Contents

	Preface	xiii
1	Introduction	1
	An activist approach 1 The task for activist pedagogy: valuing the physically active life 4 Pragmatism and the politics of possibility 6 Towards a pedagogical model for working with girls in physical education? 8	
2	The same old story: the reproduction and recycling of a dominant narrative in research on physical education for girls	13
	The same old story: what is the evidence? 15 Researchers and a parasitic media: a case in point 20	
3	Student-centred pedagogy	29
	Research on student-centredness in physical education 30 Student-centred pedagogy within an activist approach 33	
4	Pedagogies of embodiment	43
	Embodiment and physical education 45 Embodiment within an activist approach 50	

Inquiry-based education centred in action	64
Critical inquiry/Critical pedagogy in physical education research 65	
Inquiry-based education centred in action: an activist approach 68	
Physical education re-conceptualized 73	
Re-conceptualizing physical education: implications 75	
Listening and responding over time	82
WITH HEATHER OESTERREICH	
Student-centred inquiry as curriculum: a systematic way of listening and responding 86	
Listening to respond over time: what it looks like in practice 90	
Possibilities for research and physical education from an activist perspective	101
Implications for future research 103 Implications for future physical education 108	
Index	117
	 Critical inquiry/Critical pedagogy in physical education research 65 Inquiry-based education centred in action: an activist approach 68 Physical education re-conceptualized 73 Re-conceptualizing physical education: implications 75 Listening and responding over time WITH HEATHER OESTERREICH Student-centred inquiry as curriculum: a systematic way of listening and responding 86 Listening to respond over time: what it looks like in practice 90 Possibilities for research and physical education from an activist perspective Implications for future research 103 Implications for future physical education 108