

No Individual Well-Being, no Social Equity? Psychosocial Disconcertment in Physical Education

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Idea

School education intends to improve the physical and mental well-being of students. However, especially physical education (PE) can also massively endanger it. Existing studies regarding students' health primarily focus on physical injuries. But how psychosocial aspects, like experiences of disconcertment, impact the individual well-being is rarely researched. [1][2][3]

Objectives

The study (duration: 2020–24) investigates, which didactic frameworks and social actions in PE evoke and/or increase psychosocially unsettling situations and potential lifelong effects. [4][5]

Divided into three sub-studies, the research questions are:

- How and when do students recognize situations as disconcerting?
- What strategies do they develop to solve or avoid further disconcertment?
- What are the health-related long-term effects (former) students recognize?

Methods

Following the Grounded Theory^[6] methodology, a wide range of data is collected and evaluated:

- Overview into associated social and didactic settings that may induce disconcertment
- Focus: who is affected, in what way, under which circumstances

Focused, Written Short-Narrations

Semi-Structured Interviews

- Insight into subjective perspectives of those (formerly) affected
- Focus: impact on affected person's everyday life and biography

- Overview into societal discourses
- Focus: legitimate speaker positions, affections and consequences concerning disconcertment, health and body norms

Interactive Websites

Networking – we are interested!

Concerning research on

- disconcertment & similar topics
- sportive & didactic settings
- national & international

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Preliminary Findings

The data shows that students experience disconcertment in many ways during physical education. The subjective interpretation as disconcertment is often correlated with other categories of social inequality (such as class, gender, ethnicity).^[7]

Physical education acts as a framework in which:

- social norms of health and body are reproduced,
- social inequity can endanger subjective well-being,
- social equity is being risked.

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