

Physical Education Teachers' Meaning Construction and Practice of Learner-centered Physical Education

Seung-Yong Kim*

Professor, Dept. of Leisure Sports, Dong Seoul University

학습자 중심 체육교육에 대한 체육교사의 의미구성과 실천

김승용*

동서울대학교 레저스포츠학과 교수

Abstract The purpose of this study was to examine the perceptions and beliefs of physical education teachers regarding learner-centered physical education and to qualitatively explore the stories of physical education teachers that appear in the field of practicing physical education curriculum. The research method was qualitative research, and data were collected and recorded through semi-structured questionnaires, individual interviews, group interviews, and metaphor records, and the data were analyzed through domain analysis and classification analysis. The study was able to derive results by dividing them into 'learner focus', 'overall development', and learning evaluation' in relation to physical education teachers' meaning construction of learner-centered physical education. And the practice of learner-centered physical education and its limitations were presented. In conclusion, the holistic development of learner-centered physical education includes addressing physical, cognitive, social, and emotional aspects. It is believed that this approach will not only measure student progress but also actively contribute to their development as individuals.

Key Words : Learner-centered education, Physical education, Physical education teacher, Meaning construction, Practice

요약 본 연구는 학습자 중심 체육교육에 대한 체육교사들의 인식과 신념을 살펴보고 체육교육과정을 실천하는 현장 속에서 나타나는 체육교사들의 이야기에 대해 질적 탐구를 하고자 하는데 그 목적이 있다. 연구방법은 질적 연구로서 반구조화된 질문지를 통해 개별 면담, 집단 면담 및 메타포 기록을 통해 자료의 수집 및 기록이 이루어졌으며 영역분석 및 분류분석의 방법을 통해 자료가 분석되었다. 연구는 학습자 중심 체육교육에 대한 체육교사의 의미구성과 관련하여 '학습자 집중', '전체적 개발', '학습 평가'로 나뉘서 결과를 도출할 수 있었다. 그리고 학습자 중심 체육교육의 실천 및 그 한계에 대해 제시하였다. 결론적으로 학습자 중심 체육교육의 전체적인 발달에는 신체적, 인지적, 사회적, 정서적 측면을 다루는 것이 포함된다. 이러한 접근 방식은 학생의 발전을 측정할 뿐만 아니라 개인으로서의 발전에도 적극적으로 기여할 수 있을 것이라 판단된다.

키워드 : 학습자 중심 교육, 체육교육, 체육교사, 의미구성, 실천

*Corresponding Author : Seung-Yong Kim(ksy@du.ac.kr)

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1. Introduction

In the rapidly changing times, physical education emphasizes learner-centered physical education that emphasizes student participation and motivation to learn, rather than simply transferring skills [1]. Learner-centered physical education refers to an approach that adjusts the curriculum and teaching methods to the needs and characteristics of learners. This approach is important and necessary for several reasons. This is because learner-centered physical education promotes learner participation and creativity [2,3].

First of all, in the traditional education method, knowledge was delivered centered on the teacher, and the learner took on the role of passively accepting it [4]. However, learner-centered physical education provides opportunities for learners to learn independently and solve problems. This makes it possible to increase learner participation and improve self-efficacy [5,6].

Additionally, learner-centered physical education considers the needs and abilities of various learners. Learners have various differences in physical strength, interests, learning styles, etc. Learner-centered physical education recognizes this diversity and provides education tailored to the needs of individual learners. Through this, learners' learning effectiveness is maximized and a differentiated educational experience is provided [7].

In addition, learner-centered physical education can develop learners' self-directed learning ability [8]. Physical education serves as a foundation for continued participation in activities in the future, because learner-centered physical education for lifelong physical education can develop learners' ability to solve problems and learn independently. In other words, it can help learners maintain lifelong physical activity and establish a foundation for leading a healthy life.

For this reason, learner-centered physical education can be said to be an important approach to

promote educational effectiveness and learner development. Therefore, promoting learners' participation and creativity, respecting diversity, and developing self-directed learning abilities become the foundation for learners to enjoy continuous physical education and lead healthy lives in the future. Accordingly, physical education teachers must not only provide learner-centered physical education, but also respect the meaning construction and involvement of students and create an environment in which students can actively participate.

Meanwhile, physical education teachers must design and practice learner-centered physical education based on their own educational philosophy, values, and experiences [9,10]. In other words, by understanding the meaning construction of physical education teachers, it is possible to find factors that influence their educational practice and ways to improve the quality of physical education through this.

In order to practice learner-centered physical education, physical education teachers' meaning construction must lead to realistic educational practice. By understanding and analyzing the relationship between physical education teachers' meaning construction and practice and the factors that support it through qualitative research, effective practice plans for physical education can be derived. Additionally, research is needed to verify how learner-centered physical education affects students' learning motivation, participation, and physical activity level. By understanding how physical education teachers' meaning construction and practice affect the effectiveness of students' learner-centered physical education, it will be possible to improve physical education methodology and improve the quality of physical education. As mentioned above, research on physical education teachers' meaning construction and practice regarding learner-centered physical education is necessary, and through this, effective changes and development in physical education can be achieved.

Therefore, this study examines the perceptions

and beliefs of physical education teachers regarding learner-centered physical education and listens to the stories of physical education teachers that appear in the field of practicing physical education curriculum. How do physical education teachers construct meaning about learner-centered physical education? We would like to conduct a qualitative investigation into whether this is being done and put into practice. Through this, the purpose is to provide educational implications to teachers in the field based on the various experiences and perceptions that arise during the practice of learner-centered physical education in the physical education field.

2. Research Method

2.1 Research participants

The physical education teachers who participated in this study were four physical education teachers from secondary schools located in the metropolitan area. The research participants consisted of physical education teachers with diverse beliefs and experiences regarding learner-centered physical education, and attempted to reflect their deep educational concerns. The research participants selected through a nomadic method had 5 to 10 years of teaching experience. They were open to field research and were aiming for a learning community for new changes. Specific characteristics of research participants are as follows Table 1.

Table 1. Research participant characteristics

	Workplace type	career (years)	age	Education
A	National and public middle schools	10	late 30s	Bachelor of Physical Education
B	National and public middle schools	8	early 30s	Master of Physical Education
C	private middle school	5	late 20s	Master of Physical Education
D	private middle school	7	early 30s	Master of Physical Education

2.2 Collecting data

After selecting the participating teachers, the researcher prepares interviews, provides guidance on the purpose of the study, research procedures, and the rights of research participants, collects general background information from participating teachers through natural conversation, and builds rapport with research participants. I tried to do it. The interviews were conducted in the following order: individual interviews, group interviews, additional interviews, and final interviews. In order to increase the reliability and truthfulness of data collection, other data (observations of classroom environment composition, educational activity plans, educational activity progress logs, etc.) were collected and metaphors were collected. (metaphor) The records were made together.

Data collection for this study was conducted from May to October 2023, and in order to deeply understand the beliefs and experiences of physical education teachers regarding learner-centered physical education, interviews were used, which is the most appropriate method to find out what teachers think or feel on a daily basis. used [11]. In order to conduct interview research, it is very important to categorize interview topics by considering the type and sequence of interview questions [12].

First, a draft was prepared by referring to the results of previous studies related to physical education [3,4,5,6,7] and the list of questions used in the interviews, and then a semi-structured questionnaire was prepared after an expert meeting. In addition, through consultation with an experienced qualitative researcher, precautions and advice during the interview and the entire interview process were reviewed.

The interviews were terminated when the teachers did not provide any new topics or additional insights regarding learner-centered physical education, and efforts were made to increase the reliability of the study through member checking. In addition, from the moment of data collection, the

results were derived through efforts such as interviewing two physical education experts, presenting the results, and receiving feedback through peer debriefing.

2.1.1 Individual and group interviews

Individual interviews were conducted three times with each teacher by visiting the institution where the research participants were working from May to June 2023. Then, two group interviews were conducted from July to August. Additional and final interviews were conducted from September to October.

2.1.2 Other data collection and metaphor recording

In order to compensate for shortcomings in the interpretation of research data that occur when data collection is done using a single method and to minimize errors in judgment [13], the task of continuously organizing various data collected during the research process is to file them on the researcher's laptop. carried out. In addition, according to previous research [14] that when using metaphors, abstract or unfamiliar things can be understood as concrete and familiar, and meanings hidden in language can be grasped, learner-centered education and good We were able to write a metaphor about the meaning of being a physical education teacher. Regarding the creation of metaphors, teachers' practical knowledge can be revealed through metaphors, and it is also helpful in highlighting the emotional aspects of teachers [15], so it was utilized as a method actively used in the field of teacher research [16].

In order to ensure the reliability of the overall interview structure, we attempted to maintain internal consistency by contextualizing the stories of the participating teachers by conducting interviews at intervals of 2 to 3 weeks [17]. In order to reduce errors in interpretation and judgment, efforts were made to collect various data, including individual interviews, group interviews, and documentary data.

In addition, by having research participants read the researcher's records, the reliability and truthfulness of the study were increased through cross-checking through member review, and care was taken to prevent the researcher from making errors in interpretation. We tried to increase the reliability of qualitative research by transcribing the interview contents without delaying them, and tried to come up with ideas for what we wanted to check or new questions to ask in the next interview. We continued to receive advice from fellow researchers during the research period to ensure that the research had high validity. Efforts were made to make it possible [18].

2.1.3 data analysis

In qualitative research, the meaning of data analysis varies considerably depending on how a large amount of raw data is understood and interpreted [19]. In other words, since 'field texts' collected through mechanical processes rarely have any research meaning or value, efforts and ideas are needed to convert 'field texts' into 'research texts' [20]. In order to interpret the collected data according to the purpose and content of the study, domain analysis and taxonomic analysis were used among the cultural analysis methods suggested by Spradley [20].

Representative keywords that can include everyone were derived through nomadic keywords, and the axis of the paper was organized around those representative keywords. In this process, literature review played a very important role [21].

The axes of the research results were divided into essential stories about learner-centered physical education and situational stories in the context of practicing the physical education curriculum. Teachers' beliefs and practice are inseparable from each other, and physical education teachers' theoretical meaning and practice of learner-centered physical education were influencing each other.

3. Physical education teachers' meaning construction of learner-centered physical education

Learner-centered physical education does not focus only on the transfer of knowledge emphasized in existing traditional physical education classes, but refers to teaching methods and strategies that are operated according to the needs, interests, and abilities of learners who are diverse and potential. The teacher's contextual approach in physical education classes acts as a positive factor regarding personal growth, functional development, and physical activity, and emphasizes creating an environment for the formation of correct attitudes. Accordingly, the meaning and composition of learner-centered physical education was largely divided into 'learner focus', 'overall development', and 'learning evaluation'(Table 2).

Table 2. Areas and categories

area	category
Meaning and composition of learner-centered physical education	Focus on the Learner
	Holistic Development
	Assessment for Learning

3.1 Focus on the Learner

In the context of learning-centered physical education, it is very important to focus on the learner. Every student comes to class with different physical abilities, interests, and ability levels. In other words, because it is comprised of diverse students, the ability and awareness of that diversity are necessary. And because all students must be respected, physical education in physical education classes must be an inclusive space where all students are recognized as valuable beings.

Individualized learning should provide educational services to students with different needs, including students with different levels of physical ability. Therefore, it is necessary to coordinate various activities and provide various alternatives to create an environment where everyone can partic-

ipate and have opportunities for success. In addition, it is necessary to promote a positive attitude to make the experience of physical education more meaningful and appropriate for each individual by feeling a personal bond and strengthening opportunities for motivation and participation through various contents.

• In a learner-centered approach, we focus on customizing the educational experience for each student based on their unique values, needs, and abilities. Because individualized learning in physical education is important for many reasons...

In physical education, like other subjects, learning styles vary from student to student. The teaching and learning styles that reflect this well are Morston's 11 teaching styles. In other words, students learn through real-world experiences, but they also benefit more from indirect signals through audiovisual materials. Therefore, by focusing on learners with diverse learning styles, it can be said that learner-centered physical education allows for the establishment and adoption of various educational strategies and an effective approach to each concept.

In particular, physical education is a very important subject in acquiring skills in addition to knowledge and attitude. In other words, although it is a subject that uses physical activity as a medium, it can produce various learning results depending on whether the decision-making process is teacher-centered or student-centered. In the learner-centered approach to physical education, students can experience the process of setting and achieving goals through various forms of learner decision-making in laying the foundation for healthy body management and lifelong physical education. Ultimately, establishing a positive learning environment can help students feel that their individual needs and contributions are valued, which

can have a positive impact on academic achievement.

- *Well... there needs to be continuous evaluation and observation during class. We need to identify each student's strengths and characteristics, and we can tailor learning activities through feedback in areas that need improvement. Students are involved in the decision-making process to achieve goals and continue to form relationships and communicate through interactions with teachers. In some ways, the classes are very flexible. I always try to be prepared to accommodate the learner's style throughout the class as well as in each scene, and to apply and adjust teaching methods appropriately.*

3.2 Holistic Development

Learner-centered physical education provides opportunities for students to independently participate in learning and demonstrate their abilities and interests. Through this, students can improve their physical abilities, improve their understanding of athletic activities, form social relationships, and learn how to express and manage their emotions. The goal of learner-centered physical education is to promote the comprehensive growth of students by providing a balanced educational experience through these various levels of development.

- *Holistic development is probably the key from an educational philosophy perspective. Here, physical education can be recognized as a comprehensive education of the whole person, rather than just functional development. So, in physical education classes, we try to provide a comprehensive approach and learning experience in terms of cognitive, affective, and psychomotor domains.*

Understanding the principles, theories, strategies, and concepts related to physical activity knowledge through cognitive development can be said to be a

basic area. This is because this is the basic educational content that humans must learn in class for social development and social development. Through physical education, opportunities for communication can be expanded through cognitive and social development.

- *These days, in physical education classes, the theoretical part through a sports scientific approach is also given importance. It not only teaches the game, but also covers technical aspects such as the rules and strategies behind it. Because this goes beyond simple understanding and is based on information possessed by the sport, it naturally fosters social development and the function of cooperation as a small society through interactions, teamwork, and cooperation that occur during the game.*

In addition, in relation to the affective domain, personal growth, such as cultivating personal attitudes and emotions, is also considered important. This will soon lead to social life outside the classroom as the foundation of basic physical strength and health for lifelong physical education and life.

- *Students can comfortably express themselves during class and develop positive growth and diverse ways of thinking. It is a really good class method for expanding your thinking skills because you can further strengthen your individual strengths through class. Ultimately, the foundation for lifelong physical education can be developed through learner-centered physical education classes.*

3.3 Assessment for Learning

In learner-centered physical education, evaluation of learning in terms of the process and feedback in terms of results can be said to be very important elements. Because it is not a fragmented teaching method, continuous evaluation and feed-

back that occurs during the course are necessary to promote continuous development of the student's learning progress. This can provide a comprehensive opportunity to understand the whole beyond the level of understanding the concept, dividing it into parts, and then connecting back to the whole.

- *It is fundamentally different from the evaluation conducted in traditional classes. Continuous evaluation and feedback must be provided. This is because each student's strengths need to be strengthened and areas that need improvement need to be corrected. This can also provide insight. Peer evaluations can also serve as useful tools.*

Providing feedback motivates learning, serves as reinforcement, and also performs a corrective function. In other words, it provides help to learners in accomplishing their tasks and can be provided as a method or guideline to improve learning.

- *By providing feedback as an evaluative element, you can determine whether the plan needs to be revised or re-established, or you can understand the process through the results and revise the results. Whether through immediate or consequential feedback, the role of extrinsic feedback provides important clues to the success of learning.*

A learner-centered class approach provides students with opportunities to actively participate in class. In addition, through goal setting, you can know the progress and progress and continue proactive yet cooperative learning. In addition to formative evaluations provided in between, summative evaluations for overall growth and improvement can also provide good learning effects in terms of process or results.

- *The process is important, but the results are also important, right? Assignments such as final presentations or portfolios can be used as important learning materials in the team discussion process. Ultimately, it makes an important contribution to helping learners have time to reflect. Of course, future improvements can also be included.*

4. Practice and limitations of learner-centered physical education

4.1 Practice of Learner-Centered Physical Education

Students basically have individual differences. In particular, students come to physical education classes with many different levels in terms of skills, etc. That is why students receive education on the value of physical activity with varying levels of skill and physical strength. The practice of learner-centered physical education is very valuable as it ensures that each student is appropriately challenged and has the opportunity to experience learning tasks and levels of difficulty appropriate to his or her level.

- *The key to this teaching method is personalization or customization of the learning experience by providing a variety of options. In other words, students are given choices and can choose from a variety of options. So, taking sports as an example, students who are less skilled can focus on basic skills, and students who are developing skills more quickly can participate in competitions or learn advanced skills according to their level.*

A comprehensive educational experience is another important element emphasized in learner-centered education. In other words, in a comprehensive situation, students are provided with the power to make choices about their learning, and

when they do this, a sense of ownership and motivation are strengthened. It can be seen that the sense of responsibility that comes with choice also increases.

- *Students participate in the decision-making process. Well, at the beginning or in the middle of a unit. During class time, students are encouraged to participate in decision-making and have a say in the learning they have experienced during practice and training, such as sports activities.*

4.2 Limitations of Learner-Centered Physical Education

The practice of learner-centered physical education includes various strategies such as differentiated instruction, integrated activities, student selection and facilitation, etc. However, there is a difficulty in that constraints on reality are difficult to avoid. Therefore, limitations such as class size, time constraints, facilities, and environmental limitations may make it difficult to fully realize this approach. Therefore, physical education teachers will need to creatively address these challenges to provide meaningful and inclusive learning experiences for all students.

- *This can obviously vary depending on the size of the class. Frankly, in large classes, it can be difficult to strategically and effectively implement learner-centered physical education while enhancing individual attention. It is also burdensome to have to deal with subject matter without deviating from the national curriculum and time constraints. And that doesn't mean that I will provide individualized strategies and tasks appropriate to the level I want and that the results will always follow. There are certainly difficulties.*

5. Conclusion

In conclusion, while learner-centered physical education is an ideal approach to promoting holistic development and engagement in physical activity, PE teachers may face challenges related to time, resources, class size, teacher training, and assessment practices. Overcoming these limitations requires a commitment to ongoing professional development, collaboration, and creative problem-solving to ensure a positive and enriching learning experience for all students.

The holistic development of learner-centered physical education includes addressing physical, cognitive, social, and emotional aspects. In particular, the role of the physical education teacher is to not only promote the acquisition of physical skills, but also to develop well-rounded individuals with positive attitudes toward physical activity, a strong understanding of sport concepts, effective social skills, and a commitment to lifelong health.

Additionally, learning assessment in learner-centered physical education includes continuous formative assessment, constructive feedback, individualization, goal setting, and a holistic approach to both formative and summative assessment. This approach not only measures student progress, but can also actively contribute to their development as individuals.

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김승용(Seung-Yong Kim)

[정회원]



- 2002년 8월 : 한양대학교 대학원 (체육학석사)
- 2008년 2월 : 한양대학교 대학원 (체육학박사)
- 2023년 3월~현재 : 동서울대학교 레저스포츠학과 조교수

- 관심분야 : 스포츠교육학, 학교체육, 생활체육, 전문체육
- E-Mail : ksy@du.ac.kr