

Seeing Knowledge Through the Lens: Exploring Pre-Service Teachers' Perceptions of Content Knowledge in PETE Programs Using Photovoice

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ABSTRACT

The study explores the perceptions of pre-service teachers (PSTs) regarding the content knowledge (CK) gained during their Physical Education Teacher Education (PETE) program. The research highlights the strengths and weaknesses of the CK component, the impact of various teaching methods, exposure to sports and physical activities, and the challenges faced due to scheduling and cognitive overload. The findings suggest that while the PETE program provides extensive knowledge, improvements in scheduling, assessment, and psychological training are necessary to enhance PSTs' learning experiences.

Keywords :

Introduction

Content knowledge (CK) in Physical Education (PE) encompasses both theoretical and practical components essential for the effective delivery of disciplinary knowledge. This study aims to analyze the perceptions of PSTs regarding the effectiveness of CK in PETE programs, their learning experiences, and the challenges they encounter.

Methodology

The study is based on data collected from focus group discussions, photo-elicitation exercises, and individual participant reflections. Thematic analysis was used to identify key themes related to knowledge acquisition, teaching methods, assessment, exposure, and scheduling.

Results and Discussion

- 3.1 Content Knowledge in PE (CK) PSTs acknowledged a significant improvement in their knowledge of sports, games, physical fitness, and motor skills. They emphasized the role of enthusiasm, readiness to learn, and systematic content delivery in enhancing their knowledge. Practical sessions provided opportunities for error identification and correction, reinforcing their learning. PSTs also appreciated learning about injury prevention and scientific approaches to physical activities.
- 3.2 Knowledge of Processes, Methods, and Assessment in PE-PSTs valued diverse teaching methods, particularly outdoor theory classes. However, distractions in outdoor settings posed challenges. Many PSTs expressed dissatisfaction with the limited practice time available for each sport. They highlighted the importance of hands-on teaching experiences, such as leading Kho-Kho sessions, which helped them understand pedagogical requirements. Assessment methods were critiqued for overemphasizing theoretical aspects, with recommendations for more practice-oriented evaluations.
- 3.3 Exposure in PETE Programs- PSTs appreciated access to well-equipped facilities but were concerned about limited library hours and resource availability. They recognized the benefits of interacting with foreign experts, which provided insights into innovative teaching methods. While specialization courses offered additional income opportunities, PSTs noted the lack of advanced coaching facilities. Practical experiences, such as volunteering at athletic meets for special students, were viewed as transformative and inspiring.
- 3.4 Scheduling and Cognitive Load Many PSTs reported cognitive overload due to the simultaneous learning of multiple activities and theory classes. Fatigue from morning training sessions affected focus during theoretical lessons. The rigorous schedule limited opportunities for reflection and assimilation of knowledge. PSTs recommended incorporating short breaks to enhance learning efficiency.

Strengths and Weaknesses of CK in PETE Programs

4.1 Strengths

1. Comprehensive curriculum covering various sports, games, and fitness activities.
2. Use of innovative teaching and assessment methods.
3. Systematic content delivery fostering professional growth.

4. Exposure to experts and diverse learning experiences.
5. Elective courses offering career expansion opportunities.
6. Practical experiences preparing PSTs for handling emergencies.

4.2 Weaknesses

1. Need for a distraction-free learning environment.
2. Overpacked and stressful scheduling.
3. Cognitive overload due to simultaneous theoretical and practical learning.
4. Insufficient focus on learner psychology and behavior management.
5. Challenges in implementing collaborative teaching methods.
6. Assessment techniques not aligned with individual abilities.
7. Limited accessibility to libraries and laboratories beyond working hours.

5. Conclusion and Recommendations

The PETE program significantly contributes to PSTs' CK development; however, there is room for improvement. A more balanced schedule, refined assessment methods, and enhanced psychological training can optimize learning outcomes. Future research should explore the impact of revised scheduling and assessment strategies on PST performance and retention of knowledge.

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