

## Summaries

### ***Candy Laure & Mouchet Alain - Subjectivity of Regulatory Decisions of Teachers in Physical Education and Sport***

The article attempts to characterize the regulatory decisions of trainee EPS teachers. These correspond to the activity of the EPS teacher when he observes and regulates the motor activity of the students in the lesson. The main objective is to shed light on the decision-making methods of trainee teachers in real situations. The secondary objective is to contribute to the renovation of training contents and practices, in particular in line with the evolutions of expectations in recruitment competitions. The psychophenomenological perspective provides a central focus in this research by allowing access to the understanding of the activity from the point of view of the teacher himself. Three volunteer trainee EPS teachers took part in the study. The results show that the logic of decision-making mostly reflects convergent modes of operation between trainee teachers. On the other hand, regulatory decisions are mainly influenced by background elements, such as knowledge in APSA, past experiences as a coach or practitioner and their lesson planning. Faster, more accurate and effective regulation of student motor skills is promoted by APSA expertise.

Keywords :regulatory decisions, trainee teachers, psychophenomenology, physical and sports education, initial training, explicitation.

### ***Guerchi Maher, Lengliz Hanene, Loizon Denis & Marie-France Carnus - Clinical didactic analysis of practices declared by teachers of physical education: one “déjà-là” in tension in the teaching of the soccer in Tunisia***

We present here an exploratory study realized within the framework of a thesis concerning the clinical didactic analysis of the teaching practices of four Tunisian teachers of physical education (PE) in the activity soccer. Through a questionnaire where 167 teachers answered, we highlight tensions and contradictions within one “déjà-là” decisional constituted by three poles: representations, intentions and experiences. Upstream de decision-making, it “déjà-là” acts as filter of the didactic action where from emerges the knowledge to be taught during a process of

eJRIEPS 43 janvier 2018

didactic transposition influenced by cultural, institutional and personal factors. By opening the way to other networks of meaning these work highlight the part of subjectivity of the teachers of PE in the treatment of the activity soccer declared by the teachers, give a new perspective in the complexity of the didactic functioning as well as another understanding of the difficulty teaching the soccer in schools.

Keywords :knowledges, soccer, declared practices, clinical didactic, didactic transposition of the physical education, déjà-là decisional

***Frédéric Leroy et Ghislain Carlier - Identify the singularity of the relationship to knowledge of a student-trainee in physical education in situation of teaching***

This research is located in a theoretical area of the clinical didactics and aims to identify the effects of the initial teachers training (ITT) on the knowledge taught by the student-trainees in physical education in their last year and on their relationship to knowledge. From a temporal methodology, characteristic of the "clinical didactics", we present a case study, in which Annabelle reveals that the taught knowledge is not only dictated to the teacher by his own relationship to knowledge, dependent on its history, like it was repeatedly observed in other researches, but especially, was many times prescribed by the ITT through the tutor and the supervisor. This important subjugation in the school of formation and in the school of training course as well, is revealing established tensions during various interviews carried out before and after the observed lesson. The relationship to knowledge proves to be an invaluable indicator as for the logic of formation and for the emerging professional identity of the students.

Keywords :Clinical didactics, knowledge, relationship to knowledge, initial teacher training, trainee, tutor.

***Nicolas Robin, Joris Laurent, & Shelly Ruart - Influence of electronic message on aerobic physical activity and physical education performance***

The aim of this study was to determine whether the use of an SMS sending strategy could increase the Aerobic Physical Activity (APA) in twenty-two high school students in order to reach the recommendations of the " WHO which is 60 minutes per day of activity. On the other hand, we tested if this strategy had a positive

eJRIEPS 43 janvier 2018

influence on the duration performances' in a running activity in Physical Education (PE). The results of this study showed that receiving an Short Message System (SMS) in the morning, (6 times per week, for 3 weeks) inviting to realize an APA, significantly increases the weekly average duration of APA (leisure). In addition, an improvement in the 3 x 400 meter performance time, carried out during a cycle of running in PE, is observed while being better when the students received the morning SMS than when they had not. The use of SMS is thus a useful strategy, among others, to fight sedentary lifestyle and therefore obesity. It could fully find its place in a high school as part of a project linking PE, health education and Information and Communication Technologies for Teaching.

Keywords :aerobic physical activity, physical education, electronic message.