

THE TEACHER, THE STUDENT AND THE MOTOR ACTIVITY: BUILDERS OF KNOWLEDGE

IL DOCENTE, IL DISCENTE E L'ATTIVITÀ MOTORIA: COSTRUTTORI DEL SAPERE

Antonio Ascione¹

University of Bari "Aldo Moro"

antonio.ascione@uniba.it

Abstract

The task of the school institution is to train the learner from an educational point of view. A contribution of great importance is given by motor activity. Used in the right way by the teacher can become an instrument with great educational potential, not only from the cognitive point of view but also as regards the axis of identity, autonomy, socialization and emotions. This contribution aims to highlight how an innovative methodology that abandons the classic frontal lesson and considers motor activity as a methodology and at the same time as an interdisciplinary subject is able to positively influence the educational growth of the learner.

L'istituzione scolastica ha il compito di formare il discente dal punto di vista educativo. Un contributo di grande rilevanza viene donato dall'attività motoria. Essa utilizzata nel modo giusto dal docente può divenire uno strumento dal grande potenziale educativo, non solo dal punto di vista cognitivo ma anche per quanto riguarda l'asse identitario, dell'autonomia, della socializzazione e delle emozioni. Il presente contributo vuole evidenziare come una metodologia innovativa che abbandoni la classica lezione frontale e che consideri l'attività motoria come metodologia e al contempo come materia interdisciplinare sia capace di influenzare positivamente la crescita educativa del discente.

Keywords

Motor Activity, Learning, Teaching, School.

Attività Motoria, Apprendimento, Insegnamento, Scuola.

1. Motor Activity and the School

The Activity Motor in the school context is assuming, with the passage of time, more and more the role that its that is, a mediator between the many disciplines and a strong educational tool in the hands of the teacher to ensure that there is a form of learning that is long life learning (Nicolosi et al., 2016). Therefore, it must be able to obtain greater

¹ Author of Paragraphs n. 1 – n. 2 – n. 3 – n. 4 and Conclusions

✉ Corresponding author: antonio.ascione@uniba.it

recognition not only in formal learning contexts but also in non-formal and informal ones, so as to be able to demonstrate how this innovative educational motor language has universal educational potential.

The school, immediately after the family, is the first educational and formative place par excellence, and it is for this reason that it must have in great consideration all the disciplines that are proposed for the totalitarian formation of the learner (motor, social, cognitive, emotional, relational and communicative axis).

The term motor activity is erroneously associated with the mere culture of the body, forgetting that the ancient Greeks had already understood the importance of body care, but above all of the close link that exists between the latter and the mind (Ianì, 2019). It is for this reason that the Italian school system includes among the disciplines that are also proposed the physical sciences, precisely because they want to transmit the many knowledge and skills that this subject can offer, but above all we want to show how it is possible to use the body and movement to encourage learning in an interdisciplinary and transversal way (Colella, 2018).

Learning by exploiting movement means knowing new knowledge through lived experience, and therefore practice, not simply acquiring new information in a notional way without knowing when and how to use it (Rosa & De Vita, 2018). In this perspective, the school must ensure that the learner acquires greater awareness of his body so as to make it increasingly autonomous both on thinking and on acting with respect to an action to be taken. In this way it will be possible to begin a form of knowledge not only with one's own identity and body, but also with all that surrounds it (Le Boulch, 2009).

School institution and motor activity must therefore collaborate continuously because the first must aim to spread the potential of the second. This collaboration will certainly involve an educational and cultural growth of the student adapted to their potential, simplifying the transition from knowledge to skills and finally skills, usable at any time of life (Valentini et al., 2018). In doing so, all the skills needed to shape the learner's personality will be enhanced, from the ability to communicate, socialize, emotional and finally cognitive.

The aim of this innovative training programme is to promote motor activity, to be understood as an educational means capable of collaborating both with the other disciplines of the school and with the other educational contexts present on the territory outside the school institution itself, thus managing to create relationships between the two different contexts, in order to foster a close collaboration for the good of the athlete-student (Federici & Cocco, 2019). From this point of view, the educational value of motor activity is evident, both from the practical point of view and from the educational point of view also understood as the ability to direct towards healthy lifestyles and values necessary for the future of civil society (Lipoma, 2019).

The ultimate goal of the school is the care of the learner considering all its facets, therefore it does not only aim at an acquisition of knowledge but wants to orient the student towards a universal knowledge, Usable in any context through innovative educational means such as motor activity (Sgambelluri, 2012). Through the movement we want to propose a way of learning that uses the active experience of learners in order to lead them to new discoveries and then to greater awareness and finally new skills. Moreover, using the skills of motor activity to learn means acquiring new knowledge with greater pleasure and simplicity, because it is continuously conveyed by movement, inevitably also influencing the emotional and social axis (Paloma et al., 2015). Motor activity must now

be considered an indispensable and ubiquitous factor for the school institution, because the educational value it possesses, also understood as the ability to exalt the diversity of each learner, is now undeniable. The movement is dynamism, sociality, unconditional acceptance of the other, exaltation of the abilities of others and personal, respect for the rules, understanding of the needs of each, knowledge of oneself and others; therefore it becomes wealth for every learner, and at the same time the possibility to expand their knowledge, skills and competences (Maggi, 2020).

Motor activity and school have the same educational and cultural objectives: to train the learner. They must necessarily have as their ultimate goal the overall education of the pupil, to be understood both from the point of view of learning and from the point of view of autonomy and identity building.

The teacher must use motor activity as a means of training for the learner, through a methodology that considers movement the founding basis of training, making the learning process also a moment of fun and exploration (Mufanò, 2017). In this way the pupil knows and assumes greater awareness of the environment that surrounds him, managing to understand more easily the rules and the sharing of social spaces, always remaining the reference point of educational progression (Ceciliani, 2018).

2. Motor Activity as an interdisciplinary educational tool, learning receiver

The value of the movement in education and training is now recognized in any learning context. It must be considered as the educational means par excellence, thanks to which it is possible to work in synergy with other disciplines for the benefit of the learner (Casolo, 2016). The use of the body and movement allows a better knowledge of the surrounding context, so the learning process takes place in a learning by doing mode, Motor activity in particular simplifies and promotes learning through the experience that the body and therefore the mind experience (Benetton, 2016).

Knowing and knowing how to manage one's body means being able to encourage the learning process both in a formal context such as the school and in an informal and non-formal one. This shows how the bond that is created between the person and the surrounding world is indissoluble and constantly evolving. It is in this perspective that school and motor activity must intervene, they must positively influence the growth of learners' learning (Cappa, 2009). Through the motor experience it will be possible to know not only themselves but also the whole surrounding environment, and from the school point of view, motor activity should be the means of connection with and between other disciplines in order to be able to exploit the body experience in association with the playful factor of the body itself to promote the learning process (Colella, 2016).

This synergy work in order to achieve the expected result must necessarily be recognized and therefore affirm itself in relation to all other school subjects, not in the sense of motor activity understood as a dominant discipline in relation to others, but to be understood as a matter of connection to be used to create a team and an interdisciplinary work whose only purpose is the educational - cultural training of the pupil and therefore of the model citizen (De Angelis & Botes, 2016).

This close collaboration between physical activity and other school subjects generates a form of totalitarian and global connection between all the components of the teaching process - learning, and on this occasion the importance of motor activity as an instrument

of action and interaction both of motor activity compared to pupils and other disciplines is demonstrated (Serio, 2012). From this point of view it is evident that body and movement are essential in the learning process, as it is through them that it is possible to express any form of emotion or knowledge. It is through the motor activity and with the game in it present that it is possible to promote the learning phase, composed of other lower steps such as the exploration and experimentation of new knowledge acquired by making direct experience and not simply learning passively what the teacher said (Epifani, 2019).

The activity motor relationship - other school disciplines must be composed of a strong bond, but above all continuous and lasting over time, so that learning takes place through motor action (Cunti & Bellantonio, 2019). This continuous collaboration between school subjects inevitably leads to a greater awareness on the part of the learner of himself and the surrounding environment, and he understands his knowledge and potential more easily. This is the innovative educational vision of motor activity, a glue matter among all the others, capable of simplifying and at the same time encouraging a type of learning that is long life learning (Tonelli, 2019).

The role of motor activity in the school context takes on great importance not only from the point of view of the discipline itself, but also as an educational tool with strong communicative and receptive potential of stimuli arising from outside and inside, making the moment of learning feasible for the learner himself (Giaquinto, 2021). Therefore this close link that exists between the motor activity, represented by the body, and that of learning, represented by cognition, It affects all other disciplines and therefore any feeling that may arise in the phase of knowledge and learning of new knowledge. Motor activity thus becomes an indispensable means of learning, and at the same time a link with and for other disciplines, which means that it itself is the advocate of the moment of cognitive, social and emotional learning (Cereda, 2015).

Using motor activity as an interdisciplinary educational means means knowing how to use movement in the delicate moment of knowledge building. Therefore it becomes a learning tool, able to implement any educational practice in an innovative way, because it is able to use the potential of the body and movement to provide greater awareness of the knowledge that is being acquired (Rosa & De Vita, 2017). In this way, the onset of the natural learning process is encouraged, consisting of a continuous succession of action and new knowledge, composed as a result of unknown emotions that in turn will intervene positively in the learning phase (Carrubba, 2022). It is for this reason that it is important to encourage motor activity, as the movement promotes the interaction of the body with the surrounding environment, favoring the knowledge of new knowledge that will contribute to the construction of the identity of the learner.

3. The role of teacher, learner and motor activity in the teaching process - learning

Today's society is increasingly less attentive to the type of training and education resulting from the teaching process - learning. This process is the basis for building learners' knowledge, and is at the same time the link between the learner himself and the surrounding context. A society in which everything is now focused on technological knowledge cannot forget in the school context the role that the teacher assumes in the training of the learner. He is the one who through innovative proposals and methodologies

contributes to the formation of the person, proposing knowledge in a way and with a universal language, so as to be recognized and valued by the community as a whole without creating economic or social differences (Blandino, 2012).

The learner interacts with the teacher and with the surrounding environment thanks to countless experiences that lead to new knowledge regarding not only the cognitive aspects, but also and especially those concerning socialization, communication, emotions and therefore inherent in the formation of the student's identity.

The role of the teacher in the learning process is fundamental, not in the sense of a source of knowledge to be spread, but in the role of strategist in the correct methodological choice that puts the learner at the center of this process (Annino, 2020). In this sense, the pupil is the person concerned and the interpreter of the transmission of knowledge and pursue exclusively the objective of the formation of the person.

In this regard, motor activity has the complicated task of preparing the relationship with himself and with others, exalting the values of movement and life. It is clear that the teacher must propose a form of motor activity that is transversal to all disciplines and that considers the learner an active and participatory part of the teaching process - learning (Altavilla, 2021). In this way, the teacher will be able to propose a form of activity that is tailored to the needs of the learner and that considers aspects characterizing the student such as communication, emotions and socialization.

A proposal of activities that focus on the needs and requirements of the pupil involves the use of collaborative methodologies in order to act as an incentive for each participant, in this regard, motor activity can help to highlight the potential of each, not only in the motor field but also as a source of experience that can be reproduced in other contexts of life, thus succeeding in shaping the character and personality of the learner himself (Moliterni, 2021).

This type of activity must therefore be based on the needs of the learner who at the same time must be the main actor of the learning process, just as the teacher must be the director, in the sense of being able to direct the moment this phase without managing the pupil in a hierarchical way. It is in this way that it is possible to make this process become educational and formative, as it manages to involve multiple aspects that form the student (Munafò, 2019).

The educational value that this innovative learning process assumes is now undeniable, and highlights how the role of the learner is primary, but at the same time that of the teacher should not be considered entirely marginal, so it can not and should not play a secondary role, as he is the conductor of an educational moment - training delicate for the learner (Calvani, 2014).

In this perspective, the aim of motor activity must be to enhance the knowledge of one's own body and self, in order to improve one's self-esteem and encourage the development of the learner's identity (Carraro & Marino, 2016). Therefore it is necessary that the school institution should work in a targeted manner, focusing on the needs and potential that each learner has, Enhancing all school disciplines in order to make the pupil the main pivot of the educational and formative process (Andreoli, 2019). In this regard, physical activity must simplify and work in close collaboration with other disciplines in order to make the work of the teacher less complex and at the same time propose a form of learning that is based primarily on the active experience of the learner. In this way it will be possible both to improve the perception and mastery of the body and to improve the

cognitive, emotional and social axis, thanks to the inherent components of the movement itself (play and relationship with the environment).

The link that must be created the motor activity and the teacher must be inseparable, If properly used, it allows to generate a learning process that is centered on the learner and that at the same time can affect all the other disciplines, thus encouraging a growth and a global maturation of the student.

The movement then becomes a strong ally of the teacher as Receiver of knowledge to be transmitted to the learner, but at the same time also of the pupil himself because he manages to make this process much more interesting and above all makes him participate and aware of what is happening. In this way it is possible to obtain an improvement that mainly concerns the independence and self-esteem of the learner, as well as a cognitive maturation and an awareness of the self (Barra et al., 2018).

4. Investigation of the role of teacher, learner and motor activity in the teaching process - learning

The present work aims to broaden the value of the potential of motor activity and the need to put the latter at the center of the learning teaching process by focusing attention also on the role of the teacher and the learner.

The effects of movement on the training of learners compared to a form of classical learning have been analysed. In particular, the aim is to focus attention on the effectiveness of a form of learning that considers the learner as the main focus of the process and motor activity as an interdisciplinary educational medium. It is therefore intended to highlight how pupils must be shaped as the movement is to be placed at the center of knowledge in order to create an innovative methodology. In this way, from a school perspective, it is possible to optimize the time of a lesson, simplify the moment of learning and make the pupils more involved. This innovative educational model wants to show how this teaching strategy wants to create a kind of intrinsic motivation in the pupils, which pushes them towards a continuous "hunger" for knowledge and therefore for new knowledge.

In order to analyse what has been said, the innovative model has been compared with the traditional learning model, which considers the teacher, the learner and the motor activity as a source of knowledge, the learner as a passive learner of knowledge and motor activity as an irrelevant or even abused school discipline.

Specifically, for this work, two classes from a primary school school, two classes from a secondary school, and two classes from a secondary school were selected. In the first case 18 pupils in one and 19 in the second class, in the second case 21 pupils and 23 pupils, and in the third and final case 24 and 22 pupils. In all three institutions in the first class mentioned, a traditional form of learning was used, while in the second, innovative learning was used. It is important to say that all the actors in this research were already aware of what had to be done and analyzed.

School	Traditional Methodology Sample Class 1	Innovative Methodology Sample Class 2
Primary School	Number 18 Students	Number 19 Students

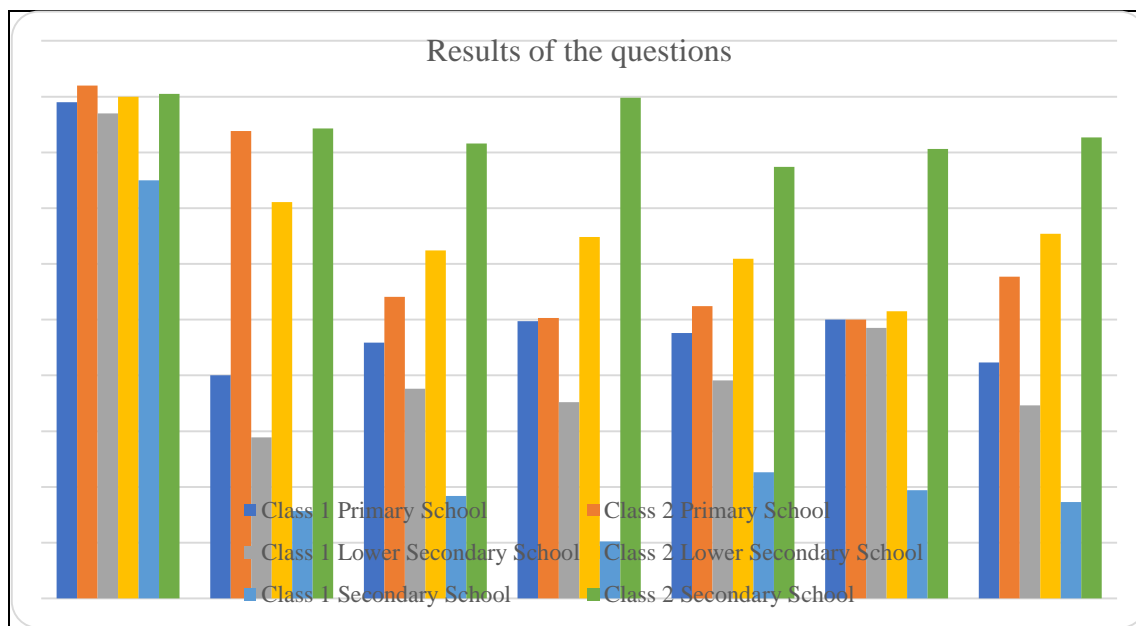
Lower Secondary School	Number 21 Students	Number 23 Students
Secondary School	Number 24 Students	Number 22 Students

The first group of each school followed the lessons according to a traditional form of learning, so learners learned passively without being involved in the new knowledge, while the teacher was the one who had to transmit the knowledge. In the second sample class of each school, lessons were structured using motor activity as an interdisciplinary educational tool, so any learning proposal took place through movement.

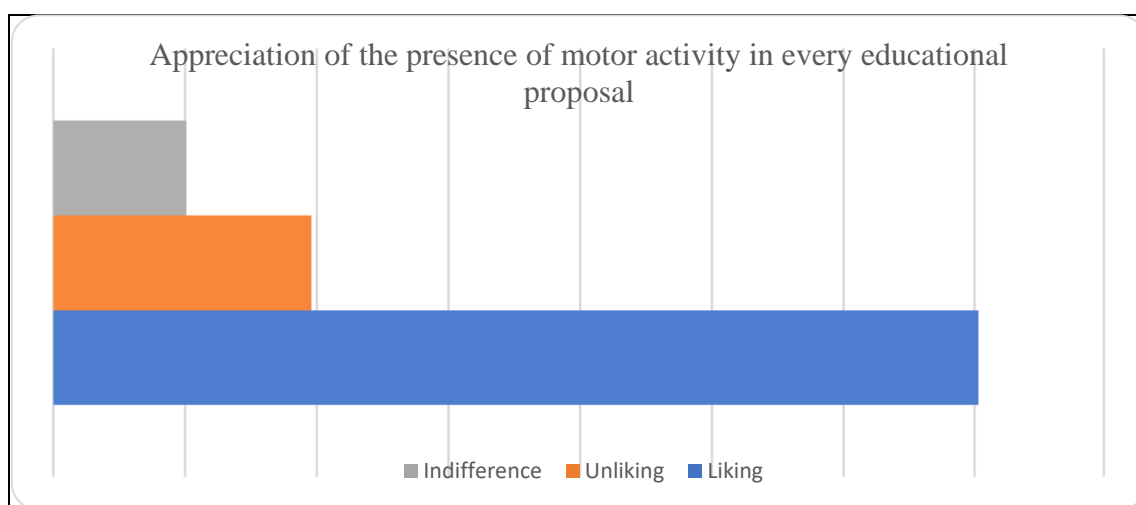
In doing so the learner was always an active part of the learning process while the teacher was an organizer - controller of the planned activity. Obviously both the first and the second group analyzed have benefited from the same lessons, and so that there was no distinction it was the same teacher to propose the topics, with the same timing but with different methodology.

In addition to analysing the difference in what pupils had learned about the same subject, the feeling of the degree of satisfaction of each pupil's psychological needs and intrinsic motivation was also observed. Questionnaires were used in which pupils could anonymously express their feelings.

Axis	Questions
<i>Personal</i>	1. How well do I think I do this activity?
<i>Relational</i>	2. Has this mode of lesson allowed me to improve relationships with my classmates?
<i>Relational</i>	3. Has the relationship with the teacher improved thanks to this lesson mode?
<i>Autonomy</i>	4. Did I carry out the activity without the help of the teacher?
<i>Motivational</i>	5. Did this lesson inspire and motivate me to study?
<i>Cognitive</i>	6. Has this educational modality simplified the moment of learning?
<i>Emotional</i>	7. Did I feel involved and always encouraged to learn?

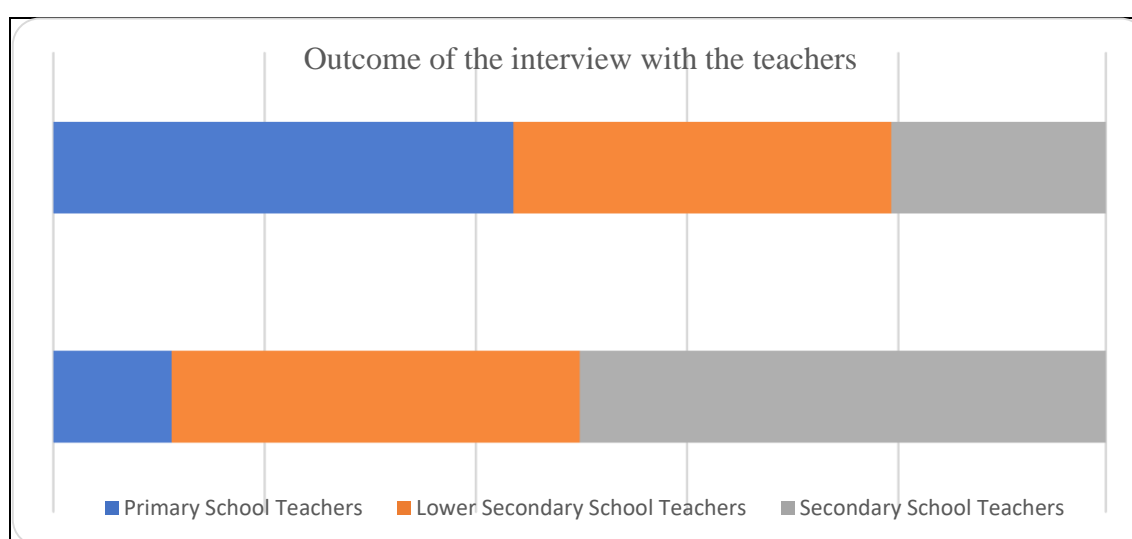


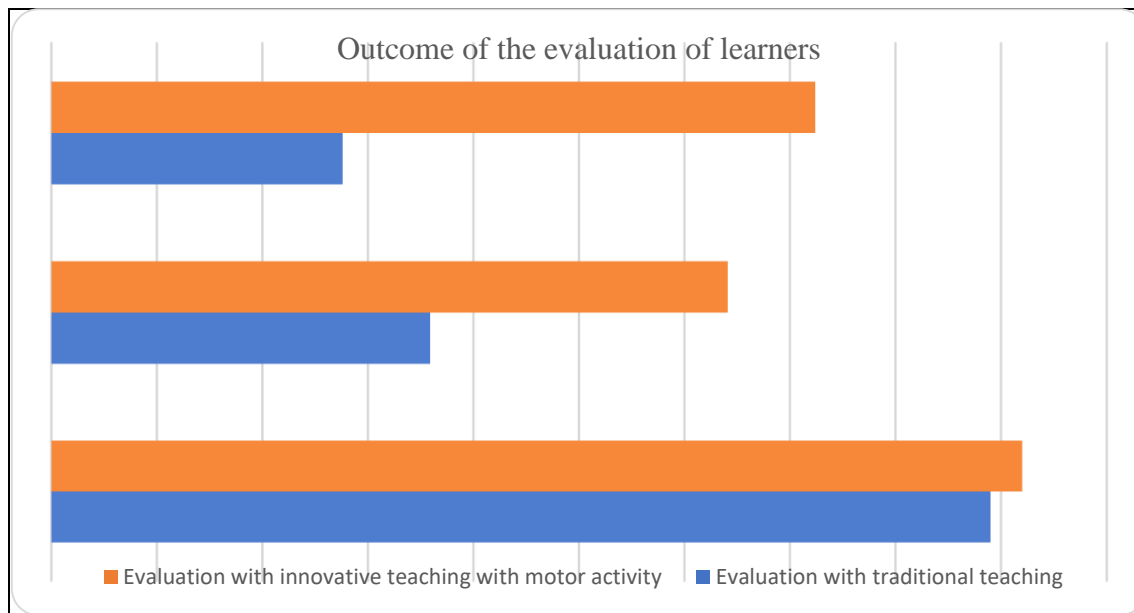
Each pupil in both sample classes of the three grades of school answered the questions in the table and as a result generated percentages which in general showed that the proposed activity in the sample classes number 2, from the point of view of pupils, has a major impact on the various axes analysed. In particular, with regard to question number 1, there was no difference between the sample class 1 and 2, so that, in particular in primary and secondary school, the differences were almost minimal, whereas in secondary school, Learners' responses showed a greater difference in favour of the methodology exploiting motor activity. Another peculiarity that has been noted is that the traditional methodology in almost all questions has been mistreated in favor of the innovative one by secondary school pupils. This fact shows how the learner wants him to be an active part of the learning process himself - teaching and not the teacher, and many, as evidenced by the graph, have liked the motor activity as a means of connection for all the other disciplines.



Further analysing the data derived from the pupils' replies, it was observed that even in the first grade secondary school the innovative methodology had a higher degree of approval, with the exception of question 6, which asked learners whether The teacher simplified the moment of learning. In this regard, in order to understand why this almost equal answer was given, talks were held with the pupils and it emerged that, in the sample class number 1, even if the teacher should have used a traditional teaching form, However, it has tried to simplify the learning phase as much as possible. Therefore the resulting result has shown that the teacher, even the one who still applies a traditional methodology, has now almost completely abandoned a type of teaching that provides exclusively for the frontal lesson.

Finally, with regard to primary school, in addition to question 1, it has been noted that there is almost equal percentages of answers to question 4 - 5 - 6. As previously, interviews with learners were held and, as in the previous case, the conclusion reached is that the teacher must only use a traditional form of teaching in sample class 1, has however used strategies to be able to successfully propose its contents. Subsequently, interviews were held with the three teachers and others of the class council who inevitably had to collaborate in class number 2 for the educational proposals to be submitted to the pupils, In order to know the personal appreciation of the two methodologies used, a data collection was made regarding the evaluation of learners. It emerged that a large proportion of teachers, particularly in secondary schools, prefer to use a methodology whereby learners are actively involved in the learning process, and were in favour of the use of motor activity as the latter not only simplifies this process but in the case of students unwilling acts as a spur and at the same time reduces the levels of stress that these can accumulate for cognitive effort. This was also confirmed at the pupil assessment stage. In primary school, teachers have also stated that they are in favour of innovative methodologies and want a constant presence of motor activity as in the case of secondary school, but at the same time they also prefer to use other innovative forms to engage pupils and not focus exclusively on movement.





The results, as shown in the graphs, show that motor activity in the first cycle of education is considered as a real school discipline necessary for the correct construction of the child's identity. Through the recreational component it allows learning not only from the cognitive point of view, but of values that are considered fundamental for the increase of life skills. Nevertheless, from this research activity, it emerged that especially in kindergarten and primary school the motor activity that is proposed many times is improvised or poorly structured, therefore its social function, Cognitive, educational is greatly reduced or is lacking; aspect that in the secondary school of first degree is not present thanks to the figure of a teacher specializing in the motor sciences. Finally, a final aspect that has been deepened is that despite the recognition of the indisputable socio-educational value of motor activity, unfortunately, there is still in schools a rather marked deficiency from the point of view of the structure and the motor material.

Conclusions

The results of this work have shown that the school institution, represented by teachers and pupils, is inclined to use an innovative methodology and abandon the classic frontal lesson, It is so true that even those who are still linked to this proposal, in a rather unconscious way are orienting themselves towards educational innovation. In primary school, but in a much more evident way in secondary school, the centrality of motor activity seems to become a cardinal and indispensable point. With it it is possible to produce benefits both on the quality of learning, on the motor skills and on the satisfaction of the emotional, social and motivational needs of the pupils. Therefore, motor activity is recognized as a subject and educational and interdisciplinary tool of great importance

(Simonetti, 2016). Motor activity must be a real reality of the school institution and a true protagonist of the socio-formative path of the learner.

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