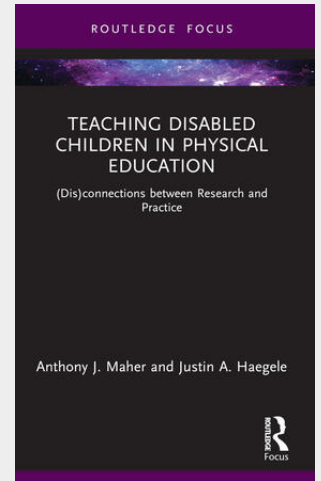


Maher / Haegele

Teaching Disabled Children in Physical Education

(Dis)connections between Research and Practice

This book examines the role that research plays in pedagogical practices when teaching disabled children and young people in physical education classes. It scrutinises the practices that are commonly used by teachers and coaches, and advocated by academics, and explores the evidence base that supports them. This book covers disability broadly, including a focus on autism, learning difficulties, and visual impairment. It offers guidance to practitioners by explaining what is (or is not) available to support commonly suggested pedagogical practices, paying particular attention to research highlighting the voices of disabled persons and feelings associated with inclusion (that is, belonging, acceptance, and value), and whether these practices can help disabled students enjoy these subjective experiences. Bringing together the very latest research with an assessment of current – and future – pedagogical practices, this concise and insightful book is invaluable reading for all pre-service and in-service teachers or coaches with an interest in physical education, disability, or special educational needs, as well as any advanced student or researcher working in these areas.



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