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Abstracts

North meets south:
East meets west

Sport pedagogy research, policy and practice: International perspectives in physical education and sports coaching

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Katsuro Kitamura¹, Takahiro Nagayama¹ & Shigeru Saito²
¹ Tohoku University
² Matsumoto University

The purpose of this study was to describe the perceptions of coaching concepts of high school basketball coaches. Team coaches in Japan served as participants for this study. Their average age was 48.7 years old, and they had an average age of 16.3 years of coaching experience. All coaches had represented their provincial team at the national sport competition in Japan. In-depth open-ended interviews were used to gather data from four coaches. The interviews were systematically transcribed verbatim from the IC recorder immediately after the completion of each interview, and a total of 244 meaning units were extracted from the data set. The data were decontextualized using an inductive procedure for analyzing unstructured qualitative data. The inductive analysis process resulted in regrouping these interview transcripts into three categories: (empathic understanding, receptive exhortation, and positive support), and six properties (having feelings of sympathy, helping substantially, motivating, providing positive feedback, understanding, and respecting). This study found significant agreement between the perceptions of the concepts on how coaches evaluated their coaching activities in relation to performance and personal development of basketball players and how the mentoring process affected the coaching process. The strong relationship between empathetic understanding, receptive exhortation, and positive support indicates that mentoring played an important role to improve the quality of players’ entire sport experience, both practice and athletic performance during competitions, as a way of overcoming the constraints for athlete-coach relationship.

ID: 83
The classification of the flop technique and characterization of athletes for the establishment of the concept of the Long Term Athlete Development (LTAD) program in the high jump
Teruya Watanabe
University of Tsukuba, Japan

The purpose of this study was to establish the concept of the LTAD program in the high jump. In the 1950s and 1960s, namely the era of the straddle, the Soviet Union succeeded in developing world-class high jumpers using the LTAD program. Thus, it is useful to clarify the merits and the demerits of their program in order to modify it for the flop technique. Previous literature related to the Soviet LTAD program for the high jump was reviewed. In order to propose new, ideal techniques for today’s athletes, the forms of 43 male world-class flop jumpers were classified from the viewpoint of anthropological movement theory, and their characteristics were described in terms of each variation of technique.

The results were as follows:
Soviet coaches adopted the specialized straddle as the ideal technique and maximized athletes’ training on speed-strength ability.
To get successful results, Soviet coaches had to scout athletes with particular features or talents (good height, trainability of the muscles, etc.) because their program wasn’t so effective for athletes without such characteristics.
Today’s flop-techniques can be classified into four variations based on the degree of acceptance of the “elements of the specialized straddle.” Relationships exist between variations of technique and characteristics of athletes.
By managing these four variations of the flop technique, it is probable that coaches can lead athletes with various characteristics to success. Therefore, four concepts of the LTAD program have been suggested which involve different ideal techniques for the development of this program.

ID: 101
Sport instructors’ movement sensuous consciousness
Toru Sato
Hokkaido University of Education, Japan

In teaching of sport movement, it would be ineffective to point out the fault of an outward form of the body posture. Rather we should instruct how the body moves concretely. Although ability of the instructor to perform the movement is rightly a great advantage for the instruction, it will be the requisite that the instructors are conscious of how he is moving during the execution. But in fact, it is not rare that the premise is missing. Especially, in the case of fundamentally easy motions, whose mastery is already progressed to the highest skill level, the movement sensuous consciousness (“Kinaesthese” which Husserl says) are missing in many cases. The reason is that the instructor has reached a skillful stage without conscious reflection on how to he carries out the movement in the practice process. Therefore, even if he has excellent movement skills, he cannot give appropriate advice by capturing the learners inner feelings of their motions, if he is only on the movement sensuous unconscious state (“sensuous anonymity in motion”). This study takes up some practical problems caused by the movement sensuous unconsciousness of the instructor, and proves illustratively that the sensuous consciousness needs to be awakened for the effective sport instruction.

ID: 141
Proposition for new instructional methods for the golf swing
Syuu Andouh
Professional Golfer’s Association of Japan

In an earlier study, the golf swing was categorized into 4 types: the wrist turn/I type, the wrist turn/reverse-C type, the no-wrist turn/reverse-C type, and the no-wrist turn/I type. Amongst the four categories, the wrist turn swing, the mainstream swing until the mid-20th century, was taught by having the student imagine a swing plane as the shaft of the club seems to move along a flat surface during the swing. The image of the swing begins from learning a swing with a small swing range, which is gradually made bigger to complete the swing plane, in a gradual approaching method. This instructional method made the swing practice easier to understand and spread to many learners. As opposed to this swing, the instruction of the no-wrist turn swing, the mainstream swing from the latter half of the 20th century, necessitates the learning of the wrist turn when swinging the club shaft in the swing plane. Therefore, in the earlier study, it was made clear that a combined-plane image, which combines 3 planes, was most desirable. However, the step-by-step learning guide of the no-wrist turn swing
With respect to vision, to perceive requires decoding, putting different pieces of information in order and organizing them. In team sports, due to the complexity of the environment, spatial and temporal characteristics of ball and player movement must be analyzed with reference to some framework. Such an analysis is necessarily conducted with reference to stable elements, such as the court or the pitch, as well as to other more random elements put together by the player. Situations of play vary since players’ actions bring about changes. In this respect, the notion of prototype configurations of play is of interest since it makes it possible for the player to optimize his or her play in situations of confrontation or opposition. It may also be hypothesized that by studying configurations of play, one will help students construct an operational image predictive of the way in which a given situation of play is likely to evolve. To 153 authors, in this presentation, we shall first describe tools that make it possible to analyze dynamic game play. Then, we shall discuss elements of play modeling in team sports that should lead to a better observation of beginner students’ level of play in secondary school. These theoretical models are intended to help players and teachers better analyze what happens during team sport encounters. They are based on the theory of players’ construction of strategies and tactics in play, and through play, as long as players remain truly confronted with their opponents’ adaptive logic.

ID: 155
Watching, understanding and performing in team sports
Jean-Francis Gréhaigne, Didier Caty & Jean-Noël Meunier
IUFM de Franche-Comté, France

ID: 157
A study of readings recommended by expert coaches
Emily Jones, Paul Schempp, Bryan McCullick, Brad Vickers & Karen Lux
The University of Georgia, USA

One distinguishing characteristic propelling experts to consistently superior performance is their extensive knowledge (Ch, Glaser, & Farr, 1988; Ericsson & Charness, 1994). One source often identified by experts as fundamental to their knowledge base is reading (Schempp, 2006). The purpose of this study was, therefore, to identify the books expert coaches would recommend beginning coaches read. The participants met these criteria: a) 10 or more years coaching experience at the highest level (i.e., professional, Olympic, Division I collegiate, elite amateur), b) consistent success as measured by winning percentage, c) formal recognition of coaching accomplishments. 392 coaches from 29 different sports were sent letters explaining the study and a self-addressed stamped postcard with the directions, “Please list up to 3 books that you would recommend every beginning coach to read.” 107 coaches from 17 sports responded. Participants recommended 153 authors and 170 book titles. With an unequal number of coaches from each sport, the sport served as the unit of analysis. The authors most frequently identified were John Wooden (7 sports), Dean Smith (4), and Pat Riley (4). The books most often recommended were The Bible (6), “The Winner Within” by Pat Riley (4), and “Wooden” by John Wooden and Steve Jamison (4). Recommended books were classified by three categories: a) sport specific content, b) coaching, and c) non-sport. The distribution of books identified within the categories was sport specific content (72), coaching books (42), and non-sport (56).

ID: 170
Shaping of motor skills from an internal point of view
Makoto Satoh
Numazu College of Technology, Japan

An external standpoint of movement is the central theme in most studies on the shaping of motor skills. But learners shape their motor skills from an introspective image (that is Kinaesthese in the sense of Husserl). The purpose of this paper is therefore to examine the development of some factors, i.e. those which make an introspective image on the shaping of a motor skill and to show that their shaping is based upon the gestaltkreis-theory by Viktor von Weizsaecker. The process on shaping of Flick-flack in artistic gymnastics is selected as the object of this research. The development of some factors of the introspective image was examined by using two learners as case studies and by means of a questionnaire. The following result was obtained by my investigation: The factor of the introspective image repeats an occurrence and a disappearance by different causes on the shaping of a motor skill. This result agreed with the Gestaltkreis-theory, and shows as well that the motor skill cannot be made up mosaically from an external standpoint of movement. It is important that a trainer considers the introspective standpoint of movement.

ID: 172
Investigation on the learning process of “Flick-flack” in floor exercise
Mariko Kanaya
University of Tsukuba, Japan

This study is designed to investigate the learning process of “Flick-flack” on floor exercise. Because the “Flick-flack” consists of flipping backward in the air, prevention from falling on the head becomes a subject of concern in the process of learning. Therefore, this study has focused on the assistive device “Physio-Roll” to discuss the step-by-step programs in learning “Flick-flack”. Subjects of the study are female college students who have not acquired the “Flick-flack” technique. They went through a practice session one day per week for a period of five months. We attempted to come up with a new learning method by considering one problem at a time as it arose during practice sessions. As a result, this study demonstrated that it is more effective to picture “Flick-flack” as “a 360 degree-backward flip with hands touching on the floor half way through the flip,” rather than visualizing it as “a 180 degree-backward flip to a handstand, followed by another 180 degree-flip” as had been done previously. The new thought on “Flick-flack” will allow learning activities to proceed in a relatively smooth manner. Moreover, the following are the supplementary training components that can be added: Bouncing off the floor from a handstand against the wall; Spinning backward from a seated position on a low bar, and then instantly landing on the floor in a handstand position; Turning 360 degrees backward while hanging on a bar by bringing legs through the bar and the arms, then landing on the feet.
ID: 180
**Motivational climate, perceived ability, and sustained participation in youth ice hockey**
Niilo Konttinen
KIHU—Research Institute for Olympic Sports, Finland

The present study examined the relationship of motivational climate and athlete's perceived ability to sustained involvement in competitive youth sport. The participants for the study were 1,673 Finnish male junior level ice hockey players. They ranged in age between 14 and 15 years. Motivational climate was examined using the Finnish version of the Perceived Motivational Climate in Sport Questionnaire or PMCSQ (Liukkonen, 1998; Seifriz, Duda, & Chi, 1992). A longitudinal follow-up design was applied. Persistence, indicated by having a valid competition licence, was recorded 3,5 years after the initial phase of data collection. The dependence of persistence on motivational climate (task climate, ego climate) and perceived ability in ice hockey (low, intermediate, high) and their two-way interactions was studied with forward stepwise logistic regression with LR test in removing variables. The final regression equation contained the main effects of task climate and perceived ability. The fit of the final model was statistically significant, Chi square = 72.36, df= 3, p< .005. The task climate main effect indicated that the players who scored high on task climate were more likely to continue their competitive participation in ice hockey. The perceived ability main effect indicated that high perceived ability was also associated with sustained competitive involvement in ice hockey. In sum, the results lend support for the earlier studies, demonstrating that motivational climate and perceived competence are related to sustained competitive sport participation over the time span of several years, despite other factors affecting persistence in sport among young athletes.

ID: 220
**Using the conceptual tools of social theory to understand the governance of coaching and coaching structures**
Lee Wharton
University of Southern Queensland, Australia

In Australia, as elsewhere, elite coaching practice and career coaching opportunities are controlled by an authoritative body: The Australian Sports Commission (ASC). The ASC has implemented the National Coaching Accreditation Scheme (NCAS) to oversee the progressive coach education in over 70 sports. The NCAS then is a vehicle to ensure the delivery of a number of objectives. Among these are: the promotion of a progressive and coaches' professional development in coach education and company team development. The present study is in progress and aims to investigate how such a programme affects the team cohesion of a group of higher-education female soccer players. Twenty (Hong Kong Institute of Education, HKIEd) female soccer team players (mean age 21 years) participated in this quasi-experimental study. The ABET programme (a 3-hour training session with group initiative activities followed by a 1-day 8-hour challenge course events) will be conducted by trained facilitators 2 months after the team is formed. Team cohesion will be measured using a self-report 18-item Group Environment Questionnaire (GEQ) with 4 subscales: Individual Attraction to Group Task, Individual Attraction to Group Social, Integration to Group Task, and Integration to Group Social (Carron, Brawley & Wildmeyer, 2002). The GEQ will be administered at (a) Baseline 1 (immediately when the team was formed), (b) Baseline 2 (1 week before the ABET programme), (c) Pretest (immediately prior to the ABET programme), (d) Posttest 1 (immediately following the ABET programme), (e) Posttest 2 (immediately after the competition season), and (f) Follow-up (2 months after the competition season). Two baseline administrations were included due to the lack of a control group. Both immediate and long-term effects of the ABET programme will be assessed using 1-way ANOVA with post hoc comparisons (p<0.05). A positive correlation between the ABET programme and cohesion is expected. The results will be useful for sports team managers in programmes planning and coaches in enhancing team morale.

ID: 253
**Motivational states and perceived arousal: Relationships with game outcome and self-rated performance in Canadian futsal players**
Guido Geisler1 & John H. Kerr2
1 University of Tsukuba, 2 Kokushikan University, Japan

This study used a reversal theory framework and the State of Mind Indicator for Athletes (SOMIFA; Kerr & Apter, 1999) to examine the in-event motivational states and three dimensions of felt/preferred arousal for 33 Canadian futsal players. The main purpose was to address the correlations of these measures with winning and losing games and with players’ self-ratings of performance. Chi-square and logistic regression analyses suggested that players were more likely to be on winning teams if they held a conformist motivational orientation during games; that is, if they were inclined to follow the instructions and expectations of coaches and others, as opposed to the negativistic motivational tendency to do one’s own thing. In addition, both analyses revealed that winning games was related to low levels of preferred excitement, while logistic regression showed a relationship

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**Coaching and the Coaching Process**

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**The effect of adventure-based experiential training on team cohesion of the HKIEd female soccer team: A pilot study**
Kit Yee Wong, Fu Po Violette Lin & Wai Keung Kevin Kam,
Hong Kong Institute of Education, Hong Kong

Adventure-based experiential training (ABET) has been claimed as a powerful and exciting method in education and company team development. This paper lays out a conceptual frame using a social theory approach for analysing coaching structures and to show how such an approach can shed new light on the development of high performance coaching and coaches.
between winning and high levels of preferred energy. No other relationships emerged between game outcome and the remaining pairs of motivational states or measures of arousal. With respect to perceived performance quality, chi-square and logistic regression analyses also indicated that higher preferred energy was associated with more positive self-ratings of performance. For practicing coaches, the main implications of these findings are that objective success and performance satisfaction in futsal or soccer might be best achieved by encouraging players to put collective team aims above personal ones and by teaching them to use appropriate activation and relaxation strategies, respectively, to foster and become comfortable with high physical energy alongside a sense of mental calm.

**ID: 272**

**The experience of flow, confidence, and anxiety during physical activity**  
Anthony Watt, Stefan Koehn & Tony Morris  
Victoria University, Australia

One of the main reasons why children and adolescents participate in physical activities and sports is because of the subjective experiences associated with these activities. Positive experience and well-being can arise from enjoyment and a successful performance in sport. Enjoyment is an inherent characteristic of the flow experience, that is, the activity appears rewarding in itself and worth doing for its own sake. Csikszentmihalyi (1975) and Kimeck and Stein (1992) proposed that confidence is one of the main personality variables facilitating flow, whereas anxiety prevents flow states during physical activities. The aim of this study was to examine whether state confidence and state anxiety underlie flow in adolescents during a recreational tennis tournament. The sample consisted of 59 (24 female; 35 male) junior players between 11 and 16 (M = 14.0; SD = 1.4) years of age. With regard to the last tennis match, participants completed the Flow State Scale-2 (FSS-2; Jackson & Eklund, 2002) and the Competitive State Anxiety Inventory-2 (CSAI-2; Martens, Vealey, & Burton, 1990). The results showed that flow state had a strong positive connection with state confidence, r = .72; p > .01. Cognitive and somatic anxiety showed a negative relationship with flow, but were not significantly correlated with flow state. The results underlined the importance of confidence to experience flow state during physical activity. The results will be discussed with reference to potential interventions to increase flow.

**ID: 273**

**Analysis on coaching skills of a high school soccer coach**  
Yutaka Minouchi, Tsutomu Sasaki, Kazuhiko Tsunoda, Hiroshi Hoshino & Shosuke Miyake  
Hokusei-Gakuen University, Japan

**Introduction**

Instructional methods of sports coaches, a coaching skill in other words, have a great impact on motivations of players and mood of the team. When good communications are established between players and coaches, motivations of players and mood of the team are maintained above a certain level consistently. However, motivations of players and the team often tend to fall unless good communications are obtained. In this research, the authors conducted three studies below aiming at understanding the present situation of a coaching skill of a soccer coach in a high school soccer club. These studies were used as a triangulation approach to understand the effectivity of the coach’s communication skills from various perspectives and to clarify problems of the instructions.

**Study 1: Behavioral analysis by video shooting**

**Purpose**

Behaviors of the coach in actual instruction scenes were recorded by a video camera to clarify features of his coaching skills and his behaviors mainly from contents of his instructions and speeches.

**Method**

Subject: One coach (Coach T) from high school A. He also was a teacher at the school. He had experience of soccer and his instruction experience was about 8 years. The team was aiming at participating in prefectural-level tournaments and consisted of 60 members.

Data collection: Behaviors of the coach T was recorded by a video camera. The video shootings were conducted in actual instruction scenes both games and practice.

Data analysis: From the video tapes, only the coach’s instructions and speeches were transcribed into texts and the contents of them were sectioned by meaningful sentences and words. The authors reviewed sectioned contents and categorized them into Technical-related items (Positive/General, Positive/Specific, Remedial/General, Remedial/Specific, Negative/General and Negative/Specific), Action-related items (same as Technical-related items), Question/Asking, Instruction, Explanation and Encouragement referring to the category of Takahashi (2003). After coding the speech contents into each item above, the rate of speeches was calculated for each category against the total number of speeches. The data was collected two scenes from each of games and practice. We discussed on categorizations with three surveyors.

**Results and discussions:**

Major contents of the coach T during games were Explanation (22%), Instruction (19%) and Technical-related Remedial/Specific (18%). For practice, major contents were Technical-related Remedial/Specific (39%), Technical-related Positive/General (20%) and Technical-related Positive/Specific (11%). From these results, it is understood that the subject coach had many positive and proactive communication style.

As a characteristic of instructions during practices, the speech rate of Technical-related Positive is obviously greater than that of Technical-related Negative. The authors presume that when players performed undesirable plays, the coach didn’t criticize the bad plays with anger however he instructed the players with a focus on correcting such plays. It is a favorable communication method that focuses not on mistakes however on a correction method. Moreover, the rate of Technical-related Positive/General/Specific is great therefore it is understood that the coach doesn’t become angry basically however focuses on good plays and praises the players. This is also one of favorable communication principles and considered as an affective coaching method since self-esteem of young players like high school students are easily hurt.

The rate of Questioning (Asking) is also greater than other categories. From this, it is understood that the coach advised the players to think themselves. As a result, self-motivations and self-initiatives of the players were improved.

**Study 2: Interview with the coach**

**Purpose**

An interview with the coach T was conducted in order to understand his thoughts, policy and intention of his instructions.
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Method:
For question items for the interview, the authors set questions mainly consisted of the three types below; (1) Essential questions from which the authors can expect to have wide-ranging answers about the subject's thoughts in accordance with the research purpose such as "Start for coach", "Past instruction experiences", "Perspectives for instructions" and "Ideal team", (2) In-depth questions that clarify more about the topics spoken, meanings and sense of thoughts and (3) Exploratory questions that dig into curious parts of the video and clarify the meaning of contents spoken

Results and discussions:
The contents of the interview were categorized into five points; "Character formation", "Variations of instruction methods", "Current coaching style", "Motivation" and "Ideal team". For "Character formation", the authors have found that the coach stressed on bringing them up to persons with five points below; "being able to take pride in themselves" "taking a forward-looking stance", "being ambitious", "talking and acting cheerfully" and "becoming able to utilize what they learned from soccer in other fields". For "Variations of instruction methods", we have found that his instructing method has change to the current one by which he respects players' autonomy since the coach failed in conducting a Spartan coaching in the past and due to change of the school environment. For "Current coaching style", we have understood that the coach introduced many meetings so as to improve strategic understandings and to promote mutual understandings between players. Moreover, from his words such as "Well, I instructed them with anger before but now I think it was not good" and "My current idea is that players never get better when I scold them and I feel the players gradually become proactive when I look for good points of them", we have found that the coach focuses on praising rather than scolding. For "Motivation", we have found that he cares about motivating the players from his words "My job is to sense how the players feel so I always choose words, actions and practice menus carefully to find how I can motivate them and make them proactive". For "Ideal team", he wishes to build up a team where children in the local region join willingly and keep involved in soccer in the future after playing soccer in the team for three years.

Study 3: Questionnaire survey with the players

Purpose:
A questionnaire was conducted to clarify difference between the intention of the coach and the players' understanding on it for coaching of the coach T.

Method:
The survey was performed with 35 soccer club members at the second and third grades of the high school. Question items for the survey were six items below; (1) Principles of the team, (2) Group activities, (3) Motivation, (4) Mood of the coaches, (5) How they wish to be involved in soccer after graduation and (6) About the coach T. The survey was conducted by combined use of free description and five-grade scale as its answer form.

Results and discussions:
For (1), the authors have found that the players were proud of the team however they felt they didn't reach the expected level sufficiently in individual actions. For (2), the group came to understand each other through the research while a number of players answered "a rivalry rose and came to try hard." For (3), it has been found that newly introduced camps and road trips for this season had an effect on motivations. Moreover, from free description answers, we have found that coach T's words had a strong effect on motivations of the players. For (4), It has been found that the team established a favorable system where the player could communicate easily by having multiple coaches. For (5), most of the players answered that they wished to keep involved in soccer in some way after graduation. For (6), a number of positive opinions were obtained for the human native and efforts of the coach T. However, we obtained opinions such as "he is effusive sometimes", "big difference between good moods and bad moods" and "players' opinions are not accepted often unless he has the same opinion" therefore behaviors based on level and objective judgments were expected as an improvement.

Comprehensive discussion
The authors have found that characteristics of the coach T's coaching style are (1) often finding good points of players and praising them, (2) instructing the players encouraging their autonomy (3) taking a good balance of rewards and punishments.

It has been understood that the coach T began the action of finding good points of players and praising them consciously from this season and it was reflected in actual instruction scenes. We consider that praise and proactive words are effective coaching skills since the questionnaire survey result reveals that "positive words" and "proactive words from staff" leads to improvement of the players' motivations.

For the coaching style of the coach T mentioned above, the authors also have found that these players accept the coaching style and human native of the coach. No matter how an excellent communication skill is used, effective coaching is not obtained unless a favorable relation in which the coach and players trust and accept each other is established. Therefore, the authors have understood that a trust relationship premised to function as a group was established well between the subject coach T and the team.

Lastly, the team was promoted to a local league in this season for the first time, which was one of the goals. It seemed that the change of the coach T's coaching method led to the improvement of the team performance.

ID: 285
Comparison of two instructional approaches in teaching anticipation skills
Minna Blomqvist, Tomi Vänttinen & Mikko Häyrinen
KIHU - Research Institute for Olympic Sports, Finland

The purpose of this study was to compare the relative effectiveness of two instructional approaches (explicit instruction vs. guided discovery) in enhancing anticipation skills of P.E. teacher students. A total of 26 physical education students were divided into two experimental groups: G1 (n=9), G2 (n=9) and a control (n=8) group. Both experimental groups participated into a 6-weeks tennis course (12h) to improve their technical skills in tennis. In addition students received video simulation training (4 x 20 trials) coupled with instruction in a laboratory conditions. The laboratory pre, post and retention test measures included 30 test trials in which participants were reacting in response to near life-size images of tennis forehand strokes into four different areas on court. Measures of response time (ms) and accuracy (%) were collected before and after practise and during acquisition. A significant difference (p<.000) was found in improving decision times between the experimental groups (371±128 ms) and the control group (324±71 ms). Furthermore only a slight reduction in decision time (-24±59 ms) was observed after 4 months retention. In examining the relative effectiveness of different instructional approaches no significant differences in response time or accuracy were found between the experimental groups. In the acquisition data significant main effects were found in both response time and
The purpose of this study was to examine the individual coach situation among elite athletes with disabilities. The postal questionnaire was sent to all Finnish athletes with disabilities who belonged in national team (n=205) competing in both team and individual sports. The questionnaire included open-ended and Likert format questions concerning individual coach situation. The data were obtained from 118 athletes (response rate 57%). 37% of the athletes had personal coach. 46% of athletes met their coach once a week or more frequently. 26% met the coach 1-2 times a month, and few athletes (3%) 3-5 times a month or 7-10 times (5%) a year. 10% of the respondents saw their coach approximately every other month and some athletes (8%) saw their coach three times or less a year. When assessing the role of the coach in success in competition, 13% of the athletes found the role of the coach to be crucial. 55% of the respondents assessed the role of the coach as important or very important. For 33% of the athletes the role of the coach was small or very small. It can be concluded that although majority of the athletes assessed the role of the coach important in relation to their success in competition, over 50% of the athletes had no personal coach. Additionally, having a personal coach did not guarantee the frequent face-to-face communication, as almost half of the athletes met their coach only two times a month or less frequently.

ID: 290
A qualitative study of expert baseball coaches’ strategy for the transformation of physical tacit knowledge into explicit knowledge
Takahiro Nagayama1, Katsuro Kitamura1 & Shigeru Saito2
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2 Matsumoto University, Japan

The purpose of this study was to investigate expert coaches’ strategy for the transformation of physical tacit knowledge into explicit knowledge. Three expert coaches served as the participants for this study. 30 training sessions where coaches instructed players in physical tacit knowledge of baseball pitching skills were observed and recorded. Stimulated recall was used to gather data from three coaches every training session. Interview transcripts were divided into 56 meaning units. These meaning units were regrouped into three categories. Three categories emerged from the analysis consisted of 1) comprehension of player’s body experience, 2) figurative verbal instruction, and 3) enhancement of kinesthetic sensitivities. Results showed that expert baseball coaches tried to comprehend players’ body experience and instructed them in physical tacit knowledge by figurative languages which brought out some kinesthetic sensitivities. As a result, players could comprehend physical tacit knowledge by which he/she linked some kinesthetic sensitivities they had already experienced. And it was most important coaches’ work to make players sensitive their kinesthetic sensitivities during training. Expert coaches gave players the reference so that players can pay attention to their kinesthetic sensitivities. The reference allowed players adjusting their performance to physical tacit knowledge consisted of some kinesthetic sensitivities which were essential for skill acquisition. It was difficult for coaches to externalize their physical tacit knowledge. However, expert baseball coaches always tried to transform physical tacit knowledge into explicit knowledge by means of figurative language and make players adjust their performance by enhancing players’ kinesthetic sensitivities.

ID: 306
Socialisation, motives and obstacles in coaching Polish top national athletes in selected sports
Michal Lenartowicz, Zbigniew Dziubinski, Krzysztof W. Jankowski & Piotr Rymarczyk
Josef Piłsudski University of Physical Education, Poland

Objectives
The aim of the research was to provide up-to-date coaching concerning ways of entering the field of sport coaching, motive of coaches to engage in coaching, and obstacles that coaches encounter, and providing insight into elite sport in Poland. Material and methods. Written interview was applied in the research. Interviews were gathered in July and August 2005. The research embraced 53 coaches. Average age was 46 and mean coaching experience was 20 years. Mean coaching time on the position of national team coach was 7 years. 48 coaches had profilied university education. For 2/3 coaching national team was the main source of living. All investigated coaches were athletes before started coaching.

Results
Half of respondents met coaches whom they considered as role models to follow. Half of coaches declared they always wanted to be coaches and if had a chance, they would chose to be coaches again. Majority of work motives declared by coaches was of autotelic character (e.g. personal satisfaction). Instrumental motives, such as financial gain or social recognition were declared less important. Over 2/3 of coaches were fully satisfied with their work. Main source of their satisfaction was their athletes. Major fears were lack of success, bad contacts with athletes, loosing job. Physical health was considered a key factor in coaching career. Coaches frequently blamed junior coaches and club coaches for coaching mistakes that make it difficult for them to achieve success with adult athletes. They stressed the need of permanent professional development.

ID: 354
Effect of sports training program of muscular strength to improve the muscular imbalance
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Minufiya University, Egypt

Objectives and problematic: Some common problems associated with muscular imbalance are bad posture, as stated earlier, back pain or injury (Haug, 2007). Training and sports practice result in the development of a specific musculature according to the modality practiced. The muscular imbalance may predispose athletes to injury and reduction of performance (Siqueira, Pelegrini, Fontana and Greve, 2002). In our sport field, we have not found any training program by which we could improve the muscular imbalance between the upper and lower body. Objectives: we aimed to develop a training program of muscle strength and to test its effect to improve muscular imbalance between upper and lower body for volleyball player. Method: 12 men (M= 22.5, SD= 3.5) have been
participated in this study. They are an elite Egyptian volleyball player. Before and after the training program, the muscle strength balance has been measured by many exercises as: i) 1-RM bench press; ii) vertical jump test; ii) half squat exercises, it must be between 1.25 to 2.00 of the B.W; (iv) 20 m. Speed; (v) long jump; (vi) push of 2 kilos of medicine ball with the user hand. Results: Using a nonparametric statistical analysis, the result shows a significant effect of the training program to improve the muscular imbalance, and it is also improved the muscular power. Conclusions: The training program of muscle strength improve muscular imbalance from upper and lower body for volleyball player.

ID: 464  The expectations and the reasons for choosing the performance tennis in Turkey
Yucel Yildirim & Hakan Sunay
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The aim of this study is to define the expectations and the reasons to play tennis as a profession and to improve the skills of the tennis players in Turkey. The research constitutes nearly 400 competitors who are in 14-16 years category and have been players in national category in Turkey. The sample group is 100 in total (both girls and boys). They had been chosen randomly from the list of Turkish Tennis Federation. The questionnaire of this study consisted of three parts: 1. The reasons for choosing tennis; 2. The reasons choosing tennis as a profession; and 3. The expectations from tennis, the frequency, the percentages, and the arithmetical mean value were calculated by the use of data received from the questionnaire. The α (= the internal consistency safety factor) was calculated as .89 from the data gained from the questionnaire. As a result of this study it could be said that the important factors encouraging the tennis are: 1- Family 2- to play in the national team 3- to become a popular player 4- to become a famous player in the world. On the other side the reasons for choosing tennis as a profession are listed as below; 1- to be a famous tennis player 2- to see different countries 3- to get pleasure in having access 4- to catch the happiness and finally according the above mentioned study we could say that the expectations of the players from tennis could be summarised as: 1- to be a famous tennis player 2- to be a popular player 3- to become a member of the universities in abroad.

ID: 433  Assessment of the approaches of the coaches of women and men teams in the first and second league of volleyball in Turkey in terms of their coaching practices
Hakan Sunay, Nevin Gunduz & Ceyda Menguc
Ankara University, Turkey

The purpose of this research is, to investigate the approaches of the coaches in the First and Second Leagues in Turkey in their coaching practices and, to state the differences in their applications. A questionnaire that consisted of 10 sections and 61 questions was applied to the coaches that took part in the study. The research is limited to 1st and 2nd league trainers which is set of 120 trainers. The sampling of the research is made up of 80 coaches (2 female, 78 male) in the First and Second Leagues in Turkey. In order to collect the data, the book of Rainer Martens named “Successful Coaching” and its sample questions and expertise opinions were used and so 5 scale likert type questionnaire questions for coaches was determined as a :.86. The arithmetic medium of the research results was investigated by using T-test. Besides, in order to determine if there are significant changes between the groups, Variance Analysis (ANOVA) was applied, and the difference between the 2 groups was determined by using Post Hoc-Turkey test. Consequently, there were seen significant changes in the coaching approaches of the coaches in the First and Second Leagues in Turkey. It is determined that the experienced coaches with a history of coaching have a more productive communication with their players. Moreover, it is also determined that the coaches who had coaching degrees from the universities understand their players better. Thus, the importance of training of the coaches in universities is ascertained.

ID: 479  Learning and identity creation among young Danish male top-level football players in their community of practice
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The main purpose of the study is to explore the resources and barriers for learning among Danish male top-level football players aged 16-18 in their community of practice, i.e. the shared training sessions and deliberate practice (Ericsson, 1996) at two different top-level U-18 teams. How the relationships between the players influence their learning processes are investigated, focusing on learning trajectories and creation of identity with a view to full participation in the community of practice. The study is conducted as a field-work with two different cases (Stake, 1995), and the theoretical background is situated learning theory (Lave and Wenger, 1991). The study is explorative and based on qualitative data collected during two periods of three weeks by use of participant observation and semi-structured interviews with four players – one peripheral and one central member of each U-18 team. The preliminary results indicate that coaches and players consider the training as contemporary because of its focus on individual skill improvement in preference to team achievement. The highly structured training is characterized by a traditional instructive coach and intense bodily and tacit practice among the players. The communication during training sessions is mainly one-way instructions from the coach to the players. From a situated learning perspective we conclude that such community of practice raises questions concerning potential resources in rethinking and reorganizing the learning relationships, i.e. the coach-player relation and especially the player-player relation, in order to make room for varying learning styles and participation patterns in the community of practice.

ID: 493  Coaching process of an elite 400-meters hurdler
Ken Miyashita, Satoru Tanigawa, Keigo Ohyama, Yoshimiti Ae, Hiroyuki Koyama, & Kazunori Sato
University of Tsukuba, Japan

The purpose of this paper was to discuss the coaching process in male 400-meter hurdles from the viewpoint of the race analysis as a case study.
We accomplished a follow-up survey using a male 400m hurdler whose yearly best mark was improved from 50’5(2003) to 47’93(2006). Touchdown time at each hurdle was calculated by the time from the start signal to the instant of the landing at each hurdle, and velocity change during the race was calculated. We made velocity curves during the entire 400-meter hurdle race. To evaluate an ability of speed endurance in a race and utilize it as a coaching tool, the

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velocity change from the first hurdle to the finish was fitted by a straight line, and gradient of the line and y-axis intercept were obtained. These parameters mean speed endurance and speed in the race, respectively.

We observed that he increased the velocity remarkably in the first and second halves of the race when he changed the stride pattern using 13 steps till the 6th hurdle, and the absolute value of gradient of the line decreased when he developed his performance using the same stride pattern, etc.

In the training before 2005 season, he used a traditional training method for 400-meter runner and useful for developing an aerobic and anaerobic basement. In the training before 2006 season, he used a contemporary training method and developed speed and tolerance to lactic acid.

These suggested that 400-meter hurdler should train aerobic power and speed oriented endurance in turn during the early period of off-season training and that these training process would enable great talents to mature late.

ID: 494
Performance in sport: A longitudinal research study
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We know that self-efficacy is the personal beliefs about capabilities to successfully master activities in specific situations (Bandura, 1997). People and groups with high self efficacy also have high expectations, capabilities of persisting in reaching goals and success. Moreover, we know that athletes’ capability of perceiving own feelings and emotions and coaches’ competence in recognizing feelings and emotions of their athletes are important in sport.

This longitudinal research is aimed at investigating: a) athletes’ individual and group self-efficacy and their relationships with conditional capacities (strength, resistance and speediness) and perception of emotions; b) coaches’ competence in understanding the psycho-physical condition of athletes.

The sample consisted of 100 athletes from three kinds of sports (soccer 38%, volleyball 22%, ski 40%), of both gender (56% males and 44% females), reach duration between 15 to 35 years, playing sport not at a professional level. We examined athletes. The coaches were 7 men, whose training varied from 5 to more than 20 years.

We collected the data by administering twice, (at the beginning and at the half of the sport season that is to say with a 6-months interval), two special self-administered questionnaires, which we appositely constructed deriving the items from other instruments and adapting them to the sport context. The questionnaire for evaluating athletes’ dimensions considers their individual and group self-efficacy, emotions and feelings and perceptions of movement capacity.

The questionnaire for evaluating coaches’ dimensions considers their perceptions about the physical and psychological conditions of their athletes, and their individual self-efficacy with respect to coaching as well as that of the team they were training.

Both questionnaires evaluate self-efficacy beliefs in more or less relaxed and or stressful conditions that is to say with respect to trainings and matches.

We think that this study despite its limitations, (such as the limited sample, especially in the case of coaches, the lack of a third wave), which certainly needs further investigation, showed some important findings that we will summarise in the following text along with some applied reflections. However, in this study we considered more than 25 dimensions and thus we will summarise here below only the most interesting findings in relation to gender, kind of sport, having had an accident recently, the feeling of the team to be a unit group, cohesion and strength and speediness.

Generally speaking, results from a series of ANOVA Repeated Measures and Analyses of Regression showed that a good performance in match and in training is more related to individual and group self-efficacy than to conditional capacities. Besides, results showed that strength and speediness are negatively related to negative emotions.

More specifically with respect to gender differences, 84% of males vs. 70% of females think to have a good performance during training while 16% of males vs. 30% of females think their performance is not sufficient. However 69% of males vs. 41% of females think to have a good performance during matches and 31% of males vs. 58% of females who think their performance is not sufficient. Thus, women have greater difficulties than males in both conditions (more relaxed and more stressful) but especially during match that is to say that they may have greater difficulties in reproducing during match the performance they reach during training.

With respect to the kind of sport and being satisfied with own performance during training, 89% of soccer players are happy vs. 11% who are not, 67% of skiers are happy vs. 33% are not, and finally 79% of volley players (all women) are happy vs. 21% who are not.

With respect to satisfaction with performance during match, 82% of soccer players are happy vs. 18% who are not, 35% of ski athletes are happy vs. 65% are not, and finally 67% of volley players are happy vs. 33% who are not. Ski is the sport where we registered the greatest difference between satisfaction for performance during training and match. Probably this is due to the fact that ski is an individual sport and the athlete has always to be at 100% in good shape to get good results, while soccer and volley are group sports and the team is more important than the athlete.

Athletes who had an accident think to have a better performance during training with respect to those who did not have it: 82% consider their performance good vs. 18% who consider it not sufficient; 76% who did not have an accident consider their performance good vs. 24% who consider it scarce. However, this pattern is reversed in the case of matches where an higher percentage of athletes who did not have an accident think to have a good performance with respect to those who had an accident (good: 61% vs. 53%; scarce: 39% vs. 47%).

Being discouraged is higher among males and it is related to a scarce performance in both training and matches [F (1, 64) = 4.877, p=.031]

Lack of confidence is higher among females, athletes who had an accident and is related to a scarce performance in both training and matches. We found an interaction among lack of confidence, having had an accident, performance during match and kind of sport [F(1, 64)=4.571, p=.036]: skiers and athletes who had an accident have also greater lack of confidence and the last on its turn is related to scarce performance during match. Feeling of joy is greater among athletes of group sport than of individual sport [F (1, 65) = 8.763, p=.004] and males with respect to females. With respect to the interaction among performance during training, match and gender [F (1, 65) = 4.336, p=.041] we found that women are more unlikely to be happy and more likely to have good performance during training and scarce during match. One of the biggest problems of women and skiers seem to be less able to transfer good performance from
training to match and this may be related to a lack of joy. We can interpret this finding considering that women tend to perfect outcomes and that they are more unlikely to be happy for a winning than men. Besides, athletes of individual sport probably perceive greater personal responsibility with respect to group sport. However, in both cases we can help them to improve feeling of joy: we would probably also improving performance and decreasing accidents.

Being a team unit is perceived more by males and people who had an accident. Feeling of being a team unit is related to good performance both during training and matches \[F (1,61) = 3.563, p=.064\]. For athletes who play an individual sport it is probably easier to share ideas with peers of the team and this would not affect individual performance. Conversely for athletes who play a group sport is more difficult to agree with peers of the team on different decisions, but when the athletes share a common goal this would affect positively performance. 

Energy is perceived more by males and those who had an accident and this is related to good performance in both training and match. However the greater energy perceived by people who stopped for an accident may be due to their forced rest, while we need further investigation for understanding gender differences.

Fatigue is perceived more by the females than males, by athletes who had an accident and those who play a group sport. Feeling of being not tired is related to good performance during training but not during match \[F (1,61) = 3.648, p=.061\]. For athletes who play an individual sport it is probably related to gender differences.

Although an optimal mental condition does not guarantee good performance, it helps to increase the performance in both training and match. That is to say that is very important to consider athletes as whole people with their physical, psychological and emotional aspects, while to train only the body is not enough.

Our findings show that a complex intertwine between body and mind contributes to reach good performance. They also show that self-efficacy, both individual and group, and feelings fulfill an important role. Therefore, we think that it would be very important to construct training programs that consider also the mental and not only the physical side of athletes and coaches.

**Main reference**


**ID: 498**

*Relationships between perceived coaching behaviours and players’ motivation in basketball*

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Understanding and enhancing motivation in youth sport is an important area of study for researchers and practitioners. The purpose of this study was to examine the relationships between perceptions of coaching behaviours and motivational indicators among a group of elite high school basketball players in Singapore. A total of 264 high school basketball players aged between 14 to 17 years old from 19 schools in Singapore took part in the study. The participants completed the Leadership Scale for Sports (Chelladurai & Saleh, 1980), the 2 x 2 Achievement Goals Questionnaire (Elliot & McGregor, 2002), Intrinsic Motivation Inventory, (IMI; McAuley, Duncan & Tammen, 1989), Perceived Locus of Causality (Goudas, Biddle, & Fox, 1994), and Basic Needs Satisfaction Scale (Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001). Cluster analysis found 3 distinct clusters among basketball players. The three clusters differed significantly on the indices of intrinsic motivation, perceived needs satisfaction, and achievement goals. This study shows that distinct groups of players could be identified in terms of perceived coaching behaviours and these perceptions directly impact on the amount of enjoyment and effort exerted during training and competition, perceived competence, achievement goals and autonomy.

**ID: 362**

Facilitating flow experience in physical activity: Evidence-based practice

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Physical activities, such as sports, exercise, and dance, provide opportunities for individuals to experience flow (Nakamura & Csikszentmihalyi, 2002) and physical education, which encompasses a variety of physical activities, might be one of many educational settings suitable to foster flow. Although physical activity provides an opportunity to encourage flow experience, participation alone does not necessarily ensure that optimal experience is achieved. One of reasons why facilitating flow is challenging may be attributed to some confusion over what flow experience is and the inherent difficulty in fully and accurately explaining this optimal experience. Complete immersion in an activity is likely to occur in social interactions such as having an interesting conversation with friends (Csikszentmihalyi, 1997). Flow experience may often be misinterpreted and limited to high performance in competitive sport settings. Consequently, people do not recognize that they experience flow although they explain their common positive experiences in physical activity referring to characteristics of flow experience. Any construct loses its scientific utility if it is defined too broadly (Fleming & Courtney, 1984). Moreover, without appropriate understanding of the flow concept, any attempts to interpret flow have the potential for the psychological phenomenon to be misunderstood. To this end, the primary purpose of this study was to provide practitioners (e.g., educators) with a clearer conceptualization of flow in physical activity based on theoretical and empirical grounds so that they can be more conscious of flow and facilitating this positive experience in self and others.
Moral and Ethical Issues in Sport Pedagogy

ID: 469
High level sport vs participation/education sport: An unequal fight
Renato Paes de Andrade & Fernando Calza
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This presentation intends to demonstrate how actions focused in the social dimension of the participation sport and the education sport meets difficulties of implementation due to the competition of high level sport’s social dimension. It will be analyzed how high level sport mediatic attractiveness draws the Brazilian State, the difficulties to carry people to ludic and citizenship focused activities. An explanation about a successful project converged to participation/education sport that’s been taking place in Salvador, Bahia concludes the paper.

The paper analyzes the notion that people engaged in sports in Brazil favours, practically in a unilateral sense, their social ascension, what reduces the interest in sports activities not aiming at the high level competition. This explanation is based on three points: first, to demonstrate the roles performed by the media and how it can guide the Brazilian State as a guarantor of the high level sport model. Second, to demonstrate how arises the difficulties in the implementation of projects focused in the participation and education sport and how they are related to the Brazilian sport culture. Third, it will be reported the experience of an implementation of a project focused in the participation sport and what are the difficulties faced and the achievements reached up to now.

The methodology used ethnographic techniques, participant observation and interviews with the individuals served by the project.

ID: 473
The didactic intention of a judo teacher in physical education
Eric Margnes
University of Pau, France

The aim of this study is to show that the intentionality of a judo teacher can be conveyed by efficient strategies showing the teacher’s standpoint in social and cultural domains. The didactic intention seems to be determined by two possible conceptions related to practice (traditional judo and competitive judo), as well as two conceptions regarding judo teaching to beginners (a formal approach and a functional one). The methodology that is used is based on a qualitative analysis of the actions carried out by two teachers working in physical education department (STAPS), which makes it possible to understand why and how the meaning of a practice can be launched, sustained and oriented (the different situations they put into practise refer to an ethic of the practice). The exploitation of the database (comments and interviews) highlights the complex interactions between the various afore-mentioned conceptions and underlines the burden of two kinds of conventions in standing up or ground action: conventions as regards roles concerning implementation in the different types of situations (in partnership, in oriented or modulated opposition) and conventions pertaining to the action (about the offensive and defensive strategies, the results of actions). The ways of doing things inevitably mirror a representation of efficiency, but also of values, norms, in brief an ethic of the practice which will eventually determine a pact of the practise and a social link between the people practising.

ID: 399
On education to noble sport rivalry
Jerzy Kosiewicz
Jozef Pilsudski University of Physical Education of Warsaw, Poland

The author proclaims that an important role in removing reasons and soothing effects of improper sports competition and of its unethical - and becoming more and more common – anti-values – may be played by humanization of relations taking place in sport. It should be realized in a complex rather than in an accidental way. It is possible to exert a significant and lasting influence on children’s and youth’s ethical attitudes, to stimulate their personal and moral transformations as well as their ethical maturation by taking into account immanent values connected with the fair play principle as a significant idea contained in a superior and the supreme moral value which is Good according to its Socratic or Platonic interpretation. However, it should be remembered that the fair play principle constitutes only one part of a wider moral idea recommend fair conduct. Ethical discourse concerning the athlete should not concern solely moral reflection on the fair play principle isolated from a wider context. It should be closely connected with moral education as such – and especially with ethics as a subject constituting a proper theoretical context for discursive and normative considerations on the ethos of fair play where sport would be treated as a special area of objectivisation of active goodness. Methods: I have applied humanistic science methods like: analysis, description, explanation, comparison, synthesis.

Key words: education, rivalry, fair play, noble competition.

ID: 291
Analysis of the Olympics Legacy relating to the environment
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The purpose of this study is to analyze the Olympic legacy relating to the environment, an essential factor in efforts to entice the Olympic Games. The Olympic Games may bring a variety of benefits to the host country and the host country is also usually expected to gain not only temporary but long-term economic benefits. Thus, this study is focused on clarifying significant factors in the Olympic Movement’s Agenda 21 based on sustainable development. The application of this concept of sustainable development is the responsibility of all the athletes, individuals and organizations in every field of sports. Although the action plan, redevelopment and institution construction of the city based on the environmental plan are described in specific terms, the perspective of education that would stimulate people to take action is lacking. We next analyzed the bid file for London (2012) and the report of the IOC evaluation commission for the games of the XXX Olympiad in 2012. It is also important from the preparatory stage of the Olympic Games to examine the Olympics invitation, environmental measures, concrete action plan, evaluation of the hosting city, and the country. The London 2012 environmental plan is based on the concept of “Towards a One Planet Olympics” and has the objective of creating a first class enduring legacy for sports, the community and the environment. As a result of the analysis, we contend that an intangible legacy such as education that can be instilled in the human consciousness is probably of greatest importance.
There is little doubt that the field of moral development in education and PE is a highly complex and contentious one, and there exists an array of competing philosophical and professional-oriented positions (Arnold, 1980; Bergem, 1999; Dewar, 1990; Loland, 2006; McNamee, 2005). Over 15 years ago Dewar (1990) posed the important questions of ‘whose morality are we talking about?’ and ‘whose interests are served by dominant moral beliefs?’ Indeed feminist scholars, such as Hekman (1995), have increasingly drawn our attention to the need for a critique of the modernist, universal moral project. From a critical-interpretive standpoint, this paper asks how do today’s student teachers construct discourses concerning the potential role of PE to contribute to pupils’ moral development, particularly with regard to gender and equality, and in what ways do these belief systems influence their teaching in PE? The data have been collected via group interviews with 12 students attending PETE courses at 2 universities in Norway (4 students in each group), as well as from documents analysis of PETE policy at each institution. They have been coded and analysed using a ‘content analysis’ approach. The findings show that many students construct simple and superficial arguments concerning PE’s potential to enrich pupils’ moral development, which inadvertently create repressive teaching narratives. The latter can be partially explained by the seeming failure of PETE institutions to devote sufficient resources to this complex aspect of teacher preparation, but the student teachers’ managerial professional identities’ (Sachs, 2001) leave little room for personal and/or professional moral reflection.

ID: 260
To win or to be honest? Moral reasoning teaching in physical education
Yi-Chuan Hung & Jui-Fu Chen
National Taiwan Normal University, Taiwan

To win or to be honest is a moral dilemma in physical education teaching. As an athlete, it is difficult striking a balance with winning at all costs and keeping sportsmanship. However, the process of physical education is the best field for students to combine physical activities experiences with moral reasoning practice. The moral reasoning is one of the core curricula of Harvard University who targeted it. It promotes students to explore ways of making a reasoned morality or political choice. Courses on these matters are through reading the Western traditions of thoughts and discuss those significant and recurrent questions of choices and values that arise in human experience. On the positive side, appropriately providing moral reasoning teaching in physical education not only makes students exercise more healthily but develops correct attitudes toward sports competition; on the critical thinking side, we should also consider that “Can moral reasoning be taught?” or “How to put those values into action?” Whether this curriculum proper or not, the moral reasoning education in Harvard University could provide enlightenment to our country’s moral practice in physical educational institutions. Because it’s a philosophy that exalting and combining in a balanced whole the qualities of body, mind, and spirit.

ID: 242
Sport pedagogy: Liberating its potential
Ian Culpan
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Commercialisation and the commodification of sport have forced a re-conceptualisation of sport and essentially provided potentially deviant and destructive pathways in the development of contemporary sport. The emphasis on winning, the reduction of sport physical performance and the quest for, and expectations of, extrinsic rewards provides a contemporary conceptualisation of sport that shakes and fractures the very foundations of sport being a “valued human practice”. Inherent in the commercialisation and commodification of sport is the privileging of science, which is now beginning to pervade all levels. This is the modernist tradition that compartmentalises, fragments and specialises sport. While scientific discourses may help in improving physical performance it should not be the dominant paradigm upon which sport is built. Indeed, the perception of improving physical performance via scientific advances as the only goal of sporting endeavour is as misguided as assuming that scholars in sports studies are talented sportspeople. Instead, and if sport is to capture its power and potential of creating ‘better people’ and ‘better societies’, new thinking is needed. This thinking will need to re-conceptualise sport in a far more balanced and multi-disciplinary manner.

This paper seeks to explore the possible meanings of sport for the individual and contemporary society and argues that sport, at whatever level, needs to be conceptualised from a human development perspective. Inherent in this perspective is the imperative to shake off the constraints of scientific functionalism and embrace a more educative and socio-cultural function for sport that seeks to integrate a holism based on the philosophy of neo-Olympism. In particular this address will provide a contemporary and conceptual framework upon which sport at all levels can build upon the philosophy of Olympism. It will do this by: critically examining the existing dominant thinking around sport; arguing the need for the educative and moral base of sport to be inculcated into school physical education and sports-based programmes; highlighting and critiquing the promotion of Olympism as a possible way of life, based on balanced development, joy in effort; the educative value of role modelling and the observance of universal ethics.

ID: 243
Integrating people with mental illness into competitive sports events for people with disabilities
Nobuko Tanaka
Loughborough University, UK

There is no doubt that sport for people with physical disabilities and intellectual disability has developed significantly since the end of the World War. Japan has been integrating people with mental illness into the national sporting events for people with disabilities such as people with physical disabilities (including people with internal impediment) and intellectual disabilities, since 2006. In my presentation, I will explore the extent to which disability sport has limited target groups. Recent research completed by the Japanese Association for Mental Health (2003) found that no other countries formally support competitive sport for people with mental health problems. This issue raises some interesting points for discussion. For example, some people from disability...
sporting organizations outside of Japan believe that people with mental health problems should not be included within disability sport and indeed within the category of disability. This issue also raises important questions about what a disability sport is, and what kinds of disability categories (impairment groups) should be allowed to participate in competitive sporting event for people with disabilities. Data from my presentation was gathered from semi-structured interviews with people who work in a number of disability sport organizations. In this presentation, I will discuss themes relating to the relationship between disability sport and the issue of segregation, definitions of disability sport and the impact of government legislation.

ID: 216

The 'problematic' of disability sport within physical education
Hayley Fitzgerald
Leeds Metropolitan University, UK

Bourdieu suggests "what is problematic is the fact that the established order is not problematic" (Bourdieu, 1998: 56). In this presentation, I take a position that the established order and practices of physical education are problematic for many young people, including young disabled people. Remedies are abound including programs, resources and guidelines. However, it has been argued that many of these solutions have done little to enhance the physical education experiences of young people (Kirk, 2005). One remedy that has been presented as a tool for improving the experiences of young disabled people is disability sport. In this presentation, I explore the following question: should disability sport have a place within mainstream physical education? In seeking to address this question I consider the position, place and values that disability sports have within physical education. Moreover, I draw on Bourdieu’s (1990) notion of capital and explore the nature of capital accumulated by engaging in disability sport. The data reported in this presentation were generated from fifteen focus group discussions with young disabled people attending six mainstream secondary schools in the Midlands of England. This presentation will focus on a number of themes emerging from the data relating to: disability sport as segregation, the legitimacy of disability sport, and participation in disability sport by ‘others’. In concluding, I consider the kinds of conditions that need to be in place in order that (disability) sport can be configured as a catalyst for promoting greater equity within physical education for all young people.

ID: 218

Moral and ethical questions: exclusion of athletes with intellectual disabilities from elite competition
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Shortly after the 2000 Paralympics the President of the International Paralympic Committee stated: "The participation of ineligible athletes at the Paralympics must never happen again" (Steadward, 2001). Following the 2000 Paralympics athletes with intellectual disabilities courted the most controversy and all have subsequently been banned from completing in the Paralympics. Their absence seems to have gone largely unnoticed by the millions of armchair spectators that watch the Paralympics and our academic community has also been relatively silent on this issue. However, we believe the continued absence of athletes with intellectual disabilities from the Paralympics raises some important moral and ethical questions about inclusion/exclusion, fair play, advocacy and eligibility. In this presentation, we explore each of these issues by drawing on documentary evidence from a range of sources including press releases, newspaper articles, governing body reports, IPC documents and personal communications. While not denying that significant rule breaking led to the exclusion of athletes with intellectual disabilities from the Paralympics we want to explore if this continued exclusion can be justified. We also want to offer an insight into the ongoing consequences exclusion is having on athletes with intellectual disabilities in relation to their position in the community of sport and society more generally.

ID: 189

The effects of sports practice on the cognitive, social-emotional and moral development of children and youngsters
Frank Jacobs & R.F.W. Diekstra
Haagse Hogeschool, Netherlands

Introduction:
This research contributes to exploring the effects of sports practice on the cognitive, social-emotional and moral development of children and youngsters. Policy makers strive to increase the percentage of children and youngsters participating in organized sports. It is assumed that organized sports practice has a number of positive effects spread out over a broad spectrum, for instance the promotion of physical, cognitive, social and moral development. The question arises what is scientifically known about the effects of sports participation, especially in an organized context, on the development of children and youngsters.

Methods:
The aim of the present study was to carry out a meta-analysis according to current formulated demands and characteristics (see Hopkins, 2003). In order to collect as much potentially relevant scientific literature as possible, a search was carried out by using keywords or parts of keywords in both scientific magazines and the complete database of articles present at the University of Utrecht. 50 studies were found, among which 15 mentioned having carried out their own research. Of those 15 selected studies, 5 could be classified as experimental and 10 as correlational. Because only one study in the experimental class included a randomized control trial, a meta-analysis could not be carried out and a systematic review of literature was made instead, known under the name "box-score" or "voting" method. The studies were scored based on a number of aspects, respectively reviewed systematically, without attaching any kind of statistical power to it.

Results:
Of the 5 experimental (intervention) studies, the effect criteria turn out to be as follows: in three of the five studies school results and study progress have been used to measure effect (cognitive development); however, the method of measurement differs to a large extent. All of the studies do mention sports practice as having a positive effect on youngsters. Two of the studies use result measures that could possibly be coined 'social-emotional' indicators (for instance, 'showing dedication', as well as seeing team members as friends). Both studies mention sports practice having a positive influence on the above-mentioned indicators. Of the 10 correlational studies, only one focuses on cognitive functioning operationalized in terms of Grade Point Average, and it reports a positive connection between the two. Furthermore there are four studies that focus on social-emotional aspects like aggressive behavior, friendships, sticking to or failing to conform to group norms and independence, social involvement and discipline, in which the researched
The discourses of PETE for the last 30 years have been essential in physical education teacher education (PETE). Nonetheless, the essence of whole personhood is not considered as cultivation of humanity. However, it seems that this purport to educate students as whole person focus on the true person. Thus physical education teachers who humanity, the characteristic by which a person becomes a personhood. And at the center of whole personhood lies has been the effort for the attainment of this ideal oriental thoughts. The history of education and schooling possesses the ideal personhood in the Confucian and other countries. Whole person has been regarded as the idea of whole person has been the ideal purpose of education and physical education, at least in oriental education and sport are introduced. Finally, suggestions for a more humane PETE program in which preserve teachers who will carry on the education of the whole person can be prepared.

Conclusion:
The fact that the original aim of this study to carry out a meta-analysis was not feasible is indicative enough of the current lack of knowledge regarding organized sports practice and its influence on juvenile development. There is hardly any valid scientific basis from which one can claim any positive effects of organized sports practice on cognitive, social-emotional and moral development.

ID: 103
Humanity: The dimension of physical education teacher education
Sinbok Kang
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The idea of whole person has been the ideal purpose of education and physical education, at least in oriental countries. Whole person has been regarded as the mundane equivalent of sage or noble person, who possesses the ideal personhood in the Confucian and other oriental thoughts. The history of education and schooling has been the effort for the attainment of this ideal personhood. And at the center of whole personhood lies humanity, the characteristic by which a person becomes a true person. Thus physical education teachers who purport to educate students as whole person focus on the cultivation of humanity. However, it seems that this essence of whole personhood is not considered as essential in physical education teacher education (PETE). The discourses of PETE for the last 30 years have been technocratic, reflective, critical or postmodern. The discourse of humane PETE has been lost. The education of good, humane physical education teachers has not been a main interest in PETE literature. This is an important issue and I would like to bring up this important point in the discourse of PETE. First, the moral characteristics of physical education teaching are highlighted. Second, the current interests in cultivating humanity in professional education such as medical education and teacher education are discussed. Third, a few current attempts for the education of humane professionals in physical education and sport are introduced. Finally, suggestions for a more humane PETE program in which preserve teachers who will carry on the education of the whole person can be prepared.

ID: 56
Students' Olympic knowledge and perceived sportspersonship in the development of a Hong Kong Chinese moral-based education program: A preliminary study
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The view that physical education can affect value formation and moral development is not new. However, the challenge in identifying what teaching materials and strategies may best promote moral development is usually the impediment which researchers and practitioners in the field confront. Thus, the intent of this preliminary study is to investigate the prior level of Olympic knowledge (Telama et al. 2002) and perceived sportspersonship (Vallerand, Briere, Blanchard, & Provencher, 1997) of 152 students (mean age = 11.8) before developing a culture-appropriate moral-based education program. The results showed that less than 50% of the respondents can correctly answer most of the Olympic questions, while 55% of them believed that such information should be provided by Physical Education teachers. The respondents also reflected that television, the Internet, and magazines can serve as other important sources to enhance students' understanding in this area. In terms of ideology associated with the Olympic Movement, Hong Kong students consider sportspersonship (79.5%), fellowship (78.2%), equality (71.8%), respect of rules (60.3%), and willingness to exert maximum effort (50.6%) as the top 5 priorities out of 17 related items. Upon further examination of the components of sportspersonship, the Multidimensional Sportspersonship Orientation Scale was translated into Chinese, and an alpha value of .86 and test-retest reliability of .80 was obtained. The results also showed that the mean scores were 4.2, 3.9, and 3.8 on “respect for rules and officials,” “respect for social convention,” and “respect for opponents,” respectively. Overall, the findings of this study can provide a clue for considering students' present level of perceived knowledge and sportspersonship towards an Olympic and moral-based education program, and a more comprehensive perspective of the curriculum should be well considered and implemented.
Physical Education as Culture: Eastern and Western Perspectives

ID: 57
Achievement orientation and intrinsic motivation of male and female school athletes in Hong Kong
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Chinese University of Hong Kong, Hong Kong

The purpose of this study was to investigate and compare the achievement goal orientations and intrinsic motivation of Hong Kong male and female youth athletes (n=123). The participants were invited to complete the Task and Ego Orientation in Sport Questionnaire (TEOSQ), the Social Motivational Orientations Scales for Sport (SMOSS), and the Intrinsic Motivation Inventory (IMI) on a voluntary basis. A 2 x 2 x 3 (sport type x gender x grade level) MANOVA analysis was conducted on task orientation, ego orientation, three dimensions (social affiliation, social status, and social recognition) of social orientation, and four dimensions (effort, enjoyment/interest, perceived competence, and tension/pressure) of intrinsic motivation for all participants. The results showed that task orientation was positively correlated with effort (r=.376), enjoyment (r=.463), and perceived competence (r=.291), whereas social orientations were found positively associated with enjoyment (r=.195) and effort (r=.267) of intrinsic motivation. In addition, a positively significant correlation between task orientation and ego orientation among this group was found, which supports previous findings conducted in Japan and Korea. Upon further examination of the variables of sport type, gender, and grade level, it was found that team sport athletes put forth greater effort and experienced greater enjoyment than individual sports athletes, while male athletes scored higher than female athletes on perceived competence. Finally, senior athletes obtained a higher task orientation than their junior counterparts. With these, future studies that delve deeper into goal orientation and comparison from a larger population are suggested.

Key words: achievement goal orientation, intrinsic motivation, and sport team

ID: 20
Physical Education and contemporary body culture
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The techniques of the self are voluntary reflection practices through which individuals try to change themselves, establishing behavior rules, and modifying their unique form of being. Body education is a suitable context to the development of pedagogical ways that spread a certain set of experiences of the self. This experience has in the body practices context an important way of development of the contemporaneous subjectivities built upon a specific self-centered sensibility.

Sports practices include pedagogical devices that are the means that contribute to set up or transform one’s own experience. For instance, if we analyse the physical maintenance practices we will verify that theses include: 1) optical devices oriented to self-observation and self-vigilance on which is determined what is visible from the subject to himself (the use of individual registry cards, where the individuals should make a certain balance of the frequency, intensity and quality of the practiced exercise is an example of the self vigilance mechanism); 2) discursive devices oriented to establish what the subject should say about himself (the contemporaneous techniques of expression, concentration and relaxation imply a self-reflexivity and a speech of/about the own body); 3) moral devices where the ways on which a subject should judge himself are given according to a rule (the present interest about the body also obeys to esthetics, dietics and hygienic imperatives which establish rules); 4) self-regulatory devices that establish what a subject can and should do with himself. This paper analyses those devices and mechanisms trough a theoretical approach that use the Foucault concepts of governmentality – the techniques and processes trough which expert knowledge constitutes normalized bodies and subjectivities – and technologies of subjectivity – a set of ethical techniques about itself which has in the subjectivity its own effect.

Proposing a sociological and comprehensive model that can understand the historical and social conditions which made possible for man to build him self as an object of reflexivity, we suggest that the perspective of the body like an unitary being should be abandoned. Instead of speaking about an entity intrinsic to the body it is suggested that the body is the result of a specific body regime that leads a certain relation with the embodied individual and of this with the notion of body totality.

ID: 25
The present situation of sport volunteers in the developed countries and its enlightenment to China
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Motivation

The article has, from the sport globalization and the development of the sport in China, analyzed the present situation and developing trend of sport volunteers in the developed countries like USA, Japan, Britain and Australia, understood the effects of developing sport volunteers in the developed counties, summarized the experience of their cultivation, tidied up the inner and external factors that affect it, trying to abstract the regular characteristics of implement, so as to know the problems of developing sports volunteers in China, explore a way that meets our own national conditions, and offer the references on how to develop it better.

Problem statement

China began to pay more attention to the research on how to develop their sport volunteers in the developed countries. When it comes to the 21 century, especially because China will hold the 2008 Beijing Olympic Games, and for developing better public sport activities, mass-fitness plan was issued in 1995, under this social background, China needs a large number of the sport volunteers. So seizing the opportunity of holding 2008 Beijing Olympic Games and also with the development of China’s economics and the improvement of the quality of the people’s lives, there are more demands of the well-qualified sport volunteers.

Approach

Document and profile, comparison, conversation, internet requirement, statistics, combine the history and nowadays, the general and the specific character, facts and exposition, trying to make the conclusion authoritative, practical, use for the reference of developing sport volunteers activities in China.

Results and conclusions

1. Advocate that ‘holding the spirit’ is fundamental to developing sport volunteers.
2. Government’s leading role is the basis of developing sport volunteers.
3. Classified cultivation and management are the keys to developing sport volunteers.
view the real phenomenon and dynamic revising process
reflection and reconstruction of experience. We need to
mentioned by Walker. Let's go a step forward. The re-
process implicating social, political and practical process
not so simple. Preferably, it is so complex and deliberative
Is always the mechanism of the developing NCPE
learning.

4. Using 'update management' is an important measure of
developing sport volunteers.
5. Paying attention to the social security is also important.
In addition, we recommend the following
1. Government should change its function, from
management to cultivation.
2. Fully utilize all the volunteer resources.
3. Establish the way of competition.
4. Encourage all kinds of encouragement.
5. It should be part of a student's education.
6. Set up a social security system for sport volunteers.

ID: 197
A comparative study of children’s experiences of a
swimming club in France and Australia
Richard Light
University of Sydney, Australia

Objective: This presentation reports on an ethnographic
study of children's experiences of membership in
swimming clubs in France and Australia and the meanings
that it has for them. Focused on the sociocultural
dimensions of being in a swimming club it inquired into
their reasons for joining the club and their reasons for
remaining in the club. The comparative nature of the
study aimed to socially and culturally situate learning and experience to gain understanding of how different
contexts impacted upon experience. Approach and
method: The study adopted an interpretive approach
that sought to understand the world of the swimming club
from the participants perspective and the meanings that it
held for them. Focused on children aged 9-12 years it
involved my attending training 4-6 days a week and
swimming infomally s at the Australian club and in the
masters club in France. Data were generated through a
questionnaire distrubuted to all children aged 9-12 in the
club and a series of 3 semi structured interviews with 20
swimmers in Australia and 12 in France as well as
interviews with coaches and parents. Results/conclusion:
The study suggests that swimming clubs form important
worlds for children into which they enter comprised of sets
of relationships and experiences constructed around the
practices of swimming and shaped by the larger cultures
within which they develop. More specifically, it highlights
the importance of the relationships developed through the
shared experiences of training and competing after joining
the club and the central role that competition plays in
providing enjoyable and satisfying experiences of
memberships that make the world of the club meaningful.
Much of this was due to the culture of swimming at both
clubs in which personal best times were seen as markers
of success and learning that made it possible for all
swimmers to feel a sense of achievement, progress and
learning.

ID: 227
Revising National Curriculum Physical Education (NCPE) in Korea: Its process and future study
Wonjong Kim
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Is always the mechanism of the developing NCPE
systematic, scientific, objective and prescriptive like the
Tyler's perspective? The real process of revising of NCPE is
not so simple. Preferably, it is so complex and deliberative
process implicating social, political and practical process
mentioned by Walker. Let's go a step forward. The re-
conceptualist regards the process as a continuous
reflection and reconstruction of experience. We need to
view the real phenomenon and dynamic revising process
of NCPE with a flexible, esthetic, subjective and holistic
eye.
The purpose of this study is to understand inter-
subjectively issues and keys to the settlement revealed in
the decision making process for revising the 7th NCPE in
Korea. I have considered the surrounding 'context' and
various viewpoints or philosophy of the informants who
had taken part in that process.
This study was mainly conducted open and unstructured
in-depth interviews with seven key informants of typical
curriculum developers. And the analysis of the official
documents and literature was conducted at the same
time. The developers had participated in the revising
process of the NCPE. And I have made efforts to analyze
most of the results in various ways like as a mutual causal
chain analysis and metaphor approach, and interpret the
phenomenon with multi viewpoints.
The decision-making process of the revising process of the
NCPE can be categorized as five: stability and change,
conflicts and dispersion, inclusion and exclusion,
integration and interaction, and assimilation and
improvement. First, 'stability and change' exposes an
important meaning of 'a change' implicating a necessity of
breaking the formal frame and a lot of things to prepare in
advance. Second, the process accompanies pains of 'the
conflicts and dispersion'. It reveals the seriousness of the
separation between 'theory and practice' and the
dispersing phenomena of 'inter-subject matter' and 'intra-
subject matter'. The third, the process implicates the
'inclusion and exclusion'. The phenomena of the
'participation' and 'alienation' occurred in the process of
the organization of 'deliberative committee' and the last
'informal intensive work'. The fourth, 'integration and
interaction' refers to integrating all into one. While the
process, participants are building up and breaking down
their various ideas repeatedly one another. Lastly,
'assimilation and improvement' is the final process in this
study. It reveals how participants reflect this process
and solve lots of problems.
Ultimately, this research can make it possible to let
participants including me reflect 'the value of PE' and
'educational life'. And it offers an educationally
appreciative eye for the PE curriculum in the future. We
have realized that the revision process of NCPE in the
future should be done under the prepared developers and
more 'democratized institution' by mutually open-minded
understanding.
In the future, we need to deliberate the preference of the
students and practitioners in the field as well as the
educational philosophy of the curriculum developers
previously. Now, we face into a newly urgent task to
implement the latest revised the '2007 NCPE', so-called
'the value-centered in physical activities', from next year
in the school field. And this is the most important problem
which confronts us at present.
Therefore, we need to find out a new 'middle range'
linking 'grand theory' of curriculum to 'small theory of
practitioners' for the desirable initiation. To sum up, we
need a systematic and practical 'middle range' playing a
role of mediative connection between NCPE and school
fields. I think school fields need various meaningful
materials for teaching and learning like PE textbook. It can
be a real key solution in Korea when we are considering
the unique educational context led mostly by national
centralized power. Textbook means more than universal
'text' meaning. It can entail important comprehensive
'context' within itself.
For related future research, I have another on-going
'process-oriented' research on developing the middle
range. I have participated in the constructing and
developing process of the 'textbook' used for '2007 NCPE'
from the October in 2006. While the process, I have tried
to listen to many teachers' voice and read their mind.
Ultimately, I have researched to bring out a new 'model'
as a doctoral thesis based on the grounded theory.
this research of construction of model will be completed sooner or later. The model has new perspective and theory entailing both grand theory and small theory as a middle range. Finally, I expect it can help many scholars and teachers understand real field and construct useful materials for teaching and learning in school life. Now it is the time for me to approach to practitioners more in close. Key words: NCPE, decision -making process, middle range, model, PE textbook, practitioners  

ID: 239  
Where disability sport goes: A comparative study of England and Japan  
Nobuko Tanaka  
Loughborough University, UK  

Since the Tokyo Paralympic Games, English disability sport has impacted significantly on the development of Japanese disability sport. Each country continues to develop sport activities for people with disabilities and the key agenda in both countries has been about how to achieve further developments in disability sport. In the case of England, the concept of ‘mainstream’ and of ‘Sport for All’ impacted on development of disability sport. However, disability sport has been paid less attention when compared to other minority groups such as immigration, women and people in poverty. More recently, concerns have also been raised about the notion of mainstreaming and it has been suggested that it is not always a good idea. On the other hand, Japan developed segregated disability sport centres to secure places in which people with disabilities can engage in sporting activities. Recently, Japan has also employed the system which is similar to the English Compulsory Competitive Tendering (CCT) system. Consequently, Japanese disability sport centres are now exploring how to work within this changing environment. In this presentation, I will review the key periods of development of disability sport in these two countries. I draw on secondary data obtained from resources and literature through political documents, academic papers and interviews.

ID: 240  
Physical activity in the lives of young Muslim women living in Australia  
Kelly Knez  
James Cook University, Australia  

This study sought to explore the meaning and place of physical activity in the lives of eleven young Muslim women as they moved across home, school, recreational spaces and their religious practices. Eleven young Muslim women, who attended two different state high schools in an Australian capital city, were each interviewed seven times over a two year period. Using semi-structured interviews, the young women were asked to speak about an array of topics including physical activity, physical education, health, fitness, families, school, friends, bodies, Islam, ethnicity and popular culture. The data analysis drew particular attention to the different and diverse ways in which the participants’ engaged in physical activity and shaped their subjectivities and social relations in the context of physical activity and health. The overall findings from this research provide an important departure from this research of construction of model will be completed sooner or later. The model has new perspective and theory entailing both grand theory and small theory as a middle range. Finally, I expect it can help many scholars and teachers understand real field and construct useful materials for teaching and learning in school life. Now it is the time for me to approach to practitioners more in close. Key words: NCPE, decision -making process, middle range, model, PE textbook, practitioners.

study points to the need for a more complex understanding of young Muslim women's engagement in physical activity by researchers, physical educators and policy makers.

ID: 247  
Global convergence of physical education cultures, curricula and practices  
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University of Wollongong, Australia  

Recent debates in comparative education suggest that globalisation is bringing about a convergence of educational policies while others argue that the similarities are only ‘imagined’ and that policy borrowing and lending trends often lack long-term impact (Bennett, 1991; Steiner-Khamsi 2004). This paper will examine the globalisation-convergence debate with regards to physical education to consider whether there are increasing similarities in physical education curricula and practices as a response to the international politics of health and educational policies.

Physical education research rarely appears in mainstream comparative and international education journals such as Compare and Comparative Education Review. Yet international comparisons of physical education, particularly its curricula, provide important insights into a range of educational and cultural contexts and it has been suggested that it is not always a good idea. On the other hand, Japan developed segregated disability sport centres to secure places in which people with disabilities can engage in sporting activities. Recently, Japan has also employed the system which is similar to the English Compulsory Competitive Tendering (CCT) system. Consequently, Japanese disability sport centres are now exploring how to work within this changing environment. In this presentation, I will review the key periods of development of disability sport in these two countries. I draw on secondary data obtained from resources and literature through political documents, academic papers and interviews.
reduction of physical education programmes, they note, has contributed to phenomenal rise in juvenile delinquency and violence, and rising medical and social costs. Studies undertaken at international levels indicate that $1 invested in physical activity leads to a saving of $3.2 in medical costs.” (UNESCO, 2000, p. 7)

National approaches to physical education, however, raise a range of ‘cultural’ differences (for example, addressing gender differences and teacher training – see Pühse & Gerber, 2005). These cultural variations between the higher level convergence of politics, perhaps ‘global’ policies, and the more grounded practices, of physical education lend weight to Gita Steiner-Khamsi’s argument that the convergence of educational policies is more of an ‘imagined community’ than a reality. Do physical education teachers share a common culture as practitioners more so than their curriculum documents or vice-versa?

There is a tension, however, between the supposedly low subject status of physical education and its increasingly proposed use as a means of health promotion. For example, while a number of countries such as Ghana and Turkey have identified a lack of equipment, facilities, and other support, at another level, in other less-well developed nations, particularly those required international aid assistance, physical education is given quite high status. For example, the Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) project (taking in the fifteen nations of the Pacific Islands Forum) has 11 benchmarks, increased from its original 10 to include “Integration of health and physical education in the curriculum and school activities”. No other school discipline is mentioned in the list which includes benchmarks such as ‘Pride in cultural and national identity; and Skills for life and work locally, regionally, and globally’ (Puamau, 2006).

Physical education is increasingly being used as a means of health promotion and civic development associated with ideologies of neo-liberal citizenship. This international trend provides an opportunity to examine what I have termed the ‘realities and imaginings’ of global policy convergence. Using detailed French and Australian case studies as well as the broader international qualitative work of Uwe Pühse and Markus Gerber in the International Comparison of Physical Education (2005), I would suggest that physical education practitioners and curriculum developers, in order to overcome perceptions of professional marginalisation, are political ‘borrowers’ of global policies for physical education curricula. However, the ‘health promotion’ trend is also a highly political means of progressing ideologies of idealised citizens from ‘disciplining’ unruly bodies to encouraging a responsible neo-liberal self. Nevertheless, the political becomes much more contested when applied at the national/ regional/ local level just as curriculum changes are subject to resistance from teachers through their classroom practices (Kirk & Macdonald, 2001; Méard & Klein, 2001).

In examining the evolution of French and Australian physical education curricula, it becomes clear that despite similarities in the discipline’s development over time, socio-political variation has meant that the curricula are quite different and the respective government responses to the global health promotion trend are also quite different—concerns may be shared, but responses are not. Yet classroom observations and teacher interviews would suggest that there is a highly homogenous culture at the more grounded, practical level. For example, both Australian and French teachers come to physical education through a love of sport; their ideal student enjoys physical education and participates enthusiastically in class. On the other hand, improving their professional status is based on quite different politics. In the case of French teachers, their status comes through the compulsory nature of Education Physique et Sportive for the baccalauréat and the strength of the physical education teachers’ union.

Meanwhile, for Australian physical education teachers, their professional positioning comes from the subject’s flexibility in reaching across health, personal development and physical education in a neo-liberal political culture that is opting increasingly to place responsibility for health on individuals, and from the strong, if not iconic, nature of the Australian sports culture. This ‘Aussie’ culture protected physical education in schools when its relevance for schooling was brought into question during a 1992 Australian Government Senate Inquiry (Tinning et al., 2001).

It will take some time for a depth of evidence to emerge, but in the meantime, I would suggest at this point in time that the global convergence of physical education policies as evidenced by the UNESCO Punta del Este declaration and the PRIDE project benchmark, is not so much an example of globalisation as a politically convenient ‘imagined community’.

References


ID: 250

An ethnographic study of a new approach to teaching of traditional Japanese dance in secondary and university dance classes

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This study will present a new direction of research of dance education in Japanese secondary and university dance classes utilizing traditional Japanese performing arts. Past research on traditional Japanese performing arts frequently focused on introducing the cultural, ethnographic, and educational value of Japanese dance, and had much to offer to the field of sports education. However, the Japanese national curriculum of physical education has an emphasis on creative modern dance. Therefore, Japanese traditional Japanese dance has never been taught.

In this study, a variety of ethnographic methods were used. First, an examination of written sources was conducted to provide some background information for a new approach of teaching traditional Japanese dance in...
schools. Second, this study presented the practical cases of teaching traditional Japanese dance classes, approached by the author, certificated as a "Natori" from a "Nihon-buuyoh" school. Third, students' freely written opinions and excerpts from interviews with them concerning their experiences in the classes were also obtained. Preliminary results suggested the performance of Japanese traditional dance gave the students an understanding of the dance's expression and a better understanding about the traditional Japanese culture. These dances continue to contribute to the development and continuation of Japanese culture. The author's presentation will first explain the meaning and the expression of the movements of the dance for better student understanding and then a video taped class will be shown with an explanation of the meanings of some expressions of the dance. Lastly, student opinions from the class will be presented.

ID: 261
Value orientation in physical education in Kingdom of Cambodia
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The purpose of this study was to examine the value orientation of Cambodian Curriculum Development Organization members (CCDO). A three-day curriculum development seminar was held for CCDO members. The seminar was filmed, and discussions were recorded, transcribed and analyzed using a constant comparison method. In addition, documents pertinent to Cambodian education and sports were gathered. The concepts of Arnold's (1979) in, through and about sports and Crum's (1992) affective, cognitive, social and motor learning domains were used to analyze the value orientation of CCDO members. During the seminar CCDO members recognized the importance of knowledge in the cognition domain, skills in the motor domain, and loving sports in the affective domain. Furthermore, CCDO members placed an emphasis on development of knowledge, health and fitness, and PE towards the country development. However, the idea of competition oriented Physical Education as the means to develop country and mental development was eliminated. As a consequence of this study the value orientations of CCDO members was identified.

ID: 311
Meaning of the symbolic "Physical Education" from the student's viewpoint
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In this report, meaning of the "Physical education" from the student's viewpoint and the problems in it were discussed. Physical education has been discussed from the viewpoint such as "lifetime sports" which the adult would expect to be achieved in it. But, as sociology of education with the word "Hidden Curriculum" has suggested, there is the gap between what students learn and what their teachers intend to. So, it should be discussed what students learn from the physical education. In this report, the meaning of the symbol "Physical Education" was examined from the viewpoint of students based on the image association method. This time, I used the words "Physical Education" and "sport" as the Associated Word. As a result, the student associated the symbolic of "physical education" with elemental movement, such as throwing, running or jumping. On the other hand, the students associated the symbolic of "sport" with games such as baseball, soccer or basketball. There is a difference between the symbolic of "physical education" and "sport" for students. "physical education" and "sport" seem to be the same activities, however there is a big difference in their meanings for students. It has some problems to achieve "lifetime sport".

ID: 319
Physical education as a showcase of cultures
Shan-Hui Hsu & Yu-lin Lee
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Culture played a key role for children in composing their self-images in physical activities. Nederveen Pieterse (2004) proposed that cultural difference became an open site where one learned and shared beliefs freely. Moreover, each culture presented a "paradigm" indicating "different politics of multiculturalism" (p. 56). The purpose of this study was to understand how young children from different cultural backgrounds in the United States imagined and constructed their body images in a physical education classroom. In the study four major ethnic populations were focused upon: Caucasian, African-American, Hispanic-American, and Asian-American. Twelve third and fourth graders (5 males and 7 females) from Georgia, United States participated in the study. Three major data were collected from 1) informal and formal interviews, 2) participated observation and 3) document analysis. Data were analyzed by constant comparative method to achieve a better understanding of child's body-schematic construction based on different cultural backgrounds. Four findings emerged: a) the essential territorial culture presented by Caucasian participants seemed to emphasize personal values than others—a sentiment that perhaps is derived from individualism. b) The way of African-American children composed their self-images tended to affirm the "self" with less confidence and a strong sentiment of "resistance." c) The Hispanic—American students addressed more about "others" than themselves. d) Asian-American students represented a pattern of "keychain" development. These findings demonstrated that each culture, regardless of gender, indicated its essential territorial culture elements that stemmed from a learning process situated in their home cultures.

ID: 365
Analysis of physical self-concept between American and Thai college students
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² Chulalongkorn University, Thailand

This study examined cross-cultural differences of physical self-concept between American and Thai college students. A total of 575 college students randomly selected from Thailand and America (267 Thai kinesiology/PE majors, M_age = 23.01 years, SD = 5.34; 101 American kinesiology/PE majors, M_age = 24.82, SD = 5.56; and 207 American non-kinesiology/PE majors, M_age = 22.37, SD = 5.64) participated in this study. The original version of the Physical Self-Description Questionnaire (PSDQ, Marsh, 1996) and a Thai-version of the PSDQ, using a 6-point true-false scale (i.e., 1-6 in ascending order of assessment as true) and consisting of 70 items, were completed by American and Thai students. Results indicated there were significant differences among groups (i.e., American kinesiology/PE and non-kinesiology majors, and Thai kinesiology/PE and non-kinesiology majors, and Thai kinesiology/PE and non-kinesiology majors, and Thai kinesiology/PE and non-kinesiology majors).
kinesiology/PE majors) on all variables, except flexibility. American kinesiology/PE majors showed a higher physical self-concept than each other group on health, coordination, action, body fat, sport, global physical, appearance, strength, endurance, and global esteem. Among American students, majors showed higher scores on all variables than non-majors. Interestingly, the non-kinesiology/PE American group showed a higher score of physical self-concept on health, coordination, sport, appearance, and global esteem, compared to the Thai kinesiology/PE group. The results of this study may be partially explained in socio-cultural terms, with pressure to be thine more extreme in Thailand than in America. In addition, as McFarland and Buehler (1995) found, students from collectivist countries tend to value and experience significantly smaller self-concept than students from individualistic countries.

ID: 338

State of publication on Sport Pedagogy research in French-speaking world: A systematic inventory of a scientific field in process
Mathilde Musard, Nathalie Wallian & Marie-Paule Poggi
UFR STAPS Besançon, France

The aim of this paper is to present an epistemological analysis of innovations and researches about Sport Pedagogy and Physical Education in French-speaking world. The ARIS Congress (Association for Research on Intervention in Sport) publications served as a pertinent basis for this inventory. This scientific association created in France in 1998 tries (1) to promote researches on intervention in different fields (i.e. physical education, sport pedagogy, adapted physical practices...) and (2) to develop relationships between researchers and practitioners. An Observatory of Research on Intervention in Sport (ORIS) was created recently in order to make a legible inventory of studies and to better share scientific knowledge. Four ARIS Congress programs (n = 574 abstracts; 300 000 words; 8 years duration) were collected and reduced into questions (n = 21 questions; 5 themes). This quantitative data was processed by Sphinx software according to 7 indicators (i.e. author gender; laboratory/institution and country of affiliation of first authors; aim of communication; theoretical framework; research topic and method). Results showed that, whereas the majority of submissions came from France, there was an increasing international representation on ARIS Congresses. 71,5% of abstracts were research studies, mainly qualitative approaches. Their aim was generally (1) to describe and (2) to understand the teaching/learning phenomena in PE. Most intervention fields were PE (46%), PETE (20%) or coaching (20%). Data treatment showed a wide range of topics and methods, and an increasing of crossed-method studies. It would be interesting to compare this inventory to other international associations, in order to make a world overview of the Sport Pedagogy field.

ID: 420

Research of the psycho-somatic training origin roots of Tripolksay and other cultures
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Spiritual, mental and physical training of the Ukraine citizens in the period 6 000–3 000 B.C. had been provided by Tripolksay archeologic culture religious-cult system. The purpose of the research: to define, study and compare psycho-somatic training base principles of Tripolksay and other cultures. The logical, theoretical and comparative analysis of Tryplilska culture anthropomorphic cult images according to algorithm: the location of the artifact, sex, age, physical and mental-emotional condition, tone and positions of the body and it’s segments, decor, clothes, kind of action, quantity of participants, sound, verbal, geo-astrological characteristics and music underneath have been used as methods of research. It had been defined, that in Tripolksay culture psycho-somatic trainings used two kinds of exercises static and dynamic, single and group which practiced in meditation, singing or preaching, under a soundtrack by naked decorated females, males and androgens in standing and sitting positions. Cult subjects were decorated by the signs. These are: straight and curved lines, triangles, rhombuses, circles, points, spirals, snakes, bull horns, columns, symbols of the Yin-Yang or the Taijitu, Kundalini, Linga, Dged and others. The comparative analysis results show, that identifiable to Tripolksay culture symbols, body positions, kinds of psycho-somatic training exercises and its compositions were widespread all over the world in a great variety of cultures both old (30 000 – 20 000 B.C.) and modern. These allow us to draw up some analogies. The analogies between the Tripolksay culture and modern psycho-somatic training systems such as religious-cults, improvement in healing, fighting (yoga, tai chi, tai chi chuan, etc.) help us to recognise some essential principals of Tripolksay culture psycho-somatic training. Conclusion: Tripolksay culture psycho-somatic training have similar essential characteristics with the old and modern psycho-somatic trainings systems of different cultures of the world which specifies the general roots of their origin.

ID: 423

Pedagogy and human movement studies/kinesiology: Can our field reconcile Aristotle with Confucius?
Richard Tinning
University of Queensland, Australia

This paper is exploratory in nature. It begins with the proposition that pedagogy is essentially concerned with knowledge (re)production. It assumes that the field of HMS/Kinesiology sets out to (re)produce knowledge related to physical activity, the body and health as experienced through participation in the movement culture. Stimulated by Richard Nisbett’s book The Geography of Thought: How Asians and Westerners think differently...and why (2003), the paper will discuss the nature of the pedagogies employed in HMS/Kinesiology related to (re)producing knowledge regarding the body, physical activity and health, including their underlying epistemological assumptions and their successes and limitations as ways of (re)producing knowledge within the field. The following questions will be pursued: What notions of pedagogy dominate? Why have East Asian countries (e.g. Japan, Korea, China) so readily adopted Western (read USA) frames of pedagogy analysis and practice? What frames of practice and analysis are more receptive to holism and a sympathy to the Confucian ways of seeing and being in the world. What tensions and or limitations are evident from a dominance of a Western perspective to teaching, knowledge and research in our field?
ID: 396  
*Multicultural physical education in Finland*  
Mariana Siljamäki  
University of Jyväskylä, Finland

In Finland, 16,000 immigrant pupils participate in basic education. One objective of the national core curriculum is to support immigrant pupils’ growth into active members of the Finnish cultural community. This paper is part of a study that focuses on the implementation of the national curriculum in the practice of physical education. Two Finnish physical education teachers and three immigrant pupils were interviewed. The results indicate that immigrant pupils participate in physical education mainly according to the national Finnish curriculum. However, some exceptions manifest the multicultural sensitivity in Finnish physical education practice. Physical education teachers must pay special attention to the immigrants’ cultural background and religion in social dances, swimming and Finnish national sports, such as skiing and skating. The challenge of developing multiculturally sensitive physical education in Finland is to understand the different dimensions of the human body: the body as observed, as experienced and as socialized.

ID: 447  
*Value analysis for taekwondo group training of university physical education majors*  
Kicheon Lee & Kwangmoon Ko  
Korea University, Korea

The purpose of this study is to observe and analyze the thoughts and values for the Taekwondo group training of university physical education majors and the changes in their inner thoughts and experiences that occurs by actually participating in the group activities and to find and interpret the meaning. The study participants are composed of students majoring in physical education at the K-university and the training period was implemented from Monday to Friday for 1 hour and a half throughout one semester. In terms of study methods; a qualitative study method was applied and data through were gathered though training logs, participating observation, in-depth interview etc, and analyzed and interpreted the contents. Through such study, they were able to categorize the value of Taekwondo that is conceived and targeted by the participants into the following three types. First, by respecting eccentric martial art value that is the traditional martial art emphasizing crushing and fighting, it enhances the pride of the participants. Second, Taekwondo takes the role of a creative play culture as various training and demonstration programs are developed according to the changes in the era. Therefore, it accelerates a voluntary participation of the training participants. Lastly, Taekwondo pursues an aesthetic and artful value that emphasizes presence, applied technology moves and demonstration etc. Therefore, the participants perceived it as a true martial art that respects the value of Taekwondo. Accordingly, as the participants acquired the basic values of education through Taekwondo training, it not only contributed in forming a rightful personality and character but also formed itself as a sound group activity that can raise the quality of life in terms of lifelong sports.

ID: 471  
*The examination of the curriculum for physical education in Japan from a gender sensitive view*  
Keiko Itani  
Kyoto University of Education, Japan

The Japanese Education system has been strongly controlled by the national government and the PE curriculum has been based on standards specified in the Courses of Study compiled by the Ministry of Education. The PE curriculum in Japan realized gender equality in the revision of the Courses of Study in 1989 after the confirmation of the Convention on the Elimination of all Forms of Discrimination against Women. However, some reports have made clear that girls and boys have been educated under different PE curriculums and have had different experiences in PE classes. In addition, there has been a big difference in the actual practices of exercise and sport between girls and boys in their school days. The present Courses of Study for PE have introduced “Exercise of Karada Hogushi” that includes coordination with others and consciousness of one’s own body. However, some reports have criticized that the purpose and contents are not clear and have not been put into practice sufficiently. On the other hand, more sports have been newly added to the Courses of Study as examples, and so sport in general has increasingly had more influence. This study examines Japanese Courses of Study for PE from a gender viewpoint and discusses what gender equality should be in the PE curriculum. The concrete subject of this study is the contents of courses and their influence on physical education practice due to the revised 1989 and 1998 versions paying special attention to culture characteristics of sports and activities.

ID: 492  
*The assessment of the sport clubs which are located in the Turkish Volleyball First League from a risk management perspective*  
Yasemin Gok & Yrd. Velittin Balci  
Ankara University, Turkey

Nowadays individual skills are not sufficient to overcome problems faced. In spite of this, it is much different and also it gains much so important in the point of view of strategic to develop the sensation of the mutual connection among all individuals presented in this process. High performance and harmonious working depends on the either individual, team and management qualifies within team. Decision, motivation, social and psychological components bear importance to gain sportive achievement.

Risk is an integral element of sport. Sports Clubs and its teams may confront the risk of lose within all their events because they have to be permanently developing and continuing their successes. Their success is dependent that they can cope with these risks in sport events. Therefore the existing conditions of sports clubs are reconsidered because sportive events are permanently changeable, complexity and a rapidly variable sportive expectation. Besides indefiniteness and future for sports clubs are needed to be defined as well the new strategic should be determined and applied for adapting to the rapidly alteration. It is necessary that risks in the events in which sport clubs and its teams take part are envisaged, determined, evaluated and managed. It is provided that responsibility positions are designated and risks pertaining to these positions are understood through risk management. Simultaneously the context of sport events are determined.
Management performs various functions in different areas and so it is called in respect of putting into the area. From the perspective of the management in a sport clubs there are two important administrations in sport clubs. It is firstly an executive Committee concerned with monetary and administrative issues belonging to its club and plans in future events. Secondly Team Management is technical administration and they are responsible for team’s management in the bench as well team’s all issues. Also they provide a safe environment for athletes.

In Sports Clubs Teams struggle hard to succeed by raising their content and performance capability a top level during either training or competition process. The most of important component in the process is a technical roster and athletes composed of a team so they are provided and protected. Meanwhile methods for a team, and a team’s equipments are supported and preserved.

In this investigation, the management of the both Sport clubs and teams were assumed from perspective of the risk management. Risk elements which may occur on the aim of teams were tried to be quantitative by preparing risk identification and assessment questionnaires including risk factors in sport.

The result of Questionnaires were assumed by using risk identification level and risk assessment level as well as risk identification and assessment percentage and frequency distribution according to the sexuality, age and duty period of the subjects study. Afterwards the results of Risk assessment questionnaire were rated by using the risk matrix in which identified risks were placed.

The purpose of this study was to investigate the risk identification and assessment levels of the sport clubs and their teams located in the Turkish First Volleyball League.

For this reason, risk identification and risk assessment questionnaire was applied to 19 Men and 18 Women Volleyball Teams belonging to 33 Sport Clubs which are located in 2005-2006 Turkish first Volleyball League.

Subjects of the study were 17 team managers, 19 coaches and 262 players who participated in this study voluntary.

Data analyze was realized by using percentage and frequency distribution.

Results indicated that risk identification level of team managers, coaches and players did not show any difference according to their sex, age and duty period. However, the risk identification was found difference among the players’ sport clubs. As to this data, it reveals that the risk identification level of Türk Telekom Sport Club Woman Volleyball Team is better than Yesil Yurt Sport Club Woman Volleyball Team and also Besiktas Sport Club Man Volleyball Team. As well as the Istanbul Emlik Sport Club Woman Volleyball Team is better than Besiktas Sport Club Man Volleyball Team [F (29-233)= 3,124, p<.05 ]. According to the survey group’s sex, age and duties into their teams, the risk assessment level was found similar. However as to the survey group’s sport clubs, both TED Ankara Sport Club Woman Volleyball Team have better risk assessment level from Türk Telekom Sport Club Woman Volleyball Team [F (29-269)= 6.55, p<.05].

In terms of the achievement of the aim of men and women Volleyball Teams belonging to Sport Clubs which are located in 2005-2006 Turkish first Volleyball League, risks with external source that laws and regulations was known by teams evaluated catastrophic risk level (f:74, %24,7), the suitable method for the applications of the decisions taken didn’t use (f:89, %25,8) as well as the unknown of the rules and regulations (f:78, %26,1) were evaluated as moderate risk level and the risk level of the factor of insurance were evaluating as negligible ( f:75, %25,1 ). With reference to training program, the training program which doesn’t overlap with the aim of the team was determined as a catastrophic risk (.77, %25,8).

For training and teams enough financial sources ( f:87, %29,1) for team as well as budget (f:80, %26,8) for training program isn’t found and provided and the security and health precautions didn’t taken during teams’ activities ( f:81, %27,1) were evaluating as major level risks.

Finally, results obtained from Risk identification and assessment questionnaires and percentage and frequency distribution were placed in the risk matrix. So Risks belonging to Sports Clubs and its teams located in the 2005-2006 Turkish First Volleyball League were rated in point of view of their achieving their aim. It shows as follows:

<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Likelihood / Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catastrophic (C)</td>
<td>1) Not known conditions in the agreement and contract signed</td>
</tr>
<tr>
<td></td>
<td>2) Training programs don’t covered Teams’ aims</td>
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<tr>
<td></td>
<td>3) Individuals in teams don’t feel trustworthy in each other</td>
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<td></td>
<td>4) Each opportunities weren’t used to reach team’s aim</td>
</tr>
<tr>
<td>Major</td>
<td>1) Not Known rules and regulations related with sports</td>
</tr>
<tr>
<td></td>
<td>2) Qualified and trained personnel are not assigned to appropriately responsibility and positions in team</td>
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<tr>
<td></td>
<td>3) Not know the advantage and disadvantage of regulations, statues and instruction related to the events in your teams will participate</td>
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<tr>
<td></td>
<td>4) Not take a healthy and security measures required during activities</td>
</tr>
<tr>
<td></td>
<td>5) Training programs delayed because of financial problems</td>
</tr>
<tr>
<td></td>
<td>6) Not provided sports clubs and teams with financial support</td>
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<td></td>
<td>7) Not make easier that trainers and athletes adapt to sport clubs and teams</td>
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<td></td>
<td>8) Not consider events and its’ expenditures in which team participates, While budget was found</td>
</tr>
<tr>
<td>Moderate</td>
<td>1) Not have any appropriate methods for applying decisions made</td>
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<tr>
<td></td>
<td>2) Not use the statically analyses during either competition or training</td>
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<tr>
<td></td>
<td>3) Rules’ regarding sports clubs in force now is inadequate</td>
</tr>
<tr>
<td></td>
<td>4) Rules and regulations applied in the competition is not read carefully</td>
</tr>
<tr>
<td>Minor</td>
<td>1) Administrators and personnel are not assigned conveniently and clearly</td>
</tr>
<tr>
<td></td>
<td>2) Sports Facilities belonging to Club are not maintained and run</td>
</tr>
<tr>
<td></td>
<td>3) Sport club have no an appropriate insurance policy for they to take part in the activities</td>
</tr>
</tbody>
</table>

In sport Clubs the duty of either Executive Committee or Team Management response to risks by raising likelihood of achieving team’s aim. So it is required that an appropriate response is found by evaluating risks taking consideration of limited financial.
This paper investigates the positioning of, and possibilities for, being female in the cultural spaces of surfing. We investigate surfing magazines as a cultural site of learning. We argue that it is in sites such as these that people learn what it is to be female in physical cultures such as surfing. In the history of surf culture, females have been highly visible but only in recent times as participants. Historically realised as subcultures of subaltern youth males, this space has been undergoing change in the last few decades with formalised competition and the popularisation of surfing as a mainstream recreation. Given these changes, the mainstreaming of surf culture and the increased participation of women, and the relative dearth of literature on female participation in board sports, we scan several public representations of female surfers in popular surf magazines. Using a framework analysis of institutional sexism this scan seeks to explore the possibilities of the visual representations of participants in surfing culture in order to understand the participative spaces (un)available to girls through surfing. In a scan of images only, we note firstly that in terms of sheer numbers of representation, the naturalised surfer is male. However, we then examine more closely the subject positions available to females: absent, participant, consumer, and accessory. The debate around the representation of females in the media, and specifically around the representation of females as participants in sport, has a long history. Given what we find in our scan, it seems to have stalled, or at least not had the effect many of us might have hoped, either in terms of the representation of females or in terms of participation of females. We offer a conceptual frame to facilitate the evaluation of representations of sporting participation. This provides grounds for the proactive re-imag(in)ing of spaces for participation by females in physical activity.

ID: 431
Young people’s sporting, leisure and lifestyle patterns: The impact of the Celtic Tiger in Ireland
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Waterford Institute of Technology, Ireland

Background & Significance of Research
In 1996/97, a study was carried out to establish the general lifestyle patterns of adolescents in Waterford City, Ireland, (pop. 45,000), and, in particular, the place of sport/physical activity within that lifestyle. In fact, it comprised the largest such study ever undertaken in Ireland, examining as it did the total population of school-going adolescents in a city in Ireland. It was felt that highlighting the adolescent period was of particular importance as there is a growing realisation that the lifestyle patterns that are adopted in adolescence have critical implications for later life.

There were two phases to the research. Phase one involved a questionnaire based study of the total school-going adolescents in Waterford City. A total of 3,315 adolescents were surveyed and this allowed for the construction of a comprehensive picture of young people’s sporting, leisure and lifestyle patterns in Waterford City. The second phase of the research was qualitative in nature and involved 312 interviewees, many of whom were a subset of the phase one respondents. Others were added systematically to explore areas of discussion relating to particular and specific aspects of adolescent lifestyle not evident in the core survey base. As well as the adolescents, there were several key informants interviewed. These included teachers, coaches, sports administrators, parents and volunteers.

The key findings from this research indicated that physical activity and sport did not dominate the life experiences of adolescents. Whilst most adolescents claimed to enjoy sport and physical activity, these have not formed part of their lifestyle because of time spent on other activities particularly those using the information and communication technologies for leisure. There were several areas identified which impacted significantly on the likelihood of the adolescent being involved in sport. Particular issues which were addressed included gender, social class groupings and other drivers and constraints to sport in particular particularly the over teaching of team games in schools. The qualitative research allowed adolescents to directly tell their personal story and to embellish the research with their experiences. Much change has happened in the past ten years and a revisit to this research should provide intriguing reading and results and help shape policy provision for young people going forward.

Social Changes in the Past Decade
The Irish economy has changed dramatically since the mid 1990’s when the Celtic Tiger ushered in a new era of wealth and prosperity. In the last decade, real gross domestic product GDP has almost doubled in size, unemployment levels are remaining steady at just over 4% while the average industrial wage has risen to over €670 compared to €420 in 1997. The knock on effects for Irish society have also been dramatic: the population increased by around 17% for the period 1996–2006, primarily due to the reversal in the trend of emigration and an influx of returning Irish emigrants, immigrant workers and asylum seekers (ESRI, 2005). More Irish people are living in urban centres while the traditionally important agriculture and manufacturing have been overtaken by the hi-tech and internationally traded services sector (ESRI, 2005). Double income households are now commonplace, people spend more time commuting and lead busier lives in general.

The challenge of keeping teenagers active against the competition of television, DVD’s music, mobile phones, computer games, internet chat rooms e.g. BEBO, the drink and drug culture and the pressure to obtain high Leaving Certificate (Ireland’s end of second level education exam) points is a daunting one. Having previously examined these and related topics in 1996/97, this research revisits the study ten years later to see how the Celtic Tiger has impacted on teenagers in Ireland. Some of the many positives in the intervening years have included the establishment of the Irish Sports Council in 1999. As a result, significantly more finance has become available for current spending and facilities development.
for sport. The professionalisation of sport has meant that many more third level institutions are producing graduates in the various facets of sports and sports development. Similarly, there has been the extensive work carried out with volunteers through the various national governing bodies and the NCTC (National Training and Coaching Centre, Limerick, Ireland). However, there have been many relatively new problems. For example, the issue of obesity has been well documented particularly by the task force in obesity.

Several issues may be considered to have impacted on sporting participation rates and these will be the focus of this research. For example, has increased affluenza led to more sedentary lifestyles amongst the Irish population? Do adolescents now have more disposable income? If so, does this lead to increased drug and alcohol abuse, a busier social life and less time for sport? Is there evidence that changing family patterns including both parents working, higher divorce and separation rates and increasing commuting time to work? If so, does this have implications for clubs and schools sourcing volunteers for sports programmes? Similarly, have smaller families led to a decline in team sports particularly in rural areas? How have the technological advancements, which have seen practically 100% penetration of the teenage market for mobile phones, computer games and new websites like BEBO, affected sports participation levels in adolescents? The research will also highlight programmes that are working well and particularly case studies of good practice.

**Aims of Research**

The proposed research plans to revisit the entire cohort of school going adolescents in Waterford City and to create a significant database of the current sporting, leisure and leisure patterns of a group of Irish adolescents. Furthermore, the data will allow for comparative work with previous data to examine in detail how recent society changes have impacted on the sporting patterns of adolescents. Allied to the recent work by Fahey et al. of the ESRI, this should provide policy makers in Ireland with the knowledge necessary to plan for the future.

**The Key Research Questions:**

- The current levels of participation by adolescents in sport and physical activity;
- The current levels of participation by adolescents in non-sporting activities;
- Comparisons between current levels of participation and the levels observed ten years previously.
- Current issues such as volunteerism in sport in both school and club settings;
- The current influence of social disadvantage on sporting participation;
- The impact of disability on the levels of participation and inclusion in sport;
- The levels of participation by recently arrived immigrants;
- The current influence of gender on sporting participation;
- The effects of sports policy initiatives in the past ten years.

**Methodology**

The research is surveying the entire cohort of school going adolescents (Circa 3000) in Waterford City creating a significant database of the current sporting, leisure and leisure patterns of a group of Irish adolescents. The questionnaire asks the students about a wide range of lifestyle issues including levels of sports participation, computer games involvement, part-time work patterns and smoking and alcohol consumption patterns. This data will be augmented by a follow up qualitative study. This part of the study will involve three hundred interviews with a selected group of the adolescents some of whom will be active in sport, some of whom will have dropped out and others of whom will have no interest in sport. Others to be interviewed will include club and school volunteers, national governing body officials and administrators, leisure centre workers and PE teachers. A number of these individuals will have been interviewed in the initial research, so it will be interesting to get their views ten years later.

There will be a number of new areas specifically studied in this research that reflect many of the recent changes in Irish society.

Firstly the research will look at details and issues in relation to the provision of sport in disadvantaged areas. Secondly, the issue of sport and the immigrant population will also be explored.

Thirdly, a new topic that will be researched in the study is the integration of students with disability into sport at both the school and club setting. Results and conclusions will be presented.
Physical Education as Health Education/Promotion

ID: 505

**Avoiding the Christmas decoration syndrome: When public health policy meets school policy**  
Anthony Leow, Doune Macdonald & Louise McCuaig  
University of Queensland, Australia

Schools are increasingly being asked to play a lead role in public health promotion. Each health programme and policy added into the school curriculum can be likened to adding another decoration on a Christmas tree. This paper discusses the effects of public health policies on schools and how these policies influence the governance of health and education in schools. Specifically, it seeks to explore the case of Queensland schools’ uptake and implementation of the Queensland Government’s “Eat Well Be Active” initiative (Queensland Health, 2007) in relation to the curriculum and teachers’ work. In order to effect lasting health change, community health promotion action must be initiated with community members, by community members for community members (Ritchie, 2007). The essence of good community health promotion lies in effective operations of strong partnerships formed between state organisations and communities where community participation drives “every stage of health promoting actions” (Nishtar et al., 2006).

This research will be informed by Foucault’s (1987) concept of “governmentality” and Bush, Dower and Mutch’s (2002) Community Capacity Index as ways to understand the barriers and facilitators to the successful implementation of public health policies in school communities.

ID: 455

**Physical Activity and Health professional, an innovative bachelor degree program**  
Monique den Arend  
Hanse University for Applied Sciences, Netherlands

The Hanze University for Applied Sciences, School of Sports Studies developed a bachelor degree: Physical Activity and Health professional. The bachelor degree is unique for the Netherlands. The first students are graduated in the summer of 2007. The uniqueness of this bachelor degree is the emphasis on interventions to stimulate a change in behaviour. The students learn to improve the patient’s/clients health and lifestyle by using sports, physical activities and health interventions to change the behaviour of patient’s/clients in everyday life. The curriculum is based on learning in realistic work situations and providing meaningful learning experiences: competence based learning. The combination of knowledge, attitude and skills will be developed in different contexts: sports, health and recreation, corporate sectors and intermediary settings. The Physical Activity and Health professional develops professional products and interventions aimed to improve the health/lifestyle of the patient/client. The Physical Activity and Health professional can operate in primary, secondary and tertiary prevention. Examples of professional products are: testing and program development, coaching, preliminary advice, and policy advice. Being a Physical Activity and Health professional is a profession with a great future perspective and a growing interest from companies and government to contribute to solving the problems of overweight, obesity, diabetes and chronic diseases. The Physical Activity and Health professional can fulfill different roles within the different contexts: - Coaching, training and instructing, - Consultancy, health information and promotion, counseling, - Development, research, - Entrepreneurship. The Physical Activity and Health professional is capable of: - Guiding and advising for changing behavior and lifestyle, - Developing physical activity interventions/programs, - Investigate the effects of lifestyle and behaviour.

ID: 409

**Meaningful learning in table tennis unit through concept mapping for college physical education**  
Shi-Chi Liu, Ya-Ting Yu, Yueh-Sheng Hsu & Cheng Lin  
National College of Physical Education and Sports, Taiwan

The concept mapping method is presented in the current study as a new tool to assess the learning process taking part in the hallmark of a college physical education program addressed to sport skills. In addition, concept mapping is a technique for representing knowledge in network graphs. Knowledge graphs consist of nodes and links. Nodes represent concepts and links represent the relationships between concepts (Novak & Gowin, 1984). Through the construction of a concept map (the integration of new or related concepts, establishment of new links or re-arrangement of existing links) learning can be assisted (Novak, 1990). Although graphic strategies, such as graphic organizers and knowledge maps, have pointed out helpful for learning, certain important application issues such as surface processing and cognitive overload have yet to be resolved. The study examined the learning effects of a concept-mapping generation setting and concept-mapping in collaborative setting on table tennis skill, table tennis skill cognition, and critical thinking abilities on college physical education. This study designed 2 concept-mapping approaches including concept-mapping generation setting (n=18) and concept-mapping in collaborative setting (n=19) to determine their effects on students’ table tennis skill, table tennis cognition, and critical thinking abilities. Students in both groups completed a table tennis skill test, table tennis skill cognition test, and critical thinking before and after the study. Students met two times in a week and each class was taught 90 minutes for 7 weeks. The data were analyzed by using descriptive statistics, paired-samples t-test, and stepwise regression. The experimental results from 37 college students showed that the concept-mapping in collaborative setting method enhanced table tennis skill, table tennis skill cognition, and critical thinking abilities and that the concept-mapping generation setting facilitated critical thinking abilities. The findings demonstrate that concept mapping may serve as a useful graphic strategy for improving table tennis skill and critical thinking. The findings also showed that students with higher critical thinking could be a positive factor to influence the table tennis skill test in college Physical Education. The findings also suggest that combining a spatial learning strategy with a collaborative setting method or scaffolding instruction is a potential approach for optimizing the effects of concept-mapping. Further explorations using longer training duration and more extensive table tennis materials along with participants of different levels of skill are worth considering to verify the relative efficiency of different concept-mapping methods for enhancing table tennis learning. Key word: Concept-Mapping, College Student, Tennis Table Unit, Tennis Table Skill Cognition, Critical Thinking

ID: 346

**Health promotion lifestyle of student athletes**  
Melody L.C. Lee, Chieh-Hsing Liu, Li-Kang Ch & Hank Jwo  
Taiwan Normal University, Taiwan

Health promotion lifestyle of student athletes Melody L.C. Lee1, Chieh-Hsing Liu2, Li-Kang Ch3, Hank Jwo2 1Taipei Physical Education College 2National Taiwan Normal University 3National College of Physical Education and
Sports Abstract This study investigated gender differences in health promotion lifestyle of student athletes, and the relationships among age, training years, training hours per week, and health promotion lifestyle. Stratified sampling of 440 respondents from 18 universities in Taiwan, who admitted to colleges based on their sport performance. Three hundred and sixty eight valid respondents (mean age = 20 + 1.8 years). Overall health promotion lifestyle was assessed using Health Promotion Lifestyle Profile-Short Form (HPLP-S) (Wei & Lu, 2005), which includes self-actualization, health responsibility, exercise, nutrition, stress management, and social interpersonal subscales. One-way ANOVA was used to assess the gender differences in health promotion lifestyle. Pearson Correlation was employed to examine the relationships among age, training years, training hours per week and health promotion lifestyle. Results showed that (1) males had significant higher general score on HPLP-S than females; males also had significant higher subscale scores on both health responsibility and social interpersonal relationships. No gender differences was found among self-actualization, nutrition, stress management and social interpersonal relationships; (2) No significant correlations was found among age, training years and health promotion lifestyle. (3) In the training group the training hours per week was found positively correlated with health responsibility. It was concluded that there was gender differences in health promotion lifestyle of student athletes. Age, training years had no relationship with health promotion lifestyle. The longer the weekly training hours are, the more responsible the college student athletes are for their own health. Future examination of health-related quality life on female student athlete is suggested. Key words: student athlete, gender differences, health promotion lifestyle

ID: 367
Effects of strategic grouping on students’ satisfaction and enjoyment in physical education
Joo-Hyug Jung, Jeon-Kyu Ko & Hosung So
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2 Korea National University of Education, Korea

The purpose of this study was to examine the effects of strategic grouping by skill levels on students’ satisfaction and enjoyment toward physical education classes. A total of 76 Korean 5th and 6th graders randomly selected from four PE classes from one elementary school located in metropolitan city participated in this study. Participants were purposely assigned to two groups by skill levels using a skills performance checklist evaluated by one male PE specialist who taught physical education for 11 years. Two groups assigned by skills levels were homogeneous group (n=42) and heterogeneous group (n=34). Students’ satisfaction was measured by a modified version of the “Exercise Satisfaction Questionnaire (ESQ)” that was developed for this study, based partially on Takahashi and Fukugasaki’s (2003) satisfaction survey and Yang’s (2002) Korean version of learning satisfaction questionnaire. Using a 5-point Likert scale (1 strongly disagree to 5 strongly agree), the exercise satisfaction survey has 20 questions asking for three different factors, such as interest, achievement, learning process, and cooperation. Students’ enjoyment was examined by Park and Shin’s (2002) the Enjoyment of Physical Activities Survey (EPAS). EPAS consists of a total of 30 items to measure confidence, fun, health/aesthetic improvement, and social/cooperation factor. 2 (pre/post) x 2 (homogeneous/heterogeneous) ANOVAs were used to examine the effect of grouping on students’ satisfaction and enjoyment. The results indicated homogeneous group demonstrated higher scores on satisfaction (interest, achievement, and learning process; excluding cooperation) and enjoyment (interest, achievement, learning process, and cooperation) than heterogeneous group.

ID: 357
Effects of a health and fitness class on attitude change toward health and fitness in undergraduate males and females
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University of South Alabama, USA

The purpose of this study was to determine if a three-semester hour health and fitness course would affect the attitudes toward health and physical activity of undergraduate males and females. The participants were 252 university students. There were 65 males and 187 females. The mean age was 21.9±4.3 yrs. with 94% of the participants being Caucasian and 6% African American. Each section of the class was taught following the same format and topic schedule. Analysis of variance using change scores on the Attitude Toward Health and Physical Activity Questionnaire (Scaffidi, Gurchiek, Norrell, & Vicory, 2006 p. 21-22), as the dependent variable showed significant differences between males and females (F(1,250)=4.756, p=.030) with males (M=8.00±22.372) showing significantly more change than females (M=1.67±19.29). There were no significant pre-test differences between males and females (F(1, 250) = 3.105, p=.070). The results imply that significantly more attitude change occurred in males than females. Research on gender bias in past studies has indicated that interactions in physical activity settings tend to favor boys (Nicaise, 2006). The results may reflect the presence of biases similar to those reported in previous studies in activity settings. One factor may have been the gender of the instructor. All classes were taught by a male instructor that could have resulted in some bias toward females. Another factor that should be examined is the content and presentation of the course. It could be that the content and presentation of the material was biased toward the interests of the male students.

ID: 372
Changes in physical activity levels among Finnish young people: 30 year trends
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The purpose of this report is to describe changes in leisure time physical and sport activity/inactivity among Finnish young people from 1977 to 2007. Results are based on Adolescent Health and Lifestyle Survey. It is a Finnish biannual postal survey started in 1977. The latest data has been gathered in spring 2007. The numbers of respondents, 12-18 year-old girls and boys, have varied between 2832 and 8590, and the response rates between 76 % and 88 %. On the basis of the survey it is possible to find out, how the physical activity trends among young people have changed in 30 years. The preliminary results showed that especially sport club activities, but also sport activities outside clubs have increased during the study period in the very active group of young people. The increase is greater among girls than boys. The percentage of inactive youth has stayed approximately at the same level. Still 10-20 years ago physical activity was a part of young people’s every day life. Although there was not any decrease in sport participation among Finnish youth, inactivity in every day life has increased, and because of
the passivity in lifestyle, also physical fitness of this group has decreased. Majority of young people belong to a group of moderately active sport participants, and even in this group the commitment to sport seems to be unable to compensate sedentariness in everyday life. The real challenge to health-promoting physical education is to find methods, how to motivate, especially physically inactive, but also moderately active young people to participate more in voluntary physical and sport activities. In Finland to the inactive group belong about 20 % of young people. The group consists of several lifestyles and each of the lifestyle types has its own motivational background. This has to be taken into consideration in health promoting physical education both in school and outside it.

ID: 335

The effect of a circuit training exercise program on health-related physical fitness outcomes in college students

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Researchers report that physical education curricula can be highly effective in increasing physical activity levels at schools (Sallis, 1999), and program which focus on health-related physical fitness causes significant improvement than just teaching skill-related physical fitness (Ian-Fen Chen, Guan-Chyun Lin, 1995). According to The Republic of China Yearbook –Taiwan 2001 which indicated Taiwan’s population who regularly engages in sports or exercise was less than 20 percent when compared to the US and European rate of 40 to 50 percent (The Republic of China Yearbook-Taiwan, 2001). In addition, when comparison the level of physical fitness between high school and college students found the status of college students’ physical fitness was low and even worse than high school students (The Ministry of Education in Taiwan 2002).

In school, fitness is often regarded as an important goal of physical education (Jewett, Bain, & Ennis, 1995). Generally, schools have been recognized as the primary organization for promoting physical activity in youth. Some researchers (Corbin, 1994; Sallis & McKenzie, 1991) have suggested that physical education classes should not only provide physical activity programs during school but should also prepare students for a lifetime of habitual physical activity. Physical education teachers must have knowledge and design the appropriate curriculum content to accomplish program objectives with a priority for fitness. Therefore, the main purpose of this study was to investigate the effectiveness of short-term circuit training exercise program (CTEP) on health-related physical fitness outcomes in college students. Moreover, the study was proposed to answer the following questions: a) What was the status of the body composition after the intervention of circuit training exercise program (CTEP) in college students? b) What was the status of the flexibility after the intervention of circuit training exercise program (CTEP) in college students? c) What was the status of the muscular strength and endurance after the intervention of circuit training exercise program (CTEP) in college students? d) What was the status of the cardiovascular endurance after the intervention of circuit training exercise program (CTEP) in college students?

Thirty-six sophomore college students (n=36, male n=20, female n=16, with Mean age=19.7±1.73) and their instructor participated in this study. The students were physical education major and class met for 100 minutes once/week. The exercise program was developed based on the result of the student’s pre-test. According to the Getman and Pollock (1981) indicated the circuit training is a method which designed to increase muscular strength and endurance, and cardiovascular endurance. Circuit training is a total-body workout that involves performing a series of different exercises in one training session, and works out all the major muscle groups and offers a fun way to improve conditioning. The benefits of circuit training include increased strength, lean body mass, improved posture, and enhanced muscle balance. Hence, the circuit-training program was selected for the purpose of this study. The selection of exercises for the circuit-training program was based on the students’ pre-test. The circuit-training program was implemented for 4 weeks. The circuits were repeated 2 times for a 50-minute workout. First time, the students performed the exercise presented on the station for 5 minutes and thirty seconds resting between each station. Second, the students performed the exercise for 3 minutes and 15 seconds resting between each station. Students work at 40% to 55% of maximum ability, performed as many repetitions as possible at each station. Each circuit training lesson consisted of 12 exercises. Three stations focus on the health-related physical fitness component of cardio-respiratory, two stations on flexibility, and seven stations on muscular strength and endurance. The Physical Fitness Testing which established by the Ministry of Education in Taiwan in 1995 was used to exam the students’ levels of physical fitness. The test item included body composition (skin fold), flexibility (sitting/bending forward), muscular and strength endurance (one minute sit-ups with bent knees), and cardiovascular endurance (F=800 run/walk or M=1600 run/walk). The test was administrated twice before the CETP and in the end of the CETP. The SPSS for Windows 12.0 vision was used to analysis all the data acquired in this study. The data analysis was utilized descriptive statistic, and paired-sampling t-test, and the level of significance for acceptance or rejection for this study was set at the .05 level. The results indicated:

a) The female college students had a significant improvement on the body composition (t=2.27, p>.05), flexibility (t=-2.27, p>.05), and muscular strength, endurance (t=-4.33, p>.05) after the circuit training exercise program.

b) The female college students had no significant improvement on cardiovascular endurance after the circuit training exercise program (t=0.83, p>.05).

c) There had a significant improvement for the male college students on the body composition (t=3.50, p>.05), flexibility(t=2.48, p>.05), and muscular and strength endurance (t=3.66, p>.05) after the circuit training exercise program.

d) There had no significant improvement for the male college students on cardiovascular endurance after the circuit training exercise program (t=0.70, p>.05).

As a result of the conclusion, utilizing the circuit training exercise program on college students both female and male had a significant improvement on body composition, flexibility, and muscular and strength endurance. However, there had no significant improvement on cardiovascular endurance between genders. Hence, the future study could focus on the longer time such as 6 or 8 weeks to see how the progresses the students made from time to time. Since this study only use the fitness testing to measure student’s level of physical fitness, it would be valuable to measure how the students change their behavior/knowledge towards better health life style. Therefore, the purpose of this study was to investigate the short-term effects of fitness-based program on circuit training exercise (CTE) on health-related physical fitness outcome in college student. Moreover, this study was planned to answer the following questions: a) was there any significantly body composition difference after the intervention of circuit training exercise program (CTEP) among college students in terms of gender? b) was there any significantly flexibility difference after the intervention of circuit training exercise program (CTEP) among college students in terms of gender? c) was there any significantly muscular strength and endurance difference after the
intervention of circuit training exercise program (CTEP) among college students in terms of gender? d) was there any significantly cardiovascular endurance difference after the intervention of circuit training exercise program (CTEP) among college students in terms of gender? Thirty-six college students participated (N=36, M=20, F=16, Age=19.7±1.73) in this study. The circuit training exercise program which developed by the researcher was implemented for 4 weeks as their part of health promotion class and students met for 100 minutes once/week. The Physical Fitness Testing which established by the Ministry of Education in Taiwan, 1995 was used to examine the students’ level of physical fitness. The test item included body composition as measured by skinfold, flexibility as measured by sitting/bending forward, muscular strength and endurance as measured by one minute sit-ups with bended knees, and cardiovascular endurance as measured by 800 run/walk for female and 1600 run/walk for male. The test was administrated twice, once before the CETP and once in the end of the CETP. The SPSS for Windows 10.0 version was used to analysis all the data acquired in this study. The data analysis was utilized descriptive statistic, and paired-sampling t-test, and the level of significance for acceptance or rejection for this study was set at the .05 level. The results indicated: a) The female college students had a significant improvement on the body composition, flexibility, and muscular and strength endurance after the circuit training exercise program; b) The female college students had no significant improvement on cardiovascular endurance after the circuit training exercise program; c) There had a significant improvement for the male college students on the body composition, flexibility, and muscular and strength endurance after the circuit training exercise program; d) There had no significant improvement for the male college students on cardiovascular endurance after the circuit training exercise program. As a result of the conclusion, utilizing the circuit training exercise program on college students had a significant improvement on body composition, flexibility, and muscular and strength endurance. However, there had no significant improvement on cardiovascular endurance. According to Gettman and Pollock (1981) reviewed the research dealing with the physiological benefits of circuit training that produces only a 5% increase in aerobic capacity as compared with a 15 to 25% increase with other forms of aerobic training. Secondly, the cardiovascular endurance is an aerobic exercise that need the long time to be able to maintain and improve, this study only have 4 weeks to apply the circuit training exercise program (CTEP). Third, the duration of the exercise will also directly affect the training effect from the exercise program (Gettman and Pollock, 1981).

In conclusion, the future study could extend time to implement the circuit training exercise program (CTEP) on the same participants. There are some researches which implement for 6 or even more weeks to get the results on cardiovascular endurance had a significant improvement, but not much studies to conduct in the short time effects could have a significant different. In this study we use the 4 weeks but the cardio result was not gaining, therefore to suggest that extend the time such as 6 weeks to see the affect. More studies could also utilize different exercise program such like interval training exercise program (IETP) with focus on improving cardiovascular endurance and the PF levels of students (Wen-Chen Huang, 1998; Chin-Lung Fang, 2000; Fang-Ling Hsu, 2003).
developmental appropriateness in reading level and content. The test questions change was made in the instrument based on the panel’s recommendations. The Heart Health Cognitive Test had one correct answer and scored 1. The incorrect items were scored 0. The research piloted the test to a similar group of students but not actually the participants in this study to check the reliability. Split-half procedure was used to measure the internal consistency reliability. The odd-even strategy was used to create two halves. The Spearman-Brown correction formula was conducted to correlate the two sets of scores for the reliability.

The System of Observing Fitness Instruction Time (SOFIT) was used to determine students’ activity levels. The SOFIT (McKenzie, Sallis, & Nader, 1991) was used to determine the students’ activity levels and teacher behavior in physical education class. The SOFIT was a momentary time sampling and an interval recording system designed specifically to quantify factors believed to promote health-related physical activity. Through momentary time sampling, randomly selected students were coded every 20 seconds during a lesson to determine the intensity of their physical activity. The first 10 seconds of the interval was used to observe and the second 10 seconds to record the observation on the coding sheet. Four target students were observed in sequence for an entire class period. Coding was based on the observed activity of the individual student at the moment the 10-seconds observation interval ends. SOFIT uses a three-phase or levels of decision system that examines how active students are, how class time is allocated to various tasks and goals, and how the teacher spends their time during class.

Each class was completed the HHCT test three times during the study: (1) before the intervention, (2) at the end of the intervention (eight weeks), and (3) on a follow-up four weeks after the study. The SPSS for Windows 12.0 vision was used to analyze all the data acquired in this study. The data analysis was utilized descriptive statistic, and analysis of variance (ANOVA). The level of significance for acceptance or rejection for this study was set at the .05 level.

The results of this study were following:

1. For the treatment group, the scores of heart health cognition test in the post-test and follow-up test were significantly higher than the pre-test. There was no significant difference between pre-test, post-test, and follow-up test on the heart health cognition test in the control group.
2. There was no significant difference between the treatment group and control group on the scores of heart health cognition test in the treatment group were significantly higher than the control group on the post-test and follow-up test.
3. There was no significant difference in the students’ activity levels between treatment group and control group.

Physical education is a class in which children should be able to reach recommended amounts of physical activity for a more healthy lifestyle. Teachers may need to modify existing strategies and curriculum models to assist students to be physically active as recommended for that healthy lifestyle. It is unknown how the Healthy People 2010 objectives will impact physical education, but many policy makers now are aware of the benefits of regular physical activity. Meanwhile, if schools are to carry the major responsibility for activity promotion for youth, changes will need to be made. These changes could increase the frequency and length of physical education classes, or provide the after school program to enhance their level of physical activity. Therefore, this research study proposed to determine whether or not fitness education affected the health content knowledge and physical activity levels of elementary children. More specifically, the study were (1) measured the students’ content knowledge about the information that is taught in the health-related fitness program by using a valid and reliable pre- and post-test, and follow-up test, (2) investigated the students’ physical activity levels by using direct systematic observation.

Two certified elementary physical education teachers and their students (n= 180) at two different schools in Taiwan were participated in the study. One teacher and school were involved as a treatment group and the other used as a comparable group. The treatment group was received the health-related fitness program for thirteen weeks while the comparable group did not. The health-related fitness program was adapted from American Heart Association’s Heart Power educational curriculum that is a descendant of the Heart RX Program developed in 1985. The program is a fully integrated heart health program which emphasizes: a) knowledge about heart function, b) choosing healthy food, c) getting enough physical exercise, and d) living tobacco free. It offers suggestions for investigations in each of the four areas of emphasis, lectures guidelines, project ideas, reading booklets with real stories and poems, a videotaped game show regarding heart health, classroom posters and stethoscopes.

The Heart Health Cognitive Test (HHCT) was used to assess knowledge change. “Heart Health Cognitive Test” will be designed by the investigator to assess the third and fourth grader’s knowledge of information taught in the Heart Power curriculum (Appendix A). In constructing the test, multiple-choice and circle the picture items will be developed due to the appropriateness of these types of items for the age group under study. In addition, these types of items have the advantage of greater reliability than true-false items, usefulness in measuring simple to complex knowledge levels, and less chance of guessing (Bender, Neutens, Skonie-Hardin, & Sorochan, 1997). Content validity of the test will be established by a panel of experts that includes two elementary teachers and two fitness professionals. The expert panel will also review the test for age and developmental appropriateness in reading level and content. The test questions change will be made in the instrument based on the panel’s recommendations. The Heart Health Cognitive Test will have one correct answer and scored 1. The incorrect items will be scored 0. The research will pilot the test to similar group of students but not actually the participants in this study to check the reliability. Split-half procedure will be used to measure the internal consistency reliability. The odd-even strategy will be used to divide a test in half to create two equivalent forms and compute equivalent-forms reliability. Each subject will consequently have two scores, a score for the odd items and a score for the even items. The Spearman-Brown correction formula will be conducted to correlate the two sets of scores for the reliability.

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An examination of the relationship between gender and free-play physical activity levels of children in the school playground

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Background: The school playground provides children with the opportunity to engage in physical activity. Despite this, few studies have been conducted, examining the physical activity patterns of Irish children in the primary school playground. The purpose of this study was to determine if a relationship exists between gender, school type and physical activity levels of children in the school playground. Methods: Momentary time sampling using the SOPLAY (System of Observing Play and Leisure Activity in Youth) observation tool was used to record each child’s activity level as sedentary, moderate or vigorous. Playground characteristics, such as availability of equipment, were also examined to determine their influence on children’s physical activity patterns. Results: The study sample included pupils (N=3297, 51.1% male and 49.9% female) from seven primary schools (three mixed, two girls’ and two boys’ schools). Most pupils were sedentary (42.0%), followed by moderately (35.7%) and vigorously (22.3%) active (MVPA). Boys were more MVPA than girls during small break (63.5% versus 56.3%), lunch-time (64.9% versus 52.3%) and after school (48.9% versus 36.8%) (p < 0.01). In relation to school type, pupils attending boys’ schools were more active in general than those attending either mixed or girls’ schools (p < 0.01). Boys’ schools also rated highest in terms of usability and accessibility of activity areas, while levels of supervision, equipment provision and organized activities were highest in mixed schools. Conclusion: Findings suggest that environmental manipulations (e.g. playground markings, equipment), plus school policy changes are required to make physical activity opportunities more attractive to pupils, particularly girls.
was being taught. Methods: A descriptive case study was employed, using a multi-domination, coeducational primary school in Dublin. Student activity levels, lesson context and teacher interaction were quantified using the validated direct observation instrument – SOFIT (System for Observing Fitness Instruction Time). All eight eighth graders were observed 3 times during the study giving a total of 24 observed classes. Results: Pupils received one PE lesson per week. Average lesson length was 37.1 ± 4.8 minutes and the average lesson energy expenditure was 3.0 ± 0.3 METs. 47.2 ± 4.7% of the lessons were spent in moderate or vigorous physical activity (MVPA). Senior classes spent a greater proportion of the lesson in MVPA than junior classes (Senior: M = 18.30, SE = 1.26; Junior: M = 16.66, SE = 0.82, p<0.05). More active classes had less lesson time devoted to management and spent a greater proportion of lesson time developing skills.

Conclusion: Pupils did not receive the recommended one-hour of weekly physical education and were sedentary for over half their outdoor and adventure lessons. Developing pupils’ knowledge of skills would make up a significant part of each lesson. Hopefully in doing this, children will gain an appreciation for outdoor activities and continue to participate outside of the school environment.

ID: 295

An examination of high school students’ health-related physical fitness knowledge by implementing the problem-based learning strategy, Taiwan

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Sedentary lifestyles result in obesity and health problems (Lo W., 2003; Lo K., 2001; Hsu Y., 1997; Wang M., 2003). It has been well documented that fitness knowledge can help students regularly engage in more physical activity (National Health Research Institutes, NHRI, 2001; Xiao C., Chou C., Li K., Chen C., and Lin H., 2003; Lo W., 2003). Chou K. (2004) indicated that the most frequently teaching approach in Taiwan is command teaching style. This is an approach made up the student lack of motivation and focus to learn the task. Students may achieve the skills quickly but lack the conceptual-learning which means they don’t know why they need to learn this skill/concept and when to apply it into their real life situation (Su L., 2004).

Problem-Based Learning (PBL) is one of the teaching strategies which is emphasized on student-centers working in heterogeneous groups. Teachers arranged and designed unstructured problems or tasks for students to solve or achieve. PBL connected with learning and learner’s needs which developed abilities of independent exploration and solve real-life problem (Hsu S., 2005; Chang C., Lai Y., Wang Y., and Kan P., 2002). It also has been studied that Problem-Based Learning strategy could enhance students’ cognitive, achievement, motivation and attitude in many subjects (Li H., 2005; Liu H., 2007; Chung C., 2004).

Therefore, the main purpose of this study was to investigate the impact of Problem-Based Learning strategy on health-related physical fitness knowledge for high school students. More closely, the research intended to understand the following questions: (a) was there any significant difference on the health-related physical fitness knowledge between pre-test and post-test in the experimental group? (b) was there any significant difference on the health-related physical fitness knowledge between pre-test and post-test in the comparable group? (c) was there any significant difference on the health-related physical fitness knowledge between both groups? Two intact classes of high school students and their physical education teachers were participated in this study in Taiwan. One class was designed as an experimental group which implemented the Problem-Based Learning strategy (N=35, M=10, F=25). One class was designed as a comparable group with regular physical education program (N=42, M=33, F=9). The students in both groups were asked to complete the “Heart Smart Cognitive Test” (HSCT). The degrees of difficulty and discrimination for this test were 0.62, and 0.25 respectively which indicated the test was match for this age type of group. Both groups were administrated by HSCT in the pre-test and the post-test. Each class was met for 50 minutes, two times per week for ten weeks.

The SPSS for Windows 14.0 version was used to analysis all the data acquired in this study. The descriptive, independent t-test, and paired samples t-test statistical methods were utilized to analyze the data. The level of significance for acceptance or rejection for this study was set at the .05 level.

The results of the independent t-test revealed that the health-related physical fitness knowledge test result was significantly different between pre-test and post-test after receiving the Problem-Based Learning strategy in the experimental group (t=-7.176, p<.05). The result indicated that the students in the experimental group had significantly higher scores on the health-related physical fitness knowledge in the post-test (21.74 vs. 29.26) after receiving PBL strategy. The result was similar to Liu (2007) showing how the students reported significant cognitive improvement in their knowledge after receiving Problem-Based Learning instruction. The results of the independent t-test revealed that the students in the comparable group between the pre-test and post-test were not significantly different in the content knowledge of health-related physical fitness (t=-.333, p<.05). The students in the comparable group were mainly focused on skill practice which was a typical physical education curriculum in Taiwan. Hence, it was reasonable to expect the students in the comparable group not to improve the content knowledge of the health-related physical fitness in the post-test.

Finally, the paired samples t-test showed a significant health-related physical fitness knowledge difference between the experimental group and comparable group (t=-4.325, p<.05). Students in the experimental group had significantly higher scores (M=29.26) on the content knowledge of health-related physical fitness than the students in the comparable group (M=23.57) in the post-test after received the PBL strategy. As expected, the findings from comparison of the student HSCT in the post-test showed that students from the experimental group had significantly improved their health-related fitness knowledge after the intervention of the Problem-Based Learning strategy. The emphasis in the experimental group on learning cognitive concepts with PBL strategy approach was a likely reason for the higher test scores. This study provides evidence that implementing the Problem-Based Learning strategy in physical education that emphasized the health-related fitness knowledge have immediate benefits for students. The results of the present study support the use of the Problem-Based Learning strategy as an effective way to stimulate student’s learning content knowledge of health-related physical fitness.

This study only examined the knowledge of students that would be valuable to analyze affective feelings and attitudes of students and teachers in these settings using qualitative paradigms, as a physical educator should equally emphasize both motor and conceptual learning of health-related physical fitness for students. So that students could realize the importance of health-related physical fitness, and maintain their physical activity during their lifetime.
The influence of vollege students’ basketball strategy by incorporated with cooperative learning method
Hsin-Hung Lin, Jui-Yi Teng, Mei-Yao Huang, Yu-Jy Luo, Ya-Ting Yu, Liang-Min Wu
National College of Physical Education and Sports, Taiwan

The extensive amount of research evidence, at all levels of education and with all subject areas, consistently indicates that cooperative learning results in higher achievement, increased positive interpersonal relationships, and higher self-esteem than competitive or individualistic efforts. In physical education, individualistic learning is an important and effective way of acquiring motor skills. However, cooperation is more effective when children have learned to work together, to understand and appreciate each other strengths and weaknesses, and to develop and use collaborative skills such as sharing, taking turns, and praising each other (Kirchner, 2005). Basketball is among the most popular sports in Taiwan. In their free time, young people and adults alike can be seen playing basketball on school or community courts (Taiwan Yearbook, 2006). Playing good basketball requires a lot of focus and concentration. It is need to constantly be aware of what is going on around and what are opponents’ strengths and weaknesses. Once the possession is lost, shutting down your opponent is required. Basketball is a team sport. It required team members to work together and make a united effort to accomplish the goals and objectives of the collective whole (Bloom, 2004).

Therefore, the purpose of this study was to investigate how the cooperative learning method affects college students’ basketball strategy. Furthermore, the study was guided by the following questions: (a)Was a significant improvement for all participates in basketball strategy? (b) Was a significant improvement for lower 27% group with basketball strategy in terms of basketball strategy? (c) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (d) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (e) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (f) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (g) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (h) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (i) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (j) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (k) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (l) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (m) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (n) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (o) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (p) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (q) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (r) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (s) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (t) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (u) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (v) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (w) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (x) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (y) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy? (z) Was a significant improvement for upper 27% group with basketball strategy in terms of basketball strategy?

The test item includes three factors: general dimension of basketball strategy, defense strategy, and offense strategy with basketball strategy in terms of basketball strategy. The test was adapted based on Test Questions for Physical Education in school or community courts (Taiwan 1986), the economic and social changes determine essential changes in the physical condition of the children of the present generations. The low level of similar motor activities, a characteristic feature of preadolescent children suggests the conclusion that sport and physical education in school are the only form of compensatory physical effort accessible to children. Our research, a longitudinal one, focused on the appreciation of the physical condition of 10/11 year-old pupils (born in 1991-1992), during a period of four years (2002-2006), which determines the topicality of our theme. Our research included 1256 pupils of 10 schools from the urban and rural area. Contemporary exogenous factors influence in several directions the changes of certain indexes of the contemporary man’s physical condition. To objectively know the tendencies and the dynamics of this phenomenon will help find an adequate solution to the problem of organizing and planning preadolescents’ physical education. They were selected according to the objectives we chose to solve, and were: analysis of the specialized literature, pedagogical observations, tests and measurements (tests regarding the status of preadolescents’ physical condition; tests concerning their...
psychomotor functions, anthropometric measurements). The results obtained have confirmed our hypothesis. Thus, we have noticed a tendency of decrease of the parameters of physical condition (force, speed, endurance) in favor of the somatic ones (dimensions and weight of the body) and of an increased capacity of coordination, resulting from the increase of the role of precise actions in the children’s lifestyle. The analysis of the changes in dimorphism in the area of physical condition on sexes confirms the male gender’s superiority.

ID: 280
The independent practice of physical exercises: premise for a healthy lifestyle during the period of adolescence
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Practice has proved that the classes of physical education that are part of the specialized curriculum for preadolescent pupils are not enough for reaching the objectives, the contents and the standards of performance included in the specialized curriculum, this discipline being one of those included in the high school graduation examination. At the same time, the improvement of the indices of health condition, of the conditional and coordinative skills and of the set of motor abilities and habits is closely connected not only to school instruction but also to independent work outside the classes, which requires a continually increased awareness concerning the constant practice of physical exercises as a premise for a healthy lifestyle. The use, beside the compulsory physical education curriculum, of an independent program of physical exercises, designed according to the adolescents’ age and motivations, will contribute to the improvement of their physical and psychological health and to the improvement of the level of manifestation of their conditional and coordinative skills. In order to check this hypothesis, we initiated a transversal research based on a physical education program entitled "Daily exercises for a healthy lifestyle", which lasted for two years, from 2004 to 2006, in which we involved 468 pupils, boys and girls, aged between 15 and 18, from the urban area, divided into 2 groups, namely a witness group and an experimental group. Our used methods was: analysis of the scientific and methodological literature and of school records; inquiry; pedagogical observation; tests and measurements concerning the pupils’ physical development and their functional status, pedagogical experiment, statistico-mathematical and graphical representation processing methods. The results of our research have shown that the general average mostly reflects the adolescents’ low motor skills indicators. The data obtained during the experiment confirm the fact that the physical education classes comprised in the adolescents’ compulsory weekly program are insufficient for an adequate learning of the curriculum’s contents and for successfully passing the physical education tests, which has a bad influence on the awareness that physical exercise is desirable in order to approach a healthy lifestyle.

ID: 274
Are 5-year-old children ready for school?
Pirkko Numminen & Arja Sääkslahti
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Childhood is getting shorter and shorter leaving young children unable to discover themselves and their environment in the way they used to, to get ready for school. Debate on timing as well as on the necessary and appropriate mental, social and physical skills goes on among educators, administrators and researchers. In Finland children start school during the chronological year they turn to seven. However, there are private or semi-private schools, where the official school starts at the age of five. The main purpose of this cross-sectional study was to help teachers and psychologists to diagnose (from the perceptual-motor and motor skills point of view) those children capable of starting school at the age of five. And further, to find out the possible changes and differences in children’s performances occurring due to age and gender during these five consecutive (1999-2003) years. The subjects of this study were all the children (n = 389; 194 girls and 187 boys, 8 dismissed) applying for the first grade in a semi-private urban area school. The mean age of the subjects was 5.4 years. Parental consent was received from each child’s parent(s). The analysis of the data is underway and the results will be presented at the congress. Keywords: children, perceptual-motor and motor skills

ID: 237
Comparing the roles of physical education in school-based campaigns for improving health
Lyndal Groom
University of Wollongong, Australia

This paper examines the comparative role/s of physical education in Australian and French schools for promoting health policies and practices. While school has long been described as a site to ‘educate the hearts and minds’ of young people, the education of bodies, for example through physical education, has been a largely ignored and subject to professional marginalisation. However, over the past decade, schools have been increasingly targeted as a site for health promotion campaigns. The school-related health policies proposed, and in some cases implemented, by French and Australian governments reflect a network of complex relationships between physical culture (comprising sport, physical recreation and exercise), physical education, physical education teachers, schools and health. Analysis of these interrelated discourses is further complicated by a cultural dimension – what it means to be ‘French’ as compared to what it means to be ‘Australian’. The comparative analysis illuminates an interplay of social, structural, local and global factors that influence education and health and enables us to better understand the place of school and health policies and practices in a context of national identities.

ID: 205
The action of solving difficulties experienced by teachers in school for physical impairments through grounded theory approach
Byungdo Park & Cheontaik Son
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This study is to understand the processes of solving difficulties as experienced by teachers in a school for physical impairment. To achieve this, eight teachers teaching the subject of physical education (six males and two females) were selected as participants who are working in school for physical impairments. Data were collected through in-depth interviews, participant observation, and documents during eight months from April to November. The data were analyzed a grounded theory approach as proposed by Strauss & Corbin (1990). Seventythree concepts were deduced through open coding and 25 subordinate categories, and six main categories. The main phenomenon through axial coding stands on result of open coding. And then, after the selected coding stands on the results of the axial coding were of the major phenomenon ‘difficulties of physical education class.’ The
become professionals. This study aimed to better understand the variables involved on PE student health representations.

A questionnaire (75 questions; 1/2 hour duration) was distributed to two following promotions of 3rd year Undergraduate Students (respectively n = 98; year 2006; 90%, and n’ = 100, year 2007; 95%) that intended to prepare the CAPEPS (the national concourse to access to a PE teacher position). An automatic data treatment made by Sphinx software was processed.

Results showed that PE Juniors were globally less subject than average student population to risky behaviours despite of psychological stress. Second, the more students had a strong professional project, the less they were used to have psychological and physical risky behaviours. Third, four main risky behaviours were identified (ie: extreme physical practices, food disorders, substance consumption, and irregular lifestyle) in relation with personal variables (ie: gender, success in studies, study expectations). Finally, four student profiles were extracted in relation with their body care conceptions and study representations.

This study questions the taken-for-granted ideology of "succeeding by/in sport studies". Everything happened as if sport emphasised an already-present process of study involvement, and as if body care constituted the first condition and the issue for succeeding in Sport Science studies.

ID: 198

Study of the fitness instructor competency in south Taiwan
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2 National Chen Kung University, Taiwan

Purpose: The research purpose was to investigate the characteristics of fitness instructors and to compare the different variables in the fitness instructors’ professional competencies in South Taiwan.

Methods:
A questionnaire was designed via reliability and validity analysis and was handed to 46 fitness instructors at 10 different health clubs. Descriptive statistics, one-way MANOVA and t-test were used to analyze the data obtained.

Results:
There were more male fitness instructors than female fitness instructors. Most fitness instructors graduated with Junior college degrees. Non-exercise related major graduates were more prevalent than exercise major graduates. There were three professional competency factors (professional knowledge, professional growth, present state satisfaction), and top score on the list for each of the three factors were: understanding the concepts of exercise and health, exchanging thoughts and information among fitness instructors for improvement and feeling proud and satisfied when clients reached their goals, respectively. Fitness instructors with higher incomes pay more attention to professional competency especially professional knowledge than those with lower incomes (p<.05). Fitness instructors with higher incomes also think fundamental concepts are more important than those with lower incomes (p<.05). Male fitness instructors were significantly higher than female fitness instructors in pursuing professional growth (p<.05). The present state of satisfaction for more experienced instructors were significantly higher than those less experienced instructors (p<.05).
Conclusion
All less experienced and low income fitness instructors are suggested to strengthen their fundamental concepts of professional competencies by participating in health related events and seminars.

ID: 199
Evaluation of exercise intervention on physical fitness and exercise behavior
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2 Kun Shan University Taiwan

The purpose of the study was to evaluate the effect of different exercise intervention on physical fitness and exercise behavior. Method: The study was a Single-blinded randomized controlled trial of 2 groups with 207 subjects. Subjects were randomly assigned into an exercise intervention or a control group. Participants in the exercise intervention group performed face-to-face exercise classes once a week for 3 months. Participants in the control group received handbills and compact discs 6 times during the 3 months. The measurements of physical fitness included body composition, static balance, flexibility, muscle strength, muscle endurance and cardiovascular endurance. Physical activity, perceived self-efficacy, perceived benefits of action, perceived health status, and exercise cognition, were used to evaluate the exercise behavior by descriptive visual rating scales. The statistical analysis was used on Paired-t test and Linear Structural Relationship (LISREL). Result: There were significant improvements of exercise cognition, muscle endurance and body composition for both groups (p<.05). A significant increase in the Stage of exercise action changed perceived self-efficacy, perceived benefits of action, perceived health status, exercise cognition, static balance, and flexibility (p<.05). Exercise status is directly influenced by Health exercise behavior and physical fitness. Conclusion: The short physical exercise intervention had an effect on physical fitness and exercise behavior. Exercise behavior is more important than physical fitness for changes in the exercise status. Key words: Exercise intervention, Physical Fitness, Exercise Behavior

ID: 203
The sources of the children’s conflicts and the resolution of those conflicts in elementary school game lessons
Moon-Soo Ko
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The purposes of this study were twofold: first, to investigate the sources of the conflicts elementary school children are experiencing during game lessons; second, to explore the resolution of those conflicts. The participants of this study were 33 fifth graders (18 boys and 15 girls) in Incheon Game Elementary School. The data were collected through in-depth interviews, participant observation, participants’ journals of physical education lessons, and document analysis. The data were transcribed and coded for domain analysis, classification analysis, and component analysis. The fifth graders experienced conflicts during the processes of selecting group members, dividing group members, positioning players, role-playing, and applying rules. In selecting group members, the issue was making teams with the same sex group or with the mixed sex group; in dividing group members, the boys and the girls reacted differently. In positioning players they were opposed to each other over taking either advantageous or disadvantageous positions. In role-playing, they were in conflict with each other over deciding basic activities of the games, understanding the nature of games, and employing appropriate tactics. In applying rules, they also experienced conflicts over using incorrect rules, applying ambiguous rules, and protesting the umpires’ decisions. The sources of the fifth graders’ conflicts during game lessons were ‘lacking experiences’, ‘shifting responsibilities to others’, ‘asserting themselves’ and ‘searching for alternatives.’ The children ‘lacking experiences’ were low-skilled and were in fear of losing games and/or making mistakes, which, in turn, made the in conflict with others by adopting correct game rules reluctantly and passively participating in game lessons. The children ‘shifting responsibilities to others’ were dominantly attached to victories and were problematic in that they tended to find others to be blamed. The children ‘asserting themselves’ were in conflict with others by using excessive verbal expressions and expressing superior physical skills too frequently. The children ‘searching for alternatives’ were welcomed by their own group members by exploring problem-solving strategies and changes in game structures; however, they were in conflict with others over modifying game rules and playing games; and they were internally depressed over the lack of their game skills. The resolving methods of the conflicts in elementary game lessons were divided into active responses and passive responses. The active resolving methods were using verbal abuse and/or indirect physical harassment, selecting role models, attempting to care for others, and enhancing understanding through the experiences provided. The passive resolving methods were adapting to the game situation, relying on competent authorities, and keeping away with bullies.

ID: 191
Seventh-grade students’ locomotor, stability, and manipulative skills in Finnish physical education
Timo Jaakkola, Sami Kalaja, Ari Jutila & Petri Virtanen
University of Jyvaskyla

Versatile development of motor skills in childhood and adolescence increase the individual’s capability to undertake different sports and exercises later in life. Therefore, it is important to investigate learning and teaching of motor skills especially in physical education context. The aim of the study was to analyse seventh-grade students’ locomotor, stability, and manipulative skills Finnish physical education classes. An additional goal was to investigate gender differences in measured motor skills. The sample comprised of 155 students, 76 girls and 79 boys, who were involved in seven physical education classes. The package of motor skill tests was developed based on Gallahue and Donelly’s categorization on fundamental motor skills, which are locomotor, stability, and manipulative skills. Motor tests included static and dynamic balance tests, dribbling and accuracy throwing tests as well as running and leaping tests. Descriptive statistics was used to analyse students’ motor skills. T-tests were conducted in order to look at gender differences in locomotor, stability, and manipulative skills. The analyses indicated gender differences in motor tests. The girls were better in static balance test whereas the boys were better in dynamic balance test. Additionally, the boys compared with the girls, were better in running, accuracy throwing, and dribbling tests. No gender difference was found in leaping test. The differences in motor skills between the girls and the boys may due from their different sport and exercise experiences in their past life.
This presentation will report the findings of an investigation to assess the impact of introducing school/community health coordinators (change agents), known as School Health Promotion Liaison Consultants (SHPLCs) in the Canadian province of Newfoundland and Labrador. The approach is derived from a review of several national school health policies (World Health Organization, 2003). The role of the SHPLC is to facilitate education-health cooperation in promoting the health of children and learning at the school board/health authority/community level. Specifically, SHPLCs encourage schools in their community to become healthy environments, support the implementation of school food guidelines and strengthen the capacity of school boards, health authorities and community agencies in policy implementation and knowledge transfer. Their presence and community work acts as a catalyst to help align community resources and agency programs in a more cohesive manner. Focus groups and interviews were conducted with the SHPLCs and other key informants from schools, school boards and the health authority to determine if the dedicated staff and infrastructure approach is the most effective way of assigning human resources in developing a culture of health promoting schools. Results suggest that the SHPLCs have had an impact on the healthy eating and physical activity patterns of students. The future development of the SHPLC role will also be highlighted during the presentation.

This project was funded by the Canadian Council on Learning.

ID: 182
The difference between the physical activity levels of active and inactive students in PE lessons
Mikko Lyynra, Pilvikki Helkinalo-Johansson & Väinö Varstala
University of Jyväskylä

The purpose of this study was to investigate physical activity in Finnish PE lessons, concentrating both on students who are physically active during their leisure time and those who are inactive. The sample consisted of 64 students from grades 7–9, selected, based on their level of leisure-time physical activity (32 active and 32 inactive), from 13 different schools and 24 different compulsory PE classes. The level of leisure-time PA was determined using a questionnaire which was compiled in 2005-2007. Students who engaged in physical activity at least four times per week and took part in organized sports were considered physically active, while those who exercised at most three times per week and did not take part in any organized sports were categorized as inactive students. Altogether, of the 876 students from 98 different PE classes who took part in “Promoting Well-Being and Health through Physical Education” research project, there were 198 active and 104 inactive students who met these criteria. To balance the variation between different PE classes, each active student was paired with an inactive student from the same class. Physical activity during PE classes was measured using Polar Team System heart-rate monitors, developed by Polar Electro, Finland. According to this study, there is no significant difference in physical activity level between active and inactive groups in PE classes, although for the most inactive students such classes are the only weekly source of physical activity. It is therefore strongly recommended that the amount of PE in schools be increased.

ID: 138
Pathology and physical education classes in Portugal
Filipe Melo, Vanessa Coelho, Anabela Sousa, João Silva & Alberto Potier
University of Porto, Portugal

Physical Education teachers have the responsibility to create accurate learning and development conditions to all students. The aim of this study was to identify elements to an efficient integration of students with Special Needs, on normal classes. This goal requires the identification of the necessary curricular adaptations, especially on what concerns Physical Education classes. The fact that only few studies concern this subject, means no information about the usual pathologies affecting this population. In order to create a list of specific pathologies we send questionnaires to the Special Needs Department of a few schools of our geographic area (Sintra). The information of those questionnaires revealed a list of thirty cases that were divided in three larger groups, concerning their pathologies: Neurological, Psychological and Orthopaedic groups. The limitations concerning practice in Physical Education Classes related to pathology were established after bibliographic research and analysis of the National Physical Education Programs (specific goals). This study refers to what teachers do to include students with Special Needs in normal classes and how exercises can be adapted to their specificities. Usually these students are not allowed to participate in PE classes, or change have accomplished. It is important to refer that the existence of special legislation concerning this subject many articles do not have practical applicability.

ID: 78
The recontextualisation of obesity discourses in primary schools and their impact on children’s understandings of health
Jan Wright, Valerie Harwood & Ken Cliff
University of Wollongong

Currently, much of the public discourse around health focuses on the assumed relationship between childhood inactivity, children’s diets, and the claim that there has been a steep rise in levels of obesity. Schools in particular have been targeted for initiatives designed to assist children and young people lose weight, become more active, and change their eating patterns in and outside school. As the collaborators (Evans, Rich, Burrows & Wright) on the research presented in this paper have pointed out, the discourse associated with the ‘obesity epidemic’ may have unintended negative effects on the well-being of children and young people. This paper presents the early results of collaborative research being conducted in the UK, Australia and New Zealand which investigates how schools have taken up the obesity discourse in their policies and practices and how this has contributed to students’ understandings and practices in relation to their health, their bodies and physical activity. In this paper the focus will be on the results of surveys and interviews conducted in three Australian primary schools. The surveys were designed to identify students’ meanings of health, their attitudes to their bodies, their understandings of obesity and their perceptions of health initiatives in their schools. Interviews were conducted with students and teachers to further explore the impact of discourses and government policies associated with preventing obesity. Drawing on Foucault’s notion of biopower, these results will be interpreted in the context.
of contemporary ‘truths’ about obesity, as they have been recontextualised in school policies and practices.

ID: 91
Endurance of the Finnish pupils in 1976 and 2001
Pertti Huotari & Lehtinen Topi
University of Jyväskylä

The purpose of this research was to determine explanatory models for the endurance of Finnish pupils and compare the differences in these models in 1976 and 2001.

Altogether, 1513 pupils - 724 girls and 789 boys - took part in this study in 1976 and 2001. Endurance was measured with a running test at all grade levels and the weight and height of all subjects participating in the tests were recorded. Physical activity level was estimated with a questionnaire with similar questions at both points of time. A multivariate method (Answer tree 3.1 CHAID) was applied to formulate the explanatory models. An endurance index was used as the dependent variable and the following classified variables were used as independent variables of this study: body mass index, physical activity level, sports equipment owned and participation in competitive and sports club activities. In addition, seven sport variables were formed of the different sports that the pupils were active in, which were used in the explanatory models.

The endurance of both girls and boys has deteriorated significantly. The explanatory models of both sexes show that competition-oriented physical activity has replaced recreation-oriented physical activity. Based on the explanatory models, we can conclude that the intensity of physical activity has decreased because Finnish youth are more physically active today than ever before, but regardless of that, their endurance has steadily deteriorated.

ID: 96
A study based on relationship theory concerning “Communication as Learning Assessment” in physical education
Naoki Suzuki
Saitama University, Japan

The purpose of this study is to clarify assessment for supporting student’s learning, which is different from assessment for evaluating students completely. Therefore “Communication as Learning Assessment”, which increases the outcomes of learning and is easy to find those functions, is examined by relationship theory. First, learning assessment is arranged as relationship theory in physical education classes and the problem of it is examined by real practices of physical education classes. Second, “Communication as Learning Assessment” is examined by a viewpoint to “Goal-free evaluation” led by a study in front. Furthermore, this is clarified to link with a change of learning by Field-work and a Modified-grounded theory approach.

Results of this study are as follows. This assessment is "seamless between learning, teaching and assessing". This is a learning assessment which functions so that students develop meanings of playing in the context of a situation.

As for the teacher, it is necessary to increase the physical nature of a teacher rather than he/she got the method of assessment.

This supports the development of teachers’ skills because classes are constructed by social interaction of "self-other-artificial".

From the fore mentioned information, this describes an assessment which contributes to the growth of both students and teachers. In addition, this does not merely take one role of a system of classes. In conclusion, this is energy to operate a system as classes.

ID: 98
The effects of socialization agents of students with disability on participation of physical activity-case study for a student with visually impairment
I-Wei Shang
National Dong Hwa University, Taiwan

The purpose of the study was to examine socialization agents of students with visually impairment how to influence on participation of physical activity. The interview was used for collecting information. Interview questions were developed based on the influence of socialization agents when students with visually impairment participated in physical activity. The socialization agents divided into three categories: teachers’ concerns, parents’ attitude & peer interaction.

The questions were developed in a semi-structured format. The study was selected a student who has low vision problem participated in adapted physical education at National Dong Hwa University (NDHU).

The results were found as following:

Teachers’ concerns promote the visually impaired student’s participation of physical activity. In adapted physical education of NDHU, the physical education teacher spent much time to plan appropriated activities to meet individual differences. Parent attitudes and beliefs can profoundly influence children. The most of Taiwanese parents lack an understanding of their children’s ability to be physically active. Additionally, Taiwanese parents present overprotective behaviors and attempt to assist their children in physical activity. In this study, parental perceptions are from resistance to supporting when the visually impaired student is in the university. The parents treat him as a regular person and encourage him to find his interest to play sports.

Peer support increase highly self-concept of the visually impaired college student in participation of physical activity. In visually impaired high school, all of students had no difference in self concept between peers. However, the level of the university, negative perceptions of visually impaired students held by sighted students in participation physical activity. Thus, the visually impaired college student selected adapted physical education.

Keywords: Socialization agents, Students with visually impairment, Physical activity

ID: 85
Psychological research of accidents in Physical Education: A class orientated perspective
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In physical education (P.E.) classes, accidents are a widely-spread, recurring phenomenon. In 1998/99 the number of sport accidents in German schools amounted up to around 690,000. Most accidents occur in grades 7 and 8. The majority of accidents can be observed in game and routine situations. Most of the studies that have been carried out so far are (1) cross-sectional studies that do not permit an analysis of longer-term processes and focussed (2) seldom on psychological factors or group factors. Based on the sport injury model of Williams and Andersen (1998) this study provides a longitudinal
approach to investigate several psychological factors for the prediction of accidents in P.E. classes. Over a period of 18 months 2,200 grades 7 and 8 students (mean age: M= 13.09, SD = .80) from different types of schools answered repeatedly to a questionnaire comprising scales of coherence sense, self-efficacy, motivation towards participation, behaviour in potentially dangerous situations and questions concerning single accidents. N= 76 P.E. teachers that taught the classes filled in a modified questionnaires as well. Classical analyses of variance as well as Multi-Level-Analyses (HLM 6) revealed that pupils in classes with a higher amount of accidents have a higher amount of coherence sense (-.12*). Class characteristics are more powerful to explain accidents in P.E. than individual psychological characteristics.

ID: 156
The effects of adventure education on the self-concept and interpersonal relationship for the elementary school students
Wanping Yang
National Hsinchu University of Education, Taiwan

The major purpose of the study is to investigate the effect and influence of Adventure Education on self-concept and interpersonal relationship for the elementary school students. Based on four sections a day and forty minutes a section, a five days program of an adventure education was applied on the twenty sixth-grade students. The comparison between pretest and posttest of the self-concept and interpersonal scaling was designed to analyze the instant effect of the specific program applied, whereas the comparison between pretest and long-term test of the scale was designed to analyze that of the long-term effect. The results of this study are as follows:

There are significant instant effects of integral self-concept, family self-concept and school self-concept.
There are significant long-term effects of school self-concept and emotion self-concept. However, there are no significant long-term effects of integral self-concept and family self-concept.

There are significant instant effects of interpersonal relationship, teacher interpersonal relationship and brother-sister interpersonal relationship. However, there are no significant instant effects of parent interpersonal relationship.

There are significant long-term effects of integral self-concept, classmate interpersonal relationship and brother-sister interpersonal relationship. However, there are no significant long-term effects of parent interpersonal relationship.

There is high positive relation between the factors of the self-concept and integral interpersonal relationship. Besides, the self-concept scale and interpersonal relationship scale is shown the positive relation between each other.

Keywords: Adventure Education, Self-Concept, Interpersonal Relationship.

ID: 24
The age structure of the people with physical education in Shanghai
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Motivation:
The age structure of the people plays a very important role in the population system, deeply affects the population process and many aspects of the society, it decides the social economics and the population in the future. Because of the differences of the age structure, their way and style of taking P.E. are different. Researching the type of the age structure of the people in Shanghai, is beneficial to define the focal point of P.E. and to make the P.E. policies.

Approach:
This research takes the method of literature, comparative research, interviews of experts and statistic data.

Analysis:
(1) The type of the age structure of the people in Shanghai is old-type. Recent 50 years, since the migrants of the people, the social economical and cultural conditions, the inner structures of the people have been changed. In 1953, people of 65 and over accounted for 1.97% of the whole Shanghai population By the year 2000, this figure had grown to 11.5%. According to the international age standard, the age structure of the people in Shanghai is old-type. An ageing population can lead to serious problem.

First is a health problem.

(2) Though the percentage of the children and teenagers has decreased, their health conditions are not optimistic, the level of psychological health of the teenagers is comparatively low in Shanghai, its average value is 15.68, comparing to the average CES-D value 11.52, it is much higher. In 1993, the birth rate in Shanghai had a first time reduction. It means that the population in Shanghai comes to a new period, it brings the labor tend to old. With the growth of their ages their physical fitness, energy and their ability to master the new technology is becoming weak. The people who participates in P.E. appears a style of the young-aged and old-aged are more, the middle-aged are less among the people of different ages. It is of concern that the present situation of middle-aged people who take part in P.E.
Conclusion and suggestion:
The type of age structure of the people in Shanghai is old-
type, we should not ignore the health problem of the old-
aged people. The number of children and teenagers is
decreasing, their health condition is not so optimistic, the
physical fitness of the children and the teenagers have to
be improved urgently.
The society should make the opportunities for the young-aged
people to take part in P.E., let them permanently enjoy P.E.
School education is very important for the young-aged
people, we should attach importance to the school P.E.
Middle-aged people should be conscious of health, should
know health is the basis of the life and career.

ID: 13
The effect of selected aerobic exercise on the
quality of life and mental health in patients with
type II diabetes
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The purpose of this research was to examine the effect of
selected aerobic exercise on the quality of life, physical
symptoms and depression in patients with type II
diabetes. To carry out this research 33 patients have been
chosen purposefully and divided randomly in two groups:
experimental group (n=17) and control group (n=16).
There was aerobic exercise lasting for 8 weeks, 3 sessions
each week and 45 minutes each session on average. The
apparatus for measurement were General Health
Questionnaire (GHQ) and Short Form 36 Health Survey
(SF-36).
Statistical analysis with use t-test revealed significant
differences in the quality of life, mental aspects of quality
of life, mental health, physical symptom, anxiety and
insomnia. However similar effects are not shown on
physical aspects of the quality of life, disorder in social
performance and depression. Finally, physical activity
intervention for patients with diabetes type II can be an
example of health important programs and hence
remarkable effective on their quality of life.
Key words: aerobic exercise, mental health, quality of life
& diabetes type II.

ID: 33
The connection between postural disorders and
motor problems in children with Developmental
Coordination Disorder (D.C.D): A case study of a
one year exercise therapy program
Gill Solberg
Kibbutzim College of Education, Israel

Introduction
Developmental Coordination Disorder (DCD) is a common
and usually permanent condition which significantly
interferes with the well being of patients and their
families. The incidence of the problem has been estimated
to be as high as 6% for children in the age range of 5-11
years.
The diagnostic criteria for D.C.D. include the following:
Performance in daily activities that require motor
coordination is substantially below that expected given the
person's chronological age and measured intelligence. This
may be manifested by marked delays in achieving motor
milestones (e.g., walking, crawling, sitting), dropping
things, "clumsiness," poor performance in sports, or poor
handwriting.
The disturbance in Criterion A significantly interferes with
academic achievement or activities of daily living.
The disturbance is not due to a general medical condition
(e.g., cerebral palsy, hemiplegia, or muscular dystrophy)
and does not meet criteria for a Pervasive Developmental
Disorder.
The study explores the relationship between body posture
and physical awkwardness in an effort to gain further
understanding of the effects of exercise therapy on both
aspects.
Methods
Exercise Therapy is the sum total of procedures by which
Psychomotor, neuro-muscular and musculo-skeletal
disorders are reversed as far as possible using personal
movement to increment strength, range of motion,
endurance, co-ordination and various motor skills. This
justifies the field as falling legitimately within the domain
of Adapted Physical Activity and physical therapy. This
study focus, on various therapeutic techniques which are
used in the treatment of children with psychomotor
problems in an adapted physical activity clinic in Tel Aviv
Israel.
Based on the referral, the medically-specified
contraindications and the initial assessments, an individual
program is constructed by the therapist. Each case is a
specific mix of genetic makeup, historical background,
attitude and motivation, underlying clinical picture and
future goals. The treatment is specifically adjusted to the
child, taking account of his specific needs.
The aims of the overall study was both to examine the
connection between motor problems and postural patterns
in children and to obtain a better estimate of potential
effects of adapted physical activity in improving both
motor competence and body posture.
One case study of a child with Developmental Coordination
Disorder will be discussed and pre-versus-post treatment
functionality, will be presented using a short video.
Results
Skilled motor performance suggests that the performer
organize the muscles of the body in a way that enables
him or her to accomplish the goal of the skill in an
effective and efficient manner. It is this organizational
aspect of the muscles that is at the heart of the definition
of the term coordination as the patterning of body and
limb motions relative to the patterning of environmental
objects and events. The study clearly demonstrates the
importance of an individualized and closely supervised
therapeutic program in improving both postural patterns
and motor competency.

ID: 34
Postural disorders and musculoskeletal
dysfunction diagnosis, prevention and treatment
Gill Solberg
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This poster presentation connects theoretical and practical
aspects of human movement and posture. Its purpose is
to expand and enrich the use of movement both
therapeutically and in regular activity for improving
postural patterns in daily functioning. The presentation
delves into the anatomy and kinesiology of the Locomotor
/ musculo-skeletal system and reviews common
pathologies and postural disorders. In addition to offering
ways to diagnose posture, it details therapeutic
applications utilizing adapted movement for special needs.
The material in the posture is based on research data
underpinned by contemporary professional literature. It is
also illustrated by explanatory visuals.
The poster presents comprehensive integrative approach
to treating postural disorders and sought to set down most
of the basic information needed by teachers, instructors or
therapists working with children with postural disorders. The material is organized in a way that facilitated an easy integration of the theoretical and the practical in therapy. The poster is intended to raise awareness about a subject that has been shunted to the sidelines and to a certain extent snubbed by orthopedics, physical therapy and physical education – the fields that are supposed to deal with it. Orthopedists recognize the existence of posture, but except for cases requiring treatment entailing a brace or surgery, the attitude is one of general avoidance. This attitude derives from a view of posture problems as a matter of aesthetics or behavior, to which orthopedics has no commitment because they do not pose a danger to life or general functioning. Physical therapy treats posture with a modicum of respect but its daily routine encounters such a broad range of musculoskeletal problems that there is little time to deal with posture. On the other hand, physical education and its various subdivisions recognize, respect and even like to deal with the subject, but too often without the theoretical basis necessary for constructing a responsible, controlled therapeutic system. The poster provides the thread that connects these three domains.

ID: 36

*Singaporean children’s perceptions of the games concept approach (GCA)*

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This study investigated children’s perceptions of tactical games lessons, their participation motives and the motivational climate encompassing their experiences. In each of three schools, an experienced PE specialist presented a different category (territorial/invasion, net/barrier, or striking/fielding) to Grade 5/6 pupils (n=115, 53 boys: 62 girls). Data collection involved questionnaires, focus group and individual interviews. A cross-case analysis examined responses from the three case studies. Six focus group meetings and twelve individual interviews probed further into pupils’ perceptions of GCA lessons. The main findings established that perceptions of the GCA were generally positive and it was an important aspect of PE. Reasons for liking the GCA, such as "it was fun" and "it improves my health and fitness" were consistent across categories. Although MANOVA obtained significant difference in children’s perceptions among schools for ‘energy release’ and ‘alienation’, there was no statistical difference between genders except for ‘learning skills/concepts’, ‘status/recognition’ and ‘energy release’. For children’s perceived motivational climate, there was no statistical difference for school or gender. The findings imply that PE teachers must reiterate to pupils that enjoyable games experiences alone are insufficient for determining health and fitness benefits: it is sustained participation with a modicum of respect but its daily routine encounters such a broad range of musculoskeletal problems that there is little time to deal with posture. On the other hand, physical education and its various subdivisions recognize, respect and even like to deal with the subject, but too often without the theoretical basis necessary for constructing a responsible, controlled therapeutic system. The poster provides the thread that connects these three domains.

ID: 38

*Routine aerobic exercise improves overweight children’s executive function: An embodied action-cognition explanation*

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A randomized controlled experiment was performed to determine if routine aerobic exercise improves overweight children’s cognitive function and, if so, whether the observed changes are related to the amount of exercise performed. 94 healthy children (Mean age = 9.2 years) were assigned to three groups: (a) Control: No exercise; (b) Low-dose: 20 min/day exercise; and (c) High-dose: 40 min/day exercise. An after-school exercise program consisted of 10-15 weeks of vigorous noncompetitive game activities that included running and tag games, jump rope, and modified team sports. Cognitive function tests revealed that children in the high-dose exercise group, compared to the control group, improved their executive function abilities (e.g., planning, organizing, and controlling goal-directed actions in complex stimulus environments) (p = .008), the low-dose exercise group also improved. Performance on tests of attention, perceptual integration, and memory was not influenced by exercise. The selective effects of exercise training are explained in terms of Thelen’s Dynamic Systems Theory that links movement, perception, and cognition. Central to this theory is the view that the foundations of human thought and behavior are embedded in physical movement. Children learn implicit cause-effect relations through physical actions that are employed while negotiating problem-solving environments that require response selection, inhibition, and sequencing. The findings suggest exercise programs may benefit children’s cognitive development by eliciting strong physiological responses during games. These experiences, in turn, promote the growth and linkages of neurological systems that underlie cognitive and motoric skills required to master complex environments.

ID: 40

*Integration of students with a chronic disease in physical education*

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Chronic diseases are long-term illnesses. Examples include allergies, asthma, adipositas, heart disease and cancer. Different studies show that the number of afflicted elementary and high school students is rising in Germany and varies between 10 and 30 percent. A chronic disease can have consequences on a student’s participation in physical education. Despite public awareness of this problem, little on this topic or on the difficulties involved in integrating these students in physical education at regular schools has been published in the sport-pedagogical literature. This paper is based on a qualitative study in the form of interviews held with 12 PE teachers from different Gymnasiums in Münster, North-Rhine-Westphalia, Germany. It reveals the difficulties that arise when children, with chronic disease, participate in PE classes. The main problems mentioned among the teachers were the integration of these children, as well as the issues of exemption from PE classes and achievement evaluation. How the teachers interviewed handle these issues is one aspect of the paper. Because each case is individual, no common solutions can be given. The study also showed that very often there is a lack of information, meaning
that PE teachers don’t know about the diseases of their students and accordingly are not prepared with complications that might arise. In general the PE teachers complained that this topic - which is growing in importance - receives too little attention in the course of their educational training.

ID: 41
Exploring adolescents’ discourses on participation in physical activity and leisure settings
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This paper explores adolescents’ discourses on physical activity and leisure settings. The study considers the effects of various economic, cultural and social factors, drawn from Bourdieu’s framework of social stratification, and investigates the interplay of these factors on adolescents’ participation in physical activity. Fifty-two 16 year-old adolescents from different socioeconomic backgrounds participated in-group interviews. The interviews focused on participants’ knowledge, practices, disposition, choices, everyday routines, and family life and their impact on their participation in structured and unstructured physical activities. Family and socioeconomic status (SES) were the most prominent discourses. Bourdieu’s concept of intergenerational ‘habitus’ was evident in this study. Parental involvement in physical activity was reflected in their children’s level of participation and choices with ‘consumption’ of activities ‘appropriate’ to their social class. Parents from high SES influenced their children’s identities through engagement in a range of activities especially during the weekend. Furthermore, parents from high SES invested time and effort on sporting activities to maximize the production and conversion of their children’s ‘physical’ capital. Adolescents from low SES and single parent families had more limited participation in physical activity either because of responsibilities as carers for younger siblings and part-time jobs or because of lack of finance to support involvement in structured physical activity contexts. Better and wider provision of structured physical activity in schools and in the community in economically deprived areas to compensate for lower participation levels is paramount and specific attention should be given to discourses of adolescents from lower SES.

ID: 43
Family structure and children’s participation in physical activity
Thomas Quarmby, Symeon Dagkas & Matthew Bridge
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This paper explores how physical activity is constructed within different family structures and the effect it has on children’s participation, ‘habitus’ and ‘tastes’ for various physical activities. It adopts a poststructuralist approach as a theoretical framework and reports on qualitative data from a study of children aged 11-12 years old. The study discusses interviews with eleven children from both male and female single parent families, seeking to gauge children’s and parents’ knowledge, understanding and dispositions towards physical activity. Employing discourse analysis to capture regularities of meaning and patterns of language use, this study suggests that a gendered discourse of physical activity did contribute towards children’s habitus. Moreover, children’s taste for specific activities and sports, tended to reflect those activities that dominated discussions in the family. Further, issues of femininity and masculinity also appeared prominent in the children’s accounts of parental discourses surrounding the body and appropriate activities. Single parent fathers tended to promote traditionally masculine sports such as football and rugby; ball sports with strong elements of confrontation and competition. On the other hand, single mothers tended to encourage more aesthetic activities like dance. This was also true of mothers whose offspring were male; promoting a masculine sport that retained an aesthetic element such as karate. This study stresses the need for further research on different family structures and how parents seek to educate their children about physical activity; whether they provide choices in the discourses they adopt, and whether they understand the effects their positions have on their children.

ID: 64
SEW what? Social and Emotional Wellbeing in a high school setting
Karen Swabey & Natalie Brown
University of Tasmania, Australia

There is an abundance of research that expresses the importance of a school’s role in supporting the social and emotional wellbeing of students, however, to date, there is little documentation as to what is happening in high schools and whether or not it is proving to be effective. There were two objectives for this research. The first objective was to gain an understanding of how, if at all, the Assistant Principal, teachers and support staff, at one high school, supported and enhanced the social and emotional wellbeing of their students. The second objective was to understand how the students were supported socially and emotionally, by their school community.

This research used semi-structured interviews and focus groups for the methodology. The interviews were conducted with a sample of an Assistant Principal, four teachers and three support staff from one high school. Four focus groups, with five students from each high school year - 7, 8, 9 and 10, were conducted. The results from the study were discussed using the categories from the School Matters Whole School Audit and Audit for Parents and Teachers from the MindMatters Mental Health Promotion program. It was found that this school was effectively supporting their students through the use of policies and procedures, curriculum, environment and partnerships with the wider community. Students generally believed that they were supported both socially and emotionally in a number of capacities, within the school and by the school community.

ID: 65
Fit Body, Fit Mind? A case study of teachers’ perceptions regarding a daily physical education program
Karen Swabey & Bridget Dykes
University of Tasmania, Australia

Daily physical education became exceedingly popular in Australia in the 1980’s when the National Daily Physical Education Program was launched. It was followed by a hiatus until recent concerns for health and wellbeing have seen the resurgence of daily physical education. The objectives of this study were to determine teachers’ perceptions of a daily physical education program in one school and to explore assumptions which teachers think such programs should or should not be in place.

The Principal, Health and Physical Education (HPE) Teacher and five Grade Teachers who were directly involved in the implemented daily physical education program were the participants in this study. The Principal completed a survey in relation to the practices and policies
of the daily physical education program in the school. The HPE Teacher and Grade Teachers each completed the Stages of Concern (SoC) Questionnaire (Hall et al., 1977) and a survey about factors that either inhibit or contribute to the program as it stands. Results from this study revealed a school with a highly organised and well implemented daily physical education program. Teachers showed little concern about the program and made very few suggestions for change to the program. The HPE Teacher, however, did feel that the organisation and management of the program was too time consuming. The Principal and teachers understood the program to be beneficial for students and saw it as a way of developing skills and improving general fitness. The findings support research conducted in the field that suggests daily physical education can benefit students in numerous ways.

ID: 55
A pilot study on the relationship between parental socialization and physical activity outcomes in Hong Kong schoolchildren
Bonnie On Hei Pang & Amy Sau Ching Ha
Chinese University of Hong Kong, Hong Kong

Using the Social Learning Theory and the Expectancy Value Model as theoretical frameworks, a pilot study was conducted to examine the relationship between parental socialization influence and physical fitness-related constructs in primary schoolchildren. The participants included 73 parents (29 fathers; 43 mothers) and their children (62 girls; 11 boys) in the fifth and sixth grades. A Chinese instrument was developed from a review of the literature on theoretical frameworks, and was then tested for its content and construct validity. The parents completed the questionnaires assessing their physical activity levels, belief systems, encouragement of involvement, time involvement, and equipment purchase about their child's physical fitness. Meanwhile, children's physical activity outcomes were assessed by their physical activity levels, self-concept, and task values about physical fitness. The instrument was shown to have acceptable intraclass correlation coefficients ranging from .50 to .89 and high alpha coefficients ranging from .82 to .94. Convergent validity was also shown in the correlation between children's self-reports of physical activity levels during the last week and parents' reports of their children's physical activity levels during the last week. The two measures of physical activity levels were significantly correlated (r = .42). Particularly, the results suggested that parental beliefs in their children's physical fitness were predictive of the children's self concept on physical fitness (β = .67, p < .01). The findings therefore suggested that parental beliefs should be taken into consideration for children's self-concept development in physical fitness. Moreover, future research and intervention that seek to understand and enhance physical fitness through families may have a significant impact on children's health throughout their lives.

ID: 66
Primary teachers' philosophical Physical Education curriculum choices
Peter Whipp & Emily Lockhart
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This study compared the philosophical curricular choices of Western Australian generalist primary school teachers and primary PE specialists. A composite questionnaire, containing the Revised Value Orientation Inventory (Ennis & Chen, 1995), and an Attitude Scale (Kulina & Silverman, 1999) was answered by 120 teachers. The questions determined: What do they feel is important to teach in PE? What do they expect students to learn during PE? Do specialist and generalist teachers agree or disagree, and; Does gender, years of experience, and personal PA patterns impact on the choices? Data were analysed independently for the two instruments using a combination of parametric and nonparametric procedures. Specialist PE teachers ranked Discipline Mastery first and Social Responsibility second. Generalist teachers reversed this rank order. Post-questionnaire focus interviews further informed this research. There was a significant difference between the preferences of specialists and generalists for motor skill development and mastery (p < .01), confirming that specialists' prioritise the learning of motor skills in their curriculum choices more highly than generalists. Primary PE specialists are more likely to develop a program based on fundamental movement skills and knowledge about sport performance. In contrast, primary generalists are more likely to develop a PE program based on teamwork, cooperation and respecting others. These different curriculum foci have the potential to elicit divergent student outcomes.
ID: 31
An examination of teaching behaviors and learning activities in collegiate physical skill/activity classes
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The purpose of this study was to examine the features and correlations of teaching behaviors and learning activities in collegiate physical skill/activity (PSA) classes. Participants were 15 instructors and their students in an urban university in the U.S.A. Thirty PSA classes were videotaped and analyzed using the direct instruction behavior analysis system. Interval and event recording techniques were employed for data collection, and the percentage and rate per minute (RPM) data were obtained. The percentage data indicated that the instructors spent 36.0% of the time on Structuring (S), 25.5% of the time on Informing (I), 12.9% of the time on providing Feedback (F), 11.4% of time on Observing (O), 6.3% of time on Questioning (Q), 5.5% of time on Praise/Encouragement (P), 1% of time on Controlling (C), and 3.3% of time on None of the Above (NA); whereas the students spent 46.9% of time on Motor-Engaged (M), 31.3% of time on Cognitive-Engaged (C), 13.5% of time on Get-Equipment/Relocation (GR), 5.6% of time on Response Preparing (RP), 2.9% of time on Wait for a Turn (WT), and .2% of time on Off-Task. Multiple regression analyses using the RPM data revealed that the following four correlations were significant (p < .05): I vs. C (r = .881), S vs. M (r = .658), Q vs. C (r = .506), O vs. M (r = .463), I vs. RP (r = .775), and O vs. GR (r = .363). The present findings might serve as a guide for collegiate PSA instructors to improve their instructions.

ID: 6
The study to the development and implement of integrated curriculum models in health and physical education learning area at elementary schools in Taiwan
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The purpose of this study is to explore the implementation of integrated curriculum models in Health and Physical Education learning area in primarily schools. The research was conducted using literature analysis, and the construction of interview schedules. The main results of this study were as follows:

The strategies of developing integrated curriculum models in Health and Physical Education learning area were:

The strategy of developing integrated curriculum models in Health and Physical Education learning area was to establish the school-based curriculum committee and curriculum area team. Then through the positive operation of the school administrator, and become related teachers’ common consensus, set foot in developing and designing the integrated curriculum.

The strategy of area teachers’ developing integrated curriculum models in Health and Physical Education learning area was to according to teaching materials, look for topics, and design integrated activity or task sheet.

The instructional design of integrated curriculum in Health and Physical Education learning area was:

The types of integrated curriculum in Health and Physical Education learning area were that three teachers adopt the topics and the intersection to design their integrated curriculum.

The models of integrated curriculum in Health and Physical Education learning area were that three teachers used parallel disciplinary and single disciplinary models to design their integrated curriculum.

In checking the accordance between the models of integrated curriculum in Health and Physical Education learning area and the theories, we found that the parallel disciplinary and single disciplinary models showed a fit with the academic literature analyses.

The difficult situation and problems of developing integrated curriculum models in Health and Physical Education learning area were:

The school's difficult situation and problems were that teachers had no willing to develop integrated curriculum, there is pressure from parents, curriculum practice time is not enough, the lesson contents were not good, and the development tasks become burdens on teachers.

The area teachers'difficult situation and problems were that the course practice time, course progress, parents’ concepts, and creativity are not enough.

The models of integrated curriculum in Health and Physical Education learning area were:

At the aspect of designing integrated curriculum, two teachers adopted topic type and another teacher adopted the intersection type to design their integrated curriculum.

At the aspect of integrated curriculum models, two teachers adopted parallel disciplinary model, and another teacher adopted single disciplinary model.

ID: 58
Change without threat or compulsion
John Cheffers1 & Ken Hawkins2

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This paper advocates the use of systemic observation as an adequate tool to promote self-change in teachers. It is a descriptive study undertaken at two locations. The first was at an elementary school in Tewksbury Massachusetts USA, and the second was at a prominent secondary college in Western Victoria Australia.

Six teachers (of seventeen) volunteered for the first study and eight teachers (of nineteen) volunteered for the second. These volunteers selected classes they wished to have observed, and after receiving feedback, re-sought similar classes concentrating on personal behavioral changes they, themselves, had designed to improve their classroom performance.

In the first study the instrument used was CAFIAS (Cheffers Adaption of the Flanders Interaction Analysis System) and in the second study CAFIAS and a second instrument TPCQ (Teacher Performance Criteria Questionnaire) was added. The teachers were observed, their behaviors described, their efforts submitted to computerization, which provided percentage ratio and frequency data and individual conferences were held the next day.

At these conferences the results were provided, with interpretation, and the teachers were asked if they were happy with these results. Discussion followed as to changes formulated in the persona of each teacher.

Evaluations on the part of the researcher were not made in order for the teachers to decide on matters of self-change.

The teachers were then observed in the second lesson, and provided with the results from the two instruments. Results indicated encouraging change on the part of teachers in both studies. In study one they talked less, varied class structure more, used more praise, and listened more clearly to student input. Their students

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talked more and initiated class discussions more prominently. In the second study the most frequent behavior change sought and obtained was in the use of questions. The students were more involved and initiated their own questions on substantive behavior more prodigiously. The model of inducing self-change seemed to work with all subjects. Words most often used by these subjects were interesting and useful. Some limitations in the study design were found as expected through the investigations taking place in a live, throbbing school setting. But enough change was found to suggest that the aim of inducing teacher change without threat or compulsion was achieved. An important corollary was the number of other teachers who wanted inclusion in future studies.

ID: 59
The 21st Century PETE major: An attempt at portraiture
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Knowledge of learners has been identified as one of the essential components of a teacher's repertoire (Shulman, 1986). Thus, contemporary data on physical education teacher education (PETE) students is vital for PETE faculty. Previous data indicate PETE majors are of conservative backgrounds, want to work with children, reproduce their own physical education (PE) experiences, and produce skilled, fit students (Dewar, 1984; Placek et al., 1992, 1995). Given that studies of PETE students are nearly a generation old, the purpose of this study was to analyze the profiles of current PETE students. Guided by teacher socialization theory (Templin & Schepm, 1989), the study, specifically, sought to know PETE majors': (a) family background, (b) motivation for choosing the PE teaching profession, (c) beliefs about the purposes of PE and teaching, (d) expectations for the field as future PE teachers, and (e) views regarding coaching and its relationship to teaching PE. A 34 item open-ended questionnaire was distributed electronically to selected United States PETE programs and all NASPE student members. Responses (N=798) were received, transcribed, and organized by question. Data were analyzed inductively for themes by researchers both independently and cooperatively. Eventually, four salient themes surfaced indicating that the 21st Century PETE major: (a) is altruistic; (b) has paradoxical professional positions, (c) owns a vocational aptitude, and (d) if he/she desires to coach, views coaching as primary and independent of teaching. Findings equip PETE faculty with insight regarding students that can inform programmatic theoretical perspectives, and curricular and instructional practices.

ID: 61
The I.M.P.A.C.T. Survey-A modest appraisal to assist in the promotion of culturally responsive pedagogy in physical education
Brian Culp
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Recent demographic changes have necessitated a renewed interest in the importance of developing curriculum outcomes and teaching in education to address the needs of diverse learners. These changes impact physical education, as cultural, racial and economic issues are at the forefront of our increasingly global society. According to Banks (1997), Burden et al. (2004), Gay (2002), Kirk and Tinning (1990), Richards et al. (2007), Sparks (1994) and Villegas and Lucas (2007), professions will need to acquire new approaches and skills to address school demographic changes. One way to address these changes is through responsible pedagogy in physical education, which requires a commitment to develop strategies that ensure successful outcomes for all (Cheypator-Thomson et al., 2000; Culp, 2006). Reflection as a means of qualitative method of inquiry allows educators to prepare for multiple educational scenarios (Gore, 1987; Hellison & Templin, 1991; Schepm and Templin, 1989; Schon, 1983). Other methods used in physical education include surveys, which are routinely used as a means of inquiring into teachers culturally responsive practices (Cheypator-Thomson, 1990; Gayle-Evans, 1992; Sparks and Wayman, 1993; Sparks, Butt and Pahnos, 1996; Williams, 1998; Woods, 1992) This study describes the development, rationalization, and outcomes of the I.M.P.A.C.T. survey (Culp & Cheypator-Thomson, 2005) and discusses its potential application for studying preservice teacher education.

The 50th celebration of the Brown v. Board of Education decision of 1954 was the catalyst for the creation of the survey. The impact of this legislation initiated an analysis of recent literature related to culturally responsive pedagogy in the physical education profession. The analysis of the literature led to the generation of an additional survey instrument that (1) asked physical education teachers’ about knowledge, dispositions and practices pertaining to culturally responsive pedagogy in their classes and (2) compared methods of instruction that African American and Caucasian American primary physical education teachers used in their classes. In 2003, a pilot study was conducted at a large southeastern university, with participants (N=23) being attendees at an enrichment in-service course. Results from the pilot led to a refinement of the survey’s focus and a change in the nomenclature of several preliminary questions. The revised instrument, known as I.M.P.A.C.T. (Infusing Multicultural Physical Education Attitudes in Curriculum for Teachers) was issued in 2005 to physical educators at fifty-two primary schools in a large southeastern urban city in the United States. Twenty-seven questions were used in the study; the first fifteen questions were closed-ended to generate a profile of the teachers. The remaining twelve questions were open-ended items from which the bulk of the research information arose.

Grounded theory (Glaser & Strauss, 1967) served as the method that guided the examination of the participants’ responses. Constant comparison analysis was used and resulted in the development of the following themes: (a) role modeling, (b) intrinsic and extrinsic satisfaction, (c) promotion of lifelong activities, and (d) pedagogical, (e) life experiences. Other findings were also noteworthy. Instructional strategies for the participants centered on the adherence to class rules and guidelines, modeling, and the inclusion of students in activities. Participants reported little multicultural training in their teacher preparation. Lesson and curriculum outcomes were found not to represent significant exposure to multicultural concepts. Methods of communication teachers used related primarily to language rather than non-verbal or verbal communication. African American and Caucasian American and American teachers showed differences in their interpretations of multicultural education, lesson development, and empathy for students.

Overall recommendations focused on four main areas of improvement for the school system and the field of physical education as a whole: 1) recasting current multicultural training in schools 2) utilizing physical education teachers’ input in curriculum construction, 3) instituting more multicultural concepts and experiences in PETE programs and 4) creating a more inclusive academic atmosphere for students of racial, cultural and social backgrounds. A two year review of I.M.P.A.C.T. after the
study provided areas for future modification such as increasing the distribution of the survey, targeting relevant learning academies and abridging the instrument to amplify participant response. Given the findings of the study, it is proposed that research of this nature can be of universal benefit in physical education programs.

References


Rationale
Throughout a 30-year career, each individual physical education teacher could teach 20-30,000 lessons. Thus, each teacher has the potential to make an impact – positive or negative – upon hundreds of thousands of pupils. In other words, every physical education teacher matters and how teachers learn and grow through their careers should concern us. Yet, in comparison with the relatively brief period of initial teacher training, teachers’ career-long learning has received little attention. We do know, however, that the nature and structure of much traditional professional development flouts almost everything we know about effective learning. We also know that when it is done well, professional development has the potential to enhance teachers’ career satisfaction, improve teacher retention and improve the quality of learning for pupils. This is, then, a key issue for AIESEP to consider. Moreover, as an international organisation with strong links around the world, AIESEP is in a good position to both inform and influence policy.

Structure of the Symposium
The seminar was based around 9 presentations from colleagues around the world and a series of participant workshops. The symposium will summarise the presentations and the workshops, outline the draft AIESEP position statement and propose a research agenda and strategy.

ID: 112
Experiences of PE in Finnish schools among the web age generation
Kirsti Lauritsalo, Arja Sääkslahti, & Helena Rasku-Puttonen
University of Jyväskylä, Finland

According to the Finnish national core curriculum for basic education (2004) PE aims among other things to build the pupil’s self-esteem and a positive physical self-concept via favourable PE experiences and to encourage cooperativeness and positive future sport and health behaviour. The purpose of this study is to establish what kind of experiences the web age generation has about PE. Earlier research has established that PE is predominantly (75%) a popular subject in schools (Penttinen 2003). At the same time it is undoubtedly a subject that divides pupils’ opinions.

The data for this study were collected during week 15 of 2007 via a Google search using the Finnish word ‘koululiikunta’ [PE in school]. From the first 200 hits all the discussion forums were selected and analyzed further. These 9 forums comprised 450 messages that were first divided into 4 groups: positive, negative, both and other. Later the messages in the ‘other’ group were discarded because they did not deal with the main subject. Of 356 messages in total 12% were positive. An understanding teacher, good atmosphere and wide scale of activities were often described. Negative messages amounted to 64 %. An analysis of these messages highlighted three key themes: 1) an oppressive teacher 2) unfair situations including personal insults 3) narrow range of activities. Twenty-four percent of messages included both feelings.

This paper discusses why PE, with its good intentions, still produces these kinds of results and how the anonymity of the web allows the deepest feelings to surface.

ID: 177
Meaningful events in the professional life of beginning teachers: A four year study
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This study focused on meaningful events as perceived by beginning Physical Education teachers at the elementary and high schools (N=230). Data were collected during four years (new group each year), at three terms of the year (beginning, middle and end). Reports were completed as part of the academic requirements for the induction internship of all Israeli beginning teachers. Interns were instructed to describe meaningful events they encountered during the preceding month and a half. Events could be positive or negative, different than other experiences in that they required further thinking at the end of the teaching day, and had an emotional impact on the teacher. Reports were not restricted in length, and were submitted via the college’s website. These reports constitute a milestone in the unveiling of various human perspectives, which, in turn, enabled us to examine the teacher’s belief system and perspective. Furthermore, the reports amount to an imperative level of analysis that reveals the means by which pre-service teachers process/construct their outlook on the world within the limits of their unique context.

A content analysis of all events (n = 1084) was conducted by three investigators (reliability of 90%). The findings revealed 12 categories with the five most salient being: disciplinary problems, successes and positive experiences, relationships with the teaching staff and the school’s administration, and lack of motivation. Additionally, differences were found between the terms of the year and between the types of schools.

ID: 178
Teachers’ thoughts about curriculum values
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The National Core Curriculum for basic education in Finland presents the values teachers should base on their teaching and planning. This case study tried to find ways to help experienced teachers understand the meaning of values in their work and to motivate them to plan more precisely their own school curriculum. The experienced teachers (n = 20; 9 women and 11 men) had 1,5-20 years of experience teaching physical education, but they lacked formal PE teacher qualifications. They participated in a 2-year-long qualification program. The program included two lectures with discussions based on the teachers’ own experiences. They were given two books to read and asked to become acquainted with the PE curricula of three different schools (a total of 60 different curricula). The thoughts written in the learning diaries of the teachers were analyzed. All the teachers found that values were included and recorded in the general part of each school curriculum. However, there were big differences between schools in their presentation of values concerning physical education. Almost every teacher (n = 19) thought it would be important to have these physical education values in a concrete written form for practical situations. The teachers thought it necessary to commit to shared values and arguments presented in the curriculum plan for teaching physical education. During this qualification program teachers found values very reasonable and they were quite willing to influence the planning and writing process of their school’s curriculum.
The coaches will be asked to reflect on the nature of their current individual learning preferences. In phase two, the goal of phase one was to investigate each coach’s learning pathways of eight triathlon coaches participating in a new coach education program within the Competition-Development stream. The preliminary results presented are based upon a three-year collaborative research project with Triathlon Canada and the Coaching Association of Canada. This project has been designed in two phases to study the learning pathways of eight triathlon coaches participating in a new coach education program within the Competition-Development stream of the new National Coaching Certification Program (NCCP). The purpose of the project is to provide formal qualifications for PE teachers. According to the Ministry of Education survey, almost 300 unqualified PE teachers work at the basic education level in Finland (Statistics Finland, 2005). The purpose of this study was to analyze the web-based studies of our program. Our multi-form training consists largely of independent work on the net and could be called distance education (Oregon Network for Education 2005). Traditionally, this kind of distance education has been little used in PE teacher training. A web-based learning platform called Optima is in versatile use in our studies. Web-based studies were evaluated by a questionnaire. A Likert Scale questionnaire was made for the students (n=15) who started the qualification program in autumn 2005. They were given the questionnaire a week after they had completed their studies in spring 2007. According to preliminary results, the students were satisfied with the tool itself. Also, all answerers were satisfied with feedback given in Optima. The main problems of our web-based studies, according to the students, are co-operation and planning on the Web. These results are similar to previous studies, e.g. Vainionpää (2006). The main conclusion is that we have to develop and find new means, especially for making co-operation on the web more interesting and practical for our heterogeneous students.

The purpose of this study was to develop the curriculum of teacher education in adapted physical education. The method was Delphi Technique. There were 15 experts joined in this study. After completing three times of Delphi questionnaire survey, researchers developed the curriculum of teacher education in adapted physical education. According to the findings, conclusions were as follows:

- The main purpose of the curriculum were: A. To have the ability of design teaching program. B. To have the ability to teach in the classroom and evaluate. C. To know students with disabilities carefully.
- The curriculum took two years of Pre-service studying, and focused on graduated educational courses. Graduated from related department students were: physical education, adapted physical education, special education and exercise and health science departments.
- The curriculum had five parts: basic subjects of teaching courses, fundamental education curriculum, teaching curriculum, practices curriculum and professional curriculum on adapted physical education. All of them were 56 credits, including 18 required and 38 selected.
- The educational practice training was half-year long, including teaching practices, attending study program, administrative practicum, and classroom practices.

Recent research in the domain of coaching science has advocated for the examination of the developmental paths of coaches’ from a lifelong learner perspective (Cote, 2006; Gilbert, Cote, & Mallett, 2006; Nash & Collins, 2006). However, to our knowledge, there is yet to be longitudinal research on how coaches develop. Therefore, the purpose of the current study is to examine how coaches approach their learning. The preliminary results presented are based upon a three-year collaborative research project with Triathlon Canada and the Coaching Association of Canada. This project has been designed in two phases to study the learning pathways of eight triathlon coaches participating in a new coach education program within the Competition-Development stream of the new National Coaching Certification Program (NCCP). The goal of phase one was to investigate each coach’s prior learning experiences. Through the use of semi-structured interviews and with consideration to Werthner and Trudel’s (2006) theoretical perspective of how coaches’ learn, information was gathered on the coaches’ (a) academic profile, (b) previous life experiences in sport, (c) knowledge of the new NCCP, (d) expectations of the Competition-Development coaching stream, (e) how the coach education program could contribute to their lifelong learning, and (f) other relevant features that describes their current individual learning preferences. In phase two, the coaches will be asked to reflect on the nature of their learning based on their participation through the coach education and training program.

The purpose of this study was to describe the curriculum value orientations of preservice teachers and inservice teachers at the elementary level. Method: The revised Value Orientation Inventory (Ennis & Chen, 1993) was used to collect data from 110 preservice teachers and 46 inservice teachers in National Hsin-Chu University of Education. Data were analyzed by descriptive statistic and one-way ANOVA. Results: Findings indicated that preservice teachers placed a high priority on learning process and social responsibility, while Inservice teachers placed a high priority on learning process and disciplinary mastery. The correlation indicated that significant correlations were found between LP and DM, SR and EI. Negative correlations were found between SA and DM, SR and EI. The findings from this study suggest that the knowledge base and the affective orientations have an inverse relationship. Conclusion: Both preservice and inservice teachers placed a high priority on learning process. The results did not support the finding that disciplinary mastery was the dominant orientation in previous studies in Taiwan area.

ID: 93
Exploring the prior learning and lived experience of triathlon coaches’ participation in a learner led coach education program
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The purpose of this study was to develop the curriculum of teacher education in adapted physical education. The method was Delphi Technique. There were 15 experts joined in this study. After completing three times of Delphi questionnaire survey, researchers developed the curriculum of teacher education in adapted physical education. According to the findings, conclusions were as follows:

- The main purpose of the curriculum were: A. To have the ability of design teaching program. B. To have the ability to teach in the classroom and evaluate. C. To know students with disabilities carefully.
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- The curriculum had five parts: basic subjects of teaching courses, fundamental education curriculum, teaching curriculum, practices curriculum and professional curriculum on adapted physical education. All of them were 56 credits, including 18 required and 38 selected.
- The educational practice training was half-year long, including teaching practices, attending study program, administrative practicum, and classroom practices.

ID: 80
Value orientations of elementary physical education preservice and inservice teachers
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The purpose of this study was to describe the curriculum value orientations of preservice teachers and inservice teachers at the elementary level. Method: The revised Value Orientation Inventory (Ennis & Chen, 1993) was used to collect data from 110 preservice teachers and 46 inservice teachers in National Hsin-Chu University of Education. Data were analyzed by descriptive statistic and one-way ANOVA. Results: Findings indicated that preservice teachers placed a high priority on learning process and social responsibility, while Inservice teachers placed a high priority on learning process and disciplinary mastery. The correlation indicated that significant correlations were found between LP and DM, SR and EI. Negative correlations were found between SA and DM, SR and EI. The findings from this study suggest that the knowledge base and the affective orientations have an inverse relationship. Conclusion: Both preservice and inservice teachers placed a high priority on learning process. The results did not support the finding that disciplinary mastery was the dominant orientation in previous studies in Taiwan area.

Key words: Value orientations, preservice teacher, inservice teacher
ID: 71
Perceptions of self-development through the spectrum of coaching expertise
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Continued professional development (CPD) is seen as essential in the improvement of coaching practice. The knowledge and experience acquired in CPD is considered as self-development and is dependent upon the individual’s perceptions of control over their own professional growth (Chalofsky, 1990). Through: a) daily coaching practices; b) prioritizing tasks; c) competency identification; (d) proficiency assessment of tasks; e) establishing specific learning objectives; f) creating professional development plans and corresponding activities; and g) performance assessment after activities, coaches’ self-development can increase with experience. The purpose of this study was to analyze coaches’ self-development perceptions. Coaches were classified by Berliner’s (1994) stages of expertise (two novices, two intermediates, two experts) were interviewed and observed during two coaching clinics. Data were analyzed inductively and revealed that novice coaches lack responsibility for self-development and believe that the head coach is responsible for their successes/failures. Intermediate coaches have an increased perception of control that enables them to use their own style of coaching to develop the skills and personality of their athletes as they rely on their experiences and daily reflection to discern new areas to improve. Similarly, expert coaches perceive full responsibility for their self-development, but also realize the dependence of their assistant coaches as they strive to aid in their development as well. The findings support Chalofsky’s (1990) contention that self-development is dependent upon individual perceptions of control. As coaches increase their expertise, the corresponding increase in knowledge and experience provides them with an enhanced perception of control and personal responsibility for self-development.

ID: 184
Development of a physical education teacher qualification training model
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University of Jyväskylä

The Department of Sport Sciences, University of Jyväskylä, is conducting a PE Teacher Qualification Training Project. With the first group we developed a training model suitable for adult students (not recent school leavers) from working life. My description of the model’s development utilizes the expansive learning cycle introduced by Yrjö Engeström (1987), combining my qualitative program research, the qualification program, and PE teacher training development idea. Expansive learning is a multivoice process, where the different interests of all participants in the activity system meet and collide. Internal discord of the multivoice process and conflicts between the participants’ thinking promote individual learning and development/change of the entire activity system. Because qualification training is workplace-oriented adult education, its model must be constructed differently from full-time PE teacher training. Initially, the students’ versatile sports expertise and working-life experience presented an educational challenge, but also an opportunity for developing the training model. We decided to base the education on the students’ cooperativeness and shared expertise. The model was developed by utilizing student expertise in the sports teams of PE studies and in Web-based theoretical studies. The expansive learning and development cycle from January 2005 to October 2006 made learning possible for all participants in the process and enabled the development and change of the training model. In future, the model should be further developed to discover improved ways of appreciating student individuality and diversity in training. The trainees also need versatile support and guidance during the training process.

ID: 194
Supporting PETE student teachers to learn-in-action: Teaching practice supervision within a communities-of-practice framework
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2 Loughborough University, UK

Background/Focus of Enquiry
This paper reports on one set of findings from a larger study that analysed the ways in which PETE students are supported to learn Pedagogical Content Knowledge (PCK), [1] during teaching practice (TP), within a Community of Practice (CoP) framework [2]. The focus of this paper is on the role of the cooperating teacher (CT) in supporting PETE student teachers’ learning of PCK [1].

Methods
The study centred on one umbrella case in Ireland (a university, PETE students, five schools), which comprises five individual cases (five tetrads of University Tutor, PETE Student Teacher, CT and School Principal). Data on the role of the CT, reported in this paper, were collected using a range of qualitative research methods and a grounded theory approach to data analysis.

Results
The nature and quality of PETE student learning varied considerably across cases. The CT played a key role in student learning of PCK, even though CTs are not trained formally as mentors in Ireland, and tend to emulate the mentoring they received on TP [4]. In addition, CTs viewed PETE students as successful student teachers where they appeared to be “clones” [3] of the CT.

Discussion/Conclusions
The quality of PETE student teacher learning is affected by all the relationships in the tetrad, but the mentoring role of the CT is key. The selection and training of CTs needs greater consideration in policy [4] to ensure that “mentors are chosen on the basis of suitability rather than availability” [5]. The CT should be supported and challenged to develop PCK [1] in all mentees in their charge not just their “clone” [3] thus moving mentees to full participation in the CoP [2].

References
ID: 196
Professional development to promote active learning for understanding
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The central question of this research project is: how can professional teaching behaviour be developed and enhanced to promote active learning and understanding? The context of educational research recognizes that research is concerned with understanding the world and that this is informed by how we view our world, what we take understanding to be, and what we see as the purposes of understanding. Therefore we use the action research approach as being ‘reflection-in-action’ on one hand and ‘reflection-on-action’ on the other hand. In the centre of the approach is the concept of Active Learning for Understanding, which can be characterized as: a focus on the learning process and problem solving abilities to provide meaning and understanding. This provides opportunities for teachers to create a powerful learning environment that enriches the learning process. The project is carried out in close collaboration with physical education teachers and some trainer/coaches who acknowledge the importance of the Active Learning approach. During this research the focus was more on changing teachers behaviour towards a more Active Learning for Understanding approach than on measuring learning outcomes. With respect to other teaching methods and learning environments we could say that a more problem based approach with aspects of self-regulation becomes more common (70%). Learning by providing an experience, than focus on the learning process and eventually providing strategies for learning to learn is a popular approach of teachers (85%). The Active Learning for Understanding approach provides several opportunities for professional development shown in this research project.

ID: 187
Enhancing teachers’ emotional understanding by teaching listening skills in PETE
Ulla Klemola
University of Jyväskylä, Finland

The focus of teachers’ pedagogical content knowledge and teacher development has lately shifted towards the importance of emotional understanding in teaching (Hargrave, 1998; McCaughtry, 2004; Poulou, 2007). The need for teachers to listen to pupils was also highlighted in a broad inquiry into school life in Finland (Auvinen, 2007). One way to enhance pre-service teachers’ understanding of emotions and interpersonal relationships is to teach and practise social and emotional skills. Physical education teacher education (PETE) in Finland educates students in teaching and learning for understanding. The context of educational research recognizes that understanding the world and that this is informed by how we view our world, what we take understanding to be, and what we see as the purposes of understanding. Therefore we use the action research approach as being ‘reflection-in-action’ on one hand and ‘reflection-on-action’ on the other hand. In the centre of the approach is the concept of Active Learning for Understanding, which can be characterized as: a focus on the learning process and problem solving abilities to provide meaning and understanding. This provides opportunities for teachers to create a powerful learning environment that enriches the learning process. The project is carried out in close collaboration with physical education teachers and some trainer/coaches who acknowledge the importance of the Active Learning approach. During this research the focus was more on changing teachers behaviour towards a more Active Learning for Understanding approach than on measuring learning outcomes. With respect to other teaching methods and learning environments we could say that a more problem based approach with aspects of self-regulation becomes more common (70%). Learning by providing an experience, than focus on the learning process and eventually providing strategies for learning to learn is a popular approach of teachers (85%). The Active Learning for Understanding approach provides several opportunities for professional development shown in this research project.

ID: 219
Promoting valid and reliable assessment in PE
Peter Hay
University of Queensland, Australia

Criteria referencing approaches to determining levels of achievement have been increasingly emphasised as best practice in Physical Education in light of an increased engagement with authentic and performance assessment. Very little research has been conducted to investigate the nature and implications of the employment of such assessment in PE leading to a somewhat intuited rather than empirically informed appropriation of these assessments. In light of research conducted in the senior secondary school context of Queensland, Australia this presentation proposes conditions for the promotion of validity and reliability in the employment of criteria and standards referenced assessment in physical education. Data were collected using semi-structured interviews and participant observations of students and teachers in two senior secondary school contexts (one school situated in a low socio-economic area, the second school, an ‘elite’ coeducational private school) at five key junctures in the schools’ PE curriculum plans. Specifically, data will be presented to demonstrate the way in which the pedagogies of the teachers, the nature of the subject matter, and the nature of the spaces in which evidence was collected affected the structural integrity of the assessment approach, the construct-relevance of the evidence and ultimately the validity and reliability of the judgements. Recommendations will be made to enhance the quality of assessment conducted in PE in relation to these constructs, with a particular view towards promoting equitable achievement opportunities for all students.

ID: 229
Organizational socialization: How did the beginning secondary school physical education teachers enter the workforce?
Alberto Cruz, Chung Li, & Kevin Kam
The Hong Kong Institute of Education, Hong Kong

The purpose of the study was to investigate the characteristics of the organizational socialization of beginning secondary school physical education teachers. The factors that confronted the teachers in their first year of work and the influence of their teacher education on their perspectives and practices were examined. Thirteen physical education graduates of the Hong Kong Institute of Education in 2005 teaching in secondary schools were purposely invited to participate in the study. Qualitative data were collected by a combination of techniques: passive participant observation, formal and informal interviews, document analysis, and journal writing. Constant comparison and analytic induction were used to organize and categorize the data. Data generated helped to understand the confrontations faced, the influence of the workforce factors and the physical education teacher education programme on the perspectives and practices of beginning teachers. Although the beginning teachers were generally satisfied with their teacher training, results indicated that these teachers were facing different problems and difficulties within their school contextual conditions during their first year of teaching. This workforce impact was mainly from their school colleagues, students, administrators, work responsibilities and school culture. Three themes of survival strategies were employed: a) professional conception; b) compromised practice; and c) peer support. This information is valuable
to physical education teacher educators as they have responsibilities in helping their students to make a successful transition into their workforce. Findings of the study hold implications for the preparation of physical education teachers with respect to the influence of organizational socialization.

ID: 234

*Physical education, critical pedagogy and Neo-Olympism: A framework for teachers*

**Judy Bruce & Tam Shapcott**

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Neo-Olympism is a socio-critical philosophy that uses sport to analyse dominant economic, political and social discourse with the view to taking socio-critical action that reflects the Olympic Ideals. In New Zealand, the physical education curriculum is founded upon humanistic and critical paradigms and it is argued here that neo-Olympism could be the resultant synthesis of these two schools’ of thought. The purpose of this presentation is to suggest a critical pedagogical framework that may be used when exploring neo-Olympism in schools. Drawing on a case study of a New Zealand school we will examine specific physical education content that may be explored through socio-critical thinking and suggest ways of assisting students to take related school and community wide action. The teacher’s role as a political and collective journey will be discussed and challenges for future implementation explored.

ID: 224

*Understanding high performance coaches’ professional development: A tale of two football codes*

**Tania Cassidy¹, Tony Rossi² & Cliff Mallett²**

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² University of Queensland, Australia

In coach education, there is a growing discourse of professionalism characterized by the increased desirability of being ‘credentialled’. Indeed in many countries significant financial resources are being allocated to coach education programmes. Though such initiatives are important it is becoming increasingly apparent that coach ‘learning’ at the high performance level occurs in ways that are not so structured or mediated. Consequently, some coaching researchers are advocating an approach to coaches’ learning that focuses on the concepts of mentoring and situated learning and argue that these could be generative in coach professional development (Cassidy & Rossi, 2006; Cushion, Armour, Jones 2003). To date, however few empirical studies of professional development initiatives that utilise these concepts have been published (for example see Cassidy, Potrac & McKenzie, 2006; Culver & Trudel, 2006). In this paper we compare the findings reported by Cassidy, et al (2006) of a professional development programme conducted in a Rugby Union Football context in New Zealand with those of a study conducted by Mallett, Rossi and Tinning (2007) in the Australian Football League. The results of the two studies highlighted the value coaches placed on their opportunities to exercise their leadership potential within the school community. Fifty final year pre-service physical education teachers were taught how to engage with the scenario planning process through lectures and tutorial activities. They were then tasked with developing a question that was important to their school during their final school experience practicum. On returning from their practicum they broke into groups and decided on a school – based question to explore. An example of a school-based question was: How do we increase girl’s participation in physical education? The process of developing the scenarios encouraged them to investigate an array of different forces that act on the school community including school policy and philosophy, funding issues, school staffing and student welfare. The groups presented their scenarios to their colleagues at the conclusion of the unit. After the presentations they were anonymously surveyed about their experience. They all found scenario planning a useful way of examining professional issues because it encouraged them to look at different outcomes to a problem. Scenario planning also forced them to think about the scenarios they would be placed in as teachers and made them aware of the huge issues facing them.

ID: 252

*The influence of play practice principles and processes on pre service teachers’ conceptions and capabilities in games teaching*

**Wendy Piltz**

University of South Australia, Australia

Recent trends in contemporary sport pedagogy indicate that pertinent games based environments that contextualise learning provide the foundation for developing the capabilities needed to participate effectively and enjoably in games and sport (Charlesworth, 1994; Griffin, Mitchell, & Oslin, 1997; Grehaigne, Godbout & Bouthier, 1999; Hubball & Butler, 2006; Launder, 2001; Light, 2003; Martens, 2004; Siedentop, D., Hastie., P & Mars, H, 2004; Slade, 2004). The task of preparing teachers (or coaches) who are capable of facilitating quality learning in games/sport education by fostering positive relationships, planning relevant learning experiences, engaging diverse learners, implementing a variety of methods and providing quality feedback is a highly complex task. Student teachers bring their own personal experiences, beliefs and perceptions about teaching with them into teacher preparation courses. These prior experiences shape individual perceptions and personal beliefs, they are powerful influences that impact on the way new information is accepted, interpreted and integrated into professional practice (Trangaridou & O’Sullivan, 2002; Rovegno, 1992; Tinning, 2004). Personal beliefs and established traditional practices in games teaching have been identified as major constraints influencing beginning physical education teachers’ acceptance and implementation of innovations in game pedagogy. It is a concern for teacher educators to discover that despite exposure to new teaching...
approaches in games education during pre service programs beginning student often reverting to conventional practice in their early years of teaching (Butler, 1996; McDonald & Glover, 1997; Light, 2002). The challenge is to find ways to promote sustainable change through professional development experiences that support novices to confront, challenge and construct their personal beliefs and to build their professional capabilities in a progressive and meaningful way that connects theory with practice.

The purpose of this presentation is to report on the efficacy of utilizing Play Practice principles and processes as a learning structure for promoting pedagogical understanding and capabilities in games teaching. Play Practice is a ‘games based’ pedagogical approach to teaching and coaching that provides a complete package of usable strategies to assist educators at all levels to reflect on and enhance the quality of their professional practice (Launder, 2001; Piltz, 2003a; Piltz, 2006). Of particular significance in this approach is the definition of the various elements of effective/skilful play that clarifies the complexity of skilled performance. This working model supports educators to improve their ability to analyze the activity, assess learner capabilities, design of relevant learning experiences and reflect meaningfully on player achievement (Piltz, 2003b; Piltz, 2006). In addition, the processes of ‘shaping’, ‘focusing’ and ‘enhancing’ the play provides a practical guide to developing complex teaching/coaching capabilities associated with games based learning (Launder, 2001).

This presentation will report on the results of a qualitative research investigation undertaken with thirty students (n=15 male/15 female) who completed their initial course of study at the University of South Australia in Health & Physical Education pedagogy. Play Practice principles & processes, addressed from both theoretical and practical perspectives, feature as one of the key learning experiences within the curriculum of this course of study. All students in the course completed a written course evaluation in which they were asked to report their perceptions of the efficacy of the Play Practice framework in developing their understanding of and teaching capabilities in quality games education. Two smaller focus groups of students from within this class were formed to provide more detail and personal examples of the efficacy of this approach. An analysis of the informative data provided by the voices of these students focused on the identification of key emerging themes.

References


ID: 284

Effects of viewing exemplar physical education classes on DVD in PETE program

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The purpose of this study was to examine effects of viewing exemplar physical education (PE) classes on DVD in the Physical Education Teacher Education (PETE) program at the University of Tsukuba, Takahashi developed a DVD containing twenty-four PE classes highly evaluated (Takahashi, 2007). Those classes were selected from thousands of video-tapes recorded over the past 20 years. The criteria for selection of an exemplar PE class were as follows; 1)Highly rated class by children using formative class evaluation scales (Hasegawa & Takahashi etc, 1995), 2)highly rated class in terms of momentum and climate through systematic observation analyses, 3)clarity of demonstrating practical suggestions for
teaching PE. Each class was edited to around 10 minutes in duration. The DVD was used in two courses of PTE program. Students (n=65) watched the DVD in four out of ten lessons in the course of Teaching Practicum, in which students made lesson plans and practiced them using simulations. In contrast, students (n=240) watched the DVD in six out of ten lessons in Introduction to Teaching PE course, in which students learned theoretical and practical knowledge. Both students evaluated the classes on the DVD using an observer’s evaluation questionnaire (Takashi & Hasegawa, 1996) after viewing each class. As predicted, students rated each class on the DVD highly. With each successive viewing student developed greater understanding and competency regarding the evaluation of PE classes. In addition, students reported that the DVD helped to shape a picture of what an effective PE class would look like.

ID: 263

**Physical education teachers’ perceptions on their professional development in Hong Kong**  
Chung Li, Alberto Cruz & Kevin Kam  
The Hong Kong Institute of Education

This paper analyzes the perceptions of 400 primary and secondary physical education teachers participating in an annual professional development project titled the Summer School for PE teachers 2006. The project was funded by the Education and Manpower Bureau of the Hong Kong Special Administrative Region Government and organized by the Department of Creative Arts and Physical Education of the Hong Kong Institute of Education. It provided over 1400 professional training opportunities for local PE teachers through conference, school experience sharing seminar and workshops. Data were collected from 3 post-function questionnaires aiming at soliciting participants’ views on the details of their participation, effectiveness of different programmes and recommendations for future organization of similar project. The findings suggest that attending workshops was participants’ preferred professional learning mode when compared with participating in conference and seminar. Those learning experiences that were school-based in nature and related closely to the daily work of teaching were complimented. Teachers valued their learning that was delivered by appropriate professional experts. Professional learning activities with opportunities of putting theories into practices in teaching were highly praised. They identified understanding of curricular and pedagogical innovations in schools as their future learning need. The findings provide information for a better understanding of the professional development of physical education teachers in Hong Kong. On the other hand, these teachers had provided some implications about future professional development provision and implementation. Programmes that are more capable of providing practical, relevant and applicable learning experiences to their real world of teaching, appear to be important for them.

ID: 299

**A personal challenge: Student experiences of a 16 day wilderness bushwalk**  
Wayne Maschette  
Australian Catholic University, Australia

Final year students of Exercise Science at the Australian Catholic University are required to plan and conduct a Personal Challenge. This paper reports the learning experiences of one group of students who elected outdoor recreation as part of their degree program and chose as their personal challenge to complete a 16 day bushwalk in south west Tasmania, Australia. The Southwest National Park of Tasmania is a remote area of the world that can only be accessed by air or foot. The challenge involved walking for 6 days on defined tracks before being re-supplied for a 10-day walk using compass and map reading skills. Each student kept a journal in which they recorded their reflections and feelings about the expedition. The journals were started in May and were initially a weekly based task where the students were asked to answer the following questions; 1. What planning did you do in this period? 2. What are your ‘feelings’ about the challenge? 3. Do you have any concerns? 4. What is the most exciting thing about this challenge? And once a month the students were requested to write about “Why is this a challenge to you?” This paper reports on the themes that emerged from the analyses of the journal data combined with the observations of the author as a participant observer. Conclusions are drawn concerning the issues, challenges and potential outcomes of learning through challenge and adventure at the graduating level.

ID: 300

**An action research in Taiwan Junior high school: Application of the sport education model**  
Ching Ping Lin, Yen Chen Kuo, & Wei Ling Yang  
National Taiwan Normal University, Taiwan

The purpose of this study was to construct school-based physical education curriculum with the sport education model as the curriculum design model. Action research was used to examine the actual effects, reactions from teachers and students, difficulties encountered, and feasible solutions in a junior high school. The classes conducted via the sport education model were volleyball, basketball, and badminton. Each class consisted of twelve weeks’ class time. The participants were the original teachers and students in these classes. Data were collected by multiple methods. Qualitative data were analyzed by constant comparison. The t-test was adopted to analyze the quantitative data. The results were as follows: First, the construction of a three-year curriculum framework based on the sport education model was completed. Second, multiple assessment was achieved as the sport education model was used. Third, the students held positive attitudes toward the sports education model curriculum design. Fourth, students’ multiple abilities were exploited. Fifth, in terms of role-playing, students liked to play the role of players the most. Their least favorite role was as a leader. Sixth, a few role-playing differences existed between the male and female students. Seventh, most teachers thought the effects were good and all expressed willingness to continue using the model. Eighth, the implementation of the sport education model influenced the teachers’ teaching beliefs. Finally, the obstacles to carrying out the sport education model consisted of students’ academic pressure and limited after school practice time. Further investigations of the effects will be made on the evaluation of different teaching strategies. Key words: sport education model, physical education teaching, action research.

ID: 301

**The study of students’ career development and career barriers among departments of physical education in universities of education in Taiwan**  
Pei Ling Yang & Ching Ping Lin  
National Taiwan Normal University, Taiwan

The purpose of this study was to investigate students’ career development and career barriers among Department of Physical Education in universities of education in Taiwan. By comparing the differences among different demographic variables on students’ career development and career barriers among Department of
Physical Education in universities of education in Taiwan, the relationship between career development and career barriers were also discussed. The participants were the students of Department of Physical Education from eight universities of education. Questionnaires (1476) were distributed, and 1250 valid questionnaires were retrieved. Data were analysed using descriptive statistics, t-test, single factor variance and typical related model. The results were as follows:(1) In terms of career development subscale, students scored higher on "career exploration", and scored lower on "career direction" and "career planning"; (2) In terms of career barriers subscale, students perceived more "hesitant movement barrier", and perceived less "learning situation and difficulties barrier"; (3) Differences were found on career development and career barriers among students with different demographic variables; (4) Negative relationship was found between career development and career barriers.

ID: 302
Achieving program outcomes through physical education experiences: Can we learn from our professional neighbours?
Sandy Allen-Craig
Australian Catholic University, Australia

As physical education professionals, along with a long list of physical and health benefits we also place great importance on the social benefits of a well run program. Factors such as improved self esteem, social interaction, teamwork, decision making and a greater connection with their community are just some of the factors espoused to be positive outcomes of a well run physical education program. These social dimensions are also high priority outcomes for a successful outdoor education program. Outdoor education programs claim to have the potential to build self-confidence and self-esteem, encourage personal responsibility and develop teamwork and co-operation skills. Studies have suggested that outdoor education programs can increase self-concept and self-concept domains such as independence, confidence, self-efficacy, and self understanding (Neill, 1994; Davidson, 2001; Hattie et al., 1997); positively impact on leadership competencies (Hattie et al., 1997), and; enhance decision-making skills, general problem solving competencies, academic achievement and academic self-concept (Hattie et al., 1997; Marsh & Richards, 1988); This paper reports a study that examines the effect outdoor educators have on producing desired outcomes in outdoor education programs. Valuable lessons may be learned from these results that can be applied to the training of physical education professionals in order to enable them to increase the possibility of achieving desired personal and social outcomes. It concludes by identifying a number of social outcomes which may be a priority and focus for some schools and suggests how staff may be supported in achieving them.

ID: 303
Improving group skills, personal responsibility and team building using an interactive on-line learning object
Wendy Piltz
University of South Australia, Australia

The purpose of this presentation is to showcase an online learning object that has been designed to support learning about group collaboration and team building. The interactive web site 'working collaboratively' (http://www.unisuanet.edu.au/ wheel) uses a simple and proven model for supporting learning about the dynamics of successful collaboration and provides strategies for addressing problems commonly found within groups. This learning tool uses an analogy of a wheel as a model to illustrate the components of effective group functioning. Users can explore the model using images, text and animations and they are encouraged to self assess their understanding as they progress. Scenarios are included that allow users to practice their collaboration skills. A section within the learning object describes options for authentic assessment of group collaboration. This includes strategies for assessing both the product of group work and also the process of group collaboration. The site has been evaluated as an effective, efficient and flexible way to provide learning support and professional development for students and staff within the University of South Australia. The learning tool has particular relevance for teachers and coaches who are interested in learning more about group collaboration and promoting team dynamics for their students and players.

ID: 304
Symposium: Personal development as a contribution to professional development: activity based learning, graduate attributes and student learning outcomes
John Saunders, Wayne Maschette & Sandy Allen-Craig
Australian Catholic University, Australia

Typically the value of outdoor and adventure based learning are extolled n the school setting with virtues such as the development of self-esteem, social interaction, decision making skills, teamwork and personal challenge all being identified as worthy and wholesome goals for the development of the whole person. In programs at the university level the classical academic paradigm is adopted with other learning either absent or serendipitous. This symposium reports on an ambitious university final year curriculum where academic learning is set alongside personal learning developed through intellectual, physical and emotional extension. Data are presented from distinct settings and recommendations made for the importance of developing the whole person to produce well-prepared and well-rounded professionals in the field.

ID: 297
Learning through activity: the experience of personal challenge in a university curriculum
John Saunders
Australian Catholic University, Australia

At the school (secondary) level many claims are made for the contribution of physical education to individual development. These are typically broad based and involve the cognitive and affective dimensions of the classroom curriculum alongside physical and social-emotional components. However at the university level, where physical education teachers are initiated into their academic discipline, a classical academic paradigm is typically adopted. This focuses on the achievement of intellectual knowledge and skills, albeit framed within a values based context. Claims for the development of leadership and citizenship may be added. Consequently many university programs experience an ambivalent relationship with the core subject matter through which physical education teachers progress their pupils’ learning – physical activity. At Australian Catholic University the Bachelor of Exercise Science program has responded to client needs by providing a range of physical activity units tailored to provide skills, knowledge and understanding for physical activity professionals, including potential teachers of physical education. Central to their implementation has been the notion that experiential learning provides
essential insights to understanding of the subject matter. This notion is explicitly developed in the final year subject entitled ‘Personal Challenge’. The concept is simply that students should demonstrate not just the ability to apply their exercise knowledge to their own performance and experience, but they should also experience the personal learning that comes with extending themselves physically and emotionally. Data will be presented from two distinct settings. Recommendations are made for the importance of promoting activity related attributes for graduates from Exercise Science programs.

ID: 292

Teachers opinions on task card implementation in physical education in Flanders
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Introduction
Task cards are papers that contain information to help students learning by providing prompts and directions during practice (Lee & Ward, 2002). They have shown beneficial influence as powerful learning means in the social (Dyson, 2003; Pea, 1994) and motor domain (Byra, 1993; Johnson & Ward, 2001; Barrett, 2005). In Belgium, task card implementation in student – centered learning formats has been promoted in pre - and in - service training. Teaching with task cards demands a conceptual shift in teacher functioning (Fullan, 1999), resulting in altered management, instruction and planning (Dyson et al., 2003). Task card implementation therefore sometimes forces teachers outside their comfort zone. This discomfort may lead to inability or unwillingness to use task cards and delegate responsibility to students (Cohen, 1994a). A questionnaire was designed to get an overview of Belgian PE teacher perceptions on task card implementation.

Methodology
400 teachers filled out a systematically designed 36 item Likert questionnaire. Factor analysis revealed 5 factors: teacher knowledge, teacher ability, teacher feelings, student knowledge and student skill.

Results
Reports on task card use were moderately positive for the teacher knowledge, ability and feelings and moderately negative for student knowledge and skill. Younger and less experienced teachers reported significantly (p<.03) more positive on 18 individual items and in 4 out of 5 categories.

Discussion
PE teachers in Belgium report moderately positive towards task card implementation. However, several concerns on learning quality for students are to be discussed. More positive reports from younger teachers may be due to the fact they were educated to design and use task cards. Pre – and in-service training programs, having had a positive influence on teachers knowledge and feelings in the past, should emphasize on student learning. Positive impact on students knowledge and ability will facilitate the implementation of task cards in student – centered learning strategies in PE.

References


In Japanese pedagogy, since early 1960’s, distinguishing teaching content from teaching materials is requested(Shibata, 1968,2000;Fujioka,1980). Since 1970’s, difference between theses tow are also recognized in PE(Nakamura,1971;Sato 1972;Iwata,1990;Kihara,1994: Okade,1998). But, developing quality teaching materials for games is not easy. Literature on TGfU (Thorpe,1986,1986a; Mitchell et al. 2003,2006), Sport Education(Siedentop et al.,2004) and also some German literature (Konig et al.,1997;Kroger,et al.,1999, Memmert,2006 ) give rich suggestion to structure teaching contents and to modify teaching materials for games. On the other hand, effect of teaching materials is not reported with little exception(Rink,1996;Griffin.et al.,2001). Therefore teacher would trouble to select teaching materials. To overcome this situation, we are trying to construct system for developing quality teaching materials for games in cooperation with educational board. We have organized the committee for developing it, examine the quality of it and deliver that result to schools with booklet and also internet. In this process, believes of teachers on teaching games were recognized. We have tried to change it through the discussion in the committee. Also teachers in the committee should instruct developed teaching materials to novice teachers. It would be expected to spread developed teaching materials into schools through this system. In such experimental system, university, educational board and schools could cooperate in each other.

ID: 317

Constructing system for developing quality teaching materials for teaching games in physical education
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1 University of Tsukuba, 2 Ibaraki University, Japan

Effect of microteaching on PE class observation and reflection ability for elementary school course students
Yoshihiko Fukugasako1 & Takeo Takahashi2
1 Aichi University of Education, 2 Nippon Sport Science University, Japan

The purpose of this study was to examine the effect of microteaching on PE class observation and reflection abilities for elementary school course students. Therefore this physical education teacher education program conducted the microteaching for other students of PE course.
The microteaching was conducted after students were taught how to develop and use teaching materials and teaching skills. Trials were conducted on 6 of the 15 classes in semester 2, 2005, 6 classes in semester 1, 2006, and 3 classes in semester 2, 2006. Student teachers conducted 45 minutes classes using self-made teaching materials for other students who were playing the role of pupils. Students who were not participating in microteaching observed using a systematic observation method. Observers offered advice based on the analysis results.

Measurement of the effect used the questionnaire in semester 2, 2005 and semester 1 2006, used the questionnaire and knowledge test by video in semester 2, 2006. The knowledge test was measured by using the "observer's checklist" (Takahashi, 1995) before and after the program.

The student teacher affirmatively caught the effect of microteaching from the analysis results of the questionnaire. In addition, the trials showed that student teachers’ PE class observation and reflection ability had been improved (p<.05). On the other hand, analysis result showed the necessity for improvements in microteaching methods, use of typical teaching materials, observation of video content, and opportunities for microteaching.

ID: 321
The study of health and physical education learning area's professional competency on the different backgrounds for elementary pre-service teachers
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The purpose of this study was to analyze the effects of different gender and learning backgrounds on professional competency in health and physical education learning area. This study employed a Questionnaire Survey; and the 153 participants (71 male and 82 female; 76 major in physical education and 77 major in the other faculty.) came from the National Taitung University Teacher College in Taiwan. The study tool was “Elementary pre-service teachers health and physical education learning area teacher’s professional competency questionnaire.” All the questionnaire data were analysed using t-test for descriptive purposes. The results showed: (1) The different gender elementary pre-service teachers’ health and physical education learning area were significantly different. It showed that male’s health and physical education learning area teacher’s professional competency was better than female’s. (2) The different learning backgrounds’ elementary pre-service teachers’ professional competency was significantly different. It showed that the pre-service teachers’ competency whose major was in physical education was better than major in the other faculty’s health and physical education learning area teacher’s professional competency.

Key Words: health and physical education learning area, pre-service teachers, professional competency

ID: 322
A Study on the teacher’s understanding of their students' attitude to the PE class
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The purpose of this study was to examine the facts of the teacher’s understanding of their students about the PE class. To know the facts, it was investigated using a questionnaire to grasp the attitude to PE class developed by Takada et al., (1991). This questionnaire consists from four dimensions: pleasure, cognition, competence and social behavior. Investigations were conducted twice: at the end of the latter half of the first and second semesters. Subjects were 322 elementary school children and their PE (classroom) teachers.

As the procedures of investigations, students were asked to answer that questionnaire, and each teacher was asked to predict the answers of each student. I examined differences between the students' and teacher scores using a t-test.

From the analysis, in many classes, the differences in the "total score" of attitude and “pleasure of PE class” in semester 2 were smaller than in semester 1, although the changes were not statistically significant. As other results, the differences on the dimension of “way of learning” became significantly bigger in the 2nd semester than the 1st. From these results, it was concluded that the teacher came to understand their students well more than 1st semester. Additionally, it was concluded that it is important to understand the cognitive domain of students more accurately.

These results represent baseline data of the understanding of students for teachers.

ID: 323
Teacher’s professional competencies in health and physical education in the elementary schools of Kaohsiung, Taiwan
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The purpose of this research was to understand the professional competency in health and physical education learning area of Kaohsiung elementary school teachers, and to compare with the influence of teacher’s professional competency in other various backgrounds.

This research method included the questionnaire survey and the visit investigation. Random sampling was used to select elementary school health and physical education learning area teachers from Kaohsiung. The “Kaohsiung elementary school health and physical education learning area teacher’s professional competency questionnaire” was used as the research tool. The questionnaire was delivered to 425 teachers, 415 were retrieved. The questionnaire data were analysed using SPSS 10.0 statistical software for t-test, one-way ANOVA. In addition, four health and physical education learning area teachers were interviewed using a semi-structured interview technique. This research had the following conclusions. (1) The Kaohsiung elementary school health and physical education learning area teachers’ professional competency was good. (2) The elementary school health and physical education learning area teachers compared with their different gender, age, seniority, there were significant differences in educational professional competency. (3) The elementary school health and physical education learning area teachers compared with their gender, age, seniority, physical education credit hour, teaching learning stages, teaching subject, school scales and whether or not to direct school athletic team, there were significant differences in physical education professional competency. (4) The elementary school health and physical education learning area teachers compared with their teaching learning stages and whether or not to direct school athletic team, there were significantly different in health education professional competency. (5) The elementary school health and physical education learning area teachers compared with their teaching learning stages and whether or not to direct school athletic team, there were significant differences in health and physical education learning area professional competency.

Keywords: Health and physical education learning area, teacher’s professional, professional competency
ID: 325
A study of the comparison of teaching behaviors of pre-service physical educator on induction program
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The purpose of this study was to investigate and compare the influence of the induction program on the pre-service physical education teacher’s teaching behaviors. Subjects were two senior students enrolled in the physical education teacher-training program at an University of Education in Taiwan. One was in an additional induction program, the other was not. Both participants were videotaped three times during the field teaching experience. The research procedures included: to complete lesson plans, go through teaching procedures, and evaluate teaching videotapes, interviews for the content of effective teaching and written field note. Physical Education Teacher Assessment Instrument (PETAI) was used to analyze each teaching videotape. Descriptive data and content analysis were recorded to show the percentage of time in each behavioral category and interview transcripts. Within the limitations of this study, the findings were: 1. Pre-service physical educator spent more time in instruction than management, but the percentage was lower than the finding of most effective physical educator. 2. The effective teaching behaviors of the pre-service physical educator were found that stably improved through the induction program. Especially those were on the teaching behaviors of monitoring and behavioral management. 3. The induction program could help the pre-service physical educator to understand and extend the knowledge of effective teaching and applied to his teaching processes. Key words: Induction program, Physical Education Teacher Assessment Instrument systematic observation, pre-service physical educator

ID: 328
Student teachers’ professional identities
Fiona Dowling
Norwegian School of Sport Sciences, Norway

This paper will ask ‘what types of professional identities do PE student teachers construct?’ At a time when society seems to ‘eroding’ impossible expectations upon the profession to solve social issues such as the ‘obesity crisis’ (Evans et al, 2004) or ‘re-engaging disaffected youth’ (Sandford et al, 2006), it seems poignant to ask whether tomorrow’s teachers’ notions of professionalism equip them to intellectually challenge such ambitious goals and at the same time provide their pupils with meaningful learning experiences in PE? Recent research on teacher educators in PETE in Norway indicates that many teacher educators draw heavily upon ‘managerial’ as opposed to ‘democratic professionalism’ (Dowling, 2006). They appear to be more concerned with the successful transmission of the ‘truths’ of PETE, rather than developing critically reflective students as democratic citizens with an interest in social justice. This paper will therefore ask whether PE student teachers construct similar professional identities or whether they form different identities given their dissimilar socio-historical locations in the PETE culture? In particular it will use the lens of gender equality and equity to explore to what extent today’s PE student teachers identify with Hargreaves (2003) claim for the need to teach beyond the knowledge society? The data have been collected via group interviews with 12 students attending PETE courses at 2 universities in Norway (4-5 students in each group), as well as from document analysis of PETE policy at each institution. They have been coded and analysed using a ‘content analysis’ approach. It is hoped that the findings will enrich our understanding of young peoples’ on-going identity construction within the PE profession and enable both students and teacher educators to critically reflect upon the types of ‘professionalism’ with which we engage.

ID: 375
The effects of Mosston’s Reciprocal Style on the personal skills development of a student with intellectual disability
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The purpose of this study was to examine the effects of reciprocal style from Mosston’s teaching spectrum on the personal skills development of a student with intellectual disability. The participant of this study was an 8th grade female student with mild intellectual disability. She was enrolled in a regular school and enjoyed PE lessons in an inclusive setting. An experience female PE teacher taught 20 lessons of volleyball activities to the 8th class students for 10 weeks. Data collection methods of this research included a self-designed “Interaction of students in physical education teaching criteria sheet” and a modified version of “The survey of interpersonal skills for students with intellectual disability” developed by Huang (2004). The participant, classmates, PE teacher, classroom teacher, and parents were interviewed prior and after the volleyball instruction. The quantitative data was analyzed using descriptive analysis while the qualitative data was analyzed using content analysis method. The results were as follows: 1. The personal relationship of the participant with other students in her class was greatly improved after the Mosston’s reciprocal style of teaching. 2. The personal relationship of the participant with her teachers was also improved as she was able to communicate better than before. 3. The personal relationship of the participant with her parents was improved in that she was more willing to share information from school. Keyword: Mosston’s teaching spectrum, reciprocal style, intellectual disability, interpersonal skill

ID: 376
A collaborative action research on teaching games for understanding
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The purpose of this collaborative action research was to examine students’ basketball learning status under the Teaching Games for Understanding (TGfU) approach. More specifically, it was aimed to study the problems encountered by the research team, and to develop a strategy to solve the problems. The participants were 40 7th grade students consisting of 20 female and 20 male students from a junior high school. An expert PE teacher taught 12 basketball lessons for six weeks to the students. Data were collected using participant observation, interview and school document in order to reveal the learning and teaching process and the results of the team learning. The research findings were: 1. TGfU could promote students’ thinking and response ability as well as team’s tacit cooperation. Through playing games, student’s skill was upgraded. 2. The research team actually encountered several problems: (1) The students had problems in comprehending the student assignment, participation timing and intention of the instructional process. (2) The students also had difficulties with group
communication. (3) The teacher and the students both had recognition gaps on the skill and knowledge about TGfU approach. 3. Strategies were developed to modify the content of the unit and lesson plans and the teaching time, to adjust the design of the activities and the time allocation, and to encourage the PE teacher to participate in the discussion timely on each team’s activity. This study showed that collaborative action research was an effective way to solve learning-teaching problems, and enhance teacher’s professional knowledge and competence.

Key words: Teaching Games for Understanding (TGfU), collaborative action research

ID: 384
Contextual interference effect on skill learning of waltz
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It is generally agreed that increasing contextual interference (CI) is beneficial for acquiring motor skill in a number of aspects in which the movement is predominantly a discrete motor skill. The purpose of this study was to examine the blocked-random effect in serial motor skill. Twenty-two university-age and novice participants practiced basic Waltz steps (closed change, reverse turn, and nature turn) under either low CI (blocked practice) or high CI (random practice) through random assignment. All participants performed 108 acquisition trials in continued three days, followed by delayed retention trials (20 for two-day delayed and 20 for one-week delayed). A scoring rubric for basic Waltz technique that developed by authors was used to assess the performance at the beginning practice, the end performance of every acquisition day, and two delayed retention tests. The differences for the score of basic Waltz was analyzed by 2 × 6 mixed design two-way ANOVA with an alpha level of .05. Results showed there were no difference between the low CI group and the high CI group for three movements of Waltz during practice session (p > .05), but the high CI practice in three movements of Waltz was almost always shown to be as beneficial as the low CI practice (p < .05). For the kind of serial motor skill of ballroom dance, it was not found that the low CI practice resulted in a performance advantage during acquisition. The high CI facilitated learning of basic Waltz movements on the time signature but not on feet positions.

Keywords: ballroom dance, practice scheduling, motor learning

ID: 360
The importance of pedagogy in coach education
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Traditionally coach education courses in the United Kingdom have focussed on “drills and skills”. The consequence of this has been the neglect of coaching pedagogy by many national governing bodies of sport and sporting organisations. The focus on the traditional approach has led to a number of key learning opportunities for coaches being overlooked and the subsequent lack of key skills necessary for the development of expertise in coaching has been detrimental to performance sport (Bell, 1997). Expert coaches have attributed their development to instinctive or tacit knowledge of their sport, often without recourse to the relevance of their coach education courses or the construction of their own personal knowledge (Ericsson, Krampe & Tesch-Römer, 1993).

Coach educators are responsible for creating a suitable coaching environment where their athletes can learn and progress. Little attention has been paid to the effectiveness of coach educators in creating an appropriate environment for coaches to develop or perhaps more importantly teach coaches how to establish this atmosphere in their sessions (ASC, 2001). Historically coach educators have not been selected for their knowledge and understanding of the learning process, motivational climate and pedagogical concepts. Indeed many of these factors do not feature in existing coach education courses (Cote, Salmela, Trudel, Baria, & Russell, 1995).

This research studied coaches’ perceptions of their experiences of coach education courses through the administering of a survey to 621 sport coaches at various levels of development. It examined three key areas, firstly the course setting or environment, secondly the coach educators or assessors and lastly how much benefit the coaches perceived they gained from these qualifications. The collected data were analysed by chi square to determine association between coaching levels.

The results suggest that coaches view their courses as useful, enhancing their development in a range of areas, for example, biomechanics, physiology and psychology as well as tactical and technical information. Subsequent examination of course content has indicated that there is little emphasis on biomechanics, physiology and psychology in favour of the techniques and skills of the specific sport. Does this suggest that there is an unwillingness on the part of the coaches to acknowledge the lack of this type of information on coach education courses (Gilbert, & Trudel, 1999). Perhaps this lack of input could be understood at certain levels of coaching certification. However if this is lacking throughout the levels of coaching certification the question that must surely be asked is where is it deemed to be necessary.

Coaches at all levels of development appreciate the importance of reflection (92%) and a significant number (84%) report that they reflect on their coaching. However when questioned regarding the form of this reflective process the response is less clear. Many coaches (43%) do not have a specified time after their sessions that they use to reflect and even fewer (22%) have a series of questions that they work through. This may suggest that coaches are aware that reflection is a key component in the development of expertise and beneficial to many coaches (Guest, Regehr, & Tiberius, 2001). It may further be surmised that they feel pressured to say they reflect but in actuality they do not possess the tools to enable them to do so.

Coaches apparently place little relevance on pedagogical skills and do not view these as particularly necessary to their development. They do not appear to consider the coaching environment as fundamental to quality coaching. Their role in establishing this environment or quality learning setting has not been explicitly considered or deemed to be necessary in the development of performers. Many coaches consider the coaching environment to be straightforward and implicit within their coaching rather than an issue that should be considered as a separate concern (Gould, Guinan, Greenleaf & Chung, 2002).

Coaches would appear to view a significant number of their coach educators as “gatekeepers”. This is apparently a negative view of the coach educators who wish to prevent a number of aspirant coaches from progressing through the levels. The prevailing belief is that some coaching organisations wish to control the movement of coaches throughout their coaching career. Some coaches are ostensibly more suitable to gain further coaching qualifications than others with no more discernable criteria. This causes unrest in some sports however the redress available to coaches merits attention.
In conclusion, coach education courses need to be both longer and broader in remit. Coaches need a more rigorous grounding in the fundamental aspects of coaching. This must embrace the aspects of learning, pedagogy and reflection as well as more information on the softer skills of coaching which are fundamental to the development of expertise.

References


ID: 351
The learning effects of basketball activities on the student with physical disability
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The purpose of this study was to investigate the learning effects of basketball activities on a student with a physical disability. The participant of this study was a 14 years-old student with physical disability who had had his left arm amputated. The student participated in the basketball activities for 20 PE lessons in 10 weeks from March 12 to May 20 in 2007. The Basketball unit was an instructional activity conducted in an inclusive setting. Pretest and posttest on basketball dribbling and lay-up skills were administered. The data was analyzed by descriptive statistics. A self-designed observation inventory and semi-structured interview were used as the research tools. After the basketball teaching, the homeroom teachers and parents were interviewed. The obtained data of the improvement of his interpersonal interactions was interpreted and analyzed. The results of the study were:

1. The student with physical disability showed great improvement in his basketball skills. 2. The student with physical disability showed improvement in his interpersonal interactions with teacher and classmates in his class. 3. The student with physical disability also showed improvement of his interpersonal interactions after school.

Keywords: Basketball activities, Physical Disability, Learning effects.

ID: 352
PETE, content knowledge and the education market
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Any debate about the future of PE teacher education (PETE) cannot escape a discussion about what knowledge and professional skills future teachers require. Bernstein (1996, 2000) has long since drawn our attention to the way in which power relations distribute notions of professional knowledge. In Norway higher education a teacher education degree in PE can currently be obtained with an accumulation of credits equivalent to three years full time education from multiple institutions. Framed by an education policy in which adaptation to a regulated education market (Ball, 2006) and reforms of university governance are interconnected with a national policy of decentralization (Karlsen, 2006), institutions have to compete each year for students to justify their existence. Today there are 20 institutions offering PETE despite a population of 4.5 million. This paper will focus upon what this current competitive situation means for the content of so-called ‘relevant’ professional knowledge, and asks who ‘owns’ and for what ends, is defining PE teachers course content? The data comprise in-depth interviews with nine teacher educators from three PETE University Colleges, national and local curricula, and teacher education policy documents, which have been analyzed using the constant comparative method (Maykut & Morehouse, 1994). The paper reveals that PETE courses in Norway are becoming more a reflection of surviving in the education market place than meeting the professional needs of PE educators in the knowledge society (Young, 1998; Hargreaves, 2003) and raises serious questions about the subject’s future in schools and universities.

ID: 353
Action research of applying the movement analysis model for second grade students in a Taiwan Elementary School
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This action research applied the movement analysis model on physical education teaching of second grade students in an elementary school. The purpose was to explore the progress of movement analysis model implementation, the acceptance of students toward the movement analysis model teaching, and the construction of student’s movement concept after the implementation. The movement analysis model was a teaching model mainly for elementary school children. The teacher offered the learning context and guided with the problem solving approach, in order to assist the children to explore the fundamental body movement, and improve the cognition toward the awareness and concept of body, space, direction and time. The target students of this research were 26 second grade students (13 boys & 13 girls). The activities of physical education classes were designed using the movement analysis model. Data were collected by interview, observation, worksheet, and survey on acceptance level. Content analysis was used to analyze the qualitative data. The results of this study were as follows:

1. The level of acceptance by students toward physical education classes using the movement analysis model was high. 2. The teaching of movement analysis model facilitated the construction of student’s concept on body movements. 3. The progress of this action research could improved the teacher’s teaching abilities and caused her think and introspect. The results of this research could
Introduction

In some Japanese universities physical education classes are taught as a liberal arts subject. All students can register for the PE class. The main aim of PE classes as a liberal arts subject at universities where there is no Faculty of Sport Sciences is as follows: 1. To lead the subsequent sports activity as lifestyle habit. 2. To enhance physical fitness and motor performance. 3. To feel interested in health and their own body.

In addition, students enrolled in the PE class can learn about communication, empathy, etc particularly in the practical classes. Lectures mainly cover theoretical aspects but in practical classes the emphasis is on movement, where students must move their bodies according to the instruction and demonstration of teacher. Students usually claim, "I can understand the theory of movement, but I can not move like model." If a movement improves by teaching, it is evidence of communication from individual (teacher) to individual (student). The teacher must observe, empathize and communicate for improvement of movement. If students try to teach and learn through role-playing as liberal arts subject at university I think that students can learn not only basic knowledge based on sport sciences, to discuss about more concrete teaching and learning, coaching and education as liberal arts subject at university were examined.

Methods

The subjects were 19 students, 12 males and 7 females in the PE class, "motor learning, coaching and education", at D University in Japan. The 9 students, 5 males 4 females attended the class in 2005, and the 10 students, 7 males and 3 females were attended the class in 2006. In the PE class, the following was done. 1. The students learned teaching models of sports, games and light exercise. 2. The students were divided into groups of students each. 3. Each group made a teaching plan for sports, games or/and light exercise with their own teaching plan as a trial, teaching other students for a 60-minute lesson. 5. The trial teaching was videoed by students of the group. 6. The footage was encoded into real player format. The encoded video footage was uploaded to the "e-class" system. The students could see and observe the video footage by e-class in their own time. 7. All students filled the evaluation form on the Web page in this e-class, and submitted as an attachment file with email. 8. Steps 4 to 7 were repeated for all groups. 9. After trial teaching of the last group, all filled evaluation forms with students were passed out to all students. 10. All students were given tasks as follows. 1) Discussion about comparison of filled evaluation form of all students. 2) Discussion about this participatory class; "teach- learn" role-playing. 11. Students reported about the discussions.


Results

The following 4 factors in the reports of students were considered.

Distinction of evaluation

16 students found positive evaluation as well as negative evaluation in same question on all evaluation forms, although all students saw same video footage. A described example of student on evaluation forms: "The teacher’s evaluation and student’s evaluation in role-playing were two different things, positive evaluation and negative evaluation." Common evaluation

Nine students found common evaluation of positive or negative evaluation in same question on all evaluation forms, although all students saw same video footage. A described example of student on evaluation forms: "The evaluation was same in the questions No. 2. Contents, 3. Methods, 4. Preparations, 5. Time allocation, because the question was objective information." Difficulties in teaching

Seven students recognized difficulties in teaching. The reason is that teacher’s intention did not reach to students, or were misunderstood students, although all students learned same movement from same teacher, and saw same video footage. A described example of student on evaluation forms: "It is very difficult to move just as person designed with our own instructions.”, "Our own intention did not reach to other person.”

Evaluation of this PE class

Eleven students recognized the importance of and interest to consider from other viewpoint, and importance of communication by this “teach- learn” role-playing.

A described example of student on evaluation forms: "In this PE class, I learned difficulties of teaching and making someone understand. And I learned importance of communication, and importance of understanding of other person’s value. These things I have learned in this PE class is very useful and importance not only in teaching but also in my life. These are important foundation of empathy.”

Conclusion

Many students found differences of evaluation, positive or negative evaluation from the evaluation forms, although all students learned same movement from same teacher, and saw same video footage. But the students who recognize differences of value, importance of communication not only in teaching but also in life were less than students who found differences of evaluation. It was suggested that the “teach- learn” role-playing in PE class as liberal arts subject at university what does not have faculty of sport sciences in Japan useful to find differences of evaluation from other viewpoint. We should try to improve from finding differences of evaluation to cognition of importance of communication, empathy and differences of value in PE class as liberal arts subject at university.

Reference

ID: 278  
**Career Education for students majoring health, physical education, and sport**  
Hiromi Miki, Chihomi Sannami, & Etsushi Hasegawa  
University of Tsukuba, Japan

At the University of Tsukuba School of Health and Physical Education, a career education program is provided to the students for the purpose of considering future career paths. This study attempted to (1) comprehend the awareness of the students toward their career and (2) clarify the effects of the program. In the program, 251 students engaged in activities for “knowing oneself,” “knowing about one’s future occupation,” “looking at oneself in light of one’s feature occupation,” and the activities to consider the difficulty of selecting an occupation. 1) Teaching was the most common occupation that the students desire. Other occupations, though varied, included physical education, sports, health and welfare. 2) While most of the students thought that they should begin immediately to make preparations for finding employment, there were not many who had actually decided upon an occupation. 3) They experienced difficulty in taking action due to the lack of a sense of crisis expressed as “there is no real sensation” and a sense of apprehension expressed as “once you choose one, you lose other possibilities.” 4) Unlike opinion articles by well-known people, articles regarding ordinary people had an influence as examples of a working life. 5) From the self-appeal statements written by senior students actually applying for a teaching job, the students gained an explicit understanding of how they should go about writing self-appeal statements. 5) Through the program the students heightened their awareness of their future occupation and confirmed the importance of learning at the university.

ID: 345  
**Reflections of a PE teacher implementing the sport education model in junior high school**  
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² National Taiwan University, Taiwan

The purpose of this study was to investigate a P.E. teacher’s reflections on the design and implementation of the Sport education model. The participants of this study included one female expert physical education teacher who had ten years experience and students in her eight 8th grades classes. In accordance with the sport education model, the researcher designed a basketball teaching program with fourteen units. The content of the units were team affiliation, skill of shooting, dribbling, lay-up, passing, multiple role-play, tactics and formal competition. The Researcher kept record of the designed lesson plan implementation and wrote teaching journal twice a week. The qualitative data were collected via observation, document collection, and content analysis was used to analyze the qualitative data. The results revealed the following findings: (1) The implementation of “Team Affiliation” promoted the teacher’s classroom management efficiently. (2) “The Multiple Role Play” helped the teacher to observe students’ learning in every aspect possible. (3) Carrying out “Formal Competition” allowed the teacher to use the arrangement of techniques and tactics. (4) The design of “Sports Season” provided the teacher more adequate time to plan teaching content.  
Key words: Reflections, Sport education model, Team affiliation, Multiple role play

ID: 347  
**Experiences of teaching and learning dance among physical education (PE) student-teachers: The Hong Kong (HK) perspective**  
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Hong Kong Institute of Education

Dance has always been in the HK PE curriculum for primary and secondary schools, however, for various reasons, only a minority of teachers prioritise it in PE lessons. The 2002 Education Reformation safeguards dance in the curriculum, alongside seven other activity areas. Dance is also a core curriculum for the HK Institute of Education (HKIED) PE student teachers. It is unknown how they perceive dance and whether they will prioritise to teach dance after graduation, especially for the male students. This study investigates HKIED PE student teachers’ perceptions about dance teaching and learning before and after a dance module. Conducted by experienced lecturers, it lasted two semesters and consisted of five dance forms: funk, hip hop, social and creative. Students’ aesthetic ability, dance skills and teaching competency were emphasised. Nine B.Ed secondary school Year-1 students (4 males, 5 females) from the cohort of 20 were randomly selected and consented to participate in the study. After each lesson, students submitted an online reflection journal with two guided questions (about teaching strategies and dance skills). For each dance form, feedback was given regarding their practical assessments, and written assignments to enhancing the learning and teaching process. Qualitative data were documented by video-taping, electronic reflection journals, and semi-structured interviews by the same experienced researcher. Preliminary qualitative analysis of the results revealed a positive change in attitudes towards dance, and an increase in teaching competency after the module. Some had even developed a strong interest in certain dance forms and took regular courses since then. However, many reported an uncertainty about teaching dance in the future, not because of incompetence, but because of the current school culture that they experienced. Longitudinal research and in-depth analysis are warranted to see how these students perceived when they graduate in three years’ time.

ID: 340  
**A pilot-test of experiential learning strategies on teaching team ball games for student teachers in Hong Kong**  
Kevin Kam, C. Li, & A. Cruz  
The Hong Kong Institute of Education

This paper describes the use of experiential learning approach on teaching ball games for cultivating the learning-to-learn skills highlighted in the current education reform. The module “Physical Activities for Primary Team Ball Games” of a B.Ed program was identified as a pilot study for the exploration, implementation and evaluation of the approach. The effectiveness of the implementation of the approach in the module was evaluated in terms of case study and content analysis. The qualitative analysis is based on the data from the ethnographic interviews and semi-structure interviewing was introduced before and after the module teaching. Semi-structure interviews with nine selected participants of the module were introduced as the pre-and-post test of the study. Qualitative data on planning, implementation, and evaluation of the modules teaching and learning was collected in the form of written documents, video tapes, observation records, interview transcriptions, and selected participants’ portfolios. Data and process were documented in electronic means and analyzed with the phenomenological method, with the
emphasis on the participants’ constructive discussion, critical inflow among participants, lecturers and professions of the industries. The research highlights the differences of student’s experience and perception to traditional skill-based approach in teaching ball games. The findings indicate the strength of experiential learning approach in cultivating the learning-to-learn skills. It provides data that illustrates the potential effects of experiential learning approach on teaching team ball games. Further research is needed to fully demonstrate the effects of such efforts and to identify how to best tailor the experience to the needs of student in developing their generic skills through learning team ball games.

ID: 341 The learning experience of a cerebellum atrophy student participating in Boccia game during extracurricular time Mei Yun Jan¹ & Keh Nyit Chin²
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² National Taiwan University

The purpose of this study was to examine the process of how a student with cerebellum atrophy improved her catch-and-hold ability, aiming ability, emotional competence (personal accomplishment), and to exercise regularly by participating a boccia game during extracurricular time every Monday to Friday. To collect data for this study, participant observation and interview were used. The participant was a 15 years old female student with cerebellum atrophy from a Junior High School in central part of Taiwan. The data were then analyzed qualitatively. The results were as follows: (1) After starting the boccia exercise, improvement was found in the body's coordination, and the catching and holding ability of her hands. (2) It was difficult for the participant to roll the balls in the same direction before learning the boccia game, but after participating for one semester, she was able to roll the balls to a location within 2 to 2.5 meters in diameter to “the target ball” that was placed 6 to 10 meters away. (3) Boccia game not only brought the participant happiness, laughter, joy, self-accomplishment and good fitness, but developed a love and mean to exercise independently. (4) The participant also build up her confidence during group tournaments, she were very proud of herself and shouted “I win!” or “Yes!” when she won a game. This made a very touching moment to all the people at scene. Key words: Cerebellum Atrophy, extracurricular time, boccia game.

ID: 342 The effects of aquatic exercise on the body movement of a student with hemorrhagic stroke Mei Yun Jan¹ & Keh Nyit Chin²
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² National Taiwan University, Taiwan

The purpose of this study was to examine the effects of aquatic exercise on the movement ability of a student who suffered from hemorrhagic stroke. The participant of this study was a sixteen-year-old high school female student. The aquatic exercise program started from March 6th to May 29th, 2007. The student exercised twice a week for ten weeks. Each session lasted for 50 minutes. The training program content included 5 movements in the pool: walking, leg lift, hand stroke, chest expanding, floating and kicking. The participant was also provided the opportunity to train on his health related fitness. The participant was observed and the performance was recorded on every instructional exercise time to assess the change of water adaptability and joint movements. Data for the participant’s performance on water adaptability and joint movement were collected and analyzed through descriptive analysis. The results were listed as follows: (1) The participant made good progress in water adaptability after aquatic exercise. She could float with assistance. Most of the time, she could move freely in the water; (2) The participant made good progress in hand grasps, locomotion skill, and functional ability in daily life; (3) The range of motion of both hands were improved significantly; (4) The participant also showed improvement in language expression as a side benefit of this aquatic exercise program.

ID: 429 Feedback study of a elementary physical education expert teacher Yen Ling Lin¹, Keh Nyit Chin², & Fan Kang Jung²
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The purpose of this study was to examine the feedback behavior and the feedback content of a physical education expert teacher. One elementary school physical education expert teacher, and 25 third grade students (male = 13; female = 12) in his physical education class served as the participants in this study. The physical education expert teacher taught 8 lessons of basketball for 40 minute each. Instruction took place during four dribbling and four shooting sessions. Data were collected by videotaping and audiotaping. The systematic observation instrument used was Fishman & Tobey Teacher Feedback Observation System. The teacher feedback observation system included two parts. The methodological dimension included the observation form, the direction, the time, and the substantive dimension included the teacher intent, the character, the general referent and the specific referent. Content analysis method was used to interpret the reflective teaching journal of the teacher. Game Performance Assessment Instrument (GPAI) was used to assess students' skill learning and performance. Results indicated that: (1) The expert teacher provided verbal feedback to individual student simultaneously or after the completion a movement skill. (2) The expert physical education teacher used “neutral” statement to offer corrective feedback regarding space in student’s partial movement skill. (3) The frequency of this teacher’s feedback was lower than expert teachers in previous feedback studies because this teacher used TGfU approach. She questioned the students instead of giving feedback most of time.

ID: 391 Development of scoring rubric for the basic tango technique Yu-Ting Huang¹, Shih-Chen Chao², Chung-Yu Chen²
¹Asia University, Taiwan, ²National Taiwan College of Physical Education

Ballroom dance as the content of physical education is beneficial to promote the peer interaction among the learner. And making ballroom dance a practical and successful part of the physical activity setting, it is efficient to develop the education standard of the social behavior. However, the reinforcement of the psychomotor and cognition on the task for learner is an important crisis to achieve the aforementioned standard. This study aims to construct the scoring rubric for basic Tango technique with validity and reliability in order to evaluate the effectiveness of teaching and to provide learner information on their progress. Tango is an important and special event in Standard discipline in ballroom dance. Because it is included the observation form, the direction, the time, and the substantive dimension included the teacher intent, the character, the general referent and the specific referent. Content analysis method was used to interpret the reflective teaching journal of the teacher. Game Performance Assessment Instrument (GPAI) was used to assess students' skill learning and performance. Results indicated that: (1) The expert teacher provided verbal feedback to individual student simultaneously or after the completion a movement skill. (2) The expert physical education teacher used “neutral” statement to offer corrective feedback regarding space in student’s partial movement skill. (3) The frequency of this teacher’s feedback was lower than expert teachers in previous feedback studies because this teacher used TGfU approach. She questioned the students instead of giving feedback most of time.
on self-expression and social interaction. The scoring rubric is developed in Delphi panel process and is adapted to the needs of university students for physical education program. Through the discussion and integration between the panel of experts, it is resulted the basic Tango technique mainly focuses on the movement, following time signature, the correct sequence of the part of the foot in contact, and feet positions. But it is necessary that the further research to insight into the critical feature in Tango movements that might facilitate the process of socialization in learners' aspect.

ID: 393
Primary PE: An Irish case study
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The publication of the Primary Curriculum for Physical Education (1999) in Ireland represented a significant step in the process of providing quality opportunities for the development of the child through Physical Education. As part of a wider study of the effectiveness of an intervention designed to offer a programme of support and professional development using a 'whole school approach', the purpose of this research was to increase understanding of the practices and the perspective of the teachers within the school and systematically document these to increase the understanding of the investigator prior to the intervention. The Department of Education and Science date for implementation of the curriculum was September 2006. Methods: A descriptive case study was employed, using a large suburban vertical primary school in Dublin. (Teachers n=27, Pupils n=780) The research design was mixed methods whereby data were gathered to ascertain the extent of the teaching experience in Physical Education and related areas within the school, with specific reference to taught aspects of content, and the teaching methodologies that were employed, to provide insight into the support that they would require within a programme of professional development. Results: Lack of time is a huge barrier in providing quality PE, time to plan, time to organise resources, and time allocated to PE, in an ever demanding curriculum. Games and Athletics are the main strands taught with no Outdoor and Adventure Activities or Aquatics being taught. The strands of Gymnastics and Dance were taught by less than half the teachers. Direct teaching is the methodology used by most teachers and the focus of all lessons is primarily on social development before skill development. Teachers expressed a lack of subject knowledge and confidence as reasons for not teaching the PE curriculum. Conclusion: Teachers need to be educated as to what Physical Education is – there is confusion between Physical Education, physical activity and games. Environmental supports need to be in place prior to support in content knowledge and teaching methodologies being offered.

ID: 482
Pre-service teachers’ reflection on early field experiences with PE lesson in kindergarten
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Nowadays, the enrichment of field experience becomes a problem in nursery teacher programs in Japan. The purpose of this study was to analyze the reflective thinking of students acquired through early field experiences with PE Lesson in kindergarten. The subjects were 84 freshman students who participated in three-time PE Lessons in kindergarten. The manner and methods were following: I executed three-time classes in the process of early field experience in a PE lesson for 20 minutes, the observers marking the questionnaire to evaluate the pre-service teachers, reflective journaling, reporting the observers' evaluations, the pre-service teachers who filled the role of a nursery teacher reporting what they felt in the PE lesson, discussing for 30 minutes, and lastly reflective journaling. After I executed three sets of this class, I classified the descriptions of the reflective journals in similar contents. The data from this study showed that the contents of the reflective journals were increasing quantitatively and qualitatively. The findings suggest as follows: (a) The pre-service teachers can understand the difficulties of child care through early field experiences which allow pre-service teachers to experience the realities of child care, (b) early field experiences can aid professional development, and (c) early field experiences can motivate pre-service teachers for becoming a nursery teacher.
The purpose of this study was to determine the critical thinking levels of students enrolled in the Physical Education Teacher-Training Program (PET-TP) and Classroom Teacher-Training Program (CT-TP) and any possible differences in total critical thinking scores according to teacher-training program, gender, grade level and score types of university entrance examination (UEE). The study included students of first to fourth grade level enrolled in the Physical Education and Sport Teacher-Training Program and first to third grade level enrolled in the Classroom Teacher-Training Program at Hacettepe University during the 2006-2007 academic year/fall and spring semester in Turkey. A total of 111 students (45 Male, 66 Female) were included in the study. Of the 111 participants, 48 were from PET-TP and 63 were from CT-TP. Watson-Glaser Critical Thinking Appraisal Test (WGCTAT), developed by Goodwin Watson and Edward Glaser (1964) and adapted by Çikrikçi (1992) to Turkish was used to collect data. This instrument included five sub-tests in which participants responded to 100 questions. Specific critical thinking components measured by this instrument included: inference (20 items), recognition of assumptions (16 items), deduction (25 items), interpretation (24 items) and evaluation of arguments (15 items). In addition, the researchers instructed the students in completing a “Personal Information Form”, which took approximately 45 minutes. Descriptive statistics, t-test, Analyses of Variance were used for all data analyses. Mean score of the critical thinking test was 61.12 ± 8.73 for all students attending the PET-TP and CT-TP. Mean scores on the five WGCTAT subscales were 8.92 ± 2.32 on inference, 10.30 ± 2.82 on recognition of assumptions, 15.81 ± 2.88 on deduction, 17.88 ± 3.32 on interpretation and 8.33 ± 1.98 on evaluation of arguments. These scores suggest that the level of critical thinking skills of all preservice teachers is average. Analysis of the data revealed no significant differences regarding teacher-training program at total and subscales scores (p>0.05). Although, female students’ scores were higher than male students’ at total and subtests, there was no significant difference between male and female students (p>0.05) except recognition of assumptions subtest scores (p<0.05). The ANOVA analysis yielded a significant effect for grade level at total test scores and interpretation subtest scores (p<0.05). It was found that students’ critical thinking scores were lowest at first grade, average at second and third grade and highest at fourth grade. There was significant differences among students who got verbal point and students got numeric point and equal point in only inference subtest (p<0.05). As we looked total test and inference subtest mean scores the students who got verbal point were lowest level and students got quantity point were highest level. As a conclusion, it can be said that critical thinking levels of students attending physical education and classroom teacher-training programs are similar in Turkey.

Keywords: Physical education and sport teacher, Classroom teacher, Critical thinking, Gender, Grade level, Score types of UEE.

* This study was supported by Hacettepe University Scientific Research Unit.
The quality of physical education in secondary education in the Netherlands (part two) A research to the collaboration within PE teaching teams and the experiences of their students

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2 W.J.H. Mulier Institute

The Department of Sports of the Hague University of Professional Education and the Dutch Institute for Curriculum Development (SLO) have completed a study of collaboration between secondary school Physical Education (PE) teaching teams and the experiences of their students. This research is being conducted under the auspices of the Netherlands W.J.H. Mulier Institute. The research has resulted in the publication of a "Basic Document for Physical Education in Secondary Schools". The ultimate objective of the research and the publication is to improve the quality of PE in secondary schools. Research questions

What form does the collaboration take within PE teaching teams? What factors affect this collaboration? What are the students' individual experiences with PE? Is there a relationship between the nature of student experiences on one hand, and the collaboration between the PE teaching team on the other? Methods The field study was conducted in June of 2005 at 24 secondary schools. Questionnaires were completed by more than 1300 second and fourth form students from 144 PE classes and 100 PE teachers. Forty-five PE teachers and 20 school principals were individually interviewed. In addition, each school's teaching curricula were analysed. Some Results PE students at secondary schools want less emphasis on ball games (although they like them) and more emphasis on fitness activities, defence sports, dancing and alternative activities, such as outdoor, water and winter sports. Most students have a very positive experience in PE. The teacher, 'nice and good', is the most important factor influencing student experience. The higher the level of student sportsmanship, the more positive their experience. Students of the secondary vocational schools (vmbo-P) were significantly more positive about PE than students of schools with higher theoretical levels. Students reported only slightly negative or no significant effects of collaboration between the PE teaching teams (such as in the form of formal agreements, PE curriculum, PE team meetings) on their experiences. Conclusion The students are in agreement with the curriculum proposed in "Basic Document for Physical Education in Secondary Schools". There is, however, a gap between the proposed curriculum and the curriculum achieved in practice, that is, the curriculum experienced by the students.

ID: 476
The views of sports teachers working in primary schools in Ankara on the application of measurements and evaluation techniques

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The purpose of this study has been to assess the views of physical education teachers working in primary schools in the centre of Ankara regarding measurement and evaluation applications. The views are also examined as a function of demographic variables including age, gender, length of service, in-service training, and education levels.

The study was conducted between the 2006-2007 academic year with the participation of 160 physical education teachers working in primary schools. A four point likert scale was used to collect the data. The questionnaire included four parts. The first part of the questionnaire asks for personal details of the teachers (age, sex, length of service, education level, etc.). The second part of the questionnaire includes the views of the teachers about application of measurements and evaluations. It consists of 14 questions on how much the teachers agree with the evaluation techniques. In the third part, teachers are asked to mark the most important items from 1 to 3 in order to evaluate students in terms of their physical skills such as their attendance, active participation in lessons, skill levels, problems that teachers suffer including; the levels of the classes, the physical abilities of the students, evaluation of physical skills at the end of the year including; product, process or both, and finally the collection of data about the effectiveness of projects, term papers, written exams or students' class performance for evaluation. In the fourth part the teachers agree with the evaluation techniques.
questionnaire asked teachers to write their views on cognitive, physical and social evaluation criterions to assess student success. In addition, the Product Moments Correlation Coefficient was performed to ascertain the relationship among teachers' views regarding measurement and evaluation applications and their weekly work-load including the number of the classes they teach, the number of the students they have, and the number of the colleagues they work with. Results show that teachers who participated in the study 'strongly agree' with the views regarding the scales for measurement and evaluation applications. The findings demonstrate that there is a significant difference in the views of physical education teachers in terms of their age, length of service and education level (p < 0.05). Teachers' views on the application of measurement and evaluation is that teachers whose ages are in the 40 to 49 year range were more likely to agree than teachers whose ages were 30 to 39 years. Teachers who have been in service for 6-10 years are less agreeable than those who have been working for 16-20 years.

Teachers with a Master of Science degree were more agreeable than teachers with only one university degree (p < 0.05). By means of the in-service training program, there is no statistical difference between the different groups (p>0.05).

Moreover, results reveal that there is no significant relationship among teachers’ range views toward measurement and evaluation and their weekly work load, the number of classes they teach, or the number of colleagues the work with (p>0.05).

Key Words: Physical Education Teachers, Measurement and Evaluation, Primary School

ID: 470
A case study: PE teacher professional development evaluation program
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Teacher professional development evaluation is an important education policy. Recently in Taiwan the Ministry of Education was striking to enhance the professional growth of PE teachers. The purpose of this study was to examine the process and product of a 2-year Teacher Professional Development Evaluation Program. The participants were 6 PE teachers from an elementary school in a city of Northern Taiwan. This qualitative study used in-depth interview and document analysis to interpret the effects of the program. Through using a newly developed evaluation program, teachers learned to self-evaluate and be evaluated by their peers. The teachers reflected on their professional performance using feedbacks from their peers. The feedback was information from the peer supervision and systematic observation of PE teaching, and dialogue among peers. The results indicated that (1) PE teachers were able to develop professional growth plan through peer cooperative effort. (2) They were more confident about their teaching and able to share their successful teaching experience. (3) They realized the critical role played by teacher professional development evaluation. (4) They felt that time factor and overload teaching work could affected the PE teachers’ professional growth. This finding has implication for physical education teacher education and teaching. Key Word: teacher professional development evaluation, professional growth, peer supervision

ID: 457
A pupil monitoring system for primary education in PE
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With the Dutch government decreasing its role as guardian of the quality of education, schools and teachers must take their own responsibility in this area. However, how can this be done, when guidelines for curricula are becoming increasingly vague? SLO, the Dutch institute for curriculum development, was asked to provide an answer to this question. Working together with the Royal Dutch Association of Physical Education Teachers (KVLO), PE teachers and PE teacher trainers, we have created a document to provide a foundation for PE curricula in primary education in Holland, the ‘Basisdocument Bewegingsonderwijs’ (Basic Document for Physical Education). In that document, we have described learning lines, the building blocks essential to school curricula for PE, as well as pupil achievement goals at four different levels within each learning line which under normal circumstances should be possible to achieve. These provide teachers with the means to define the quality of the outcome of PE lessons that may be expected. This is accompanied by a digital instrument for monitoring pupil levels - ‘Beleves’. In the poster session, we would like to give you a demonstration of this pupil monitoring system in PE lessons. Actions can then be based on the ‘Beleves’ scores to improve the quality of the PE program and PE lessons.
ID: 463
The effect of self-regulated learning strategies on college students’ performance and satisfaction in learning tennis in physical education
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The purpose of this study involving 100 female college students was to investigate whether using self-regulated learning strategies could, at this level, promote students’ learning and satisfaction in Physical Education (Tennis). The conceptual framework for this study included the independent variables of teaching strategy, mediating variables (students’ characteristics – self efficacy, goal orientation and learning attributions), and dependent variables (satisfaction and performance). Students undertaking the self-regulated learning intervention were compared with a group participating in standard curriculum instructional conditions. At the conclusion of the module, students completed a tennis skills test and responded to a satisfaction questionnaire to measure the outcomes achieved. The main results were: 1. There was no difference between the groups on scores for global satisfaction (p=0.059). 2. There was no difference between the groups on satisfaction with valuing (p=0.401). 4. The experimental group demonstrated significantly higher students’ satisfaction through enjoyment than the control group (p=0.013). 5. The experimental group had significantly higher performance in the tennis skills test than the control group (p=0.000).

Several effects of self-regulated learning both anticipated and unanticipated were indicated in this study. Analysis of the monitoring sheets used, provided evidence that students gained more interest and confidence in their involvement in the tennis class by the use of self-regulated learning strategies. However, it was expected that the self-regulated learning group would experience the greater satisfaction. This did not occur so; continuing research is needed to further examine and understand the relationship of learning experiences to satisfaction and particularly the dimension of valuing.

ID: 466
A study of learners’ learning process: A Tai Chi class
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A lot of the research done on instructor has been framed, not to establish theory or to understand learning, but rather to establish direct links between what a teacher does and what a student learns. The purpose of this study was to analyze learners’ learning process for understanding how teaching practice affects learning. Most learning theories have assumed that learning is a private experience: like radical constructivists. Social constructivists would say that all learning is social, meaning that learning is socially constructed. This study investigated the perspectives of radical constructivist and social constructivist. The participants of this study were a Chinese martial art instructor and 36 middle school teachers (11 female, 25 male) with no Tai Chi experience. Data were collected from learning portfolios (classroom records, reflective journals), professional teaching portfolios (teaching plans, classroom observation notes, reflective journals), and skill test (videotape). Content analysis method was used to analyze the qualitative data. The results indicated that instructor used multi-teaching strategies to have more benefits for different learning styles students, instructor’s profession and lesson designed clearly affected learners’ learning intention and outcomes, and that instructor should change teaching strategy in response to students’ learning condition. According to the findings, the conclusion of this study was that, a similar recognition of learning between learners and instructor existed. This recognition led to better learning interaction and effectiveness. The study also found that an active construction perspective and an individualize perspective on learning could coexist as explanations for different phenomena. Keywords: learning styles, learning process, Tai Chi, radical constructivist, social constructivist

ID: 506
Motivating students towards a lifetime of physical activity: The Raffles Junior College Experience
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Raffles Junior College, Singapore

Motivating students to “guide them towards a lifetime of physical activity as a response to the physical inactivity and the related health and wellness issues”, (Himberg, Hutchinson & Rousell, 2003) is an important purpose of the Physical Education Programme. The paper examines how Raffles Junior College in Singapore addressed this problem in its own way by introducing Special PE Electives within the programme to motivate students to adopt physical activity for lifelong physical activity by offering a variety of choices. This was achieved by challenging the norms of the goals of Physical Education and working with partnerships with External Sports Specialists to provide an experience and learning that the student chose and enjoys within the curriculum. The findings of our surveys after the programme have shown that the motivation level of students to participate in at least one form of Physical activity for life is higher. In some cases the Electives programme also motivated students who do not actually enjoy physical activity to admit that they have found a physical activity that they do not mind continuing for life. Our findings also showed that the perception of students that Physical Education is uninteresting and a chore has changed in the light of the introduction of the new Electives. The findings depicted that schools and leaders in physical education may need to reexamine the main purpose of Physical education in view of the changing landscape and adapt the programmes to motivate the students. However these further research needs to be done to address these findings as motivation and learning outcomes is a complex issue that needs to be examined in detail.

ID: 500
Interrupting body knowledges: Challenging pre-service HPE teacher identities
Louise McCuaig
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This paper provides a theoretical and practical response to the Health and Physical Education (HPE) profession’s call for programs of HPE teacher education to engage students in critical reflection. Drawing on the work of Foucault and subsequent governmentality scholars, I argue that the biophysical and psychosocial understandings of HPE, or what I have termed body knowledges, comprise the truth regimes that have sedimented into the foundations of what can and can’t be said about bodies within HPE contexts. As truth regimes, body knowledges and the art of healthy living practices they inspire, engender authoritative definitions of what is normal, and the objective of each citizen’s ethical work. Interrupting and challenging body knowledges through programs of teacher education and professional development, represents a second and significant opportunity to respond to the challenges of contemporary
The effectiveness of primary school physical education in developing generic skills
Daniel Chan, S.C. Hui, K.W. Sum, & M. Tse,
The Chinese University of Hong Kong

The Hong Kong Education and Manpower Bureau (HKEMB) advocates nine components of Generic Skills which could be developed through the school Physical Education (PE) curriculum (HK SAR Education Department, 2002). These Generic Skills are collaboration and communication skills, creativity, critical thinking, information technology skills, numeracy, problem-solving, self-management and study skills. Few evidence was found to demonstrate the effectiveness of school PE programme for developing the nine Generic Skills. The purpose of this study attempted to evaluate the effectiveness of the primary school Physical Education (PE) curriculum in developing students’ generic skills. A sample of 6,548 primary 1-6 students was recruited from 39 schools in Hong Kong using a stratified random sampling procedure which accounted for 6.51% of the total 999 primary schools in Hong Kong. A questionnaire for primary school students’ self-efficacy towards generic skills through physical education programme, in which a standardized score ranged form 0 to 1 was computed for each component of Generic Skills. The higher the score the better the development of the Generic Skills. Content validity of the questionnaire was examined. The findings of this research indicated that, the standardized score for the junior student (primary 1 to 3) was 0.66 (SD=0.190), whereas for senior (primary 4 to 6) was 0.63 (SD=0.195). There was significant difference between the junior and senior grades (t= 5.916, p<0.01). The result showed that the development of Generic Skills in junior students was better than the senior students. Further studies are needed to investigate the reasons contributed to the difference. This study was funded by the Education and Manpower Bureau, Hong Kong SAR.

Discussions in preparation for Revisions of the Course of Study in Japan: Aiming to develop national curricula ensuring accountability
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The Japanese school education has been practiced under the laws and legislations such as the Fundamental Law of Education, the School Education Law and the Course of Study. Fundamental conditions for physical education, such as facilities, the number of teachers and physical education class hours, and so on, have also been stipulated by these laws. Therefore, the minimum requirements have been met at every school everywhere in Japan, and physical education has been practiced under the relatively good conditions. The Course of Study specifies basic policies of overall school education as well as objectives and contents of each subject. The Course of Study provides them as mandatory standards for educational courses in all schools, and the schools implement their curricula at each grade in accordance with the standards. While the national curricula have been contributing to secure the quality of education anywhere in Japan, they have been facing to not a few criticisms arising out of the fear that they may impede creative and proactive practice by teachers and schools. Setting aside the discussion on what is good and wrong about the centralized education system, the 1972 Course of Study was issued as a national standard in 1958, several years after the World War II, and since then, it has been revised every 10 years, responding to the demands of the times. The latest revision is now on the way toward issuance in March 2008. Recently, a decline in academic ability of Japanese students has become a social problem, and accountability for school education (educational assessment and evaluation) is subject to severe scrutiny. Under the circumstances, measures to counter such matters are key topics in the revision. Prior to the revision of the Course of Study, the Central Education Council, an advisory body to the Ministry of Education, Culture, Sports, Science and Technology (MEXT) determined the basic policies of revision. And the special committee on health and physical education of the Central Education Council discussed what should be guaranteed by physical education for all students as the minimum standards (subject contents and achievement goals). As a result, the outcomes physical education should guarantee for students were divided into the following three categories: (1) physical ability (physical fitness and motor skill), (2) knowledge, thinking and judgment, and (3) attitude (attitude of social behavior and affective attitude). Typical examples of the possible outcomes that students are expected to attain in each grade of elementary, junior high and high schools were selected within this framework. The committee for developing the course of study for physical education consisted of technical researchers of MEXT, university professors, local supervisors of school education, and teachers of elementary, junior high and high schools. In accordance with the policies determined by the Central Education Council, the committee identified attainable goals for the lower grades (1st and 2nd grades), the middle grades (3rd and 4th) and higher grades (5th and 6th) in each content area, respectively. These goals are not considered as minimum standards that all the students should meet, but as standards that the majority (70 to 80%) of the students can meet through regular physical education classes. The achievement goals were examined based on the valuable information from experts and practitioners in various fields. However, most of the information was derived from their own experiences and was not proved by the evidence from class practices and class researches. In that sense, it can be said that the standards are theoretical rather than empirically demonstrated. Therefore, we set up an empirical research project with support from MEXT (Grant-in-Aid for Scientific Research A) to examine to what extent these theoretical standards can be actually matched. In the keynote lecture, (1) giving due consideration to the revisions of the Course of Study after the World War II, the author will examine (2) what was discussed in the ongoing revision of the Course of Study and (3) the challenges that have to be addressed to design national standards for physical education.

The road most travelled: Fish tails and violins
Craig Daly
Queensland University of Technology, Australia

Jason is an itinerant physical education teacher servicing five (5) primary schools in Central Queensland. As part of his role he is required to travel over 1000 kilometres on a weekly basis. Whilst well prepared for the teaching of PE Jason has little understanding of interacting with fellow staff, who don’t share his passion for football or music. Presented as a short film, Jason’s almost comical interactions with his fellow passenger, the music
specialist, and the subsequent professional dilemmas that arise, serve to remind all educators that the world of the itinerant physical educator is somewhat different from the norm.

**ID: 344**  
*The study of the effect of yoga asana on multiple sclerosis with health related physical fitness*  
**Hsui Mei Chen¹ & Keh Nyit Chin²**  
¹ National Taiwan Normal University  
² National Taiwan University, Taiwan

The purpose of this study was to examine the effect of Yoga Asana on a student with Multiple Sclerosis’ health related physical fitness. A 34 year-old male with Multiple Sclerosis (height=174 cm; weight=84 kg) undertook a yoga asana training program consisting of 20 movements for half an hour each time. The participant trained twenty five sessions in thirteen weeks. This study used an nonequivalent pretest-posttest experimental design. Health-related fitness Test Items adopted by the Taiwan Ministry of Education was used to collect data. The pre- and post tests showed that: 1)Body composition: His weight reduced from 84 kg to 82 kg; His BMI reduced from 24.4 to 23.4; (2) Sit and reach : The distance increased from 24 cm to 26 cm; (3) Three-Minute Step : He lasted from 2 to 3 minutes; (4)There was no significant difference in Sit-ups. From the above findings, it was evidenced that the Yoga Asana program was an effective training exercise in health related physical fitness for people with Multiple Sclerosis. 

Key words: Yoga Asana, Multiple Sclerosis, health related physical fitness

**ID: 348**  
*The workplace culture of physical education in the UK and the implementation of innovative pedagogies*  
**Louisa Webb**  
Loughborough University, UK

Innovative pedagogies such as Sport Education and Teaching Games for Understanding can produce a range of positive outcomes in physical education (Kirk & Kinchin, 2003; Kirk & MacPhail, 2002; Penney & Quill, 2005; Siedentop, Hastie & van der Mars, 2004; Werner, Thorpe & Bunker, 1996). Previous research, however, has reported teachers’ time and the nature of their work as factors that influence the success of implementation (Mc Caughty, Sofu, Rovegno & Curtner-Smith, 2004). The objective of the research reported in this paper was to analyse aspects of workplace culture in physical education that would impact on the implementation of innovative pedagogies. Following the initial stages of the research on innovative pedagogies undertaken at a primary school (Author, 2006) the research continued at the secondary school level. Data were collected in a trial school and a case study school through interviews and field observations. Four teachers were interviewed for four hours and field observations were made across a six month period. Previous research conducted in the USA on other aspects of workplace culture (Author, 2005; 2006) found that workplace culture was influenced, and the ability of staff to work together to implement innovation was hindered, when male and female staff members worked in separate staff rooms. This paper will present the results of a case study of successful implementation at a secondary school in the UK with a combined staff room with male and female teachers working together and will analyse aspects of the workplace culture that supported the Sport Education innovation.

**ID: 349**  
*Teaching basketball for understanding: The learning effects on fifth graders*  
**Nyit Chin Keh & Sung Chen Ying**  
National Taiwan Normal University, Taiwan

The purpose of this study was two fold, to examine students’ game performance and students’ cognitive content constructed during physical education classes in the Teaching Games for Understanding (TGfU) context. The participants of this study included one male expert physical education teacher and his fifth grade class which consisted of fifteen boys and fifteen girls, a total of 30 students. A TGfU basketball unit of 12 lessons were conducted in this study. Pre-test and Post-test scores of students’ game performance were collected using Game Performance Assessment Instrument (GPAI). This quantitative data was analyzed by t-test for independent samples and ANCOVA. The qualitative data were amassed through documents (lesson plans, teacher’s teaching journal, and students’ assignment and feedback sheets), participant observation, and interviews with the teacher and students. Constant comparison method was used in analyzing the qualitative data. The results of this study were as follows: 1. After the teaching of TGfU basketball lessons, the fifth grade students made significant progress in basketball game performance; boys and girls showed the same learning effect. 2. The cognitive content of students in TGfU context were about action knowledge for problem solving, which was mainly constructed with interactive experience with teachers as well as within student small group discussion. 3. Students learned game concepts mainly through thinking and responding to teacher questioning; 4. Learning experience was the main process of destruction and reconstruction of game concepts related to the meaning of physical education. The results of this study have implications for physical education teachers using TGfU approach.

**ID: 371**  
*Japanese PE students’ perceived teaching skills and motor skills in sports and physical activities*  
**Kaoru Takizawa & Pipsa Nieminen**  
Niigata University

We as the educators of future PE teachers have a responsibility to motivate students and make them interested in developing also the specific competencies, which are essential for becoming a successful teacher. This report is a part of larger research project “On the Road to Becoming a PE teacher”, which deals with Finnish and Japanese PE students’ professional development during their study years. The aim of this research is to investigate how Japanese PE students perceive their competencies in various aspects of teaching skills and motor skills in sports and physical activities. The subjects are about 150 students who study physical education as their major subject in the department of Education at Niigata University. The students represent from the first to forth year levels. The data were collected from June 2001 to April 2007. Perceived competence was measured by asking students to assess and rate their teaching and motor skills in different physical activities. The ratings were obtained using a 7-point scale type scale ranging from very poor (= 1) to excellent (= 7). The data are currently in the process of analysis and the results of the study will be presented at the AIESEP Sapporo Congress in January 2008.
Affordances stand for the movement opportunity and possibility which the natural environment afforded when referring to the organism. This concept strongly emphasizes the direction perception of the environment structure. How did the organisms perceive? Did they count on the cognitive or the body-scale of the direct perception as the information source? This research aimed at the information resource in the individuals’ judgments. To discover what the individual’s minimum passable door width (MPDW) judgments based on, we tried to investigate that the information receiving is referred to either the direct perception of body-scale or the indirect cognition of their shoulder. 14 college students were recruited to serve as participants in this study. First, in Task1, participants were asked to figure out their shoulder width based on their own cognition by linear displacement meter. Then in Task2, the participants had to make judgments about their MPDWs based on visual perception. A repeated measures t-test was conducted to compare the differences between Task1 and Task2, effect size was calculated to check experimental effect. The results showed that the cognition width of shoulder is significantly different from the actual shoulder width and MPDW of shoulder. It proved that the individuals adopted the perception of body-scale as the reference when judging their MPDWs. That the individuals reacted to the environment directly was proven as well. Thus, it is concluded that the affordances perception of body scale can provide the necessary information for the action.

**Examination of affordances on direct perception of body scale**  
Chun-Lun Chao & Chih-Mei Yang  
National Taiwan Normal University, Taiwan  

Effects of ballroom dancing training on postural control  
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¹ Asia University  
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The purpose of this study was based on dual task design paradigm to investigate the effects of stance postural control for ballroom dancers under the conditions of auditory interference. Twenty college students by each group who were active in ballroom dance, active in the other exercises, and sedentary students respectively volunteered to participate in this study and were asked by randomization to stand quietly in one foot with eyes open (quiet stance), quiet stance with the interference of the bar counting of slow music simultaneously (quiet stance with slow music), and quiet stance with the interference of the bar counting of quick music simultaneously (quiet stance with quick music). The Catsys 2000 system was used to record and to analyze sway parameters during three periods of balance control. The results showed that among the three groups of participants, the mean sway during both the conditions of quiet stance with slow and quick rhythmic countings were significantly less than the simple condition of quiet stance (p<.05). Regarding the performance of balance control, the group of ballroom dance was significantly better than the group of active in the other exercises and the group of sedentary under three standing conditions (p<.05). The findings indicated that the performance of one foot balance control did not regress when it was combined with the secondary task that demanded attention under the interference of the bar counting of music. This study supported that ballroom dance as a recreational activity indeed enhanced the performance of stance postural control. Keywords: ballroom dance, postural control, attention demand.

**Physical activity experience of a student with visual impairment**  
Shu Mei Hung & Keh Nyit Chin  
National Taiwan Normal University, Taiwan  

The purpose of this study was to examine the physical activity experience of a student with visual impairment during her school years from primary to high school. The participant of this study was a tenth grade female student registering at a regular high school. A qualitative research method was adopted in this study. Semi-structured interview was used to collect data from the participant, her family members, classmates, school teachers and counselors in order to have a thorough understanding of the participant’s physical activity experience. Both the learning and assessment records involving the participant’s physical activity were collected. A journal from the student was kept for nine months as additional information. Searching for topics through all the information collected, classifying related topics into categories and finding central concepts based on the categories were conducted when analyzing data. Final statements specific to research objectives were derived from data analyzed. The results were as follows: (1)The opportunity to participate in physical activity for a student with visual impaired studying at a regular class in the high school was highly affected by how the school teachers and classmates identify with the student; (2)The degree of variety for a student with visual impaired to take physical activities during her spare time was positively correlated to the availability of space and the amount of support from family members; (3)The participant could have a better learning effects in physical education under the guidance of a teacher who was well equipped with the knowledge of adapted physical education. Key words: student with visual impaired, physical activity experience, adapted physical education.
Is there any significantly different on the health-related physical fitness attitude between pretest and posttest in the experimental group?

Is there any significantly different on the health-related physical fitness attitude between both groups?

The Fitness Learning Attitude Assessment (FLAA) was used as an instrument in this study. All students took the assessment in the beginning of the study and in the end of the study. There are 46 questions in this assessment and divided into 4 factors. Each factor represent different dimension in measure student's attitude. The factors are: favorite, practical, affect, and behavior intention which included as following: 9 questions in favorite, 13 questions in practical, 13 questions in affect, and 11 questions in behavior intention. The 5-points Likert was used in this assessment. 1 represented strongly disagree, 2 represented disagree, 3 represented neutral, 4 represented agree, 5 represented strongly agree.

Two intact classes with 78 students and their teachers were participated in this study. One class was selected to an experimental group (N=35, M=11, F=24). One class was designed to a control group (N=43, M=34, F=9).

The experimental group was received PBL with computer enhance technique for 10 weeks. The process of the teaching was first, students watched the video which created by the researcher about 5 minutes. Next, students had 15 minutes to discuss the questions that showed in the video. Then, teacher repeated the questions to group and make sure each group has the right information, and then students find out what’s the best solution to the questions. During the discussion part, the teacher walk around room to either gave the individual or group feedback. Both groups received two class per week. Each class has fifty minutes long.

The SPSS for Windows 12.0 software was used the data analysis statistic were included descriptive statistic, paired samples t-test, and independent t-test analysis. After carefully examining the data, the results of this study were as following:

- Overall, there was no significant difference in pre- and post-tests on the learning attitude in the control group (t=1.973, p>.05).
- There was a significant difference in the factor of behavior intention in the control group (t=3.113, p<.05).
- Overall, there was a significant difference in pre- and post-tests on the learning attitude in the experimental group (t=2.444, p<.05).
- There were no significant difference in pre- and post-tests on the learning attitude in the factor of "practicality", "affect", and "behavior intention" in the experimental group (t=1.313, 2.0107-2.023, p<.05).
- The students in the experimental group had significant effects higher than the control group on the learning attitude in the post-test (t=-3.426, p<.05).

The result showed that the problem-based learning strategy with computer enhance technique can help to improve health-related fitness learning attitude for students. As an educator we have to carefully and artfully guide the student acquiring the knowledge necessary to develop critical thinking and problem-solving skills within the context of physical activity which purpose is to elevate the confidence of the students, and help them to get the positive attitude toward to lifetime activity learn. In addition, this study suggested future research may included follow-up test to understand if students’ learning attitude maintain effectively. Last but not at least, design studies that integrate health-fitness concepts and activities into educational games, educational gymnastics, and educational dance.

ID: 312

Research on uniqueness of teaching method in physical education

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The purpose of this report is to describe uniqueness of teaching method in physical education. The movement and sports, which are the basic contents of physical education, have the unique character which is different from the contents of other subject. Play education and Sport education are one of recent viewpoints in physical education (D. Siedentop, 1990). Play education was never really accepted as a prescription for the physical education, and Sport education is an extension of play education. In play education, learning that occurs naturally without the direction of others was regarded as important, the teacher tended not to do direct guidance. It is the characteristic of the physical education that main activity of the learning is sports with the element of the play. In learning of the exercise having an element of the play, there may be misunderstanding about a way of thinking of the guidance of the teacher. In this report, the purpose is to research theoretically uniqueness of teaching method in physical education again from the viewpoint of play.

ID: 286

Reflective teaching practice for improving student teachers’ teaching skills at a junior high school

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The purpose of this study is to suggest a reflection method for student teachers and a supervising method of in-service teacher in order to improve student teachers’ ability to practice a quality PE class.

Ten student teachers practice-teaching PE at a junior high school reflected their teaching from 6 perspectives; their students’ motivation, momentum of PE class, interaction with students, way of learning, teaching materials, and learning environment, and evaluated their class on the 5-point scales. They also wrote comments freely in the reflection sheet. Referring to the sheet, the student teachers and their supervisor discussed the evaluation and planed the next class. After the practice teaching program, they evaluated their competence from the 6 perspectives. We analyzed frequencies and types of student teachers’ interaction behaviors, class ratings, descriptions in the reflection sheet and journal, and competence evaluation. Main results were as follows. (1) The student teachers’ interaction behaviors improved in quantity and quality. (2) On the scales they tended to evaluate their classes lower than their supervisor. The size of difference depended on sport student teachers taught. The difference was little when student teachers were specialized in the sport. (3) Student teachers utilized the knowledge they obtained by reflecting from 6 perspectives, acquired skills and competence, and built their confidence especially in interaction behavior. We concluded that the reflection method and the supervising method we conducted in the present study were effective for improving student teachers’ ability to practice a quality PE class.
ID: 298
The research of physical education teachers’ teaching beliefs and the effective teaching performance in junior high school of Taiwan
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Background
Teachers’ teaching beliefs are the current topic for education researchers; its objective is not only to understand the teachers thinking, but also to examine teachers’ teaching behavior and evaluate the result (Lee, 2001). According to Sigel (1985) teacher’s beliefs will influence their cognition, decision, and behavior. Education researchers hope can efficiently follow teacher’s personal belief and character to predict their future behavior, in addition to make sure teachers teaching performance will achieve social anticipation.

Objectives
The purpose of this study included
• to analyse the factors of junior high school physical teachers’ teaching beliefs and effective teaching performance.
• to investigate the current condition of junior high school physical teachers’ teaching beliefs and effective teaching performance.
• to investigate the relationships of the junior high school physical teachers’ teaching beliefs and effective teaching performance.
• to investigate the prediction power of the junior high school physical teachers’ teaching beliefs on the effective teaching performance.

Methods
This research used “the junior high school physical teachers’ teaching beliefs and effective teaching performance” scale, which is developed by the researchers, to investigate 666 physical teachers and intern teachers in junior high schools. After data collection, the factor analysis was used first to understand the dimension of junior high school physical teachers’ teaching beliefs and effective teaching performance; follow by used the person correlation analysis and regression analyses to understand the relationships and prediction power between teachers’ teaching beliefs and effective teaching performance.

Results
Several results were found after this research. After the factor analysis, six factors were extracted from “teachers’ teaching beliefs” which explained 54.42% of the total variance. These six factors are “teaching strategy and methods,” “teachers’ profession and capability,” “teaching decision and responsibility,” “teaching climate,” “students’ differentiation and potential,” and “community role.” Regarding the other construct “effective teaching performance”, there are four factors were extracted which explained 54.42% of the total variance. These six factors are “teaching preparation and arrangement,” “teaching skill and methods,” “teaching strategy and methods,” “teaching decision and responsibility.”

The relationships between teaching beliefs and teaching performances – each individual factor in teaching beliefs is significantly correlated to teaching performance factors range from .27 to .71. At p < .01 level. Among all variables, the “teaching strategy and method” and “teaching preparation and arrangement” had the highest correlation (r=.68).

The prediction power of teaching beliefs to the effective teaching performance – from the simple regression analysis, researchers found the teaching beliefs had the prediction power of effective teaching performance (R²=.50; ß=.71), which mean the higher teachers’ teaching beliefs the higher effective teaching performance.

With additional multi-regression analyses, researchers found the following five factors of teaching beliefs, “teaching strategy and methods,” “teaching decision and responsibility,” “teaching climate,” “students’ differentiation and potential,” and “community role,” can predict teachers’ teaching performance (R²=.51), and the “teaching strategy and methods” had the highest prediction power (ß=.28).

References:

ID: 310
The possibility of transfer of skill in support play in invasion games
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The purpose of this study was to examine the possibility of transfer of skill in support play in invasion games in elementary school physical education. Subjects in the study were 33 (19 boys and 14 girls) fifth grade pupils. The experimental procedures were 1) on the pre-test, subjects were video taped playing basketball game (3vs3, full-court game with no dribbling), 2) subjects then received ten lessons on flag football with instructions focused on support play which is to move into an appropriate position to receive a pass from a teammate, 3) on the post-test, subjects were video taped again playing basketball game. Also, in this study, ‘support play’ was defined as 1) being in a position where no opponent player is in between the passer and the receiver, and 2) being in a position where no opponent player is in the attacking direction after receiving the pass from a teammate. As a result of comparing the rate of support play in basketball game between pre-test (M=45.44, SD=17.68) and post-test (M=67.77, SD=14.76), it was clarified that the support acquired in flag football unit was effectively executed in basketball game too (t=7.22, d.f.=32, p<.0001). We obtained the suggestion that the skill in support play acquired in flag football is applicable to the same type of game, basketball. This also makes it possible to establish game curriculum based upon the reasons for choosing a particular game from a variety.
In order to develop teaching skills in physical education effectively, we utilize systematic observation methods. The data produced through this method include significant information reflecting the phenomena in the gym or ground. There are two considerable problems, however, one is how to collect the data and the other is how to apply them. Due to the extensive time demands placed on PE teachers/student teachers in managing their classes, it is difficult for them to collect their own data. Consequently, some observers are necessary to collect data for teachers. With respect to the latter problem, I have framed a summary sheet for a physical education class. This PE summary sheet makes use of the student data using formative evaluation, assessment by observers, duration recording of the PE class, event recording on PE teacher behavior and the number of active/inactive students, based on the group time sampling method. Accordingly, teachers/student teachers in PE teaching or practice teaching will be able to discover some viewpoints for reflecting on the class which include: a) How did students and observers feel or assess the class, b) How often did the teacher employ interactive comments to the students, c) How long did the teacher spend giving instructions, d) How many students were being "off-task" at the active situation stage, and so on. This innovative summary sheet for physical education classes is very effective and applicable for the purpose of executing reflective teaching practices in PE.

**ID: 268**

**Students' perspectives about misbehaviors in physical education classes and teachers' methods of managing such misbehaviors**

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Students’ perspectives about misbehaviors and teachers’ methods to cope with such behaviors are important because these behaviors might create management issues during physical education (PE) classes. In this context, the purpose of this study was to determine and compare students’ perspectives according to gender and grade level about observed misbehaviors in PE classes and teachers’ methods of responding to and managing such behaviors. The subjects were 86 female and 64 male (grade 8, n= 41; grade 9, n= 55; grade 10, n= 54) students from Ankara, Turkey. Four-point Likert-type scales (1 = never and 4 = always) served as the data-gathering instruments for the study. The first scale presented to the students was designed to rate the frequency of 60 identified misbehaviors, while the second comprised 23 items focusing on the methods employed by teachers to manage these behaviors. Experts in PE pedagogy assessed the first scale for content validity. Reliability coefficients were .91 for the first scale and .90 for the second. Descriptive statistics, t-test, Kruskal-Wallis tests were used for data analysis. According to the results, students indicated that the identified misbehaviors were rarely observed in PE classes. The results indicated no significant differences in responses between male and female students (p>0.05). When data was compared with respect to grade levels, however, significant differences in perspectives were determined between students (p<0.05). Students reported that the least used behavior management methods by teachers were retributive methods, followed by corrective (adjusting), and that the most often employed methods were preventative. Student responses with respect to teacher behavior management methods were significantly different with respect to both gender and grade level (p<0.05).

**ID: 262**

**The prospect of changing naive conception and performance in an overhand pass skill for 7th grade students in a physical education class**

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Naive conception (NC) is a term used to describe the knowledge that students possess prior to learning. NC has been shown to prevent student learning advancement. The purpose of this study was to examine the prospect of changing the students’ naive conception and performance. 7th grade students (n = 48) participated in a 10 hour Volleyball unit (VU). A Naive conception questionnaire designed to estimate the degree of importance of movement (DIM) and finding problems of skills in still picture (FPSSP) was administered to the students at pre VU and post VU intervals. In Addition, students’ overhand pass skill performance was filmed. The results were as follows: 1) The DIM increased significantly (p<.05) for the following items; catching a ball in front of the forehead, pulling up a ball on the forehead, spring of wrists, and flexing of knees. 2) The FPSSP, correct answer rate for pulling up a ball on the forehead situation skill problem increased significantly (p<.01) from 31.8% to 77.3%. 3) The rate of success for the overhand pass skill increased significantly (p<.01) from 56.5% to 70.8%. 4) In the movement category, the rate of success for the form of the hand (p<.01), and flexing of the elbows increased significantly (p<.001). However, the rate of success at flexing of the knees (57.2%), and timing (49.8%) remained below 70%. The results suggest that an appropriate amount of knowledge about the skill had been acquired by the students and that they had improved their performance.

**ID: 257**

**Connecting physical education with the pre-service generalist classroom teachers**

Melanie Nash & John Quay

University of Melbourne, Australia

This paper reports on the evaluation of a pre-service teacher program being developed and trialled at the University of Melbourne, Australia. The situated nature of the program allows the participants, pre-service teachers, school children, and school and university staff, to develop a true learning community. The task of influencing professional practice in Physical Education (PE) during a generalist pre-service teacher preparation program can be both complex and problematic. Physical education teaching is a multifaceted process involving the application of subject knowledge and an array of practical capabilities. Therefore at the University of Melbourne it is our aim to develop a coherent Physical Education program for the preparation of pre-service primary generalist teachers, which is experiential in nature and combines five physical education models to provide a framework for developing pre-service teachers’ subject knowledge and practical capabilities. The five models of PE that we blend in our program are, Children Developing Games, CDG (Directorate of School Education, 1993), Teaching for Personal and Social Responsibility, TPSR (Heisson, 2003), Sport and Education in Physical Education, SESEP (Siedentop, 2003), Teaching Games for Understanding, TGU (Bunker & Thorpe, 1982; Werner,

Our program uses games creation as the initial content medium for professional development and features a combination of lectures and workshops in games education and the aforementioned PE models. The workshops take place at three local inner-city primary schools and involve pre-service teachers (a cohort of 80) constructing a learning partnership with children aged between 7-11 through the process of designing and creating games. The children in each class are divided into four teams and trial their games against each other. At the end of a four-week trial period the children choose the game they perceive is the best and then with the pre-service teachers they organise a tournament (SEPEP) based around the “Best Game”. The pre-service teachers help the children identify the skills and tactics involved in the game and then the children devise practices, based around TGfU principles that will develop their tactics and abilities in the game.

Throughout the program the pre-service teachers and the children are encouraged to take ownership of their learning and through reflective practice (TPSR) and discussion they develop and guide each other in the evaluation and future direction of their learning experiences. The structure of the program links very closely with the Victorian Essential Learning Standards (VELS) and enables pre-service teachers to construct an understanding of the learning strands (Health and PE, Communication, Inter and Intra personal development, Thinking skills and Civics).

Our evaluative process has included (1) pre-service teacher survey and weekly journal entries; (2) class teacher interviews; and (3) anecdotal evidence from the university lecturers involved in the program. The initial findings suggest that the success of the program is closely related to the alignment of the teaching of physical education with the strengths of the generalist primary school teacher. The strengths we draw on, are those that emanate from the primary teachers understanding of how to work with children creatively planning and implementing strategies which make sometimes complex content accessible. This is in contradiction to the separate role of the specialist physical education teacher in primary schools who often operates as just that with a major concern for only one part of the child’s education (Kirk, 2004). We feel that this model has the potential to improve the health and physical education outcomes for children by developing confident generalist classroom teachers, capable of implementing high quality physical education lessons (Wiegand, Bulger & Mohr, 2004) that appropriately bring together the interests of the children in their classes and the curriculum as a whole (Dewey, 1956).

References


ID: 271

Increasing pupils’ active participation and time on task in a heterogeneous 7th grade PE group

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From the perspective of health, only 40-50 % of teenagers are sufficiently physically active in Finland. About 20 % of pupils are physically active only at school. Therefore, one of the biggest challenges in school PE is the promotion of participation in physical activities. The purpose of this study was to identify those teaching methods which aid the teacher in increasing the active participation and time on task of pupils in a heterogeneous 7th grade group. The study was implemented as an interpretive case study including both a descriptive and an interpretive focus. Criterion-based, purposive sampling was used to select a heterogeneous comprehensive school group. Participants in the study included a male teacher and 11 boys (age 13-14 years). The pupils varied from physically skilled pupils to those with coordination problems, from talented learners to those with concentration difficulties (one student was diagnosed with ADHD), from socially skilled pupils to those with mild behaviour difficulties, and from physically active to inactive pupils. Data was collected during 10 videotaped PE lessons. The data collection involved observation, field notes and interviews and questionnaires with pupils and the teacher. Video-analysis was carried out using a multifactor observation system, the Physical Education Analyzing System (Heikinaro-Johansson et al. 1998). Field notes and interview data were analysed using a coding and categorizing method. Results indicated that preparation of the proper learning environment, the teacher’s active supervising and positive teacher feedback were important factors in increasing pupils’ active participation and time on task in PE.

ID: 276

Improvements in tactical decision-making ability through modified basketball games and an official game in physical education classes

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The purpose of this study was to examine the improvements in tactical decision-making ability during physical education classes through modified basketball game (MBG) units in two situations: numerically even sides (3 on 3) and numerically even sides (3 on 3), and also the transference of this ability in an official game (5 on 5) context. The research focused on in-game decision-making as being an important component of learning basketball tactics in physical education classes. 110
participating students were divided into two groups: uneven sides (G1) (n=28, 6th grades) and even sides (G2) (n=82, 5th and 6th grades). Both groups received the same MBG units, save for a different number of players in each MBG unit. In order to analyze the children’s decision-making ability, all games were videotaped and the Game Performance Assessment Instrument (GPAI) was used. The results showed that the appropriate decision-making, when represented as a percentage, improved through learning experience in G1. In contrast, no improvements were found in G2. Furthermore, we have seen a significant increase (p>.05) in the appropriate rate of decision-making in an official game when comparing pre and post MBG units of G1. On the other hand, we have not seen the same increase in G2. The results support the hypothesis that children’s decision-making ability improves through learning experiences obtained from playing MBG units with numerically uneven sides, and that this improvement in decision-making ability is transferable to an official game context.

ID: 254
Study on "practical skills" of PE school teachers that front-line teachers feel necessary in Japan
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The purpose of this study is to identify or demonstrate through surveys the "practical skills of school teachers" that teachers who teach physical education in elementary or junior high schools in Japan feel necessary themselves. The surveys have revealed that "practical skills" can be classified into four categories: "teaching performance", "lesson design", "planning" and "group organization" and that the category the teachers consider most important changes as they gain experience. According to the surveys, beginners are likely to feel that "teaching performance" is the most important capability, moderately experienced teachers "group organization" and highly experienced teachers "lesson design" and "planning". From this result, a "teacher growing model" for physical education in Japan can be developed in turn. Based on the "teacher growing model", this study will further focus on what capabilities teachers in overseas countries feel necessary themselves for comparative analysis.

ID: 255
Teachers’ influence on student behavior during physical education classes
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Research on time- and opportunity-based variables and student learning in classrooms demonstrates conclusively that quality of instruction significantly affects the outcome of a physical education lesson. The manner in which teachers plan and design their instruction, delivering content, monitoring classroom work, providing feedback and interacting with their students, directly influences both the quality and quantity of the engagement (Graham et al., 2004; Heikinaho-Johansson, 1995; van der Mars, 2006) The purpose of this study was to analyze physical education teachers’ curriculum planning and behaviours during physical education lessons, and the connection between teacher and student behaviours. This study was part of a larger project carried out in Finnish basic education entitled “Promoting Well-Being and Health Through Physical Education”. Eight physical education specialists were selected for the sample. Data were collected during one ball games lesson and one fitness lesson of each teacher, totalling 16 PE lessons which were videotaped by two cameras. Teacher and student behaviours were then analyzed using a multidimensional observation program called the Physical Education Analyzing System (PEAS) (in Finnish, LOTAS 2.0) developed by Heikinaho-Johansson et al. (1998). The feedback and other interactions such as teacher and student questions, addressing students and nonverbal behaviours were analyzed using event recording. In addition, teacher and student experiences of the lesson were explored via questionnaires. The results revealed that teacher behaviour was quite constant, irrespective of lesson content. The personal approach to teaching, the teacher behaviour and especially the interaction skills of teachers were found to be crucial factors influencing the quality of physical education lessons.

ID: 249
The relationship between lesson context and students’ heart rates in Finnish PE lessons
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This study is part of the research project “Promoting Well-being and Health through Physical Education”, which was started in 2005 at the Department of Sport Sciences, University of Jyväskylä. The purpose of this study was to examine the relationship between lesson context variables and students’ heart rates in p.e. lessons. In the academic years 05-06 and 06-07 altogether 98 p.e. lessons were videotaped in 14 comprehensive schools in Central Finland. The p.e. lessons in Finnish schools in grades 7-9 are compulsory single sex classes scheduled for 90 minutes. The heart rates were measured using the Polar Team System by which up to ten students’ heart rates could be measured at the same time. Immediately after the lesson the p.e. teacher and all students completed a questionnaire regarding their experiences of the lesson. The preliminary data on students’ heart rates and perceived exertion were presented at the AIESEP Congress 2006. The data on lesson context variables will be observed in the summer 2007 and their relationship to students’ heart rates will be analyzed in the fall 2007. These analyses will be done separately for boys and girls in three sports: basketball, floorball, and volleyball lessons. The results will be presented and discussed at the AIESEP Congress in Sapporo 2008.

ID: 223
Performing the role of teacher: Understanding the physical education practicum through the work of Erving Goffman
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2 Douglas College, Vancouver, Canada

This paper reports on a study undertaken with final year physical education teacher education (PETE) students, who were undertaking their last practicum experience. Of significant interest was how the students negotiated the tricky terrain of the subject department office and the social tasks inherent within it. To understand this phenomenon more fully a theoretical framework informed by the work of Erving Goffman (1959) was used. The data were gathered across two phases, the first where the students submitted email responses related to prompt questions whilst in the practicum context and a second phase of semi structured interviews after the practicum had been completed. Goffman’s (1959) concepts of performance and ‘front’ were drawn upon to analyze the
Development of teacher training program in physical education classes with the collaboration of Elementary Schools Attached to the Faculty of Education at Kagawa University
Kohei Yonemura, Yasushi Okada, Shinichi Yamagami, Shoji Fujiwara, Takesi Nozaki, Yuichi Ishikawa
Kagawa University, Japan

This research examined the teacher-training program in physical education classes with the collaboration of Elementary Schools attached to the Faculty of Education at Kagawa University. The perspectives examined were changes in formative evaluation scores, changes in teaching skills (interaction behaviours) and the reflections of graduate students responsible for classes. As a result, we were able to confirm that the graduate students responsible for classes were able to provide physical education classes satisfying for children toward the end of the period under review based on changes to formative evaluation and the advances made by graduate students responsible for classes based on the expansion of their perspectives in reflections on classes. However, for the entire period, sufficient results could not be achieved in interactions between children and one of the teaching skills used. There was a clear difference between teachers at the attached elementary schools and the graduate students when comparing the data with the elementary school teachers.

Research in sport pedagogy: Epistemological attempts for a socio-didactical approach on PCK
Marie-Paule Poggi & Wallian Musard
Université de Franche Comté, France

The aim of this paper is to question about possibilities and limits of the French sociological approach on the Physical Education pedagogical content knowledge (PCK). As didactics is defined as a systematic reflection on PCK within the teaching/learning system, the target is to propose a sociological approach of this object. What issues are possible for a sociological approach in order to describe, to understand and to explain the PCK choices and the didactic interactions while teaching? In relation with the “socio-didactics approach” (Johsua, 1999), this research aim will focus on the processes of inequities manufacturing made by/in PE lessons. We will centre on (1) the unequal effects of teacher’s PCK selection, (2) the modalities of PCK adaptations operated by teachers and (3) the student’s interest for learning during a Debate of Ideas Set-up (DIS).

A led inquiry concerned the social effects of the constructivist approach of teaching during the DIS. When used in a PE Basket Ball class (n = 21 students aged 12-16 years; 5 X 5’ DIS per lesson; 12 hours effective practice time), this pedagogical tool issued into contrasted results. (1) Students presenting a high level of school performance were (a) originated from privileged social classes and (b) more interventionist during the DIS. (2) But this attitude did not affect in a determining way their level of Basket Ball practice when confronted with under-privileged students. These results lead to reconsider the discriminating impact of the sociocultural variable while using a DIS as a tool for helping student learning.

References

The tactical knowledge construction: A case of 5th Grade class in Basketball games
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² University of Franche Comté, France

In recent years, tactical games and TGfU approaches have been promoted as alternative innovations to traditional ball games teaching. A large number of to studies have been conducted on the efficiency of the tactical approach while providing pre/post skills and game ability evidences. But little is known about the description of tactical game processes. Thus, this study's purpose was to explore how a fifth grade class learned Basketball games by means of the tactical-decision learning model (Gréhaigne et al., 2005). The method involved observing a 4X4 basketball game play (n = 32 students; t=720 minutes/18 lessons) and registering student debate of idea (DIS) provided all along the learning cycle (t=8 hours). Game play performances were coded into systematic observational grids, while DIS verbal data were transcribed and conducted through discourse analysis. Results showed that (1) students tactical knowledge construction were involved in a complex system, including student technical, interpretative, decisional, linguistic and social interaction competencies, (2) the dynamic evolution of the force ratio during student basketball game plays was beneficial to (a) the team organization and (b) the tactical knowledge construction, and (3) students extracted efficient action rules as tactical knowledge construction from the dialectic context between their basketball game play and DIS. As a conclusion, we suggest that a more holistic TGfU approach should reconsider student’s construction of tactical game decision-making. This view is complementary to the present application of a predetermined curriculum scenario or the teacher imposition of the “right” answers by questioning techniques.

Understanding the formation process of pedagogical content knowledge by physical education pre-service teachers
Hyun-su Youn & Cheon-Taik Son
University of Incheon, Korea

Preservice teachers' field experience is one of the important preservice teachers' education programs which preservice teachers can provide with the opportunity to apply the various knowledges studied in just preservice teachers' education program and into which they can develop a preservice teachers' expertise. The purpose of this study was to understanding the various experiences which two physical education student teachers' field
experience. Data were collected using interviews, observation, reflection journal, and document analysis. The data were and analyzed using inductive analysis. Triangulation, member check, peer debriefing and negative case analysis are implemented to get trustworthiness. As a result, one is the difficulty of student management, the difference of educational belief for field, the unstable position as student teachers, and the difficulty of connecting prior knowledge with field which is negative. Otherwise, the other is suitable communication with a cooperation teacher, an understanding of the culture of physical education class, learning the role of a PE teacher, understanding students' emotion, and gaining a strong will to become a teacher which are positive meaning. Student teacher's pedagogical content knowledge has developed into the knowledge of the practical dimension considering student's level and environmental context from the knowledge of the recognition dimension not considering both of them. Student teacher's pedagogical content knowledge has widened the range of the practical dimension such as the Internet, field experience, the demonstration class, and the communication with a fellow student teacher, a cooperation teacher, and a career teacher, from the recognition dimension based on such as a textbook, teachers' manual, and documents. The pedagogical content knowledge in which pre-service teachers form through practice teaching brings the individual differences due to an positive school-days experience for physical education, sporting-activities experience, the level of PETE, a cooperation teacher's help, continuous reflection.

**ID: 200**

**Understanding culture of camp training for the middle school wrestlers**

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University of Incheon, Korea

The purpose of this research is to understand the cultures of camp training for middle school wrestling athletes. Additionally, this research is to broaden the understanding of school athletic culture and to provide useful material necessary to teach middle school wrestlers. Two middle school wrestlers are selected as research participants. One research participant is a 3rd grade student athlete in D middle school who has been qualified as Incheon Representative for national youth sport competition and the other is a 2nd grade student athlete in Y middle school. Data are collected through in-depth interview and wrestlers' diary during camp training. The collected data are analyzed by using Domain Analysis, Taxonomic analysis and Componential Analysis suggested by Spradley(1979). To acquire credibility of the research, two stages of member checking are adopted: First stage to check the results of written interview and the second stage to see if the analyzed data faithfully reflect the interviewers' intentions. It is found that middle school student wrestlers have recognized camp training depending on whether they had the experience of winning medals at national youth sport competition. The medal-achieved student wrestler accepts the camp training as an opportunity to have 'pleasant experience,' 'acquiring social skills,' 'enjoying wrestling,' 'appreciation of coaches' sacrifices,' whereas the wrestler who has failed to win the medal feels the camp training as psychological pressure or estrangement of human relation. However, two student wrestlers accept the camp training as an opportunity for forming solidarity, improving competition ability and committing themselves to wrestling itself. The two student wrestlers expect the coach to abide by his promise with student athletes concerning training schedules, to secure sparring partners, and to be lenient to praise.

**ID: 82**

**Relationships between the outcome of swimming in school physical education and the actual conditions of water-front activities**

Satoshi Yoshino & Noh Young Oh

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The purpose of this study was to examine the relationships between the outcome of swimming in school physical education and the actual conditions of water-front activities.

Six items ("floating on and diving under water", "swimming about 25m etc.") about the acquiring conditions of swimming skills which are from Japanese government course curriculum guidelines, and items referred from trans-theoretical model which are made from 4 stages of physical activity ("pre-contemplation", "contemplation", "preparation", "action and maintenance") and 8 Likert-scale of self-efficacy on three situations ("bathe in the sea", "exercise in pool", "marine sport") were developed and tested. Participants were 273 university students (146 boys and 128 girls). Main findings are as follows:

More than 90% of those participants have been able to acquire the fundamental swimming skills and about 80% has also been able to swim about 25m, meanwhile about 40% have been not to able to swim more than 100m.
Self-efficacy on long-swimming has significant correlation with exercise in pool strongly, but not so strong on bathe in the sea and marine sport.

It was suggested that the content of the swimming in school physical education has the validity for future body-exercise in pool. However, it may be suggested that it would be needed more learning of the outdoor activities, not only swimming.

ID: 99

**Individual case study of applying observational teaching system to enhance teaching abilities of elementary physical education teachers**

Tsao Chiang Nan

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The purpose of the present study is to apply systematic observational tool (PETOS) toward analyzing the individual case's teaching behaviors. Moreover, through Clinical Supervision process of professional guidance to proceed with discussions and feedbacks, This research hopes to enhance the individual case study's teaching ability and thus discusses applicatory nature of this particular systematic observational tool in improving physical education teacher’s teaching ability in class.

The research result shows:

*Individual Case’s Teaching Time*

The results indicated excessive time of class management has been individual case's besetment. The research process can prompt individual case to try to ameliorate teaching strategy.

*Individual Case’s Behaviors of Teaching Feedback*

The results indicated individual provides considerably high frequency for feedback. During the research, individual case is conscious of this besetment and has been actively trying to ameliorate this phenomenon.

*Movement in Individual Case's Teaching*

The results indicated in the six times of Individual case's teaching, changes in movement gradually increased. Effective movement supervision is Individual case's superior teaching ability.

*Episode of the Individual Case*

Individual Case in the episode during the entire teaching is comparatively less. Researchers approve PETOS’ function towards improvement in the teaching ability of the Physical Education Teacher.

ID: 86

**Physical-self, motivation and attitude in Physical Education**

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Since the 19th century the advantages and disadvantages of single-sex and mixed-sex education were – with different intensities - continuously discussed. Reported effects of coeducation vs. single-sex education are probably due to the selectiveness of different school types (private vs. state schools). Less research in physical education dealt with differences in the physical self and physical ability of pupils. The present study examines the effects of coeducation vs. single-sex schooling on facets of physical self-concept, attitude towards single-sex schooling, and motivation in P.E. It was assumed that single-sex schooling has a positive effect on facets of physical self, interest and motivation, especially for girls as they do not seem to benefit as easily from positive effects of P.E. as boys do. To control the selectiveness, only pupils of german state schools, grade 8, were investigated (N=338). To test these predictions, analyses of variance were used. Findings reveal sex, sport activity and school type differences but no effects of coeducation vs. single-sex education. The results concerning sex, sport activity and school type are congruent with previous research. Moreover, same-sex teachers were preferred. Nevertheless, pupils in single-sex classes preferred single-sex schooling in physical education, whereas for other subjects they preferred mixed-sex groups almost unanimously.

It is assumed that other variables, such as socialisation, play a more important part regarding physical sex, interests, and motivation than single-or mixed sex-schooling. Nevertheless, from a teacher’s perspective, separating boys and girls in P.E. may minimise stress, especially in adolescents.

ID: 174

**Teachers’ behaviour, pupil’s goal orientations and perceived motivational climates as determinants of adolescent helping behaviour in PE**

Juha Kokkonen, Marja Kokkonen, Risto Telama & Jarmo Liukkonen

University of Jyväskylä, Finland

The study aimed at investigating longitudinally the extent to which PE teachers’ behaviour, pupils’ goal orientations and perceived motivational climates accounted for pupils’ helping behaviour in PE classes. The participants (110 boys, 109 girls, aged 15-16) completed questionnaires assessing their own goal orientations (Roberts et al., 1998) and their PE teachers’ socially supportive and democratic behaviour (Chelladurai & Saleh, 1980) at Time 1. At Time 2 they evaluated the task and ego-involving motivational climates (Walling, Duda & Chi, 1993) and their helping behaviour (Severy, 1975) during PE classes. The results based on SEM indicated for both genders that teachers’ behaviour at Time 1 indirectly predicted pupils’ helping behaviour at Time 2 via the concurrent perceived task-involving motivational climate. In boys, ego-orientation was negatively connected and task-orientation positively connected to the task-involving motivational climate; ego-orientation was also positively linked to the ego-involving motivational climate. Unlike in girls, neither the goal orientations nor the motivational climates were interconnected in boys. In girls, the task-orientation was directly linked to their helping behaviour. The mediational models explained 27 % of the variance of girls’ and 55% of boys’ helping behaviour in PE. Furthermore, t-tests revealed that boys scored higher than girls in ego-orientation and ego-involving motivational climate, whereas girls scored higher in helping behaviour. In sum, PE teachers should be able to create a task-involving motivational climate, particularly for boys, which, in turn, may positively affect their helping behaviour.

ID: 45

**Implementing a modified TPSR model to enhance learning-related social skills in kindergarten physical education**

Hsiu-Chen Liu & Grace Goc Karp

University of Idaho, USA

Research indicates that it is important for young children to learn specific learning-related social skills (LSSS) to get along with others in order to succeed in the early school learning environment (McClelland & Morrison, 2003; Patten, 1992). The purpose of this study was to investigate the effectiveness of implementing a modified Teaching Personal and Social Responsibility (Hellison,
2003) instructional model to teach children LRSS skills in a kindergarten physical education setting. Pre and post behavioral observations were made on six target children of high, medium and low LRSS ability. Post-interviews were used to evaluate the effectiveness of the modified TPSR implementation from the teachers’ perspectives. Data were analyzed using descriptive statistics, and the constant comparison method to generate categories/themes to interpret the effect of this model. In the pre-test observation, the target children’s following instructions behaviors ranged from 47% to 87%, off-task behaviors from 0% to 36%, and the socially appropriate behaviors were N/A. In the post-test observation, the following directions behaviors ranged from 90% to 96%, off-task behaviors from 0% to 2%, and the socially appropriate behaviors from 93% to 100%. The teachers perceived that specific social skills can be improved if participation in physical education occurs daily. The results indicated that the target children’s social behaviors were improved after receiving the physical education program. The results indicated that specific social skills can be improved if participation in physical education occurs daily. The results indicated that the target children’s social behaviors were improved after receiving the physical education program. The results indicated that specific social skills can be improved if participation in physical education occurs daily. The results indicated that the target children’s social behaviors were improved after receiving the physical education program.

ID: 54

Cooperative learning and information strategies on rhythmic gymnastics’ motor skill performance

Li-Yuan Cheng
National Hsinchu University of Education, Taiwan

The purpose of this study was to investigate the effects of cooperative learning and information strategies upon performance level of motor skills for rhythmic gymnasts. Forty-eight subjects were selected and divided into two groups, cooperative learning and self-learning, based upon their score of pre-test. Cluster sampling was adopted to classify these subjects into three clusters: verbal cue group, elaborative feedback-providing group, non-feedback group. These students took a post-test after receiving an eight-week experiment course. Results found that subjects within cooperative learning performed better than the one within self-learning significantly (p <.05). Whereas, there was no significant difference in motor skill performance among these groups with different feedback approaches. It concluded that cooperative learning approach was able to improve performance level of rhythmic gymnasts. This study also suggested that more research efforts should be spent upon how cooperative learning concept would benefit participants’ social lives.

ID: 62

Factors that influence the teaching philosophies of urban primary physical educators

Brian Culp
Indiana University, Indianapolis, USA

Recent demographic trends in urban American public school systems justify an examination of the teaching philosophies of educators in these environments. As noted by Brown (2002), Haberman (2005) and Weiner (2006), philosophies that teachers of urban learners adhere to in promoting student success are influenced by a combination of environmental factors, family upbringing, life experiences and role modeling. Critical analyses of these incidents can serve as a means by which to denounce stereotypes related to urban education and advance responsive physical education pedagogy. This study investigated instances that influenced the development of the teaching philosophies of urban primary school physical educators (N=49). Analysis of the data from a series of open ended questions produced three central thematic perspectives. First, life experiences were reported to be a primary determinant that affected participants’ philosophies of teaching. Second, family influences were cited as a means by which teachers could share more inclusive lessons with their students. Finally, teachers expressed awareness of students’ low-socioeconomic situations and expressed empathy for the learners in their classes. Implications from this study suggest that additional research on the experiences of urban physical education teachers is warranted to foster an appreciation of the challenges that these educators and their students face.

References

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There are three types of abstracts:

- **regular abstract** (250 words maximum) for free paper or poster. Regular abstracts will be appraised by members of the Scientific Committee for inclusion in the program as oral or poster presentations.
- **extended abstract** (maximum 1500 words including references) for free paper or poster. Extended abstracts will be “blind” reviewed by two members of the Scientific Committee and if accepted will be published in the Congress CD-ROM
- **Symposia are also invited.** Applicants should designate their free paper as “symposium”, and include the title and the chair of the symposium. Symposium chairs should submit their proposal as an extended abstract.

Please read these instructions carefully before preparing your abstract.


2. Each presenting author is permitted to submit a maximum of two abstracts in the capacity of main author.

3. Abstracts should be written in carefully-revised English. The title should be concise and descriptive of the work to be reported, set flush left of page, using sentence case, i.e., initial capital letter, followed by lower case. Do not use any subtitles.

4. The author submitting the abstract should appear as the first-named author and will be expected to present the work if it is accepted.

5. The abstract should give the objectives of the study, the approach and the methods used, and the results obtained, and the conclusions reached.

6. Figures and tables are not acceptable for the regular (250 word maximum) abstract. Extended abstracts may include figures and tables.
   
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