

Table of contents

p.	11	Presentation by Andrea Ceciliani
	15	Introduction
	21	Chapter 1
		<i>Methods and didactics of motor activities</i>
	1.1.	Methods and didactics of motor activities, 21
	1.2.	Theories for PE and MA, 22
	1.3.	Techniques for PE and MA, 24
	27	Chapter 2
		<i>Theories</i>
	2.1.	Physical education and the role of motor development in early childhood, 28
	2.2.	The cultural phenomenon of education in physical activity and sports, 29
	2.3.	Physical education in a changing world: challenges and opportunities, 30
	2.4.	The importance of physical education for promoting healthy lifestyles, 32
	2.5.	Exploring the relationship between physical education and wider physical culture, 34
	2.6.	Dominant ideologies in physical education: sport and health/fitness discourses, 35
	2.7.	Beyond health and fitness: challenging dominant discourses in physical education, 37
	2.8.	Physical education and sports: cultural, social, and scientific aspects impact meaning and motivation, 39

- p. 49 Chapter 3
The unique nature of movement and its implications for teaching and learning
3.1. Introduction, 50
3.2. The importance of human motor skills: functions and classification, 51
3.3. The developmental function of perceptual-motor behaviors: the case of the walking reflex in new-borns, 54
3.4. The complex interplay of biological and psychological factors in perceptual-motor development, 56
3.5. Fetal motor development and behavior, 58
3.6. The developmental process of perceptual-motor skills, 60
3.7. Factors influencing perceptual-motor learning, 63
3.8. Conclusions, 68
- 69 Chapter 4
The role of physical education and sports educators in motor learning for educational purposes
4.1. Understanding learning as a process of change in motor skills and performance, 70
4.2. Learning as an information processing system, 72
4.3. Evaluating learning, 74
4.4. Principles of learning: identifying variables for optimal learning, 76
4.5. Key factors in motor learning, 80
- 83 Chapter 5
An examination of theoretical models and pedagogical implications
5.1. Converging theories and emergence of ecological psychology, 84
5.2. Ecological psychology: a critique of the computational metaphor, 85
5.3. The importance of knowledge representation in motor learning, 88
5.4. The cognitive approach to motor learning, 89
5.5. Perception and action in ecological psychology: a direct relationship, 91
5.6. The dynamics of learning in physical education and sports, 93
5.7. The relationship between scientific knowledge and teaching practice in physical education, 94

p.	97	Chapter 6
		<i>The instructional models and educator knowledge for teaching of motor activity</i>
		6.1. Effective teaching of motor activity: fundamental assumptions and instructional models, 98
		6.2. Instructional models for teaching and learning, 100
		6.3. Advantages and opportunities of model-based instruction in physical education, 102
		6.4. Instructional theme, 104
		6.5. Understanding instructional models, 108
		6.6. How learning theory shapes instructional models in motor activity education, 117
		6.7. Balancing student needs: the challenge of inclusion in physical education, 120
		6.8. Pedagogical content knowledge and its role in model implementation, 127
131		Chapter 7
		<i>Models-based approach to teaching physical education</i>
		7.1. Models-based practice, 131
		7.2. Transforming physical education pedagogy: unpacking a multimodal MBP approach, 159
163		Chapter 8
		<i>Strenght, weakness and gaps of models for physical education</i>
		8.1. The importance of physical activity in educational institutions, 164
		8.2. Exploring alternative pedagogical models and their integration in PE, 167
		8.3. Effectiveness of pedagogical models in physical education, 169
		8.4. Limitations of implementing pedagogical models, 171
		8.5. Addressing gaps in literature for individuals with special needs and marginalized populations, 173
		8.6. Key findings and implications for future research, 175
183		References