

Summaries

Antoine Bréau & Vanessa Lentillon-Kaestner - Les garçons face à la mixité et à la non mixité en EPS

Facing the maintenance of gender inequalities in school, the return of single-sex education is a perspective discussed and already in place in some countries. To have single-sex or coeducational classes in physical education (PE) is widely debated. In Switzerland (state of Vaud), pupils experience coeducation and single-sex PE classes in middle and high schools. The purpose of this study was to explore the boy's point of view about coeducation and single-sex PE classes. We conducted 12 focus groups with 46 boys. The results showed that 70% of the boys preferred single-sex PE classes. They preferred single-sex PE classes because they permitted to act without restriction in a competitive climate classroom and with a higher ability level. A minority of boys were in favour of coeducation classes; some of them back reported their difficult experiences in single-sex classes. This study questions the model of masculinity and gender stereotypes in PE classes and the possibility for pupils to develop their gender singularities.

Keywords : coeducation, single-sex, masculinity, adolescence, gender stereotypes, focus group.

Jérôme Visioli & Oriane Petiot - La dynamique émotionnelle des enseignants experts en cours d'EPS : quelle relation avec la disponibilité auprès des élèves ?

The objective of this research is to analyze the emotional dynamic of expert teachers during PE lessons. Specifically, it is to relate the dynamic of intensity and valence of the emotions felt in the classroom with the teacher availability to students. Based on the theoretical and methodological program of the course of action (Theureau, 2006), we studied the activity of five teachers for two PE lessons, by focusing specifically on the emotional components of this activity. Given the results, the expert teachers feel relatively stable, moderate and positive emotions during the course. This emotional dynamic is related to their knowledge

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mobilized in situations that allow them to step back on the events occurring in the classroom. It also appears associated with availability to students, which is expressed in particular by preoccupations and perceptions centered on them.

Keywords : Education, Expertise, emotional dynamic, Availability, course of action.

Sigolène Couchot-Schiex - L'EPS en prise avec l'évolution sociétale : que dire des violences analysées sous l'angle du genre ?

Since 2001, French law take hold of sexism and homophobia as discriminations. However, tensions between law and societal debate may be rough if not violent in social facts as well as in sport's facts. The question is : do we find any trace of these questions in education and more specifically in Physical Education (PE) ? This school discipline is identified as a place of learning « how to become a men », but does it take care of individuals according to sex criteria or sexual orientation? Obviously, is there any interest to do so? An exploratory survey has been conducted on a sample of adults and teens at high school, collecting discourses by interviews. Results show shared points of view and differences of perceptions about homophobia and sexism violence facts at school and specifically in PE.

Keywords : homophobia, sexism, PE, education, society, school

Julien Moniotte, Emmanuel Fernandes & Lucie Mougnot - D'un corps biologique à un corps traversé par les dimensions féminines et masculines des APSA proposées en EPS

This paper synthesizes studies – French-speaking studies in most cases – in sport science and education science which focus on body, masculinity and femininity inside the Physical Education field. Its purpose is to contribute to reflection on body consideration and taking into account masculinity and femininity in physical activities to make them way of success for pupils. We hope it will serve for PE teachers' ab-initio and further training.

Keywords : sex, gender, sociology, psychology, social psychology, Sport Science

Jean-Francis Gréhaigne , Marie-Paule Poggi & Zeineb Zerai - Connaissances et compétences motrices en sport collectif : quoi enseigner ?

This synthesis article fits in « Innovations » section of the review eJRIEPS. The objective of this paper is to identify and analyze team sport knowledge that ought to be taught in school and also in a way compatible with high school schedules. Then, an experimentation conducted at the Thala Lycée in Tunisia provides a first indication as to the pertinence of selected knowledge categories. Finally, the content of 2008, 2010 and 2016 French PE curricula, with regards to the teaching of team sports, is examined in light of the proposed knowledge base.

Keywords : sport pedagogy, team sport, knowledge, motor competencies, curriculum.

Jean-Francis Gréhaigne , Marie-Paule Poggi, & Zeineb Zerai -L'enseignement et l'apprentissage des connaissances et des compétences motrices utiles en sport collectif

This article extends the debate introduced in the previous article in the section « Innovations ». This paper discusses a certain number of themes related to teaching and learning in view of a more efficient learning of team sports in school. The authors successively examine how students learn, how teachers teach, and also how students ought to be taught if they are to learn and retain. Finally, the matter of equal access of all boys and girls to the fundamentals of school and sport culture is discussed.

Keywords : team sport, knowledge, teaching, learning, success