

OBSERVATIONAL LEARNING POTENTIAL FOR INCLUSIVE PHYSICAL EDUCATION TEACHING

Abstract

Understanding how future teachers filter, select and use learned information to judge their own capacity it is important to promote more appropriate teaching preparation strategies.

This study investigated self-efficacy of undergraduate students in a physical education teacher preparation program towards including students with disabilities in regular physical education classes, the source of vicarious experience, and possible associations with their progress in the major, number of courses, perceived readiness, and contribution of the training for inclusive education. Participants included 188 undergraduate students in physical education teacher education program, who responded the scale of self-efficacy towards inclusion and sources of teacher self-efficacy. Self-efficacy towards inclusion was associated with perceived readiness to teach in an inclusive setting, while vicarious experience, although related to self-efficacy, was not associated with any of the variables studied. It is considered that the development of strategies to teach physical education in an inclusive setting should occur throughout the teacher education training program. It was also understood that the vicarious experience has not yet been explored as having an educational and formative potential, especially when teaching in order to promote the inclusion of students.

Keywords: *Self-efficacy. Teacher training. Inclusive teaching. Sources of self-efficacy.*