



SITUATIONAL INTEREST OF HIGH SCHOOL STUDENTS HAVING SPECIAL EDUCATIONAL NEEDS (SEN) AFTER A COOPERATIVE LEARNING UNIT

OUELLET, C. M. SC. (C) ¹ ; VERRET, C. PH. D. ² ;
ROURE, C. PH. D. ³ ; MASSÉ, L. PH. D. ⁴ ; GRENIER, J. PH. D. ⁵ ;
BERGERON, G. PH. D. ⁶

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INTRODUCTION

1 student SEN
out of 4 in
typically
developped
classes in high
school in
Quebec

(Commission des droits de la
personne et des droits de la
jeunesse, 2018)

Positive
experiences +
success by
learning tasks
(Block, 2016)

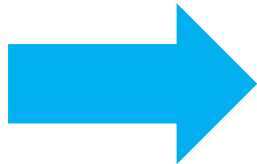
Inclusive
teaching models

Positive
academic and
social impacts
(Klavina & Block, 2008)

Motivation?

THEORETICAL BACKGROUND

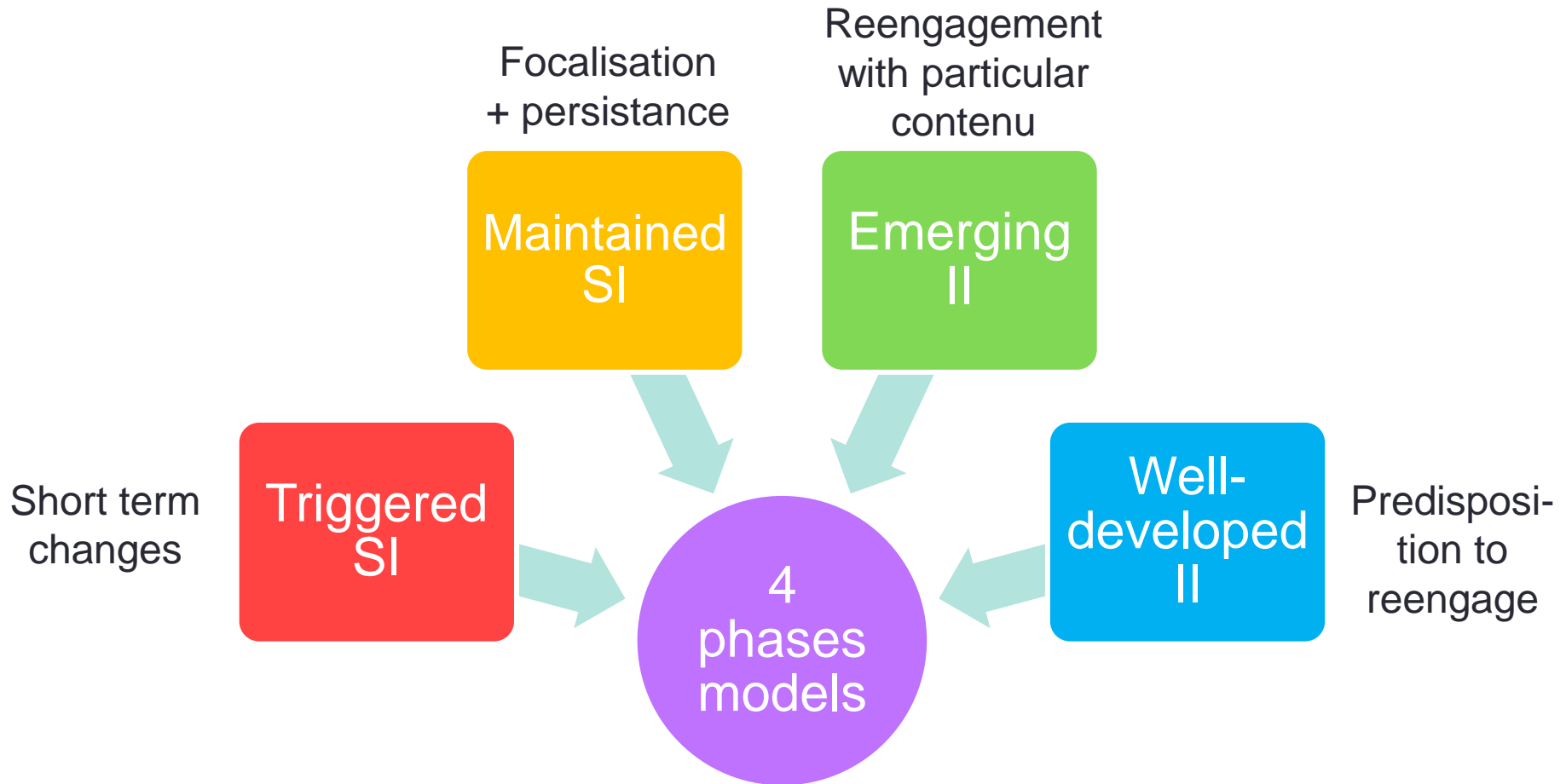
**Individual
interest (II)**



**Situational
interest (SI)**



THEORETICAL BACKGROUND



(Hidi & Renninger, 2006)

BACKGROUND

Students

-Acceptation

-Interactions

(Goodwin & Watkinson, 2000;
(Wallhead *et al.*, 2013)

-Cognitive
engagement

(Chen & Darst, 1999)

Sex differences

Social
influence
with
stereotyped
sports

(Chen & Darst, 2002)

OBJECTIVES AND HYPOTHESES

Objectives:

Measure
motivation
high school
SEN

Compare with
peers SI

Compare



Hypotheses:

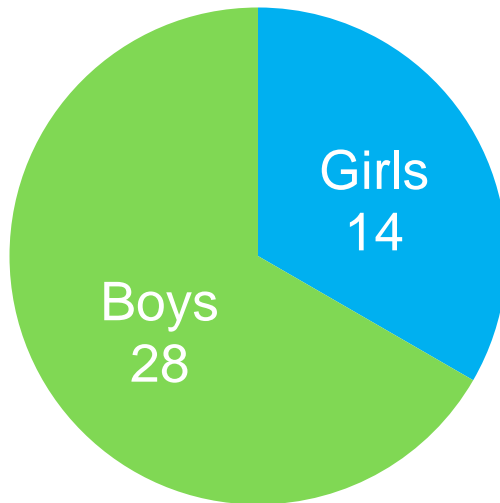
- SI will be different between students with SEN and their peers.
- As well as between boys and girls (Chen & Darst, 2002).

METHODS

Cross-sectional study

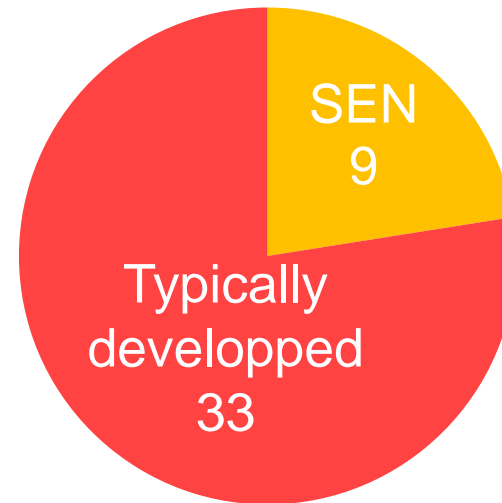
Gender

$N = 42$ students
(16.6 ± 0.5 years)



Student types

*only 1 girl with SEN



METHODS

NEEDS OF THE STUDENTS WITH SEN ($N = 9$)

Motor

$N = 1$

Affective

$N = 2$

Social

$N = 3$

Cognitive

$N = 3$



METHODS

LEARNING TASKS

Competence 2: “interact in various contexts of physical activity practice” (PFEQ, 2010).

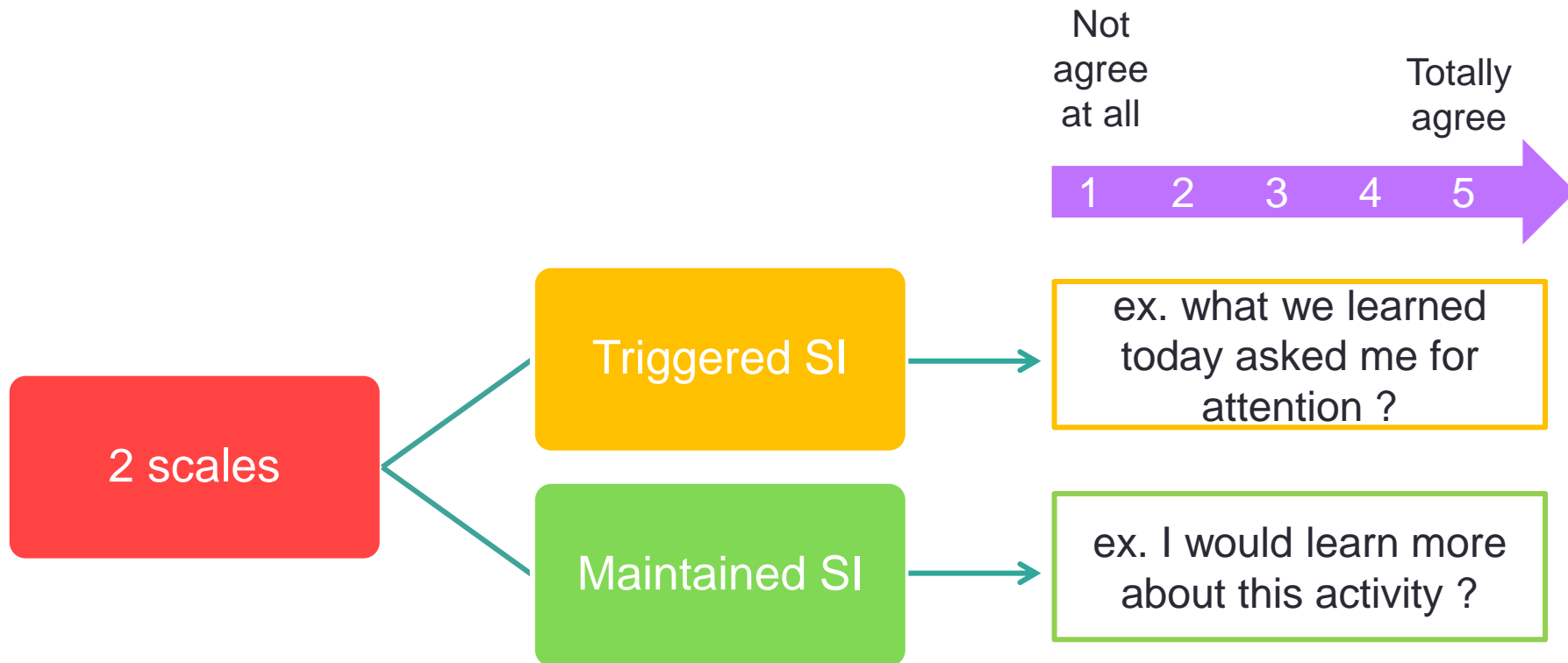
Learning model: cooperative learning (Johnson & *al.*, 1989).

Pedagogical intention: to perform a synchronized team choreography (**social** and motor learning)

Organisation modalities	Circus	Synchronized swimming
Number of students	$N = 18$	$N = 24$
Program	Sciences	Sport
Duration	75 min	75 min
Number of classes	4	6
Indoor vs outdoor	Indoor	Indoor
Team size	6-8	5-6
Evaluation modalities	Video	Peer to peer and teacher live evaluation

METHODS

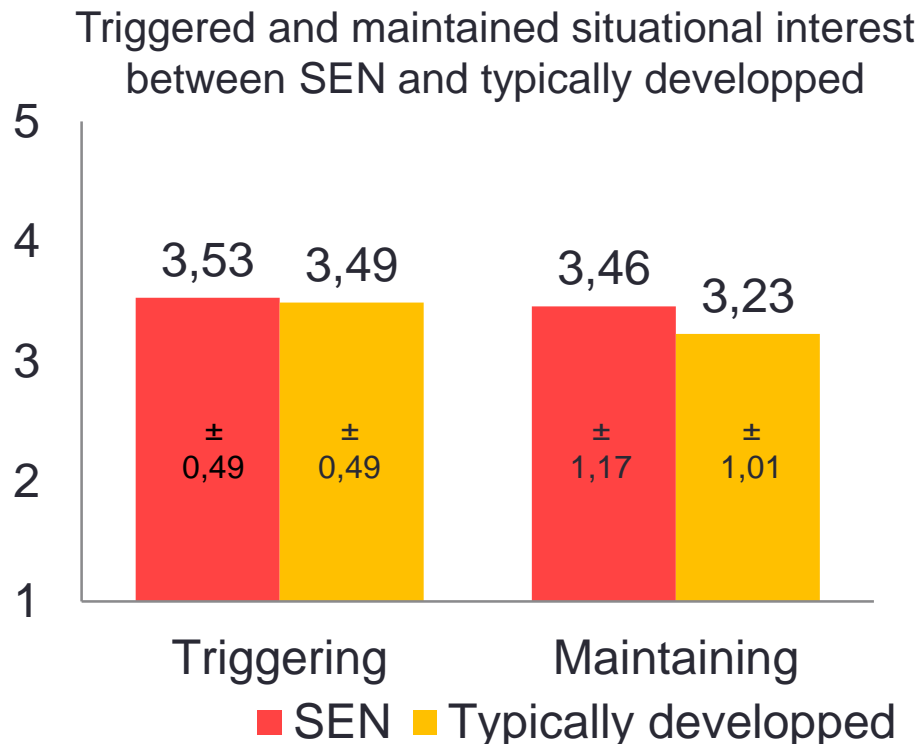
9-items questionnaires (Hidi & Renninger, 2006)



RESULTS

t TESTS

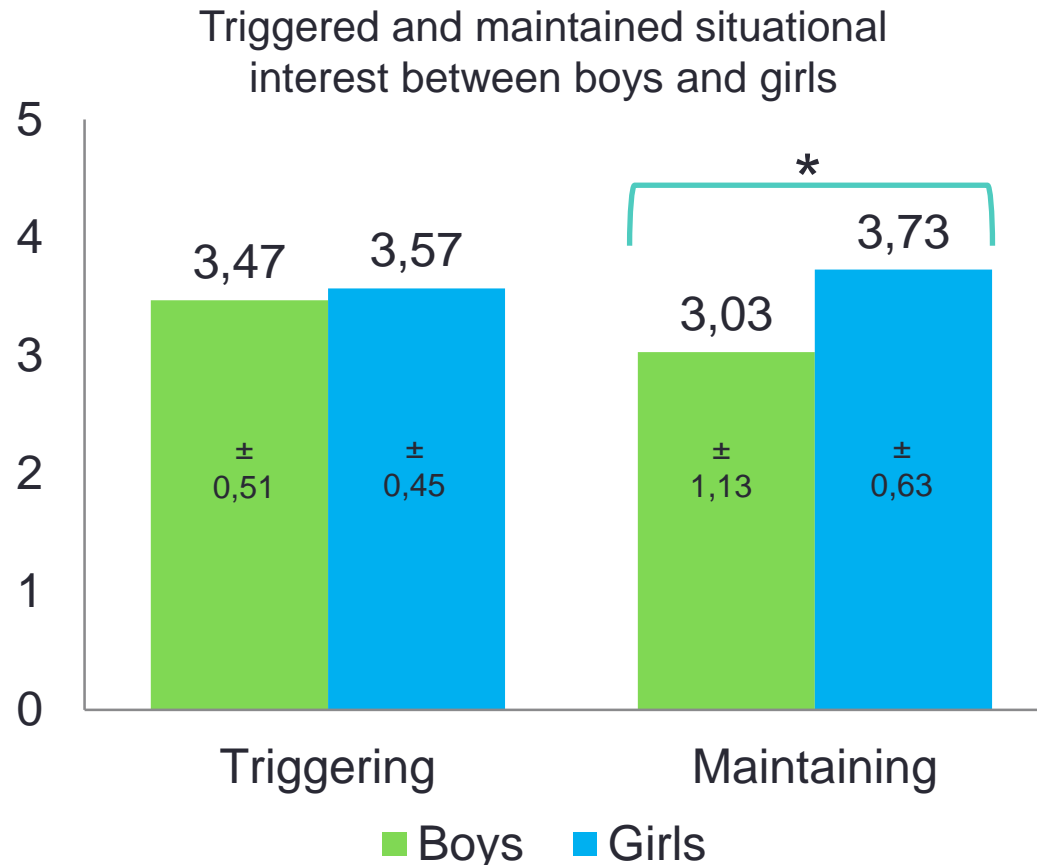
- 1) Neutral interest for the cooperative learning situation (3.5 ± 0.5 ; 3.2 ± 1.0)
- 2) No difference in triggering and maintaining SI between SEN ($N = 9$) and their peers ($N = 33$).



RESULTS

t TESTS

- 3) Boys ($N = 26$) have lower maintaining situational interest than girls ($N = 14$)



DISCUSSION

- **No difference between SEN and peers** (Langlois-Pelletier & *al.*, 2018)

Situational interest have more motivational potential than individual for every students (Hidi & Anderson, 1992).

- **Gender differences**

Situational
interest to
Individual
interest

Gradual transformation of situational
interest to individual interest

(Hidi & Renninger, 2006)

Social
influences
and
stereotypes

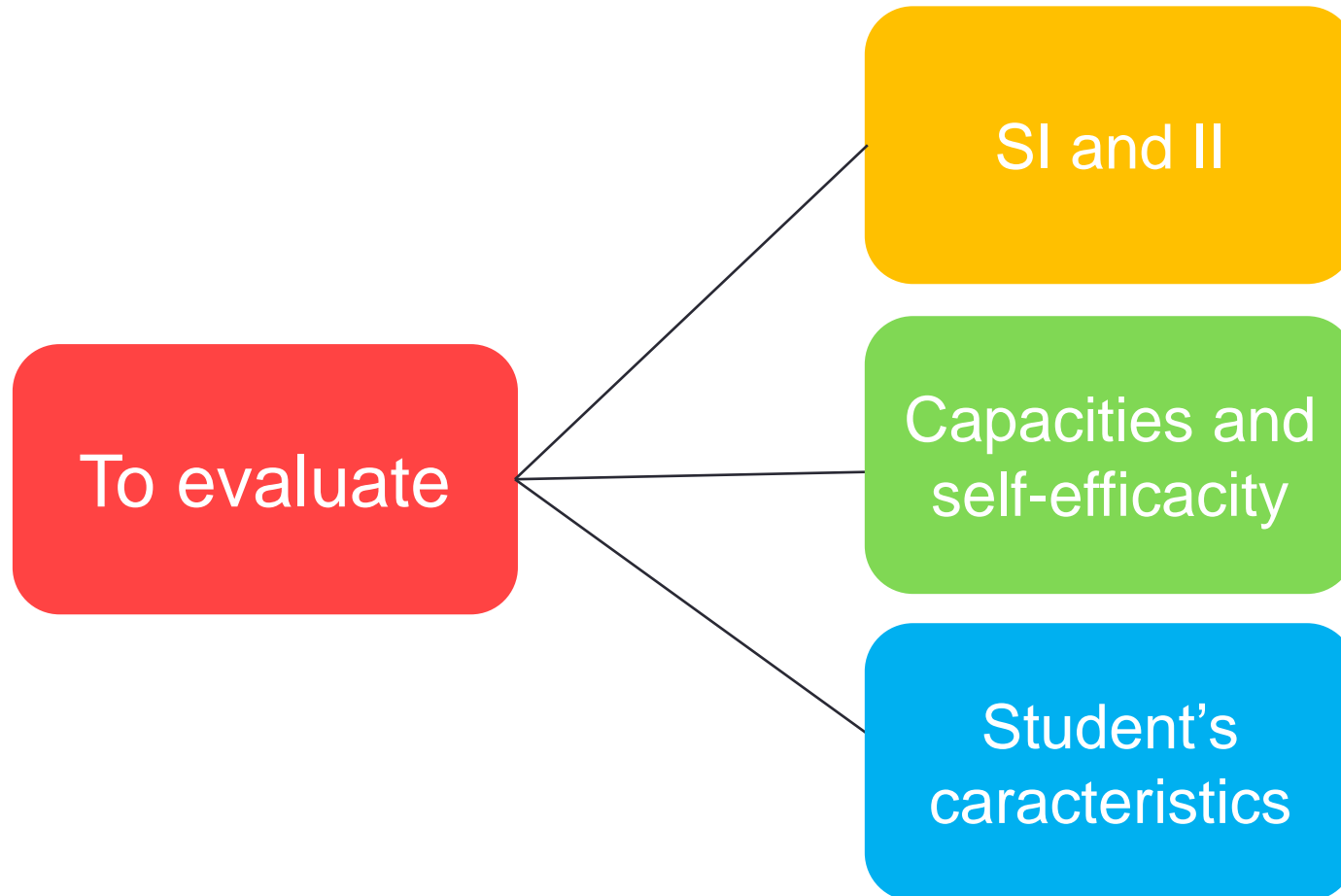
High skills and competence = high
situational interest and individual
interest

(Chen & Darst, 2002)

(Garrett et Wrench, 2018)

CONCLUSION

FUTURE WORKS



THANKS

Granting funds

School board

Physical education teachers

Research team

- Cassandre Ouellet, UQAM
- Jeanne Lagagé-Leblanc, UQTR
- Nicia Langlois-Pelletier, UQAM
- Mathieu Bisson, UQAM
- Lawrence Desrosiers, UQAM
- Thomas Favreau, UQAM



More info to come (summer 2019)
www.inclusion-eps.uqam.ca



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