Book of abstracts

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experiences, shifting perceptions, innovative teaching strategies, and refined planning practices. Instrumentation included TARE post-teaching reflections (Wright & Craig, 2011), TARE implementation checklists, and artifact analyses of daily journals and lesson plans. Data were analyzed using inductive qualitative methods (Braun & Clarke, 2006; Keegan, 2019). Results: Data revealed complex pedagogical changes leading to significant improvements in the teacher's content delivery and planning focused on responsibility within four themes. Specifically, findings highlight Reconfigured Planning Priorities, Delivery Incongruence with Learned Behaviors, Conditions Ripe for Challenges and Change, and Tangible Teacher and Student By-Products. Conclusion: The study underscored the gradual pedagogical shift, driven by the teacher's persistence rooted in core values and the perceived benefits of responsibility-based education (Casey, 2013). Findings emphasize the complexity of pedagogical change, stressing self-reflection, value alignment, and philosophical agreement for successful TPSR implantation in PE (Gray et al., 2019). This work aligns with the AIESEP 2024 Conference Theme: Pedagogy and Didactics in Physical Education.   References: Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101. Casey, A. (2013). 'Seeing the trees not just the wood': Steps and not just journeys in teacher action research. Educational Action Research, 21(2), 147-163. Gray, S., Wright, P. M., Sievwright, R., & Robertson, S. (2019). Learning to use teaching for personal and social responsibility through action research. Journal of Teaching in Physical Education, 38(4), 347-356. Hellison, D. (2011). Teaching personal and social responsibility through physical activity (3rd ed.). Human Kinetics. Keegan, R. (2016). Action research as an agent for enhancing teaching and learning in physical education: A physical education teacher's perspective. The Physical Educator, 73(2), 255-284. Wright, P. M., & Craig, M. W. (2011). Tools for assessing responsibility-based education (TARE): Instrument development, content validity, and inter-rater reliability. Measurement in Physical Education and Exercise Science, 15(3), 204-219.

Keywords: teaching personal and social responsibility (TPSR), physical education, action research, models-based practice

ID 393 Bridging Art and Motion: A Transformative Approach to Early Childhood Education

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In a world of constant change, education faces a critical challenge, that extends beyond the classroom. Traditional teaching methods, focused on lectures, memorization, and standardized tests, often fall short of addressing evolving student and societal needs (Sancho-Gil & Hernández-Hernández, 2018). Yet, a beacon of hope shines. It's time to embrace innovative pedagogical approaches, deeply understand them, and nurture lifelong skills (Flores et al., 2019). Educators are becoming guides, resource facilitators, and creators of authentic meaningful educational experiences (Hoogveld et al., 2005; Martínez, 2008; McKenney et al., 2015; Razzouk & Shute, 2012). Meet the heroes of this transformation – Early Childhood Education teachers. They've evolved into architects, crafting teaching materials and strategies tailored to students' unique needs and diverse contexts (Hernández-Leo et al., 2017). Art takes centre stage in this story, especially Early Childhood Education (0-6 years). Art isn't an elective; it's a vital channel for young minds to express and explore their interactions with the world and society (Alcaide, 2023). Two powerful allies emerge: Visual Thinking Strategies (VTS) and Aesthetic Education (AE). These strategies place students at the heart of their learning journey (Jacobovski & Ferro, 2021). Visual Thinking Strategies (VTS) uses art to nurture thinking, communication, and visual literacy (Hailey et al., 2015). Aesthetic Education (AE) goes further, encouraging appreciation, reflection, cultural understanding, and active engagement with art (Greene, 2018). But the story takes a twist—the motor story. It's not just about art; it includes motor skills and artistic expression. Imagine students actively participating in their learning through art and physical activities (Omeñaca, 2013). The story unfolds with a study, driven by a simple but powerful goal: to understand how art can be harnessed in Early Childhood Education and explore the Motor Arts-Based Learning (MABL) approach. The cast? 101 enthusiastic students, future Early Childhood educators from the University of Oviedo, Spain. The mission? To revolutionize pedagogy and equip students with skills to thrive in an ever-changing world through dynamic, meaningful educational approaches. This is not just a story; it's a call to action. It´s an invitation to join the journey of innovation and transformation in education, where art, motor skills, and student engagement play leading roles. Are you ready to embark on this adventure with us? In this congress, we are going to present an innovative pedagogical strategy carried out in Early Children's Education to develop key competencies related to arts and physical literacy. Results showed that motor story is an innovative approach to promoting motor competence meanwhile visual literacy through representative painters is also promoted.

Keywords: Early Childhood Education, Arts and Physical Education, Visual Thinking Strategies, Aesthetic Education, student-centred pedagogies

ID 197 The characteristics of Chinese aspiring physical education teachers in a WeChat learning community

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Learning management systems (LMSs) such as Moodle and Blackboard are not widely used in Chinese Universities. To compensate, lecturers create their own WeChat-based professional learning communities (PLCs). Given what we know about disparities in student engagement in such platforms, it is vital that we better understand the characteristics of student engagement so we can offer better support. The aim of this study was to investigate participants' differential levels of engagement in a WeChat-based PLC. One university teacher and 26 students organized a WeChat group at a university in the southwest of China. The students were third-year undergraduates from a sports training programme and the majority aspired to be PE teachers. Data collection included 18 months of non-participate online observation of the WeChat group, five focus group interviews (n=23) and semi-structured individual interviews (n=17) conducted via Tencent Meetings. Throughout online observations, we identified that participants had three types of engagement in the PLC: active participants, moderately active participants, and lurkers. These types of engagement should be considered on a spectrum as participants' engagement was not static. Active participants (n=6), constituting 23% of the group, frequently participated in discussions, shared resources, and helped others voluntarily without requests for help. They accounted for 38.4% of the total messages exchanged. Moderately active participants (n=6) accounted for 14.5% of the total messages. The largest category, consisting of 53.8% of the participants, was categorized as lurkers (n=14). These individuals observed the discussions but made little or no comments. Despite their number, lurkers only shared 28% of messages during the data collection period. After conducting an analysis of the online data to categorize participants into different levels of engagement within the WeChat group, interviews were conducted to explore different factors influencing engagement. The interview data were analysed thematically, and the following themes emerged: Cultural factors: reports saving face, keeping harmony, and respecting teachers lead lurking or observing are common behaviours of Chinese students in online groups.