

## Same, same but different - New learning and teaching tools for preparing pre-service teachers in inclusive physical education

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### Introduction

In recent years an inclusive educational approach in German schools has received much attention due to the UN Convention on the rights of persons with disabilities proposals, which came into force in Germany in 2009. Transformative learning and teaching in physical education therefore becomes very important. How could pre-service teachers be prepared to face the nowadays challenges? What attitudes and teaching skills do they need to be adequately prepared for good PE lessons in the 21st century?

### Methods

At the German Sport University 92 undergraduate students registered for “Inclusive Education in PE” were surveyed. Data was collected in the winter semester 2016/2017. Using the AH-PEC scale (Attitudes towards Heterogeneity in PE Classes) and SETH-PEC scale (Self-Efficacy in Teaching Heterogeneous PE Classes) (Thomas & Leineweber, 2017, 1<sup>st</sup> price winner, AIESEP Poster Award 2017).

### Results

It was found that many pre-service teachers view themselves as inadequately prepared to support children’s learning within inclusive PE settings. While their attitude towards inclusive PE was mostly positive, this changed when it came to imagine teaching in their own classes. Obviously there is a strong demand for new teaching tools and another approach towards inclusive PE that requires transformative learning, linked with an increasing importance to improve pre-service teacher’s teaching skills.

### Conclusions

The survey opens up new directions of teaching and learning in inclusive Physical Education Teacher Education (PETE). First insights into new learning and teaching tools to improve pre-service teachers’ education for inclusive PE based on the data collection will be given at the congress. E.g. glimpses into a Manual « Inclusive PE –Basketball for everybody » or first video sequences to open up occasions for a deeper reflexion.