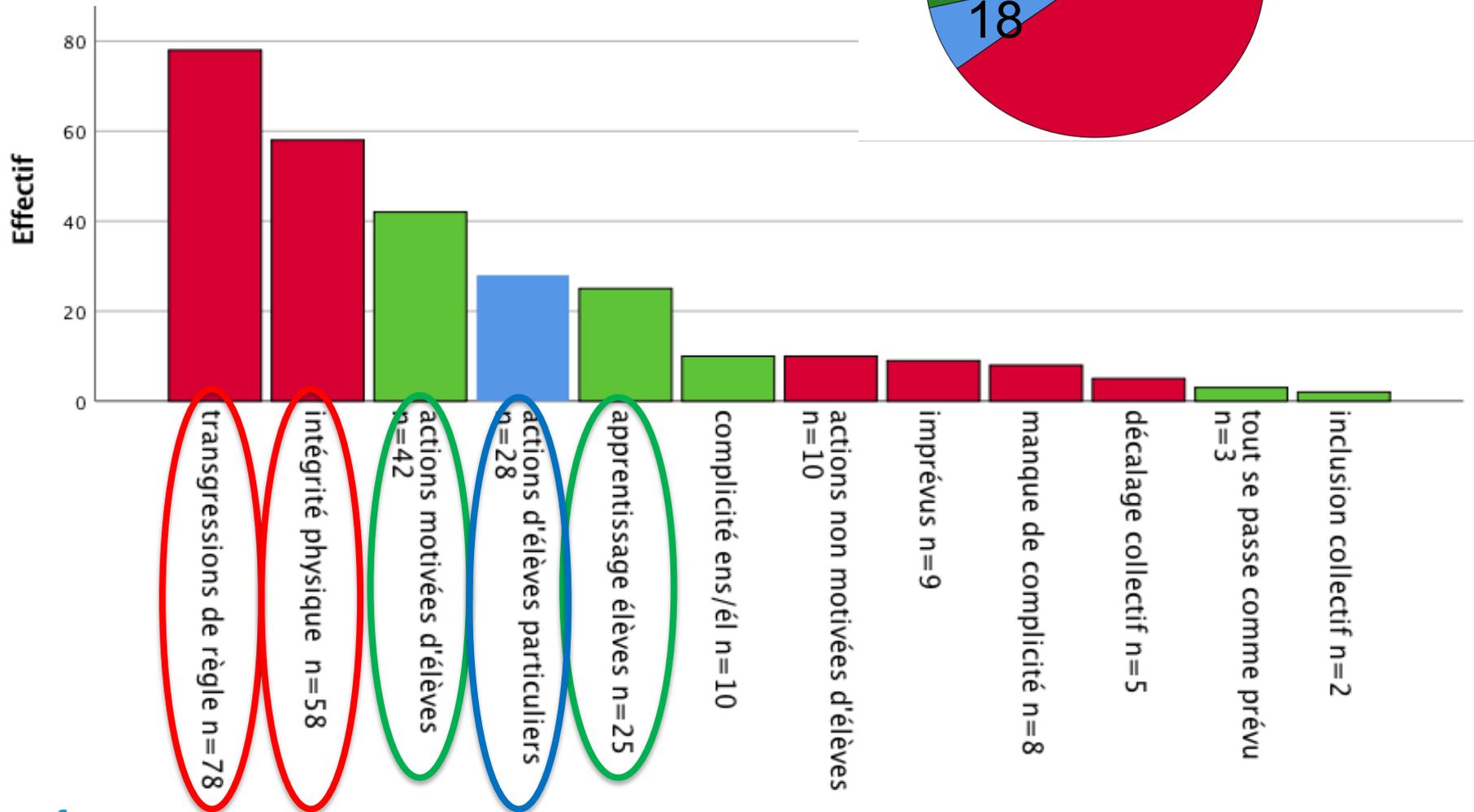
## Study 1

- **139 PETTs**
- Questionnaire relates to **2 emotionally significant situations (n=278)**
- Indication from valence, emotion, intensity, effect and sharing

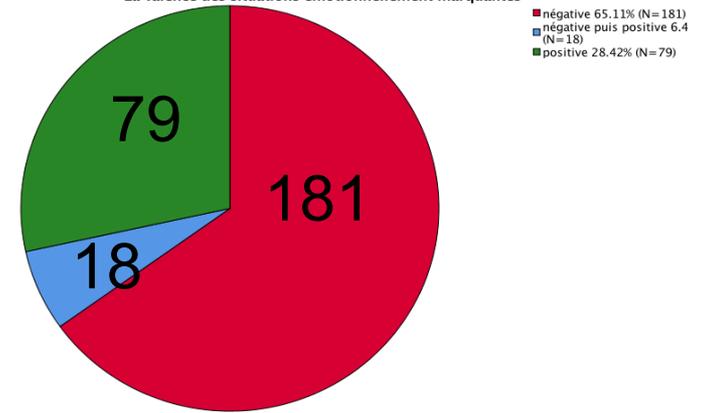
Inductive treatment of situation types

Treatment using cross-tabulations and descriptive scales (emotions, intensity, effect and sharing)

# Results: study 1 (types)



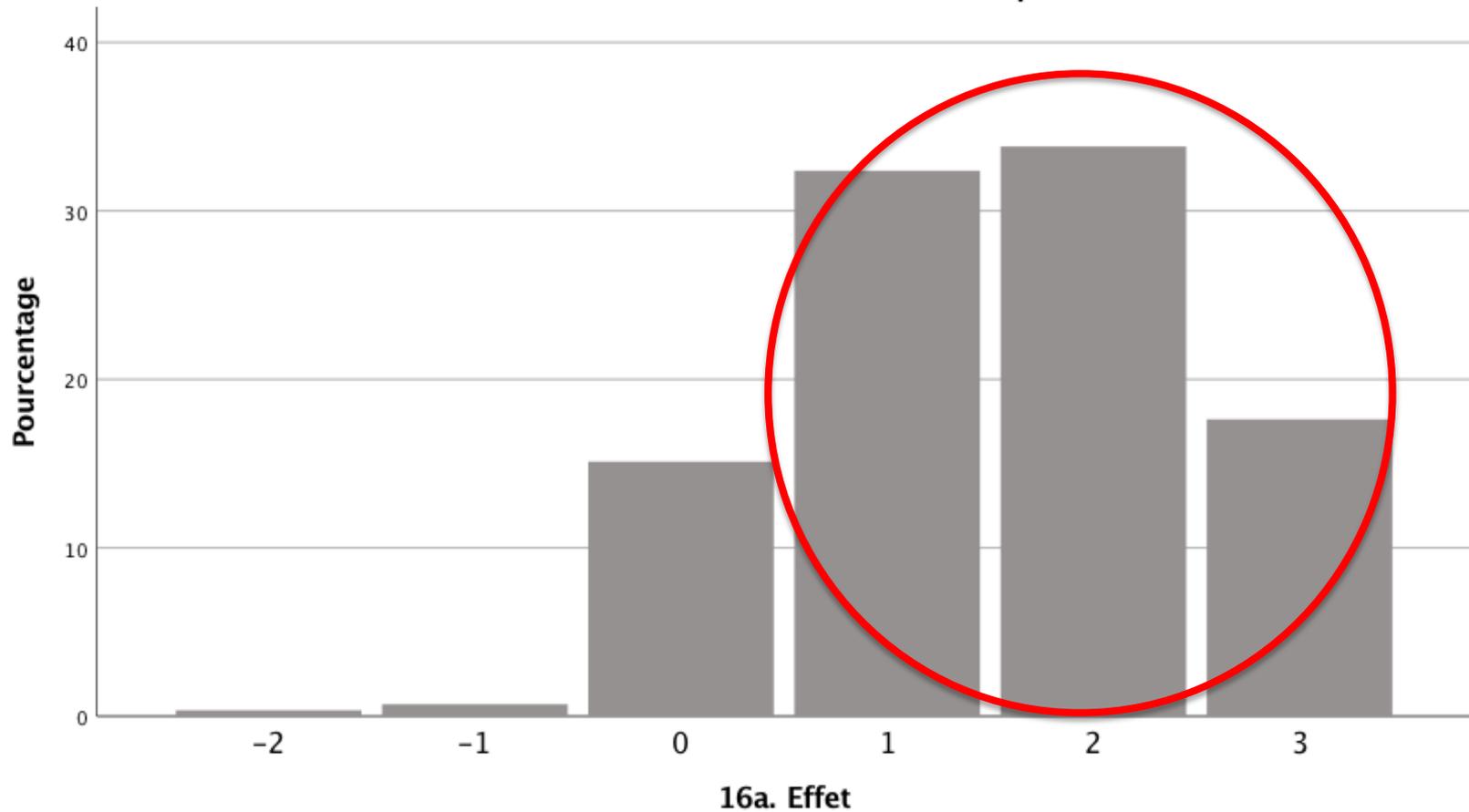
La valence des situations émotionnellement marquantes



# Results: study 1 (effect)



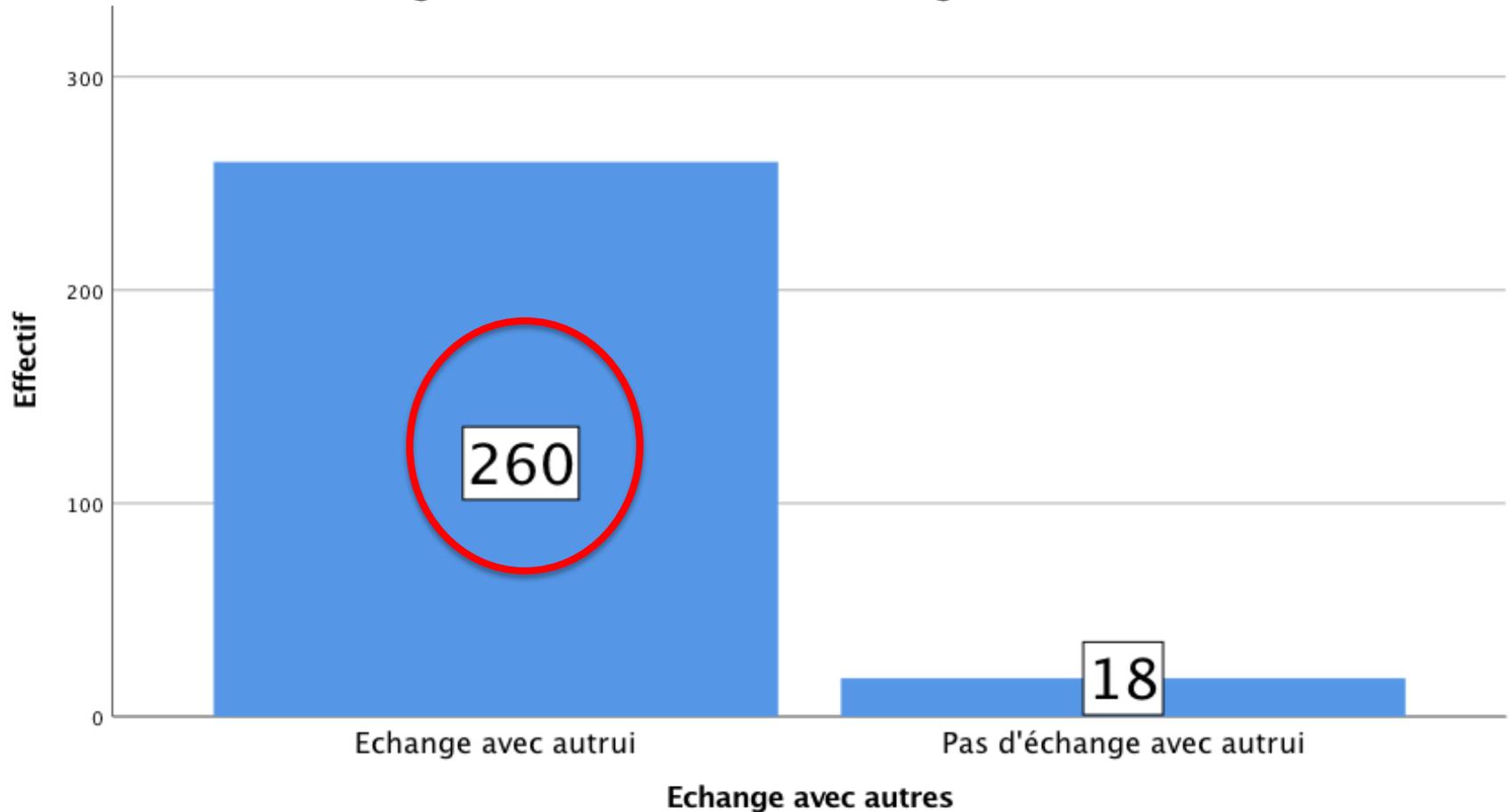
Effet des 278 situations émotionnellement marquantes



# Results : study 1 (sharing)



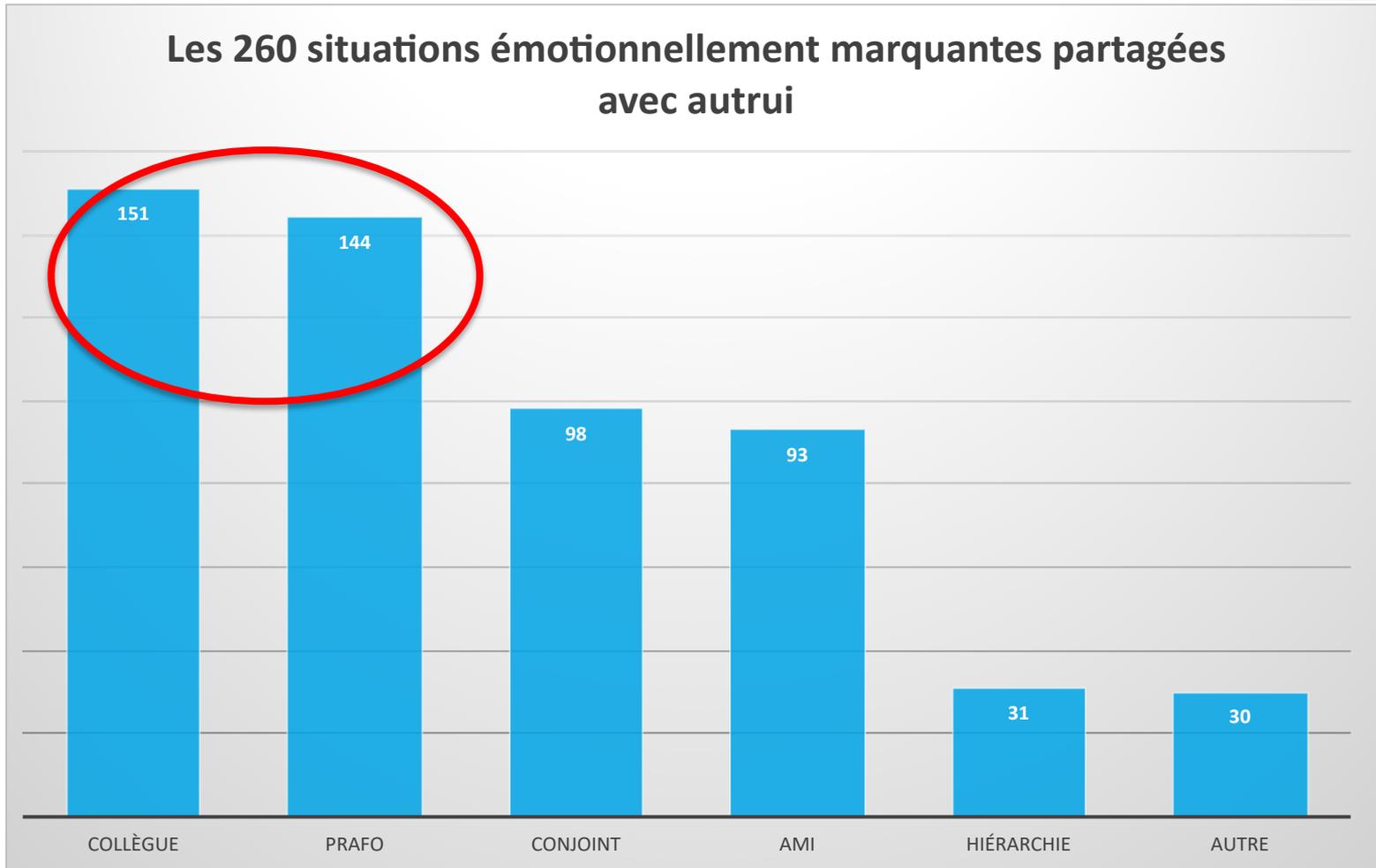
Diagramme en Barres : Effectif de Echange avec autres



# Results : study 1

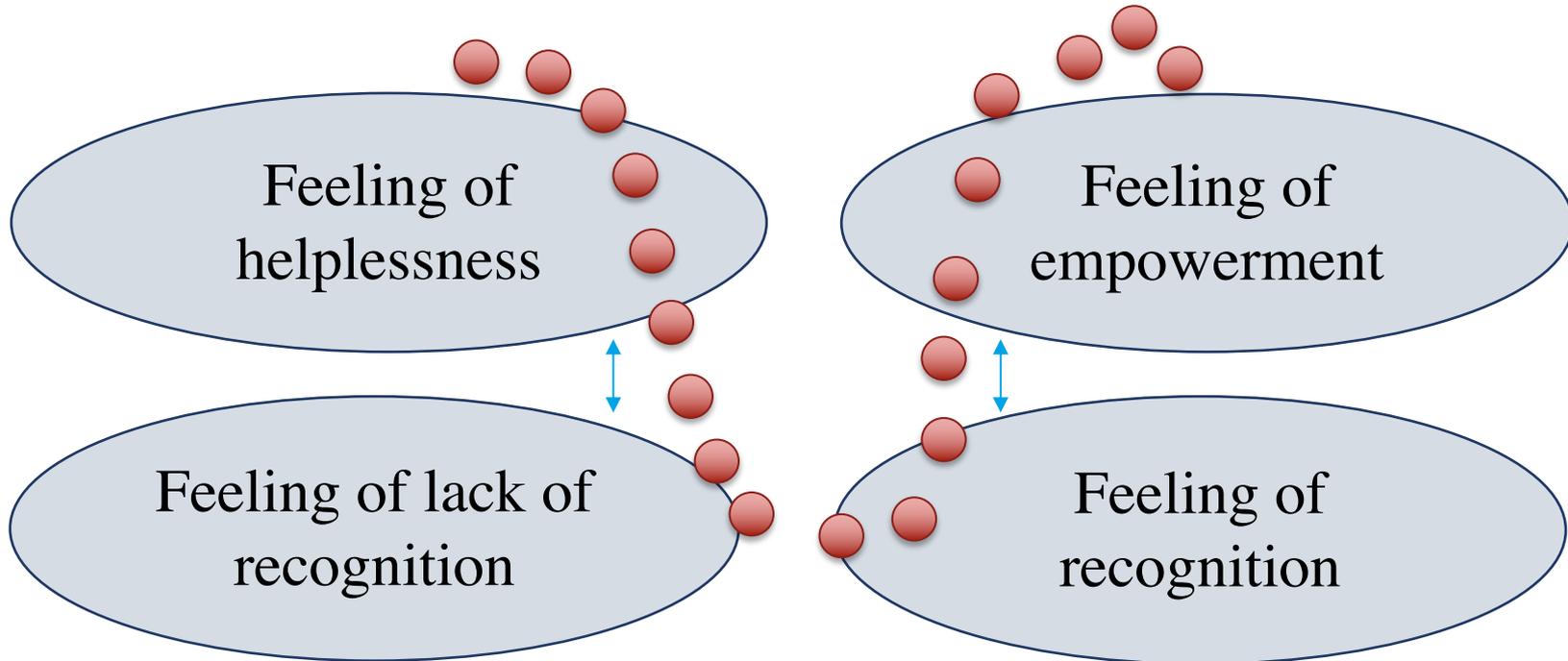


## Les 260 situations émotionnellement marquantes partagées avec autrui





# Results : study 1 (key link)



# Study 1 to study 2

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Unexpectedly, situations with negative valence also have a positive effect on the professional development of PETTs.

93% of emotionally significant situations are shared with others, most of the time with colleagues and/or tutors, sometimes with friends. These results invalidate those of Jokikokko and colleagues (2017) and Lassila & Uitto (2016), but confirm the results of Christensen (2013) and Cowie (2011).

The **second study** aims to understand the impact of emotionally significant situations on the professional development of PETT's. The **theoretical framework** is a developmental framework of human activity that borrows its concepts from **cultural-historical psychology** (Vygotski 1931/2014) and **ergonomics** (Clot, 2008).

# Method : study 2



## Self-confrontation interview (simple –ACS and crossed- ACC)



**Study 2, 5 PETTs, 4 understanding interviews**

- 25 self-confrontation simple
- 1 double instruction interview
- 6 self-confrontation crossed / 1 back to the collective
- Total: **37** All were transcribed *verbatim*

Identification of brands and development indicators in the language material; the marks in the speech indicate that the subject is affected;

The presence of these potential development indicators in the discourse suggests potential development in the worker (Bruno & Méard method, 2018)



**What types of emotionally significant situations experienced in the classroom promote or hinder the professional development of PETTs?**

# Results : study 2

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1. All types of emotionally significant situations promote the development of the PETTs
2. The condition is that those emotionally significant situations should be shared
3. PETT students change their goals during the schoolyear  
Example: the PETTs want independent students, but it doesn't work. He changes his goals and want that the students don't fight, that they get engaged without supervision, that they agree to be in any team...
4. The most important for a PETT is:  
*Ce qui est fondamental dans ma mission de prof, c'est de leur apprendre cette collaboration (...), c'est plus qu'ils soient bien ensemble (...), les habiletés motrices viennent pour moi en second (Mathieu)*

# Discussion

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The results show that emotionally significant situations are unavoidable (Jokikokko *et al.*, 2017) and initiate a professional development (Descoedres & Méard, 2019).

The 12 types of emotionally significant situations identified in the first study are also present in the second study.

The goals of the PETTs seem to partially corroborate the hypothesis established by Ria & Saujat (2008).

But, the desire for students to be happy collectively and to collaborate is identified only in the second study. This goal is rarely reported in the literature. It seems to be a secondary goal by PETTs (Descoedres & Jilani, 2018).

# Conclusion

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## Our results could initiate reflection in teacher education :

- Organize tutor workshops related to the subjective dimension
- Organize training of supervisors to reduce the gap between teaching in classes and learning at the teacher university
- Use self-confrontation interview with PETTs as part of their placement assignments
- Use the key link (slide 9) as an assessment *for* learning for the tutor or self-assessment for the PETT

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