MY RESEARCH SO FAR...

Juha Valtonen
Valtonen J., Ruismäki H. Socialisation into teaching physical education – the conceptions of good teaching of preservice class teachers in the light of work and schooling experience of sports and physical activities. Liikunta & Tiede 49 (6), 23–28.

hyperlink to the article

Abstract

• The conceptions of good physical education of pre-service class teachers need to be studied, especially at the beginning of their formal teacher education. The conceptions have been found to be like filters affecting their capability to absorb new information and skills in teacher training.

• This study aimed to explore the connections between the schooling/work experience backgrounds of pre-service class teachers and their conceptions of good physical education. The conceptions were seen to express the socialising effects of schooling/work experiences.

• The data were collected from the pre-service class teacher students of the University of Helsinki (n = 412) during the years 2007–2010. On-line questionnaire was used to gather the data. The main findings indicated that the most common characteristics of good physical education were: positive, motivating, and versatile. Increased work experience as a substitute teacher seemed to increase the mentions of positive physical education.

• Schooling and work experience in coaching or instructing physical activities seemed to increase the mentions of versatile physical education and promoting the fitness, skills and health. However, the mentions focusing to the pupils were decreasing at the same time.
Valtonen, Juha; Autio, Ossi; Reunamo, Jyrki & Ruismäki, Heikki (2012) The Relationship Between Pre-service Class Teachers Various Backgrounds and Conceptions of Good Physical Education. Procedia - Social and Behavioral Sciences 45, pages 595 – 604

hyperlink to the article

Abstract

• This study aimed to explore if various backgrounds in leisure time physical activity and success in physical education (PE) are manifested as various kinds of conceptions of good physical education.

• The participants (341 women, 71 men) consisted of the first year pre-service class teachers at the University of Helsinki in Finland, during the academic years 2007-2010. The data was collected using an online questionnaire.

• The findings of this study suggested that gender and various backgrounds in leisure time physical activity and success in physical education (PE) are related to pre- conceptions of the good teaching of physical education.
Valtonen, Juha; Kuusela, Jorma & Ruismäki, Heikki (2011) The leisure-time physical activity background of pre-service class teachers

hyperlink to the article, article on pages 61-73

abstract

• This study examines the background of the leisure time physical activity (PA) of pre-service class teachers before formal teacher education, and then at the beginning of their studies, and looks at the changes in PA caused by their beginning teacher training.

• Leisure time PA is an interesting factor in teacher development and therefore important to study.

• The participants (n=412) consisted of an entire cohort of pre-service class teachers at the University of Helsinki, Finland, during the years 2007–2010. The data were collected using an online questionnaire.

• The findings of this study showed that pre-service class teachers had a seemingly broad and active background of physical activities. Most commonly, male students had a history of ball games and female students of individual PA. The key finding of the study was that individual physical activities increased as a result of starting the university studies.

• This study recommends further research into the background of teacher students’ PA to collect more detailed information for follow-up studies of teacher development.
The aim of this study was to determine the reliability of a device in measuring physical activity. Another purpose of this article was to determine the daily amount of physical activity of a 10-year-old boy measured with this device.

The study was carried out as a quantitative case study, and the material collection was performed with the help of a Polar Electro activity monitor.

Our results show that for each day during the observed period, an average of 104 minutes of at least moderate physical activity was measured. This is quite close to the general recommendations for physical activity given by the Young Finland Association.

Physical education lessons seemed to have a noticeable effect on increasing the activity.