
Emotions in Teaching: Collective & reflective professional development in Physical Education

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Résumé

The present communication aims to present the project AffectT (inside the Teacher Academy UNI T funded by Erasmus), which inquires about the pedagogical challenges that emerge during teachers' effort to adopt an action research approach for designing and implementing an emotions-based curriculum for promoting students' learning and engagement. In the current pedagogical and social context, teachers rarely consider emotions a significant dimension in teaching and learning (Nadan & Stark, 2017). Emotions in learning are relevant as an educational paradigm for dealing effectively with today's societal challenges (Bromseth & Sörensdotter 2014). As a social rather than psychological construct, emotions refer to the collective forces and interactions that can make teaching relational and connecting (Gibson-Graham, 2006). Current research has shown that teachers feel more skillful in establishing a climate of socio-emotional engagement when they receive support from knowledgeable colleagues (Dania & Tannehill, 2022). During the last decade, there has been a renewed interest in the emotional turn in humanities and social sciences, with scholars underlining the relational aspect of emotions and their relevance to learning (Zembylas 2019). Overall, arguments point out that if not effectively used, emotions may create discomfort among students due to raising feelings of suffering, fear, or compassion (Zembylas, 2019). Physical Education (PE) is a specific context to live emotions (Petiot & Renaud, 2022). Recent researches point out the importance of emotion in PE to support student engagement and learning (e.g., Descoeurdes et al., in press; Girard et al., 2022; Leisterer & Jekauc, 2019; Visioli, 2022). But to our knowledge, no research has studied a long-term intervention implementing an emotional-based curriculum in a PE classroom in different countries from the teacher's and students' double perspective.

The goal of the action research will be to create an international community of practice of PE teachers around the theme of 'emotions' in joint training of formation and reflection to plan an emotional-based curriculum for promoting students' learning in their PE course and engagement.

The study sites will be state secondary schools in France, Greece, Italy, and Spain. Five qualified teachers from each country will participate in the study. One hundred students aged 11-16 from five different classrooms will follow an emotional-based curriculum for 14 weeks. Action research will be carried out (Capobianco & Feldman, 2010). The data will be collected from a longitudinal perspective. The methodology of the research will be developed in the following stages: a pre and post-test will be proposed to collect quantitative

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data about the intervention, and qualitative data (Critical observations & Self-confrontation session & Teacher reflection) will be collected focusing on emotions, as part of the teachers' action research process.

The proposed project adopts a mixed methods data collection, which combines qualitative and quantitative research and data (Creswell, 2014).

The issue of this communication is to exchange about the design of this mixed-method research action.

Mots-Clés: Emotions, Teaching, Collective, reflective, professional development, Education