




WHAT DO JUDO TEACHERS TELL US ABOUT THE INCLUSION OF SPORT EDUCATORS IN THE DIGITAL WORLD?

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- 
- Physical Education and Sport (PES)
 - Judo

Judo as
pedagogy and
sporting
discipline

Ju

Means
'gentle'

Do

Means, 'the
way'

Judo means,
'the way of
gentleness'

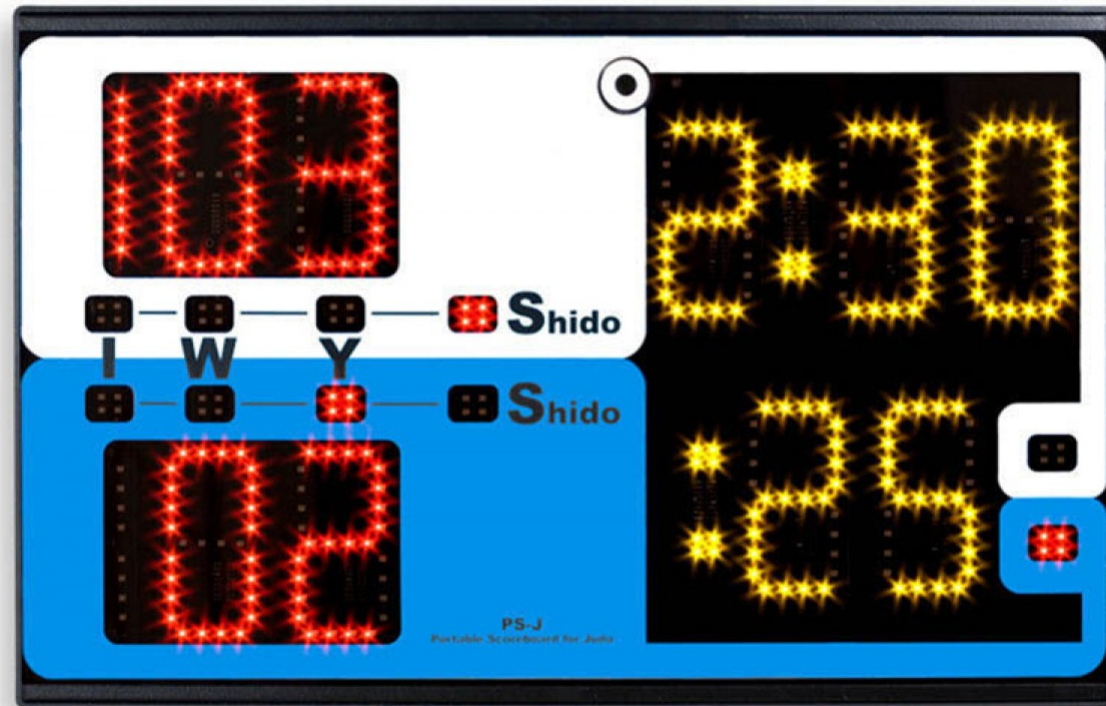
The Judo Moral Code

Courtesy
Courage
Friendship
Honesty
Honour
Modesty
Respect
Self-Control



Display

Judo digital world, basic item



Digital world

Background to judo practice



A new context for sports educators

- more equipped and connected audiences
 - specific attitudes and practices with particularities and implications
 - fi. the visibility of activities in the public space
- technology can change the way activities are conducted



Effects of digitalisation and influence on professional practices of PES

1. Academic background
2. Methodology and data collection
3. Results and discussion

1. What's going on with ICT in the context of Judo?

- Scientific challenge: observation of educators facing the digital world in a non-prescriptive institutional context (ie. low level of injunction)
- Modalities and effects
 - Disruption ?
 - professional identity
 - logics and ways of understanding the occupational sphere and its outlines
 - Coping ?
 - digital technologies and their diffusion
 - educator's audience relationship to these technologies.

Integrative transactions ?

Theory of curriculum (Perrenoud, 1993)

- **Educational path**: formal or non-formal technical appropriation, including learning by doing (cf. Dewey, Lewin, Piaget ; Kolbl & Fry, 1975 ; Gabriel, 1996)
- **Learning from peers**: theory of social learning (Mischel and Shoda, 1998), phenomenon of contagion by mimetism (Christakis & Fowler, 2007) or viral dimension (Green, Horel, Papachristos, 2017)
- **Sharing with peers**: connectivist theory suggesting distribution of role and tasks (ie., Siemens, 2005 ; Downes, 2005),

2. French Judo educators in their relationship with their occupational activity

- Part of a large scale survey activity (Perez-Roux, Perez, Gabriel, Papet & Cassagnol, 2016)
- Procedure : mixed research methodology
 - quantitative scales and dimensions + qualitative data
- Sample: French Judo teachers from the Region *Occitanie* + Judo teachers who subscribe to a social network of French Judo teachers

+ Organization of research and data collection

- **Phase 1.** Ethnographic survey and series of non-directive interviews
- **Phase 2.** Exploratory survey from interviews (n = 12)
- **Phase 3.** Main Survey
 - semi-directive interviews (n=44)
 - paper questionnaire (n=132)
 - online questionnaire / national scale (n = 108)
- **Phase 4.** Analysis of actual activity and new online survey

Questionnaire survey

How Judo teachers enter a major evolution in recent years: the digital world.

"About communication, what importance do you place on digital tools (club webpage, Facebook-type social networks, online video for studying techniques)?

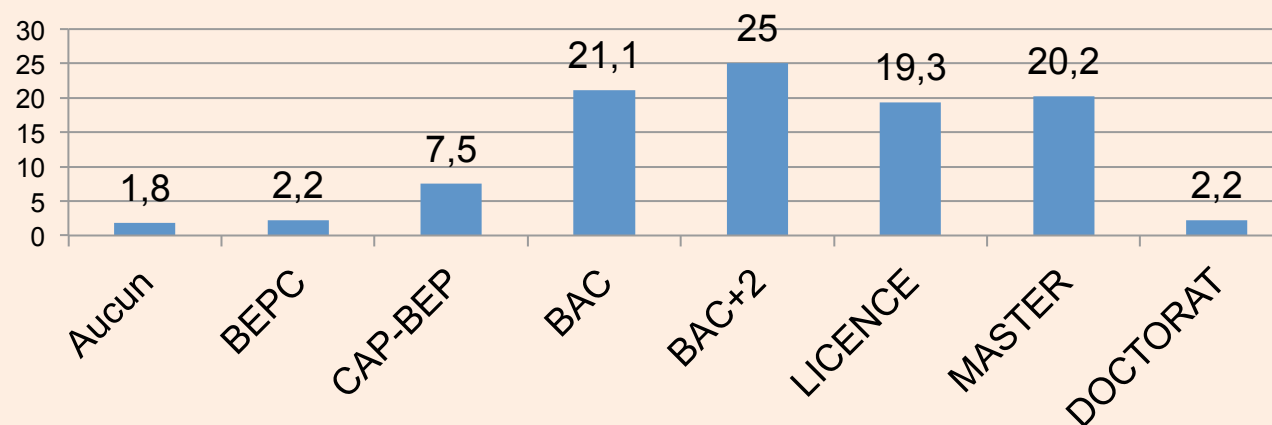
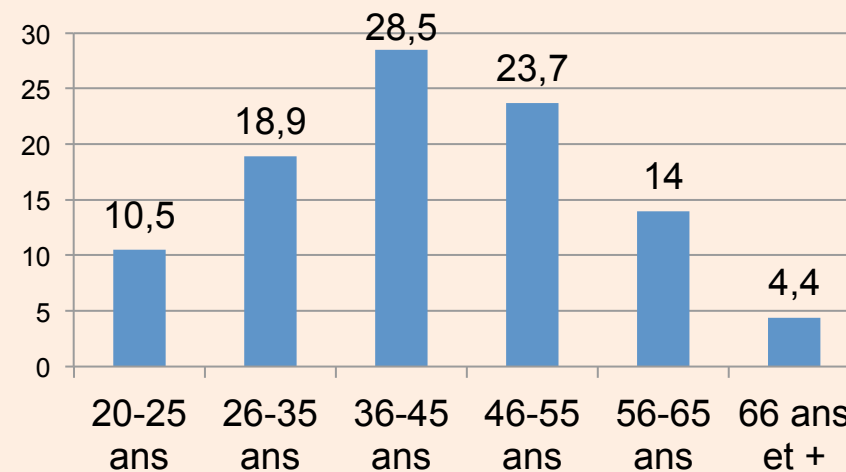
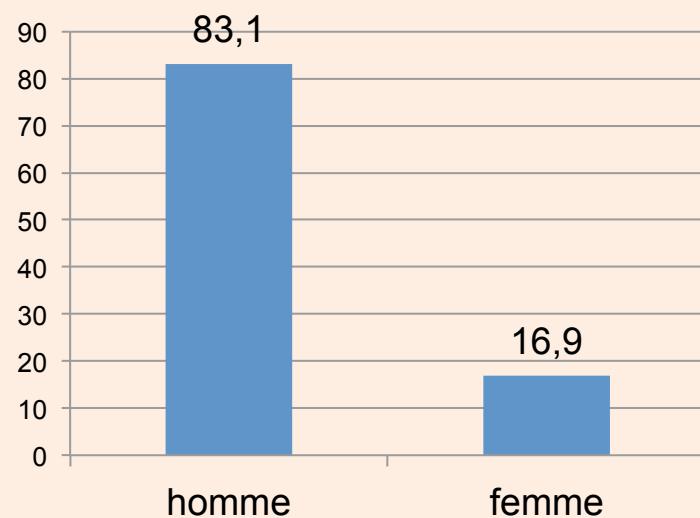
+ Participants questionnaire



+

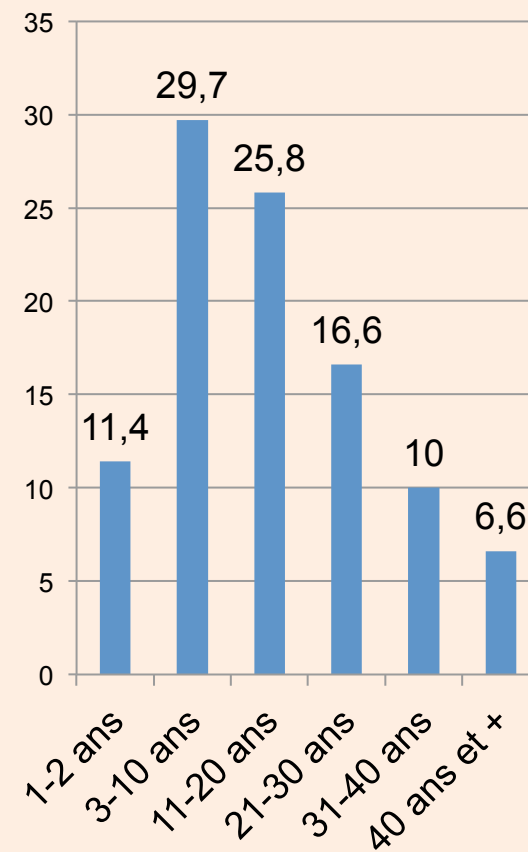
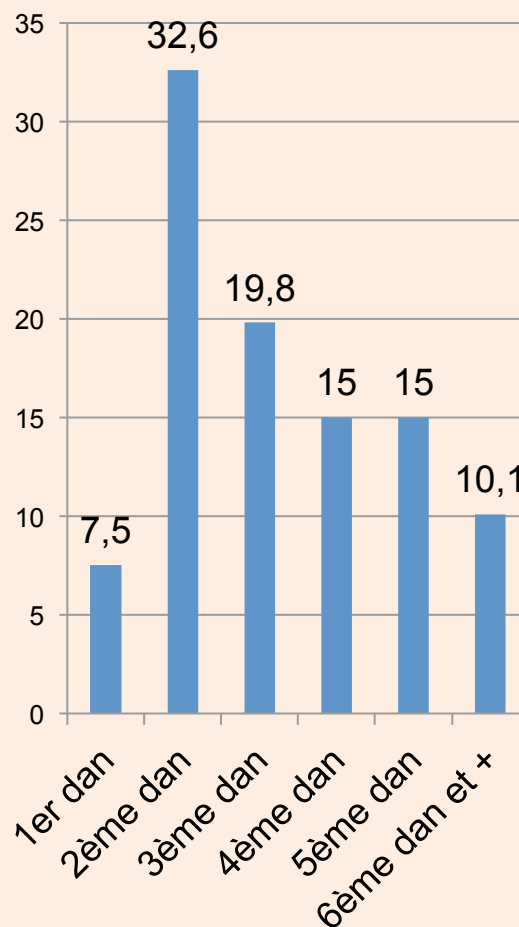
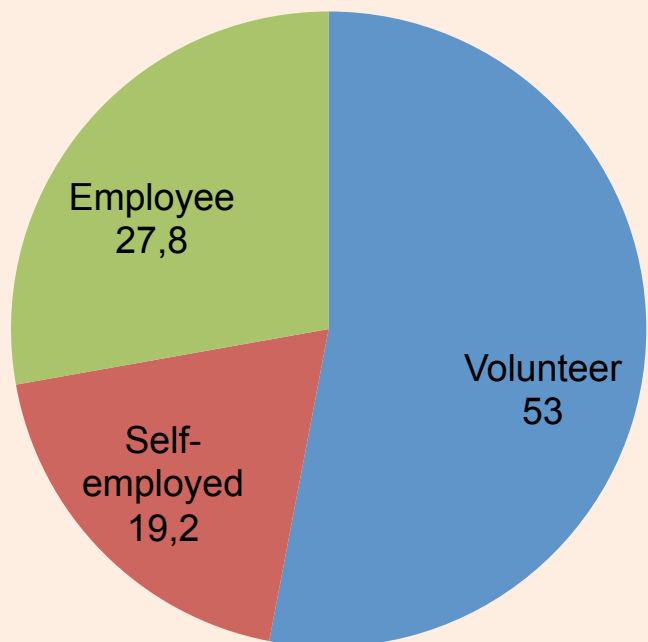


+ Gender, age and educational attainment





Judo practice



Interviews

BENEFITS OF JUDO
BECOME A JUDOKA TODAY!

JUDO IS A SPORT THAT HELPS CHILDREN DEVELOP MANY SKILLS, AS THEY GET FITTER, LEARN VALUES AND HAVE FUN ALONG THE WAY!

GET FITTER
JUDO WILL HELP CHILDREN TO IMPROVE THEIR GENERAL FITNESS LEVEL, INCREASES COORDINATION OF MOVEMENTS, AND DEVELOPS SPATIAL AWARENESS, FLEXIBILITY AND AGILITY. WITH JUDO YOU BECOME FIGHTING FIT!

LEARN VALUES
THROUGH ITS MORAL CODE, JUDO TEACHES VALUES LIKE HONESTY, COURTESY, COURAGE, COURTESY AND RESPECT. ALL VALUABLE THROUGHOUT LIFE!

HAVE FUN
JUDO IS A LOT OF FUN, AS YOU LEARN THE TECHNIQUES, GRADE UP A BELT, AND MAKE NEW FRIENDS AT YOUR CLUB. IT IS A SPORT SUITABLE FOR BOTH BOYS AND GIRLS, OF ALL AGES, ABILITIES, SHAPES AND SIZES.

CLUB INFO!

JUDO CLUB PANTIN
www.judoclubpantin.fr un art de vivre en famille

VIENS FAIRE DU JUDO !!
Le samedi
4 ans de 9h à 10h
5 ans de 10h à 11h
6 ans de 11h à 12h
7 ans de 12h à 13h
8 ans de 13h45 à 15h

柔道

INSCRIPTIONS A PARTIR DU SAMEDI 8 SEPTEMBRE 2018

Tarif: 170€
Pièces à fournir:
- Formulaire d'inscription
- photo d'identité
- Certificat médical d'aptitude à la pratique du JUDO en compétition

Le Judo est plus qu'un sport, c'est une discipline qui a des vertus éducatives et pédagogiques. Il développe des capacités psychologiques comme la confiance en soi, la concentration et le contrôle de ses émotions. Il est aussi bénéfique pour la mémoire, la coordination et la synchronisation des mouvements.

BABY JUDO
Gymnase Centre EMIS Charles Auray
1 rue Candale 93500 PANTIN
Métro: église de Pantin

CLUB AFFILIÉ FF Judo

Rechercher: JUDO CLUB PANTIN
Adresse: 1 rue Candale, 93500 Pantin
Téléphone: 06.46.69.62.86
Email: judoclubpantin@gmail.com
Site Web: www.judoclubpantin.fr

Retrouvez nous sur:
JUDO CLUB PANTIN
COMTE 95
SIREN 54810280
JUDO

- Who is he/she (age, gender) ? Where and with whom is he/she teaching judo?
- What are the context features of the activity?
- Teachers have a Facebook page, a blog or web pages. Is this your case? If yes, could you please specify:
 - How do you consider this approach, what interest do you see in it?
 - In particular, what about the pedagogical uses of digital technologies (registration, referral to videos of fights, katas ...)?
- How do you rate your mastery of digital tools on this scale from 1 (no or very low) to 10 (excellent)
- Are the extra-curricular uses of digital technologies by your students reflected in your activities with them (eg. TV series, social media with their rules and etiquette)? What do they refer to (text-sms; uploading photos to Instagram, Facebook page consultation, Twitter posting, Online games with Xbox, Email, Skype, followers and followers ...)?
- If these uses are apparent, do you feel
 - 1) that they contribute to the education and culture of your students?
 - 2) that these uses are healthy and do not pose obvious safety problems?
 - 3) that these uses respect the privacy and freedom of speech of others?
 - 4) that students take a critical look at activities in cyberspace?
 - 5) what students demonstrate about these uses, integrity, honesty, and ethical behaviour?

+ Participants interviews



3. The relationship between judo educators and the digital world

- Results :

- Significance of digitalisation for Judo educators
- Paper versus online
- The gender issue

Questionnaire

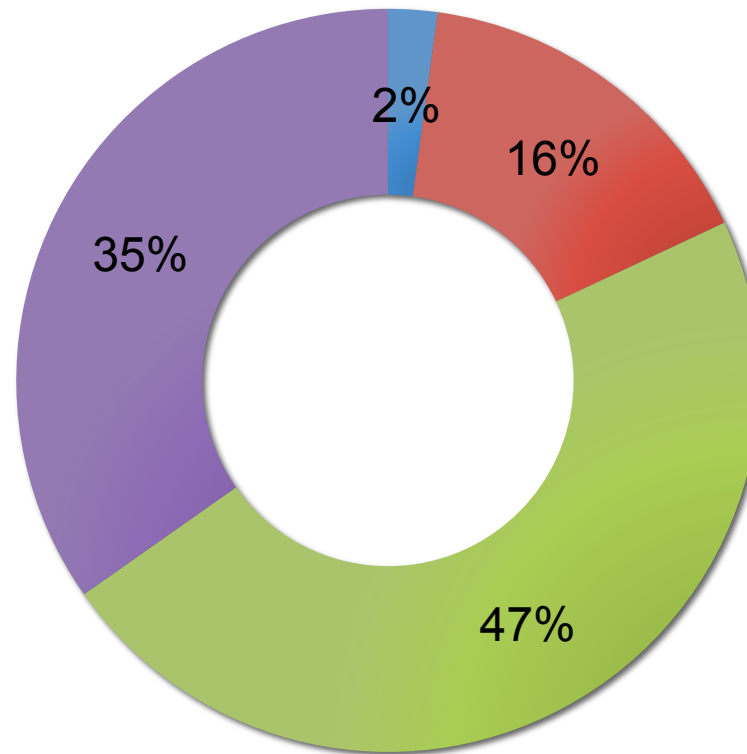
- Aspects of occupational activity digital transformation

Interviews

+ Significance of digitalisation

Without much variation in the different contexts of exercise of the activity (geographic location, number of licensees, etc.).

■ No significance ■ Low ■ Quite ■ High



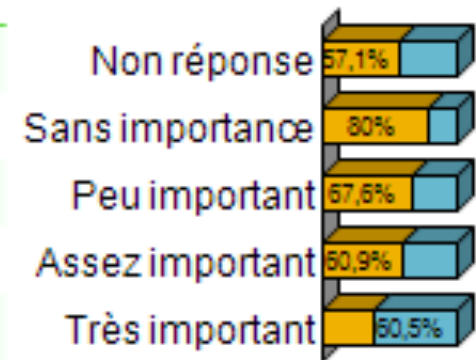


Paper versus online

- **Effect of the mode of inquiry** (cf. Amiel & Denoyelle, 2012) and/or **specificities of the subsamples** (Credoc, 2010)

Modalites_enquete, Numérique

	Papier		En ligne	
	N	Khi2	N	Khi2
Non réponse	4	0,006	3	0,007
Sans importance	4	0,57	1	0,69
Peu important	25	1,06	12	1,30
Assez important	67	0,70	43	0,85
Très important	<u>32</u>	3,54	<u>49</u>	4,32



$p = 0,01$; $Khi2 = 13,05$; $ddl = 4$ (S)

La relation est significative.

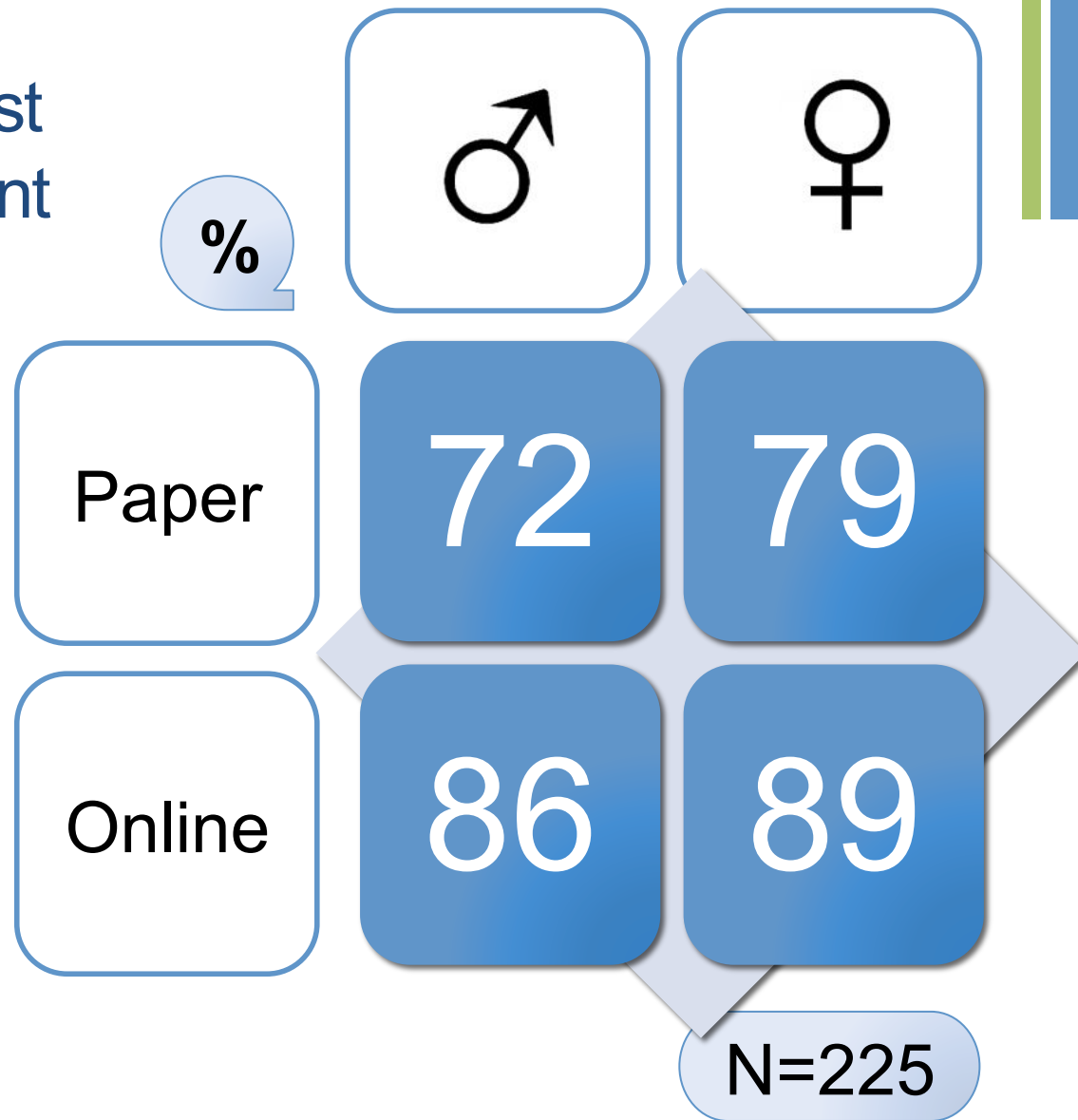
La colonne 'Khi2' donne la contribution absolue au Khi2.

Les éléments sur (sous) représentés sont coloriés.

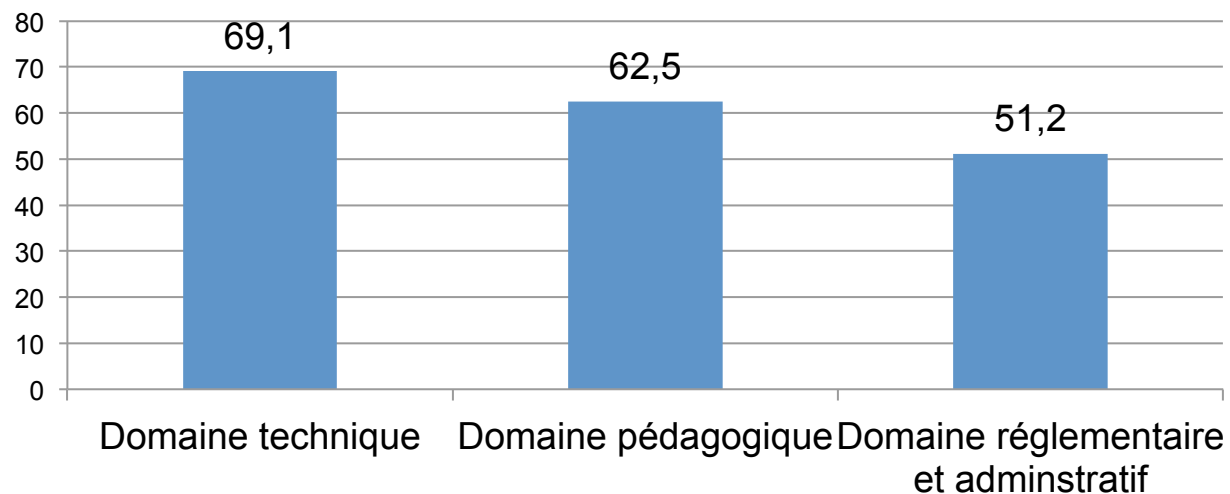


Digital tools
perceived at least
as quite important
& genders

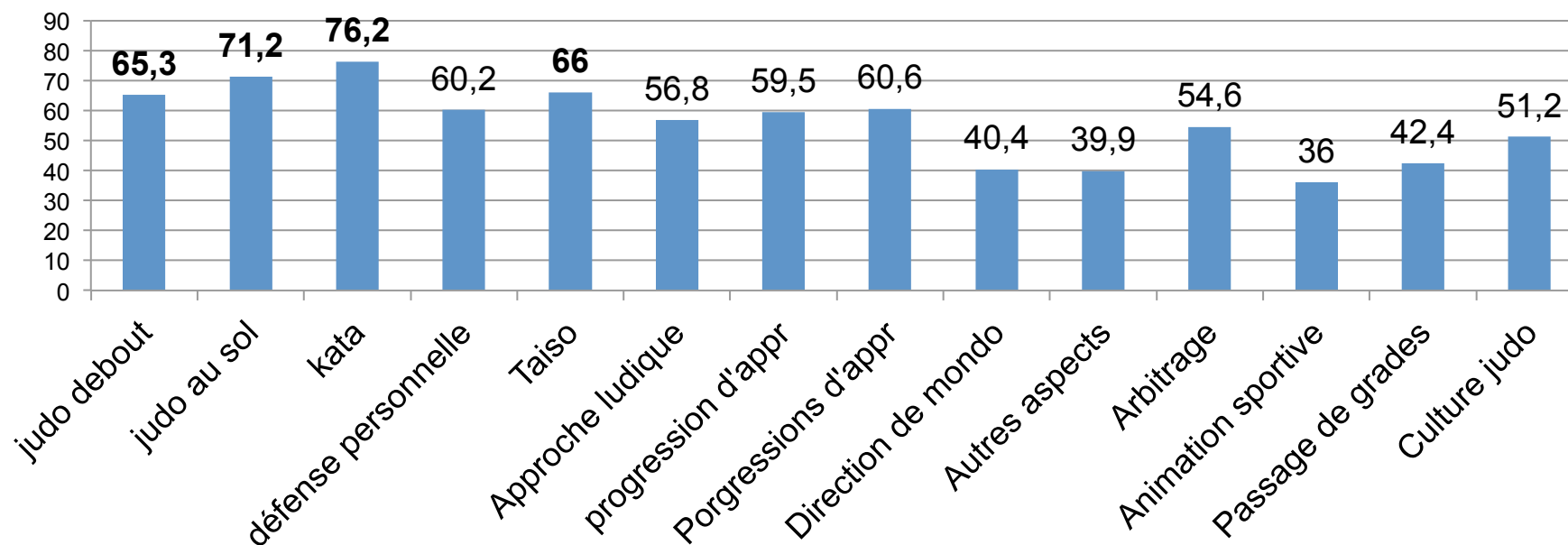
- ICT
equalising
force
between the
genders
(Khan &
Ghadially,
2010)



+ Training needs



% of educators having considered a TN in one of those domains





Digital as an efficiency tool

To **save time** or to **reduce efforts** to disseminate information:

"For example last night on Facebook I gave information about the internship with my students. I think it's a good working tool if it's well mastered" (*Rémi*, 41)

"The club had evolved a lot, I had a communication role with the members, to inform them about the competitions, about the news of the club ... by using digital. It's usually more about the organization part of the club than about the sporting part" (*Raynal*, 35)

Concerns about the audience and its characteristics

"My project is to create the site of the club ... Today license registration is done on Internet in all clubs. So just that, they have the link directly on the club site. In addition instead of going through Facebook directly, it would make people go on the site of the club. It would allow to advertise, the sponsors on the site ... the young people are every day on the phone, on the Facebook page ..." (*Raphael, 23*)

Concerns about privacy

"How do you account for the life and the evolution of the club while having an approach to communication that preserves the privacy of all? For example on the Facebook of our club, we do not put pictures that is to say the photos we put on our website which is protected so that the photos are not used "(*Rémi*, 41 years).

Coping with digital may be a dilemma

"So, there is a website that has been created. It is also like that, that we have people who come to us because they saw us on the Internet site. Unfortunately, and we have been discussing it for some time, but we do not know how to do it, we would like to use Facebook. Because we realize that Facebook is an interesting vector, to bring an audience. We talked to other clubs who used it, and who said that's fine. So we do not have qualified staff to deal with that. And even the update of our site always poses us problems, to find a person. But, we would like to go on Facebook, actually. Finally, among other things, because, perhaps, there are other ways, which we do not explore at this time and which may be interesting. We are not closed. We are open, but we do not have the skill. We're here, but we're a bit naive" (*Sirius*, 66).

Sometimes, local resources exist and a division of tasks can be organized

"So, already, I do not have Facebook. Already just for me, I do not like social networks. All that stuff, I'm not there. So the Facebook page, for me, it is the president who deals with it. I pass information, I tell him, put it on Facebook, and he takes care of it" (*Salvatore*, 29).

Things seems also selfexplanatory

“Depending on what we are working on, I tell them, here you have the opportunity to see a particular DVD, or on the Internet, live videos. I give them the link. I would say, it's more with adults, in the preparing ranking examination. They ask me, but in return it is more adults who tell me that they went to watch. Teens, not too much, it's pretty amazing, they expect more than that by the demonstration of their teacher. I do not know. I do not have too many returns at this level. But I give them anyway. So maybe they go there too, I do not know.”

- *You ask them about the next time?*

“No, not systematically. I do not want them to feel obligated to go and see if they've been there. I feel like I'm doing an interrogation. It's for their information. If they want to go deeper, or to review a technique that we have worked, that they have not felt, they go there. I do not want them to feel like school. We're still in hobby, so I do not want them to feel that way”. (Rosy, 54)

To sum-up

- A fair and large shared sensibility of Judo educators to digitalisation
- Issues (theoretical and methodological)
 - Means of investigation (paper versus online)
 - Gender
- A positive attitude towards the integration of the digital dimension into professional practices
 - Three aspects of occupational activity digital transformation :
 - dissemination of information about the club and practices,
 - training and pedagogy
 - appropriation of digital means.
 - Coping follows different paths
 - Lack of Initial training of Judo teachers and for the taking into account of digitalisation in training

To conclude

- An integrative approach of digitalisation
 - adapting to changes is seen as essential
 - question of values: the culture of Judo remains evident and is battered by issues that are now inviting in the sports and associative sphere
- Various forms of integrative transactions exist regarding the appropriation of ICT by educators
 - The analysis needs to broaden and deepen, to other areas of education and to the study of individual trajectories and collective organizations
 - To recognize these forms fully may be of interest when reflecting over training strategies relating to ICT implementation.

A group of approximately 20 people, mostly men, are gathered in a large, well-lit indoor space, likely a dojo. They are all wearing white martial arts uniforms (gi) with black belts. They are arranged in a loose circle and are all bowing forward, suggesting a formal ceremony or the end of a class. The floor is covered in blue mats. The background shows a high ceiling with exposed beams and several windows. The text "Thank you !" is overlaid in the center of the image.

Thank you !

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