

Oral (Theme) | 学校保健体育研究部会 | 【課題A】 大学体育の授業をいかに良質なものにするか

学校保健体育研究部会 【課題 A】 口頭発表①

Chair: Koji Takahashi

Wed. Aug 30, 2023 10:20 AM - 11:19 AM RY201 (良心館2階 R Y 2 0 1 番教室)

11:05 AM - 11:19 AM

[学校保健体育-A-04]Gaze behavior of Physical education (PE) teacher trainees in organizational arrangements (教)

*Verena Oesterhelt¹, Melanie Neumann, Sebastian Appel, Lea Junge-Bornholt (1. University of Giessen (Germany))

Teachers operate within a complex, multi-dimensional, co-constructivist context. Their interpersonal behavior is fundamental for learning conditions and outcomes, providing a constantly morphing classroom environment (McIntyre et al., 2020). In PE, this is enhanced by the continuously necessary (re-)arrangement of spatial structures due to the PE-specific environment.

Communicative integration is vital for students as ‘relational beings’. Gaze toward students has an impact in terms of teacher credibility and authority as well as student validation. As students’ interpersonal experiences in class significantly affect their academic motivation, communicative integration is seen as an indicator for effective teaching (McIntyre, 2020; Howe & Abedin, 2013).

The study aims at teachers trainees’ gaze behavior in PE-specific circular arrangements. Research questions are: How is the gaze distributed among students? Can gaze patterns or content-related aspects that influence the gaze be detected?

19 PE teacher trainees (14f, 5m) in 25 lessons wore a mobile eye-tracker. The gaze data is analysed aligned with the transcripts of classroom interactions. Within the 159 extracted circular formations preliminary results show i.a. differences in gaze behavior in relation to the communication type.

In line with present studies on teachers’ gaze (Yamamoto & Imai-Matsumura, 2013) future research on PE should address cultural differences, novice-expert-comparisons along with gaze patterns focused on student behavior.

Howe, C. & Abedin, M. (2013). Classroom dialogue: A systematic review across four decades of research. *Cambridge journal of education*, 43(3), 325–356.

McIntyre, N.A., Kees, K.T. & Mainhard, M.T. (2020). Looking to relate: teacher gaze and culture in student-rated teacher interpersonal behaviour. *Social Psychology of Education*, 23. 411–431.

Yamamoto, T. & Imai-Matsumura, K. (2013). Teachers’ gaze and awareness of students’ behavior: using an eye tracker. *Innovative teaching*, 2, 6.