



A Review Study of Physical Education Pedagogy in Turkey

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Abstract

Pedagogy is defined as a concept based on transferring the teacher's knowledge and skills to the learner. A similar definition of pedagogy has been detected in the physical education field. Physical education pedagogy is examined in three sub-dimensions which are teaching physical education, physical education teacher education, and curriculum. In this study, articles about physical education pedagogy published in scientific journals scanned in TR Index were examined using document review and descriptive content analysis methods. Totally 2157 studies from six journals published in TR Index were accessed, and 18 articles were selected. The first and second authors of the study examined and analyzed the studies. Inter-researcher consistency was 93.4 % which indicated high consistency. Results showed that five studies for teaching physical education, six studies for physical education teacher education, and seven studies for curriculum sub-domains of pedagogy were published in TR Index. Teaching physical education studies focused on the effectiveness of models, materials and instructional design. In the physical education teacher education sub-domain, studies examined the effectiveness of the peer teaching model, teaching practice, and scale development. Results also indicated that all seven curriculum studies focused on examining renewed or updated physical education and sports curriculum. As a conclusion, the number of articles on physical education pedagogy published in the TR Index was not sufficient considering the total number of published studies. Curriculum studies were generally carried out shortly after the curriculum updates in Turkey. There is a need for longitudinal studies that examine the long-term effects of curricula and evaluate the curricula in terms of all stakeholders affected by the program.

Key Words: Pedagogy, Teaching Physical Education, Physical Education Teacher Education, Curriculum

Türkiye'de Beden Eğitimi Pedagojisine İlişkin Bir İnceleme Çalışması

Pedagoji, öğretmenin bilgi ve becerilerini öğrenen kişiye aktarması esasına dayanan bir kavram olarak tanımlanmaktadır. Benzer bir tanımlama, beden eğitimi öğretiminde de görülmektedir. Beden eğitimi pedagojisi; beden eğitimi öğretimi, beden eğitimi öğretmen eğitimi ve öğretim programı olmak üzere üç alt boyutta incelenmektedir. Bu çalışmada, TR Dizinde taranan beden eğitimi ve spor alanında bilimsel yayın yapan ulusal

dergilerde beden eğitimi pedagojisi üzerine yayınlanan çalışmalar, doküman incelemesi ve betimsel içerik analizi yöntemleri kullanılarak incelenmiştir. TR dizinde taranan altı dergide yayınlanan toplam 2157 makale incelenmiş ve beden eğitimi pedagojisi ile ilgili olan 18 makale belirlenmiştir. Çalışmada yer alan ilk ve ikinci yazarlar bir araya gelerek tüm çalışmaları incelemiş ve analizi gerçekleştirmiştir. Araştırmacılar arası tutarlılık değeri % 93.4 ile yüksek bulunmuştur. Bulgular TR dizinde taranan ve bu çalışmada incelenen makalelerin pedagojinin alt boyutlarına göre beş çalışmanın beden eğitimi öğretimi, altı çalışmanın beden eğitimi öğretmen eğitimi ve yedi çalışmanın öğretim programları ile ilgili olduğunu göstermektedir. Beden eğitimi öğretimi çalışmaları beden eğitiminde kullanılan modellerin, materyallerin ve öğretim tasarımlarının etkisini incelemiştir. Beden eğitimi öğretmen eğitimi çalışmaları ise akran öğretim modelinin etkilerini, öğretmenlik uygulamasını ve ölçek geliştirme çalışmalarına odaklanmıştır. Çalışma bulguları ayrıca tüm öğretim programı çalışmalarının yenilenen ya da güncellenen beden eğitimi ve spor öğretim programlarını incelemiştir.

Sonuç olarak, TR Dizinde yayınlanan beden eğitimi pedagojisi üzerine makale sayısının, yayınlanan toplam çalışma sayısı dikkate alındığında yeterli olmadığı söylenebilir. Beden eğitimi ve spor öğretim programları üzerine incelenen çalışmalar, genellikle Türkiye’de beden eğitimi ve spor öğretim programı güncellemelerinden kısa süre sonra gerçekleştirilmiştir.

Öğretim programlarının uzun vadede etkisini inceleyen ve programın etkilediği tüm paydaşlar açısından programların değerlendirildiği boylamsal çalışmalara gereksinim bulunmaktadır.

Anahtar Kelimeler: Pedagoji, Beden Eğitimi Öğretimi, Beden Eğitimi Öğretmen Eğitimi, Öğretim Programı

INTRODUCTION

Pedagogy is defined as a concept based on the transfer of teacher’s knowledge and skills to the learner (21). Pedagogy is frequently used interchangeably with the concept of teaching in literature (10). A similar definition of pedagogy has been detected in the physical education field (46). Physical education pedagogy is examined in three sub-dimensions which are teaching physical education, physical education teacher education, and curriculum (45).

Although these three concepts, which are seen as sub-dimensions of pedagogy, seem to be intertwined with each other, they have different research focuses (45, 46). Sub-dimensions of physical education pedagogy are: a) Teaching physical education: This dimension focuses on students’ learning process and level, social and environmental factors affecting the teaching process. b) Physical education teacher education: It focuses on the subjects, which are physical education teachers’ professional development through in-service practices and career development from their candidate to retirement process. c) Curriculum: This sub-dimension focuses on the subjects and contents that should be taught in the physical education subject matter field and the factors affecting the teaching.

In recent years, it has been seen that some review studies focus on physical education pedagogy in international literature. These studies are interested in general subject fields such as content, type, method, subject matter, and data analysis (22, 28, 29, 30, 41, 47, 46, 55). For example, Silverman and Skonie (46) examined 179 studies focusing on teaching physical education published dates between 1980-1984. The findings of the study revealed that the majority of teaching physical education studies were quantitative studies and focused on teacher effectiveness. Silverman and Manson (47) analyzed 201 doctoral dissertations focusing on teaching physical education. Findings indicated that most of the studies which they reviewed focused on teacher effectiveness. Half of the analyzed theses examined teaching methods, a few studies focused on developing assessment tools and students' decision-making levels. In another study, Uysal and Atay (52) examined 26 doctoral dissertations which focused on physical education and teaching studied in Turkey dates between 2007-2020. Results of this study showed that dissertations themed on physical education and teaching used qualitative methods. Due to its multi-disciplinary structure, comprehensive dissertations from education science to sports management were carried out.

Research published in Journal of Teaching in Physical Education (JTPE), which is one of the most important journals publishing studies of physical education pedagogy, are examined at different time intervals and by different researchers (22, 30, 41, 55). For instance, Hemphill et al. (22) conducted content

analyses of qualitative research published in the JTPE journal between 1998 and 2008. The study included a total of 209 articles. Results showed that studies focused on physical education teachers (36.4 %), students (31.8 %), physical education teacher education (24.5 %), and both physical education teachers and students (7.3 %).

In the literature, it has been studied important review researches related to physical education pedagogy since last decade (28, 30). One of them was Li et al. (30) study which reviewed the articles using an experimental research design for school physical education lessons. The study examined 71 qualitative experimental studies published in JTPE and Research Quarterly for Exercise and Sport. Findings showed that 60 (85 %) of 71 studies used a theoretical/conceptual framework. Majority of the analyzed studies measured dependent variables, which were motivation and psychomotor skills. As a result of the study, it was stated that the number of experimental studies published in two scientific journals was not sufficient.

Review studies of physical education pedagogy were made by searching citation indexes such as Google Academic, ERIC, EBSCO, SCOPUS and Web of Science (46). Citation index, which searching is done, is a systematic guide to scientific publications and their registered concepts, keywords, and location of researched topics (49). National and international indexes are databases that periodically deliver the studies published in the journals they scan according to the criteria they set (3). TR index (it has been carried out under the name of national databases until the end of 2013) is one of the most important databases developed by international standards in Turkey. It is a database created by the National Academic Network and Information Center (TR Index ULAKBIM) that scans/contains scientific articles in the fields of medicine, engineering and basic sciences, social and human sciences, life sciences, and law. National scientific journals scanned in the TR Index are periodically updated by commissions constituted of expert academics (3).

The aim of this study is to analyze the studies on physical education pedagogy in Turkey. In the study, it was aimed to examine the articles about physical education pedagogy, physical education teacher education, and curriculum, which are sub-dimensions of physical education pedagogy, in national journals that make scientific publications in the field of physical education and sports scanned in the TR Index.

METHOD

In this study, articles about physical education pedagogy published in scientific journals scanned in TR Index were examined using document review and descriptive content analysis methods. Document review is a systematic process by which documents of printed or electronic materials are reviewed and evaluated (6). It is expected to derive meaning from the data obtained in document analysis and to develop empirical knowledge (8). Descriptive content analysis is one of the content analysis methods (9, 48) and is a systematic analysis type that includes trends and descriptive evaluations in studies on a particular subject (19, 31, 42).

Literature Review and Inclusion/Exclusion Criteria

Journal of Sport Science (1990-2021), Spormetre (2003-2021), Journal of Sports and Performance Researches (2010-2021), Journal of Sports Sciences Researches (2016-2021), The Turkish Journal of Sport and Exercise (2012-2021) ve Turkiye Klinikleri Journal of Sports Sciences (2009-2021), which are the scientific journal publishing in the field of physical education and sport, and indexed in TR Index, were examined in this study. Totally 2157 studies from these six journals were accessed. Letter to the editor and editor's comments sections were not included. The first and second authors of the study examined and analyzed the keywords, title, abstract and method sections of the selected articles in terms of sub- domains of physical education pedagogy. After the examination, the researchers came together and checked their similarities and differences. Inter-researcher consistency was calculated by the formula: *Total Consistent Choices/ Total Choices*. Inter-researcher consistency was 93.4 % which indicated that researchers had high consistency (53). Inconsistent choices were discussed again and included the study after the consensus was reached. A total of 18 articles covering teaching physical education, physical education teacher education and curriculum were selected for descriptive content analysis (45, 46).

Coding Procedure

The determined 18 articles were categorically coded according to teaching physical education, physical education teacher education and curriculum. At the beginning of the coding process, the first author created a coding template containing clear and explanatory information for each variable (i.e. curriculum) to be coded. The authors of the study met three times using face-to-face and video interviews, and discussed the template in meetings that lasted approximately two hours. After the interviews, 10 articles were randomly selected from the determined articles. The selected articles were coded by three researchers using the template.

Inter-coder consistency score was ranged from 90 % to 94 % (M=92.41). Results clearly indicated that there was a consensus among coders of this study (53). The remaining articles were coded by the first author of the study.

Data Analysis

Determined 18 articles were analyzed in terms of their research topic, methods and results. Microsoft Excel program was used in the analysis of the obtained data. The data, which were coded and categorized, were transferred to the Excel program and the researchers checked whether there were any mistakes during the transfer to the Microsoft Excel form. As a result of the descriptive content analysis, frequency and percentage (%) calculations were used for all coding categories.

RESULTS

The findings were presented according to three sub-domains of physical education pedagogy which were teaching physical education, physical education teacher education and curriculum.

Teaching Physical Education

Five articles about teaching physical education sub-dimension were published in journals indexed in the TR Index. One of these articles examined the use of models which were specific to teaching physical education and sports and the learning levels of students.

Two studies of them focused on teaching materials for increasing the learning level of the students in addition to the model application. Two other studies used document review and instructional design as pedagogical methods.

Table 1. Articles of Teaching Physical Education

<i>Research</i>	<i>Journal</i>	<i>Pedagogical Methods</i>	<i>Findings</i>
İlhan et al. (2005)	Spormetre	instructional design	No difference between the multiple intelligence curriculum and the traditional curriculum.
Keske Aksoy and Gürsel (2015)	Spormetre	Action research and teaching model application	Teacher and expert collaboration, content selection and interaction with colleagues were identified as strengthening factors Lesson preparation, lack of time and changing teacher role were determined as slowing factors
Özçakır (2015)	Journal of Sport Science	Document review	Physical education and sports education has progressed cumulatively since the Republican era There is a transformation from teacher-centered to learner-centered.
Atlı et al. (2018)	Türkiye Klinikleri Journal of Sports Sciences	Teaching model and materials application	The peer teaching model is an effective model in terms of students' learning level, and the physical activity cards are an effective auxiliary material
Ediş and Gündüz (2019)	Spormetre	Teaching model and materials application	The model had a positive effect on students' development in the course. The model provided positive behavior and positive communication

Table 1 indicated that the physical education and sports-specific teaching models used by the majority of the studies (n=3) had a positive effect on the students' learning level, in-class behaviors and communication (5, 16, 27). One of the teaching physical education studies used action research besides the sports-specific

teaching model. As a result of the study, it was determined that the action research strengthened the effectiveness of the applied model (27). According to the findings of another study examining teaching physical education historically, teaching physical education has changed from teacher-centered to learner-centered (40). The other study showed that the instructional design applied for the theory of multiple intelligences was not significantly more effective than the traditional instructional design (25).

Physical Education Teacher Education

Six articles were determined by the physical education teacher education sub- dimension and these studies used different pedagogical methods (See Table 2). Two studies investigated the effect of the peer teaching model. In three studies, analysis methods for scale development, the effect of teaching practice, and academic learning time were used. In the other article, a review study was carried out on physical education teacher education programs.

According to the findings of the physical education teacher education sub-dimension, the peer teaching model (n=2) is an effective model for physical education teacher education students (20, 38). Other studies on Table 2 indicated that physical education teachers and preservice teachers are supposed to decrease time spending on classroom management, subject explanation, and waiting in line, while increasing time spending on physical activity (56). In one of the published studies, a valid and reliable knowledge test was developed to measure preservice physical education teachers' football knowledge level. According to the findings of this study, preservice physical education teachers', who have just completed the football lesson, had insufficient football common content knowledge levels (14).

Teaching practice course is so important for preservice physical education teachers. In one of the studies reviewed examined the effect of the teaching practice course on teacher efficacy. Findings showed that teaching practice course had no effect on preservice physical education teachers' teaching proficiency levels (2). In a recent study on physical education teacher education in Turkey, it was determined that the cooperation of institutions related to teacher education, the course contents that meet current needs and the right practices related to real life should be adapted (50).

Table 2. Physical Education Teacher Education Articles

Research	Journal	Pedagogical Methods	Findings
Yıldırım et al. (2007)	Journal of Sport Science	Behavior Analysis Analysis of Course Content Analysis of Academic Learning Time	Physical education teachers and preservice teachers spend more time on classroom management, subject explanation, and waiting in line, while spending less time on physical activity
Aktaş (2011)	Journal of Sport Science	Teaching Practice	Teaching practice course had no effect on preservice physical education teachers' teaching proficiency levels
Mirzeoğlu et al. (2014)	Journal of Sport Science	Teaching Model	Peer teaching model is effective on preservice teachers' learning level. Experienced preservice physical education teachers had higher academic learning time
Dervent et al. (2018)	Journal of Sport Science	Scale Development Measuring Knowledge Level	Valid and reliable scale for preservice physical education teachers was ensured Preservice physical education teachers', who have just completed the football lesson, had insufficient football common content knowledge levels
Gündüz et al. (2019)	Spormetre	Teaching Model	Preservice physical education teachers stated that peer teaching model is effective for teaching physical education in schools.
Şen et al. (2021)	Spormetre	Review Study	The cooperation of institutions related to teacher education, the course contents that meet current needs and the right practices related to real life should be adapted.

Curriculum

Seven articles focusing on curriculum sub-domain of physical education pedagogy were determined in this study. All studies evaluated the curriculum which was renewed or updated. In two studies evaluating the physical education and sports curriculum in the 1990s, it was determined that the behaviors and learning goals were consistent in the curriculum of the specific period, but the pedagogical courses for education were not sufficient, the necessary evaluation part of education process was not applied in the courses, and the education system and the philosophical approached required by the specific period did not match each other (1, 11).

Renewed physical education and sport curriculum was evaluated by three studies conducted in the 2010s. Studies showed that there was a moderate harmony among the objectives, achievements and learning-teaching processes. Results revealed that the emphasis on measurement and evaluation in the curriculum was medium and low (13, 15). Studies indicated that in-service training for promotion and presentation of renewed curriculum to physical education and sport teachers were not as it was supposed to be. Remarkable findings in these studies were that physical education teachers could not assimilate the renewed program and were not willing to learn the program (18).

In a study comparing the current physical education and sports curriculum in terms of international and Turkish gender equality standards, it was determined that while gender equality was emphasized in international standards, there was not enough emphasis in the renewed physical education and sports curriculum in Turkey (39).

Table 3. Curriculum Articles

<i>Research</i>	<i>Journal</i>	<i>Pedagogical Methods</i>	<i>Findings</i>
Demirhan (1992)	Journal of Sport Science	Evaluating curriculum	Behaviors and learning goals were consistent in the curriculum of the specific period, but the pedagogical courses for education were not sufficient,
Açıkada (1992)	Journal of Sport Science	Evaluating curriculum	Turkish education system and the philosophical approached required by the specific period did notmatch each other. Necessary evaluation part of education process was not applied in the courses,
Demirhanet al. (2008)	Journal of Sport Science	Evaluating curriculum	The proficiency level of the aims of the physical education curriculum is good, the level of reaching the targets is medium; realization of the objectives of the course content is moderate; course teaching and assessment level was determined as medium and good
Erdoğan and Öçalın (2010)	Spormetre	Evaluating curriculum	When the physical education and sport curriculum is examined in terms of applicability; it was determined that the general objectives, achievements and learning-teaching processes were partially managed; measurement-evaluation process was lower than expected.
Dalkıranet al. (2011)	Spormetre	Evaluating curriculum	In-service training for promotion and presentation of renewed curriculum to physical education and sport teachers were not sufficient.
Gülüm and Bilir (2011)	Spormetre	Evaluating curriculum	Physical education teachers could not assimilate the renewed program and were not willing to learn the program
Müftüler and Koca Arıtan (2020)	Journal of Sports Sciences Researches	Evaluating curriculum Document analysis	There was not enough emphasis in the renewed physical education and sports curriculum in Turkey

DISCUSSION

In the study, we aimed to examine the articles about physical education pedagogy, physical education teacher education and curriculum, which are sub-dimensions of physical education pedagogy, in national journals that make scientific publications in the field of physical education and sports scanned in the TR Index.

Totally 2157 articles, which were published in journals scanned by TR Index, were examined and 18 articles focusing on physical education pedagogy were determined for the analysis. Of the 18 physical education pedagogy studies examined and reviewed, six (33.33%) articles were related with physical education teaching, five (27.78%) of them focused on physical education teacher education, and seven (38.89%) articles were related with the curriculum. Our findings showed that the distribution of sub-dimensions focusing on pedagogy was very close in terms of their number.

The distribution of physical education pedagogy studies in the international literature is different. Some physical education pedagogy review studies showed that published scientific research mostly focused on physical education teacher education (46, 47, 55). For example, Silverman and Skonie (46) reviewed 179 studies and found that teacher effectiveness was the most focused issue. Similar findings were also found in the study reviewing doctoral theses (47). Some review studies in the literature found that publications on physical education pedagogy mostly focused on teaching physical education. For example, Kulinna et al. (28) determined that the majority of pedagogical studies (65.31%) between the years 1995-2004 were carried out on teaching physical education

Students' learning level in physical education and sports courses and the factors affecting teaching were expressed as teaching physical education in physical education pedagogy (45). As a result of the five articles examined in this study on teaching physical education, it was determined that the teaching models had a positive effect on students' learning level and improved positive student behavior and communication.

In this study, the effects of the teaching model, scale development, teaching practice and analyzes on academic learning time were evaluated in the physical education teacher education. The findings showed that the applied models were effective for preservice physical education teachers. Similar findings were found in review studies focusing on physical education pedagogy (46, 47).

The concept of pedagogy in general education gained importance towards the end of (17, 43, 44). In particular, pedagogical content knowledge, which was expressed in Shulman's

(44) study and put forward for the first time, was effective in increasing the quality of teacher education and teaching (7, 32, 37).

Pedagogical content knowledge was defined as the instructional arrangements and practices used by the teacher towards the subject area in order to increase students' learning level (43, 51).

Studies indicated that pedagogical content knowledge was an indispensable knowledge for effective teaching and increasing students' learning level (24, 26). Although it was stated that pedagogical content knowledge was important in physical education teaching (4, 54), no studies on physical education teaching and pedagogical content knowledge could be found in the journals scanned in TR Index

Curriculum is an important stakeholder that affects the teaching quality of physical education and sports lessons. All of the curriculum articles included in our study were based on the evaluation of the updated physical education and sports curriculum of the period.

Curriculum in Turkey has been renewed four times since 1980 (23); (a) focused on sports and physical fitness (33), (b) focused on active healthy living and movement competence according to constructivist learning principles (34), (c) Focused on wellness (35) ve (d) Focused on wellness and values education (36).

The findings showed that the behaviors and learning goals of the curriculum updated in 1988 were consistent, but the educational philosophy did not match and the measurement and evaluation process was insufficient (1, 11). Studies evaluating the program, which was updated in 2007, determined that the consistency of behaviors and learning goals was moderate, and the assessment and evaluation process was moderate and low (12, 13, 15, 18).

The curriculum of physical education and sports course was lastly updated in 2018 with an emphasis on values education. Studies examining the renewed curriculum stated that there was no emphasis on gender equality in the curriculum (39).

Conclusion and Future Directions

As of December 2021, there are a total of 207 universities in Turkey, including 174 state, 74 foundation universities and four foundation vocational schools (58). Totally 90 of these universities have physical education teacher education departments. In these universities, there are 79 master's and 52 doctorate programs on physical education and sports (58).

Although there are sufficient number of physical education teacher education master's and doctorate programs in Turkey, it could be said that the number of articles on physical education pedagogy published in the TR Index was not sufficient considering the total number of published studies. It is recommended to investigate the reasons for the low number of articles published in future studies.

As a result of the articles examined in this study, it was determined that there was no study on pedagogical content knowledge, the importance of which was emphasized in many studies in the international literature for physical education and teacher education in the journals scanned in the TR Index. In future studies, it is recommended to focus on pedagogical content knowledge in physical education and sports.

Another result of our study was that the use of physical education and sports-oriented teaching models was effective in physical education teacher education and the learning level of students who completed the school physical education course.

Although it was determined that teaching models were effective in teaching physical education, the number of studies published in TR Index journals was not sufficient. In order to emphasize the prevalence of the effect and its validity in different contexts, it is recommended to examine the effects of different models of physical education and sports in different school types, grade levels and different sports branches on the learning level of students attending physical education teacher education and school physical education classes.

As a result of the seven articles on physical education and sports education programs, it was determined that the published studies were generally carried out shortly after the curriculum updates in Turkey. There is a need for longitudinal studies that examine the long-term effects of curricula and evaluate the curricula in terms of all stakeholders affected by the program.

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