

## **Contesting Discourses in Physical Education: A Critical Discourse Analysis of 20 Textbooks Used in Physical Education Teacher Education in Denmark**

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**Abstract :** The purpose of this study was to investigate different discourses about the body, movement and the main progression in and aim of Physical Education (PE) that are immersed within Physical Education Teacher Education (PETE) textbooks. The study was based on an examination of Danish PETE course documents listing 296 educational texts prescribed by PETE teachers for PETE programs in Denmark. It presents a more specific analysis of the 20 most used textbooks in Danish PETE. The study found three different discourses termed: (1) Developing the potential for sport, (2) Basis for creative sensing and (3) Being part of a cultural ballast. These discourses represent different ways of conceptualising and appraising PE as a school subject. The results also suggest that PETE textbooks are deeply involved in the (re)construction, struggling and 'working' of classical discourses in PE. Furthermore, that PETE textbooks comprise powerful documents that through their recurrent use of high modality are tending to be unequivocal in their suggestions for PE practices. On the basis of these findings, the presentation suggests that PETE teachers may use textbook analysis in the educational program as a tool for enhancing critical reflections upon central ideological dilemmas in PE.

**Keywords :** critical discourse analysis, critical reflection, physical education teacher education, textbooks

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