

# Challenges of integrated learning Strategies (ILS) in a Physical Education teaching training program in Chile

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## **Abstract**

Efforts developed in the university context in Chile regarding physical education (PE) teaching training linked to integrated learning strategies (ILS) are plausible. However, it is stated that all proposed pedagogical approaches, to reach a high standard quality, require assessment to allow them to accomplish the objectives that prompted their creation. The aim of this study was to identify the obstacles and challenges that professors and students have encountered related to ILS in a PE training program from a Chilean university. The methodology employed was based on the qualitative approach and the main data collection tool was an in-depth interview. ATLAS ti. 7.5 software was used to reduce and define the qualitative data gathered. The participants of this research were 10 students and 10 professors from a PE teaching training program in Temuco, Chile. Results show the main obstacles and challenges for ILS are associated with a lack of structured teaching approach and of collaborative work among the student body, which allow efficient management of the ILS working process. As a conclusion, it is stated the need to put aside the technical approach focusing ILS only on results, to give emphasis instead to the ILS process, which enriches teaching training in the educational praxis. © 2021 Federacion Espanola de Docentes de Educacion Fisica. All rights reserved.

## **Author keywords**

education; initial teacher training; integrated pedagogical strategies; pedagogy