

## Public Lecture on “Pedagogies and Quality Issues of PE”

「教學法與素質體育探討」公開講座

**Date:** Saturday 15 September 2012  
**Time:** 14:30 - 17:00  
**Venue:** HG01, Ho Yin Convention Centre, University of Macau  
**Language:** English (Simultaneous interpretation in Cantonese will be provided)  
**Registration & Enquiry:** Ms. Vera Choi/Mr. Brendan Lei  
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### Session 1: Pedagogies for the 21st Century Teaching PE (21 世紀體育教學)



**Speaker:** Prof. Rosa López de D'Amico  
Universidad Pedagógica Experimental Libertador (UPEL)  
Maracay, Venezuela

#### Abstract:

Pedagogy, ‘the art, science or profession of teaching’, it is easy to say and how complex it can be in terms of educating a human being in a changing, demanding, competitive, world. In the ‘global context’ with all the technology that is available, and the scientific communities research: do we all agree on the importance to understand the term pedagogy? How important is pedagogy in the training of professionals who will be working with the training of others? Do we know about the history of pedagogy? Is it a standard term? or do we evaluate, adopt it in terms or existing standards? norms’ patterns’ or just we follow the tendency that is established by the leading groups meaning ‘language or economic power?’ The word ‘pedagogy’ is as old as the civilization as we traditionally look back to the etymology coming from Greeks, and how it has evolved in educational context. We normally say that teachers have to a) review and reflect on their practice; b) collaborate and discuss their practice with other professionals, and students, and; c) be constantly creative, innovate, and have fun with their teaching. These aspects have to be understood under the different cultures, background, economic development and possibilities each individual might have. In the world we do not have the same possibilities, we have important differences and all these have to be embrace and taken into consideration when speaking or addressing the needs we might believe others have. Educational systems have tried to be established with particular characteristics in each one of the regions, nevertheless the influence of postcolonial education and globalization is very much present and that has to be analyzed by the proper regions and communities. There are important aspects that have to be impacted by the work we do, the local communities need to be supported and it requires comprehensive approach to work with people, other professionals and the politicians. But it is also important that in the 21<sup>st</sup> century there must be a change to listen to other voices, but more over to give them a chance to emerge; that can be done by the hands of pedagogues around the world. Are we prepared to change?

**Session 2:** Lecture on Quality Issues in Physical Education – Challenges and Future Directions (素質體育教學 – 挑戰與未來發展方向)



**Speaker:** Prof. Abel Toriola  
Tshwane University of Technology  
Pretoria, South Africa

**Abstract:**

Quality issues are fundamental to the importance of Physical Education (PE) in the curriculum and form the basis for assessment of its educational objectives. The need to design and implement quality Physical Education and Sport (QPES) has been a subject of international debate for many years. In 2005, UNESCO organized an international seminar on QPES in Porto Novo, Republic of Benin at which a framework for evaluating quality aspects of PE was developed. Central to the debates on quality aspects of PE are issues related to definition of QPES, teacher preparation, implementation of PE programmes, policy formulation and implementation, regional diversity and sustainability. Presented in this lecture is a summary of major issues on QPES discussed at the African forum organized by the International Society for Comparative Physical Education and Sport (ISCPES), held in Nairobi, Kenya in June 2010. The forum focused on impediments and challenges, best practices, strategies and action plans for promoting QPES. In addition to the above issues, this discourse highlights the need to define parameters of QPES and also examine its competing factors so that strategies for implementing QPES in national contexts could be designed. Such strategies should be based on prevailing educational, socio-political and economic realities.