

Prof. Kenneth Aggerholm

[kennetha@nih.no](mailto:kennetha@nih.no)

## **What would sport philosophers have to say to sport pedagogues?**

In this seminar, I will explore the pedagogical relevance of philosophical theories of sport. While theories such as formalism, conventionalism, and broad internalism have provided essential insights into the nature and ethics of sport, their implications for sport pedagogy have received little, if any, attention. I aim to fill this apparent gap by employing educational philosophy to investigate how normative theories of sport come with diverse pedagogical implications.

I will first outline the main characteristics of the dominant theories of sport to argue that they tend to support *affirmative* pedagogical approaches, as they provide specific accounts of the rules, ends, norms and principles of sport, which can provide positive aims to guide the educational process for participants in sport. I also argue that these theories overlook sport participants' subjectivity, agency, and responsibility. To address this, I explore an alternative approach grounded in a humanist theory of sport. Here, sport is understood as a particular form of embodied engagement, and its normative orientation emerges not from rules, norms or principles, but from ways of engaging, and ways of 'being-human-well' in sport. This, I will argue, is aligned with *non-affirmative* sport pedagogy that emphasises the role of negative experience in the process of becoming a subject of good actions in sport.

From this, I will suggest an integrative approach where theories of sport can inform different vital elements of sport pedagogy. In a broader perspective, I propose that sport pedagogical considerations can reorient the philosophy of sport towards its origins in educational philosophy and point towards sport pedagogy as a normative and practical area that can further extend the current relevance of sport philosophy.