

# Transforming and challenging the pedagogical space, knowledge and collegial collaboration: The case on gender, power and body in physical education

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**ABSTRACT:** Most often, key teaching moments in physical education teacher training takes place within sporting contexts, for example: the gymnasium, in nature, the swimming pool, basketball court etc. The teaching is usually done by lecturers who themselves are trained physical education teachers. Other so-called theoretical knowledge is often taught by PhDs in lecture form (cf. Gustavsson 2002). In this workshop I will both orally and practically present some examples of how this division in the profession and teaching spaces can be bridged. The examples are based upon an educational development project within physical education. The project focused upon gender, power and the body between several colleagues at Malmö University (Mattsson 2016). The outcome of this development project revealed in a change of the teaching dynamics which had resulted in a new way of understanding gender, body and (Evans, Davies & Wright 2004).

The challenge presented in the development project was to change the way in which forms of knowledge of gender, power and the body were conveyed and understood. The gendered expectations among girls and boys in terms of the subject of physical education, the way we act and speak as well as relations between teacher and pupil, were discussed (Larsson & Meckbach 2007). In this pedagogical development, we wanted both PE student teachers as well as lectures at the university to reflect on how gender is created in various sporting activities and also to develop new activities concerning gender, power and body (Kirk & Vertinsky 2016). Furthermore the teaching space was challenged when the classroom spaced lecture moved into the practical teaching environment of the physical education teacher, for example the lecture hall to the sport hall

In the workshop I will present an overview of this development project, based upon the experiences and challenges that we met. I will also demonstrate different approaches that can be adopted when working with gender, power and the body. The workshop will include some physical participation, but this requires no great physical effort or special clothing to participate. The purpose of the workshop is to take part of others' thoughts on this example of change management and experience in participating in the exercises.

## REFERENCES

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