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Joint activity organization and segments of interactivity analyses in a school age combat sports initiation unit

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1. Introduction

The developed studies in socio-cultural approach of constructivist perspective indicate the need to consider the process of teaching and learning as a joint activity between teacher and learner around the content, where a continuous negotiation between the participants happens (Daniels, 2001). This negotiation is not completely predictable, as it is a result of the pedagogical aims, the characteristics of the content, the teacher educational options, and the models of participation. Along the joint activity, the used resources, in the semiotic interaction play, have an important role (Mercer, 1997).

In physical education and sport, "game-centred approach" (GCA) models (eg., Teaching Games for Understanding - TGfU), are those who assume mainly the constructivist perspective (Rovegno, 2006). In common, these models concern about the contextualization of the didactical process, just like the consideration of the role of semiotic devices, particularly related to the use of questions and their impact on knowledge construction (Wright & Forrest, 2007; Harvey & Light, 2015).

Although GCA models do not consider combat sports (CS), these CS have important features that are compatible with the GCA models. Thus, inspired by "fighting knowledge" concept (Terrisse, Quesada, Sauvegrain, & Hiegel, 1995) and following the "integrated technical-tactical model" assumptions (Lopez-Ros & Castejon, 2005; Avelar-Rosa, Gomes, López-Ros, & Figueiredo, 2015) proposed a model for developing CS learning. Based on these orientations, this study analyses how the interaction process evolves in order to favour the construction of knowledge by learners.

2. Methodology

The interactivity of a 4th year class of elementary education students (n = 12) was analysed in a CS initiation unit, with 10 sessions of 60 minutes. The unit contents were developed around two main technical-tactical situations. In order to analyse the organization of joint activity we use the segments of interactivity (SI) (Coll, Colomina, Onrubia, & Rochera, 1992). To identify them, it is necessary to consider the actions and all verbal interactions that occur between teachers and students around the content. The different segments are characterized by the specific behaviour patterns of teacher and students, as well as the instructional function of the interaction format.

3. Results

Six types of SI were identified, each one with different interaction forms: Segments of Activity Organization (SIAO; 8 forms), Guided Practice (SIGP; 12 forms), Command Practice (SICP; 4 forms), Discussion (SID; 7 forms), Recapitulation (SID; 8 forms) and Transition (SIT; 3 forms). These types

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of SI are similar with SI found in other studies (Pradas, 2012; López-Ros, 2013). In its dynamics across the teaching unit, it is possible to observe an increase in the time allotted to SIGP and a decrease in time devoted to SIAO. It is also possible to identify the tendency to not discuss the contents after the tasks done, because this operation usually happens during the process of the activity organization.

4. Discussion and conclusion

The analysis of the SI and their evolution seeks to understand how to develop educational influence and their impact on the students' learning process. The reduction of time devoted to SIAO and the consequent increase of the time allocated to SIPG may indicate the transfer of the knowledge to the learner, who progressively assimilates the meanings of the contents, suggesting the occurrence of the scaffolding process proposed by Wood, Bruner and Ross (1976). To better understand this particular teaching-learning process, it is necessary to confront the interaction observed with the learners' "fighting knowledge" through the evaluation of the two situations developed.

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