

Lake Marie, Snowy Range,
Medicine Bow Mountains (over
11,000 feet/3,300 meters)



Precy's Pasture, UW Campus



Marian H. Rochelle Gateway Center



ASSOCIATION INTERNATIONALE DES ECOLES SUPERIEURES D'EDUCATION PHYSIQUE
INTERNATIONAL ASSOCIATION FOR PHYSICAL EDUCATION IN HIGHER EDUCATION

2016 AIESEP CONFERENCE

8-11 June, 2016 • www.aiesep2016.com

Division of Kinesiology and Health

University of Wyoming

Laramie, Wyoming, USA

Blazing New Trails:
*Future Directions for Sport
Pedagogy and Physical Activity*



UNIVERSITY OF WYOMING

Tristan Wallhead (Ed.)

**Blazing New Trails: Future Directions for
Sport Pedagogy and Physical Activity**

Abstract Book

AIESEP International Conference 8-11 June 2016, Laramie,
USA



2016

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WELCOME

On behalf of the conference organizers, we take great pleasure in welcoming you to the 2016 AIESEP International Conference, organized in Laramie, WY, USA on 8-11 June, 2016. The conference has been organized in partnership with the Division of Kinesiology and Health at the University of Wyoming. The University of Wyoming, founded in 1886 at Laramie, is an educational research community of more than 12,000 students. The theme of the conference, “Blazing New Trails: Future Directions for Sport Pedagogy and Physical Activity” represents the frontier nature of Wyoming and how this conference should provide discourse on how to move forward along new trails of research in physical education and sport.

This year saw an impressive reaction to the call for abstracts for the AIESEP conference, especially in the areas of teaching physical education, teacher education and physical activity research. With more than 250 presentations representing the latest research in these areas we are confident that there will be ample opportunity to engage with the conference theme.

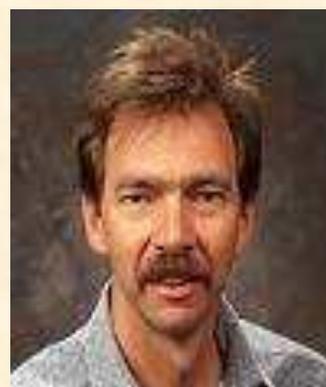
On the first day of the conference you will have the opportunity to take part in one of four workshops, including the Spectrum of Teaching Styles, Teaching Games for Understanding, Purposeful Physical Play in Early Childhood Education or the Early Career Network. These workshops are guaranteed to stimulate and enlighten with their distinguished presenters and carefully planned sessions.

The main conference includes over 240 oral and poster presentations from researchers across the world which will give you ample opportunity to think about new lines of research and build professional relationships.

A carefully planned social program, for both delegates and accompanying persons has been devised with the aim of making your visit memorable and allowing you to savor the Rocky Mountain landscape and enjoy the culture of the old west....



Tristan Wallhead,
Chair of Scientific Committee



Mark Byra
Chair of Organizing Committee

COMMITTEES

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Dr. Tristan Wallhead, University of Wyoming, USA

Dr. Karen Gaudreault, University of Wyoming, USA

Dr. Jayne Jenkins, University of Wyoming, USA

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Dr. Michal Lenartovicz, University of Warsaw, Poland

Dr. Louise McCuaig, University of Queensland, Australia

Dr. Mary O'Sullivan, University of Limerick, Ireland

Dr. Michaelis Stylianou, University of Queensland, Australia

Dr. Carla Vidoni, University of Kentucky, USA

KEYNOTE SPEAKERS

LARS BO ANDERSEN, UNIVERSITY OF SOUTHERN DENMARK



Lars Bo Andersen is a Professor in the Institute for Sport Sciences and Clinical Biomechanics at the University of Southern Denmark. His key research foci over the last 15 years has been the effects of physical activity on health in children and strategies to increase physical activity levels in children. This has included school based interventions promoting active transport, physical activity during academic lessons, and interventions targeting sedentary and obese children.

Keynote Title: Integrating Physical Activity in School

ABSTRACT

School-based physical activity (PA) interventions can be successful. However, a substantial amount and intensity of PA needs to be implemented. Most early school interventions have focused on improving and increasing physical education (PE) lessons to improve metabolic health and decrease obesity in children. However, in the last decade studies have shown that increased PA improves academic performance. This is interesting, because school teachers, who are the stakeholders to implement PA interventions, naturally have their main focus on academic skills. Further, interventions have changed content, and many interventions include not just PE, but additionally try to increase PA during academic lessons and even active transport to and from school.

We started a program of school interventions 15 years ago. The aim in the beginning was to find out how much PA and how high an intensity of PA was needed to benefit metabolic health. A stronger intervention might be more difficult to get implemented, so the balance between health gain and cost of the intervention was important. Later the focus changed and we used our knowledge of implementing PA in school to benefit executive function and academic performance. During the last years we have conducted two large randomized trials of increased PA in school with academic performance as main outcomes, but still assessing the benefit on metabolic risk factors. Some of the mechanisms behind the improvements in metabolic risk factors are shared with changes in brain function and a strong association is found between brain derived neurotrophic factor and insulin resistance.

In this presentation I will present recent data from our school-based interventions and suggest how PE can be integrated with academic lessons with the aim of improving total PA during school hours.

HAYLEY FITZGERALD, LEEDS BECKETT UNIVERSITY, UK



Hayley Fitzgerald is a Reader in Disability and Youth Sport at Leeds Beckett University and a Visiting Professor at the University of Worcester, England. Hayley's teaching and research reflects an on-going commitment to explore the inequalities experienced by young people with disabilities in physical education and youth sport.

Keynote Title: The Place of Imagination in Blazing New Trails for Inclusive Youth Sport

ABSTRACT

In my presentation I will invite the audience to consider *Blazing New Trails* specifically in relation to issues of inclusion. Whilst recognizing the need to celebrate diversity and difference more broadly, my keynote will focus on inclusive concerns around disability. I do this because scholars within sport pedagogy have been reluctant to recognize disability as a form of social oppression. Disability is long overdue a conversation. I also recognize that a pedagogy striving for inclusion must support practitioners to use their imagination in order to explore alternative possibilities for more inclusive practice. The critical thinker Hannah Arendt described this exploration as 'going visiting', that is, tapping into our consciousness to think beyond what we know - beyond the taken-for-granted. When practitioners 'go visiting' possibilities for working towards inclusive sport pedagogy can emerge. I am filled with optimism when young people with disabilities talk in positive terms about their experiences of physical education and community sport. I am encouraged when PE teachers and coaches tell me about the ways in which they have supported young people with disabilities and how this has changed their outlook about how they practice. By not thinking beyond what we know a range of issues continue stifle inclusive possibilities. My keynote will map out some of these enduring issues including: how the act of 'naming' inclusion can become the signifier of inclusive practice. Normative practices also prevail and this can result in the (de)valuing of particular bodies. This normative standpoint also drives how scholars have gone about including people with disabilities within sports pedagogy research.

The possibilities for *Blazing New Trails* within inclusive sport for young people with disabilities are contingent upon stimulating our imagination. We need to take practitioners to places they are unfamiliar with and these places need to become familiarly different.

DAWN PENNEY, MONASH UNIVERSITY, AUSTRALIA



Dawn Penney is Professor of Physical Education and Sport Pedagogy at Monash University, Australia, and an Honorary Visiting Fellow in the School of Sport and Exercise Sciences, Loughborough University, UK. Her research has focused on contemporary developments in policy, curriculum, and assessment relating to health and physical education and sport in schools. Working with government agencies, curriculum authorities, schools and teachers, Dawn has sought to bring equity issues to the fore of political and professional attention. Outside of work Dawn is a keen participant in long distance running, open water swimming, and triathlon. Selected recent publications include:

Keynote Title: Innovation in Policy and Curriculum: Trailblazing, Smoke and Mirrors

ABSTRACT

To what extent does talk of change and reform obscure our view of past, current and prospective future policy and practice in the field and in our own professional work? What do we recognize as innovation in policy and curriculum? What do we perceive as the barriers and opportunities for innovation? Who do we hold up as innovators and why?

This presentation will draw on education policy sociology to challenge thinking about policy and curriculum innovation in physical education, sport, and health promotion. It reflects that alongside many stories of innovation or reform are parallel stories of dominant discourses and practices remaining dominant and inequities being sustained. I will argue that re-examining the meanings we give to ‘innovation,’ ‘policy,’ and ‘curriculum’ is a crucial foundation from which to review what the prospects and opportunities are for trailblazing, who the future trailblazers in policy and professional arenas will be, and what paths for physical education will be forged in the process. I will share insights from international research to illustrate the complex dynamics shaping what constitute possible and preferred directions for developments in formal curriculum policy and in policy interpretation and enactment. My analysis will bring to the fore questions of equity, quality and professional responsibility amidst talk of policy and curriculum innovation in national, state, school, and classroom settings. I will engage with a series of challenging and provocative questions to stimulate debate about policy and curriculum futures and our role in shaping them.

HANS VAN DER MARS, ARIZONA STATE UNIVERSITY, USA



Hans van der Mars, Arizona State University, is professor in Physical Education. His current research interest lies in the following area: Determining the factors needed to expand activity programming for all students in secondary school settings. A related interest lies in developing appropriate strategies to prepare for prospective physical education professionals to implement effective physical education programs as well as the facilitation of other student-focused Comprehensive School Physical Activity Program dimensions. Other, previous research interests include the assessment of physical activity via systematic observation, formal assessment patterns of physical education teacher, and the role of active supervision by physical educators on students' skill engagement and physical activity levels.

Keynote Title: Today's Sport Pedagogy – Its Impact and Continued Relevance

ABSTRACT

Sport Pedagogy's relevance to the practice of teaching physical education and sport coaching is placed in the context of its emergence and anticipated future direction. Over the last 45 years, Sport Pedagogy has matured into a respectable area of inquiry. How it continues to mature is, at least in part, contingent on how Sport Pedagogy's current and future stewards take the lessons learned from the efforts of their predecessors.

The empirical base for appropriate/effective practice in our field has expanded considerably. There is much to celebrate relative to what we have learned about appropriate curricular and instructional practices. However, its composition and structure could be characterized as "a mile wide and an inch deep." Possible reasons for this will be highlighted. And while some of it may have found its way into the content and practice of physical education teacher preparation (PETE) and coaching education programs, the question of how/whether this has translated into improved practice remains debatable.

Possible strategies for guiding future efforts in Sport Pedagogy will be presented that may help further strengthen its relevance and impact. They will target Sport Pedagogy researchers, those who engaged in the preparation of doctoral PETE faculty, as well as journal reviewers/editor.

PRE-CONFERENCE WORKSHOPS

| TIME | WEDNESDAY, 8 JUNE | | | |
|-------------|---|---|--|---|
| 8.30-12.30 | AIIESEP BOARD MEETING Corbett Building Room 202 | | | |
| 9.00-15.00 | CONFERENCE REGISTRATION Corbett Building Lobby | | | |
| 12.00-17.30 | PRE-CONFERENCE SESSIONS | | | |
| | SPECTRUM OF TEACHING STYLES Corbett Building Room 103 & Corbett Building Gymnasium 12.00-17.30 | TEACHING GAMES FOR UNDERSTANDING Law School Building Room 186 & Corbett Building Gymnasium 13.00-17.30 | PHYSICAL PLAY IN EARLY CHILDHOOD Law School Building Room 178 12.00-17.30 | EARLY CAREER NETWORK Corbett Building Room 202 & Corbett Building Gymnasium 13.30-17.00 |
| | <p>Mark Byra & Sara Ashworth Welcome (12.00)</p> <p>Sara Ashworth The Spectrum: A common language (12.05)</p> <p>Stephanie Kirby & Tori Shiver Exploring the west through dance – An episodic lesson (13.05)</p> <p>Fran Cleland & Suzanne Mueller The Spectrum of Teaching Styles: Developmental perspectives (13.40)</p> <p>Pilvikki Heikinaro-Johansson Across the miles: The reach of the Spectrum of Teaching Styles in Finland (14.10)</p> <p>COFFEE BREAK (14.40)</p> <p>Pamela Kullina & Donetta Cothran The Spectrum of Teaching Styles: Teacher and student outcomes (14.55)</p> | <p>Len Almond A conceptual basis for teaching Games (13.00)</p> <p>Liam McCarthy Making sense of handball (13.30)</p> <p>Barrie Gordon Developing thinking players in softball/baseball (14.00)</p> <p>Barrie Gordon Developing thinking players: A scenario-based approach for teaching softball and baseball (14.30)</p> <p>COFFEE BREAK (15.00)</p> <p>Amy Price Conceptual framework for understanding video game design and its relationship to Teaching Games for Understanding (15.30)</p> | <p>Arja Sääkslahti, Len Almond, & Ingunn Fjortoft Introduction of AIIESEP Early Years SIG (12.00)</p> <p>Len Almond A conceptual framework for delivering an early years programme in England (12.30)</p> <p>Debra Vinci, Chris Wirth, & Alexandra Venezia Training childcare teachers to promote physical activity in childcare settings: A U.S. experience (13.00)</p> <p>Arja Sääkslahti Scandinavian perspective for early education and the role of physical activity (13.30)</p> | <p>Erin Gerlach Ice-breakers (13.30)</p> <p>Peter Hastie Developing research questions and a line of inquiry (14.00)</p> <p>Tristan Wallhead Publishing in English-speaking sport pedagogy journals (14.30)</p> <p>COFFEE BREAK (15.00)</p> <p>Nathan Gaudreault Team building physical activities (15.30)</p> |

| | | | | |
|-------------|---|---|---|--|
| | <p>Suzanne Mueller, Caroline Kuchinski, & Christine Brett Infusion of the Spectrum of Teaching Styles at East Stroudsburg University (15.25)</p> <p>Nikolaos Digelidis & Yannis Syrmipas Developing a better understanding of how students and teachers learn to teach with the Spectrum (15.55)</p> <p>All Spectrum Participants Spectrum questions and answers Open Forum (16.25)</p> | <p>Stephen Harvey & Shane Pill Comparison of researchers and physical education teachers' perspectives on the utilization of the Tactical Games Model (16.00)</p> | <p>Ingunn Fjortoft The theory of “affordances” – A theoretical approach implemented into practice: Learning landscape - The materiality and contexts for learning with the environment (14.00)</p> <p>COFFEE BREAK (14.30)</p> <p>Boris Jidovtseff Modifying indoor facilities appropriate to children –CEREKI concept (15.00)</p> <p>Mary Vandermeulen Water familiarization for children from 3 to 6 years old: The CEReKi approach (15.30)</p> <p>Kristine De Martelaer Water safety competencies: Real and perceived skills and risk cognitions (16.00)</p> <p>All Presenters Round Table Discussion: The purpose and future activities for AIESEP Early Years SIG (16.30)</p> | |
| 15.00-18.00 | CONFERENCE REGISTRATION Marian H. Rochelle Gateway Center Lobby | | | |
| 18.30-21.00 | OPENING CEREMONY Wildcatter Suites War Memorial Football Stadium | | | |

SPECTRUM OF TEACHING STYLES

The Spectrum: A Common Language

Sara Ashworth¹

¹Spectrum Institute for Teaching and Learning, U.S.

ABSTRACT

Why has the Spectrum theory survived for 50 years? What is it about the initial theory that carved its place in physical education pedagogy? Will the Spectrum survive another 50 years, and if so, what does the Spectrum need to continue influencing pedagogy?

This presentation addresses these and other questions while providing current updates. The Spectrum's contribution is its universal and unifying theory that explains, links, and predicts pedagogical events. Unlike other theories the Spectrum does not discard or reject pedagogical ideas but rather shows the relative learning relationship of one idea to another. Its structure provides a map for understanding ideas and designing alternative learning episodes and it provides a framework for introducing learners to a deliberate and divergent range of developmental opportunities. New concepts are presented: the importance of *canopy teaching*; consistent terminology; Style Analysis Tools; Functions of Teaching; Implementation Options; and the Components of Teaching (COT). The COT represents the entry-level, the foundational information that is basic and critical to all teaching styles. These inseparable components guide the planning, implementation, and assessment of teaching and learning. Without the basic pedagogical knowledge of the COT it is difficult to acquire a teaching repertoire from Command to Discovery. Most importantly, the topic of the Spectrum's future will be addressed and the need to identify an international group of Spectrum colleagues who will work together to establish and maintain the fidelity of the Spectrum theory and to guide the quality of future Spectrum contributions. The Spectrum Institute for Teaching and Learning has the capacity to support such an adventure. Research, scholarships, training programs, and technological advancements are only a few of the areas that can be supported and explored. It will be the new developments and insights, implementation techniques and implications that will sustain the Spectrum's universal and unifying framework.

Exploring the West through Dance (An Episodic Lesson)

Victoria Shiver¹ & Stephanie Kirby¹

Division of Kinesiology and Health, University of Wyoming, U.S.

ABSTRACT

Session participants will have the opportunity to explore the West by observing a 35 minute lesson where approximately 20 elementary-aged students learn and perform a modified Cotton-Eyed Joe western line dance. The Cotton-Eyed Joe is a classic line and partner dance in Wyoming, and is a crowd and mascot favorite at various social events and dance halls. During the lesson, all learners will engage in the following four Spectrum teaching styles: command (A), practice (B), combination practice/inclusion (B/E), and divergent discovery (H). The four styles have been purposefully selected to meet the objectives of the dance lesson (i.e., motor, cognitive, and social). The lesson includes a variety of planned episodes that facilitate student understanding of and the ability to successfully perform the Cotton-Eyed Joe line dance, highlighting episodic teaching (Mosston & Ashworth, 2002). At the beginning of the lesson students will warm up through command style, initially learning the basic movements related to the line dance with teacher cues. They will then learn parts one through four of the dance using technology to emphasize the practice style. Following the episode, students will create their own transition dance steps as a small group while in style H. Through combination B/E, all learners will then be given the option to individually choose and practice one of three movements that vary in difficulty. The lesson will conclude with a final performance with the additional movements incorporated. A detailed lesson plan and other relevant materials will be available for the Spectrum pre-conference session participants.

The Spectrum of Teaching Styles - Developmental Perspectives

Fran Cleland¹ & Suzanne Mueller²

¹West Chester University, U.S.

²East Stroudsburg University, U.S.

ABSTRACT

Pre-K through grade 5 children possess unique motor, cognitive and social developmental characteristics. These characteristics impact the way children experience the movement environment as well as how teachers should plan for optimal learning within the environment. Given “The fundamental proposition of the Spectrum is that teaching is governed by a single unifying process: decision making” (Mosston & Ashworth, 2008, p. 8) teachers should be making decisions about the design of the learning environment that reflect the psychomotor, cognitive, affective and fitness characteristics of the learner. When considering children’s development and implementation of the reproduction cluster of teaching styles, teachers need to be mindful that Pre-K children are geared to explore and the predominant method of teaching is implicit. Similarly children must have the social and observational skills to engage in reciprocal style episodes, thus this style may be more applicable in the primary and intermediate grades. Additionally some reproduction styles require self-analysis as well as appropriate selection of task difficulty, both abilities children acquire as they progress from the concrete to formal operations stage of cognitive development. With respect to the production cluster of teaching styles, age-appropriate vocabulary and age-appropriate question strategies need to be used. When the style is used for a group to find the solution to a challenge, it is important that children have developed the social skills (e.g., dispositions of willingness to listen to others’ ideas; taking risks to offer ideas) prerequisite for attaining a group goal. In summary, throughout this presentation the unique developmental considerations for both the production and reproduction cluster of teaching styles will be examined. Videotaped lesson vignettes will facilitate our journey along the developmental path of the Spectrum of Teaching Styles.

Across the Miles: The Reach of the Spectrum of Teaching Styles in Finland

Pilvikki Heikinaro-Johansson¹

¹University of Jyväskylä, Finland

ABSTRACT

The Spectrum of Teaching Styles has been a cornerstone of Finnish physical education teacher education (PETE) for decades. Faculty members at the University of Jyväskylä (JyU), the only institution in the country educating physical education teachers, first became aware of the Spectrum in late the 1970s. In 1978, Muska Mosston and Sara Ashworth made their first of many visits to Finland, during which they elaborated on the details of the Spectrum to interested faculty members. Risto Telama, emeritus professor in sport pedagogy at JyU, has acknowledged both the ability of the Spectrum to help connect physical education content with teaching learning processes and how the range of teaching styles can facilitate teachers in reaching specific physical education objectives (Telama, 1992). Since those early days, the Spectrum has allowed for the building of a common language among JyU faculty and students. Today, the Spectrum is a the central aspect in linking theory to teaching practice within the faculty's Integrative Pedagogy Model, in effect since 2000, which sees all students engage with pedagogical studies throughout each of their five years of teacher education. The Spectrum has also provoked a large amount of research on PETE and school physical education in Finland. This presentation will outline the extensive role the Spectrum has played in the Finnish PETE program and how our PETE students reflect on their teaching behavior while learning to use different teaching styles. The Spectrum helps future teachers to acquire various pedagogical and didactical skills and improve the effectiveness of their responses within diverse teaching situations.

The Spectrum of Teaching Styles: Teacher and Student Outcomes

Pamela Kulinna-Hodges¹ & Donetta Cothran²

¹Arizona State University, U.S.

²Professor, Indiana University, U.S

ABSTRACT

The increasing awareness of the constructivist nature of teaching and learning suggests it is critical to understand participants' perspectives on educational experiences. That key thought guided a series of teaching style investigations by Kulinna, Cothran, and colleagues. Given the complexity of teaching in general, and specifically the Spectrum, it is not surprising that the team's research results provides many insights into the Spectrum while also raising additional questions. For example, teachers and students both report experience with a variety of styles and are able to distinguish between the potential benefits of the different styles with regard to learning, fun, and motivation. Interestingly there was significant overlap between teachers and students on the relative value of most styles. The highest rated styles for potential positive outcomes, however, were not also the most commonly used styles. That finding suggests key future research questions regarding context, teacher efficacy, and teachers' potentially competing dual goals of learning and order. Those trends held true cross culturally when the same research design was used with teachers in seven different countries. These initial survey findings prompted a second phase of investigations that utilized a smaller sample of teachers and students but explored their views in more depth. In these focused follow ups, teacher and student perspectives again shared some overlap but also significant differences. It became clear that teacher use of the models was directly related to experience with and knowledge of the model. Additionally the decision to use a model was heavily influenced by teacher control and available time. Students' perspectives were more focused on the public nature of learning and knowledge authority. These conceptual understandings of the models are often not a focus in discussions of the Spectrum and yet have tremendous impact on teachers' and students' willingness to engage thereby influencing the model's effectiveness.

Infusion of the Spectrum of Teaching Styles in the Physical Education Teacher Education Program at East Stroudsburg University

Suzanne Mueller¹, Caroline Kuchinski¹, & Christine Brett¹

¹East Stroudsburg University, U.S

ABSTRACT

The presentation will demonstrate how the Spectrum of Teaching Styles is infused throughout the Physical Education Teacher Education (PETE) program at East Stroudsburg University. From participating as learners to teaching students, candidates are immersed in the Spectrum of Teaching Styles for their entire journey to become a physical education teacher. Included are video clips of professors and teacher candidates engaged in the use of the Spectrum of Teaching Styles. During their first two years, students learn essential physical education content as their professors' model and explain the process of each Spectrum style. In the third year PETE candidates learn how to design and implement short Spectrum teaching episodes for field experiences with elementary students. During their final year, PETE candidates participate in a Professional Development School (PDS) field experience as well as a culminating clinical student teaching experience. In PDS, candidates merge Spectrum theory and practice two days per week in a school setting with a mentor health and physical education teacher. Throughout their student teaching experience, teacher candidates have full responsibility to design, implement, and assess student learning using Styles A-H from Spectrum of Teaching Styles. East Stroudsburg University has a rich history with the Spectrum of Teaching Styles. Mosston's first edition of *Teaching Physical Education* (1966) was used in methods of teaching physical education classes in 1967. By 1978, with the advent of the four semester pedagogical block program, the Spectrum of Teaching Styles was also required in student teaching. By the mid-1980s the Spectrum was a part of all clinical and field experience classes, and by the mid-1990s was firmly entrenched throughout the program.

Developing a Better Understanding on How Students and Teachers Learn to Teach with the Spectrum

Nikolaos Digelidis¹ & Yannis Sympas¹

¹School of Physical Education and Sport Science, University of Thessaly, Greece

ABSTRACT

As educators in higher education we are interested in transforming students' perceptions, attitudes and behaviors in relation with the use of a variety of teaching styles. And we have solid reasons for that. Nevertheless, students' past experiences in Physical Education and a series of blocking beliefs play an important role in their understanding. A series of research studies and empirical information will be presented that might be useful to those of us who are teaching the Spectrum to students and teachers. An abstract of the presentation and additional notes will be available to the Spectrum pre-conference participants.

TEACHING GAMES FOR UNDERSTANDING

A Conceptual Framework for Making Games Accessible to Players

Len Almond¹

¹St. Mary's University, England

ABSTRACT

In this presentation a conceptual framework for the teaching of games will be outlined. This framework needs to be translated into practical possibilities that can guide teachers' informed practice. Following is an outline for presenting this conceptual framework:

1. Creating a Sense of Direction
 - ▶ Translating complex games into meaningful game forms to develop:
 - Understanding of the game which includes recognizing the similarities and differences between different game categories (e.g., invasion) as well as within a category
 - Understanding in the game leading to intelligent performance
 - ▶ Developing understanding
 - Grasp the structures and inter-relationships of the components of a game
 - See possibilities for outwitting opponents
 - Make sense of what games have to offer
2. Identifying the Focus for Each Phase of Development
 - ▶ Beginners to talented performers
3. Principles for Shaping Games
 - ▶ Meaningful modification of game forms
 - Reducing the demands of a game
 - Exaggeration
 - Constrains
 - Challenge
 - ▶ Creating enabling environments to support learning in game forms
 - Scaffolding processes
 - Affordances – what can be enabled?
 - Spiral curriculum
 - ▶ Creating developmental appropriate game scenarios
 - ▶ Developing an enabling attitude of the teacher/coach

Making Sense of Handball

Liam McCarthy¹

¹St. Mary's University, England

ABSTRACT

Teaching Games for Understanding (TGfU) is a pedagogical model, which has gained widespread popularity among teachers and coaches in recent years (Bunker and Thorpe 1982; Thorpe and Bunker 1989; Thorpe, Bunker, and Almond 1986). TGfU implores practitioners to account for three fundamental principles in their game-design; representation, modification and exaggeration. In doing so, the puzzles presented by well-designed games, can afford the learners opportunities develop an understanding both of the game and within the game. Nevertheless, Casey (2013) contends that the extent to which practitioners are able to operationalize games which embody the principles of TGfU is questionable. Further, Launder (2001) likens TGfU in the hands of teachers, to jumbo-jets in the hands of test pilots; it is clear that much work is yet to be done to enable coaches and teachers to effectively use this model-based approach. Answering Casey's (2013) call to aid teachers and coaches in making a conceptual shift in their practice, this paper aims to provide some explicit mechanisms through which handball may be delivered; true to TGfU principles. In this presentation how we might make sense of handball and the need to do so is considered (Richards et al., 2012). Further, we propose ways in which teachers and coaches might create the tactical problems, which are National Governing Body stated principles of play (England Handball, 2015). Handball specific examples of how these puzzles can be represented, exaggerated and modified are suggested. In addition, it is considered how this sits within a wider planning and reflective practice framework for coaching, where practice design is aligned to coach behavior, learner engagement and outcomes (Muir, 2012).

Developing Thinking Players in Softball/Baseball

Barrie Gordon¹

¹Victoria University of Wellington, New Zealand

ABSTRACT

This practical session will introduce participants to a sequence of activities and modified games that are designed to introduce students to the games of softball and baseball. The emphasis for the activities and games is on developing a sense of the game, tactical understanding and good decision making. The sequence of activities has been carefully constructed in order to scaffold the learning of students as they progressively develop their knowledge and understanding of the game. This development is dependent on the students being able to concentrate and be engaged in these particular areas of learning. This will not happen if the specific skill requirements of the activity mean that they are unable to implement their decision-making through a lack of skill. A student may decide they want to field the ball and throw to home but if they are unable to field a baseball with a glove successfully, then the opportunity to enact tactical decision-making is lost. For this reason there are a number of differences from “real” softball or baseball in the equipment used and in the way that the activities and games are played. Soft, easily caught balls are used throughout and for many of the activities the “batter” throws the ball directly to a fielder.

Developing Thinking Players – A Scenario-based Approach for Teaching Softball and Baseball

Barrie Gordon¹

¹Victoria University of Wellington, New Zealand

ABSTRACT

This second practical session is an extension of the first. The session will be based on the *Developing Thinking Players* programme and will examine a scenario based approach to teaching and coaching baseball and softball. In this approach players participate in game scenarios that mimic real life game situations. The scenarios are played out as in a real game and the fielding and batting teams are then awarded points depending on the outcomes of the play. It is designed to place the players in situations whereby they develop a deep sense of the games tactics and gain experience in making tactical decisions. This session will give participants an opportunity to experience practical applications of a number of the scenarios. They will also have the opportunity to develop their own outcomes for specific scenarios.

Conceptual Framework for Understanding Digital Video Game Design and Its Relationship to Teaching Games for Understanding

Amy Price¹

¹St Mary's University, England

ABSTRACT

In recent years, the Game Centered Approach (GCA) arena for academic research has been well populated with evidence-based studies that enhance the theoretical underpinnings of teaching and coaching of games. Nevertheless, there has been limited attention paid to how GCA models such as Teaching Games for Understanding (TGfU) can be merged with alternative fields of game studies, outside of physical education and sport, in order to make games accessible for young people. In this session, we use principles of 'good digital game design' (Gee, 2013) to propose a conceptual framework for understanding the practical design of games. We consider similarities between a teacher and coach, and a digital game designer using the notion that "good game designers are practical theoreticians of learning" (Gee, 2013, p. 21). This session will acknowledge that the rationale for TGfU and for digital video games are similar; to attract and sustain participation and performance through challenging and enjoyable practice. The session will promote ways in which complex games can be learned and mastered, through practical application of game design. The session will specifically interpret TGfU's four pedagogical principles, and merge with Gee's (2013) features of good game design, which are considered to enhance learning and performance. Further discussions will build upon Almond's Foreword in Butler and Griffin (2010), to use game design for developing a whole mind set for game sense, with a specific focus on how video game play can stimulate the human mind and its learning capabilities, in today's digital world.

Comparisons of Researchers and Physical Education Teachers' Perspectives on the Utilization of the Tactical Games Model

Stephen Harvey¹ & Shane Pill²

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²Flinders University, Adelaide, Australia

ABSTRACT

Despite the emergence of Tactical Games Models (TGMs) to games teaching in physical education (PE) emphasizing small-sided/modified game play, inquiry and reflective practices with students, research suggests the utilization of TGMs only exist in isolated instances, particularly where teachers demonstrate 'true' fidelity to these models. In contrast, university-based academics retain an overwhelmingly positive view of TGMs. The purpose of this study was to investigate reasons for this disparity. Participants were 50 academics and 80 PE teachers. Academics were included based on the search for publications on TGMs and associated game-centered models (i.e., Teaching Games for Understanding, Game Sense, Play Practice, etc.) over the past 20-years undertaken using a number of multidisciplinary academic search engines. Academics responded to six online survey questions that probed their perspectives on current and future research on TGMs. PE teachers participated in a Twitter chat held at four different time zones. Data were analysed inductively. Results showed that academics provided a myriad of reasons why teachers may not utilize TGMs, although all agreed there was a need for increased teacher professional development in TGMs. PE teachers outlined that numerous competing versions of TGMs was confusing and they required more 'hands-on' examples of TGMs in practice. Results further highlighted disparities between academics and PE teachers' conceptual understanding and pedagogical applications of TGMs. There is a critical need to create improved connections between academics and PE teachers, which could be achieved through the extended examination of the micro-pedagogies of teachers practice in TGMs via a practice-referenced approach.

PURPOSEFUL PHYSICAL PLAY IN EARLY CHILDHOOD

Introduction of AIESEP Early Years SIG

Arja Sääkslahti¹ & Len Almond²

¹University of Jyväskylä, Finland

²St. Mary's University, England

A Conceptual Framework for Delivering an Early Years Programme in England

Len Almond¹

¹School of Education, Theology and Leadership, St Mary's University, England

ABSTRACT

In England, 91% of children fail to meet the UK Physical Activity Guidelines. Practitioners in early years settings have not been provided with a:

- clear vision of what could be done;
- sense of direction of what needs to be done;
- sharp Focus on what can be achieved; or
- sense of what needs to be planned and organised.

The aim of this presentation is to outline a framework for promoting purposeful physical play in early years settings in England. As a result of working with early years practitioners from four local education authorities, we have developed a purposeful physical play framework to create a coherent programme for all early years settings. This presentation will outline in detail what the framework requires them to put in place and how to do it.

1. Targeted Provision

- Introduce the 25% Rule – 45 minutes of purposeful physical play in 3 hours aspiration.
- Increase
 - the number of bouts of purposeful physical play each session;
 - energetic purposeful physical play (e.g., action rhymes); and
 - sustained purposeful physical play (e.g., walking to a green space).
- Decrease prolonged sitting and waiting time.

2. Provide an Entitlement for the Four Domains of Purposeful Physical Play

- Exercise play
- Object play
- Dance and activities leading to Expressive Movement
- Outdoor Education, Adventure, and Deep Play

3. Enabling Environments (affordances and scaffolding to generate action possibilities) and Stimulating Purposeful Physical Play

- A comprehensive guide has been developed to support this work.

The Purposeful Physical Play Framework will enable delegates to evaluate its relevance for their work in early years settings.

Training Childcare Teachers to Promote Physical Activity in Childcare Settings: A U.S. Experience

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¹University of West Florida, Department of Exercise Science & Community Health, Florida

ABSTRACT

In the *Prevention Status Report 2013*, Florida received the lowest rating (27.7%) of the 47 recommended components of for nutrition and physical activity (PA) standards of licensed childcare facilities (Centers for Disease Control and Prevention, 2014). Since experts agree that childcare teachers need specific training on how to integrate PA into the childcare setting (Kreichauf et al., 2012; Ward, Vaughn, & Hales, 2010), the Florida Department of Health - Escambia County collaborated with UWF to implement the *Promoting Physical Activity in Childcare Settings* (PA-CS) intervention. This presentation focuses on the delivery and evaluation of a training curriculum for childcare teachers on PA strategies for children that could be incorporated into classroom activities. Thirty-two childcare teachers working with three to four-year-olds attended a two-hour *Let's Wiggle: Promoting Physical Activity in Childcare Setting*. Training included didactic presentations on the importance of PA in early childhood and linked PA strategies with Florida Early Learning Standards. The workshop provided childcare providers with experiential "hands-on" activities using Physical Activity Curriculum Cards (PACC), developed specifically for this training. The PACC demonstrated how to incorporate PA into scheduled classroom lessons, transitions, and center time activities. Participants completed a post-workshop evaluation and 20 of the 32 classroom teachers were provided coaching for six weeks post training. All of the teachers that attended the training valued including PA during the classroom setting. Findings suggest training can increase childcare providers' knowledge of best practices in promoting PA in the classroom. The teachers receiving coaching described it as a valuable experience and were able to integrate suggestions into their classrooms. At the end of the intervention, the majority of these teachers requested continued follow-up. Training is needed to encourage teachers to incorporate PA during classroom time. Children are often active during outdoor play time, therefore incorporating PA during indoor classroom time may be more effective in increasing overall physical PA.

The Scandinavian Perspective on Early Education and the Role of Physical Activity

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ABSTRACT

Europe contains many subcultures, a variety which can be seen in people's lifestyles as well as in the ways children's physically active play is supported by parents and educators. The physical environment (e.g., terrain, temperature, and seasonal variation) modify people's lifestyles and their attitude toward physical activity. The aim of this presentation is to discuss the characteristics of Scandinavian early education and the role of physical activity in it. Research findings from Finland have shown that in a typical week approximately 70% of 3-year-old children spend eight to ten hours and five days per week in day care. Day care centers have structured daily programs with morning and afternoon outdoor play sessions. The role of outdoor play has been shown to be important for children's total amount of physical activity (Soini, 2015). Unfortunately, children are made to sit down and be sedentary in indoors (Reunamo, Hakala, Saros, & Lehto, 2014). Seasonal variation in outdoor play reveals major differences in activity levels, the winter period being the least physically active period (Laukkanen, 2016). Traditionally, winter activities have been a stimulating variation for children's physical active play, because snow and ice offer inspiration for special equipment such as sleds, skis, and skates. Scandinavian countries have a close relationship to nature. Most day care centers are built next to a forest. This natural playground is seen as the children's best playground. The example of Scandinavian culture in early education could encourage all other cultures to increase the role of outdoor play in physical activity during children's early years. For teachers, this means that they should learn to see the outdoor environment as an open space with interesting affordances. The weather, instead of being an excuse to stay inside, simply poses the question of what to wear.

The Theory of “Affordances” – A Theoretical Approach Implemented into Practice: Learning Landscape – The Materiality and Contexts for Learning with the Environment

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ABSTRACT

Motor learning is presumed being the most fundamental of all learning in children. Children learn movements and gain bodily experiences by exploring different environments. Through bodily experiments, children explore details and quality of movements such as speed, agility, force, and weight. Motor learning is not a process of maturation. It is a process of learning through experiences and activities where “nothing comes by itself” but rather by experience. Experience is therefore fundamental for motor learning in small children. Children develop perceptual-motor skills through natural spontaneous interaction with the environment. The materiality of the environment affords challenges and experiences that promote motor learning and the children respond by exploring, discover and face the challenges by mastering perceptual-motor skills in context with the environment. These perspectives include a dynamic systems approach to the development of motor behavior, putting attention to the total development of motor abilities of the child including biological abilities, the tasks to learn and the environment in which the child learns and develops. Implementing this theoretical approach into practice will be illustrated by two case studies showing the contextual environment- child relationship in learning fundamental motor skills. The case studies indicated high level of physical activity and improved motor development as a consequence of playing in outdoor environments. The children seemed to be active through free play in complex environments as well as the environments challenged their motor behavior. Consequently, the importance of environmental impact on physical activity and motor behavior will be analyzed and discussed in relations to theory of “Affordances” and a dynamic systems approach to motor learning. Theoretical perspectives applied on children’s motor behavior may help understanding the importance of learning motor skills in context with the environments. Multifunctional and natural environments seem to have promotive effect on children’s motor development and should therefore be encouraged as a didactic approach in motor learning.

Modifying Indoor Facilities Appropriate to Children

Boris Jidovtseff¹, Anne Delvaux¹, Manhattan Mornard¹, & Mary Vandermeulen¹

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ABSTRACT

Physical literacy development during childhood is critical not only to favor sport performance outcomes but also to develop long term physical activity. It's very important for children to move in a thinking way. Diversified activities are important to develop a large panel of fundamental motor skills and to stimulate perception. It is important for children to move, but it has to be done in a thinking way. With young children it is important to maximize active time, to develop fundamental motor skills and perception, to take into account inter-individual differences, to favor enjoyment, self-confidence and to guarantee optimal security. Most of these pedagogical challenges can be reached by appropriate instruction and by an adapted environment. There is clear evidence that modifying exercise facilities influence children's behaviour with consequences for motivation, activity level and motor development. For 25 years a reflexive approach has been used at CEReKi (Liège, Belgium) in order to determine how indoor facilities can be modified with the aim to meet children needs and to favor motor development. Attractive circuits have been developed to stimulate specific motor skills (gymnastic, athletic or ball circuits). They were created to afford action possibilities and challenges for children to explore their own abilities for exercise. According to the children's age and level of ability different pedagogical conditions can be provided: spontaneous play, guided discovery or structured games. Circuits have to be organised in such a way that children can do most exercises on their own. The arrangement of equipment offers multiple possibilities for movement, favouring active discovery for all children. The autonomy of children allows the teacher to move throughout the circuit and assist children by scaffolding their learning. Our experience confirms that modifying indoor facilities is relevant for 3 to 8 years old children activities.

Water Familiarization for Children from 3 to 6 years: The CEReKi approach

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²Preprimary Teacher Training College, Belgium

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ABSTRACT

According to many authors, the degree of development required to learn a swimming style is not reached before the age of five to six years old (Pedroletti, 2004; Moulin, 2007). However, before that age, it is very interesting to explore the aquatic environment to develop specific skills like entering into the water, immersion, floatation, breathing and propulsion (Parker & Blanksby, 1997; Moulin, 2007). The kinanthropology research and study center ("CEReKi") of the University of Liège, in Belgium, wanted to develop an aquatic activity adapted to children aged from three to six years old. Unfortunately, the swimming pool in the sport centrum had no paddling pool and was too deep for toddlers. To facilitate the water familiarization activity, we adapted the environment with specific equipment (net, floating mats, bars, cages, slides) in order to build a water familiarization circuit adapted to every child, aged from three to six years old. The circuit was developed in order to stimulate the five water familiarization skills (entering into water, immersion, floatation, breathing and propulsion). Using circuit organization appears to be a very successful pedagogy and organization. Children can do most exercises on their own with only a little support (about twenty children for two monitors). Furthermore, the arrangement of equipment offers multiple possibilities of movement in order to favour active motor discovery adapted for all children. The autonomy of children allows teacher to move throughout the circuit and support children in their learning. Scientific research has confirmed that the CEReKi water familiarization innovative approach was successful for young children (Mornard, 2012). Environment adaptation and specific pedagogic methodology has enabled us to develop a successful water familiarization circuit in a swimming pool that was previously unsuited to young children.

Water Safety Competencies: Real and Perceived Skills and Risk Cognitions

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ABSTRACT

There is a need for valid and reliable measures, especially among children of perceived physical competence in accordance to movement skills that children often execute in a variety of movement and physical activity environments (Barnett et al., 2016). As the aquatic environment offers popular leisure time activities, (young) children are stimulated to learn to swim and survive. As a consequence realistic perception of competencies and risk is necessary for drowning prevention. However, little research has explored both motor skills and risk perception in water safety. The Spectrum of Prevention, as developed by Cohen and Swift (1999), has six elements with each targeting a different group. In this contribution the focus will be on the two individual dimensions, the child and the parent or caregiver. Some studies focus on the problem of unrealistic parental expectations about the role of swimming ability. For specific water competencies that build on movement efficiency and breath control (Stallman, Moran, Brenner, & Rahman, 2014) unrealistic beliefs concerning swimming distance, aquatic movement qualities (like orientation and stability), seem to be a problem. Overestimating the own swim ability and underestimating the risk of drowning is gender (boys more problematic) and age related (puberty). Another important aspect is the underestimation of swimming skill performance in open air, compared with what is learned indoor. Both these individual and environmental factors indicate the relevance of tailoring a decent water safety program that is professional developed and implemented in efficient and child-oriented approaches in combination with age relevant safety messages. Future research can examine tools like the Pictorial Scale of Perceived Movement Skill Competence (PMSC) to assess young children's perceptions (Barnett et al., 2016). The combination of valid and reliable tools for (young) children and parents or caregivers are a relevant contribution in the Spectrum of Prevention.

CONFERENCE PRESENTATIONS

| TIME | | THURSDAY, 9 JUNE | | | | | |
|-------------|---|---|---|---|--|--|---|
| 7.00-7.45 | | EARLY BIRD PHYSICAL ACTIVITY SESSIONS □ Rock Climbing □ Dancing □ CrossFit 7220 □ Running □ Walking Campus Tour Meet outside north entrance of Marian H. Rochelle Gateway Center | | | | | |
| 7.00-8.30 | | CONFERENCE REGISTRATION Marian H. Rochelle Gateway Center Lobby | | | | | |
| 8.45-9.45 | | KEYNOTE ADDRESS 1 – Hans van der Mars Marian H. Rochelle Gateway Center Salons A & B | | | | | |
| 10.00-11.00 | | ORAL PRESENTATIONS Parallel Session 1 | | | | | |
| | Corbett Building Room 137 Extra-Curricular Physical Activity | Corbett Building Room 138 Teacher Knowledge | Law School Building Room 178 Teacher Motivation | Law School Building Room 186 Games-based Approaches | Gateway Center Salon A Spectrum Teaching Styles | Gateway Center Salon B Theoretical Pedagogies | Gateway Center Salon C PETE Technology |
| | SESSION CHAIR Attilio Carraro Ingunn Fjortoft, Owe Löfman, & Kine Halvorsen Thorén Environmental correlates to physical activity in adolescents: An approach to analyze activity patterns of young children in schoolyards Rosalie Coolkens, Jan Seghers, Philip Ward, & Peter Iserbyt Transfer from physical education to intramural physical activity: | SESSION CHAIR Pilvikki Heikinaro-Johansson Stefan Meier Can only the best be a winner? An empirical study of the performance understanding of German PE teachers Peter Astrom & Jan-Erik Romar The influence of teacher education on initial pre-service teachers' acquisition of practical knowledge Wonjung Kim A practical study on exploration and | SESSION CHAIR Amy Ha Tan Zhang & Ang Chen Understanding PE teacher motivation in relation to job demands and resources Jian Wang, Xiaobin Luo, Qingshan Hu, Aifeng Huang, & Bo Shen Physical education teachers' achievement goal orientations Tanjian Liang & Melissa Parker Physical education teacher candidates' | SESSION CHAIR Shane Pill David Cooper Developing future secondary health and physical education teachers as leaders in games teaching Stephen Harvey, Megan Smith, Yang Song, David Robertson, & Renee Brown Gender and school level differences I pupils' moderate and vigorous physical activity levels when taught basketball through | SESSION CHAIR Mark Byra Sara Ashworth The genesis of the Spectrum of teaching styles: The theory that led to the Spectrum theory Emma Davie Student perceptions of discovery teaching styles in S3 physical education in Scotland | SESSION CHAIR Missy Parker Mike Jess The transformational wind of theoretical change: A historic and contemporary view of physical education pedagogy Tim Fletcher, Stephanie Beni, & Deirdre Ní Chróinín Meaning-making in physical education and youth sport: A review of literature Deirdre Ní Chróinín, Tim Fletcher, Mary O'Sullivan, & Caitlin Price | SESSION CHAIR Marc Cloes Mauro Andre Physical education students perceived competence in using technology integration Ivo van Hilvoorde & Jeroen Koekoek Digital technology in the PE classroom: The need for a clear pedagogical view |

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|--------------------|--|--|--|---|--|---|--|
| | Organized or supervised? Hayong Ding & Ang Chen Understanding middle school students' after school activities | application of the criticism perspectives of teaching in physical education classes | perceptions about and implementation of caring | the Tactical Games Model Yoshinori Okade Effectiveness hybrid pedagogical models soccer unit on university student skills and self-assessment on communication skills | | Pedagogies to support learning about meaningful physical education (LAMPE) | |
| 11.00-11.15 | COFFEE BREAK Marian H. Rochelle Gateway Center Lobby | | | | | | |
| 11.15-12.15 | POSTER PRESENTATIONS SESSION 1 Corbett Building Gymnasium | | | | | | |
| 12.15-13.30 | LUNCH Washakie Dining Center | | | | | | |
| 13.30-14.30 | ORAL PRESENTATIONS Parallel Session 2 | | | | | | |
| | Corbett Building Room 103 Physical Activity and Health | Corbett Building Room 202 Theoretical Pedagogies | Law School Building Room 178 Communities of Practice | Law School Building Room 186 Student Motivation | Gateway Center Salon A Physical Education Movement Culture | Gateway Center Salon B Physical Education Teacher Education | Gateway Center Salon C Doctoral Socialization |
| | SESSION CHAIR Jason Kim Jérôme Rompen, Marta Korycki, Sabine Ortmans, Annick Schoonbroodt, Fabienne Clause, & Marc Cloes Education of instructors of a physical activity program for cancer patients and survivors: Planning and evaluation of interactive adapted | SESSION CHAIR Marcos Onofre Lars Borghouts, Menno Slingerland, & Steven Vos Exploring constructive alignment in PE in the Netherlands: A mixed methods approach Shy Deng-Yau Differentiated instruction and learning in physical education: A | SESSION CHAIR Barrie Gordon Deniz Hunuk & Pervin Afsar Dynamic to create and sustain a community of practice: A case study Ching-Wei Chang & Nathalie Wallian Constructing a PE learning community for Taiwanese elementary school classroom teachers | SESSION CHAIR Erica Pratt Erin Gerlach, Sara Seiler, Benjamin Niederkofler, & Christian Hermann Effects of classroom composition and PE teachers' dispositions on motor and motivational aspects of students: Results of the IMPEQT-Study Gökçe Erturan-Ilker & Tuğba Duran | SESSION CHAIR Peter Iserbyt Dean Barker, Håkan Larsson, & Kenneth Aggerholm Development of movement capabilities in physical education: Towards a pedagogical model Heléne Bergentoft, Dean Barker, & Gunn Nyberg What would physical educators | SESSION CHAIR Pamela Kulinna-Hodges Jennifer Walton-Fisette, Sue Sutherland, Sharon Phillips, Sara Flory, & Rod Philpot Exploring sociocultural issues in physical education teacher education programs Menno Slingerland, Gwen Weeldenburg, Bart Raijmakers, | SESSION CHAIR Jayne Jenkins Kevin Richards, Gabriella McLoughlin, Karen Gaudreault, & Victoria Shiver Perceptions of the graduate student experience: Does previous teaching matter? Kevin Richards & Shrehan Lynch Self-study of the doctoral students socialization process |

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| | <p>physical activity working groups</p> <p>Henry Daut Sports and physical activity: Beyond fun and fitness toward healing and recovery</p> | <p>phenomenological view</p> <p>Lei Si Man & Lao Sio Fong When a coach is also a researcher: High school basketball team training implemented with TGfU in Macau</p> | <p>Thomas Quarmby Bridging education and sport: Exploring an alternative pedagogy for looked-after children</p> | <p>Teachers' motivation effect on students' sequence of motivational process in PE</p> <p>Pal Lagestad, Øyvind Bjerke, & Idar Lyngstad To see or not to see the student – That is the question!</p> | <p>know about teaching pupils how to move?</p> <p>Magnus Ferry Teacher or coach – What competence is required to teach school sports in Sweden?</p> | <p>Lars Borghouts, & Steven Vos Authentic learning tasks within physical education teacher education: Redesigning the curriculum</p> <p>Sima Zach The influence of an enrichment program on attitudes toward education and physical education of physical education student teachers</p> | <p>Oleg Sinelnikov, Kevin Richards, Shrehan Lynch, Jenna Stark, Chan Woong, Kelsey McEntyre, Colin Pennington, & Colton Palmer Taking the role of the teacher educator: Mentoring preservice teachers during doctoral training</p> |
| 14.30-15.30 | ORAL PRESENTATIONS Parallel Session 3 | | | | | | |
| | Corbett Building Room 103 Fitness | Corbett Building Room 202 Gender Issues | Law School Building Room 178 Fair Play | Law School Building Room 186 Physical Activity | Gateway Center Salon A Coaching | Gateway Center Salon B Critical Perspectives | Gateway Center Salon C Health |
| | <p>SESSION CHAIR Chingwei Chang</p> <p>Oyvind Bjerke, Idar Lyngstad, & Pål Lagestad The perceived well-being in physical education among students with high and low aerobic fitness</p> | <p>SESSION CHAIR Pilvikki Heikinaro-Johansson</p> <p>Chantal Amade-Escot & Ingrid Verscheure Gender positioning and student gendered learning trajectories within the dynamics of the differential didactic</p> <p>Emmanuelle Forest & Chantal Amade-Escot Studying “manners of teaching” in PE through Didactical</p> | <p>SESSION CHAIR Peter Hastie</p> <p>Carla Vidoni & Mauro André Students' perceptions of their social interactions during 5th grade student-designed games unit</p> <p>Annepetra Jenssen To promote fair play and inclusion in ballgames</p> <p>Gulay Keske Aksoy & Furda Gursel</p> | <p>SESSION CHAIR Tim Baghurst</p> <p>Amy Ha, Johan Ng, & Florrie Ng Intergenerational transmission of parents values on children's physical activity behaviors</p> <p>Alexandre Mouton, Corentin Heldenbergh, Allison Flamion, Stephane Adam, & Marc Cloes Promote physical activity and reduce ageism across</p> | <p>SESSION CHAIR Tucker Readdy</p> <p>Chris Cushion Reflection and reflective practice discourses in coaching: A critical analysis</p> <p>Darren Watts & Chris Cushion Coaching journeys: Longitudinal experiences of professional soccer coaches</p> | <p>SESSION CHAIR Louise McCuaig</p> <p>Mikael Quennerstedt & Dean Barker Power relations in physical education group work – a Foucauldian analysis</p> <p>Rod Philpot Students' readings of critical pedagogies in PETE: When biography and critical pedagogy intersect</p> | <p>SESSION CHAIR Hans Peter Brandl-Bredenbeck</p> <p>Mandy Lutz & Hans Peter Brandl-Bredenbeck The topic “health” in PETE in Bavaria</p> <p>Jo Lucassen Certification of schools sport and physical activity programs as a means in school based health education in the Netherlands</p> |

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| | | <p>Joint Action: Comparison of Case studies in France and Sweden</p> <p>Marcus Onofre, Joao Costa, Joao Martins, Maria Martins, & Ana Quitério</p> <p>Sports sciences courses students' perceptions of quality physical education – A gender analysis</p> | <p>Gaining fair play behavior through Personal and Social Responsibility Model</p> | <p>generations: Effects of an intergenerational program</p> <p>Tamás Csányi, Mónika Kaj, Zoltán Vas, Zoltán Boronyai, Pedro Saint-Maurice</p> <p>Health-related physical fitness among 10-18 year Hungarian students: Results of the 2015 Hungarian National Student Fitness test (NETFIT) survey</p> | <p>Harvey Anderson 'Arbitrage' and the development of coaches and coaching research</p> | <p>Shane Pill Appreciative inquiry: A strengths-based perspective for identifying and creating positive change in the design and enactment of physical and sport education</p> | <p>Roberto Iaochite, Samuel Souza Neto, & Roraima Costa Filho</p> <p>Healthy habits at school: Preliminary data from a partnership project involving school and university in the physical education field</p> |
| 15.30-16.00 | <p>COFFEE BREAK Marian H. Rochelle Gateway Center Lobby</p> | | | | | | |
| 16.00-17.00 | <p>KEYNOTE ADDRESS 2 – Lars Bo Andersen Marian H. Rochelle Gateway Center Salons A & B</p> | | | | | | |
| 17.30-20.00 | <p>EXCURSION 1 Vedauwoo Recreation Area – Walking and Bouldering Meet outside north entrance of Marian H. Rochelle Gateway Center</p> | | | | | | |

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|-------------|---|--|--|--|--|--|
| 11.15-12.15 | <p>POSTER PRESENTATIONS SESSION 1 Corbett Building Gymnasium</p> | | | | | |
| 1 | <p>Carol Wilkinson & Maria Zanandrea Infusing HALM teaching competencies into PETE teaching methods courses</p> | | | | | |
| 2 | <p>Brandy Lynch, Hillary Franks, & Mark Smith Content relevance in undergraduate physical education teacher education programs</p> | | | | | |
| 3 | <p>Erica Pratt & Melissa Parker The role of the cooperating teacher in a field-based physical education teaching experience</p> | | | | | |
| 4 | <p>Ching Wei Chang, Keh Nyit Chin, Ching Ping Lin, & Teng Yao Shi Co-construction of a shared comprehension area among Taiwanese PE student/cooperating/university teachers</p> | | | | | |
| 5 | <p>Naoki Suzuki Comparison study on Cooperative Teachers' attitude towards student teachers</p> | | | | | |
| 6 | <p>Carla Vidoni, Samuel De Souza Neto, & Roberto Tadeau The development of a systematic observation instrument for cooperating teachers: A way to enrich quality of supervision</p> | | | | | |

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| 7 | Francois vandercleyn, Marie-Josée Dumoulin, & Julie Desjardins Training associate teachers in physical education through professional co-development groups: Challenging traditional models |
| 8 | Shraddha Naik, Edrina Memezes, Shared Aher, & Jessica D'abreo Mentoring program – An insightful experience for student-teachers and reflective experience for teacher-educators & future directions |
| 9 | Mauro Andre The development of a questionnaire to assess physical education majors' self-confidence to deliver classes using information and communication technology (ICT) tools |
| 10 | Nelli Lyyra, Pilvikki Heikinaro-Johansson, & Raili Valimaa Physical and health education teacher preparation: Creating a digital learning environment to support preservice teachers' reflective thinking |
| 11 | Johanne Grenier, Marie-Claude Rivard, Sylvain , Mylene Leroux, Abdellah Marzouk, Claude Bordeleau, & Linda Morency Changes in beginning physical education and health teachers perceptions' of their professional competencies |
| 12 | Seidu Sofo, Mathew Curtner-Smith, Emmanuel Thompson, & Eugene Asola Influence of gender, university class, and orientations to teaching and coaching on preservice teachers' mindsets |
| 13 | Debra Vinci, Christopher Wirth, & Alexandra Venezia Physical Education Teacher Education (PETE) students' capacity to educate childcare teachers on physical activity skills |
| 14 | Scott Douglas, Jennifer Krause, & Hillary Franks Changing preservice teachers' perceptions of individuals with disabilities through simulation experiences |
| 15 | Li Yuzhang Research on the current situation of the specialized training of physical education teaching in some high school in Shanghai of China |
| 16 | Melissa Parker, Deirdre Ni Chroinin, Paul McFlynn, Maura Coulter, & Ciaran Walsh Teacher educator professional learning: Shaping the conversation of teacher education? |
| 17 | Kevin Patton , Eileen McEvoy, Melissa Parker, Pilvikki Heikinaro-Johansson, & Ann MacPhail Critical incidents in becoming a physical education teacher educator |
| 18 | Alexandra Stoddart & Louise Humbert Embedded professional development: Working together to foster student physical literacy |
| 19 | Tom Templin, Michael Hemphill, & Kevin Richards Teachers' perspectives on coping with stress and burnout |
| 20 | Yung-Ju Chen & Weidong Li Rethinking of measuring the quality of feedback in physical education: Moving from teacher to teacher-student interaction |
| 21 | Etsushi Hasegawa Application development to analyze the teaching-learning process in physical education lessons |
| 22 | Oguzhan Yoncalik & Tolga Aggez Physical education and sports' teachers usage level of Mosston's teaching styles |
| 23 | Yuki Nakamura & Naoki Suzuki Teacher's behaviors of the safety management in PE - Focus on the professional development stage |
| 24 | Jonathan Chevrier, Sylvain Turcotte, & Martin Roy Toward a pedago-didactical model to describe physical education teaching |
| 25 | Todd Layne & Begona Chapatte-Ramos An evaluation of teachers' knowledge and use of physical education instructional models |
| 26 | Jeroen Koekoek, John Van der Kamp, Wytse Walinga, & Ivo Van Hilvoorde Understanding students' ability to perform a digital tagging task within a TGfU game setting |
| 27 | Hseng Zyung Neo & Nyit Chin Keh Learning effects of model-based instruction on Chinese high school students in Malaysia |

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| 28 | Nick Washburn, Oleg Sinelnikov, Jenna Starck, Peter Hastie, & Elizabeth Woodruff Quality of student officiating in Sport Education |
| 29 | Po-Ang Li & Nyit Chin Keh An action research of Teaching Personal and Social Responsibility Model on frisbee: The Case of delinquents' performance |
| 30 | Ioannis Syrmipas, Achillios Koutelidas, & Nikos Digelidis The concept of responsibility through students' words |
| 31 | Marc-Andre Duchesneau Youth development and perceived experience in Sport-études program |
| 32 | Sharon Phillips & Eve Bernstein Middle school female's perceptions about competition in physical education |
| 33 | Ulana Lysniak Creating constructivist relevant kinesiology programs and courses for community college students |
| 34 | Nicole Cameron & Louise Humbert Experiences of middle school students in physical education: Exploring gender in the classroom |
| 35 | Hsin-heng Chen & Jhin-long Lin No one wants me on their team: The experiences of two marginalized students in physical education lessons |
| 36 | David Barney, Keven Prusak, & Frank Pleban Favoritism in the physical education classroom: Selected reflective experiences |
| 37 | Dean Barker Physical educators' discursive constructions of their pupils in culturally diverse contexts |
| 38 | Bomna Ko, Boni Boswell, Seok Yoon, & Han-JooLee Expanding global links via blogging: Intercultural competence in physical education |
| 39 | Martin Giese, Christina Teigland, & Jurgen Giebing Mobility profiles of visually impaired and blind students in physical education |
| 40 | Yiwu Yang Physical literacy in the Chinese characteristics and research progress |
| 41 | Atsushi Nariya & Naoki Suzuki The trend of teaching theory of the physical education in Japan |
| 42 | Daniel Drost, F. Stephen Bridges, & Reynaldo Valdez Associations between proximity to outdoor physical activity localities and healthy adult weight |
| 43 | Stephen Berg & Brent Bradford Daily physical activity in Alberta and British Columbia, Canada: A systematic review of practices |
| 44 | Tim Brusseau & Ryan Burns Gross motor skills and cardio-metabolic risk in low-income children: A mediation analysis |
| 45 | Jeffrey Sallen, Erin Gerlach, & Thomas Borchert How should elite students balance demands of competitive sport and academic careers? A concept for the evaluation of the effects of gradual examinations in elite sport schools – The “Additives Abitur” |

| TIME | FRIDAY, 10 JUNE | | | | | | |
|-------------|---|--|--|--|--|---|--|
| 7.45-12.30 | EXCURSION 2 Snowy Range Lake Marie Meet outside north entrance of Marian H. Rochelle Gateway Center Box Lunch Served During Excursion | | | | | | |
| 12.45-13.45 | KEYNOTE ADDRESS 3 – Hayley Fitzgerald Marian H. Rochelle Gateway Center Salons A & B | | | | | | |
| 14.00-15.00 | ORAL PRESENTATIONS Parallel Session 4 | | | | | | |
| | Corbett Building Room 137 Sport Education | Corbett Building Room 138 Youth Development | Corbett Building Room 202 Spectrum Coaching Styles | Law School Building Room 178 Physical Activity Development | Law School Building Room 186 Athlete Motivation | Gateway Center Salon A Physical Education Teacher Education | Gateway Center Salon B Early Childhood Physical Activity |
| | SESSION CHAIR Tristan Wallhead Peter Hastie, Korey Boyd, Sheri Brock, Nikki Hollett, & Kurt Ward Motivational profiles of students during a season of Sport Education fitness Kurt Ward, Peter Hastie, Sheri Brock, Nikki Hollett, & Korey Boyd The impact of a Sport Education fitness season on students' fitness knowledge and achievement Sheri Brock, Nikki Hollett, Peter Hastie, Kurt Ward, & Korey Boyd | SESSION CHAIR Daniel Robinson Kevin Richards & Michael Hemphill Key stakeholders perceptions of the first year of a squash-based positive youth development program Thomas Quarmby Looked-after children's use of free-time and its potential contribution to their positive development Carlos Goncalves, Riller Reverdito, Humberto Carvalho, & Paes Roberto Ecologies of sport participation and | SESSION CHAIR Stephen Harvey Brendan SueSee & Ken Edwards The Spectrum explains game sense Mitchell Hewitt, Ken Edwards, & Sara Ashworth Observed teaching styles of Australian junior tennis coaches using Mosston and Ashworth's Spectrum of teaching styles Howard Zeng Improve your coaching capability to an advanced level by implementing the discovery styles | SESSION CHAIR Carla Vidoni Attilio Carraro, Erica Gobbi, Hans Peter Brandl-Bredenbeck, Fiona Chambers, Catherine Elliot, Amy Ha, Doune Macdonald, Massimiliano Marino, Louise McCuaig, & Jamie McMullen Results of the "One resource kit for teachers" WADA-AIESEP project Thiago Vieira de Souza, Mellissa Silva, & Samuel Souza Neto Capoeira as school knowledge: A contemporary challenge | SESSION CHAIR Peter Iserbyt Sandra Shawver Motivating factors of national senior games state participants Jennifer Breithecker & Miriam Kehne Sport-talented students at schools with sport profiles: About the buffering relationship between chronic stress and self-concept Richard Bowles "Two steps forward, one step back:" A coaching self-study examining the use of game sense during Gaelic football season | SESSION CHAIR Erin Gerlach Pilvikki Heikinaro-Johansson, Nelli Lyyra, Sanna Palomäki, & Eileen McEvoy Physical education pre-service teachers' self-efficacy in promoting physical activity in schools Roraima Costa Filho & Roberto Ioachite Self-efficacy beliefs and use of self-regulatory strategies during preparation to teach physical education classes Tim Baghurst Objective measures of student achievement and maintenance of | SESSION CHAIR Natalie Barker-Ruchti Mike Jess & Matthew Atencio Early childhood physical education: A complex phenomenon Patrizia Tortella & Guido Fumagalli The role of structured activity and scaffolding by physical educator in development of motor and cognitive skills in preschool children Anna-Liisa Kyhälä Measured physical activity (24/7) of Finnish 2-7-year old preschool children |

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| | An examination of peer exchanges during a Sport Education fitness unit | positive development in underserved Brazilian adolescents | | | | physical activity and fitness in physical education teacher education programs | |
| 15.00-16.00 | ORAL PRESENTATIONS Parallel Session 5 | | | | | | |
| | Corbett Building Room 137 Professional Development | Corbett Building Room 138 Outdoor Education | Corbett Building Room 202 Sport Education and TPSR | Law School Building Room 178 Health Promotion | Law School Building Room 186 Acculturation | Gateway Center Salon A Pedagogical Content Knowledge | Gateway Center Salon B Physical Education and Physical Activity |
| | SESSION CHAIR Mary O'Sullivan Barrie Gordon & Reid Bates The Learning Transfer System Inventory and the professional development of New Zealand physical education teachers Lowri Edwards, Anna Bryant, Kevin Morgan, & Anwen Jones Physical literacy: A professional development intervention with Primary school teachers Özlem Alagül & Ferda Gursel Experienced physical education teachers' start to experience educational reform | SESSION CHAIR Daniel Drost Gay Timken & Jeff McNamee Outdoor pursuits in physical education: Lessons from the trenches Matthew Atencio, Yuen Sze Tan, & Havalind Farnik Physical education teachers' perceptions of outdoor education in the urban environment: Research into both Singaporean and Californian contexts Kristy Howells Supporting physical development, health, and well-being through the use of outdoor environments | SESSION CHAIR Peter Hastie Martin Giese, Tim Bindel, Sarah Heinisch, & Bianca Kunze More than hope? Sports and social responsibility Ben Schwamberger & Matt Curtner-Smith Moral development and sporting behavior in Sport Education: A case study of a preservice teacher with a coaching orientation Si Man Lei & Yong Xiao Wan An action research of integrating TPSR model in golf curriculum | SESSION CHAIR Marc Cloes Alexandre Mouton, Charlotte Laurent, Manon Collin, Simon Verdonck, Damien Overt, Denis Ulweling, & Marc Cloes "Dare to save a life at school": Implementation of a basic life support cycle in the PE curriculum Kristine De Martelaar, Joost Bierens, & Bart Soons Water and traffic safety for children: Effectiveness of programs for motor skills and risk communication in Flanders and the Netherlands | SESSION CHAIR Harvey Anderson Daniel Robinson, William Walters, Tex Marshall, & Ingrid Robinson Culturally relevant physical education: Educative conversations with Mi'kmaw elders and community leaders Jeesun Lim & Kyung Sook Kim A narrative study on the meaning of sports activity in acculturation among Korean immigrants in the United States Jason Kim & Jay Johnson Mini U brochure: Advertising racial exclusion at the University of Manitoba, Canada | SESSION CHAIR Richard Bowles Peter Iserbyt, Lieselot Theys, Philip Ward, & Nathalie Charlier The effect of a specialized content knowledge professional development workshop on teacher behavior and student learning Insook Kim Exploring changes to a teacher's teaching practices and student learning as a function of content knowledge Cecilia Borges, Enrique García Bengoechea, & Anne-Sophie Aubin Novice physical education teachers' perceptions of | SESSION CHAIR Michalis Stylianou Sarah Doolittle Re-examining adolescent drop-out from physical activity and physical education Oliver Hooper, Jo Harris, & Lorraine Cale Good intentions but...? Secondary school teachers' promotion of healthy, active lifestyles within the physical education curriculum in England Rebecca Johnson, Louise McCuaig, Eimear Enright, Anthony Rossi, & Doune Macdonald P(H)E teacher as role model: |

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| | in Turkey through professional learning program | | | | | knowledge from Physical Education Teacher Education (PETE) | Troubling and enduring theme |
| 16.00-16.30 | COFFEE BREAK Marian H. Rochelle Gateway Center Lobby | | | | | | |
| 17.30-20.00 | VERTICAL DANCE PERFORMANCE and OUTDOOR BARBECUE DINNER Berry Biodiversity Center | | | | | | |

| TIME | SATURDAY, 11 JUNE | | | | | | |
|-------------|--|--|--|--|--|--|---|
| 7.00-7.45 | EARLY BIRD PHYSICAL ACTIVITY SESSIONS ▫ Rock Climbing ▫ Dancing ▫ CrossFit 7220 ▫ Running ▫ Walking Campus Tour Meet outside north entrance of Marian H. Rochelle Gateway Center | | | | | | |
| 8.45-9.45 | KEYNOTE ADDRESS 4 – Dawn Penney Marian H. Rochelle Gateway Center Salons A & B | | | | | | |
| 10.00-11.00 | ORAL PRESENTATIONS Parallel Session 6 | | | | | | |
| | Corbett Building Room 137 Young Scholars | Corbett Building Room 138 Physical Education and Physical Activity | Corbett Building Room 202 Body Aesthetics | Law School Building Room 186 Spectrum Teaching Styles | Gateway Center Salon A Corporate Physical Education | Gateway Center Salon B Fundamental Movement Skills | Gateway Center Salon C Digital PETE |
| | <p>SESSION CHAIR Erin Gerlach</p> <p>Erin Centeio, Alex Garn, Noel Kulik, Bo Shen, Jeffrey Martin, & Nate McCaughy Comparison of polar active activity monitor with the Actigraph Gt3x+ accelerometer</p> <p>Luciana Braga, Eloise Elliott, Emily Jones, Sean Bulger, Christa Lilly, & Kibum Cho Greenbrier CHOICES: The story of a three-year school-based intervention</p> <p>Nathan Hall & Brent Bradford Going beyond the gym and field:</p> | <p>SESSION CHAIR Tim Brusseau</p> <p>Kristi Howells The contributions of the primary (elementary) school setting and physical education lessons to children’s physical activity levels</p> <p>Kristi Howells & Jo Bowen Physical activity and self-esteem: “Jonny’s story”</p> <p>Peter Iserbyt & Jaimie McMullen The effect of a 12-lesson fitness unit on student participation in intramural fitness sessions</p> | <p>SESSION CHAIR Marcos Onofre</p> <p>Natalie Barker-Ruchti, Roslyn Kerr, Astrid Schubring, Myrian Nunomura, & Georgia Cervin Towards a pedagogy of athlete development in women’s artistic gymnastics</p> <p>Sebastian Ruin A functional instrument or a vehicle for experience? A qualitative study of PE teachers’ concepts of body</p> | <p>SESSION CHAIR Mark Byra</p> <p>Ioannis Syrmpas, Nikolaos Digelidis, & Anthony Watt Alternative factor model representations of the Teacher Styles Questionnaire</p> <p>Ioannis Syrmpas, Nikolaos Digelidis, Denis Pasco Physical education student teachers’ mental models of production and reproduction teaching approaches</p> <p>Ana Estela Nunes, Roraima Costa Filho, & Roberto Iaochite Teaching styles, participation in PE classes, and exercise</p> | <p>SESSION CHAIR Mary O’Sullivan</p> <p>Rebecca Johnson, Louise McCuaig Bryan McCullick, Eimear Enright, Anthony Rossi, & Doune Macdonald HPE edu-business products and services in schools: Traction, diffusion or washout?</p> <p>Douglas Gleddie, Daniel Robinson, & Lee Schaefer Telling and selling: A consideration of the pedagogical work done by Nationally-endorsed corporate-sponsored educational resources</p> <p>Michalis Stylianou & Anna Hogan</p> | <p>SESSION CHAIR Mike Jess</p> <p>Tom van Rossum, David Morley, Lawrence Fowweather, Zoe Knowles, Spencer Hayes, & David Richardson Filling the void in Fundamental Movement Skill assessment: An assessment tool developed with teachers for teachers</p> <p>David Morley & Tom van Rossum Exploring experts’ perceptions of developing a Fundamental Movement Skill assessment tool for use by primary school teachers in the UK</p> | <p>SESSION CHAIR Attilio Carraro</p> <p>Marc Cloes & Damien Renier Implementing new technologies in PE: The arduous path of a group of teachers</p> <p>Kacey DiGiacinto & Bethany Hersman Don't be afraid of ICT: Modeling effective technology use for best practice</p> <p>Victor Pinheiro, Mukesh Chippa, Judith Juvancic-Heltzel, & Shivakumar Sastry Blazing new technology: Future directions for online sport pedagogy and physical activity</p> |

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| | Examining alternative environments in physical education | | | self-efficacy in high school students | Investing in children's sport in Australia: An analysis of the Sporting Schools initiative | David Morley, Andrew Smith, Paul Ogilvie, Kevin Till, & Jade Morris The effect of the BUPA 'Start to Move' programme on children's movement competence and physical activity in primary school physical education lessons in the UK | |
| 11.00-11.15 | COFFEE BREAK Marian H. Rochelle Gateway Center Lobby | | | | | | |
| 11.15-12.15 | POSTER PRESENTATIONS SESSION 2 Corbett Building Gymnasium | | | | | | |
| 12.15-13.30 | LUNCH Washakie Dining Center | | | | | | |
| 13.30-14.30 | ORAL PRESENTATIONS Parallel Session 7 | | | | | | |
| | Corbett Building Room 137 Physical Education Motivational Climate | Corbett Building Room 138 Disabilities | Law School Building Room 178 Physical Activity Promotion | | Law School Building Room 186 Pioneer of Women's Physical Education in the USA | Gateway Center Salon A Coaching | |
| | SESSION CHAIR Todd Layne Gwen Weeldenburg, Lars Borghouts, Menno Slingerland, & Steven Vos Motivational climate in (Sport) games physical education lessons | SESSION CHAIR Rod Philpot Robert Townsend & Chris Cushion A Bourdieusian analysis of disability sport coaching Robert Townsend & Chris Cushion A critical conceptualization of | SESSION CHAIR Stephen Berg Michalis Stylianou, Eimear Enright, Cliff Mallett, & Doune Macdonald Increasing physical activity through sport: The CQ Sporty Schools Project | | SESSION CHAIR Mark Byra Donna Marburger Miss Mabel Lee – The impact of a bloomer girl <i>Special presentation of a pioneer in the field of women's physical education in the U.S.</i> | SESSION CHAIR Tucker Readdy Simon Phelan & Mark Griffiths Exploring the role of 'Practice Architectures' in professional coaches' workplace learning experiences | |

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| | <p>Julia Herb & Petra Gieß-Stüber Observing need supportive instructor behavior: Development of a reliable and valid observational system for video data</p> <p>Mine Müftüler Examining urban and rural high school students' perceived autonomy support and physical activity behavior</p> | <p>disability coach education</p> <p>Sebastian Ruin PE moves on – attitudes remain? An empirical study of German PE students</p> | <p>Attilio Carraro, Marco Maselli, & Erica Gobbi Comparing the effectiveness of individual counselling and activity monitors to promote physical activity among university students: A randomized control trial</p> | | | <p>Frank Jacobs, Anne Luderus, Inge Claringbould, & Annelies Knoppers Professional development of Dutch coaches</p> <p>Craig Stewart Flipping entry-level coach education: Meeting the characteristics of tomorrow's millennial coaches via today's student/athlete input</p> | |
| 14.30-15.30 | ORAL PRESENTATIONS Parallel Session 8 | | | | | | |
| | Corbett Building Room 137 Pedagogies | Corbett Building Room 138 Curriculum | Corbett Building Room 202 Teacher Learning | Law School Building Room 178 Teacher Burnout | Law School Building Room 186 Health | Gateway Center Salon A Physical Activity Policy | |
| | <p>SESSION CHAIR Carla Vidoni</p> <p>Ove Osterlie Flipped teaching in physical education in secondary school</p> <p>Varda Inglis & Sima Zach The relationships between academic achievements and life satisfaction, positive and negative effects, personality traits, and stress among college students</p> | <p>SESSION CHAIR Ching-Wei Chang</p> <p>Nancy Francis & Jenna Lorusso An analysis of dance education learning outcomes in Canadian curricula: Physical education and fine arts</p> <p>Wong Liang Han & Connie Yeo Translating research to inform policies and practices in physical education and sports – The Singapore way</p> | <p>SESSION CHAIR Jayne Jenkins</p> <p>Michelle Dillon, Maura Hyland, & Hayley Fitzgerald Learning to teach young people: Understanding 'other voices' that influence the 'I' in reflection</p> <p>Jan-Erik Romar Influence of occupational socialization on early career teachers' practical knowledge,</p> | <p>SESSION CHAIR Karen Gaudreault</p> <p>Rebecca Johnson, Louise McCuaig, Eimear Enright, Anthony Rossi, & Doune Macdonald Teachers' health work spectrum</p> <p>Yoon Ho Nam, Russell Carson, Louis Harrison Jr., & Costas Tsouloupas Cultural competency and burnout among US physical education teachers</p> | <p>SESSION CHAIR Hans Peter Brandl-Bredenbeck</p> <p>Alexander Brüne, Uli Kussin, & Dennis Fergland Mybenefit@upb.de Healthy campus at Paderborn University</p> <p>Lena Kroll Health promotion in university staff – Is yoga an option?</p> | <p>SESSION CHAIR Tristan Wallhead</p> <p>Thom McKenzie The bigger bang theory: Physical education and physical activity policy research</p> | |

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| | Marcus Onofre, Ana Quiterio, João Costa, Andre Picado, David Fernandez, Maria Martins, João Martins Basic motor competences in primary school and academic achievement: results from the MOBAK study - a pilot study with 1st year Portuguese pupils | Howard Zeng & Xiaoan Wang A translation book project on teaching physical activities and skills using Mosston's Spectrum of Teaching Styles | confidence, and teaching in physical education Feng-Min Wei & Shy Deng Yau The retentive effects of PETE curriculum on prospective PE teachers' knowledge change | Kevin Richards, Karen Gaudreault, & Amy Woods Managing physical educators' perceptions of isolation and marginalization | Venkat Kondda Reddy Evolution of teachers' training in physical education in India | | |
| 15.30-16.00 | COFFEE BREAK Marian H. Rochelle Gateway Center Lobby | | | | | | |
| 16.00-17.00 | CLOSING CEREMONIES Marian H. Rochelle Gateway Center Salon A | | | | | | |
| 18.30 | CLOSING BANQUET AND DANCE Marian H. Rochelle Gateway Center Salons A, B, and C | | | | | | |

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| 11.15-12.15 | POSTER PRESENTATIONS SESSION 2 Corbett Building Gymnasium | | | | | | |
| 1 | Stephen Berg, Doug Gleddie, & Dan Robinson School-based physical activity and healthy eating/nutrition interventions: A scoping review of related literature | | | | | | |
| 2 | Donna Niemesto, Marja Cantell, Taija Finni, & Arja Saakslahti How temperament relates to physical activity engagement in early childhood: A preliminary literature review | | | | | | |
| 3 | Boris Jidovtseff, Trecy Martinez-Perez, Christelle Maillart, & Manhattan Mornard Effect of an adapted psychomotor intervention on motor development in preschool children from low socioeconomic status populations | | | | | | |
| 4 | Mary vanderMeulen, Marc Cloes, Ann Delvaux, Manhattan Mornard, Delphine Schiettecatte, & Boris Jidovtseff Water familiarisation testing battery adapted for young children | | | | | | |
| 5 | Alexandra Venezia, Christopher Wirth, & Debra Vinci Coaching childcare providers to use physical activity curriculum cards following training workshop | | | | | | |
| 6 | Debra Vinci, Christopher Wirth, Melicia Whitt-Glover, & Cardine Kraus Development of a physical activity curriculum for training childcare providers to promote activity in a childcare setting | | | | | | |
| 7 | Tim Brusseau, Yi Fang, & Ryan Burns Effect of a Comprehensive School Physical Activity Program on gross motor skills in children from low-income families | | | | | | |
| 8 | Jean Ann Helm Allen, Lauri McCoy, & Jonathon Allen Get your heart rate up! What activities are best for elementary physical education? | | | | | | |

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| 9 | Macy Miles, Samantha Scott, & Stacia Miller Elementary students get a "Bit Fit" |
| 10 | Gino Perreault, Sylvain Turcotte, Felix Berrigan, Olivier Tessier, & Daniel Auger The role of PE teachers in helping parents to engage their children in PA |
| 11 | Daniel Drost, Christopher Wirth, & John Todorovich Exploring physical activity-supportive teaching behaviors in middle school physical education |
| 12 | Todd Layne & Sami Yli-Piipari The impact of classroom physical activity breaks on middle school students' health-related fitness: A 4-Week intervention |
| 13 | Luciana Braga, Eloise Elliott, Emily Jones, & Sean Bulger Archery, mountain biking, and slacklining in physical education: Students' perceptions of culturally and geographically relevant content in the curriculum |
| 14 | Carla Vidoni & Osvaldo Ferraz Elementary physical education national curriculum in Brazil: An analysis from the last 20 years |
| 15 | Sheri Treadwell Using Photovoice to understand influencing factors of physical activity and sedentary behaviors in first semester college freshmen |
| 16 | David Barney, Kelsey Higginson, & Keven Prusak Student voices for why college students' take physical activity classes when it is not required for graduation |
| 17 | Mara Manson & Kevin Mercier An investigation of students' perceptions about participation in physical activity programs to enhance motivation and success in academics |
| 18 | Angela Simonton & Alex Garn Testing fitness-related phone application technology in physical activity classes |
| 19 | Chad Killian Students' perceptions of the use of flipped instruction in a university physical activity course |
| 20 | Abdul Al Almeer Influence of physical education program on selected fitness variables among university male students |
| 21 | Jerome Rompen, Marta Korycki, Sabine Ortman, Annick Schoonbroodt, Fabienne Clause, & Marc Cloes Education of instructors of a physical activity program for cancer patients and survivors: planning and evaluation of a poster presentation session |
| 22 | Jose Santiago, Seung Ho Chang, & Jihyun Lee A Review of physical activity and health-related fitness content knowledge in physical educators |
| 23 | Sylvain Turcotte, Johanne Grenier, Mylene Leroux, & Abdellah Marzouk Teaching health education: Physical educators' perceptions during their Induction |
| 24 | Sylvie Beaudoin, David Brezeau, Sylvain Turcotte, Carlo Spallanzani, Francois Vanderclayen, Jean-Francois Desbiens, & Martin Poy Assessment in health education: Challenges faced by physical educators |
| 25 | Ya Wen Liu, Frank Jing-Hong Lu, & Hung-Shih Chou Effects of gratitude education on college students' gratitude attitude : An action research approach |
| 26 | Caihong Huang A comparative study on the self-esteem between college athletics and PE undergraduates |
| 27 | Erica Pratt, Michelle Thornton, Stefan Ward, & Judy Beard Reflection with action: Preservice teachers' perceptions of a self-determination based physical education field experience |
| 28 | Dong Han Research on the influence of "Gatorade healthy big basketball class" brought to the practical ability of College students |
| 29 | Kacey DiGiacinto & Brian Culp SO? Kinesiology Student Impressions on the Value of Cultural Studies |
| 30 | Rubiane Giovani-Fonseca & Samuel Souza Neto Constitution of physical education profession in Brazil: Interactions between the public and private |

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| 31 | Kelly Simonton & Alex Garn Class-related emotions in physical education: A control-value theory approach |
| 32 | Mihye Cho & Minjung Kwon Reform and meaning of the 2015 revised National Physical Education Curriculum in South Korea |
| 33 | Yen Ling Lin & Nyit Chin Keh The development of student's badminton competence indicator system and exploration of misconception in sport |
| 34 | Jason Kim & Jay Johnson Managing acculturative stress through culturally responsive leisure for immigrants in Canada |
| 35 | Jeesun Lim & Jinhee Kim The relationship between PE teacher trust, sports attitude, and intention of sports participation |
| 36 | Kuo-Chin Lin, Hui-Chun Hung, & I-Chen Lee Exploring the effects of integrating Facebook to enhance students' badminton motor skills learning |
| 37 | Hiromi Nakamura Social capital in Japanese community sports: The comprehensive community sports club as a PE coordinator |
| 38 | Jeffrey Sallen High intensity sport and risky drug use in adolescence. A study with German elite athletes |
| 39 | Mitchell Hewitt & Ken Edwards Self-identified and observed teaching styles of Australian tennis coaches |
| 40 | Sevil Uludag, Ferudun Dorak, & Nilgun Vurgun Examination of the effects of 10-week imagery and concentration training on visual focus control in dart throwing |
| 41 | Mustafa Ince & Koray Kilic The Use of teaching styles in youth sport by the views of coaches & athletes: Preliminary findings |
| 42 | Gylton Da Matta Height matters: Biographic and anthropomorphic data analysis in international volleyball |

Experienced Physical Education Teachers' Start to Experience Educational Reform in Turkey through Professional Learning Program

Özlem Alagül¹

¹Department of Physical Education and Sport, Kastamonu University, Turkey

ABSTRACT

Major physical education reform was launched in Turkey last 10 years that main shift from a teacher-centered to a learner-focused curriculum. However, teachers still use of teacher-centered approaches and teaching methods (Ince & Hunuk, 2010). This may cause a problem between national curriculum goals and teachers' practices. A well-designed professional learning program serves to deepen teacher's knowledge and refine their teaching practices (Feiman-Nemser, 2001) that ensures the collective participation of teachers, active learning opportunities. However, little has known how teachers start to experience of curriculum reform when there is limited resource about put curriculum into practice. The purpose of this study was to explore experienced physical education teachers' starting point of experience to new national curriculum through professional learning program that supported by a mentor. Five physical education teacher as a department from a private school in Turkey participated professional learning program for 6 months. Data were collected from mentor's reflections, Professional learning meetings and teachers' interviews. Action research was used as research design. Data were analyzed through inductive analysis and peer examination. "Sustained mentor support" was a catalyst to put curriculum into the teachers' practice. "Commitment" was occurred among the teachers' as a department in time so they share common purpose and help each other progress. "Teacher awareness" about both their existing practices and new curriculum was provided when Professional learning program consisted of interaction, sustained dialogue. Professional learning opportunities should be provided for teachers to experience educational reform, especially when mentor helps to get them started.

Gender Positioning and Student Gendered Learning Trajectories within the Dynamics of the Differential Didactic Contract

Chantal Amade-Escot¹ & Ingrid Verscheure¹

¹UMR EFTS, Université Toulouse Jean Jaurès, France

ABSTRACT

Research on PE pointed out the social construction of gendered bodies and minds through the curriculum (Flintoff & Scraton, 2006). The purpose of this presentation is to focus, within a didactic research approach on student learning with special attention to the gendered content taught and learned in the view of better understanding the differentiated process as the root of gender issues in PE. A unit of dance conducted by a teacher in a middle school was observed to decipher different forms of student participation in relation with the content taught. The concepts of "gender positioning" (GP) and "differential didactic contract" (DDC) were used to decipher how teacher and students jointly construct gendered content knowledge in PE classrooms. (Verscheure & Amade-Escot, 2007). Data were collected using video observations of lessons and participants' interviews. The analyses of verbal and corporeal interactions consisted of the identification and evolution of the DDC across didactical interactions with a special attention to how GP is enacted across the time. The findings identify gendered learning trajectories among girls and boys in relation with their engagement all along of the lessons. Five elements play a role in this process: (i) the gendered nature of knowledge, (ii) the ways in which the knowledge content is developed by the teacher, (iii) the gendered actions students enacted during didactical interactions, (iv) the evolution of the knowledge at stake as a consequence of the on-going process through (v) the tacit and implicit transactions which originate the DDC as forms of GP. Underscoring the relational process involved in the production of gendered content, this study suggests paying greater attention to teacher and students joint action to address the challenge of change for more inclusive pedagogical practices.

'Arbitrage' and the Development of Coaches and Coaching Research

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ABSTRACT

The importance and impact of research on professional practice and vice versa has long been discussed in all vocational domains. The two seem to sit opposing one another rather than forming an effective partnership, or better still becoming imbedded in one another. The purpose of this article is to review some of the key developments in the research of sport coaching and in particular, how coaches develop and become expert. This leads to a focus on coach education and an examination of why formal education would appear to have had little impact so far and finally, the professionalization of sport coaching is examined. A systematized critical review (Grant & Booth, 2009) was carried out on the literature considering 'Coaching expertise and coach development', 'Coach Education and development', and finally 'Professionalization of sport coaching'. As well as outlining some of the key epistemological and ontological positions and findings of this vocational area, the paper finishes with recommendations for the use of 'arbitrage' (Friedman, 2000) in way of engaged scholarship (Van de Ven & Johnson, 2006; Van de Ven, 2007) and as an appropriate research methodology to address some of the key complexities and ambiguities in Sport Coaching research and development to date. It is argued that 'arbitrage' is both an appropriate approach to research and development of the profession, and also mimics the processes followed by expert coaches in the field anyway.

The Development of a Questionnaire to Assess Physical Education Major's Self-Confidence to Deliver Classes Using Information and Communication Technology (ICT) Tools

Mauro André¹

¹School of Kinesiology and Recreation, Illinois State University, U.S.

ABSTRACT

Introduction The Society of Health & Physical Educators published a revision of the guidelines for physical education (PE) teacher candidates, establishing that teachers should develop the knowledge and ability to use technology in order to enhance students' experiences and learning (NASPE, 2005). Limited research has focused on understanding if students have been given enough preparation to use ICT tools in PE classes. The purpose of this research was to develop a questionnaire to identify PE majors' self-confidence in delivering a class using ICT tools.

Methods The study adapted validated questions from Schmidt, Thompson, Koehler, & Shin (2009) that used TPACK on other educational disciplines (e.g. English, Math), with the incorporation of terminologies related to PE, and also used validated questions from Ince et al. (2006) study enabling responders to reveal their attitude towards ICT. The questionnaire is currently being distributed to several undergraduate PE programs throughout the United States.

Results The development process of this questionnaire identified seven different areas in which students should be assessed regarding ICT including: (a) understanding and usefulness of ICT; (b) skills and pedagogical strategies to use ICT; (c) where ICT learning occurs; (d) content areas in which teachers wish to use ICT; (e) grade levels that teachers wish to use ICT, (f) confidence level in using ICT; and (g) motivation levels to use ICT. The questionnaire was designed based on the Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006) and Ince, Goodway, Ward and Lee (2006) study as the main theoretical frameworks. The development of a questionnaire that identifies the strength and weakness of students' self-confidence to deliver classes with ICT may support undergraduate PE programs to better prepare future teachers.

Physical Education Students Perceived Competence in Using Technology Integration

Mauro André¹

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ABSTRACT

For the last 10 years, the Society of Health and Physical Educators mandates that every physical education (PE) teacher develops the knowledge and ability to use technology integration (TI) in order to enhance students' experiences and learning (NASPE, 2005). The purpose of this study was to (a) determine if undergraduate PE majors feel prepared to use TI in their teaching and (b) in what content areas and grade levels do they intend to use TI. Participants included 47 college students (27M, 20F) from three different American universities. Participants answered a 43-item questionnaire. The multiple-choice questions were adapted from the Schmidt et al. (2009) Technological Pedagogical Content Knowledge (TPACK) instrument. The multiple-choice questions were analyzed with a descriptive and one-way ANOVA statistical analysis. The open-ended questions used Ince et al. (2006) as the main theoretical framework to generate questions to approach the second research question. The open-ended questions followed a systematic process of inductive analysis using the protocols proposed by Denzin and Lincoln (1994). When accumulative data confirmed the same concept, themes were generated. The TPACK questionnaire assessed three major knowledge areas (technological, pedagogical and content) and their intersections. PE students presented a high self-perception of competence in all factors: Technological Knowledge $M = 3.84(.53)$; Content Knowledge $M = 4.38(.66)$ and their intersections. Findings also reported significant differences when considering Pedagogical Knowledge and Pedagogical Content Knowledge. Students reported an intention to use TI in all grade levels (69% in elementary, 90% in middle school and 95% in high school). Fitness was considered the most likely content area that they would teach with TI. Students have shown they feel very confident in all factors analyzed in this instrument. Although there seems to be a significant emphasis on Fitness, students reported the desire to utilize TI across K-12 students.

The Genesis of the Spectrum of Teaching Styles the Thinking that led to the Spectrum Theory

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ABSTRACT

This presentation presents information about the inception and the developmental sequence that eventually led Mosston to the Spectrum. This information is necessary for an understanding of the Spectrum theory. Mosston's Spectrum of Teaching Styles did not just appear in his imagination in 1966. A particular challenging event by a student initiated Mosston's dissonance his need to know more about the structure of teaching. His search began with a series of three questions that guided his investigation. He wanted to know: What is teaching independent of my personality? Is there only one teaching style or is there more than one? And if there is more than one, how does one teaching style differ from another? His search began with reading national and international literature on pedagogy. His readings uncovered three principles that have historically governed the thinking about teaching and, after resolving many conceptual challenges, he concluded that the three principles had limited the advancement of pedagogy. He began a search to identify a different set of principles to guide pedagogical thinking. Although this search was critical in redirecting his thinking, it did not answer the primary questions that initiated his investigation: How does one teaching style differ from another? Currently literature presenting the Spectrum generally states: the Spectrum is a theory that delineates 11 teaching styles from Command to Discovery and each style represents a different set of decisions. This general description limits the scope of the Spectrum. Reasons will be provided that clarify the scope and the role of the landmark styles. The Spectrum is a framework that explains and predicts learning opportunities. Understanding the inception and the incremental development of the Spectrum theory provides an awareness of the multiple contributions of the Spectrum to pedagogy rather than just focusing on the details of the theory.

The Influence of Teacher Education on Initial Physical Education Pre-Service Teachers' Acquisition of Practical Knowledge

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ABSTRACT

Teacher learning is crucial to the teaching profession, because it has been connected to improved teaching practices and student learning. Initial teacher education is an important phase in the learning to teach continuum and experiences from teacher education can have a significant impact, although individual and contextual factors interact in complex way in teacher learning (Johnston, 1992; Rovegno, 1993). Teacher cognition and teaching practice exists in an interdependent relationship and practical knowledge (PK) has been used as a term in describing how teachers integrate knowledge from different sources into conceptual frameworks that guide their actions in practice (Siedentop & Tannehill, 2000; Verloop, Van Driel, & Meijer, 2001). Therefore, understanding pre-service teachers' PK can help to bridge the gap between theory at university and the practice of teaching. The study was framed with an explorative approach where beginning pre-service teachers in physical education (PE) participated in learning activities and the intension was to investigate the construction of PK in physical education preservice teachers. The pre-service teachers were in the beginning of their studies so data collection was integrated into their first methods course in physical education teacher education (PETE). Data collection included written journals (portfolios) in which 28 pre-service teachers described and developed individual didactical milestones` (PK) that will guide their future teaching in PE. The written journals was also a first step to for them to reflect on their learning. This paper is part of a larger project with an intent to investigate what and how PK is constructed during initial PETE and will present results after the first semester. By exploring and understanding pre-service teachers' learning of practical knowledge, we believe that we create a strong foundation for pre-service teachers to develop, understand, articulate and utilize PK in a life-long PE teaching perspective.

Physical Education Teachers' Perceptions of Outdoor Education in the Urban Environment: Research into both Singaporean and Californian Case Contexts

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ABSTRACT

Developing research findings with teachers in Australia and Sweden, Fagerstam (2012) argues that teaching and learning through the outdoors can viably occur in urban contexts. This paper concomitantly investigates how teachers conceptualize OE within two urban locations, Singapore and the San Francisco Bay Area. The dual concepts of "adventure education" and "place-based OE" (Beames & Atencio, 2008) are primary lenses through which these teachers construed and implemented OE. Two grant studies generated interview data with five in-service Californian teachers and 14 Singaporean teachers. These teachers have been interviewed since 2013 according to two main themes: 1) How do teachers conceptualize urban OE in terms of content and pedagogy? and 2) how is urban OE influenced by curricular and policy conditions? Singaporean OE was largely conceptualized as "risk-taking" and "adventure". The teachers intended to alter students' character and value orientations, based upon policy directives emphasizing militarism and Scouting. Some teachers viewed OE in community-oriented ways, via place-centric pedagogies. Like their Singaporean counterparts, Californian teachers mostly defined urban OE as adventure activities. OE was often considered "non-traditional PE", unsystematically taught depending on perceived curricular, spatial and resource constraints. There was limited acknowledgment regarding place-based pedagogies in urban locations near schools. This paper highlights the importance of teachers' perceptions in the enactment of OE within urban environments. While it has been suggested that urban OE can engender vital student learning outcomes, our findings reveal that curricular and policy emphases determine the viability and nature of provision. Moreover, teacher education and professional development mechanisms crucially determine how OE is enacted.

Objective Measures of Student Achievement and Maintenance of Physical Activity and Fitness in Physical Education Teacher Education Programs

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ABSTRACT

Fitness levels of Physical Education Teacher Education (PETE) students must be demonstrated if a collegiate physical education program is to successfully acquire national accreditation in the United States. This is important, as proper role modeling is considered an important disposition of a physical educator. However, recent research (e.g., Baghurst & Mwavita, 2014) suggests that current practices nationally are varied and may not be accurately measuring fitness. This study sought to determine whether using accelerometers would be an equitable substitution to fitness testing PETE students. Participants were 25 undergraduate PETE students who completed a PACER test and wore an accelerometer for 14 days which collected total physical activity, steps taken per day, and how much activity was light, moderate, or vigorous. Participants took significantly more than 10,000 steps per day [$t(49) = 7.48$ $p < .001$] and completed on average 30.08 (SD = 59.98) minutes of moderate physical activity daily. There were non-significant relationships between moderate physical activity and PACER scores ($p = .600$, $R = -.08$), but participants with higher levels of moderate physical activity had a strong significant relationship to more steps per day ($p < .01$, $R = .83$). Findings indicate that the use of steps per day may serve as an equitable replacement to the PACER test, but further research is necessary. Steps per day may serve as a less embarrassing measure, may not be mediated by students' level of motivation at test time, and would serve to limit some of the legal issues that might arise from fitness testing students.

Physical Educators' Discursive Constructions of Their Pupils in Culturally Diverse Contexts

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ABSTRACT

Notwithstanding variation between contexts, researchers have pointed out that considerable 'cultural distance' (Flory and McCaughtry, 2011) often exists between PE teachers and their pupils. Using the notion of cultural distance as a starting point, the aim of this investigation was to examine the discursive resources that PE teachers use to construct the pupils with whom they work. Site: An upper-secondary school (grades 10-12) in a low-income, culturally-segregated area of Gothenburg, Sweden. Three male teachers with 10, 11 and 30+ years of experience teaching PE. Data production: Semi-structured interviews focusing on everyday experiences of teaching PE in a culturally diverse school. Discourse analytic principles with a specific focus on constructive techniques (Potter, 1996). The participants constructed female and male pupils in markedly different ways. Female pupils were: (1) likely to give in to group and family pressure, often related to non-participation in PE; (2) likely to be concerned about being sexualized during PE; and (3) a bigger challenge for physical educators than boys since girls were less likely to be physically active out of school. Male pupils were: (1) generally uninterested in anything other than soccer during PE; (2) strong-willed enough to resist school values if those values contradicted the pupils' home values; and (3) outwardly confident in their physical abilities but inclined to give up when encountering resistance or challenges. The negative evaluative dimensions of the constructions could have unfavorable consequences in the classroom. Although discursive resources are seen as social, the results highlight their relation to personal experiences. From a reflexive methodological point of view, some researcher responsibility in producing these data should be recognized.

Development of Movement Capabilities in Physical Education: Towards a Pedagogical Model

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ABSTRACT

The development of movement capabilities (MCs) has been an omnipresent feature of official prescriptions of PE. Still, as a number of scholars have claimed, neither the content nor the structure of PE has been conducive to the development of MCs (Kirk, 2010; Nyberg and Larsson, 2014). Based on the notion of pedagogical models (Kirk, 2013), we propose a meta-framework for developing MCs. The framework involves the following components: (1) a philosophical justification for the pedagogical practice; (2) the non-negotiable features of the model; (3) general learning outcomes; and (4) teaching strategies which align with these outcomes. The underpinning justificatory argument is provided by Peter Sloterdijk (2013) and his work on the practicing human. Non-negotiables relate to: primacy of student agency; provision of sufficient time for practice; possibilities for students to work across time/space boundaries; uncertainty concerning students' capacities to perform MCs; and the cultural nature of MCs. Through participation in the model, students should develop virtues of resilience and determination and come to a better understanding of themselves as protagonists in their own process of practicing. As a way of addressing these learning outcomes, teaching strategies involving student-directed, online learning are considered. The proposed model is discussed in relation to four issues: physical culture, transfer of learning, standards of excellence, and cultural transmission. The general conclusion is that the model is feasible and has the potential to help align PE practices with current justifications.

Towards a Pedagogy of Athlete Development in Women's Artistic Gymnastics

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ABSTRACT

Women's artistic gymnastics (WAG) is commonly understood as a sport of pre-pubertal performance peaking. Selection of young girls with particular physical characteristics and intense specialization during childhood is common place. These practices have been found to detriment performance, health and career longevity (Barker-Ruchti & Schubring, in press; Kerr, Berman, & Souza, 2006; Schubring & Thiel, 2015). In recent years, however, the gymnast population at the highest level has 'aged', which can be considered a positive athlete development outcome. In this presentation, we consider interview data on training environment, coaching and dispositional learning provided by an international sample of ten gymnasts who were over the age of 20 when competing at highest levels. We adopt a cultural perspective of learning Hodkinson, Biesta, and James (2007) and draw on Martindale and colleagues' (2005) model of effective athlete development to interpret our empirical material. Our findings demonstrate that transitioning through puberty was key for the gymnasts to prolong their careers. Aspects that facilitated the transitioning were related to support from stakeholders, self-reflective time and genetic predispositions. The learning the career prolongation allowed could be related to gymnast self-, body-, relationship- and performance-regulation. Based on these findings, we extend Martindale and colleagues' model towards a pedagogy of gymnast development.

Favoritism in the Physical Education Classroom: Selected Reflective Experiences

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ABSTRACT

The Appropriate Instructional Practices Guidelines for PE hint of the importance that PE teachers are fair, empathetic and inclusive with all students. The results are, greater opportunities for learning and an improved classroom environment. The purpose of this study was to better understand individuals (i.e., former students in k-12 PE) perspectives regarding their experiences of teacher favoritism, during their time in PE. 4. Participants for this study were 318 college-aged students (205 males & 113 females). The researchers placed themselves in locations with heavy student traffic and asked students to fill out the survey. The researchers created the survey, and three PE teachers and two college-aged students took the survey to establish content validity. The survey was further pilot-tested on college-aged students who did not participate in the study for reliability. The instrument was found to be valid and reliable. Participants filled out a 13-statement survey. 5. It was found that 64% of the participants had witnessed their PE teacher showing favoritism during PE class. Also, 59% of the participants felt that their PE teacher let the favorite students dominate in PE activities. Some student responses were, "The students that were good at sports were often highlighted in front of the class." 6. Physical educators need to be mindful that showing favoritism in PE does negatively affect student attitudes towards PE. Physical educators need to implement such behaviors as fairness, empathy and honesty. Also, PETE faculty needs to emphasize to their PETE majors the importance of equal interactions with students. 7.

Student Voices for Why College Students' Take Physical Activity Classes When it is not required for Graduation

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ABSTRACT

Typically, a college education should take four years to complete. Many colleges are eliminating the physical activity class requirement for graduation, hoping to aid college students to graduate in a timely manner. Yet, students still take physical activity classes, even when they are not required for graduation. Thus, the purpose of this study was to ask college students why they take physical activity classes when it is not required for graduation. 4. Participants for this study were 420 college-aged students from a private university. Convenience sampling was employed to collect data. Surveys were distributed to students in the universities physical activity classes. The instrument used in this study was created from two separate surveys (Weinfeldt & Visek, 2009, Nicole, Leenders, Sherman & Ward, 2003). Both instruments were validated in studies with college-aged students. The survey used in this study consisted of 16 statements. 5. It was found that the top reason college-aged students take physical activity classes is to have fun (55.7% strongly agree, 34.9% agree). Student responses were "I want a fun class amidst my tough class schedule." 6. The findings from this study indicate that even though college student's physical activity classes have no impact on graduation requirements, students find these classes have value and health benefits as they gain their college degree.

Assessment in Health Education: Challenges faced by Physical Educators

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ABSTRACT

In the Province of Quebec (Canada), Health Education (HE) is integrated to the Physical Education (PE) curriculum through one of the three subject-specific competencies, labeled to adopt a healthy, active lifestyle. Because of its inclusive nature, teaching this competency raises several challenges, especially when it comes to students' assessment (Tardif, 2006). Although assessment in HE is mandatory, we do not know to which extent PE teachers assess their students nor the issues they face by doing it (Georgakis & Wilson, 2012). A total of 220 elementary school PE teachers completed a questionnaire which contained ordinal scaled items and open-ended questions. Data analysis was performed with descriptive statistics and content analysis of open-ended questions. Results indicate that 15.1% of PE teachers do not proceed to a systematic assessment in HE (n = 40). Three main reasons are identified: 1) the feasibility of the assessment (n = 20); 2) the lack of resources (n = 16); and 3) their preference for informal assessment (n = 15). Moreover, several challenges (n = 29) have been identified by those who do assess in HE. Amongst them, we find: 1) overall low physical activity levels; 2) no improvement in physical tests results; 3) no significant changes in their students' attitude towards HE; 4) difficulties to reach students outside of the school environment. Although assessment in HE is mainly the responsibility of PE teachers, some of them do not assume this role whereas many identify several issues related to this type of assessment. Knowing that most encountered issues in HE directly challenge pre-service and in-service teacher education (Turcotte, 2010), offering professional development opportunities might be appropriate not only to improve assessment practices in HE, but also to promote student learning in this field (Armour & Yelling, 2007).

Daily Physical Activity in Alberta and British Columbia, Canada: A Systematic Review of Practices

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ABSTRACT

Although it is recommended that children participate in a minimum of 60 minutes of moderate-to-vigorous physical activity (MVPA) (Tremblay et al., 2011), most children in North America are not physically active enough to achieve health benefits (Active Healthy Kids Canada, 2014). To help alleviate this, a Daily Physical Activity (DPA) policy was mandated in the provinces of Alberta (AB) and British Columbia (BC), Canada to help children accumulate more physical activity during the school day. However, both provinces failed to establish a monitoring system to ensure the implementation of the DPA policy. The purpose of this presentation is to discuss the findings of a study on how the DPA initiative is recognized amongst Alberta and British Columbia school boards and how DPA information is presented on their websites. After reviewing the related literature regarding school physical activity initiatives, a quantitative content analysis (Konracki, Wellman, & Amundson, 2002) was conducted to explore how DPA information is presented on school board websites. A total of 115 individual school websites (50 school websites from British Columbia and 65 school websites from Alberta) were randomly selected and examined for DPA policy information to determine attributes of DPA policies and initiatives, and to explore how DPA information was presented. It was found that most school boards and individual schools are not using websites as a means to disseminate DPA initiative information. It was beyond the scope of this study to examine the methods by which provincial school boards communicate strategies for the adoption and implementation of DPA within each school. It would, therefore, be valuable for future research to interview school board superintendents to conclusively determine the extent of how DPA policies are regulated and monitored. Further evaluation into the implementation and impact of these policies in Canadian schools remains worthy of research attention.

School-Based Physical Activity and Healthy Eating/Nutrition Interventions: A Scoping Review of Related Literature

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ABSTRACT

In recent years, there has been an increased interest in the development and implementation of school-based interventions related to wellness. Very often these school-based interventions have been related to physical activity and/or healthy eating/nutrition (De Bourdeaudhuij et al., 2011), and many of these interventions have been developed and implemented in response to the perceived short- and long-term health consequences related to child and youth inactivity and/or unhealthy eating practices (CDC, 2009). Using three databases for education, physical education, and health education research literature, a search was conducted for peer-reviewed publications between 2000 and 2015. 39 studies met the search criteria and were subject to a more-detailed examination. Nineteen were related to physical activity, fourteen to healthy eating/nutrition, and six were related to a combination of both. The timeframe for the interventions ranged from eight days to six years and most studies were controlled or randomized controlled trial interventions. The most common category of intervention was whole school (15), followed by classroom (9), combined interventions (8), modified health education (4), and physical education (3). Almost every study signaled positive changes, and some used interventions such as pedometers and curriculum changes. Populations varied from regular classrooms and school populations to schools considered to be in low socio-economic areas. Some studies had components that were "outside" of the classroom, such as whole-school policy changes. While many studies had positive findings, such variables as school and classroom environments, student population, and geographical location need to be considered.

What Would Physical Educators Know About Teaching Pupils How to Move?

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ABSTRACT

Physical Education curricula suggest that improving young people's motoric competence is an important goal of PE (SNAE, 2011), for example "The physical literate individual demonstrates competency in a variety of motor skills and movement patterns" (SHAPE, 2013, p. 1). Despite a groundswell of PE research over the last ten years, relatively few scholars have examined how teachers can facilitate the improvement of motoric competence. The aim of this review paper is to provide an inventory of research that exists on the topic and consequently to explore the kinds of knowledge available to physical educators interested in teaching young people how to move. The review initially involved a search of the databases Education Research Complete, ERIC and SportDiscus using the search string: "movement education" AND "physical education" AND (skill OR ability). This search gave 102 potential texts in peer-reviewed journals between 2006 and 2016 in English. Double-ups were deleted, abstracts screened to ensure that the papers focused on young people in PE contexts and a second search using reference lists of the texts was completed, giving a total of 46 texts. Analysis involved identifying ideas and assumptions that were proposed in the literature, either implicitly or explicitly. Two concepts related to hermeneutics and phenomenology (Ricoeur, 1978): analogy and metaphor, were used in order to identify these concepts. Analogy involves comparing, one thing with another. Analogy can underlie whole systems of meaning and constitute forms of pre-understanding. Metaphors function in the same way but for the purposes of this review, referred to smaller instances of comparison. The review reveals a series of assumptions that cluster together in four different perspectives: information processing, non-linear pedagogy, organic learning and holistic pedagogy. It is suggested that these different ways of understanding movement and learning have significant consequences for physical education and physical education teacher practice. The paper is concluded with a general consideration of how research could make further contributions in the area of motoric competence and learning.

The Perceived Well-Being in Physical Education among Students with High and Low Aerobe Fitness

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ABSTRACT

According to the Norwegian curriculum, one purpose of physical education (PE) is to motivate students to a lifelong physical active lifestyle. Many studies have investigated different aspects of motivations in physical education (Gao, 2009). However, there is a lack of studies in how different physical fitness affects students' well-being in physical education. The purpose of present study is to investigate students' experiences and well-being in PE based on their maximal oxygen uptake. The students had participated in a larger longitudinal project from 8th grade to their second year at Upper Secondary school. In the present study, 26 students at the end of their second year were selected, where 13 students had high oxygen uptake and 13 students had low oxygen uptake. These students were interviewed and fulfilled a survey about their motivation in PE. The quantitative results indicate no significant difference in students' well-being in physical education, but students with high oxygen uptake report significantly higher well-being in physical training and competition in the leisure time. The qualitative results support some of these findings, but these results reveal that well-being in PE are perceived differently according to students' physical fitness. While students with high oxygen uptake perceive PE as an exercise to become fit, students with low oxygen uptake perceive physical education as a practical break during the day and not as a subject. Students with high aerobic fitness are comfortable and experience well-being in most activities, while students with low aerobic fitness have these experiences in parts of the subject. The latter group of students are feeling well when there are individual activities with the minimum of competition and comparison with other students. Students with high and low aerobic fitness experience well-being at different aspects of physical education.

Novice Physical Education Teachers' Perceptions of Knowledge from Physical Education Teacher Education (PETE)

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ABSTRACT

Physical Education Teacher Education (PETE) is supposed to supply teachers a base of knowledge necessary for their professional practice. While experienced teachers can mobilize several resources to manage their professional everyday activity, novice teachers can only trust generally the knowledge acquired during training. Considering the concepts of Content Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge (PCK) (Shulman 1986, 1987), as well as based on the concepts of Epistemology of Practice (Shan, 1983), and on the sociological framework of Professional Work Knowledge (Tardif & Lessard, 2003), we postulate that teachers' knowledge is anchored in their work and mediated by experience. In this regard, we aim to investigate how novice-teachers perceive the knowledge gained from PETE during their first five years of work. This qualitative and interpretative research concerns one axis of a longitudinal study, dealing with the evolution and transformation of knowledge of novice physical educator teachers. We follow 15 novice-teachers using semi-structured interviews on an annual basis. In this paper, we present data from interviews with five novice-teachers in years 1 and 2. Based on a multi-thematic analytical framework, we attempt to find out what knowledge remains from PETE and identify the salient experiences that led novice-teachers to reconsider knowledge they acquired from PETE. The results show that work circumstances and an unstable process of professional insertion, compel novice-teachers to take a critical distance from knowledge acquired during PETE, in particular from pedagogical knowledge. On the other hand, content knowledge remains highly valued by novice-teachers. Critical experiences of professional insertion contribute to the development of resourcefulness and creativity, but also generate a scattering of knowledge. We ask ourselves to what extent these experiences contribute to the evolution of novice-teachers' PCK and in particular to its transfer to curriculum planning once they will have acquired professional stability.

Exploring Constructive Alignment in PE in the Netherlands: A Mixed Methods Approach

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ABSTRACT

To create an optimal learning environment, learning targets, teaching methods and assessment should be coherent ('constructive alignment') (1). Intended goals and what is actually assessed in Physical Education (PE) may not be very well aligned, thus rendering the curriculum ineffective (2). This paper explores constructive alignment and how it is viewed by PE teachers in the Netherlands. A mixed-method design was applied. 106 PE teachers completed a questionnaire concerning learning goals, lesson activities and assessment in their most recent lesson series. In addition, semi-structured interviews were conducted with 13 PE teachers. All interviews were recorded and transcribed verbatim. Questionnaire: In 84% of lesson series with motor skill goals, learning activities and assessment were also reported for this aspect, indicating potentially high alignment. For other aspects such as game tactics (69%), knowledge (42%), social behavior (53%) and fitness (42%), alignment scored substantially lower. Interviews: Teachers believe that constructive alignment at their own schools is suboptimal and that often, the curriculum is ill-described. They view heterogeneity of classes as a complicating factor, and student 'effort' is often included in grading to take this into account. However, there are usually no criteria to describe 'effort'. Some teachers report a lack of PE department deliberation as a contributing factor to suboptimal alignment. As a result, teachers struggle with student assessment for PE. This study indicates a lack of constructive alignment in PE in the Netherlands. Teachers recognize this is problematic, but perceive multiple complications for achieving the desired curricular coherence.

"Two Steps Forward, One Step Back": A Coaching Self-Study Examining the Use of Game Sense during a Gaelic Football Season

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ABSTRACT

Coach learning takes place in formal and informal settings, and involves reflection [1]. Game Sense, an Australian approach to coaching, is grounded in constructivist theories of learning. This researcher engaged in self-directed learning by adopting Games Sense during a competitive season with a female Gaelic football team in Ireland. As changing a coach's pedagogical practice is a demanding task [2], this study examined how the researcher integrated Game Sense principles into his coaching practice. Self-study is a useful lens through which to examine professional learning. While popular in school and teacher education settings, it is underused in sport. This research employed the self-study approach in a coaching context. Data sources included reflective journals and training diaries, focus group interviews with six players, and regular discussions with two critical friends. The data were coded inductively, and a process of thematic analysis undertaken. The introduction of Game Sense was challenging for the coach, necessitating significant changes to session planning and implementation. Players, in turn, were challenged to learn in unfamiliar ways also. The engagement with questioning strategies was problematic. The self-study research design prompted the coach to engage in deep reflection on his coaching philosophy, and provided encouragement to persevere when doubts arose. The adoption of a new pedagogical approach is a complex and non-linear process, requiring a strong commitment on the coach's behalf to persist with practice changes. Self-study has the potential to increase our understanding of this learning process.

Archery, Mountain Biking, and Slacklining in Physical Education: Students' Perceptions of Culturally and Geographically Relevant Content in the Curriculum

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ABSTRACT

This study was part of a three-year, multicomponent school-based health intervention funded by the United States Department of Education and implemented in two middle schools located in a rural region of the country. The purpose of this study was to examine students' perceptions of the inclusion of culturally and geographically relevant content in a newly developed physical education curriculum. Specifically, the study examined students' responses to archery, mountain biking, and slacklining in physical education. In this qualitative study, 47 middle school students (17 boys, 30 girls) participated across twelve focus groups. Data were analyzed through an inductive content analysis process along the constant comparative method. Findings showed that students were interested in archery because the activity allowed for high rates of success. In addition, students found meaning in archery because they connected it with hunting, which is a long stand tradition in the area the study was conducted. In regards to mountain biking, students valued the opportunity to be outdoors during the school day and to ride through different terrains. Students identified slacklining as a challenging activity and enjoyed to test their balance while having fun. Archery, mountain biking, and slacklining are innovative content that have the potential to increase middle school students' engagement in physical education. Findings from this study showed that students value physical education content that is challenging and promote success, have meaning for their lives outside of school, and allow them to engage with the natural environment.

Greenbrier CHOICES: The Story of a Three-year School-based Health Intervention

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ABSTRACT

Greenbrier CHOICES (Children's Health Opportunities Involving Coordinated Efforts in Schools) was a three-year initiative funded by the U.S. Department of Education and implemented in two middle schools located in a predominantly rural county in West Virginia. The purpose of Greenbrier CHOICES was to develop, implement, and evaluate an integrated approach for adolescent health improvement using complementary strategies and settings (school, community, and health care). The school component of CHOICES focused on the establishment of a Comprehensive School Physical Activity Program that included: (a) development of a student-centered physical education curriculum, (b) provision of continuous professional development for teachers, (c) establishment of after school physical activity programming, and (d) introduction of healthy eating opportunities. This session aims to describe the school component of Greenbrier CHOICES and discuss the positive impact of the project on students, physical educators, and the school environment. Across the three-year project the following quantitative data were collected as measures of students' health: (a) physical activity levels, (b) cardiovascular fitness, (c) nutrition behavior, and (d) body mass index. In addition, qualitative data were collected from physical education teachers and students regarding curriculum development and implementation. All data were collected and analyzed according to the protocols established by the funding agency. Data indicated positive trends across all measures of students' health, except for cardiovascular fitness. Further, data revealed a shift in the school physical education culture as evidenced by teachers' description of the curriculum development process as well as students' perceptions of their engagement in the newly developed student-centered physical education curriculum. The Greenbrier CHOICES initiative impacted students' health and the school physical education program positively. Most of the grant outcomes were met indicating that comprehensive approaches to school-based interventions have the potential to promote healthy lifestyles among youth.

Sport-Talented Students at Schools with Sport Profiles: About the Buffering Relationship between Chronic Stress and Self-Concept

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ABSTRACT

Due to the critical discussion about dual careers in Germany's educational system, schools with sport profiles have been established to support young athletes' sport and school career. However, longitudinal school-based research regarding chronic stress and personal development is relatively rare (Güllich & Richartz, 2015). Due to high demands in sport and school issues, students in dual careers are supposed to experience higher levels of chronic stress in comparison to regular students (ibid.). Based on a cognitive-transactional approach, stress is understood as a situation "that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (Lazarus & Folkman, 1984, p. 21). According to this approach personal resources, like the self-concept, play a major role in experiencing chronic stress (Hemming, 2015). Based on a multifaceted and hierarchical model (Shavelson, Hubner & Stanton, 1976), the self-concept is supposed to buffer against chronic stress (Gerber & Pühse, 2008). However, actual research on the stress-buffer-hypothesis has not yet focused on chronic stress and self-concept of students participating in specific programmes, like schools with sport profiles. Using validated scales on stress and self-concept, 283 students of a German school with sport profile participated in a research project from November 2011 to November 2013. The longitudinal design with control groups (t1-2011; t2-2012; t3-2013) assessed 60 athletes (42 male / 18 female) and 223 non-athletes (111 male / 112 female) in two cohorts from grade five to seven (cohort 1) and seven to nine (cohort 2). In addition to the ANOVA-results presented at AIESEP conference 2015, which showed no general difference in stress and self-concept for sport-talented and regular students, this presentation will focus on the results of the regression analysis to point out the relationship between stress and self-concept for sport-talented students at schools with sport profiles. The main result shows buffering relationships in cross-sectional and partially in longitudinal perspective.

An Examination of Peer Exchanges during a Sport Education Fitness Unit

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ABSTRACT

Group work is used extensively in education, specifically physical education, to increase learning potentials and peer communication between students. Within Sport Education, the goal of group work is to encourage individual and group responsibility as well as accountability (Siedentop, 2002). Nevertheless, to date no empirical study has incorporated critical discourse analysis within groups participating in Sport Education. The purpose of this study was to analyze discourse within students participating in a Sport Education fitness season, examining peer exchanges as it particularly relates to status and significance. Participants were over 130 fifth-grade students from three Sport Education classes in one elementary school. Three students wore GoPro technology to record visual and auditory feedback with their peers. Interviews were also performed and transcribed by the researchers with the students and teachers in order to gain insight into perceptions of behavior. Field notes were taken throughout the sessions to stimulate questions and record observations not recorded on the GoPro. Interviews and field notes were analyzed using inductive analysis and content analysis. After initial data were analyzed, a second group of student interviews were conducted in order to provide member and peer checks (Rossman & Rallis, 2011). Teachers were also interviewed ensure accurate inferences were made. At the time of abstract submission, the results of the intervention were not available. However, it is hypothesized that students of high status and high skill level will have higher rates of peer exchanges and greater influence on the decision making of the group, particularly during high stakes segments of the season. A critical analysis of peer exchanges will provide insight into group decisions that help address potential power relations during Sport Education.

MYBENEFIT@UPB.DE – Healthy Campus at Paderborn University

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ABSTRACT

2015 represented a new high with regards to the overall number of students at German universities. More than 2.8 million students were enrolled during the winter term of 2015/2016 (Statistisches Bundesamt, 2016). Alongside this development, non-communicable diseases and unhealthy lifestyles seem to be on the rise (Brandl-Bredenbeck et al., 2013). Following this, there seems to be a considerable interest with regards to epidemiological data concerning the overall health of German students and potential positive effects of physical activity. Three years ago the University of Paderborn initiated a University wide study (mybenefit@upb.de) to help students in gaining knowledge about health related subjects. Longitudinal study using quantitative and qualitative statistical methods. Two formats of identical questionnaires (online and paper format) utilizing different thematic priorities such as sport & health, stress, academic matters and nutrition. As part of the evaluation of "mybenefit@upb.de", students were interviewed on a regular basis during the winter terms of 2013 - 2015, with two more survey dates planned for 2016 and 2017. At present around 5000 students have been questioned. Preliminary results indicate that the student population is not above average when it comes to health and its different facets (physical activity, stress, nutrition etc.), with a wide variety from good to poor health markers. Early cross-sectional data shows that only 33.2% of the respondents (n=2137) are physically active 3-4 times a week. Longitudinal results will follow in early 2016. First results suggest a relatively low level of physical activity among German students. Overall it seems that students are not an especially healthy demographic. Further analysis of the studies data is needed to give a more differentiated picture of the overall health situation of German students.

Gross Motor Skills and Cardio-metabolic Risk in Low-Income Children: A Mediation Analysis

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ABSTRACT

Previous research has shown linear relationships among gross motor skills, aerobic fitness, and cardio-metabolic health. However, no research has examined the mediating effect of aerobic fitness linking gross motor skills to cardio-metabolic health. The purpose of this study was to examine the relationship between gross motor skills and cardio-metabolic risk, with aerobic fitness as a mediator variable, in low-income children from the U.S. Participants were 224 children (Mean age= 9.1± 1.1 years; 129 girls, 95 boys) recruited from five low-income elementary schools. Gross motor skills were assessed using the Test for Gross Motor Development 3rd Edition and aerobic fitness was assessed using the Progressive Aerobic Cardiovascular Endurance Run that were administered during physical education classes. A continuous and age- and sex-adjusted metabolic syndrome score (MetS) was calculated from measurements collected in a fasted state. Total effects, average direct effects, and indirect effects (Average Causal Mediation Effect; ACME) were calculated by simulating predicted mediator and outcome values, given the sampling distribution, via a parametric linear regression algorithm. The ACME of gross locomotor skills on MetS scores, using aerobic fitness as the mediator, was statistically significant ($\beta = -0.055$, 95%C.I. [-0.097, -0.021], $p = 0.003$) with ACME accounting for 43.7% of the total effect. The relationship between gross locomotor skills and MetS scores may be mediated via aerobic fitness in low-income children from the U.S.

Effect of a Comprehensive School Physical Activity Program on Gross Motor Skills in Children from Low-Income Families

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ABSTRACT

Gross motor skill competency is needed for optimal development in disadvantaged children. The purpose of this study was to examine the effect of a Comprehensive School Physical Activity Program (CSPAP) on gross motor skills in children from low-income families. Participants were 1,460 school-aged children (Mean age = 8.4 ± 1.8 years; 730 girls, 730 boys) recruited from three schools receiving governmental financial assistance from the U.S. Students were recruited from grades K–6th. CSPAP was implemented over one semester during the 2015 school year. Select gross motor skill items were assessed at baseline and at follow-up using the Test for Gross Motor Development-2nd Edition instrument. Data were collected during each student's physical education class. Each student's TGMD-2 score was converted to a percentage of total score. A $7 \times 2 \times 2$ Analysis of Covariance (ANCOVA) test with repeated measures was employed to examine the effect of age, sex, and time (baseline, follow-up) on TGMD-2 percent scores, adjusting for the clustering of students within classrooms and schools. There were greater TGMD-2 percent scores at follow-up compared to baseline (82.4% vs. 72.6%, Mean Difference = 9.8%, $p < 0.001$, Cohen's $d = 0.67$). Post hoc tests revealed that greater improvements were seen in older children compared to younger children (Mean difference of change = 4.0%–7.5%, $p < 0.01$, Cohen's $d = 0.30$ –0.55). The CSPAP intervention improved gross motor skills in children from low-income families and the improvements were greater in older children compared to younger children.

Experiences of Middle School Students in Physical Education: Exploring Gender in the Classroom

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ABSTRACT

The National Association for Sport and Physical Education content standards identify affective and social development as imperative to quality physical education (2004). However, highly gendered physical education (PE) environments have been shown to be socially and emotionally troubling for some secondary school-aged students (Fisette, 2013; Tischler & McCaughtry, 2011). Teachers and students in PE tend to hold stereotypical assumptions about the preferences, abilities and appropriate behaviours of young men and women, and they substantiate these ideas through a discourse of naturalness and normality (Larsson, Quennerstedt, & Öhman, 2014, Penney & Evans, 2002). This discourse suggests that differences in student ability, behaviours and feelings are naturally fixed to student gender, and it places some students in the margins of the accepted culture of secondary school PE (Larsson, Quennerstedt, & Öhman, 2014). However, the role of gender in students' PE experience is not as well understood among younger students. This research used a feminist ethnography to explore the role that gender plays in the PE experiences of coeducational middle year's students. Data collected through observation of a Canadian classroom combined with analysis of curriculum and other policy documents illuminated ways that gender may function in this younger PE environment. Multiple interviews with the PE teacher and students provided a participant-centered view of the lived realities of students in PE. Results indicate that ideas about gender-appropriate behavior play a role in the experiences of middle year's students within PE, as well as impacting their feelings towards the class. Illuminating some of the gender issues that are currently present in middle years PE classrooms has implications for researchers, teachers, teacher educators and students alike who are working towards constructing pedagogical spaces that celebrate student diversity. Future directions for creating more inviting and inclusive PE environments are discussed.

Comparing the Effectiveness of Individual Counselling and Activity Monitors to Promote Physical Activity among University Students: A Randomized Controlled Trial

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ABSTRACT

Physical activity (PA) promotion among university students seems to be important to establish a lifelong healthy lifestyle (Carney, Mutrie, & McNeish, 2000). Yet, research in the field is limited in quantity, quality and generalizability. The present study tests the effectiveness of two strategies to promote PA among university students of a city-based university. 33 students were recruited and randomized into three groups: the first group attended individual counselling sessions (ICG), the second group used PA monitors (PAMG) and the third served as control group (CG). Individual counselling was developed according to the social cognitive theory (Bandura, 2004) and the transtheoretical model of behaviour change (Prochaska, & DiClemente, 1983) and was delivered via videoconferencing calls. Interventions lasted 12 weeks. Measures of PA (self-reported and recorded by means of ActiGraph-GT3X+ monitors) and the stages of change of participants were taken at baseline (t0), after the intervention (t1), and after a 3-month follow-up (t3). Students in the ICG increased self-reported energy expenditure between t0 and t1, and maintained this improvement to t2. Progression through stages of change was observed in ICG at t1, followed by some relapses at t2. No significant differences were found in PAM and in CG. Results suggest that the individual counselling program was effective to promote PA among university students, whereas the individual use of PA monitors had no effects.

Results of the "One Resource Kit for Teachers" WADA-AIESEP Project

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ABSTRACT

In March 2014, AIESEP members from six countries were undertook a project entitled "One resource kit for teachers" promoted by WADA, UNESCO, IOC, IPC, ICSSPE and IFPC. The project was aimed at developing a resource, designed to help teachers deliver their existing curriculum requirements for values education (VbE). The purpose of this paper is to present the tool kit realized according to the call and the direction for future implementations. The project has been articulated into five phases: (1) a literature search on VbE through sport and on good practice examples; (2) a global scan on VbE curricula across the globe using a qualitative method; (3) the development of the resource kit for teachers for promoting the values of Respect, Inclusion and Equity; (4) an on-line piloting of the materials with teachers; (5) the review of the toolkit contents according to the feedback received from educators across the globe. The review of the literature establish a concrete foundation for VbE through sport (Koh e Camirè, 2015), together with the results from the global scan. The toolkit employs a range of curriculum activities and support materials (e.g. didactic units, values-based games, teaching hints, assessment proposal, a glossary) using a three-level structure according to an ecological approach. The toolkit has been based on a solid scientific literature that underlined how sport-based and active learning strategies are effective in delivering VbE. The project challenged Partners in developing a toolkit that embraces diversities across cultures. Moreover, the toolkit would inspire changes in teachers' practices on VbE across all continents.

Cultural Competency and Burnout among U.S. Physical Education Teachers

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ABSTRACT

Elevated teacher turnover and incongruence of the U.S. teacher population versus student diversity necessitates the development of cultural competency in physical education (PE) teachers. Teachers of color (TOC) have higher cultural competency than their white counterparts in PE (Harrison, Carson, & Burden, 2010). A related and important psychological construct of teachers, with limited study in the PE, is burnout (Fejgin, Ephraty, & Ben-Sira, 1995). The purposes of this study were to examine the associations between PE teachers' a) gender, race, school level, and cultural competency, and b) cultural competency and burnout. 215 full-time PE teachers completed a demographic questionnaire and validated 6-point subscale measures of teacher cultural competency (Spanierman et al., 2011) - multicultural teaching knowledge (MTK) and multicultural teaching skills (MTS), and teacher burnout (Maslach, Jackson, & Schwab, 1996) - emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (RPA) via online survey. A three-way MANCOVA, controlling for teachers' tenure level and school characteristics, yielded a significant main effect in teacher cultural competency for gender [$F(2, 198) = 5.28, p=.01$] and ethnic affiliation [$F(2,198)=5.49, p=.01$]. Univariate follow-ups indicated that females reported higher MTS than males, and TOC reported higher MTK and MTS than White teachers. Three sequential multiple regression analyses using the stepwise procedure yielded that MTK negatively predicted EE ($B=-.14, p=.04$) and DP ($B=-.19, p=.01$), and MTS negatively predicted RPA ($B=-.38, p=.00$). Ad hoc regression analyses, separated by teacher ethnic affiliation, revealed that these burnout predictors only upheld among White teachers. Findings substantiate and extend work by Harrison et al. (2010) by identifying potential dangers of lower PE teacher cultural competency - higher perceptions of exhaustion, withdrawal and deficient work performance. Teacher education and professional development programs might consider topics of MTK and MTS, especially when the audience is predominately White teachers.

Comparison of the Polar Active Activity Monitor with the Actigraph Gt3x+ Accelerometer

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ABSTRACT

Given current pressures to increase youth physical activity during the school day within the U.S. (IOM, 2013), the use of objective methods to assess physical activity among youth is increasingly prevalent. Although triaxial accelerometers have been deemed superior to uniaxial accelerometers (Eston, et al. 1998), uniaxial accelerometers are less expensive and more appealing to youth. Specifically, the Polar Active activity monitor is popular among U.S. schools and physical education classrooms, but has yet to be validated in a school setting. Therefore, the purpose of this study was to assess and compare the validity of the Polar Active physical activity monitor (uniaxial) to the Actigraph Gt3x+ (triaxial; gold standard) accelerometer. Two hundred and ninety students (Mage = 10.04; Male = 123; Caucasian = 20.6%) wore both the Polar Active physical activity monitor and the Actigraph GT3X+ during an entire school day, in free living conditions. The Polar Active was worn on the non-dominant wrist, while the Actigraph GT3X+ was worn on the right hip. The Polar Active automatically calculates youth activity levels, while Freedson Child cut points were used with the Actigraph GT3X+ to determine differences in reported activity levels and steps. Polar Active steps ($r=.81$, $p<.001$), as well as counts for moderate ($r=.66$, $p<.001$), vigorous ($r=.70$, $p<.001$), and vigorous plus ($r=.53$, $p<.001$) physical activity, were significantly correlated to the Freedson Child cut point counts used with the Actigraph GT3X+. Differences among males and females occurred and will be discussed further. The Polar active has moderate to high correlations with the Actigraph GT3X+ accelerometer, showing moderate validity in a free living environment. Further studies with youth should be conducted to examine the Polar Active activity monitor in a lab setting to compare activity levels with oxygen consumption.

A Review of Physical Activity and Health-Related Fitness Content Knowledge in Physical Educators

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ABSTRACT

Physical activity (PA) and health related fitness (HRF) are considered the major outcomes of school-based PE. In particular, Standard 3 of the National Standards and Grade Level Outcomes for K-12 Physical Education (2014) highlight the importance of school-based PE in increasing students' PA and HRF. For this reason, PE teachers should have strong knowledge and pedagogical skills to teach students PA and HRF. However, there has been limited research on PA and HRF knowledge of in-service and pre-service PE teachers. Thus, the purpose of this study was to review publications on PA and HRF content knowledge of pre-service and in-service PE teachers and to provide recommendations to PETE programs in preparing pre-service PE teachers with the knowledge of PA and HRF. Literature searches using SportsDiscus, PsycINFO, MEDLINE, ERIC, and PUBMED were implemented with predefined keywords including physical fitness, physical activity, health-related physical fitness, fitness knowledge, pre-service PE teacher, In-service PE teacher, PE teacher education and their combinations. The review was limited to studies that met the following inclusion criteria: 1) peer-reviewed, 2) data-based, 3) targeting college students (PE majors) and in-service PE teachers, 4) written in English, and 5) published between 1990 and present. A total of 8 studies met the inclusion criteria. Pre-service PE teachers' insufficient content knowledge of PA and HRF was reported. Furthermore, weaknesses in PA and HRF knowledge of in-service PE teachers, including poor knowledge levels and misconceptions about HRF concepts and their application have been found. The results of this review showed that physical educators' content knowledge of PA and HRF is not sufficient for teaching in physical education. Physical Education Teacher Education (PETE) programs should have a major responsibility for offering high quality coursework that focuses on development of PA and HRF content knowledge for pre-service teachers.

Co-Construction of a Shared Comprehension Area among Taiwanese PE Student/Cooperating/University Teachers

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ABSTRACT

In Taiwan, one of the Normal University mission is to provide a link between pre-service PE teachers and secondary school teacher trainers. In prevision of the student teacher, a professional teacher education makes the link between theory and teaching practice so as to validate the theoretical knowledge as well as the teaching practicum. The question was to make student teachers improve their effective teaching process by the systematic observational tool. The research design concerned pre-service students (N=9; age 22; 5 females), cooperating teachers (N=5) and university teachers (N=4) during a duration process (6 weeks). A crossed approach linked 1) the QMTPS systematic observational tool all along the teaching practice courses (66 lessons; T=50 min per lesson, 5 weeks duration), 2) the value orientation questionnaire (before/after intervention) and 3) the teaching reflection journal after each lesson based on QMTPS results. A content analysis allowed extracting student profiles and reasoning. The first results showed that four students regularly scored 50 at QMTPS while others were less constant and had difficulties for maintaining such a result. Secondly, a significant change of the value orientation was noticed according to the school contexts; teacher students confronted with technique-based approaches by cooperative teachers were disturbed and shifted their value orientations. Some of them were disturbed at the point where values were fluctuating; some of them changed so as to move closer to the teacher trainer. Third, the reflection journal helped students reflecting on the communication modes and the class management. All student teachers' effective teaching behavior was improved by the QMTPS instrument. However, the congruent linking process between secondary school teachers and university teachers will be more needed during the crucial moment of student teachers' professional construction.

Constructing a PE Learning Community for Taiwanese Elementary School Classroom Teachers

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ABSTRACT

Most of PE lessons at elementary school level are taught by classroom teachers in Taiwan. However, classroom teachers are not familiar to teach PE lessons due to their prior experience and teacher education programs. Thus, the purpose of this study was to know about the question: "how can we assist, by using the tactical games teaching module, classroom teachers for learning to teach ball games through a professional learning community?" The participants consisted of 4 elementary classroom teachers and 2 PETE trainers. The PE learning community was built to improve the elementary school PE learning quality. 12 lessons of ball games module were implemented during 6 weeks (40 minutes—12) and also videotaped. After lesson taught, participants discussed pupils leaning during PE lessons. Semi-structured interviews were conducted 4 times. The data were analyzed by constant comparison and checked by triangulation. Results showed that 1) classroom teachers could teach tactical ball games without mastering the skills through the teaching module; 2) classroom teachers focused more on pupils' holistic learning; 3 class management, organization, questioning and modification of game rules were the major concerns during the debriefing periods. To conclude, the tactical games teaching module assisted classroom teachers to implement quality ball game PE lessons. Moreover, the dialogical approach in the professional learning community also made classroom teachers to share their experiences through the responses of their pupils' leaning.

Rethinking of Measuring the Quality of feedback in Physical Education: Moving from Teacher to Teacher-Student Interaction

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ABSTRACT

Teacher feedback plays a critical role in improving student learning in physical education. Previous studies in the field of physical education have examined the effects of the amount, quality, frequency, type, and timing of teacher feedback on students learning outcomes; however, the results were inconsistent (Lee, Keh, & Magill, 1993). One of possible explanations for these inconsistent findings is that teacher feedback has been conceptualized and measured in different ways. The effectiveness of teacher feedback on student learning is dependent on the quality of feedback provided by teachers to students and whether students receiving teacher feedback act on them to change their performance for improvement. The quality of teacher feedback is defined as feedback being congruent with student performance in a specific task. That is, teachers provide specific feedback to refine students' qualitative performance of the stated task by correcting errors or reinforcing/praising their correct performance. The purpose of this study is to conceptualize teacher feedback by focusing on its effectiveness as a result of teacher-student interactions rather than only teacher behavior, and develop and validate an observational instrument to measure specific congruent feedback.

No one wants me on their team: The Experiences of Two Marginalized Students in Physical Education Lessons

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ABSTRACT

This study focused on the experiences of two marginalized students, pupils who frequently faced verbal or relationship bullying during physical education (PE) lessons. In specific, this research aim to investigate: (a) what marginalization had the case students faced, (b) how they perceived such marginalization, and (3) what were the factors facilitating such marginalization. The main cases were two girls (fourth-grade students, aged 11) selected from two different classes. Data were collected through non-participant observation (46 PE lessons from one semester), informal and group interviewing with the two marginalized students and their classmates (53 students). The PE teacher and the classroom teachers of the two classes were also interviewed. It was found that, the two cases were last-selected/marginalized when pupils were divided into teams (even when the dividing was led by the PE teacher). Moreover, they were assigned to an unimportant/marginalized position in the game, and suffered verbal bullying when they made mistakes. Whereas the two cases still liked PE lesson, it was rather difficult for them to it, especially when playing team sports. The two cases responded to the verbal and relationship bullying differently. The reasons the two cases being marginalized could be attributed to factors such as: personal characters of the case students, teaching and classroom management methods of the teachers, the nature of the learning tasks and the influence of particular student-leaders. This study suggested that, social skills are not developed as a consequence of simply putting a group of diverse students together, rather it can only be achieved if the teachers are aware of such situation and deal with it carefully and collaboratively. It was argued that, a further understanding of marginalized students in PE lessons was an important foundation to deliver positive learning experiences for all.

Toward a Pedago-Didactical Model to Describe Physical Education Teaching

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ABSTRACT

The Quebec's physical education (PE) curriculum adopted in 2006 is competency based and it promotes a socioconstructivist approach to develop content knowledge related to PE. This new approach promotes the adoption of production teaching styles (Goldberger et al., 2012) and also leads teachers to emphasize the acquisition of motor, technical, tactical and social skills content knowledge by students. However, research on the spectrum of teaching styles and didactic shows that PE teachers use reproduction styles more than production styles (Byra, 2006) and that PE teachers teach mainly motor and technical skills content (Genet-Volet et al., 1995), even when they teach team sports. Nevertheless, little is known about the teaching styles used by PE teachers and content knowledge taught during team sports classes since the implementation of the competency based curriculum. Therefore, the aims of this communication is to present a model (a) to identify and analyse the teaching styles used by teachers and (b) to identify and describe the content knowledge taught to promote students skills acquisition in high school during team sports classes. This model regroups a pedagogical and didactic perspective, which include the spectrum of teaching styles and the didactic transposition (Amade-Escot, 2000), which is useful to describe the content knowledge taught by teachers. With this pedago-didactical perspective, further results will show a more comprehensive picture about teaching in PE. It will also be easier to understand whether teacher's intervention matches with the competency based curriculum by knowing which styles they're using and what content they're teaching. Then, it will be possible to answer questions such as (a) do teachers adopt more productive teaching styles and (b) do teachers teach more tactical and social skills which fit socioconstructivist approach from competency based curriculum? Based on coming results, important questions about pre-service and in-service education may arise.

Reform and Meaning of the 2015 Revised National Physical Education Curriculum in South Korea

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ABSTRACT

The purpose of this study is to investigate the characteristic changes in the 2015 revised national physical education curriculum reform and its meaning, and find implications of the changes for physical education in South Korea. The documents of the 2015 revised national curriculum and the 2015 revised national physical education curriculum were analyzed. And then, based on the analysis, relevant studies, policy reports, and curriculum briefing data were additionally analyzed. First, the characteristic changes of the 2015 revised national physical education curriculum included emphasis of school sports club activities, establishment of physical education competence elements(health management, physical training, game performance, physical expression), establishment of physical education safety value(5 physical activity values: health, challenge, competition, expression, safety), and change in content structure based on core concepts in different physical activity value areas. Second, such changes suggest change 'the ideal of educated person in physical education', emphasis on concept and principle of important physical activities in physical education, and introduction and emphasis of policy focused on 'safety education based on physical activities'. Third, implications found in the 2015 revised national physical education curriculum included expanded possibility of differentiated school physical education through public education, simplification of education content focused on physical activity values, realization of liberalization and diversification of physical education curriculum development and operation of each school level, and increased educational role and responsibility of school physical education in solving national and societal issues. The 2015 revised national physical education curriculum in South Korea include utmost effort for educational reform. However, further discussion is needed regarding whether the revision properly reflected the core concepts and logical contents of physical education, because there are diverse possibilities of improving the most urgent problems in school education (Lim & Hong, 2015).

Implementing New Technologies in PE: The Arduous Path of a Group of Teachers

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ABSTRACT

Nowadays, adolescents are totally integrated into the digital generation. Tablets, smartphones, and other apps belong to their normal life while most of their teachers sometimes try yet to discover what a computer is. In physical education, several authors showed that new tools can be used during practical lessons in a way to improve the learning environment and motivation of the students. As the videotape recorder in the past, current technologies represent resources that have to be adapted to the teaching strategies and not considered as miraculous tools that will solve all problems. On the other hand, one has to consider that youth are particularly attracted by digital tools that offers a growing range of possibilities to stimulate students' critical thinking, autonomy, and involvement. This study aimed to help a group of PE teachers to use new technologies in their classes. Considering that his colleagues and he (grades 10-12) were not effective in using new technologies, one PE teacher from a secondary school invited us to propose a series of activities in order to let them identifying a way to take benefit from available ICTs. An interactive process has been implemented in order to put the teachers in the center of their development. A four steps approach was designed: (1) identification of the perceived benefits of ICTs and of the available tools, selection of one objective and one tool (4 teachers/5); (2) organization of a focus group to identify a practical way to use the selected tool (2/3); (3) preparation of a model lesson (3/3); follow up after 6 months (3/3). For several reasons, even if interesting projects of lessons were developed, they did not have been implemented. The study underlines the difficulties that PE teachers can meet when trying to innovate.

Transfer from Physical Education to Intramural Physical Activity: Organized or Supervised?

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ABSTRACT

Physical education (PE) is considered to play an important role in the adoption of a physically active lifestyle [1]. Since PE alone is not able to support children to reach the physical activity (PA) guidelines, many schools offer PA opportunities during the school day (=intramural) [2]. Limited research has focused on the factors positively affecting children's participation in intramural PA. Therefore, we examined the effect of organized versus supervised PA during lunch recess on PA behavior. Fourteen elementary schools constituting 281 children (8- to 9-years old) were randomized over a supervised and organized setting. All PE teachers taught a 6-day unit parkour in PE. During the weeks that parkour was taught, children could voluntarily participate in three parkour recess sessions. In the supervised setting the PE teacher supervised the parkour recess sessions to ensure safety and children were free to play. In the organized setting the PE teacher provided challenging tasks for the children. Two high-, two low- and two average skilled children were randomly selected in each class and observed during the three parkour recess sessions. Attendance, PA levels and motor appropriate behavior (MA) were analysed. Attendance at the first session did not significantly differ between the organized (87%) and supervised (79%) setting. However at the last two sessions, significantly more children attended in the organized setting compared to the supervised setting (86% versus 76%, $p=.05$; 81% versus 63%, $p<.01$). At the first two sessions children of the organized setting showed significantly higher levels of moderate-to-vigorous PA (63% versus 40%, $p<.01$; 60% versus 33%, $p<.001$) and more MA behavior compared to children of the supervised setting (23% versus 14%, $p<.01$; 39% versus 13%, $p<.001$). Organized parkour had led to higher attendance, higher levels of PA and more MA behavior compared with supervised parkour.

The Pedagogy of Teaching Games Play and Effectiveness of Feedback in the Development of Secondary Health and Physical Education Teachers

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ABSTRACT

The goal of my presentation is to create discussion amongst those of you who are involved in the training and development of Secondary Health and Physical Education (HPE) teacher candidates in the curriculum area of games playing. As a starting point, the teaching model developed by myself and activity instructors in the Faculty of Kinesiology and Physical Education (FKPE) at the University of Toronto will be outlined and explained. This model, which I have developed over the past 5 years, uses the 4 games categorizations by Griffin and Butler (2005) as the foundations for the course content. It then uses suggestions from Launder and Pilz (2013) and Light (2012) as the means to deliver this content. Students who are training to become HPE teachers, make 4 individual or group presentations in the areas of Territory, Striking, Net, Wall, Target and Adapted Games. After each presentation students are given immediate written, verbal and visual (video of themselves teaching) feedback. Students are then required to reflect on the feedback from each presentation and compare their development from one presentation to the next. HPE Teacher candidates are required to read Game Sense by Richard Light (2012) and Play Practice by Alan Launder and Wendy Pilz (2013) in Year 3 and put pedagogical theory into practice. In recent years much has been written about different games teaching methods which have evolved from the Teaching Games for Understanding (TGfU) model originally proposed by Bunker and Thorpe (1982) and updated by Griffin and Butler (2005). Although I acknowledge the origins of this model, it is the two other models that have evolved from TGfU, which I use in the teaching of games play. These are the Game Sense model proposed by Richard Light (2012) and the Play Practice model suggested by Alan Launder and Wendy Pilz (2013).

Self-Efficacy Beliefs and use of Self-Regulatory Strategies during Preparation to Teach Physical Education Classes

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ABSTRACT

Self-efficacy belief is a central mechanism to human agency. It partially determinates the way some self-regulatory functions operate (1, 2). Self-efficacy is a key construct to motivational behavior, but still little explored when associated to self-regulation of teaching and especially to future teachers' practices. This exploratory study aimed to identify the level of self-efficacy and the strategies that student teachers used to prepare themselves to teach physical education classes. 9 physical education student teachers who attended a teaching initiation program participated of this research. They weekly filled a form developed for the purpose of this study and a teacher sense of efficacy scale - short-form (3). The data analysis used Miles & Huberman (4) approach for quali-quantitative studies. The participant's level of self-efficacy was high (M=7, 61). The strategies they used were: reading (17 reports), research (14 reports), previous experience (13 reports), discussions, and studies of the contents, material organization and self-modeling (9 reports each). Participants with higher sense of self-efficacy reported that students were more motivated and participative during classes. The investigation about how confident student teachers are to teach physical education classes associated to the comprehension about how they prepare themselves for this task could bring important insights for teacher's professional growth, even before the teacher induction.

Health-related Physical Fitness among 10-18 y Hungarian Students: Results of the 2015 Hungarian National Student Fitness Test (NETFIT®) Survey

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ABSTRACT

The Hungarian National Student Fitness Test (NETFIT®) is a health-related, criterion-referenced test system developed by the Hungarian School Sport Federation and The Cooper Institute that was implemented in 2014 in schools throughout the country. This presentation will share the distribution of health-related PF scores obtained in the first year of the implementation. A total of 623,026 (317,253 boys) individual fitness records obtained from 2,943 schools were added to the database by school teachers and available in the online NETFIT® IT platform. Individual records were initially screened for quality resulting in a total of 441,781 student fitness scores available for analysis that were then aggregated to obtain the proportion of students per grade and sex meeting the health-related fitness standards. Fitness scores are classified using criterion-health referenced outcomes. There was variability in Healthy Fitness Zone achievement rates by grades and gender for each of the tests [BMI: 76.7-71.9% (boys), 82.4-74.6% (girls); BF%: 74.2-68% (boys), 71.7-60% (girls); PACER: 73.1-46.5% (boys), 67.5-26.4% (girls); Curl-up: 91.5-85.8% (boys), 92.8-85.9% (girls); Trunklift: 57.3-43.5% (boys); 65.0-49.9% (girls); Handgrip strength: 93.1-72.0% (boys), 98.2-78.9% (girls); Standing broad jump: 72.2-67.0% (boys); 75.6-72.3% (girls); 90° Push-up: 72.0-62.9% (boys); 69.4-63.7% (girls); Back saver sit and reach: 75.2-61.9% (boys), 66,1-50,0% (girls)]. The most proper HFZ rates were observed in the Handgrip (90.5%) and Curl-up test (87.8%) while the worst rate in the Trunklift (46.6%) and PACER test (57.6%). Those students' rates whose scores were classified into the HFZ in at least 7 tests are 37.0% by the boys and 33.3% by the girls. Age trends showed a clear linear decline in aerobic capacity for both boys and girls however, achievement rates for the HFZ were consistently higher among boys. This study is the first in Hungary to describe fitness trends in a large sample of school-aged students and will serve as baseline for future NETFIT surveys that will take place every year

Reflection and Reflective Practice Discourses in Coaching: A Critical Analysis

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ABSTRACT

Reflection and reflective practice is seen as an established part of coaching and coach education practice. It has become a 'taken-for-granted' part of coaching that is accepted enthusiastically and unquestioningly, and is assumed to be 'good' for coaching and coaches. Drawing on sociological concepts, a primarily Foucauldian lens, the purpose of this paper is to provide a critical analysis of reflection and to unpack some of the assumptions underlying it and problematize the seemingly unproblematic. This paper challenges the current dominant cognitive assumptions about reflection (and coaching) as an individual, asocial, ahistorical process, and explores through concepts such as power/knowledge, discourse and the self, the extent that reflection is discursive and constructs coaches' subjectivities. The analysis considers unintended consequences of reflection as a form of surveillance that normalizes coaches' practices through the act of confession. The paper thus challenges the prevailing descriptions that stress the epistemological, and claim 'neutral', discursive-blind and non-political perspectives.

Height Matters: Biographic and Anthropomorphic Data Analysis in International Volleyball

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ABSTRACT

Inclusion on the base of height has been implemented in volleyball since 1998 (Da Matta & Turner, 1998). The FIVB concerned with the elitist trend of only tall people can or should play volleyball has created the Libero position in a way to transform volleyball into a more accessible sport for people of normal stature (FIVB, 2016). Sports initiatives such as *Sports for All*, *Sports for Humanity* and *Sports for Social Development* proposed that successful sports in the XXI Century rely on inclusion, accessibility and empowerment as fundamental factors for adherence and socialization into physical activity (IOC, 2016). Although there is a consensus that one cannot teach height, inclusion on the basis of height should be considered a relative height effect both by specific positions as well as an initial criteria to select athletes at elite levels. Furthermore, as volleyball grows a more inclusive approach among children and youth programs might elicit the notion that a higher rate of the general population will participate in this life-long sport (Da Matta, 2004, Da Matta, 2013). The implementation of an appropriate growth and development criteria in youth sports programs represents advances in sports pedagogy, professional development, and coach development programs (Da Matta, 2004). Such approach has positive implications in physical education, youth empowerment and adult adherence in physical activity. Although elite sports are known for its exclusive praxis, this idea should not be generalized at grassroots, school-based and community-level sporting programs. Instead, focus in volleyball development should continue to be on: 1. Improvement skills acquisition; 2. Provide equal opportunity for participants to practice and play without any kind of discrimination and 3. Address the application of sport pedagogy principles of teaching towards social integration, inclusion and acquisition of a lifelong physical lifestyle (SHAPE America, 2016; IOC, 2016). The purpose of this study is to examine the role of height in world-class effectiveness in volleyball as well as to analyze multicultural implication of inclusion on the basis of height in international volleyball competitions. This study represents a meaningful and counter intuitive factor towards increasing participation in volleyball and provides an input towards inclusion, accessibility and empowerment across the spectrum of volleyball programs across the world. This analysis suggests selecting players based on position specific relative height as well as monitoring of how to teach tall players at early ages in order to prevent injuries and psychological stereotypes of elite players.

Sports and Physical Activity Beyond Fun and Fitness toward Healing and Recovery

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ABSTRACT

In today's world that is continuously ravaged by disasters both natural and man-made, significant changes in humanitarian assistance and services to the victims are being made beyond the extension of monetary, food, health and other technical forms of assistance or interventions in emergency situations. Can sports and physical activity play a significant role in the rehabilitation and recovery of calamity survivors particularly the children and youth from Post-Traumatic Stress Disorder (PTSD)? Can sports and physical activity serve as effective psychosocial intervention program for healing and recovery for PTSD? Participation in sports and physical activity has long been associated with fun, fitness and the pursuit of excellence in performance. As a form of exercise, recreation and pursuit of gold in competition, sports and physical activity played significant roles in promoting health and fitness of individuals. The impact of natural and man-made calamities on the people particularly the children and youth necessitates the need to seek alternative programs to help overcome psychosocial effects of disasters. The emerging role of sport and physical activity as intervention programs for healing and recovery challenges sports and recreation professionals and practitioners to see beyond the fun and fitness benefits derived from participation. Sports and play activities are intrinsic and naturally occurring activities that can have a stabilizing impact on individuals and communities after a disaster. Sports and play activities access and activate innate resiliencies that can naturally strengthen, heal and protect individuals in times of extreme stress (Henley, 2005). Studies of Collard, (2005 Vetter & Endrass, (2005), and Daut, (2012) point to very interesting and significant contribution sports and physical activity can make as humanitarian intervention program for people affected by disasters. It strengthens the belief that sport is more than just an activity we can use for recreation in good times but also as a means to address concerns of people who are going through some bad times. Project H.O.P.E. (Helping Overcome Psycho-social Effects) through Sports as intervention program utilizes sports and physical activity to address post-traumatic stress disorder among disaster survivors of calamities in the Philippines. Data revealed positive and encouraging results on the effect of sport and physical participation on healing and recovery of calamity survivors. Sports and physical activities beyond fun and fitness toward healing and recovery is gaining support as an effective psycho-social intervention program for disaster survivors.

Student Perceptions of Discovery Teaching Styles in S3 Physical Education in Scotland

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ABSTRACT

Using a variety of teaching styles, such as those presented in the Spectrum (Mosston & Ashworth, 2002), is recognized as an effective approach towards meeting diverse needs and cognitive abilities of students. Research indicates that a limited number of styles are implemented by teachers in day-to-day lessons, and those that are employed are primarily from the reproduction cluster (Cothran et al., 2005). Through questionnaires, researchers have examined students' perceptions of teaching styles to broaden their understanding of the ways students learn (Cothran, Kulinna, & Ward, 2000). The purpose of this investigation was to examine first hand students' perceptions of three production cluster teaching styles, guided, convergent, and divergent discovery. For 10 weeks, 30 secondary students participated in physical education lessons which included multiple episodes of the three discovery teaching styles. At 10-weeks, a sub-group of six students participated in a focus group interview. Students' perceptions within the cognitive, social, and affective domains, and preferences for learning, were explored. The recorded interview was transcribed and subjected to content analysis (Cohen, Manion, & Morrison, 2011; Patton, 2002). Students perceived the social domain to be valuable during discovery style learning. Students expressed increased comfort and confidence through social collaboration as a means of addressing potential feelings of stress/anxiety during discovery tasks. The use of friendship groups was perceived positively and negatively by students. Perceptions of the cognitive domain corresponded with theoretical expectations and experiential learning was perceived as a supportive element during the discovery process. Findings suggest the affective domain was inextricably linked with learning in the cognitive and social domains. Students reported diverse preferences and learning needs across different styles. These findings suggest that students can provide important information to teachers wishing to design effective learning environments specific to production cluster styles.

Water and Traffic Safety for Children: Effectiveness of Programs for Motor Skills and Risk Communication in Flanders and the Netherlands

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ABSTRACT

Parents and teachers have the responsibility to learn children motor skills that are essential to move and behave safe in (a) water and (b) traffic. Therefore, there are campaigns and school-based approaches often being part of the broader health education. In our contribution, we will compare water and traffic safety education programs for primary and secondary school children focusing on motor tasks and risk communication in two countries together with international intervention effect studies. The aim is to enhance practitioners' and researchers' knowledge on motor and cognitive dimensions of water and traffic safety. The pedagogical O-T-L-O unit is used to examine the alignment of programs in water and traffic education, including objectives (O), teaching behaviour (T), learning behaviour (L) and learning outcomes (O). For the analysis of relevant motor tasks, special attention will be given to the triangular model with three interacting constraints: individual, task and environmental conditions. In the effect evaluation studies of risk cognitions the applied Protection Motivation Theory⁴ is used as a reference. In water safety programs, there is a lack of alignment from objectives over didactical approaches to learning outcomes. For swimming the objectives are vague, resulting in discussion on how and when to evaluate water competence. Until recently, water competence was often determined by the stroke and distance children can swim in a pool and, therefore, missing all other relevant skills related to water safety. Furthermore, there seems to be an underrepresentation of the 'environmental constraints' compared to traffic education where the environment is explored. Concerning the cognitive dimension, specific risk perception, parental influences and, influences of peers are identified related to risky behaviour and relevant in the protection motivation. The comparison of two areas, aquatic and traffic environment, leads to a more effective strategy for both motor skills and risk knowledge in safety education.

The Development of a Systematic Observation Instrument for Cooperating Teachers: A Way to Enrich Quality of Supervision

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ABSTRACT

Systematic observation is considered an effective tool to assess meaningful behaviors of teacher candidates. The purpose of this study was to create a systematic observation instrument for cooperating teachers to observe knowledge and skills of teacher candidates during field experiences and student teaching. This exploratory study was developed through a school-university partnership in the Brazilian city of Rio Claro, with support from the State University of São Paulo (UNESP-Rio Claro) and the local district. Participants were six cooperating teachers from four different schools. Data were collected through questionnaires, field notes and interviews over a period of two years. Initial analyses were conducted to assess cooperating teachers responses to the questionnaires. The questionnaires were related to how well these teachers accepted the components of the checklists created with observable teaching behaviors. These checklists had the intent to assist cooperating teachers during their observations of teacher candidates and also to facilitate post-lessons debriefing and reflection. Further analysis will compare field notes, questionnaires and interviews among cooperating teachers. The results showed that the following components from the checklists were beneficial to the cooperating teachers' observations: (1) personal traits; (2) class management, (3) lesson planning; (4) enthusiasm, energy level and self-control; (5) inclusive pedagogical strategies. It was found that the biggest challenges faced by teacher candidates were tone of voice and clarity, management of time on task (i.e., less talk and more movement), clarity of instructional tasks, and accurate self-evaluations. This study so far has found that the development of checklists specifically created for cooperating teachers is not to be considered the only observation mechanism, but it seemed to be a constructive tool to assist the evaluation process in terms of assertive guidance and post-lessons reflections.

SO? Kinesiology Student Impressions on the Value of Cultural Studies

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ABSTRACT

Understanding current health, wellness, fitness, and physical education (HWFPE) trends is a major component of the cultural studies (CS) curricular model for physical educators. Within that model is the intent to develop students to be critical consumers of sport and physical activity that question and critique what happens in the name of sport and physical activity (Lund & Tannehill, 2015). If the goal of kinesiology is to teach students to be informed practitioners of HWFPE then collegiate students need to learn how to critically examine the current information available. This way physical education curricula and fitness programming can contribute to popular physical culture (Kirk & Tinning, 1992, Lund & Tannehill 2015, & Wright, Macdonald, & Burrows, 2004). Research Questions 1. What are the societal and cultural impacts of HWFPE trends? 2. Do participants find value in CS research of fitness trends? Participants (N=16) in this study were adult students at a Historically Black College, who were all Kinesiology majors. Participants examined 16 trends focusing on: the history, popularity/appeal, current participation and projected growth, health benefits, and cautions. PE teaching students learned how to critically examine trends in HWFPE before developing K-12 curricula around them. Aquatics and Fitness and Sport Science majors learned how to conduct critical culturally relevant inquiry, so they could offer exciting, safe, and effective programming for their clients. Sport management students learned the importance of how to market such trends and track the trends for their future athletes or facilities. There is a need to understand current HWFPE trends, so professionals can offer exercise programs that appeal to students and the public and find ways to maximize the reach of popular, safe, trends so they cross cultural boundaries. Regardless of specialization participants found value in conducting CS of HFWPE trends.

Don't Be Afraid of ICT: Modeling Effective Technology Use for Best Practice

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ABSTRACT

Using Information and Communication Technology (ICT) is a necessity in not only in higher education, but in the gymnasium, as well (Kretschmann, 2015; Castelli & Fiorentino, 2008; Whalen & Fiorentino, 2006). Out of this necessity it has become apparent that university level students need to be taught how to use technology professionally and effectively. In this presentation several different ICT mediums will be presented and proposed integration of best practice techniques in college course will be disseminated. Technology discussed will include: online webs conferences, creation of website portfolios, in class technology integration, interactive lectures, hybrid courses, quality online course instruction, responsible and productive use of social media (Twitter, Instagram, LinkedIn, etc.) based assignments, incorporation of trending ICT Applications (such as: Runmeter, Auto Rap, and Video Star); and ICT based homework assignments and grading. The purpose of this presentation is to introduce new technologies used to teach higher education students how to use technology by modeling best practice techniques. All technology integration is currently used by the presenters. Strategies for successful implementation and suggestions for avoiding common pitfalls will be discussed. All ITC practices presented are intended to be modeled by the course instructor and integrated in coursework, so students understand effective and responsible use of ICT. The purpose of this is two-fold: (a) increase student learning, in class, and (b) teach students how to use ICT effectively. By learning how to successfully use ICT at the university level more Physical Education teachers will emerge from universities experienced at using ICT, in ways that model Best Practice. Graduates will have an easier time using ICT in their employment after graduation, because they will not have to learn ICT by trial and error, when they start working.

Learning to Teach Young People: Understanding ‘Other Voices’ that Influence the ‘I’ in Reflection

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ABSTRACT

Learning through and from experience focuses on learning as a process that requires engaging in critical reflection. The cyclical relational link between practice and reflection can promote new ways of thinking and possibilities to improve practice (Korthagen and Vasalos, 2005). More often than not, reflecting on teaching experiences is integrated to support student teachers (STs) learning development. However, STs do not always find reflecting on their practice helpful for the situation they find themselves in (Hoy and Woolfolk, 1989; Korthagen and Vasalos, 2009) emphasising the need to understand greater STs perceptions and practices regarding reflection. This paper seeks to gain new insights about the value undergraduate students have, or not, for reflecting on their teaching during school based experiences, and in turn the role tutor and peer observational feedback can have for their development when reflecting on their teaching practices. This paper reports on data from a cohort of physical education undergraduate students during a four week primary school teaching experience. During placement students plan for and reflect on four teaching experiences; in which they also receive tutor and peer observational feedback Data collection methods include pre and post lesson interviews, lesson observations and document collection. Through inductive analysis patterns and themes were identified, with triangulation used as a means of understanding and aligning data. Emerging themes identified students' tendencies and influences when reflecting on their teaching practices, including the role reflection can have in challenging their prior assumptions. Factors that contributed towards students taking on board, or not, observational feedback received by peers and tutors, will also be presented. In extension of this, the complexity of making meaningful the relational link between practice and reflection in shaping students learning will be discussed.

Understanding Middle School Students' After School Activities

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ABSTRACT

One important purpose of physical education is to help students develop lifetime physical activity behavior to become active on their own (Ennis, 2006). The purpose of this study was to identify middle school students' physical activity patterns (time, type, and duration) as part of all activities they engaged in after school (3:00pm-10:00pm). Participants were students (n=377) randomly selected from four middle schools in Shanghai, China, 122 (32%) in 6th grade, 134 (36%) 7th, and 121 (32%) 8th; 191 (51%) females and 186 (49%) males. We used a multivariate block design with blocks on gender and grade. The Three-Day After-School Activity Recall Survey was used for students to record in 15 minutes intervals all activities they did on the previous day. Fitness was measured using PACER type shuttle run, push-up, and curl-up. The survey resulted in 64 activities that were recorded in: sport, fitness, other PA, homework, sedentary entertainment, sedentary socializing, and rest. Responses were aggregated into minutes for analysis. Results indicated no gender by grade interaction. Males were more active ($p = .005$) in sports (30 minutes) than females (17), but females were more active ($p = .005$) in fitness activities (29) and other PA (10) than males (25 and 2, respectively). Gender differences were observed in homework (female=102, male=82, $p = .02$) and entertainment (female=99, male=111, $p = .05$). Grade differences were in resting (6th=101, 7th=73, 8th=92, $p = .004$) and entertainment (6th=119, 7th=82, 8th=117, $p = .004$). Correlation between fitness and after-school activities ranged from $-.016$ (pushup and other PA) to $.243$ (PACER and Sport). The findings suggest that (a) the students were not sufficiently active after school, (b) gender and grade played an intricate role in students deciding what to do, (c) fitness did not associate with physical activity, and (d) reducing sedentary entertainment seemed to be a viable goal for future intervention.

Re-examining Adolescent Drop-Out from Physical Activity and Physical Education

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ABSTRACT

Recent research and policy supports school based physical education and physical activity programs in achieving public health goals for children and youth. Thus, it is more important than ever to understand what keeps children and adolescents interested and participating for 60 minutes of health-enhancing activity per day. Research conducted in countries world-wide consistently report that youth tend to drop-out of voluntary physical activity programs and lose interest in required physical education in the period between 11-15 years. These secondary school years may be an essential window of opportunity for establishing one's identity as a physically active person, and physical education and whole-child, whole-school, whole-community programs can be an important intervention, without which it may be difficult to instill lifetime habits of physical activity (Dishman, et al, 2015). This paper reviews existing research comparing adolescent physical activity dropout (Bauman, et, al, 2012), adolescent school dropout (Doll, Islami & Walters, 2013) and school engagement theories (Lawson, & Lawson, 2013). Similarities suggest the application of school engagement theories to adolescent physical education and physical activity dropout. An analysis conducted on reports from nationally recognized physical education teachers compared statements and strategies for adolescent engagement to themes and subthemes of the socio-ecological construct of engagement. Results indicate similarities between both kinds of dropout. Further, outstanding teachers' strategies for programs are consistent with engagement frameworks. The author proposes we re-examine the problem of adolescent participation in physical education and physical activity through the construct of engagement rather than motivation (Solmon, 2003). Engagement theory draws on socio-ecological influences of families, peers, school organization and culture, as well as community factors that appear to impact adolescent participation and self-perception. Adopting an engagement framework may be useful for modifying organizational and interpersonal contexts of secondary school physical education and physical activity programs.

Changing Preservice Teachers' Perceptions of Individuals with Disabilities through Simulation Experiences

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ABSTRACT

Dowling (2011) stressed the need for Physical Education Teacher Education to produce recruits with professional identities suitable for the socially diverse nature and changing needs of postmodern schools. Being mindful of diversity and difference can be a formidable task. Teachers have limited expectations of students with disabilities (SwD) in the general PE setting (Lieberman & Houston-Wilson, 2009). This belief system impacts the content and delivery of their lessons in physical education (PE). Past research examining epistemological beliefs, educational philosophies, perceptions and perspectives of preservice teachers has frequently used Lortie's (1975) notion of "apprenticeship of observation" (p. 61). Schempp and Graber (1992) explained that a preservice teacher's apprenticeship of observation "has a distinct and traceable influence on an individual's future decisions, practices, and ideologies as a teacher" (p.333). The purpose of this study was to understand the meaning and impact a field experience had on preservice teachers' perceptions of individuals with disabilities (IwD) and how the experience impacted their notions about teaching SwD. Ten preservice teachers participated in a three-phase qualitative study analyzed by thematic analysis. Participants first discussed their perceptions, backgrounds, and prior experiences interacting with IwD. Next, participants completed a field experience simulating a physical disability at a professional sporting event and reflected, in writing, about the experience. Participants then completed a focus group discussion about their disability simulation experience. Data revealed the following major themes: perceived experiences during the simulation (i.e., treatment, mobility/accessibility, and meta-perceptions), changes in perceptions of IwD, and impacts on teaching SwD in PE. The results present a profile of preservice teachers' perceptions of disability and highlight the importance of authentic field experiences for preservice teachers to gain a deeper appreciation of difference and more thoughtful approaches to teaching SwD.

Associations between Proximity to Outdoor Physical Activity Localities and Healthy Adult Weight

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ABSTRACT

Recreation providers currently identify outdoor recreation space exposure as a cost-effective public health initiative because of associated physical activity opportunities (Blanck et al., 2012). Researchers have reported statistical relationships between greater outdoor recreation and both physical activity levels (Ofstedal & Schneider, 2013) and lower obesity (Wilhelm Stanis et al., 2014). The research question was: Is there an association between proximity to outdoor recreational areas (in the form of parks and trails) and health-related lifestyle indicators that can be predictors of premature death (overweight and obesity)? This study utilized a retrospective, cross-sectional research design in which data were drawn from secondary sources for a Florida county-level analysis. Relationships between variables were observed within all 67 Florida counties and 6 additional county groupings based on the urban classification system as defined by the United States Department of Agriculture. Statistical analyses were conducted using partial r correlation. Partial r correlations revealed a significant negative correlation ($p < .001$) between park proximity and obesity within the all-Florida county classification. A significant positive correlation ($p < .05$) between park proximity and overweight was also found within the same all-Florida county classification. Additional results are presented in tables. Living within a half-mile of parks was significantly related to obesity. Florida counties that had a greater number of residents living close to a park had lower rates of obesity. Furthermore, close proximity to parks also was connected with greater overweight BMI. The "fit but fat" concept (Duncan, 2010) may explain why Florida residents living in closer proximity to parks may have had overweight BMIs while still achieving high physical activity levels. These results support the suppositions that trails, an outdoor physical activity locality, have the greatest potential for positively impacting adult physical activity levels.

Exploring Physical Activity-Supportive Teaching Behaviors in Middle School Physical Education

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ABSTRACT

Participating in physical activities in diverse settings, such as physical education, promotes health and personal enjoyment for children and youth (Sallis & Patrick, 1994). Physical educators seek to support physically active youth and adult lifestyles and do so by creating active environments, improving performance, and motivation. The purpose of this study was to explore and describe teacher-student interactions during all teaching and learning activities in a middle school physical education class. This qualitative study was grounded in Self-Determination Theory, more specifically, Cognitive Evaluation Theory (Deci & Ryan, 2002). A case study was conducted on an experienced middle school physical education teacher. Eighteen lessons were observed and recorded during the first five weeks of a spring semester. Prior to the observations, a video-recording protocol and consistent and reliable transcript coding strategies were established. After the completion of the observations, the teacher was interviewed and asked to rate and describe the interactions she recalled while teaching the class. The video transcriptions were analyzed using thematic analysis. Three themes emerged during thematic analysis: (a) personal feedback, (b) specific and non-specific practice feedback, and (c) managerial (classroom/task management) game-play feedback. The game-play feedback theme was additionally divided into four subthemes: quantity, quality, focus, and type. The teacher interview was transcribed and after analysis and comparison with the observational data, the researchers discovered inconsistencies between actual and perceived interactions primarily in the managerial game-play feedback theme. The teacher-student interaction focus changed substantially from practice to game-play. Specific feedback on actual learning and skill performance was administered more frequently during practice than during game-play class activity. During the game-play activities, feedback was almost completely in the form of management (e.g., score, behavior, rules). The focus on learning that had been observed in practice appeared to have greatly diminished during game play.

Youth Development and Perceived Experience in Sport-études Program

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ABSTRACT

In 1983, the Minister of Education of Quebec (MEQ), created the Sport-études program. Designed to help elite athletes combine sports and academics with success, it grew up to 6000 student-athletes in 2015-16. Briefly, the MEQ allows identified schools to reduce the school curriculum to make time for a sustained sport practice within school hours. By doing so, it helps student-athletes to pursue sports expertise while maintaining a balanced life. The type and level of sport participation is highly relevant in youth's positive development. Considering the intensive sports participation within Sport-études program, we seek a better understanding on how it impacts student-athlete's development. We passed an online questionnaire to student-athletes during the fall of 2015. This questionnaire included a French version of the Youth Experience Survey for Sport, which covers 5 dimension of youth development. A scale of 4 points (1: not at all to 4: yes, definitely) was used. The dimension of Initiative (M=3.5) is where student-athlete score the most. In an intensive sport context, one could hypothesis that skills like commitment, concentration and striving for excellence are key aspects of success. Setting goals skills (M=3.22) come in second and personal and social skills (M=3.03), in third. We note that, despite the type of participation, friendship is highly valued by student-athletes, which is coherent with youth sport literature as a reason kids play sport. Cognitive skills (M=2.68) and negative experiences (M=1.75) are dimensions who rated the lowest. As it had been shown in research before, intensive sports participation has a strong impact on youth development, may it lead to positive or negative outcomes. Our preliminary findings suggest that positive experiences outweigh negative experiences. As we go into deeper analysis, we'll have a better understanding about the nature of experience in the Sport-études program based on an athlete's profile.

Physical Literacy: A Professional Development Intervention with Primary School Teachers

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ABSTRACT

Physical literacy is defined as "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Whitehead, 2014). The primary school age (3-11 years old) is a critical period in the development of physical literacy and healthy behaviours (Whitehead, 2010). The aim of the current study was to conduct and evaluate the effectiveness of a professional development intervention to enhance primary teachers' knowledge and understanding of physical literacy and the perceived impact on their delivery of Physical Education (PE). Initially, a three-month observation period was conducted from September - December 2014 with three primary teachers (teaching 10-11 year olds) in two different schools to evaluate their experience, confidence and practices in teaching PE. The intervention involved an interactive workshop being delivered by the researcher, outlining the physical literacy concept, and the researcher working closely with the teachers over six months to plan, observe and reflect on their PE lessons in relation to pupils' physical literacy. Ideas to develop physical literacy in other areas of the curriculum were also explored. Additionally, semi-structured interviews were conducted with teachers before and after the intervention. Content analysis is currently undergoing. Firstly, initial findings indicate that an in-depth understanding of teachers' past experiences and confidence in teaching PE was imperative to the design, content and organisation of the intervention. Secondly, working with teachers in their natural teaching environment was successful in enhancing their knowledge and understanding around physical literacy and changing educational practice. Finally, adapting teachers' pedagogical practices and teaching styles from a classroom setting supported teachers to transfer their professional development into a practical PE environment. Future research should explore the effectiveness of a physical literacy professional development intervention with more primary school teachers, early year's practitioners and secondary school PE teachers.

Teacher's Motivation Effect on Students' Sequence of Motivational Process in PE

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ABSTRACT

The aim of this study was to test Vallerand (1997)'s model of motivation in PE environment by analysing the effect of teachers' motivation for teaching on their students' perceived autonomy support, basic psychological needs, motivational regulations, self-esteem, subjective vitality and concentration level. One hundred and eighty two PE teachers from 87 different high schools (42 women, 140 men; age = 40.57 ± 7.48 years; tenure = 15.58 ± 8.25 years) and 461 high school students (253 girls, 208 boys; age = 15.65 ± 0.96 years) completed the questionnaire pack tapping the targeted variables in PE environment. PE teachers' motivation to teach were assessed and two highest intrinsically motivated teachers and three highest extrinsically motivated teachers were selected. Second phase of the data collection consisted of reaching these five teachers' students and assessing their perceived autonomy support, basic psychological needs, motivational regulations, self-esteem, subjective vitality and concentration level in PE lessons. Results revealed that students who perceived an autonomy supporting environment experienced greater levels of need satisfaction. Autonomy, competence and relatedness need satisfactions predicted intrinsic motivation and identified regulation positively, in contrast, extrinsic motivation and amotivation negatively. Intrinsic motivation and identified regulation positively predicted concentration, subjective vitality and self-esteem, conversely, amotivation negatively predicted these variables. In addition, Multisample Structural Equation Modeling invariance testing revealed the model to be partially invariant for intrinsically motivated teachers' students and extrinsically motivated teachers' students. The results of this study proved that Vallerand (1997)'s sequence of motivational process works differently for intrinsically motivated teachers' students and extrinsically motivated teachers' students.

Elementary Physical Education National Curriculum in Brazil: An Analysis from the Last 20 Years

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ABSTRACT

Since the establishment of the Brazilian National Curriculum Guidelines approximately 20 years ago, there are still inquiries about standardization of learning outcomes, accommodation of the curriculum to diverse school cultural and socio-economic background and regional traditions, and the feasibility in articulating the recommended guidelines and autonomy into the actual implementation. Therefore, the purpose of this study was to explore from a multicultural perspective how cultural and socio-economic diversity have impacted the goals and conception of the Brazilian National Curriculum Guidelines in elementary physical education (PE). The analysis of this case study (Denzin & Lincoln, 2006) focused on the National Curriculum Guidelines in Physical Education from: (a) volumes related to content across grades 1st-4th (Brazil/MEC, 1997a; 1988a), and (b) volumes related to cultural plurality and sexual orientation across grades 1st-4th (Brazil/MEC, 1997b; 1988b). This study described the participants involved in the elaboration and the writing process of these documents, and examined the meaning, purpose and context of the guidelines. The description portion of the study showed the support of the federal government, public higher education institutions, and PE teachers. Two major themes were generated from the analysis of the documents: (1) the impact of inherent influence of traditional practices in PE, (2) the difficulties and complexities to address idiosyncrasies of diverse economic, ethnic, socio and cultural groups across the vast geographic area of Brazil. These guidelines are national policies that delineate a plethora of competencies to be met across grade levels. The goals seem to be comprehensive in a sense that schools have autonomy to develop a curriculum plan that best fit to their cultural and socio-economic needs. However, there is still a concern regarding cultural dominance prevalence, in which groups such as indigenous or African descendants are not consistently integrated in the educational scenario.

Teacher or Coach - What Competence is required to teach in School Sports in Sweden?

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ABSTRACT

Internationally, the concept of school sports usually refers to competitive sports organized in a school setting (cf. Laker, 2001). In these contexts, the activities usually consist of extensive training and competitions in various sports, often with PE teachers acting as coaches (Truman Williamson, 2013). However, in the Swedish upper secondary school, school sports are carried out through a specific school subject. This way of organizing school sports, indicates an approach in which pupils will receive education in a subject, rather than just training in their sport. What kind of competence do then Swedish teachers in school sport have? Data for this paper were collected through web-based questionnaires to all teachers in school sports at ten strategically selected schools across Sweden. In total, 109 teachers answered the questionnaire, which treated their background, perceived competencies and teaching in school sports. The results show that even though school sports being a school subject with a national syllabus and with grading criteria, few of the teachers had a teacher degree (45%), while almost everyone had attended some kind of coaching programme (95%). This despite the fact that it usually requires a teaching certificate to be allowed to teach in Sweden. Nevertheless, the teachers perceived their competencies in various subareas of school sports as high, highest in specific sport skills, while as lower in more theoretical subareas stipulated by the syllabus. Furthermore, the teachers perceived their competencies related to the actual teaching in school sports as high, while their competencies in grading and assessment were perceived as lower. Since school sports in Sweden is carried out as a nationally regulated subject, teachers require rather sport specific and extensive theoretical competence. Teachers in school sports thus require both embodied and institutionalized forms of knowledge. A rare combination of competencies, who at the moment few individuals possess.

Environmental Correlates to Physical Activity in Adolescents: An Approach to Analyze Activity Patterns of Young Children in Schoolyards

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ABSTRACT

Health benefits of physical activity (PA) are pertinent in children and youth and therefore they are important target groups in the effort to increase daily PA. A systematic review by Janssen & Leblanc (2010) indicated that the more time children and youth engaged in PA of at least moderate intensity, the greater the health benefits they achieved. A Swedish review (SBU 2007) found that the opportunity for PA during the school day made a significant contribution to the total activity level of children and adolescents. Consequently, schools may be important arenas influencing children to participate in PA (Anthamatten et al.2011) and environmental factors may have an important influence on children's PA, however, these perspectives have not been widely assessed (Hume et al. 2005). The aim of this study was to identify environmental correlates of physical activity in adolescents and to describe how different environments afford activity. Furthermore, do the activities meet the recommendations of minimum 60 minutes moderate to high intensity levels? The methodological approach was to evaluate the feasibility of mobile heart rate monitoring and GPS to evaluate preferences of areas and facilities for physical activity in school yards and immediate neighbourhoods in 14 years old school children, using heart rate as a proxy for level of physical activity. Two schools in south eastern Norway were selected for the study. B. Both schools are organised in levels from grade 1-3, 4-7 and 8-10. Results: Positive correlates to PA in schoolyards were identified as: walking around school buildings, walking or running to the kiosk, ballgame areas invited higher activity levels, the goal being the "hot spot". In general the activities showed low intensity with mean heart rates below 120 at both schools. The time spent outdoors in the mid break was also considered too short to initiate PA in adolescents.

Meaning-Making in Physical Education and Youth Sport: A Review of the Literature

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ABSTRACT

Movement has been identified as a central site for the making of meaning to enrich human existence (Kretchmar, 2000). The personal meaning derived from experiences that are satisfying, challenging, social, or simply fun positively influence individuals to commit to a physically active lifestyle (Teixeira, et al., 2012). However, much of the work on meaning has been guided by conceptual rather than empirical support. The purpose of this review is to synthesize the evidence that does exist concerning meaning-making in empirical research on physical education and youth sport for young people. Our search of three databases was limited to empirical peer-reviewed articles published in English from 1987-2015. We independently coded the major findings of 64 articles identified in the selection process. These were then compared and compiled into a preliminary framework supported by themes that were common across individual studies. The results of the review support criteria that enhance meaningfulness of physical education and youth sport experiences for young people: social interaction, fun, challenge, and personally relevant learning. In our presentation we outline student experiences aligned with these criteria and identify curricular and pedagogical approaches that facilitated the provision of meaningful experiences. We also identify gaps in the literature to articulate a future research agenda. Given the important outcomes that are possible, we argue for young people's meaningful engagement to be positioned as the primary organizing concept for teachers' and coaches' pedagogical decision-making. To this end, we propose a greater research focus on the pedagogies of meaningful engagement in physical education and youth sport.

Pedagogies to Support Learning about Meaningful Physical Education (LAMPE)

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ABSTRACT

This presentation describes a pedagogical approach to Physical Education Teacher Education (PETE) that supports pre-service teachers learning how to facilitate meaningful engagement in physical activity. We prioritize meaningful engagement as an organizing concept for our approach to PETE due to concerns with current forms of PETE that are not adequately preparing teachers for the realities and challenges of teaching physical education in contemporary schools. Scott Kretchmar's (2001) writings guided our development and implementation of pedagogies of 'Learning About Meaningful Physical Education' (LAMPE). The research team consisted of 3 teacher educators, Tom and Jenny who implemented LAMPE and Meredith who acted as advisor. LAMPE was implemented across four semesters of two academic years 2013-2015 to over 100 pre-service teachers and coaches. Across the two year period pre-service teachers and coaches data sources included 13 focus groups and 7 individual interviews as well as work samples from lecture activities. Teacher educator data sources included 33 individual planning and reflection documents and 'turning points' (Bullock & Ritter, 2011). Analysis involved consideration of the pedagogies implemented by the teacher educators and evidence of the effectiveness of these pedagogies supported by pre-service teachers learning about meaningful physical education. LAMPE pedagogies included opportunities for the pre-service teachers and coaches to read about meaningful movement as a core concept of physical education, discuss, personally experience and reflect upon physical activity experiences in relation to the prioritization of meaningful movement. Analysis and adaption of activities based on meaningfulness (Kretchmar, 2001) resulted in their learning to teach physical education with meaningfulness as a prioritized filter for their decision-making. We contribute new understanding of meaning-oriented approaches through sharing a set of evidence-based PETE pedagogies that supported pre-service teachers learning to teach physical education with an emphasis on how to facilitate meaningful physical activity experiences.

Studying "Manners of Teaching" in PE through Didactical Joint Action: Comparison of Case Studies in France and Sweden

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ABSTRACT

This presentation concerns "manners of teaching" (Lundqvist et al., 2012) within school practices in France and Sweden. The study is a part of a European project « Comparative didactics investigations of the interplay between manners of teaching and learning within science and physical education and health in Sweden, Switzerland and France ». Manners of teaching are identified through the knowledge content taught and the didactic procedures used such as they are observable during classroom interactions. The study compares the manners of teaching, as documented against the background of the "Joint Action in Didactics" (JAD) framework (Amade-Escot & Venturini, 2015) - with regard to the features of the French and Swedish PE curricula. Two gymnastics units in a French and a Swedish middle school were videotaped with the purpose to identify through teachers' demonstrations and discourse what are the students directions valued during didactical interactions and what counts as knowledge and appropriate ways of practicing in this specific social practice. The study is based on case studies in France and Sweden. Data collection encompasses video observation of lessons and teacher's pre and post-lessons interviews (Quennerstedt, et al., 2014) Teachers in both countries used demonstration to devolve some knowledge dimension to students. Their discourse, associated with the demonstration, gives comments on students' action. Students are most often involved in didactic contracts that do not allow them taking on responsibility regarding the content at stake in ways that increase their knowing and meaning making. Differences in French and Swedish "manner of teaching" PE are related to specific sanitary and hygienic objectives that are valued in the respective national curricula.

An Analysis of Dance Education Learning Outcomes in Canadian Curricula: Physical Education and Fine Arts

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ABSTRACT

Similar to other countries, Canadian educators strive to develop high quality, relevant curricula that will inspire educators and physical activity providers to provide meaningful, culturally relevant programs to children and youth. While dance has been solidified as a component of school physical education for almost sixty years, dance as a subject within the arts has been included in the ten provincial curricula for approximately thirty years (Francis & Lathrop, 2014). Educators, administrators and artists question the efficacy of dance education in teacher training programs as few professors and students feel sufficiently competent in dance. This research draws upon previous research in which all Canadian provincial physical education curriculum guides from grades 1- 8 were analyzed to extract learning outcomes related to life skills, healthy active living and movement competence (Kilborn, Lorusso & Francis, 2015). This data regarding specific learning outcomes related to movement competence in dance from grades 1 through 8 will be compared with those from the dance in art curricula in all provinces. What may be revealed is that the learning outcomes in dance curricula are highly specific and prescriptive, enabling the generalist teacher to create a culturally rich and meaningful program for students, while the physical education curriculum learning outcomes stress movement skills primarily for games and sport techniques, resulting in vague and simplistic dance outcomes. The research will conclude with philosophical questions to provoke much needed discussion and theorizing on future directions of dance education and its contribution to students' social responsibility and cultural understanding.

Effects of Classroom Composition and PE Teachers' Dispositions on Motor and Motivational Aspects of Students. Results of the IMPEQT-Study

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ABSTRACT

What works in school? This question has not just become awareness with the well-quoted meta-analysis of Hattie (2013). In the same vein educational effectiveness research in PE deals with the question: "What works in PE?" To become autonomous and responsible decision makers students should have cognitive, motor and motivational prerequisites for being able to participate in the human movement culture. Though, there is a dearth of empirical evidence on this topic. The goal is to identify aspects of PE teachers, quality PE (QPE) and classroom composition which have an effect on students' motor and motivational aspects. Data has been collected in the longitudinal IMPEQT study (Implementation of Physical Education and the Quality of Teaching; funded by the Federal Office Sport in Switzerland). Data of 1000 7th graders and 42 PE teachers were collected. Students completed a Basic Motor Competencies test filled out a questionnaire on aspects of classroom composition and motivational dispositions (interest, volition, and self-concept). Teachers also rated QPE and were asked about burnout and enthusiasm. Because of the nested data structure multilevel analyses were deducted in HLM. The multilevel analyses revealed effects burnout (emotional exhaustion) on change in motivation. Teacher rating of QPE did not explain anything. Motor aspects were hardly influenced in general. Aspects of classroom composition only had an influence on students' motivation and motor performance but not on change. Students in classes with more girls and more children with migration background showed lower motor performance scores, but students in classes with more girls showed a better motivational development. Results reveal different paths of causal determination of personal aspects of PE teachers and classroom composition on students, but QPE rated by teachers does not play any role. The perception QPE from students might differ from the teachers' perspective.

How Should Elite Students Balance Demands of Competitive Sport and Academic Careers? A Concept for the Evaluation of the Effects of Gradual Examinations in Elite Sport Schools - The "Additives Abitur"

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ABSTRACT

Elite student athletes have to manage demands of school education with high-performance athletic training. To reduce the difficulties of balancing those "dual careers" (Borggreffe & Cachay, 2012), the German conference of education introduced a pilot project with the title 'Additives Abitur' at one of the elite sports schools (ESS). The student athletes at this ESS got the opportunity to expand their time at school to obtain a university entrance qualification. Moreover, they can split the final examinations into smaller parts and pass it prematurely to complete a gradual additive examination ("Additives Abitur"; AA). However, there are no empirical findings on this new pilot project. A research project funded by the Federal Institute of Sport Science and the Ministry of Education in the state of Brandenburg will evaluate the effects of this specific institutional solution. The evaluation shall be realized with a combined mixed method longitudinal study. Data from three groups of student athletes will be analyzed: (1) Elite student athletes from the pilot project which use the AA; (2) elite student athletes without using the AA and (3) student athletes who attend regular schools (comparison group). The theoretical frame of reference as well as design, sampling and analysis procedures will be discussed. The evaluation can lead to two different scenarios: (1) The evidence of the efficiency concerning the AA and other support offers fails and the educational policies have to think about other support systems in ESS. (2) Conversely, the possibility to empirically prove the effectiveness of the AA would lead to a legitimation to implement the AA Germany-wide.

Mobility Profiles of Visually Impaired and Blind Students in Physical Education

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ABSTRACT

Physical activity plays an important role in the human development of visually impaired and blind persons. It not only has positive effects on health (Sygusch, Brehm & Ungerer-Röhrich, 2006) but also on anthropological, neuropsychological and sociological aspects of life. Especially physical education can provide contributions to physical activity and enable students to live an active and self-determined life outside of school (Giese, Gießing & Eichmann, 2013). The study in question (N = 233) investigated the extent to which physical education in specialized schools can promote physical activity of visually impaired and blind students. The methodology included pedometers (OMRON, Walking Style Pro) to analyze mobility profiles of visually impaired and blind students in specialized schools (n = 115). The results were compared with a group of visually unimpaired students (n = 118) in regular schools. Analysis of mobility confirmed that visually impaired and blind students achieved higher ranges of mobility (Ø 1205 steps) than students with no visual restriction (Ø 1017 steps). The differences were significant. Overall, 33.8% of visually unimpaired students were below the minimum (604 steps) of visually impaired and blind students. Moreover, differences in the mobility ranges of female and male visually impaired and blind students (Ø 1199 and Ø 1211 steps respectively) were insignificant. Physical education classes of specialized schools can promote high ranges of mobility and high student activation. The results show proof of effective student support and confirm the potential of physical education in special school facilities. Further investigations will be needed to analyze how far this intense support can be realized in inclusive school forms.

More than Hope? Sports and Social Responsibility

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ABSTRACT

Sports is associated with social responsibility in three ways. It should...

1. offer a supportive surrounding for disadvantaged people (Coalter, 2007; Heinemann, 2006).
2. combat individual social deficits.
3. be responsible for equality within its own system (Collins, 2014).

According to these approaches, several sports-based conceptions have been implemented within the last decades both in the formal sector of physical education as in the non-formal sector of sports clubs and social work. But can Sports belie the expectations? First we present a quantitative research that examines if a sports-based social project is able to address young people (N=712; age: 16-27) and if participants get in contact with the welfare benefits offered there (Heinisch et al., 2015). Then, in a hermeneutic approach, we analyze the justification for Sports being discussed as an instrument for social learning. In a third part we present an anthropological discussion which shows that people with disabilities are excluded by immanent anthropological assumptions especially in sports pedagogy (Giese, 2015). Visible effects, like physical presence, deliver useful facts for further discussion. So 62% of the contacts to youth welfare was enabled by sports-based activities. But the more we want to know about specific effects of the treatment, we have to deal with an unproven image: Sports as an instrument to control the development of socially competent citizens. We should be more sceptic about this idea because we find a disturbing inconsistency: The anthropology, used by sports pedagogy prohibits the idea of Inclusion. Sports seems to be a powerful tool for getting young people involved in a social system. But for implementing specific interventions we need well-structured investigations that separate evidence from hope and new didactical discussions that lead to an inclusive idea of Sports.

Constitution of Physical Education Profession in Brazil: Interactions between the Public and Private

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ABSTRACT

Introduction: The theoretical perspective underlying this study is the sociology of professions (ABBOTT, 1988; FREIDSON, 1998; EVETTS, 2003). We question how the Physical Education established interactions inter and intraprofessionals to exercise their autonomy and how to affect in public and private matters about bodily practices in society. The objective was to describe the process of professionalization of Physical Education, focusing on the use of their autonomy from other occupations and social institutions, as a process for their professionalism. **Method:** The study is qualitative, descriptive in nature. We opted for the historical research based on primary sources (laws and decrees) and confronted with secondary sources, which were articles, books and other official documents of the Brazilian physical education. After reading and categorization, we identify and select the units of analysis and significance by cropping sentences. After this step, we tend to thematic analysis (themes) content. The framework for the analysis followed the logical-semantic content classification method (BARDIN, 1977; STRUNA, 2002). **Results:** The analyzed documents were organized in four phases, which represent the sociopolitical trajectory of physical education: (a) Socialization of Physical Education; (b) Institutionalization of Physical Education; (c) Professionalization of Physical Education; (d) Exercise of professionalism. The identified categories, allows us to observe the interactions between professionals substantiate the public policies of health and education in Brazil, serving as a great tool for citizenship. The foundations of professional intrarelations are more recent, being mainly built from the development of private body practices in the Leisure and Sports field. **Conclusions:** We observed that the Physical Education first became a public issue, being socialized in different social classes, for later build internal bases of corporate order, to compete for professional autonomy and the exercise of their professionalism. Study funded by the Foundation for Research of the State of Sao Paulo-FAPESP.

Telling and Selling: A Consideration of the Pedagogical Work Done by Nationally-Endorsed Corporate-Sponsored Educational Resources

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ABSTRACT

In recent times, not-for-profit organizations have been partnering with for-profit corporations to create resources (O'Reilly & Brunette, 2014). This has been especially true in physical and health education, particularly within Canada. For example, Physical and Health Education Canada (PHE Canada, 2014) has recently endorsed a number of corporate-sponsored educational resources related to health and wellness. Given this observation, we have recognized a need to theorise about how such resources - when considered as pedagogical texts - do pedagogical work. Our examination began with Tinning's (2010) concept of pedagogical work and analyses of pedagogical devices. From there we attended to Bernstein's (1990, 2000) conception of pedagogical device and the rules and fields related to pedagogic communication. We then used the work of both theorists to critically analyze two specific nationally-endorsed corporate-sponsored education resources from Canada. Our analysis of both resources illustrated the importance of considering these types of materials theoretically. We were able to apply Bernstein's (1990, 2000) rules and fields for the pedagogical device as well as Tinning's (2010) concept of pedagogical work. The process challenged us to think carefully about the development, context, evaluation and distribution of educational resources - especially those born in the corporate world. Although being critical of pedagogy and engaging in curriculum theorising has an intrinsic reward, we also are cognizant of the applications to those who 'tell and sell' in Canadian (and other) school communities. Critical suggestions include: establishing transparency, addressing endemic issues within schools, encouraging critical pedagogy education, and insisting upon state-regulated review.

Ecologies of Sport Participation and Positive Development in Underserved Brazilian Adolescents

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ABSTRACT

Organized sport has been associated with the development of positive life skills. Based on this premise, the Brazilian government created and funded sport programmes to provide the participation of underserved youth in a safe and structured environment. The aim of the study is to analyze the effects of the years of participation and Human Development Index/HDI on development assets among adolescents in five Brazilian states. Six hundred and forty one adolescents aged 12-15 years participating in sport programmes for underserved youth in five locations completed the Developmental Assets /DAP questionnaire. For each location, the HDI was registered. Multilevel regressions were performed to analyze the effects of participation in three dimensions of DAP (Support/S, Learning Commitment/LC and Positive Identity/PI). Results: The years of participation in the programme predicted a higher LC. The HDI predicted PI, with the participants in the locations with the lower HDI showing the higher scores. The interaction between years of participation and HDI predicted a higher Support. Gender was a predictor of PI, with girls expressing lower scores. Age had no effects on assets. The findings reinforce the importance of continued participation in sport programmes for the promotion of development assets. At the same time, HDI seems to represent an important factor for the success of the programmes, namely in interaction with the continuity of the participation. Development assets represent a reliable marker of positive youth growth. Participation in sport and HDI are strong predictors of support, learning commitment and positive identity. The findings are important for policy makers, because they point to the key role of the continuity of sport programmes, especially in the regions with lower HDI.

The Learning Transfer System Inventory and the Professional Development of New Zealand Physical Education Teachers

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ABSTRACT

This presentation reports on an examination of a professional development (PD) program for New Zealand secondary school physical education teachers. Eight teachers from two schools participated in an extensive (one year) PD program to prepare them to teach the Teaching Personal and Social Responsibility model (TPSR) in their physical education programs. As part of this PD, the Learning Transfer System Inventory (LTSI) was administered during the initial stages of the PD. The results showed teachers were generally positive about their ability to successfully transfer the learning from the PD program into their classrooms. Teachers did see problems, however, with the openness of the group norms in their departments to change and showed a negative expectation about the formal and informal feedback they would receive about their teaching performance. As a result of this assessment, it was decided to attempt to neutralize potential barriers to TOL by addressing the school environment and, specifically, the personal capacity, feedback, and openness to change issues. This project used a mixed methods approach with multiple data sources including interviews, Tool for Assessing Responsibility-Based Education (TARE) observations, and teacher self-report instruments. All of the data sources were analyzed individually and then triangulated. The data clearly shows that the issues identified in the LTSI were successfully addressed and teachers became steadily more successful at implementing the TPSR model into their teaching. The LTSI has been used extensively in PD with a wide variety of organizations and participants outside of education over many years. The results of this study suggest that the LTSI has the potential to help facilitate transfer of learning from PD programs into teacher's professional practice through identifying barriers that can then be addressed in PD planning.

Changes in Beginning Physical Education and Health Teacher's Perceptions' of their Professional Competencies

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ABSTRACT

Induction is a particular challenge for beginning Physical Education and Health (PEH) teachers. The problems they confronted in their first year of work are numerous: the lack of adequate facilities and equipment, the large class sizes, the lack of time for instruction. They also had to teach at two or three different schools. Therefore the beginning teachers experience a “reality shock” (McCormack & Thomas, 2003) when they recognize their teacher preparation is not matched with the workplace requirements. The purpose of the study was to describe changes of professional competencies as perceived by beginning PEH teachers (N=13) at the elementary and high schools when they move from being students in teacher education programs to teachers in schools. Qualitative data were collected with two semi-structural interviews. Each time (April and November), the participants were asked about significance of professional competencies for induction and about their own mastery of those competencies. The interviews were analyzed using 12 professional competencies from the teacher training framework (MEQ, 2001). The study revealed that entering the profession slightly affects beginning PEH teachers' perceptions of professional competencies. Beginning PEH teachers' perceptions of significance of professional competencies are different after three months of teaching. When they graduated, they considered very significant to be able to develop teaching/learning situations; to pilot teaching/learning situations and to evaluate student progress in learning. After three months of teaching, class management became the most important competency. Also, the cooperation with school staff, parents, partners in the community and students seems to be more significant for induction. According to their perceptions, they still master those three competencies: communicate clearly in the language of instruction; pilot teaching/learning situations and demonstrate ethical and responsible professional behavior. The description of teachers change perceptions of professional competencies might shed light into how the “reality shock” phenomenon grows.

Intergenerational Transmission of Parents' Values on Children's Physical Activity Behaviors

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ABSTRACT

Physical activity (PA) is related to many health benefits in children. However, children in Hong Kong do not engage in recommended levels of PA (Ha & Ng, 2015). Hong Kong parents have strong values for children's academic success (Ha, Macdonald, & Pang, 2010), which might result in the devaluing of PA and reduction in children PA. Drawing on the expectancy-value theory (Wigfield & Eccles, 2000) and self-determination theory (Ryan & Deci, 2002), we examined the effect of parents' values on children's values towards PA. In turn, we examined how children's value might affect their motivation and PA behaviors. 423 sets of children-parent questionnaires were completed and returned. Parents (79% mothers) self-reported their values (expectation, cost, utility, identity, and interest) towards their children's PA participation. Children (age = 10.7±1.9 years; 54.6% girls) reported their PA behaviors, values (same dimensions as parents), and autonomous motivation towards PA. A model was evaluated using path analysis conducted using Mplus (Muthén & Muthén, 2008). In the model, the five dimensions of children's values were regressed on the corresponding dimensions of parents' values. In turn, children's values predicted their autonomous motivation and PA behaviors. The model had good fit: CFI = .95, TLI = .93, RMSEA = .06. As hypothesized, each dimension of parents' values predicted the same dimension among children (β 's = .12 to .28). Children's expectation (β = .15), perceived utility (β = .33), and interest (β = .39) predicted their autonomous motivation, and in turn their PA behaviors (β = .42). Parents' values towards PA might be "passed on" to their children, thereby affecting children's PA behaviors. Hence children whose parents do not value PA may engage in lower levels of PA. Therefore, future PA interventions for children should also target parents.

Going Beyond the Gym and Field: Examining Alternative Environments in Physical Education

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ABSTRACT

The 2015 PartcipACTION Report Card on Physical Activity of Children and Youth emphasized that increasing the time children spend outdoors is essential to their physical activity (PA). Although most children live in close proximity to parks or other public outdoor recreational facilities, the majority of them do not use these amenities for PA. One possible method of promoting PA in these outdoor spaces would be through the teaching of alternative environment activities (AEA) in physical education (PE) programs. Consequently, this research examined the utilization of AE in school PE and how various demographic characteristics influenced the frequency and types of AEA employed by PE teachers. Perceived barriers to incorporating AEA were also examined. This cross sectional descriptive study utilized an on-line survey that incorporated both quantitative and qualitative questions. Participants were a self-selecting sample of 230 current PE teachers (male=118; female=112), ranging from 0-40 years of experience. They ranged in grades taught from K-12, with 70% of the participants teaching in urban centers, and 78% identifying themselves as PE specialists. A total of 43.3% rarely or never utilized AEA in PE, and 22% suggested that incorporating AEA into their PE programs was difficult or very difficult. Using chi-square analysis an association was found between grade level taught (elementary vs. secondary) with both frequency of AEA use and types of AE activities most commonly used. The biggest barrier to incorporating AEA in PE was perceived cost. All PE teachers believe that AEA are beneficial but many PE teachers (especially elementary) are struggling to include AEA in their PE programs and could increase time allotted for AEA. Educating these teachers about the opportunities for AEA-PE could be extremely beneficial. Additionally, providing all PE teachers with suggestions for cost effective AEA is essential.

Research on the Influence of "Gatorade Healthy Big Basketball Class" Brought to the Practical Ability of College Students

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ABSTRACT

Based on the experience, the researcher will discuss the effects of the "Gatorade healthy big basketball class" sponsored by NBA brought to the practical ability of college students; states what influence does this activity has on the general and special practical ability of students. This paper also provides corresponding suggestions so to give a reference to students who want to enhance their practical ability by taking part in commercial activities. As staff, researcher took part in the activities of three months in 2009 ~ 2010 Shanghai area "Gatorade healthy big basketball class" and designed 30 options related issues according to the needs of the present study, provided ten experts and scholars in this field of the structure validity, the content validity and the overall validity of test validity for the questionnaire. Then rejected eight options of the Weight function less than 60% and provided the experts and scholars again to make views tend to be unified after the improvement related issues. After that, researcher adopted the retesting method to questionnaire survey method of reliability test: selected 20 staffs for reliability test and that had 15 days after the first provided between second handed out. Spearman Correlation Coefficient =0.873. Two results conform to the requirements of the statistical correlation. Then handed out questionnaire 300 and recycling effective questionnaire 256 during the active field. (1) Through by the different jobs in the activity to provide that the students' different ability was promoted. The respondents identification degrees were: "Expression ability of promotion" was 56.50%, "High logicity" were 54.30%, "Attract public attention" were 46.13%, "Social life is easier to communicate with people" were 54.80%, the improvement of interpersonal cognitive ability were 51.70%, and the team cooperation ability of college students were promoted in the activities, the respondents' identification degrees were 71.50%. (2) College students participate in a variety of forms of organization and management process, their organization and management ability has a very positive influence in the "Gatorade class". The respondents' identification degrees were 39.20%. (3) College students had to face various problems and find out targeted solutions in the process of the activities, thus greatly enhance the students' ability to analyze and solve problems. The respondents' identification degrees were 72.40%. Conclusions: (1) College should provide the students with more social practical activities. (2) Exploit new practice base and promote employment according to the needs of market.

Gender and School-Level Differences in Pupils' Moderate and Vigorous Physical Activity Levels when Taught Basketball through the Tactical Games Model

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ABSTRACT

The Tactical Games Model (TGM) prefaces the cognitive components of engagement, which has implications for physical activity (PA) accumulation within physical education (PE). PA recommendations suggest pupils should reach the 50% criterion level of Moderate to Vigorous Physical Activity (MVPA) in PE. However, this criterion does not indicate the contribution from vigorous physical activity (VPA). Consequently, through an eco-behavioral framework, we investigated: a) the effects of TGM delivery on MVPA/VPA and, b) gender/school level differences. Participants were 78 middle and 92 elementary pupils from seventh and fourth/fifth grade co-educational classes, respectively. Two teachers taught 24 (middle; Mlength = 35mins 53 secs) and 30 (elementary; Mlength = 27mins 37 secs) level one basketball lessons (Mitchell, Oslin, & Griffin, 2006). TGM fidelity was established (Metzler, 2011). Pupils wore ActigraphGTx3 triaxial accelerometers and data were analyzed using two-way ANOVA. Lesson context and teacher behavior data were collected and analyzed descriptively. Boys (M=31.60%: M=20.10%) had significantly higher MVPA ($F(1,170) = 37.34, p < .001, \eta^2 = .18$) and VPA ($F(1,170) = 55.59, p < .001, \eta^2 = .25$) than girls (M=24.00%: M=14.80%). Middle schoolers (M=29.10%: M=18.60%) had significantly more MVPA ($F(1,170) = 6.94, p < .01, \eta^2 = .04$) and VPA ($F(1,170) = 7.23, p < .01, \eta^2 = .04$) than elementary (M=26.40%: M=16.30%). 42-45% of lesson time was game play. Teachers primarily used instruction (32%). TGM lessons provide a context where pupils can accumulate high levels of VPA. However, teachers must continue to modify games and skill

Motivational Profiles of Students during a Season of Sport Education Fitness

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ABSTRACT

Previous research on Sport Education reports suggests the model can increase perceptions of a task-involving climate and perceived autonomy (Wallhead & Ntoumanis, 2004). With respect to fitness instruction it is proposed that the while sports allow for students to be active, socialize, and work with and against classmates (Smith & St Pierre, 2009), fitness instruction is more teacher directed, individualized and potentially more controlling. This study sought to determine if participation in a Sport Education fitness season might lead to changes in students' motivational profiles towards more internally regulated or intrinsically motivated orientations. Participants were 130 from three Sport Education classes in one elementary school. The self-regulation questionnaire for physical education (SRQ-PE) was used to evaluate motivational orientations prior to the season and on completion. In addition, motivational climate was measured at two points with a short version of the Learning and Performance Orientations in Physical Education Classes Questionnaire (Papaioannou, 2007). Repeated measure analyses of variance were performed to determine the effect of the intervention. Self-regulation scores were entered as the dependent variable while time (pre vs. post). LAPOPECQ means were used to assess the level of autonomy support provided within the season. At time of abstract submission, the results of the intervention were not available. However, it is hypothesized that the Sport Education condition would have significantly higher levels of internally regulated and intrinsic motivational scores at post-test, and that the climate scores would tend towards mastery than performance task orientation. With contemporary health-related discourses promoting physical activity within physical education, it is important for teachers to design instructional practices that facilitate positive student motivational responses such as engagement and enjoyment. This study provides some important progress in understanding how using Sport Education may be manipulated to foster a mastery-involving climate in fitness-based physical education.

Application Development to Analyze the Teaching-Learning Process in Physical Education Lessons

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ABSTRACT

Many studies in Japan have tried to quantify the teaching-learning process using systematic observation methods from the 1980s, especially the time duration record method and the teacher's interaction behavior record method. The statistics and descriptions created by those studies have been useful in providing important knowledge and skills for preservice-in-service teachers, but the procedures to calculate results are difficult and time consuming. Therefore, the purpose of this study was to develop an application for visualization and calculation of the teaching-learning process in physical education lessons. The application works on iOS. With respect to time duration categories, touch-screen buttons on the displays of iPads and iPhones identify 'teacher instruction time', 'management time', 'cognitive learning time', and 'motor learning time'. As for teacher interaction behavior categories, the applicable buttons consist of 'question', 'cheering', 'positive feedback', 'corrective feedback', and 'negative feedback'. Observers can automatically record the categories by touching selected buttons, and upon the completion of lessons, the results of time duration and behaviors are instantly calculated and displayed. The application first creates a time-line of teaching-learning processes, which is the colored spectrum of the time duration activity. The second step is to match the video record to the time-line, if the lesson is video-recorded. The application was used during physical education 'lesson studies' at several schools in Tokyo and Saitama, and the statistics and results of the application proved useful for teachers to intuitively understand their own teaching-learning process. The observed teachers could watch the video-recorded lesson with the associated time-line, which allowed them to reflect on the lesson plans before conducting the next lessons. The video recordings with time-lines could thus be effective resources for teaching colleagues at the school to improve and develop their pedagogical and professional knowledge and skills. It is suggested that the application of the teaching-learning process makes it easier and effective for teachers to understand and reflect on their lessons. An idea for further research is to alter the categories according to research- or subject-specific needs.

Physical Education Pre-Service Teachers' Self-Efficacy in Promoting Physical Activity in Schools

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ABSTRACT

Physical education teachers are expected to possess the skills and knowledge to promote active lifestyles among their school communities (Erwin et. al., 2013; OPM 2009; Webster et. al 2015) but the effectiveness of physical education teacher education (PETE) programmes in the related preparation of teachers has been little explored. The current study, framed by the social-ecological model for school-based physical activity interventions (CDC 2013) and Guskey's model of teacher change (Guskey, 2002), examined pre-service teacher's (PST's) estimation of their competence in promoting physical activity (PA) and health within and beyond school, with a specific focus on the effectiveness of a module dedicated to increasing PSTs' competence in the area. This study comprised two phases of data collection. The first phase involved 129 PETE students (60 males, 69 females) completing a questionnaire which measured self-efficacy in PA promotion across four dimensions: (i) physical education, (ii) physical activity before, during and after school, (iii) staff involvement and family engagement, and (iv) co-operation with school and community stakeholders. The second phase focused on the 30 PSTs who took part in the dedicated module. Data sources for the second phase included interviews, a questionnaire, student project artifacts and teacher educator journals. Quantitative data were analyzed using factorial ANOVA and qualitative data were analyzed using content analysis and inductive reasoning. Findings indicate that the self-efficacy of PSTs was highest in promoting PA within physical education lessons. Self-efficacy was seen to be lowest in co-operating with school and community stakeholders. After participation in the module, the community engagement dimension saw a particularly big improvement compared to the pre-module level. The results of this study suggest a need for PA promotion to be addressed within PETE to develop and expand the competencies of pre-service teachers and strengthen their resultant self-efficacy to act as PA promoters in schools.

Get Your Heart Rate Up! What Activities are best for Elementary Physical Education?

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ABSTRACT

Previous research measuring heart rate has proven that consistent aerobic exercise can lead to better performance over a lifetime. The purpose of this study was to determine what different activities in an Elementary Physical Education classroom have the biggest impact on young students' heart rate. This study was designed and conducted by ten undergraduate students in an elementary physical education methods course. This study took place at a Laboratory School at a University in the southeastern United States with third and fifth grade students. The data was collected by using polar heart rate monitors on the students and recording the data as they participated in ten different activities we designed for them. Their heart rates were taken prior to activity, once during activity, and again after completion of the activity. The activities were derived from different skill sets typical for an elementary PE class. The outcomes of this study varied due to the differences in the activities. Most importantly, every single activity was able to elevate the students' heart rate. The activities with the biggest impact were continuous kickball and circuit training stations; both of which are high intensity activities. There was no significant difference between male and female students. The third graders had a higher average resting heart rate at the beginning of the lessons and they also returned back to their resting heart rate quicker than the fifth graders. The potential significance of this research study is of utmost importance. With this study we found fun ways for students to get their heart rate up, be active, sociable, and have a great time while being healthy.

Key Stakeholders' Perception of the First Year of a Squash-Based Positive Youth Development Program

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ABSTRACT

Out-of-School Time (OST) is increasingly becoming a space to help address the achievement gap for students who underperform academically and the opportunity gap for underprivileged youth. These programs may be particularly needed at Title 1 schools in the United States due to the high percentage of students in poverty. Sport-based Youth Development represents one form of positive youth development, and provides a framework for engaging youth in academic enrichment and extracurricular activities alongside sport and physical activity programs. 4. Data were collected during the inaugural year of programming for a sport-based youth development program called "Urban Squash." The program aims to close the achievement and opportunity gaps by engaging youth in academic mentoring, physical activity centered around the sport of squash, and community service programs during OST. The purpose of this study was to examine ways Urban Squash can meet the needs of students from the perspective of youth (N = 12) and their parents (N = 7). Data included qualitative interviews and unstructured observations. 5. According to youth and parents, students from Title 1 schools benefit from participating in the Urban Squash sport-based youth development program. Relationship building was a key factor in the program's initial success, which including building trusting relationships among program staff, youth, and their families. Having a commitment to academics distinguished Urban Squash from other OST programs by providing a support for activities other than sports. Life skill development was identified as an important outcome that parents and youth experienced in the Urban Squash program. 6. The inaugural year of Urban Squash used sports as a central theme to provide a variety of academic and cultural enrichment experiences to youth. Sport was a key factor in program retention and enjoyment. This research considers ways that sports can be delivered to enhance life skill development and engage youth in academically enriching programs.

Teachers' Perspectives on Coping with Stress and Burnout

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ABSTRACT

Teachers face many stressors including excessive workload, unruly students, and perceived lack of support from key stakeholders (Richards, 2015). The stress can lead to feelings of job dissatisfaction, increased burnout, and early career attrition (Maslach et al., 1996; Skaalvik & Skaalvik, 2011). It is, therefore, important to develop an understanding of how teachers experience and respond to workplace stress (Day et al., 2010). This study was conducted in two phases. First, teachers (N = 415) completed a cross-sectional survey including the Teacher Role Stressors Survey and Maslach Burnout Inventory-Educators Survey. Next, the researchers recruited 87 teachers who scored one standard deviation above or below the mean on both inventories to participate in individual interviews. Twenty-eight teachers agreed to participate, and were interviewed over the phone about their perspectives of role stress and burnout. Three first-order themes with associated subthemes explained stressors the teachers experienced and mechanisms they used to cope. First, teachers described an affirmative school culture that can be empowering and includes an enjoyment for working with students. Second, teachers were often stressed over the sociopolitics of teaching including education policy. Third, the teachers described the stress of managing responsibilities that create role conflict or role overload. Taken together, the findings indicate that both groups of teachers derive stress and satisfaction from similar workplace experiences. Teachers with high stress and burnout were more frustrated with certain elements of their jobs and felt less supported and valued. The teaching profession comes with a variety of stressors that must be managed if teachers are to survive and thrive in schools (Richards, 2015; Zeichner & Gore, 1990). This study indicates that the extent to which such thriving is possible depends upon the social environment of schools in addition to the individual teachers.

Observing Need Supportive Instructor Behavior. Development of a reliable and valid Observational System for Video Data

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ABSTRACT

There is little research on specific need supportive instructor behaviors in the field of health related exercise. Subject to this presentation will be the development of an observational system to analyze instructor behavior from a self-determination theory perspective (Deci & Ryan, 2002). Instrument development to establish reliability and validity of the new instrument we followed a five-stage process as suggested by Brewer and Jones (2002). Instructor behaviors were operationalized within the dimensions of autonomy, competence and relatedness support after a comprehensive literature review. Codes are quantified in terms of frequency and time periods. An observer training was conducted based on n=8 videos of different exercise classes. The training was considered complete when interrater reliability was satisfactory. In order to check whether the instrument is able to distinguish between different instructors, two observers independently coded further sequences of the data described above. An expert panel rated the relevance of all categories and their occurrence in real exercise settings. (5) Interrater and intrarater reliability. ICC and Cohen's kappa were calculated during and after observer training as well as after the analysis of the whole material. The process of development as well as the applicability of different indicators of accordance and reliability will be discussed. The observing system can be used to assess instructor behaviors that are relevant to create a need supportive environment in health related exercise classes.

Self-Identified and Observed Teaching Styles of Australian Tennis Coaches

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ABSTRACT

A common principle in the discipline of coaching is that coaches should base their teaching style(s) on a number of considerations. These include the developmental characteristics and individual requirements of the player, as well as the subject matter intent. Part A of the study employed a survey questionnaire with 208 tennis coaches to determine which teaching styles they reported using during coaching sessions. Part B observed 12 coaches during three 30 minute lessons. An extended observational period was also performed with one selected coach for 18 hours. Results demonstrated a lack of congruency between the teaching styles that coaches believe they employed and what was actually observed. When the recorded lessons of the observed coaches were coded, two teaching styles were observed. Command Style-A was employed for 11.4% of the time, and Practice Style-B was employed for 73.3% of the time. These teaching styles strongly correlate with the pedagogical principles associated with direct instruction whereby the coach makes decisions about what players are learning in addition to how and why they are learning it. The interviews indicated that the terms coaches used to describe their teaching styles lacked definitional consistency and were frequently used interchangeably. It was also found that coaches were incapable of accurately identifying their own teaching styles and the theoretical assumptions that underpin these practices. Coaches also revealed that their choice and employment of a particular teaching style did not alter as a function of the age or ability of the players they coached. Understanding what teaching styles tennis coaches are using and why they are using them is essential since we need to examine what coaches are doing before theorizing about how coaching practices may be developed, extended, improved and /or changed. These findings may also extend relevance into sports coaching more broadly.

Observed Teaching Styles of Australian Junior Tennis Coaches using Mosston and Ashworth's Spectrum of Teaching Styles

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ABSTRACT

This study used The Spectrum of Teaching Styles (Mosston & Ashworth, 2008) as a tool to assess the observed teaching styles of Australian junior tennis coaches. From the 208 coaches who completed an earlier survey questionnaire, 56 volunteered to participate in this research. Of the 56 coaches who volunteered, 12 were purposefully chosen, with 12 coaches selected to participate in three 30 minute observations and an additional coach was chosen to participate in an extended observation period of 18 hours over a six-day period. The results showed that JD and CP tennis coaches in Australia do not use a range of teaching styles during their coaching sessions throughout the year. The coaches were primarily observed employing a canopy design that approximated the decision structures of landmark teaching style Practice Style-B. This study also indicated a lack of congruence between the landmark teaching styles that coaches reported using during their coaching sessions throughout the year and the landmark teaching styles that they actually used.

Good intentions but...? Secondary School Teachers' Promotion of Healthy, Active Lifestyles within the Physical Education Curriculum in England

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ABSTRACT

There is now growing pressure on schools to effectively support children to lead healthy, active lifestyles. In England, this is demonstrated within the current National Curriculum for Physical Education which includes ‘[ensuring] that all pupils lead healthy, active lifestyles’ as an overarching aim for all age groups (Department for Education, 2013, p.1). This study explores teachers’ approaches to supporting pupils to lead healthy, active lifestyles in light of this key curriculum aim. Data were collected via an online survey, distributed to all state secondary schools (n=293) within the East Midlands region of England with a response rate of 18% (n=52). Two schools were subsequently selected as case study schools. At each, semi-structured interviews were conducted with teachers (n=13) within the physical education (PE) department to explore how they are currently working towards fulfilling the aim of ensuring that all pupils lead a healthy, active lifestyle. Data were subsequently organised within NVivo10 and analysed using discourse analysis. The findings highlight that PE teachers are generally positive about the role that PE can play in promoting healthy, active lifestyles and their ‘good intentions’ are evident. PE teachers were cognisant that the teaching they employed should add value to learners’ experience. However, they had a tendency to describe health as an individual responsibility, aligning with pervasive healthist discourses. Further, whilst teachers sought to promote lifelong participation in physical activity for all pupils, often performativity discourses were evident in their ‘talk’. PE teachers have ‘good intentions’ in their promotion of healthy, active lifestyles and are critically aware of the expectations placed on them. However, their intentions, and the manifestations of these in practice, may not necessarily align and effectively support pupils to lead healthy, active lifestyles.

The Contribution of the Primary (Elementary) School Setting and Physical Education Lessons to Children's Physical Activity Levels

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ABSTRACT

This paper explores children's physical activity levels that occurred within the primary (elementary) school setting. It examines the contribution that Physical Education lessons make to children's overall physical activity levels within the school day and compares infants (6 - 7 year olds) and juniors (9 - 10 year olds). For the purpose of this paper, physical activity is regarded as, "any bodily movement resulting in energy expenditure" (Sirad and Pate, 2001, p.440). The majority of previous physical activity research has focused on secondary aged children and adults, with little on physical activity levels achieved by younger children within school time. Data were collected within a case study setting in one school, over one school year. 20 children wore Actigraph accelerometers to record physical activity intensity levels throughout the school day (9am until 3.10pm). A repeated measures 3 factor ANOVA was used to analyse the effects of factors - including: type of day (days including a Physical Education lesson (PE days) and those that did not (Non PE days); year group (infants / juniors); and gender (male / female).

Physical Activity and Self-Esteem. 'Jonny's Story'

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ABSTRACT

Collingwood et al (2000) proposed that physical exercise can raise self-esteem. This paper will examine the extent to which physical activity interventions, within one case study primary school supported the development of self-esteem of a ten year old child over a period of 15 months. The intervention was undertaken over a long period of time to allow the teacher to fully investigate the long term impact of the physical activity interventions, self-esteem and possible effects on the child's learning (Laker, 2000). Jonny was measured on the school's wellbeing measurement scale and was reported to have a very low self-esteem, which had affected his learning through the previous two years in school. He was working in the low ability sets for both Mathematics and English and his self-esteem had hindered his ability to make and develop relationships with both adults and peers within his year group (Wilson and Kendall-Seatter, 2010). Jonny's appearance was of a large child and he was aware of his size and physical self. This awareness, Marsh et al. (1994) has previously reported as also impacting on self-esteem, whilst Fox (1997) indicated self-perception as a reason for low physical activity participation. The aim of the research investigation was to inform future practice within the case study school. With the long term goal of designing further interventions to help improve individual's self-esteem, through physical activity, as a way to build confidence. The paper will present how physical activity interventions helped support Jonny's self-esteem and improvements made in his academic performance. The case study found that significant changes both to self-esteem and academic achievement occurred for Jonny. He became recognised by his peers and his efforts celebrated by others, which in turn increased his positive self-esteem as well as increases in his academic performance.

Supporting Physical Development, Health and Well-Being Through the Use of Outdoor Environments

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ABSTRACT

This paper will examine what is physical activity and the importance of children being active and linked to the global recommendations of the World Health Organisation (2010). It discusses the benefits of learning through physical activity. It identifies how physical, cognitive and social learning can be supported through the use of outdoor environment and in particular playtimes to help physical activity and physical development. Oliver et al. (2007) proposed that physical activity has been visibly recognised as being fundamental to health and well-being in school aged and pre-school aged children. Locomotor skills within the outdoors can help with coordination and control which in turn helps children to understand strength, suppleness and stamina. Non locomotor skills such as twisting, turning, stretching and bending can help develop basic skills of balance and coordination. However, Howells and Meehan (2015) identified that early years practitioners and teachers were often not confident in planning for physical activity and in using the outdoor environment. They also found that practitioners and teachers often repeated the same physical activity sessions. Young children aged 5 - 7 and also pre-school children, have been shown to spend up to a quarter of their school day in the playground (Ridgers et al. 2006). Therefore it is important to examine how the outdoor environment can be used to support physical activity and development. The paper will outline practical guidance as to how to plan effectively for physical activity, a complex behaviour variable (Winsley and Armstrong, 2005), to develop and support the health and well-being of children. It will consider how different activities can help, not only to develop movement but also cognitive and social skills. The paper aims to offers suggestions for delivering physical activity for early years' practitioners and teachers to support physical development, health and well-being, within the outdoor environment.

A Comparative Study on the Self-Esteem between College Athletics and PE Undergraduates

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ABSTRACT

College years are key period for the formation and representation of self-esteem, and also an important period for educating college students' self-esteem. This study aimed to examine the differences of self-esteem between college athletics and PE undergraduate students. 129 college athletics (80 males and 49 females) and 125 PE undergraduate students (80 males and 45 females) responded to a survey questionnaire which is developed by Huang and Yang (1998) in investigating youth students' self-esteem. The results of this study showed: 1. male college athletics' total score of self-esteem were lower than male undergraduate students; 2. male PE undergraduates' psycho and family self-esteem in social domain were significantly higher than male college athletics; 3. female college athletics' self-esteem in different aspects of social and personal domains were significantly higher than undergraduate students; 4. female youth students' interpersonal and ethic self-esteem in social domain and psycho and ethic self-esteem in personal domain were significantly higher than males. Implications for youth students' education of self-esteem would be addressed.

Dynamics to Create and Sustain a Community of Practice: A Case Study

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ABSTRACT

Lately, there have been a growing number of research studies examining communities of practice (CoP) for teachers to improve practice. However, there are limited studies examining the dynamics of creating and sustaining a CoP through facilitation, especially with shared facilitation. Therefore, the purpose of this study was to examine the dynamics of creating and sustaining a CoP for teachers that was co-facilitated. A 2-year longitudinal case study of a CoP is reported. This CoP comprised seven physical education (PE) teachers representing the same school district and two facilitators (one representing university, one an experienced PE teacher). In this study, Lave and Wenger's (1991) model of situated learning provides a meaningful framework for examining teacher learning and shared facilitation. Multiple sources of data including teacher interviews, facilitators' reflective journals and field notes (CoP meetings) were collected. Data were analyzed using two distinct, yet, overlapping processes derived from grounded theory: open and axial coding. Data were analyzed to answer two research questions: (1) What were the dynamics for creating a CoP? and (2) What were the dynamics for sustaining a CoP? In response to the first research question three themes were identified: gaining new knowledge, advocating for their profession, and ineffectiveness of formal professional development programs. Theme in response to the second research question included creating a positive learning environment, shared facilitation, focusing on student learning, creating a supportive learning environment, and ensuring accountability toward school administration. These themes will be discussed with the inclusion of excerpts from interview transcripts, facilitators' reflective journals and field notes to enrich the discussion. The results of this qualitative study will make a contribution to the existing literature on facilitating a CoP, specifically a co-facilitated CoP.

Healthy Habits at School: Preliminary Data from a Partnership Project Involving School and University in the Physical Education Field

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ABSTRACT

In Brazil, the Institutional Program of Scholarship to Initial Teaching - PIBID promoted by the federal government establishes a bridge between school and university. The study aimed to show the results of physical education project - PE/PIBID focused on promoting healthy habits in public schools. Method: 303 students; 53.6% boys; 3rd to 9th grade (11.3 ± 2.01 years old) participated in the study. We used assessment protocols of physical activity (PA) and a questionnaire to measure psychosocial aspects adapted of Saunders et al. (1997). About eating habits inside of school we used a frequency questionnaire and food recall. Results: Preliminary results showed that 61.2% of students were active; 68.6% practiced outside activities twice a week beyond PE classes. About eating habits, they had ice-cream (51.8%), chocolate (34.2%), candy (18.5%) and soft drinks (42.6%); 79.5% and 61.6% related some changing in daily physical activity and eating habits, respectively, after participation in the PE/PIBID. Conclusion: Physical education classes and school play a significant role in formation of healthy habits (CDC, 2013). The next steps are planning, implementation, and evaluation of a guided intervention program based on self-regulation principles and literature (Anderson et al., 2006; Schunk, 2005). School community and families will be actively invited to participate.

The Use of Teaching Styles in Youth Sport by the Views of Coaches & Athletes: Preliminary Findings

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ABSTRACT

The purpose of this study was to examine the use of teaching styles and value perceptions of teaching styles with respect to fun, effectiveness and motivation for learning in youth sport setting by asking coaches and their athletes for their views. Participants were 11 coaches (mean age= 35.5 years, SD=7.8) and their 95 athletes (mean age= 14.4 years, SD=1.9) representing the six different sports including swimming, basketball, boxing, tennis, volleyball and wrestling. For the data collection, firstly authors revised the scenario based "Use of Teaching Styles and Perceptions of Styles Questionnaire" (Kulinna and Cothran, 2003) for the coaches and athletes. Then, understandability of the questionnaire was tested for coaches and athletes by cognitive interviewing method (Willis, 2015). After that, the revised questionnaire was applied to the participants in their training settings. Data were analyzed by descriptive statistics. According to the coaches and athletes, the use of coach-centered teaching styles were mostly in use with a steady decrease of use from coach-centered teaching styles to athlete-centered teaching styles. However, athletes reported the use of athlete-centered teaching styles less than the coaches did. The athletes viewed athlete-centered teaching styles as more fun, effective and motivating for skill learning as compared to the coaches. Findings indicate that there is a need for a professional development for youth coaches to improve their both value perceptions towards athlete-centered teaching styles and the use of them effectively, which may consequently enhance athlete learning.

The Effect of a Specialized Content Knowledge Professional Development Workshop on Teacher Behavior and Student Learning

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ABSTRACT

This study wanted to investigate the effect of a professional development workshop on teacher's delivery of Basic Life Support (BLS) and students' learning outcomes. Recent work shows that specialized content knowledge alters teacher's enacted pedagogical content knowledge, which in turn positively affects student learning. Twelve elementary school teachers from three schools were randomized over a comparison and an experimental condition. In the comparison condition, the professional development workshop focused on common content knowledge: teaching teachers how to perform BLS. In the experimental condition, the professional development workshop focused on specialized content knowledge next to common content knowledge. Next to learning how to perform BLS for themselves, teachers were taught how to sequence the teaching of BLS and how to correct the common errors that students make. In both workshops, the reciprocal style of teaching was used and iPads as instructional tools. Teacher behavior differed between the control and experimental groups. Teachers in the experimental group spent less time demonstrating and their feedback was more addressed to critical features of BLS. In addition, teachers in the experimental group adhered more to the reciprocal style of teaching. Students in the experimental group had significantly higher active learning times ($p < .05$) and higher learning outcomes ($p < .05$). This study demonstrated that a professional development workshop focused on specialized content knowledge produces different teacher behavior and leads to higher student learning.

The Effect of a 12-Lesson Fitness Unit on Student Participation in Intramural Fitness Sessions

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ABSTRACT

It is commonly accepted that regular physical activity (PA) has physical, social and mental benefits. Despite these benefits, the majority of school-aged children do not meet the guidelines for PA, which prescribe 60 min PA/day. A possible strategy to increase PA are school-based interventions. School-based interventions were generally successful in increasing MVPA within the PE classes but unsuccessful in increasing out of school PA. In this study, the effect of a fitness intervention during PE was investigated on students' voluntary participation in weekly intramural fitness activities. 140 students constituting seven K11 students (age 16-18 years) were selected to participate in this study. All classes received a standardized 12-day fitness unit taught by two PE teachers. Every week, students could voluntarily participate in an organized intramural fitness activity. Prior to this fitness unit, teachers received a standardized fitness workshop. Several research-based strategies were used to promote participation in intramural fitness sessions such as public posting, goal setting, and nomination of peer coaches. Teacher behavior during PE classes was measured by the SOFIT instrument. The dependent variables were the proportion of students attending the intramural fitness sessions and the amount of MVPA accumulated during these sessions. We hypothesize that intramural fitness sessions will reach a higher proportion of girls as compared to boys. We furthermore hypothesize that there will be differences between classes taught by teacher A compared to teacher B because of specific teacher behavior in PE classes. This study adds to the literature by investigating what PE teachers can do to promote PA outside the gymnasium.

Professional Development of Dutch Coaches

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ABSTRACT

The purpose of this study was to gain insight into how coaches problematized their coaching practices and the process in which they engaged to become what they perceived to be better coaches using a course based on critical reflective practice. We assumed that constant critical self- reflection would enable coaches to move closer to their individual idea of a 'good coach.' Scholars and coaches collaborated to develop course content. The course was built on principles of rational- emotive education. We drew on Foucault's conceptualization of self-constitution or modes of subjectivation and confessional practice and Knaus' approach to teaching for our analytical framework. Thirty-five coaches participated in this study. The data consisted of semi-structured interviews, field notes, open-ended questionnaires and focus group. The results are presented per mode of change or transformation. We explored how coaches wanted to transform their coaching practice (ethical substance), how they defined a good coach (mode of subjection), how they worked on change (ethical work) and how they transformed themselves (telos). To gain further insight into this process, we also examined narratives of three coaches as they described why and how they changed. The practice of critical reflection seemed to meet the needs of the coaches involved in the study. They used it to continually examine their behavior and their normalized taken-for-granted beliefs and to transform themselves in the direction of their idea of a 'good coach. Reflection was seen as a tool and a process that requires continual practice. Building further on the results of this study, scholars and coaches are now developing a follow-up course for coaches where reflection (stimulated through rational emotive education), awareness and rational thinking are mean themes. 'Becoming a good coach' is published in Sport, Education and Society. At this moment we are developing a new coach course.

To Promote Fair Play and Inclusion in Ballgames

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ABSTRACT

As a teacher educator in PE, I am investigating how ballgames can promote skills and attitudes as respect, solidarity, inclusion and fair play along with the actual handling of the ball. The study presented here were conducted with teacher students in their last year. Traditional ballgames appear in a competitive context, where scoring and winning are the main concerns of the players. This may flout Human Rights' values such as respect, solidarity, inclusion and fair play. The framework of the study was that 4 matches were played for the same amount of time, the players and teams stayed the same through all matches to make the constellations in the piloting as consistent as possible. The first session consisted of "normal" soccer. The next matches were Rebound-football with small modifications of the rules for each match. Rebound-ball are plays that require at least the cooperation of two players to score. One player hits the bench (goal) and another player in the team has to reach the ball (get the rebound) before the defense team. Involvements /ball contacts and passes were counted as a measure relevant to inclusion. Even though the games were short (only 3 minutes each game) it still shows differences in the involvement and passing patterns. For the last games the total amount of passes are notably higher. The two last matches was a bit slower, with less ball captures than the original play. This could be because the players knew the original play better, and the next plays were new to them. One can assume that the players needed some time to adjust to the new way of scoring and the other modifications. According to the passing patterns, all players were more included in the new plays.

The Transformational Wind of Theoretical Change: A Historic and Contemporary View of Physical Education Pedagogy

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ABSTRACT

Over recent decades, with physical education questioning its long-term connection with modernist and behaviourist practices, ideas from postmodernist and constructivist learning have gained a foothold in literature. Moreover, complexity thinking has recently started to influence calls for pedagogical innovation (Ovens, Hopper and Butler, 2012). Complexity thinking acknowledges the need for novel approaches to help learners negotiate the unpredictable and non-linear nature of lifelong physical activity engagement. The paper initially offers a conceptual review of recent postmodern, constructivist and situated learning theories that have gained purchase within physical education, before specifically outlining how complexity principles have recently added to the critique of behaviourist pedagogies utilized within the prevailing multi-activity curriculum approach. Drawing on qualitative data from focus groups and semi-structured interviews, the paper describes how teacher educators and teachers in Scotland have recently employed complexity principles in their practice. The paper examines how these stakeholders have engaged with complexity principles to viably support student learning in more emergent, collaborative and non-linear ways. Building on criticisms from postmodernist, constructivist and situated learning approaches, these findings illuminate how educators can move beyond the restricted, fragmented and de-contextualized offerings of 'one-size-fits-all' learning experiences. Given renewed policy interest in physical education, there has been significant movement towards pedagogical models that meaningfully facilitate transferrable, cooperative and creative learning outcomes (Kirk, 2013). This paper demonstrates how complexity thinking aligns with these theoretical innovations and has a key role to play in challenging the profession to create relevant, robust and flexible pedagogies to capture the needs of 21st Century students.

Early Childhood Physical Education: A Complex Phenomenon

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ABSTRACT

As part of an ongoing longitudinal curriculum project, this paper presents a complexity-informed approach to young children's physical education. Viewing children as complex systems, the paper highlights the self-organizing, iterative, non-linear and increasingly collaborative nature of the learning process. The paper discusses how principles from complexity thinking, namely self-organization, ambiguous boundaries, edge of chaos, connectedness, nestedness, recursive elaboration, similarity and diversity are employed to support the design of early childhood physical education learning experiences. Specifically, the paper discusses how, by creating conditions for the design of flexible learning tasks accommodating predictable and unpredictable outcomes, complexity represents a move away from the positivist approaches that have long been reported to dominate practice. An early childhood curriculum focused on two interrelated components: core learning and applications. Using examples from the Early Moves and Basic Moves approaches developed at the University of Edinburgh (Jess, Dewar & Fraser, 2004), the paper explores how core learning concentrates on learning experiences that accommodate the complex interaction of children's physical, cognitive and affective learning to support the efficiency, adaptability and creativity needed to participate in different physical activity contexts. Concomitantly, the paper proposes a move towards a 'pedagogy of emergence' that supports the complexity of the learning process. Practices acknowledging different starting points, the recursive elaboration process and signposting connections within, across and beyond physical education are discussed. The paper concludes by highlighting how this complex vision of early childhood physical education is not presented as a set of 'building blocks' or 'fundamentals' but embodies experiences that seek to scaffold the non-linear nature of children's core learning over time.

Effect of an Adapted Psychomotor Intervention on Motor Development in Preschool Children from Low Socioeconomic Status Populations

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ABSTRACT

Psychomotor stimulations during early childhood influence not only motor development but also other health factors such as physical activity level and obesity (Stodden & Goodway, 2007). Children from low socioeconomic status (LSES) are often under-stimulated and it could be interesting to organize accessible activities for them. The aim of the present study was to develop an adapted psychomotor activity and to see its influence on motor development in children from LSES. This research was part of a larger study also including a parent-implemented language intervention. Parent-child dyads were asked to participate in the psychomotor activity 1-hr per week for fifteen weeks. Intervention requires local and transportable psychomotor equipment. The organization of the session was inspired by the methods developed by Aucouturier (Aucouturier, 2005). The study utilized a pretest-posttest design and parent-child dyads were randomly allocated to the experimental group (psychomotor intervention; n=37) or to the control group (language intervention; n= 33). Gross motor skills (walking, running, stairs, balance, throwing, shooting), fine motor skills (grasping, manipulating, building, drawing) and language skills were assessed before and after interventions. The results revealed that all children improved their motor skills. This could be allocated to growth and natural development. However, the psychomotor group revealed more significant improvements when compared to the language group. In contrast, the language group revealed significant effects on language skills, which were not observed in the psychomotor group, confirming the specific effect of the intervention. Results were less significant than expected but a high rate of dropout (30%) and a lack of attendance were noticed and were attributed to the high complexity of organizing an intervention in the context of LSES. The intervention in psychomotricity was relevant, but it seems essential to develop strategies that increase parents' involvement in order to be more efficient.

Gaining Fair Play Behaviour through Personal and Social Responsibility Model

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ABSTRACT

Participation of the students to physical education classes provide them with the opportunity to experience moods such as competition, sense of disagreement and confrontation, despair and joy while at the class and then to evaluate their own reactions (Sidentop, 1991). The idea that physical education and sport have a role in the development of socialization and morals is generally accepted, but it will not occur automatically with the participation to classes. It is more likely to think that it will come true by taking advantage of the opportunities gained by the carefully designed experience (Lidor, 1998). Teaching Personal and Social Responsibility is one of the programs in which these values are successfully applied (Hellison, 2003). This study aims to disclose how change occurs in terms of fair play concepts and behaviours via TPSR implementation process. In the study action research approach was employed and the data were obtained from video records, student reflections, and semi-structured individual interviews. Data were analyzed using content analysis. The findings are grouped under 3 themes. And these are; 1) I am honest with my competitor and the referee, 2) I am striving whether failure or success, 3) I care my competitor and my own teammate. In conclusion, TPSR is a very effective model in providing fair play to the student when used as a (Frisbee) tool. However, the model does not lead to change in the children thoughts about the behaviours of their favorite teams not in accordance with fair play while influencing the children to acquire the values related to and for themselves.

Students' Perceptions of the Use of Flipped Instruction in a University Physical Activity Course

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ABSTRACT

Flipped instruction is a pedagogical approach in which students gain required knowledge prior to class, and teachers facilitate the application of that knowledge during class through student-centered learning experiences. It is a method of teaching that has been shown to have a positive impact on students in classroom-based settings. Flipped instruction deviates from the teaching methods and workload students might experience in a traditional PE course, however it has the potential to positively impact student learning in PE settings. The purpose of this study was to examine students' perceptions of flipped instruction in a university PE setting. Flipped instruction was implemented during two sections of an introductory bowling class. Students were required to view instructional videos of rule explanations and skill and strategy demonstrations prior to attending each class. Participants included 56 students. Targeted reflections were administered at the beginning and end of the course to better understand students' experiences and perspectives related to flipped instruction. Researchers coded the reflections individually and themes were identified. This course represented the first time most students had experienced flipped instruction. Views of the instructional methods were largely positive and most participants reported a perceived improvement in their bowling knowledge and skills as a result of course participation. Students identified three aspects of flipped instruction as being most positive: (1) more class time to practice skills, (2) more feedback from the instructor, (3) freedom to learn at their own pace. Students learn in a variety of ways and prefer various methods of instruction. Many participants indicated that flipped instruction was ideal for an activity course and other practice-based disciplines. Instructors seeking to increase practice time and promote learning in their activity classes should consider the flipped instruction approach. Using flipped teaching may also accommodate students with various learning styles.

Exploring Changes to a Teacher's Teaching Practices and Student Learning as a Function of Content Knowledge

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ABSTRACT

The study was designed to challenge teacher educators' thinking about the importance of in-depth content knowledge for effective teaching by demonstrating the effects of a content knowledge workshop on a teacher's teaching practices and student learning during a middle school volleyball instructional unit. A mixed-method research design was adapted with one male physical education teacher's qualitative teaching data and his 24 eight-grade students' quantitative learning data. Each two separate classes of volleyball for five days were observed before and after the volleyball content knowledge workshop (n=20 lessons total). Audio and videotaped records were made of each lesson. To analyze the collected data, both descriptive and constant comparative analyses were employed. The results of the study indicated that the teacher used more task progressions, integrated skill practices, small-sided games, diverse verbal instructional repertoires, and content modifications after developing his content knowledge. These changes positively impacted the students' game performance and involvement as well as cognitive understanding of content. The findings verify that there are strong relationships among the teacher, content, and student learning by demonstrating how the other components are changed when the teacher's level of content knowledge is changed in our field.

A Practical Study on Exploration and Application of the Criticism Perspectives of Teaching in Physical Education Classes

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ABSTRACT

Is teaching an art or a science? 'What' and 'how' can we 'see' and 'reflect' in physical education classes? And 'who' does see the classes? The purpose of this study is to consider the educational meaning and value, and explore the criticism perspectives of teaching in physical education classes. In addition, it has focused on not only criticism type and critical writing according to the subject and object, but also practical discussion for sharing criticism. This study is mainly based on the action research and educational criticism. Data had been collected by in-depth interviews, participant observations, workshops, focus group interviews, seminars, reflective journals and teacher curriculum documents for 3 years. In this study, there are three criticism perspectives of teaching in physical education classes explored: scientific-efficient eye, artistic-critical eye and contextual-practical eye. These perspectives are complementary. And there are several results and practical discussion to expand the criticism of teaching in physical education classes. First, the four criticism types can be used according to the subject and object: self-criticism, colleague-criticism and cross-criticism in physical education class. Secondly, it can be possible to apply the four point of views used in novel to critical writing with considering mentioned criticism perspectives and types. Lastly, there have been a lot of efforts for sharing criticism such as workshop among in-service physical education teachers, workshop among teacher educators, visit of in-service physical education teacher's field with pre-service teacher and community among university educators. Ultimately, it will be expected to make criticism extended through these perspectives and practical discussions in order to improve physical education classes or fields in the future.

Managing Acculturative Stress through Culturally Responsive Leisure for Immigrants in Canada

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ABSTRACT

The experience of acculturation stress during immigrants' adaptation to a host country poses challenges for their health, well-being, and quality life because of their marginalized positions in their dominant country (Berry & Sabatier, 2010; Freund 2015; Lee & Glenmayer, 2014; Veronis 2015). The aim of this study was to test the hypothesis that culturally responsive leisure meanings buffer against the adverse effects of acculturation stress on the psychological and sociocultural adaptation of Korean immigrants to Canada. Specifically, this study examined both the main effects of acculturation stress and leisure meanings and the interaction effects between these two constructs on adaptive outcomes. Data were collected through surveys with a sample of 120 Korean immigrants in Winnipeg, Canada. Prior to the main study, a pre-test was conducted to ensure that the measures and procedures used were relevant to the target population. The data were then analyzed using a series of hierarchical multiple regression analyses to test the hypothesis after conducting exploratory factor analyses of the Global Leisure Meanings Scales and a newly developed measure, the Leisure Adaptation Meanings Scale. Overall, acculturation stress was significantly associated with lower life satisfaction and self-esteem, poorer mental health, and more difficult sociocultural adaptation. Contrary to the hypothesis tested, the study only supported the main effects of leisure meanings on life satisfaction and self-esteem, but did not provide evidence for the moderating effects of leisure meanings to buffer against acculturation stress on adaptive outcomes. A main conclusion of this study is that meaning-making through leisure is culturally grounded, and culturally relevant leisure meanings in life appear to be a good predictor of positive life satisfaction and self-esteem among a sample of Korean adults. This research makes contributions to both the knowledge production of leisure for immigrants to Canada beyond the mainstream and practical implications for not only culturally responsive leisure practices but also for political movements in Canadian society.

Mini U Brochure: Advertising Racial Exclusion at the University of Manitoba, Canada?

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ABSTRACT

Despite the saturating influence of visual images in sport culture, the study of visuals has been underdeveloped (Gourlay, 2010), and trivial images can blind us from seeing the hidden stories within them (Silverman, 2004). Images of Mini U tell a story of whiteness and racial exclusion. The purpose of this research was to analyze visual images and texts from the 2015 Mini U brochure and to critique the publication's narrow visual representations and social exclusion, which function in stark contrast to the Universities' efforts towards advancing cultural diversity on campus. This study involves a call for social change. An exploratory mixed method embedded in a transformative framework was chosen (Creswell, 2014); more specifically, the qualitative data of visual images and texts (semiotics) were analyzed first and quantitative content analysis followed. The Mini U brochure (offering sport and academic programs over the summer for young people through the UM) was examined. The overall impression of the visual images in the Mini U brochure was dominant whiteness, and many Mini U programs appear to be designed for young White people. Almost 90% of figures of children and youth were White while only 10% of images were of young non-White people; 100% of all leaders pictured were White, but there were no images of non-White leaders. The publication practice of Mini U seemingly reproduces some of the racial inequalities. Mini U brochure is a critical medium through which it communicates, constructs, and reproduces whiteness and racial exclusion. The Mini U brochure shows contradictions between multicultural policy and sport publication practice in a Canadian University that purports to be on the cutting edge of nurturing diversity. This study ends with a call for action including the culturally sensitive production of the Mini U brochure as well as other UM publications.

The relationship between PE Teacher Trust, Sports Attitude, and Intention of Sports Participation

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ABSTRACT

The purpose of this study is to examine college students' sports attitude and intention of sports participation depending on the level of teacher trust and to verify the effects of college students' sports attitude on the intention of sports participation. We collected data from 704 college students in Korea. Data were analyzed using an exploratory factor analysis, cluster analysis, one-way ANOVA, and multiple regression analysis. The results were as follows: First, we classified students into three groups based on their level of teacher trust. Group 1 consisted of 382 students who had a moderate level of teacher trust, Group 2 consisted of 213 students who had the highest level of teacher trust, and Group 3 consisted of 109 students who had the lowest level of teacher trust. Second, college students' teacher trust had a significant effect on their sports attitude and intention of sports participation. Group in higher level of teacher trust, shows positive results in all sports attitude factors. Also, group in the highest level of teacher trust had higher intention of direct sports participation and indirect sports participation. Finally, college students' sports attitude has an effect on the intention of direct sports participation and indirect sports participation. As for the direct sports participation, College students' sports attitude factors, such as social factor, physical factor, and emotional factor, in that order, had an impact on intention of direct sports participation. As for the indirect sports participation, social factor and emotional factor had an impact on intention of indirect sports participation.

Expanding Global Link via Blogging: Intercultural Competence in Physical Education

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ABSTRACT

Globalization is a common concept that influences major changes in many areas, especially education (Zhao, 2010). Thus, incorporating Intercultural Competence (ICC) into teacher education has been stressed. One promising strategy suggested is to incorporate a global link into teacher education which facilitates interactions with other cultures (Ko et al., 2015; Goodwin, 2010; Zhao, 2010). Therefore, this study examined effects of a seven-week of global link connecting USA students with Korean students on ICC. Considering previous studies (e.g., Ko, et al. 2015) blogging was added to the global link. Deardorff's (2006) Process Model of ICC (Deardorff, 2006) was adopted as a theoretical framework. Nine American physical education (PE) graduate students (F=3, M=6) engaged in a 7-week of global link with Korean students participated. Seven participants were PE K-12 teachers with 4-13 years of experience. Two were either part-time K-12 teacher or a university graduate assistant. The global link was delivered in one distance education graduate course focusing on professional issues in USA and Korea. Three technology tools were utilized: video conferences, email exchanges, and blog interactions. Both qualitative and quantitative data were collected prior and post the global link and analyzed using content analysis and multivariate analysis of variance (MANOVA), respectively: 1) open-ended questionnaires, and 2) Cultural Intelligence Scale (CQS) (Ang et al. 2007). Trustworthiness and credibility were maintained with triangulation, peer review and debriefing, and member checking. Four themes emerged: 1) appreciation of collaboration 2) awareness of both differences and similarities, 3) critical reflection on US system, and 4) discovering web-communication strategies. CQS data indicated significant improvement in students' knowledge and behavior dimensions after the global link. Blog interactions facilitated communication and critical thinking. Overall, this global link resulted in development of ICC and is recommended to promote globalization in PE teacher education programs.

Conceptual Framework for Understanding Students' Ability to Perform a Digital Tagging Task within a TGfU Game Setting

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ABSTRACT

In recent years, the Game Centred Approach (GCA) arena for academic research has been well populated with evidence-based studies that enhance the theoretical underpinnings of teaching and coaching of games. Nevertheless, there has been limited attention paid to how GCA models such as Teaching Games for Understanding (TGfU) can be merged with alternative fields of game studies, outside of P.E and sport, in order to make games accessible for young people. In this symposium, we use principles of 'good digital game design' (Gee, 2013), to propose a conceptual framework for understanding the practical design of games. We consider similarities between a teacher and coach, and a digital game designer using the notion that "*good game designers are practical theoreticians of learning*" (Gee, 2013, pg. 21). The symposium will acknowledge that the rationale for TGfU and for digital video games are similar; to attract and sustain participation and performance through challenging and enjoyable practice. The symposium will promote ways in which complex games can be learned and mastered, through practical application of game design. The symposium will specifically interpret TGfU's four pedagogical principles, and merge with Gee's (2013) features of good game design, which are considered to enhance learning and performance. Further discussions will build upon Almond's Foreword in Butler and Griffin (2010), to use game design for developing a whole mind set for game sense, with a specific focus on how video game play can simulate the human mind and its learning capabilities, in today's digital age.

Evolution of Teachers' Training in Physical Education in India

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ABSTRACT

Evolution of Teachers' training in Physical Education in India can be studied under three broad periods---the Ancient period, which includes the Vedic, Epic, Nalanda, Rajput, Mughal period, etc., the British period and Post-Independence period. Very little has been written about the state of teachers' training in Physical Education in ancient India when Physical education had been closely associated with her religious practices and traditions. The system of education was quite elaborate, containing scriptural studies and Physical Education. Archery, Javelin Throwing, Wrestling, weightlifting, Sword fight, Mace fight, Chariot Racing, Swimming and Dancing were some of the popular activities of that period. People were also taught Yoga for the fortification of body and purification of soul. In the renowned universities of Nalanda and Takshasila there was a harmonious correlation of the physical, intellectual and aesthetic training. During the 18th century certain private agencies which were interested in promoting indigenous activities opened 'Akhadas' and 'Vyayamshalas' where 'Ustads' taught Yoga, Malkhamb, Wrestling, Leziem, Lathi, Dands and Baithaks. During the British period a number of team games were introduced and taught in schools all over the country. However, the first step in the awakening of Physical Education in India was the starting of the YMCA College of Physical Education in Madras in 1920 by the late Harry Crowe Buck, who is considered the father of scientific Physical education in India. After the Independence period there was a general awakening in the country for the promotion of health and physical well-being of her people. The Central Advisory Board of Physical Education and Recreation was set up in 1954 to revamp teachers' training in Physical Education and Sports in the country. Although Physical Education is now a well-established profession in India, much remains to be done in the direction of integrating it into the pattern of the national education system.

Health Promotion in University Staff - Is Yoga an Option?

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ABSTRACT

The last 20 years have seen a general rise in the attention given to health literacy as comprehensive concept for those competencies, which help us maintain and promote our own health. Nevertheless almost 50% of Europeans show low rates in health literacy. The main reason for this situation is not a lack of health promotion, as most public and private institutions already have frameworks and programs. But somehow people are not able to transform the acquired knowledge and skills into a long-term healthy lifestyle. Therefore, health promotion and scientific research on it have to develop new approaches in order to bridge the intention-behavior-gap. From 2015-2016, a longitudinal survey at the University of Augsburg examines the influences of an intervention on health and health literacy of University staff. The intervention focusing on Yoga consists of three standardized modules, "1 - the health-related basis" (10-weeks Yoga classes), "2 - the transfer into working life" (individualized and supported at the working place) and "3 - the integration in working and everyday life" (self-dependent). The survey consists of a longitudinal quasi-experimental control trial (t1-Nov.2015, t2-Feb.2016, t3-Nov.2016) using validated scales on health (WHOQOL-Bref, WHO, 2000), on work-related behavior and experience patterns (AVEM, Scharschmidt & Fischer, 2008), on health behavior (FEG, Dlugosch, 1995), on health literacy/competence (Lenartz, 2012), and on the actual physical well-being (WKV-20, Kleinert, 2006). The sample at baseline included 154 individuals in the intervention group and 216 participants in the control group. In June 2016, two of the three intervention modules will be completed. Results of the intervention and differences between intervention and control-group will be presented at the AIESEP conference. Based on previous findings on health literacy and health and including the projects results, location-based and cross-site strategies will be discussed.

Measured physical activity (24/7) of Finnish 2- 7-year-old Preschool Children

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ABSTRACT

This study is part and enlargement of the Orientation Project (<http://blogs.helsinki.fi/orientate/>), which is an early childhood education and care research and development project. In the previous studies in the Orientation Project (2008-2010) children's PA level was systematically observed. Results indicated that preschoolers are not sufficiently physically active in Finland. Their MVPA (moderate to vigorous activity) was 23 min in the forenoon (Kyhälä et al. 2012). In the present study the purpose is to measure all PA levels of children in day care and at home and to evaluate the factors affecting it. Not only the MVPA is studied, which has been the focus in the studies of PA due to emphasis on health perspective. However, children need to move at all activity levels. The participants are 185 Finnish 2-7-year-old children from 11 day care centers and preschools. The data was collected during January-March 2015 by Polar Electro activity monitors, which the children wore 24 hours per day for seven days. Thus it is possible to measure PA in day care and at home in the evenings and weekends. The parents also filled questionnaires in which they were asked about their children's physical activities and the object of attention when physically active. The results revealed that children's PA varies a lot. Some children's activity fulfills the recommendations of the Ministry of Social Affairs and Health's suggestion of daily activity for children to be at least two hours of brisk or MVPA (Ministry of Social Affairs and Health, 2005). Nevertheless, most of the children's activity happens in the lowest two levels (easy and very easy) of the five measured activity zones.

To see or not to see the student - that is the question!

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ABSTRACT

Through the Pygmalion effect, Rosenthal and Jacobson (1968) showed that reality can be positively or negatively influenced by the expectations of the teacher, and that the teacher may pay closer attention to and even treat the student differently. With such a starting point the study seeks to determine if students with low and high aerobic capacity have different experiences regarding if the teacher in physical education "sees" them. The study also tries to examine what form the basis of student's experience of being seen by the teacher. 13 students (7 girls and 6 boys) with low aerobic capacity ($42.6 \text{ ml} \cdot \text{kg}^{-1} \cdot \text{min}^{-1}$, $SD = 8.5$) and 13 students (6 girls and 7 boys) with high aerobic capacity ($56.4 \text{ ml} \cdot \text{kg}^{-1} \cdot \text{min}^{-1}$, $SD = 7.9$) were selected because they had the lowest and highest oxygen uptake among 69 subjects in a larger longitudinal project that included oxygen uptake measures. These students were interviewed using open-ended questions from a semi-structured interview guide, including questions about their experiences about physical education and their teacher in physical education. The results indicate that while all 13 students with high aerobic capacity students felt they were being seen by the teacher, only 6 students with low aerobic capacity students felt they were being seen. The 7 students who felt the teacher did not see them, were all students with low aerobic capacity. The results suggests that high aerobic capacity seem to be acknowledge by the teachers. Furthermore, the analysis indicate that the following factors contributes to determine whether a student feels the teacher sees him or not: "Showing off" their skills, attention from the teacher, feedback from the teacher, good dialogue with the teacher and self-determination.

An Evaluation of Teachers' Knowledge and Use of Physical Education Instructional Models

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ABSTRACT

One of the factors that constitute qualified physical education (PE) teachers is the knowledge of pedagogical skills and different methods of instruction (Napper-Owen et al., 2008). Metzler (2005) identified eight instructional models that are used for teaching PE. The aim of this study was to investigate PE teachers, in the state of Tennessee, knowledge, usage, attitudes towards and future intention to implement an instructional model. An electronic questionnaire designed to measure topics related to instructional models, was delivered to all PE teachers in the state of Tennessee. A total of 50 surveys (29 Female, 22 Male; Average age 40.92) were collected. The majority of participants taught elementary (72%) followed by high school (16%) and middle (12%). Quantitative data was analyzed to provide statistical values (e.g. means, standards deviation, etc.) for responses provided. Results revealed that teachers were most knowledgeable with Direct Instruction (DI) (M=4.32[.71]), Teaching Personal and Social Responsibility (TPSR) (M=4.02[.93]), and Cooperative Learning (M=4.00[.98]). Teachers were least knowledgeable with Personalized System of Instruction (PSI) (M=2.76[1.18]). Teachers identified their highest usage with DI (M=4.50[.69]) and lowest usage with PSI (M=3.11[1.2]). They also stated that they use DI 78% of the time when teaching PE. Managerial control and time management were the overwhelming reasons for using DI as their primary model of instruction. These same teachers believed using multiple instructional models was important (M=4.00[.82]). Teachers who used more than one instructional model stated that it provided an opportunity to reach all learners. Finally, all participants believed it would be beneficial to learn more about how to implement other instructional models (M=3.91[1.04]). This study provides evidence that PE teachers are knowledgeable of multiple instructional models. However, many teachers choose to teach using the DI approach. Regardless, most teachers expressed an interest in learning more about instructional models and future implementation.

The Impact of Classroom Physical Activity Breaks on Middle School Students' Health-Related Fitness: A 4-Week Intervention

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ABSTRACT

Although classroom physical activity (PA) breaks have shown to increase students' PA (Ward, 2011), few studies have examined the impact of classroom PA breaks on students' fitness. Thus, the aim of this study was to examine the effect of classroom PA breaks on middle school students' health-related physical fitness. A sample of 94 adolescents (48 females, 46 males) participated in this study, and they were randomly divided into experimental (n = 49) and control (n = 43) conditions. The intervention was a 4-week / 15 minutes / every school day classroom PA program delivered using the Xbox One Kinetic system during students' homeroom. The Fitnessgram test battery was used to assess the components of participants' health-related fitness. Treatment fidelity measures, such as participation records and accelerometer-derived PA, were assessed. Outcome measurements were conducted one week prior to and after the intervention program. Analysis of covariance test results showed no significant intervention effect on cardiovascular endurance ($F[2,82] = 2.58, p = .112$), upper body strength and endurance ($F[2,84] = 3.55, p = .063$), abdominal strength and endurance ($F[2,82] = .01, p < .973$), or flexibility ($F[2,71] = .48, p < .489$). Our fidelity measures showed, however, that student adherence to the intervention was poor due to numerous school day absences. Thus, additional analyses were conducted to the subgroup of experiment condition students who achieved a 66.7% (minimum of 13 exercise sessions) participation rate benchmark. The analysis comparing this subgroup to the control group showed that intervention had a significant effect on students' cardiovascular endurance ($F[2,57] = 23.95, p < .001, \eta^2 = .30$) and abdominal strength and endurance ($F[2,58] = 3.24, p = .049, \eta^2 = .04$). The findings of this study provide support to the notion that even short bouts of PA in classrooms may improve students' health-related fitness. However, students' school absences and poor participation in activities may diminish the impact of the classroom PA breaks.

When a Coach is also a Researcher: High School Basketball Team Training Implemented TGfU in Macau

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ABSTRACT

This study aims at applying the Action Research approach to explore the training effects of Teaching Games for Understanding (TGfU) on basketball training for senior high school basketball team. There are mainly three action cycles of the Action Research through which to study the implementation process, the players' performance and the researcher's professional enhancement. The research participants were 16 male students from high school and one experienced basketball male coach who was also the researcher. The data was collected in different ways which included the interviews with the players, the professional thoughts of the instructors, the periodical inspection of the coach and the record of the focus group discussions. The collected data were analyzed by investigator triangulation and data triangulation. The opinions of players, coach (researcher as well) and observer as well as the video recordings of practice were collected and compared to determine the validity and reliability of the data and research. 1. This training program has helped to improve the players' performance and training attitude. 2. The players' improvising ability and team spirit were all upgraded tremendously. 3. TGfU can effectively promote the ability of coach on training strategy. 4. The enhancement of problem-solving skills and the researcher's reflection on player-centered approach have taken up the coaching development to an advanced level. The researcher attempted to implement TGfU into training program and it turned out to have crucial effect on the players and the team while they become more absorbed and united. Moreover, the researcher's capability of dealing with conflicts was greatly empowered. In short, this study strengthened the professionalization of the researcher.

An Action Research of the Integrating TPSR Model into Golf Curriculum

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ABSTRACT

This study is an action research approach to integrate Teaching Personal and Social Responsibility (TPSR) model into a golfer training program. It aims at two features, first, improving college students' golfer spirit-honesty, integrity, courtesy, caring, leadership and positive behaviors from golf training; second, to empower pedagogical abilities of teacher by reflection. This research included 44 students (35 boys and 9 girls) in Physical Education College of Hainan Normal University, which participated in an 8-weeks (16 lessons, 2400 minutes totally) golf curriculum integrated with TPSR model. The researcher is simultaneous the instructor in the program. Whole action research contained three iterative cycles. Data were collected from worksheets, semi-structured interviews, teacher diaries, group interviews; students' performance records and video recordings of selected lessons. The categories of the data involved series of behaviors and interaction. All the data will use triangulation method to ensure the reliability and validity of the research. Applying TPSR model into golfer training program would be positive to learning result and enrich teaching processes. On one hand, result revealed that TPSR model can benefit students' individual attitude, students became more responsible, self-orientated and willing to participate in training. Also, it allows students to improve their attitude to social, they were eager to help others and the level of cooperation in training was improved. Better still, the outcome found out that students more concern about self-regulation and self-discipline than before. On the other hand, result showed that the teacher's pedagogical abilities have been promoted. Since TPSR model is combining outcome-based contents into program design, it enables the teacher to experience the integration program teaching; also, there are three iterative cycles, this process of reflection improved critical thinking, problem solving skills and the ability of revising the teaching plan of the teacher, and hence overall capability of teachers can be improved. Overall, TPSR model integrated into the golfer training program not only positively influenced on golfers, but also on the teacher who is the researcher. There is significant improvement in moral performance of students in various aspects and also teacher's specialization has been strengthened.

An Action Research of Teaching Personal and Social Responsibility Model on Frisbee: The Case of Delinquents' Performance

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ABSTRACT

This action research investigated the delinquents' performance in Teaching Personal and Social Responsibility Model (TPSR) on Frisbee. It also examined the relationship between responsibility level and deviant behavior, and the teacher's teaching reflection and experience during the teaching process. This research was implemented to 19 male students from The Faith, Hope and Love Academy (FHLA), with an average of 16.2. The 20 TPSR Frisbee lessons lasted for 10 weeks with two 50-minute sessions per week. The data was collected from "The Personal and Social Responsibility Questionnaires", "Deviant Behavior of Young People Self-report Scale", student learning sheet and interview, and teacher teaching log. The data was analyzed using statistical analysis and content analysis respectively. The findings indicated that (1) During the course of Frisbee lessons, students showed different levels of growth and change. They were able to transfer learning out of the gym to their daily lives. (2) The vicious cycle of deviant behavior was due to trying to attract others attention. The deviant behavior was decreased after rapport had establishes among students and the teacher. (3) Part of the responsibility levels and deviant behavior were significantly negative correlated, meaning the awareness and knowing of student respect, helping others and cooperating with others allowed them to reduce escaping, reckless violence attack and other deviant behavior. (4) The gradual adjustment in instructional design and confrontation of unexpected events brought valuable experience to the teacher's teaching. TPSR Frisbee lessons promoted the delinquents' performance on responsibility levels and had different impacts on individual in reducing deviant behavior. Teacher's ability in instructional designs and adapting was critical to successful implementation of TPSR. Empowering and supportive environment were helpful to cultivate student's sense of responsibility.

Physical Education Teacher Candidates' Perceptions about and Implementation of Caring

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ABSTRACT

Researchers emphasize the importance of caring in education and in child development (Noddings, 1984; Sichel, 1988). Caring teachers can potentially increase student engagement and enhance successful learning outcomes (Cothran & Ennis, 2000). Although, in order to become a caring teacher, teachers need to develop pedagogical skills and knowledge in relation to diversity issues and the content (Tannehill, van der Mars, & MacPhail, 2015). The purpose of this study was to examine caring teacher candidates' perceptions about and implementation of caring throughout eight-week student teaching experience. Two research questions guided the study: 1) How do caring teacher candidates perceive caring?, and 2) How do caring teacher candidates implement caring behaviors through eight-week student teaching?. A qualitative case study approach was selected. There were two participants: one male and one female. Data sources included: semi-structured interviews, field notes, artifacts, and informal conversational interviews (Patton, 2015). Data were analyzed using open and axial coding (Corbin & Strauss, 2008). Trustworthiness was established through data triangulation, expert review, peer review, and member checks. Findings indicated teacher candidates' caring at two levels: caring for students as people and caring for students as learners. Possessing and implementing positive personality traits, recognizing students as individuals, and establishing relationships characterized caring for students as people. Caring for students as learners represented pedagogical-related caring: preparing lesson plans carefully and creating a positive learning environment. Overall findings implied teacher candidates' caring addressed the first two parts of Noddings (1984) ethic of care: recognition of students' needs and building relationships. It was easy for teacher candidates to share their perceptions but harder to put into practice. In general, it begs the question as to whether or not student teachers are able to implement caring in a manner that has a positive impact on student learning and when does this change.

A Narrative Study on the Meaning of Sports Activity in Acculturation among Korean Immigrants in the United States

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ABSTRACT

The purpose of this study is to deeply understand the meaning of sports activity in acculturation among Korean immigrants in the United States. The research puzzle of this study is as follows: 'What would be the Korean immigrants' acculturation experience in the United States?', 'what would be the Korean immigrants' experience of sports activity?', "what would be the meaning of sports activity in acculturation among Korean immigrants in the United States?' Narrative inquiry was used to analyze the results. Seven Korean immigrants were selected by criterion-based selection and provided with their experiences and stories of acculturation and sports activity. The entire data collection period was about 12 months from September 2014 to August 2015. The data were collected through in-depth interviews and participant observations. In addition to the interviews, other unofficial communications with the participants, such as e-mails, telephone calls, text messages, and pictures were also analyzed. After the stories were coded, each participant's story was restructured. The meaning of the experiences shared by the participants was found by classifying and analyzing the narrative stories. The meaning of the acculturation and sports activity in each participant's story was expressed through the metaphor of "desert and oasis." Experience of Korean immigrants' acculturation is "the start of the throbbing journey" and "strong aspirations in a new location" while it also means "a struggle for survival," "endless sense of isolation", and "endless challenges" like a rough journey in the desert. Sports activity has been "a place of rest" where they could relieve their thirst, rest their mind and body, "a place of gathering", and "acceptance of the reality" like an oasis. The present study would extend the understanding relating to the meaning of sports activity in acculturation among Korean immigrants in the United States.

Exploring the Effects of Integrating Facebook to Enhance Students' Badminton Motor Skills Learning

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ABSTRACT

Social networking has become so popular among university students and has made it possible for students to interact with their teachers and among themselves outside the classrooms (Deng, & Tavares, 2013; Wise, Skues & Williams, 2011). Facebook can be used as a cheaper and more accessible learning management system tool because students are already actively involved in the social networking (Magogwe, Ntereke, & Phetlhe, 2014). Therefore, this study sets out to examine whether the students benefit from using Facebook into an authentic badminton course to enhance the motor skills. In this study, 146 students were allocated into experimental and control groups that assigned to conduct their learning activities via Facebook and conventional approach. The students' learning achievement was collected in both the pre-test and post-test which focus on the basic badminton skills, the serve and clears. Empirical data were collected over a period of eight weeks from the two groups. This study adopted the analysis of covariance (ANCOVA) to address the students' learning performance on badminton skills. According to the method of Johnson-Neyman method, there is a significant difference between the two groups on the students' motor skill of serve when the score of pre-test is larger than 5.79. Compared to the learners receiving the conventional approach, the students using Facebook have better learning performance. However, for the motor skill of clears, there is no significant difference between the two groups. The students who adopted Facebook have better motor-skill learning performance of serve, but have no difference on the performance of clears. To further explore the reason, the evaluation on the skill of clears in this study only focuses on the accuracy of the serve rather than the students' learning progress. Therefore, the learning progress of students should also be evaluated in the future experiment design.

The Development of Student's Badminton Competence Indicator System and Exploration of Misconception in Sport

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ABSTRACT

The purpose of this study was to develop student's badminton competence indicator system through item response theory, analyze the development and stability of student movement, and explore the appropriateness and timing as well as the presence of misconception in the the competence indicator. The participations were 102 students in 3rd to 8th grade. The tests included forehand grip, high service, forehand clear, forehand drive, and forehand lift. The testing process was videotaped for further analysis. Testgraf98 was used to analyze and assess student's movement. The results of this study were as follows: 1. Badminton competence indicators were found moderate in difficulty and with good discriminative through option characteristic curve. These competence indicators tended to be stable for the 3rd graders, demonstrated the appropriated use in the earlier stages of badminton instruction in order to assure the stable development of the movement and skill. 2. The 3rd graders and 5th graders showed similar misconceptions, and the 8th graders only have partial misconception. The conclusions of this showed: 1. Option characteristic curve could explain the motor development and stability of students from different grades, thus provide the basis for curriculum design and teaching planning; 2. The occurrence of misconceptions mostly accompanied with the products of correct movement; To use in teaching, student's movements development was essential to match with the classification of elements and movement concept to provide effective instruction and corrective feedback linking stability of motor response.

Effects of Gratitude Education on College Students' Gratitude Attitude: An Action Research Approach

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ABSTRACT

Gratitude is essential to social life and well-being (Froh et al., 2014), it is suggested that fostering gratitude in college students would enhance their emotional well-being (Lin, 2015). Therefore, the aim of this study was using action research to investigate the effects of gratitude education on college students' psychological benefits of a selective dance class including (a) students' behaviors and attitudes; (b) instructor's growth in teaching quality and, (c) evaluation of the strength and weakness of gratitude education in dance class. By analyzing observational field notes, reflection journals, gratitude notes, and interview transcribed verbatim. The inductive thematic analysis found that gratitude education changed students' attitudes and behaviors. Specifically, students became more sympathetic, peaceful, and reducing complaints. Further, the instructor in this class also leaned skills by integrating character education into class. We suggested gratitude education can be an ideal education in the physical education settings. Gratitude education can not only build harmonious interpersonal relationships between instructors and students but also teach students how to extend their appreciation toward someone who help him/her in life. Also, gratitude education reduced students' complaints and interpersonal tensions. The weakness of the gratitude education in physical education was it needs time to design the program, and instructor needs skills to understand students' mind. In sum, we suggested that gratitude education can be an ideal education in physical education settings in promoting positive strengths for students.

Certification of Schools Sport and Physical Activity Programs as a Means in School Based Health Education in the Netherlands

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ABSTRACT

Primary and secondary schools in the Netherlands are stimulated to contribute to the development of a healthy lifestyle amongst their pupils. Schools are assumed to play a role in promoting a lifestyle that will minimize health risks e.g. the development of obesity and overweight. A 'Healthy schools' program is being executed since 2011. PE and school based physical activity are considered as an integral part of this. However not all schools are very active on this topic. Certification plays an important part in the healthy schools approach. For PE and school based sports a specific certificate has been introduced. In the paper we will discuss development of the healthy schools approach and the results of the certification program 'Sport en bewegen'. The Mulier Institute monitors the execution of the healthy schools program through several registration methods, surveys and documentary analysis. The paper is based on the registration of all certificates (2012-2015), more specific for Sport and PA (n=300) and a survey amongst primary (n=400) and secondary schools (n=200) concerning their needs in the development of health promoting activities. A total of 518 certificates were awarded for the seven health topics in the program. The Sport and PA certificate is the most applied for (240 awards). Not all applications are accepted. The differences between certificated and non-certificated schools will be discussed. Although many schools received a certificate for Sport and PA the highest priority by the schools is given to pupil's social development and well-being. Other topics also receive more explicit attention in school policy. Although it seems obvious that sports and PA have a role in school based health promotion this is in fact not the subject that receives the highest priority in school policy. The possible reasons for this will be discussed.

The topic "health" in PETE in Bavaria, Germany

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ABSTRACT

The curricula of German secondary schools show that health education is one of the central ideas in physical education. Students shall acquire health competencies to develop and maintain healthy lifestyle with the help of sport, exercise, and movement (Töpfer & Sygusch, 2014). Curricula studies show that there is a rather wide gap between the demand of the curricula, the sport didactical discussion and the reality in schools. One major reason seems to be the attitude and mindset of the teacher (Kastrup, 2009; Oesterreich & Heim, 2006). In order to analyze the discrepancy between the demand and the reality of PE teachers' education, one part of the project health.edu wants to evaluate the demand and the reality in both phases of the German teacher education system, which comprise university studies (about 4 years) followed by a second phase of traineeship (2 years) at so called seminar schools. Qualitative analysis of the specific documents (curriculum, sports didactic discussion) were applied to investigate the demand. Video based observations and stimulated recall interviews with the lecturers of university classes (n=8) and seminar-school classes were used to evaluate the reality. All analyzed curricular-documents of the universities deal with the topic of health. However, no consistency was found between the different universities. Similarly, the first interviews show that each teacher and lecturer has a more or less individualized understanding of health and focuses on different aspects of it during their classes. Taking the results as a basis for next steps of the project health.edu, university lecturer and seminar-school teachers will work in cooperative planning groups to develop mutual understanding and sustainable interventions for the topic of health in PETE programs in Bavaria.

Content Relevance in Undergraduate Physical Education Teacher Education Programs

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ABSTRACT

Qualified Physical Education (PE) teachers encourage and motivate students to be active, teach skills that students need for a lifetime of physical activity, and promote change in the schools. Unfortunately, due to a lack of curricular space, important classes and experiences have been crowded out of many physical education teacher education (PETE) programs (Siedentop, 2010). Similarly, the relevance of some courses which have traditionally and continue to occupy space has been questioned (e.g., Karper, 1997). According to Siedentop and Locke (1997), an effective PETE program must require enough time or credits to ensure that students learn the content well enough to experience success as novice teachers. The purpose of this study was to determine in-service teachers' views about the degree to which undergraduate courses prepared them to actually teach physical education. A total of 413 practicing physical education teachers located primarily in Colorado, Wisconsin, and New Hampshire completed an online survey which examined the degree (most and least important) to which specified PETE program coursework prepared them to teach PE. Open-ended questions also explored what content and coursework should be included in PETE programs. Inductive analysis and descriptive statistics were used in data analysis. Major themes including classroom management/discipline, practicums, assessment, technology, and adapted PE were identified as content and coursework that should be included in PETE programs. Additionally, the top three most relevant (methods courses, content specific courses, motor development) and least relevant courses (non-PE education courses, general education/liberal arts courses, general activity courses) taken by undergraduates of PETE programs were identified. Findings from this study provide PETE programs with valuable insights regarding core curriculum content relevance which would offer new PE teachers the most important and relevant education.

Self-Study of the Doctoral Students Socialization Process

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ABSTRACTS

There is an abundance of research related to graduate student socialization in the higher education literature (e.g., Gardner & Barnes, 2007). However, very little has been done with regard to doctoral student training and socialization in physical education (Boyce et al, 2015; Richards et al., 2015). One approach to studying doctoral student socialization is through self-study, which is a self-focused, improvement oriented approach to research (LaBoskey, 2004). The purpose of this study was to report on the first year of a longitudinal self-study of a physical education doctoral student's socialization. Sarah (pseudonym) was a first year doctoral student studying at a research-focused university in the American Southeast. She was born, raised, and completed her undergraduate and post-baccalaureate studies in England. During her first year as a doctoral student she taught a variety of courses including swimming, tennis, aerobics, and self-defense. Sarah collected data related to her experiences through a reflective journal, regular discussions with a critical friend, and student evaluations of her teaching. Sarah and her critical friend analyzed data using analytic induction and the constant comparative method. Data revealed that Sarah experienced some difficulties in the transition from England to America cultures. These difficulties manifested in the challenges she experienced forming relationships outside of the doctoral program. While she noted differences between teaching in the US and her native country, she was able to overcome them and quickly became comfortable teaching her classes. Student evaluations affirm her successful acculturation, and highlight her dedication to developing effective learning environments. This study extends the literatures related to self-study (e.g., Casey & Fletcher, 2012) and doctoral student socialization (e.g., Richards et al., 2015) in physical education. Self-study is presented as a useful experience for helping doctoral students more completely consider their socialization while enhancing their instructional capabilities.

Creating Constructivist Relevant Kinesiology Programs and Courses for Community College Students

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ABSTRACT

Introduction: Community colleges have emerged in the last 40 years as an increasingly vibrant and significant part of the higher education system in the United States. These colleges traditionally have appealed to student populations who have been characterized as low-income, first-generation, minority, or working adults, who want a lower-cost, close-to-home into post-secondary education (Shaffer, 2008). They attract students from all backgrounds and educational levels. They are the first stop for half of all those graduating with a bachelor's degree (Hultin, 2014). The courses that students take at community colleges are extremely important as they lay a foundation to a future course of study in four year colleges. This gateway to further education is especially essential in the sciences, where there is a dearth of minority students. **Method:** This poster presentation will provide a review of constructivist methodologies when developing a program and courses in kinesiology to create relevant and meaningful differentiated educational experiences for these first time college students. These methods, include but are not exclusive to expository text, as a form of self-explanation, as well as a flipped classroom. Self-explanation is the process of generating explanations to oneself, which has been shown to improve acquisition of new knowledge and the integration of it into existing knowledge (Chi, de Leeuw, Chiu, & LaVancher, 1994). Expository text, clear, concise, and organized writing, is used to efficiently translate information to the reader (Kaakinen, Hyönä, & Keenan, 2003). The techniques of a flipped classroom, replacing the transmissive lecture with pre-/post-class work and active in-class tasks, can increase students' learning outcomes (Abeysekera & Dawson, 2015). **Results and Conclusion:** As the diversity of the student population increases, more meaningful educational practices such as flip classroom techniques and culturally relevant pedagogies need to be explored.

Physical and Health Education Teacher Preparation: Creating a Digital Learning Environment to Support Preservice Teachers' Reflective Thinking

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ABSTRACT

Curricular reform is ongoing in many countries worldwide and in Finland the emphasis is shifting to the inclusion of technology within pedagogical practices at all levels of education (Lonka, 2013; OKM, 2015). In line with this general trend, the University of Jyväskylä is developing its teaching under the theme 'eEducation: Digital learning environments', which prioritises flexible, interactive, student-oriented learning environments with high pedagogical quality. As part of this development, the physical and health education teacher education (PHETE) programme at JyU is creating a digital learning environment that supports students' reflective thinking on their teaching behaviours during teaching practice. Students are encouraged to think critically about their beliefs and teaching behaviours with the intended goal of fostering greater professional learning. An online digital platform will be employed which supports individual and interactive learning, in line with the principles of personal learning environments (Juntunen & Laakkonen, 2014). This study will explore the process of curricular reform and the role of multidisciplinary support and co-ordination in creating the new digital learning environment for PHETE pedagogical studies. An insight will also be provided into the opportunities and challenges faced by those teacher educators involved. Collaborative self-study is used as a methodological framework (LaBoskey, 2004). Data sources include the open-ended reflective journals and field-notes of the three participating teacher educators. The presentation will outline participants' experiences of, and learning within, the process of creating a digital environment to support the reflective thinking of PHETE students. Their experiences of being part of a larger institutional curricular reform will also be discussed. It is anticipated that the results will provide valuable knowledge on the experience of being part of a university's multidisciplinary curricular reform and its impact on teacher educators' pedagogical views and student learning.

An Investigation of Student's Perceptions about Participation in Physical Activity Programs to Enhance Motivation and Success in Academics

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ABSTRACT

This research investigated student attitudes and motivation toward academic achievement and participation in physical activity; parent/guardian perceptions regarding the motivation of their child's participation in physical activity and achieving academic success; and lastly, classroom and physical education teacher's perception of their student's motivation and academic participation in the classroom. Data was gathered to capture student's attitudes and perceptions toward academics and participation in physical activity and academics prior to and after completing a before school physical activity program. A qualitative research design was best suited to meet the objectives of this study. The interview guide for the under age 18 participant was divided into three sections. The first section contained questions referring to the participants' background information pertaining to their feelings about physical activity and motivation for academic success. The second section investigated the participant's motivation concerning participation in school and academic success. The third section was used at the end of the program to determine if there were changes in attitudes and behaviors toward physical activity and academic success. The interview guide for the parents focused on questions concerning perceptions of their child's attitudes and behaviors toward physical activity and academic success. The interview guide for the teachers included questions that revealed perceptions of their student's motivation for academic success before and after the physical activity program. Observations were conducted during the before school activity program to gain insight to the under age 18 participants motivation and behaviors before, during and after participation. Data was analyzed through constant comparison whereby the data gradually formed into categories and themes. Results indicate a higher level of motivation both at school and at home to complete schoolwork, homework and special projects as well as positive participant attitudes and perceptions of physical activity and academic success.

Miss Mabel Lee - The Impact of a Bloomer Girl

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ABSTRACT

This presentation focuses on the life and contributions of Miss Mabel Lee (1886-1986), a pioneer in the field of women's physical education and athletic competition in the United States. It begins with Miss Lee's early years in Iowa and her training at the Boston Normal School of Gymnastics, including curriculum, prescribed uniform, and other regulations. In this presentation, I will describe Miss Lee's first teaching position at Coe College, Iowa, in 1904, and her long tenure at the University of Nebraska. Information about salary, teaching requirements, extra-curricular activities, and problems faced, particularly in the emerging field of athletic competition for women, as well as Miss Lee's involvement in the American Association of Physical Education, Recreation, and Dance (AHPERD) will be provided. At the time of Miss Lee's retirement (1952), Donna Marburger (presenter) was an undergraduate student in the physical education major at the University of Wyoming. In the remainder of the presentation, Donna will discuss the undergraduate program she followed as a physical education major between 1950 and 1954, and the changes that took place in the program, uniforms, faculty requirements, and coaching responsibilities from 1967 onward when she returned to the University of Wyoming as a faculty member until her retirement in 1992.

HPE Edu-Business Products and Services in Schools: Traction, Diffusion or Washout?

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ABSTRACT

Neoliberal globalisation has opened schools to new partners, products and services (Ball, 2012; Macdonald, 2014). Health and Physical Education (HPE) is particularly ripe for outsourcing practices given the ways that schools are positioned as sites for health promotion (Macdonald et al., 2014). While there is increasing scholarly interest in the outsourcing of HPE, there is a dearth of international comparative work or work that seeks to recognize international networks. Following Ball and Junemann (2012), web-audits were used to select 12 companies in Australia, UK, USA, and Hong Kong that provide services to HPE in the areas of obesity or mental ill-health. Discourse and text analysis of product materials and interviews generated network schematics for each organisation. For the purposes of this paper we undertake a comparative analysis of three organisations: First, we compare how schools across two countries engage with three HPE related edu-business and their services/products. Second, we explore the extent to which earlier claims provided by these edu-businesses are realised within their partner school settings. Third we consider the factors contributing to traction, diffusion or washout of these services and the implications for educational policy and practice. Not surprisingly, given earlier findings from the perspectives of providers, HPE-related edu-business are an increasingly attractive strategy for schools to address their health promotion responsibilities. Nonetheless, research conducted within school communities themselves, demonstrates the limited or diffusion of edu-business engagement within the core business of school operations. These findings challenge researchers and practitioners to consider the implications of a revolving door of edu-business activity in schools for the sustainability and accountability of school HPE curriculum.

P(H)E Teacher as Role Model: Troubling an Enduring Theme

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ABSTRACT

Physical Education (PE) teachers' unique opportunity to provide exemplary role models of active, healthy living has been an enduring expectation of the field's professionals. This state of affairs finds contemporary expression in the enduring second standard of the National Standards for Initial Physical Education Teacher Education (NASPE, 2008). Little research explores the matches between role modelling expectations, practices of contemporary PE teachers, and the criteria of effective role modelling according to role model theories. This paper draws on four research projects that have explored Health and Physical Education teachers' work in Australian school communities over the past 10 years. Analysis of semi-structured interview data was conducted according to Kunda and Lockwood's (1997) seminal model of effective role modelling and Bourdieauian theory. PE teachers continue to express commitment to role modelling of healthy living. However, current practices of recruitment, school sport and PE programs ensures that PE teachers may have little opportunity to influence those students whose physical activity and healthy living practices are considered the primary targets of this strategy. Given the limited opportunities for students to witness teachers' daily living beyond school, assumptions are reliant on inferences from body shape, size and capacities. Furthermore, findings confirm previous scholars' arguments that there is both benefits and costs to teachers in relation to role modelling expectations (Macdonald & Kirk, 1996; Yaeger & O'Dea, 2009).

Teachers' Health Work Spectrum

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ABSTRACT

Against an international background of concern about the health of children and the implications for shaping productive young people, schools have been increasingly co-opted into national public health agendas. Consequently, we argue there is a need to understand the 'health work' undertaken by teachers in schools. Australian researchers undertook an investigation of this complex dimension of teachers' work. A classification tool that captures and defines the nature and scope of teacher's health work will be presented in this paper. The Teachers Health Work Spectrum was constructed according to interview, observation and time-use diary data gathered within the context of the Teachers as Health Workers project. Initial development of the spectrum adopted a grounded theory approach, with further clarification provided by the Health Promoting Schools Model (WHO, 1998), Salutogenic Theory (Antonovsky, 1987) and Genealogy of Subjectification concepts (Rose, 2000). The resulting spectrum comprises of six domains that include: Classroom based Health Education; Enacting Safe and Healthy Curriculum; Incidental Health work: Health orientated caring teaching; Formal Health Policy: Within School; Formal Health related policy: Sector level; Multi-sectoral Health and welfare intervention. Case studies from each domain will be presented in this paper. Given the increasingly complex and performative role of contemporary school teaching, the Teachers' Health Work Spectrum provides education and health personnel with a useful tool for clarifying the amount and nature of health work undertaken by schools and their teachers.

The Bigger Bang Theory: Physical Education and Physical Activity Policy Research

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ABSTRACT

The future of physical education and physical activity in schools depends on our ability to provide programs perceived to be of public importance. Without meaningful data, the impact of our work is unknown and relevant programs become vulnerable to further marginalization. Thus, everyone in our profession (from teachers to university teacher educators to school policy makers) needs to be able to generate evidence to show that what we do and what we are proposing makes a difference. This presentation addresses the need for conducting translational research to effectively enable school, district, state, and national policy makers make enlightened, data-based decisions. Examples using both questionnaire and direct observational studies are provided to illustrate how evidence can be used to modify practices related to physical activity and public health. The emphasis is on policy research, and the important roles that school personnel, researchers, and teacher preparation institutions can play in generating relevant data are highlighted.

Can only the best be a winner? An Empirical Study of the Performance Understanding of German PE Teachers

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ABSTRACT

To a certain extent, performance has likely always been a central aspect of sport and also PE. In probably only a few other (life) areas is performance so immediately and at the same time artificially created – sometimes staged – as in sports (teaching) (Alkemeyer, 2002). In the education system, the evaluation of performance represents an important link between the school as an institution and the social system. Here, the performance achieved at school fulfils, for example, a qualification and selection function (Luhmann & Schorr, 1982). However, the extent to which motor, social and other aspects are subsumed under performance, is often likely to be in the eye of the beholder. Perceptions and interpretations of performance are often influenced by various specialised discourses. Based on an interview study of 55 German PE-teachers, the performance understanding of PE-teachers is recorded and elaborated. The interviews are evaluated in content analysis with qualitative methods. Different characteristic conceptions of performance in PE-teaching emerge, for example normalised-functional, where it is a question of providing sport motoric excellence, or a rather deeper understanding which emanates from the individual and connotes performance accordingly individually. Overall, there are a wide range of ideas about what performance in PE might be. Certain interpretations of performance should be discussed critically in as much as they are accompanied by an emphasis on sport motoric aspects and, as it were, a highly exclusive character. It remains to be discussed whether and to what extent this can conform to the formulated educational demands of the school subject of PE.

Elementary Students Get a "Bit Fit"

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ABSTRACT

There is evidence that students' can have a positive perception of fitness testing when they understand the purpose of testing, the meaning of the results and how to improve their weaknesses. The purpose of this project was to provide elementary students with opportunities and resources for improving fitness test results during the semester, and to teach them how to take responsibility for improving and maintaining their own fitness. At the beginning and end of the Spring semester FITNESSGRAM pre- and post-data was collected for third, fourth and fifth grade students. After analyzing the pre-data the coaches determined the fitness component strengths and weaknesses of the children tested. Based on the results, the 4th and 5th graders were placed in small groups for personal training sessions with the fitness coaches at least once a week. The coaches implemented two tools to assist students in reaching their goals, a FitBit Flex and a fitness journal. The participants were 43 elementary students; ages 8-12 and 53.5% were male. The FITNESSGRAM assessment tool was used. Across all grades, the mean scores went up for PACER laps, curl-ups, trunk lift and push-ups. Shoulder stretch was a dichotomous variable; therefore, only frequencies were reported. 90.2% of all students' scores did not change on the shoulder stretch; 100% of the third graders did not change. A Kruskal-Wallis test was conducted to evaluate differences among the three grades on median change in FITNESSGRAM scores (post-test score minus pre-test score). There was a significant difference between groups on Trunk Lift, $H(2) = 11.12$, $p < .05$. Mann-Whitney tests revealed that 5th graders ($Mdn = 2.00$) showed more improvement on Trunk Lift than 3rd graders ($Mdn = .00$), $U = 33.00$, $z = -3.47$, $p < .001$, $r = -.62$. A Wilcoxon test examined the results of the physical activity self-efficacy for 4th and 5th graders and no significant differences found. The 5th grade students set realistic goals and worked hard to improve their fitness, demonstrated by the significant improvements in only one semester. Although the 4th graders received the intervention, they did not make the expected improvements. Unexpectedly, the 3rd graders made positive gains in many areas. Receiving personal training did not necessarily lead to improved results. Many of the elementary students involved learned how to set fitness goals, and acquired knowledge and skills for maintaining and improving their own fitness.

Exploring Experts' Perceptions of Developing a Fundamental Movement Skill Assessment Tool for Use by Primary School Teachers in the UK

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ABSTRACT

A child's early school years provide a crucial platform for them to develop Fundamental Movement Skills (FMS). It has been suggested that there is a shortage of suitable FMS assessment tools for teachers to use within schools (Cools et al., 2008). Furthermore, recommendations from a recent evaluation of children's FMS competence in the UK recommends teachers become more involved in the process of assessing children's FMS, in order to more effectively support children's movement development in subsequent Physical Education lessons (Morley et al., 2015). Therefore, the aim of this study was to examine movement experts' perceptions of the most effective movement assessment protocol for teachers to use in Primary schools, with children aged 4-7 years. Scenario-guided focus groups were conducted with movement experts (n=8, 5 from academia and 3 practitioners), transcribed verbatim, and thematically analyzed. Three themes emerged regarding the development of the assessment tool and were related to (i) ensuring teacher-orientation, (ii) recording results, and (iii) reliability and validity. It was suggested that decisions around the use of a process or product-oriented method of scoring children's FMS within the assessment would have a direct impact on the teacher's perceived value of the assessment tool as they tried to facilitate an optimum learning environment. Findings also suggest that a critical consideration within the development of a movement assessment protocol is to balance the complexity of the information received from the assessment with the level of expected knowledge and understanding of the teacher. Still imagery and video demonstrations of the movement to be performed might help to achieve this. These results suggest the development of a FMS assessment protocol for use by Primary teachers needs to consider the multidimensional complexities of accurately assessing children's movement in relation to the specific context in which the assessment will be conducted.

The Effect of the Bupa 'Start to Move' Programme on Children's Movement Competence and Physical Activity in Primary school Physical Education Lessons, in the UK

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ABSTRACT

In the UK, movement competence of 4-7 year olds is at the lower end of average, in relation to their international peers and they fail to meet recommended physical activity levels. In response, a one-day Bupa 'Start to Move' (BSTM) teacher-training course was established to improve the movement competence and physical activity levels of primary school children (n=447,443, aged 4-7 years). The impact of BSTM was assessed within 25 intervention schools (IP, participants =302) and 2 control schools (CP, participants n=24), 4 weeks prior to the intervention (pre) and six-months post the intervention (post). Within PE, children's movement was assessed using the Bruininks Oseretsky Test of motor proficiency (BOT-2) and reported as the standard score (ss), with MVPA levels (MVPAPER) assessed using accelerometry (Actigraph-GTM1, 10-second epoch, MVPA 2296 counts/min). A two-way ANOVA tested the interaction effect between group (IP vs CP) and time (Pre vs Post) for SS and MVPAPER. Where significant, paired t-tests were used to test for change (Pre-Post) within group. Pre-intervention, the IP achieved a higher BOT-2ss (45.26±8.16) compared to CP (43.50±8.16). For BOT-2, there was no statistically significant interaction between group and time (p=0.261). Post intervention, the IP scored 45.98±9.56ss and CP 42.17±7.54ss. Pre-intervention, the IP and CP spent 18.77±14.60 and 25.85±4.57 percentage of time in MVPA respectively. A significant interaction between group and time (Pre-Post) was observed (F(1,324)= 4.51, p=0.034, partial η^2 = 0.014). The IP significantly increased the percentage of time spent in MVPA to 21.20±12.91, t(301)=2.21, P=0.028. The BSTM course caused no short-term change in children's motor proficiency. A significant increase in time spent in MVPA was observed in the intervention group, following the course. Whilst improved, the percentage of time spent in MVPA during PE was considerably lower than previous studies and did not meet the 50% guideline.

Promote Physical Activity and Reduce Ageism across Generations: Effects of an Intergenerational Program

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ABSTRACT

From early to later age populations, regular physical activity (PA) could be considered as a key behaviour to struggle against the major health, mental, social and economic issues of the 21st century (Rippe & Angelopoulos, 2010). Among PA interventions, international scientific statements recommend an emerging approach targeting specific intergenerational dyads, such as grandparent-grandchild pairs (Marcus et al., 2006). Besides, Ory and colleagues (2003) underlined that intergenerational interactions could also combat aging stereotypes across generations. Accordingly, the aim of this study was to examine the effects of an intergenerational PA program on PA behaviours and aging stereotypes of grandparent-grandchild pairs. Intergenerational grandparent-grandchild pairs were recruited in two Belgian municipalities. Those two groups took part in a three-month intergenerational intervention, adapted from a previous intervention (Mouton, Renier & Cloes, 2015) and including one weekly session of PA. Assessments were performed before (T0), during (process analysis) and after the intervention (T1). Grandparents PA was assessed with the QAPPA and the SF-36 questionnaires and with a battery of physical fitness test (SFT). The UCLA loneliness scale was also administrated to seniors. Grandchildren PA was evaluated with a seven items Likert scale. Relationship quality and ageism stereotypes between generations were assessed using a combination of existing validated instruments. The intergenerational groups were composed of X dyads of grandparent (65 ± 3.2 years)-grandchild (8.8 ± 2.3 years) in one municipality and X dyads of grandparent (64 ± 4.5 years)-grandchild (7.7 ± 1.3 years) in the second. By its combination of physical and psychosocial objectives, the results of this study are expected to provide a significant and original contribution to the research field. If intergenerational PA has the potential to reduce ageism, it could pave the way to interdisciplinary interventions among physical education professionals.

"Dare to save a life at school": Implementation of a Basic Life Support Cycle in the PE Curriculum

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ABSTRACT

In Europe, about 500,000 people have a sudden cardiac arrest every year, with a survival rate of 5-10% (ERC, 2015). Bystander cardiopulmonary resuscitation (CPR) could increase this survival rate by 2-3 times. Unfortunately, less than 20% of the general population is able to perform it effectively (Plant & Taylor, 2013). Besides, most of the public facilities are now equipped with automated external defibrillators (AEDs). In a physical literacy perspective (Whitehead, 2013), PE teachers are ideally placed to teach basic life support (BLS) to their students (Colquhoun, 2012). In this pilot study, a female PE teacher was trained to a BLS cycle adapted to the PE curriculum. The BLS cycle, including 6 sessions of PE, was developed in a participatory approach by a team of BLS specialists, PE teacher educators and by the PE teacher herself. During this BLS cycle, students learned the CPR & AED protocols, taught by different teaching styles (practice, reciprocal, self-check) with hands-on application on training manikin and AED. A process analysis was performed from the video recording of the sessions and from satisfactory questionnaires. Students' knowledge of the BLS protocol was assessed by a 14 open-ended questionnaire at baseline (T0) and after the intervention (T1). Practical application of the BLS protocol was assessed on a manikin measuring CPR performance at T1. The BLS program was taught to two classes of high school female students (n=52), aged 17.1 ± 0.3 years. At T0, if students were mostly aware of the emergency number (71.4%), very few were able to localise the chest compression (14.3%) and AEDs' electrodes (2%) areas. Most of them did not feel able to perform BLS (89.8%) and would agree to learn it during PE lessons (97.9%). Results at T1 are expected to highlight improvements of the theoretical and practical BLS' competencies of the students.

Examining Urban and Rural High School Students' Perceived Autonomy Support and Physical Activity Behavior

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ABSTRACT

Within Trans-Contextual Model (TCM), it was proposed that perceived autonomy support from different sources have effect on physical activity (PA) behavior in leisure-time. The relationship between perceptions of autonomy support and out-of school PA engagement was examined with rural and urban adolescents. TCM was tested in an intervention study conducted with Turkish university students (Muftuler & Ince, 2015). However, Turkish high school students' perceptions of autonomy support and their PA behavior was not tested yet. Thus, this study examined the differences in students' perceived autonomy support from PE teachers and students' PA level in terms of their high school areas. Participants included 237 high school students (120 females and 117 males). Their age ranged between 14-18 years old (females: $M=15.66$, $SD=0.97$; males: $M=15.82$, $SD=0.88$). The students enrolled in 4 high schools in a small city. Two of the schools located in urban and two others were located in rural areas of the city. Data were collected using Perceived Autonomy Support Scale for Exercise Settings (Hagger et al., 2007) and International Physical Activity Questionnaire – Short Form (Craig et al., 2003). Independent samples *t*-test and chi square analyses were used. Results indicated significant differences in perceived autonomy support from PE teacher and PA levels across school areas ($p < .05$). In terms of PA level, rural high school students were more likely to be in low and high PA levels than their urban counterparts. Moreover, urban high school students showed lower perceived autonomy support from their PE teachers. This study indicated significant differences in perceived autonomy support and PA level across the school areas, favoring rural high school students. The reason might be that urban high school students perceived little autonomy support from their PE teachers. Therefore, it was recommended to provide PE teachers with autonomy supportive strategies.

Mentoring Program - An Insightful Experience for Student-Teachers and Reflective Experience for Teacher-Educators & Future Directions

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ABSTRACT

Mentoring is an effective way for improving the student-teacher's (ST) teaching skills and develops them holistically. It is a dyadic exchange process where both concerned learn and benefit from each other's experiences and help each other in their growth. This study focused on impact of mentoring program (MP) on development of STs and also discusses the reflective experience of the teacher-educators (TEs) and the future directions MP provided for imparting better teacher education. Six STs were purposively selected as protégés and six masters' students pursuing pedagogy course participated as their mentors. Study employed a mixed method approach, hence used quantitative and qualitative data collection and analysis techniques. Data was collected through physical education teacher evaluation tool, interviews and focus group discussion. The data analysis reiterated the efficacy of MP. Mentored STs showed considerable improvement in teaching skills and understanding of teaching-learning process. The qualitative analysis had some discerning findings for the TEs. It threw light on the weakness in program execution, drawbacks in the practice-teaching module, teaching practices of the TEs, lack of appropriate resources for STs. The revelations of the study initiated certain new practices, interventions, systemic changes & policy initiatives which are being tried and tested. General observations and conferences with STs, evaluation of students and activities divulge the changes and developments gradually taking place in the STs skills and attitudes as well as the effectiveness of the PETE program.

Social Capital in Japanese Community Sports: the Comprehensive Community Sports Club as a PE Coordinator

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ABSTRACT

This study aims to understand how social capital works in Japanese community sports, by focusing on the Comprehensive Community Sports Club (hereafter CCSCs) in “the primary PE Activity Coordinator” programme (hereafter the programme). The idea of CCSCs was introduced in Japan in mid-1990s, and in 2011 the government identified them as the key service providers of community sports by utilizing their social capital. We examined the initial year report from all 42 clubs commissioned as deliverers of the programme by MEXT* so that they could be models for other CCSCs. As MEXT provided no guideline for programme delivery, the outcome can be considered as the consequence of each club’s works. Specifically, to analyse with *KH corder* (a text-mining tool), the answers regarding their efforts, achievement, and challenges expressed in the reports were used as the indicators of their social capital because they can reflect the networks and the shared values they have used or created through the programme. For most of the CCSCs, primary schools were unfamiliar partners to work with. Therefore, the clubs needed to create a new network at the following three levels: community, school, and classroom. While club managers struggled to approach stakeholders across the sectors, individual coordinators’ sporting skills and personal attributes inspired pupils, classroom teachers, and school senior management. They came to share appreciation of PE and sport too. However, there were also confusions about the role and position of the coordinators due to lack of the substantial framework of the programme. The social capital cultivated through the programme is significant addition to local sport community, including primary schools. Still, the programme is a device for realization of the national sport policies. For the sake of equal opportunity in quality PE for all children, the nation-wide platform would be desirable to facilitate creation of network and shared values for better PE delivery.

Teacher's Behaviors of the Safety Management in PE - Focus on the Professional Development Stage

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ABSTRACT

In Japan, there are many injuries in PE and the ministry has emphasized that safety management is important for PE instructions. In addition, it asserted that PE teachers have to set up safety environment for learning in PE (Abe,2006;Uchida,2015). Like this, safety management skills in PE are important professional skills for PE teacher. The purpose of this study was to clarify the feature that was teacher's behaviors of the safety management in PE according to the professional developmental stage. The method of this study was the semi-structured interview approach. Interviews were tape recorded and transcribed verbatim. The number of participants was 30 teachers (Novice teachers:10, Experienced teachers:10, Expert teachers:10); teaching context was elementary school level. The collected data were analyzed with structuring content analysis(Mayring,1983). Its data were analyzed with one-way analysis of variance and Pearson's chi-square test based on the professional development stage and type of safety management.

As a result, the findings were below.

- 1) Novice teachers set up safety environment focused on improving the teaching tools.
- 2) Experienced teachers set up safety environment focused on inspecting the teaching tools and the facilities.
- 3) Expert teachers have more teacher's behavior of the safety management in PE than Novice teachers and Experienced teachers. They set up safety environment focused on improving the teaching tools and inspecting the teaching tools and the facilities for activities.

It became clear that there are differences in teacher's behavior of the safety management, according to the professional development stage. This research becomes obvious that safety management skills in PE have developed according to professional development stage.

The Trend of Teaching Theory of the Physical Education in Japan

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ABSTRACT

This research discusses the teaching theory of Japanese physical education since 1948 from the perspective of instructional strategies to identify trends through time. The study targets the physical education journals *Gakko Taiiku* (School Physical Education) and *Taiikuka Kyoiku* (Physical Education Division Education) and articles introducing instructional strategy theories and proposing certain practices. First, core theories were gathered from the literature. Next, the instructional strategies were categorized by similarities and differences in their goals, content, and methodology. Then, the percentage of the frequency in which the instructional strategies were proposed in different periods of time was calculated, and the changes in percentage and the quality of the instructional strategies were interpreted to study the trends in teaching theory. As a result, 2,018 articles related to instructional strategies were extracted from the two journals, and 33 types of instructional strategies were identified. These instructional strategies can be categorized according to their similarities and differences into five groups: sociability-oriented, systematic skill instruction, issue solving type skill instruction, issue solving type respecting meaning, and main theme exploration type learning. As a result of focusing on the qualitative and quantitative changes in instructional strategies, six periods of trends were identified: teaching theory that centers on building democratic human relationship while aiming to depart from uniform group lessons (1948-1957) teaching theory that centers on skills instruction through group activities (1958-1970) teaching theory centered on learning based on the learners' ability and tasks given (1971-1978) teaching theory that aims to teach how to enjoy physical activities and guarantee learning by achieving goals (1979-1999) teaching theory that acknowledges a variety of learning achievements and focuses on the relationship between the learners and learning the basics (2000-2010) explorative teaching theory that identifies the joy of physical activities and the learning content as one (2011-).

Learning Effects of Model-based Instruction on Chinese High School Students in Malaysia

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ABSTRACT

Model-Based Instruction (MBI) is a relatively well-received concept in physical education. This study adopted the sport education model (SEM) and Teaching Game for Understanding (TGfU) model. The purpose of this study was to investigate the learning effects of MBI in basketball class and examine the student's perception on performing during MBI sessions through practical participation. There were 44 eight-grade students (34 males and 10 females, average age of 14) participated in 10 MBI sessions, with each session lasted for 40 minutes. Data were collected using cognitive test, skill test, Game Performance Assessment Instrument (GPAI), semi-structured interview and learning materials. The data were analyzed by descriptive statistics and constant comparison method. (a) Significant improvement on cognitive test and GPAI was found; (b) Students did not show any progress on performing the skill test; (c) Interview data indicated that students gained a better understanding on using the correct tactics, techniques and rules in basketball games. With all these learning components; students have changed their perceptions of learning using MBI sessions. The study findings helped PE teacher to develop and implement a better physical education class for students. MBI have also showed positive learning outcomes for students. It is suggested that further study should be done on examining in more detail on progressive development of the tasks given to student during MBI sessions.

How Temperament Relates to Physical Activity Engagement in Early Childhood: A Preliminary Literature Review

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ABSTRACT

Recent research on the effectiveness of physical activity (PA) interventions have shown an increased PA level in children, but only for a few minutes per day. The aim of this preliminary literature review was to determine how an intrinsic factor, such as children's temperament, relates to their daily PA. Temperament can be defined as a combination of different behavioral styles that are observable already in early childhood (Sanson et al., 2004). Many definitions of temperament include three subdomains: affectivity, activity, and attentional reactivity. The preliminary literature review was searched with the following keywords: children, temperament, and physical activity. The search included publications published since 1980. Physically active children are shown to be more independent, bold, vital, outgoing, and energetic. Still, they are also more restless and less inhibited during physical activity (Buss et al., 1980). These characteristics may lead to active exploration of new surroundings but also to an increased risk of injuries (Schwebel & Plumert, 1999). Moreover, activity levels and personal tempo were found to be associated with everyday tasks such as getting dressed, playing, handling, and eating (Eaton et al., 2001). An important theme in the review was the association between movement and emotions. Young children are very physical when expressing their emotions (Eaton et al., 2001). In addition, organized sports can offer children positive social interactions and decrease anxiety related to social interaction (Karevold et al., 2011). This preliminary literature review suggested that there are important associations between children's temperament and PA. It is important to be aware of the biases that adults may have towards children with extreme temperament styles. All children need positive encouragement for physically active play regardless of their temperament. Understanding that PA is associated with temperament is essential when designing PA interventions for children.

Teaching Styles, Participation in PE Classes, and Exercise Self-Efficacy in High School Students

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ABSTRACT

Studies state that high school students have presented lower levels of participation in Physical Education (PE) classes in recent years. However, adolescents are involved in different outside physical activities programs. There has been research in different components that may or may not influence this scenario, for example, teacher's instructional strategies, and exercise self-efficacy. This study aimed to investigate Mosston's teaching styles, level of participation in PE classes, outside activities, and exercise self-efficacy with high school students. Exploratory study with 107 high school students answering three instruments: a questionnaire for characterization of participants; a scale of teaching styles and participation in PE classes (α 0.79), and an exercise self-efficacy scale (α 0.92). SPSS software was used to analyse the data through descriptive analysis tests. Reproduction teaching styles in PE classes stimulated student's participation. Boys' level of participation was higher than girls (PE classes and outside activities). Exercise self-efficacy level was higher for boys as well. Correlations tests showed weak positive association between Mosston's teaching styles and exercise self-efficacy. This study confirmed previous research about adolescence and participation in PE classes. However, opened a window to investigate deeply the relationship between Mosston's teaching styles and self-efficacy beliefs in several exercise programs, beyond PE classes. Educational policies involving PE curriculum in schools are welcome to this important discussion.

Effectiveness Hybrid Pedagogical Models Soccer Unit on University Student Skills and Self-Assessment on Communication Skills

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ABSTRACT

The cooperative learning model is an effective means of achieving social domain objectives (Dyson & Casey, 2012), but tactical knowledge also influences students' communication skills in physical education. Therefore, this study investigated the effectiveness of the hybrid model of cooperative learning in skill acquisition and tactical understanding within a university soccer unit. The research was centered on an 8-hour soccer unit for first-year university students in the fall of 2015. After the third lesson, teams were fixed and two round-robin tournaments were implemented in a 6v6 format. Each student had a specific responsibility within his/her team. Also, the number of consecutive touches during one minute of juggling was recorded in each lesson, and additional time was provided for students to give feedback on a partner's juggling performance and for discussions on game plans. Lastly, self-assessments of participants' personal improvement in the unit were collected, and the data for 30 students were analyzed. The juggling performance (count) of each participant improved significantly, $t(29) = -5.295$, $p < .05$. In addition, 20 students felt that they had improved on decision making in games, technical skills, and communication; results which reflect the aims of the unit. At the beginning, students were anxious about the reactions of their teammates. However, the lesson format had students observe their teammates' performances and provide positive feedback to each other, which alleviated those anxieties and made them feel accepted in their teams. It also motivated them to have positive interactions with their teammates. Imparting basic tactics, setting time for students to observe others' performances, giving positive feedback, and taking individual responsibility within teams all had positive effects on students' motivation to accept their own and others' performances, ideas, and feelings while engendering positive communication patterns.

Sports Sciences Courses Students' Perceptions of Quality Physical Education – A Gender Analysis

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ABSTRACT

Men and women show different levels and patterns of active lifestyles (Hallal, 2012) and UNESCO (2015) highlights that Quality Physical Education (PE) can promote them. Yet, few research focus the previous experience that students enrolled in Sports Sciences Courses (SSC) have had as PE pupils, considering their future professional responsibility towards promoting active lifestyles. Explore how male and female SSC students perceived their previous experiences as PE pupils. 285 SSC students (239 1st year of Sports Sciences First Degree - $19.7\hat{A}\pm 4.1$ years old, 168 men, 71 women; and 46 1st year Masters in PE teaching - $23.1\hat{A}\pm 2.2$ years old, 24 men, 22 women) answered a self-administered questionnaire on their perception on the quality of their PE as pupils, and the factors contributing to that perception. Mann-Whitney test was applied to compare quality PE perceptions based on gender, and a multiple linear regression was conducted to estimate the weight of quality PE factors. Previous PE experience was classified as good both for men ($\bar{x} \dots = 3.9\pm 0.7$) and women ($\bar{x} \dots = 3.9\pm 0.6$), without significant differences ($U=8784.5$; $p=0.932$). However, linear regression models showed that factors contributing to this perception were different for men and women. One model explained 16.2% of men's perceived PE quality ($R^2_{adjusted}=0.162$; $F=4.240$) composed by: relation with the teacher ($\beta = 0.207$, $p=0.013$), relation with peers ($\beta = 0.184$, $p=0.016$), lessons' characteristics ($\beta = 0.179$, $p=0.016$), and collected benefits ($\beta = 0.175$, $p=0.025$). For women, the model explained 18.5% of their perceived PE quality ($R^2_{adjusted}=0.185$; $F=2.818$), and was composed by: material conditions ($\beta = 0.281$, $p=0.013$), and the relation with the teacher ($\beta = 0.236$, $p=0.05$). Perceptions of PE were deemed positive regardless of gender which may facilitate students' future professional role in transmitting the same type of experiences to the society. Different weight of the factors contributing to quality PE, along with professional competence's common irrelevance as quality PE factor for both genders, raise important reflections and questions to discuss among teachers', coaches', and exercise instructors' educators.

Flipped Teaching in Physical Education in Secondary School

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ABSTRACT

Practice-related research on flipped learning on the subject physical education is, in Norway and in the rest of the world, non-existent or at best inadequate. In this project, three different learning resources based in the principles of flipped learning in physical education were employed at three schools in Trøndelag. The intention has been to raise the motivation to participate in physical education, increase the amount of activity in PE classes, and increase the level of knowledge among students on the theoretical issues of the subject. The subjects (N=200), students at the participating schools, had to watch an educational video about a theoretical topic as homework and further this topic were being worked with practically in the next lesson in school. The students were then asked to complete a self-report questionnaire in which they were asked whether motivation to participate in the class increased, if the level of activity increased, if level of mastery increased, whether they experienced increased learning outcomes of the class, and if they enjoy learning about theory in physical education. The physical education teachers who taught the practical session (N=9) self-report also if their motivation for teaching increased, if student activity level and knowledge level increased, whether the students experienced higher level of mastery, whether they think students liked to learn about the theory in physical education and whether they believe this is a useful teaching method they will use in the future. The study shows positive results on students and teachers, motivation, students' level of activity in the practical education class and learning outcomes both theoretically and practically. In 2016, a follow up study is conducted investigating further the effect on motivation, and knowledge on the theoretical issues, among students to participate in physical education using the method.

Reconstruction of Lecture Teaching Quality Evaluation System of Physical Education Major

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ABSTRACT

The survey found that the existing evaluation system is unreasonable, and has low matching degree with personnel training target and limited contribution to the improvement of students' ability (see Table 1 and 2). According to the students' development theory, factors affecting the quality of motor lecture teaching were weighted, such as BMS(basic motor skills), BKE (basic knowledge of exercises) ,PSA(participate in social activities) ,TS (teaching skills) ,CORA (competition organization and referee ability) ,PF (physical fitness) ,CA (coaching ability) (see table 3). The evaluation of teachers self-evaluation and peer review as important parts were added to the system of lecture teaching quality evaluation (see table 4). A new set of motor lecture teaching quality evaluation system was set up (see Table 5), including 6 first level indicators, 23 second level indicators and the responding evaluation methods, evaluator and the weight coefficient were also determined, which can provide a good reference for PE teachers culturing.

Teacher Educator Professional Learning: Shaping the Conversation of Teacher Education?

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ABSTRACT

The professional learning of teacher educators has become a topic of increasing interest in the past decade (Loughran, 2014; McPhail et al., 2014). Yet, significant gaps remain in our understanding of how such learning is taken up by teacher educators. Our purpose was to examine the professional learning experiences of individual teacher educators, within a community of learners. Specifically the focus was: 1) how our professional learning influenced our teaching and 2) our experiences with the professional learning process. The project used collaborative self-study methodology (LaBoskey, 2004) alongside photo elicitation visual methodologies. Participants were five physical education teacher educators from different programs. Data sources included: teacher educator reflective photovoice diaries, teacher educator photo elicitation interviews, non-participant observations of teacher educators teaching PETE classes, and teacher educator focus groups. All data were analysed thematically (Braun & Clarke, 2013). Trustworthiness was addressed through triangulation of multiple data sources and member checks. Analysis of data revealed two major themes regarding the professional learning influence on teacher education practices: I Thought and Invisible Learning. I Thought reflected that participant pedagogical intentions and actions were not necessarily aligned. Invisible Learning acknowledged that while the initial focus of the project was effective teaching, the teacher educator learning went beyond the tangible focus on communication to a deeper reflection on and enactment of the educational values held by the teacher educators. With respect to the process, while adherence to the photo-elicitation was at times awkward, the process provided an accountability mechanism that allowed for deeper reflection on teaching and made the research process meaningful. The accountability of collaborative self-study stimulated professional dialogue around the pedagogy of teacher education that allowed teacher educators to reflect on their own learning in a safe and support environment. That in turn shaped the practices of teacher education.

Critical Incidents in Becoming a Physical Education Teacher Educator

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ABSTRACT

While the professional development of a teacher is often considered a journey (Loughran, 2014), a relative absence of contemporary research on the professional journeys of physical education teacher educators (PETEs) exists (Graber, Templin, & Metzler, 2015; McEvoy, MacPhail, Heikinaro-Johansson, 2015). This study explores critical instances in becoming a PETE. Specific research questions included: a) What constituted landmarks/turning points in the careers of PETEs and b) how did these shape teacher educator development? This project examines a combined analysis of data from two separate research projects. In all, there were 33 physical education teacher educator participants from nine countries, each with at least five years of PETE experience. Data sources for Project A were individual interviews (30-45 mins) and living graphs. Data sources for Project B were initial (40-119 mins) and follow-up (68-201 mins) individual interviews. During interviews, participants were asked to provide critical incidents in learning to become a teacher educator. In Project A, living graphs (Hryniewicz, Griffiths, & Thompson, 2014) were used alongside interviews, as a way of eliciting detailed information about critical incidents in the respondents' careers. The combined dataset was analyzed using open, axial, and selective coding (Corbin & Strauss, 2008). Initial results indicate 1) the importance of others in terms of both mentorship and the provision of support, 2) seeing teacher education occur, whether during a doctoral program or after entry into the job, enhanced the ability to practically deliver teacher education programs, and 3) expectations when entering the higher education workplace were both positively and negatively moderated by doctoral experiences. Results describe participants' journeys to becoming PETEs. A better understanding of the nuances of such journeys may result in PETEs who have much greater control over what PETE "looks like, does, and produces" (Loughran, 2014).

The Role of PE Teachers in Helping Parents to Engage their Children in Physical Activity

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ABSTRACT

To have the most positive impact on the health outcomes of young people, government agencies, community organizations, schools, and other community members must work together through a collaborative and comprehensive approach¹. Inspired by Comprehensive School Health², *Healthy Schools Program* – the approach used in Quebec (Canada) – focuses on the development and implementation of a comprehensive and concerted intervention in promotion and prevention beginning with schools³. The approach is also one of the approved measures in the *Quebec Public Health Program 2003-2012*. This paper aims to clarify the role of PE teachers in helping parents to engage their children in physical activity with their parental actions and the factors that could help them increase participation in their family physical activity. In 2014-2015, a survey was conducted to better understand the health status of a sample of Canadian parents and help adjust interventions associated with it. Data of interest were collected from just over 3000 parents of children aged 0-17. Although three-quarters of the parents either often or always engage their children in physical activity and sport, half of them never or rarely get involved in school or community projects related to such activities. One-third of the parents indicated that the main factor that could help them increase participation in family physical activity would be having either a different planning of family time or having more time. A quarter of them wished for a better choice of lower-cost family physical activity and one parent out of six mentioned having sport facilities near home as the main factor. Results show the necessity to work in a community-based approach, involving all key individuals, municipalities, schools and Public Health. PE teachers should use various methods to inform parents and try to involve them in school or community projects related to their children's physical activity.

Exploring the Role of 'Practice Architectures' In Professional Coaches' Workplace Learning Experiences

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ABSTRACT

In response to existing coach development literature that is negative about the formal education experiences coaches encounter, contemporary research has suggested a conceptual and practical shift towards the coaches' workplace as a legitimate site for the development of professional knowledge (Rynne et al., 2010). Such a refocus reflects contemporary learning theories which acknowledge professional learning as an embodied, social, and culturally mediated endeavour, firmly located within workplace practice itself. However, whilst there is agreement regarding the validity of this learning context, there exists a lack of theoretical frameworks that might guide researchers/education-facilitators in utilising this learning venue. Addressing this concern is therefore critical in seeking to understand the mechanisms and processes that facilitate positive and effective learning outcomes within this setting (Billett and Choy, 2013). In this study, the work of Kemmis et al., (2014) is used to characterise learning as conditioned by the cultural, discursive, social, and material features of a given context. Utilising an ethnographic case study approach, 6 professional coaches and 3 administrative staff within an Olympic High Performance centre (UK) were purposively sampled for an 8-month period. Data from participant observations and interviews were analysed using a constructivist revision of grounded theory. The results suggested that coaches learning experiences were enabled/constrained in relation to their negotiations of culture and the social-political features of their workplace. Of particular interest was the identification that these mediating features were acknowledged to shift between different sites and communities. As such, a mobile workforce was required to (re)negotiate shifting workplace contexts throughout their working practices, creating a legacy that shaped their engagement/disengagement with the learning opportunities afforded them. The implications of this work suggest that a greater understanding of how practice architectures condition a given workplace might provide sporting organisations with both an understanding of what pedagogical goals are and are not possible within such settings, and a language from which to capture the complexity of workplace learning environments.

Middle School Female's Perceptions about Competition in Physical Education

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ABSTRACT

During middle school, participation in physical activities decline (Pearson, Braithwaite, & Biddle, 2015). This is especially prevalent for females. Physical education class can be the first time that students are exposed to physical activity, and the activities that students experience are often competitive. Little about middle school female experience and perceptions is known regarding these competitive activities. The purpose of this study, grounded in the Theory of Planned Behavior (Ajzen, 2012), was to examine the perceptions of middle school female students' perceptions of competition in physical education. Females in seventh and eighth grades were randomly selected and invited to participate in the study. Semi-structured interviews (Bernstein, Phillips, & Silverman, 2011) were conducted in six focus groups in four suburban northeastern school districts. All students were observed during competitive activities in their physical education classes. Informal interviews with the physical education teacher were conducted and curriculum materials were collected. Data were analyzed using a constant comparative method. Negative cases were explored, member checks were conducted, and an extensive peer review was completed. The following themes emerged: (1) The task structure made it difficult to increase skill, (2) Females felt marginalized by the class structure of competitive activities, (3) More authentic modified game situations were needed, and (4) Outcome goals either increased participation, or excluded students. This study suggests female middle school students have well-developed perceptions based upon their experiences in physical education. These findings are important for informing what we know about the teaching and learning in physical education. The results provide a strong indication that how teachers organize competitive activities in class influence these perceptions.

Students' Readings of Critical Pedagogies in PETE: When Biography and Critical Pedagogy Intersect

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ABSTRACT

Cochrane Smith (2010) suggests that social justice is an integral part of most initial teacher education (ITE) programs. One of the strategies used in ITE to develop teachers who are both aware of, and empowered to address social inequities through their own teaching, is critical pedagogy. While debate exists about the potential of critical pedagogy to create dispositional change, there is limited literature that reports on how critical approaches in ITE are understood and negotiated by students. This paper examines how students in a four year physical education teacher education (PETE) program underpinned by a critical orientation 'read' and make sense of ITE. The paper focuses on how student biographies mediate the messages from the critical pedagogies used in their PETE program. Data were gathered through focus group and individual semi structured interviews with 19 PETE students in their final semester of a four year PETE program that espouses a critical orientation. Data were analyzed through a five stage process of thematic analysis (Braun & Clarke, 2006). The study uses concepts from Pierre Bourdieu (2000) to analyze the participants reading of the critical pedagogies in the PETE program. Students have benefited from examining their own beliefs, and problematizing the field of PE. The participants' biographies have served to mediate their 'reading' of PETE and their own identities as teachers. I argue that a critical PETE program has raised students' awareness of, and advocacy for, some issues of social justice. This study demonstrates that a four year PETE program underpinned by a critical orientation can serve to 'shake' the beliefs and values about social justice while students are in the field of ITE.

Appreciative Inquiry: A Strengths-Based Perspective for Identifying and Creating Positive Change in the Design and Enactment of Physical and Sport Education

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ABSTRACT

Critical theorising and research present the argument that the program design and pedagogical enactment of PE makes little educational impact or influence on the lives of students. A deficit PE narrative is created by research for the teaching profession. This paper asks the question, 'how might the PE educational discourse develop if instead of beginning with a problem, PE research adopted an appreciative perspective?' This paper will examine the reliance on critical theorising and perspectives at the potential cost of broader phenomenological understandings and the 'labeling' of PE that has resulted. Appreciative Inquiry (AI) will be explored as an adjunct to critical inquiry (Pill, 2014). Three examples of the use of AI in PE and sport pedagogical research will be used to highlight aspects of AI. A large body of PE research has created a deficit-perspective of PE and labelled the design and enactment of PE as largely 'broken' (Enright, Hill, Sandford & Gard, 2014) with resultant implications for the value equation of PE as a subject within curriculum time. The result is PE may be seen as valuable but not necessarily valued for its educational contribution. The goal of AI is to work from the "positive side of the conversation" (Fiorentino, 2012, p.220). AI provides an opportunity for a nuanced PE discourse from research that begins from a place with more positive ontological and epistemological flavouring than the critical and historical realism of problem and crises based perspectives. The main departure of AI from critical inquiry is its strengths-based perspective. AI can identify examples of 'hope' within what otherwise might be perceived as a negative, dysfunctional or crises situation. Rather than focusing on how 'the world' of PE 'is not', AI may help to avoid deficit labeling of PE by research first asking, 'what is working?'

Blazing New Technology: Future Directions for Online Sport Pedagogy and Physical Activity

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ABSTRACT

Institutions of higher education are offering online programs and courses to enhance enrollment in the global education market. Online programs pose special challenges to evaluating competency in clinical/field experiences. Pedagogical decisions providing corrective feedback after diagnosing motor skills (Pinheiro, 1992) form the core of teaching to enhance learning of motor skills. Teaching motor skills on-line provides a distinct challenge for teacher educators. To facilitate teaching of motor skills online a diagnostic technology was designed to simulate expert diagnosticians. 40 participants (N=34 beginners, 6 advanced performers), performed 3 different exercises at self-selected speeds: (E1), standing shoulder abduction (E2) standing horizontal shoulder adduction (E3) seated elbow flexion. E1 had 4 variations in contraction speed and ROM. Kinect Camera data were recorded in 3D joint positions and diagnosed in a specially designed software system for this exploratory research. Possible errors in the critical elements of the exercises were identified by experts which were embedded into the software to diagnose the performances. 204 data sets were recorded. The software accurately detected errors in the exercises by analyzing 3D joint data. Five of the six advanced performers executed the exercises as prescribed. At least 1 error was identified in each of the exercises performed by beginners. Experts validated the errors detected by software. The software accurately identified errors in the 3D exercise data. The identified errors matched the criterion provided by the experts. The diagnostic system designed for NSF grant IIS-1237096 project has broader implications and transformative potential in teacher education programs to disseminate procedural knowledge in online programs and courses that have clinical/field components.

Growing Into My Own: Preservice Teachers' Perceptions of a Self-Determination Based Physical Education Field-Experience

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ABSTRACT

According to Self-Determination Theory (SDT), a person's need for competence, relatedness, and autonomy must be met for successful growth (Deci & Ryan, 2008). This concept can potentially be applied to preservice teachers (PSTs) field-experiences by enhancing the components of SDT. Allowing greater PST choice and control over their environment has the potential to improve educational experiences for PSTs (Guay, Ratelle, & Chanel, 2008; Ward, Henschel-Pellett, & Perez, 2016). The purpose was to explore the perceptions of PSTs learning to teach in a field experience where they were afforded more opportunities for autonomy, relatedness, and competence. The research question guiding this study was: What are PST perceptions of the process of teaching in an SDT based Physical Education Teacher Education (PETE) field experience? Participants included nine PETE majors who taught a 10-week field experience based on the tenets of SDT. Data sources included: (a) pre interviews, (b) post interviews, (c) weekly peer focus reflections groups, and (d) formal written teaching reflections. Data were analyzed using open and axial coding (Corbin & Strauss, 2008). Trustworthiness strategies included prolonged engagement, data triangulation, peer debriefing, and an audit trail. PSTs expressed learning as multilayered progressions during this experience. Their perceptions were related through concerns, desires, and expectations. Subsequently they expressed how their teaching was impacted in three ways: (a) processing and problem solving, (b) becoming the teacher, and (c) mentoring as a resource. Students gained an appreciation of focused group reflection and peer collaboration before and during teaching. The application of the constructs of SDT in a PETE field-experience facilitated students in increasing their confidence, minimizing concerns, increasing desires, and exceeding their own expectations related to teaching. They reported that struggling in this field experience helped them "grow into their own" as teachers

Reflection with Action: Preservice Teachers' Perceptions of a Self-Determination Based Physical Education Field-Experience

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ABSTRACT

Student voice is central to educational processes, yet students are rarely consulted regarding their learning experiences (Dyson, 1995). According to Self-Determination Theory (SDT), student needs of competence, relatedness, and autonomy must be met for successful growth (Deci & Ryan, 2008). This concept can potentially be applied to preservice teachers (PSTs) field-experiences by enhancing the components of SDT. Allowing greater PST choice and control over their environment has the potential to improve educational experiences (Guay, Ratelle, & Chanel, 2008; Ward, Henschel-Pellett, & Perez, 2015). The purpose was to explore the perceptions of PSTs learning to teach in an SDT created environment. The research question guiding this study was: What are PST perceptions of the process of becoming a teacher in an SDT based Physical Education Teacher Education (PETE) field experience? Participants included nine PETE majors who taught a 10-week field experience based on the tenets of SDT. Data sources included: (a) pre interviews, (b) post interviews, (c) weekly peer focus reflections groups, and (d) formal written teaching reflections. Data were analyzed using and axial coding (Corbin & Strauss, 2008). Trustworthiness strategies included prolonged engagement, data triangulation, peer debriefing, and member checks. PSTs expressed learning as multilayered progressions during this experience. Their perceptions were related through concerns, desires, and expectations. Subsequently their teaching was impacted in three ways: (a) reflection with action, (b) becoming the teacher, and (c) peer support. Finally, the apex of their experience resulted in the PSTs recognizing themselves as being the teacher. Students gained an appreciation of focused group reflection and peer collaboration before and during teaching. The application of the constructs of SDT in a PETE field-experience facilitated students in minimizing concerns, increasing desires, and exceeding expectations related to teaching.

The Role of the Cooperating Teacher in a Field-Based Physical Education Teaching Experience

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ABSTRACT

Effective supervision of preservice teachers (PSTs) in physical education teacher education (PETE) programs is unclear. This can be attributed to university programs viewing supervision as low importance compared with other lines of inquiry (Anderson, Major & Mitchell, 1992). Despite its critical role in the transformation of students to teachers (Metzler 1990), supervisory practices have made little progress (Locke, 1979) leaving the job to graduate students or novice faculty members with little resources or inadequate training. The purpose of this study was to explore the role of a cooperating teacher in a physical education field-based experience. The research questions were: 1) how does the cooperating teacher support teacher education between the university faculty and PSTs? and 2) what are the cooperating teacher's feelings about relinquishing the role of teaching children and gaining the role of teacher educator? An intrinsic case study was used to investigate one elementary physical education teacher. Data sources included: one semi-structured interview, seventeen class observations, and artifacts (note sheets and emails). Data were analyzed using open and axial coding (Corbin & Strauss, 2008) and trustworthiness was validated through triangulation, member checks, and an external audit. The cooperating teacher supported teacher education through providing logistics and feedback to PSTs. The participant described difficulty giving up control of his own classes, however becoming more aware of his own teaching. The role of the cooperating teacher is reciprocal, therefore benefitting the PSTs and the cooperating teacher. The shift from classroom teacher to teacher educator does not occur smoothly. This process caused the cooperating teacher to feel like he was losing control of his classes despite modelling effective teaching to PSTs. While living the role of teacher educator, the cooperating teacher felt most comfortable in the role of teacher educator by teaching his own students.

Looked-after Children's use of Free-Time and Its Potential Contribution to their Positive Development

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ABSTRACT

Globally, looked-after children are associated with a range of negative outcomes including poorer health, difficulties with social and emotional well-being and a greater propensity for crime. Young people who spend their free-time in positive activities (e.g., sport, arts, leisure), are less likely to be involved in antisocial behavior (Lipscombe et al., 2003), and may experience positive physical, emotional, social and cognitive development (Fraser-Thomas et al., 2005). However, little is known about the free-time activities of looked-after children. From their perspectives this study aimed to (i) identify how looked-after children spend their free-time, (ii) understand what impacts on their use and availability of free-time and, (iii) explore how such activities might contribute to their positive development. Online and hard copy surveys were distributed through key networks to all looked-after children from one locality in the North of England. Eighty-five surveys were returned (boys=63.5%, mean age 10.39; girls=36.5%, mean age 10.29), with the majority (81%) living in foster care at the time. Looked-after children spent their free-time in a range of activities (arts, music, dance), with sport appearing the most popular (boys=68.5%; girls=61.3%). However, these were often engaged in individually (particularly for older children), while access was not always possible. Content analysis of qualitative responses revealed respondents ceased activities because they were bored, didn't value them or were forced to take part by careers. For some, low self-competence and confidence were also barriers. Participants identified that engaging in activities of their choosing could provide opportunities to build friendships, enhance resilience, develop confidence and self-esteem. Engagement in certain free-time activities has the potential to enhance looked-after children's positive development. Nonetheless, access is often restricted and for those who engage in activities in isolation, the social or emotional benefits associated with more structured, interactive activities may not be achieved.

Bridging Education and Sport: Exploring an Alternative Pedagogy for Looked-After Children

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ABSTRACT

Looked-after children constitute a diverse group of young people who are often marginalized in mainstream education. In comparison to their non-looked after peers, they are less likely to achieve basic academic standards and twice as likely to be expelled from school (Department of Education, 2014). This poses significant detriment to their future life prospects. Adopting a strengths based approach and with particular reference to critical pedagogy, this paper explores the key features of an innovative programme designed to re-engage and enhance the educational and social development of looked-after children. Associated with a professional football club, the programme created a curriculum that incorporated themes arising from sport (particularly football) and popular culture to engage looked-after children and aid their learning in the social, affective and educational (literacy and numeracy) domains. Data included observations and semi-structured interviews with eight adult stakeholders and two volunteers, and recorded discussions of artifacts produced through a variety of participatory research methods (mind maps, drawings, photo-elicitation) with 10 looked-after children (boys=5; girls=5). Resonating with elements of critical pedagogy (Freire, 1993), key features of the programme allowed students to take ownership of the tasks and activities (that mirrored real world problems). By engaging in problem solving activities, and constructing their own knowledge, the programme thus encouraged student agency. Looked-after children and adult stakeholders reported the impact of the safe and secure socio-pedagogical climate for their self-esteem, confidence and resilience, which in turn helped looked-after children manage their expectations of schooling and possible futures. These findings show the potential of sport and popular culture, as part of innovative and alternative pedagogies, in helping to re-engage and promote the educational potential for under-achieving looked-after children. As such, this paper builds the knowledge base for ways in which to work with looked-after children, maximizing potential impact.

Power Relations in Physical Education Group Work - A Foucauldian Analysis

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ABSTRACT

Group work is used in physical education (PE) to encourage student-directed, collaborative learning. Aligned with this aim, group work is expected to shift some power from teacher to students. There are however, few investigations focusing on power in group work situations in PE and assumptions about the nature of power and its mechanisms have been largely implicit. The purpose of this presentation is thus to introduce a way to explore power relations in PE group work building on a Foucauldian framework viewing power as action-on-action (Foucault, 1980, 1982). With inspiration from Gore (2001) and Öhman (2010) we look at the micro dynamics of power and how power is put into action. The question is then not if power exists, but rather how power functions in different situations (Foucault, 1982). While Gore and Öhman used Foucault's methodological tools of techniques of power and power in terms of governance and socialisation, we instead turn more explicitly to his suggestion regarding analysis of how power come into practice in terms of five different features of power relations (Foucault 1982). We will illustrate our approach using observational data of three groups working together to choreograph a dance performance in a Swedish PE lesson. Pre- and post-lesson interview data is also used as a complementary data source in terms of exploring 'didactic moments' (Quennerstedt et al., 2014). Four specific kinds of power relations are illustrated concerning: (1) the students' task; (2) other cultures; (3) gender; and (4) interactions with one another. These relations suggest that power relations are not simply created locally between group members, nor are power relations only a function of the members' proficiency in the task. In these respects, the illustration encourages a reconsideration of learning in group work and open up new avenues for further research.

Basic Motor Competences in Primary School and Academic Achievement: Results from the MOBAK Study - A Pilot Study with 1st Year Portuguese Pupils

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ABSTRACT

The development of basic motor competences (BMC) is a central aim of physical education (PE). Research suggests an association between academic achievement and motor competences, namely among children with developmental coordination disorders (DCD) (Asonitou et al., 2012). However, among children without DCD, there is lack of studies supporting this association. This study aimed to examine the associations between BMC and academic achievement in primary school pupils without DCD. Thirty-nine 6 year-old 1st year pupils (6 ± 0.64 years) were involved in this pilot study, from the MOBAK international study (Herrman et al, 2015). Pupils' BMC within PE were assessed using the MOBAK instrument (Herrman et al, 2015). Academic achievement was assessed using pupils' 1st term grades (Mathematics (M), Portuguese Language (PL), Environmental Studies (ES), Citizenship Education (CE), Assisted Study (AS)), provided by their teachers. Moderate associations were observed between curricular subjects and specific tests (PL-Bouncing: $Rhó=0.448$; $p=0.005$; M-Bouncing: $Rhó=0.403$; $p=0.012$; PL- Balance: $Rhó=0.366$; $p=0.024$; M-Balance: $Rhó=0.375$; $p=0.020$; ES-Balance: $Rhó=0.354$; $p=0.029$; ES-Sidestep: $Rhó=0.383$; $p=0.018$); ES and Body dimension: $Rhó^3=0.322$; $p=0.046$; and PL and M with the MOBAK's Total ($Rhó=0.370$; $p=0.020$, and $Rhó=0.349$; $p=0.030$, respectively). Higher levels of specific and general BMC appear to be associated with children's academic achievement of some curricular subjects. Although these results arise questions regarding the nature of these associations, strategies to improve children's motor competences within PE may positively contribute to academic achievement. Further studies are, however, necessary to confirm and deepen these results.

Perceptions of the Graduate Student Experience: Does Previous Teaching Experience Matter?

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ABSTRACT

There is a paucity of research addressing graduate education in physical education (PE). One key question relates to the influence of having inservice PE teaching experience prior to graduate education. Faculty tend to recruit graduate students with teaching experience (Parker et al., 2011), but no evidence is available to indicate whether or not that experience impacts graduate student socialization. Grounded in occupational socialization theory (Richards et al., 2014), this study sought to understand how graduate students with and without inservice teaching experience interpret graduate education. Participants included 90 PE graduate students (47 female, 43 male), 71.10% of whom identified as Caucasian. Prior K-12 teaching experience was reported by 59 (65.60%) participants. Data were collected through an online survey and follow-up telephone interviews (n = 30). Survey instruments measured (1) satisfaction with graduate school, (2) perceived program quality, (3) student-faculty relations, (4) student interrelations, and (5) research training. Interview questions mirrored these topics. Survey data were analyzed using 2x2 (Gender x Teaching Experience) Factorial ANOVAs, and interviews were analyzed using inductive analysis. Qualitative analysis indicated relationships with fellow graduate students and faculty, engagement in research, and professional development opportunities are critical to socialization. Quantitative analyses indicated graduate students with and without teaching experience perceived more similarities than differences. However, there were significant Gender x Teaching experience interactions indicating females without teaching experience perceived higher program quality ($p = .011$), greater satisfaction ($p = .001$), and more positive relationships with advisors ($p = .006$) than those with experience. Results reinforce the importance of relationships and networking in the graduate student socialization process (Pallas, 2001). The role of professional development in graduate student training also echoes prior research (Gardner, 2008). Results question assumptions related to the need for prior teaching experience to have a meaningful graduate socialization experience.

Managing Physical Educators' Perceptions of Isolation and Marginalization

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ABSTRACT

Qualitative research has revealed that physical education (PE) occupies a marginalized position within schools, and that physical educators experience negative consequences related to this marginality (Lux & McCullick, 2011), including feeling isolated (Stroot & Ko, 2006). However, few attempts have been made to quantify PE teachers' perceptions of marginalization, or consider variables that may predict marginality (Richards et al., 2014). In this study, we developed and tested a conceptual model for understanding relationships among personal accomplishment, resilience, perceived mattering, and marginalization and isolation. Participants included 419 inservice PE teachers (210 females, 209 males) from the Mountain West and Midwest regions of the US. Teachers completed an online survey that measured study variables using previously developed instrumentation. Analyses began with confirmatory factor analysis (CFA) to verify psychometric quality of the instrumentation, followed by structural equation modeling (SEM) to examine hypothesized relationships among variables. It was predicted that personal accomplishment and resilience would directly reduce marginalization and isolation, and that the effect would be partially mediated through teachers' perception that they and the discipline of PE matter. Participants perceived high personal accomplishment and resilience, moderate-to-high perceived mattering, and moderate marginalization and isolation. Results of CFA supported the psychometric quality of the instruments. The evaluation of the conceptual framework through SEM indicated that the hypothesized model was a good fit for the data, $\chi^2(315) = 669.38$, $p < .001$, RMSEA = .05, SRMR = .05, NNFI = .93, CFI = .94. Personal accomplishment, resilience and perceived mattering had significant direct and indirect effects that reduced feelings of marginalization and isolation. Results support the role of positive psychological experiences in helping PE teachers cope with their work roles (Yonezawa et al., 2011), and highlight the importance of perceived mattering in helping individuals manage their occupational identities (Schieman & Taylor, 2001).

Culturally Relevant Physical Education: Educative Conversations with Mi'kmaw Elders and Community Leaders

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ABSTRACT

Canadian scholars have recently suggested there is an absence of understanding, or action, related to culturally relevant pedagogy in physical education, particularly with respect to Aboriginal students (e.g., Halas, McRae, & Carpenter, 2012). Globally, and particularly within North America, culturally relevant physical education efforts have focused principally upon groups other than Aboriginal (or Indigenous) students. Given recent years' increased attention to culturally relevant physical education, as well as the relative lack of scholarship related to culturally relevant physical education for Aboriginal students, we completed a year-long study in which we engaged in educative conversations with Mi'kmaw Elders and community physical activity/education leaders. Embracing a criticalist perspective, we attended to Archibald's (2009) Indigenous storywork -which is both a narrative and critical research approach. Data were collected through the use of ten one-on-one conversations. The use of minimally structured open-ended conversations allowed participants to discuss themes related to physical education, cultural relevance, and Mi'kmaw ways of knowing as they naturally unfolded (Kvale, 1996). Seven Elders and three community leaders participated in this research. Conversations with participant's revealed considerable information related to possibilities for (more) culturally relevant physical education for Mi'kmaw students and school communities. We focused our analysis on the participants' conversations (and stories and responses) as they related to Halas et al.'s (2012) framework for engaging students in culturally meaningful ways. These four areas are: 1) teacher as an ally, 2) understanding students' day-to-day cultural landscapes, 3) supportive learning climate, and 4) meaningful and relevant curriculum. Physical education teachers ought to be aware of, and consider the value of, Elders' and community leaders' knowledge and wisdom related to teaching Mi'kmaw students. Future research might more closely focus upon traditional teachings' (e.g., related to the Medicine Wheel) connections to physical education curriculum possibilities.

Influence of Occupational Socialization on Early Career Teachers' Practical Knowledge, Confidence and Teaching in Physical Education

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ABSTRACT

Ascertaining teacher knowledge is a powerful and useful way of analyzing and discussing how teachers think and make teaching decisions. Given the important role teacher knowledge plays in preservice teacher education, using the occupational socialization framework can aid in enlightening the process that influence teachers' beliefs, assumptions and values regarding teaching (Lawson, 1983). The framework is particularly useful when considering how occupational socialization influences novice teachers, learning to teach. The purpose of this qualitative multiple case study was to examine the influence of occupational socialization on three novice physical education teachers' practical knowledge, confidence in teaching content and enacted pedagogical practices. This study involved three novice teachers who taught in two Finnish elementary schools. Data sources included nonparticipant lesson observations and semi-structured in-depth teacher interviews. The analysis occurred in two phases. Initially, we created a case narrative for each teacher with respect to the research questions through an inductive process that integrated the occupational socialization theory. For the second phase, a cross-case analysis was completed to provide a comprehensive and in-depth understanding of the data set. Each teacher's occupational socialization experiences influenced their teaching confidence, planning practices and enacted pedagogical actions during their early careers as teachers. Their athletic background and sport interest were embodied in their teaching confidence, planning time and feedback behavior. In addition, the teacher education program experience extended their practical knowledge and was evident in their in physical education teaching. Teacher educators need to have an understanding of their pre-service teachers' backgrounds and what experiences and perceptions they bring with them. Therefore, in designing the pedagogical structure in teacher education, it is essential to consider pre-service teachers' experiences about teaching, schooling, sport and physical education and thereby strengthen their knowledge and skills of how to teach physical education and provide students with quality learning experiences.

Education of Instructors of a Physical Activity Program for Cancer Patients and Survivors: Planning and Evaluation of a Poster Presentation Session

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ABSTRACT

The Belgian Foundation against Cancer proposes an adapted physical activity (APA) program for cancer patients and survivors, called Raviva (<http://www.cancer.be/raviva-bouger-pour-se-sentir-mieux>). The activities are supervised by instructors with inconstant trainings and experiences. Contrary to other countries, Belgian APA instructors do not necessarily need to follow specific education programs such those proposed by the ACSM (Schmitz et al., 2010). We were involved in the implementation of a specific training day for in-service Raviva instructors. As it is the case in sport coaches' education (Erickson et al., 2008), interacting with colleagues seemed to be an appropriate method to improve APA instructors' skills. Therefore, interactive methods were proposed to be used in order to increase the participants' interest. The aim of this paper was to describe and analyse a poster presentation session as well as to identify good practices. As part of the training day, the poster presentation session consisted to create groups of 4 to 5 persons and to ask them to imagine and share solutions to specific problems linked with psycho-emotional aspects of the instruction process with Raviva groups. Three methods were used to collect the data: interviews of the organizers (n=4), a questionnaire for all trainees (n=35) and participant observation. Examples of good practices were listed and exchanged between the participants. All trainees considered that the poster presentation session was interesting and most of them (94%) reported that appropriate themes were discussed. Moreover, 88.2% of the participants mentioned that they were able to share their experiences. Three expressed negative opinions about the organization. These opinions were supported by all organizers as well as by the observation. This educational tool seems to be interesting. However, organizers should plan enough time for such activity. Moreover, the time allocation between each part of the session should be better prepared and controlled.

Education of Instructors of a Physical Activity Program for Cancer Patients and Survivors: Planning and Evaluation of Interactive Adapted Physical Activity Working Groups

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ABSTRACT

Raviva is a Belgian adapted physical activity (APA) program for cancer patients and survivors, developed by the Belgian Foundation against Cancer (<http://www.cancer.be/aide-aux-patients/la-fondation-votre-service/raviva-bouger-pour-se-sentir-mieux>). Activities supported by this foundation are supervised by instructors with inconstant trainings and experiences. Indeed, in Belgium, APA instructors do not necessarily follow specific training programs such those proposed by the ACSM (Schmitz et al., 2010). As it is the case in sport coaches' education (Erickson et al., 2008), interacting with colleagues and sharing knowledge could be an interesting way to improve APA instructors' competencies. The aim of this study was to plan and analyse interactive APA working groups, as part of a training day intended for all Raviva instructors. As part of this training, we proposed three practical physical activity working groups, each one concerning a specific activity: fitness, relaxation and aqua-aerobics. They were designed to generate some good practices in intervention with Raviva groups and had to be interactive: all participants had the opportunity to present their own practices and to discuss and comment the practices of the others. Three methods were used to analyse the activities: interviews of the organizers (n=4), a questionnaire for all trainees (n=35) and participant observation. Many examples of practical situations and good practices have been identified. 79.4% of the trainees considered that the proposed method was interesting and 88.3% mentioned that they have been actively involved. The organizers were less convinced as they highlighted a lack of ideas sharing as well as low active participation and dynamism. Observations confirmed the organizers' opinions. Participants appeared to be globally satisfied with the practical activities. However, further research is needed to measure the impact of such methods on their future practices.

A Functional Instrument or a Vehicle for Experience? A Qualitative Study of PE-Teachers' Concepts of the Body

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ABSTRACT

In our increasingly technological world, the role and importance of the body is undergoing a dynamic change (Shilling, 2008). The socialisation instance of school, which in addition to the transfer of knowledge and skills is given the task of also passing on socially relevant values and norms to adolescent generations, cannot remain unaffected by this. Here, the focus falls especially on PE. It is therefore not surprising that at the conceptual level of PE, there are signs of major changes in the perception of the body (Ruin, 2015). It remains unclear, however, whether the PE-teachers' concepts of the body are also changing. Structured interviews (N=49) provide the data basis on which to explore PE-teachers' perceptions of the body. Based on inductively developed categories, an evaluative, and type-building analysis (Kuckartz, 2014) was carried out. The results show that teachers understand the body mainly in an instrumental manner. For those aged 30 to 40 years, however, the body is also becoming more strongly seen as a vehicle for experience and there is a conscious distancing from normalised perceptions of the body. The age-related differences in perceptions of the body suggest corresponding changes in PE-teachers. However, looking at the young professionals it also shows that an instrumental interpretation of the body may again become more important in the future. There may arise an objectification of the body under different circumstances – e.g. in the context of the growing importance of "diet and fitness regimes" (Featherstone, 2010).

PE Moves On - Attitudes Remain? An Empirical Study of German PE-Students

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ABSTRACT

In addition to other factors of professional competence, attitudes count as influential variables in the design of teaching (Blömeke et al., 2015). However, especially in the case of striking changes, these are irritated. The currently widespread introduction of inclusion in Germany could be seen as such an irritation, which is accompanied by changing and challenging framework conditions for the players in the school system. Here the spotlight falls particularly on the attitudes of teachers, as they significantly contribute to the success of inclusive practices (Booth & Ainscow, 2011). In this respect, teacher training in Germany must also address attitudes to inclusive physical education and possibly initiate changes. A specialist and requirement-specific test instrument was constructed, piloted and validated, which recorded the attitudes to inclusive physical education on a latent level multi-dimensionally. A total of 481 students from three different study courses (PE, sport science, education with a subject other than PE), as well as two semester cohorts were surveyed. Between the three groups of students, differences show up in various content dimensions. Comparing the semester cohorts, differences are additionally visible in individual content dimensions. In terms of other dimensions, however, there seems to be consistency. Apparently, changes in attitudes to inclusive physical education in the context of teacher training are possible. Nevertheless, these only take place in certain content dimensions. This provides, inter alia, cause for critical discussion of physical education teacher training.

High Intensity Sport and Risky Drug Use in Adolescence. A Study with German Elite Athletes

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ABSTRACT

Studies of adolescents and sport with regard to the relationship to drug use show inconsistent results. What kind of protective and preventive potential sports can develop is currently still not yet answered. In particular there exists a lack of empirical studies on high intensity sport (HIS) that examine drug use in a complex way based on theory (Brandl-Bredenbeck, 2006, Diehl et al., 2012). The present study aims to focus on the relationship between HIS and risky drug use. The study is based on a heuristically used framework of socialization theory. The study was carried out at four elite schools of sport (grade 10 to 12/13). Adolescents answered a standardized questionnaire once. The self-reports of the athletes offer a picture of personal and social resources, stress, sport commitment and drug use. The sample consists of 446 elite student-athletes aged 15 to 19 (Mage = 16.6 years, 63 % male). The data was analyzed statistically. Direct and indirect effects of HIS are analyzed. The results match with the current state of research on adolescents in sport with the perspective of social sciences. Furthermore the results contribute to the extension of the state of research and underline the ambivalent relationship of sports and risky drug use more clearly than earlier studies. In general HIS does not seem to prevent adolescents from risky behavior. In the drug use of young elite student-athletes one cannot see a healthier life style, but rather a life style that is aimed at a successful career in sports. This success oriented life style is foiled with age-typical occasional excessive drinking and experimenting with illegal drugs. There can only be found little and occasional direct and indirect positive effects of sport. It has to be stated that HIS prevents age-typical drug use only to a certain extent. .

How Should Elite Students Balance Demands of Competitive Sport and Academic Careers? A Concept for the Evaluation of the Effects of Gradual Examinations in Elite Sport Schools – The “Additives Abitur”

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ABSTRACT

Elite student athletes have to manage demands of school education with high-performance athletic training. To reduce the difficulties of balancing those “dual careers” (Borggreffe & Cachay, 2012), the German conference of education introduced a pilot project with the title ‘Additives Abitur’ at one of the elite sports schools (ESS). The student athletes at this ESS got the opportunity to expand their time at school to obtain a university entrance qualification. Moreover, they can split the final examinations into smaller parts and pass it prematurely to complete a gradual additive examination (“Additives Abitur”; AA). However, there are no empirical findings on this new pilot project. A research project funded by the Federal Institute of Sport Science and the Ministry of Education in the state of Brandenburg will evaluate the effects of this specific institutional solution. The evaluation shall be realized with a combined mixed method longitudinal study. Data from three groups of student athletes will be analyzed: (1) Elite student athletes from the pilot project which use the AA; (2) elite student athletes without using the AA and (3) student athletes who attend regular schools (comparison group). The theoretical frame of reference as well as design, sampling and analysis procedures will be discussed. The evaluation can lead to two different scenarios: (1) The evidence of the efficiency concerning the AA and other support offers fails and the educational policies have to think about other support systems in ESS. (2) Conversely, the possibility to empirically prove the effectiveness of the AA would lead to a legitimation to implement the AA Germany-wide.

Moral Development and Sporting Behavior in Sport Education: A Case Study of a Preservice Teacher with a Coaching Orientation

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ABSTRACT

Sport education (SE) is thought to be an excellent medium through which to develop students' concepts of moral and sporting behavior. The purpose of this study was to determine the extent to which Lindsey, a coaching oriented preservice teacher, promoted or negated moral and sporting behavior while teaching 52 middle school girls within two 20-lesson SE seasons on basketball. The theoretical perspectives that drove the study were social learning theory and structural development theory. Data were collected using eight qualitative techniques. Key among these were non-participant observation and interviews of Lindsey and her students. Data were reduced to key themes by employing analytic induction and constant comparison. The girls began the study with a limited understanding of moral and sporting behavior and frequently engaged in unsporting behavior. Many of the girls believed that players who participated in a sporting manner were those who avoided engaging in unsporting behaviors, but would only follow this course of action if forced to by Lindsey's rules and fair play system. They did not improve during the course of the two SE seasons. Lindsey struggled to influence her students because she had been socialized into thinking the same way about sporting and moral behavior as they did. In addition, her moderate coaching orientation led to her delivering a conservative version of SE which mirrored many of the most negative aspects of the prevailing sporting culture. Consequently, she did little to change the core cognitive structures that guided her students' views about moral and sporting behavior. Rather, she reinforced their existing views of these constructs. While SE offers many opportunities for teachers to promote and develop sporting and moral behavior, the study's results indicate that this is not automatic. Moreover, they also indicate that using the model can have a negative impact.

Motivating Factors of National Senior Games State Participants

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ABSTRACT

Seniors today enjoy being physical active. Competing in sport involves motivation, which may be internal or external and include satisfying an individual's psychological, physical, social and/or emotional desires or needs (Deci & Ryan, 1985, McLean & Hurd, 2012; Penderson et al., 2011). The purpose of this study was to identify motivating factors affecting senior adults who competed in the 2015 National Senior Games Association (NSGA) state games. Three hundred and ninety-three individuals aged 50-94 years completed an online survey. The survey included demographic, psychographic information and the Sport Motivation Scale-6 to determine specific motivation levels based on gender and the state of participation. Scores for the SMS-6 questionnaire were on a 7-point Likert scale separated by intrinsic, extrinsic, and amotivation subscales. Results revealed that word of mouth marketing is the primary way individuals learn about the NSGA events, with the majority of respondents participating because they like to compete and challenge their abilities. Women reported a higher mean score for identified regulation ($F = 7.1, p = .008$) when evaluating motivation based on gender. A significant main effect of state was found for the motivation levels of external regulation ($F = 3.5, p = .008$), introjected regulation ($F = 3.2, p = .013$), and integrated regulation ($F = 3.0, p = .019$). Understanding what motivates someone to get and stay involved will allow organizations to better market their product and positively impact more seniors' lives. The findings presented in this study may be the initial stepping stone for states to review present practices and consider new or different avenues to introduce more seniors to the NSGA.

Differentiated Instruction and Learning in Physical Education: A Phenomenological View

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ABSTRACT

Differentiated instruction and learning is another wording of effective teaching and multi-assessment and also a new perspective of these two conceptions. That means, no matter intuiting on the position of learners or instructor, the three conceptions mentioned above are connected with and mutually affected each other. The question about "whether or not instruction works" can be represented (Apparenz) through the supporting of multi-assessment, and the differentiation among learners must be diagnosed by multi-assessment. To observe a real class from the perspective of subjectivity, instructor and learners are delivering and accepting simultaneously. This situation is disadvantage to instruction because the only one instructor has to deal with more than one learner at the same time. Unless the situation in class changes to two-way multiple conditions, which means learners also face more than one individual in class, the inter-subjectivity between instructor and learners might become possible. Applying the method of Phenomenological reduction, this study aimed to reduce the essence (Wesen) of instruction and learning in physical education. This study addressed the following categories to describe differentiated instruction and learning in physical education: 1. Each learner is an individual and is differentiated; 2. What are the differentiations in PE curriculum and in sport situation; 3. What is differentiated learning vs. what is differentiated instruction; 4. Tools and techniques are needed to understand differentiation; 5. Confronting and coping with the problems and challenges toward real differentiation. It is just a start to implement differentiated instruction and learning by completing this study. This study found, in teaching, we are still novice. While new learners come into a new class, it is a new situation which needs to be handled since learners have different shapes, values, motor abilities, attitudes and involvements. As educators, this may be our destiny and perpetual assignment.

Testing Fitness-related Phone Application Technology in Physical Activity Classes

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ABSTRACT

Many young adults are inactive (Centers for Disease Control and Prevention, 2010) and time spent on smartphones and applications (“apps”) is high (Pew Research Center, 2014; The Nielsen Company, 2014). Technology is often viewed as a barrier to health behavior, so seeking ways of using technology to facilitate physical activity (PA) and other health-related behaviors could be beneficial. The Social Cognitive Theory (SCT) framework was used to determine if the NexTrack smartphone app could increase PA behaviors and SCT-related constructs among university students in PA courses. Participants in the NexTrack app intervention group were hypothesized to report increased psychosocial and behavioral PA outcomes compared to students in the control condition. Using quasi-experimental design, university students ($N=181$) were randomly assigned to one of two groups during an eight-week intervention. The intervention group was introduced to NexTrack and asked to log PA while control participants used paper and pencil logs. All received an instructional presentation on goal setting and were emailed weekly reminders to log their activity. Each participant completed previously established surveys on self-reported PA behavior, self-efficacy (SE), and self-regulation (SR) at baseline and post-intervention. Descriptive statistics, bivariate correlation estimates, and internal consistency estimates were calculated. Main analyses included a series of 2 (gender: male; female) x 2 (group: intervention; control) x 2 (time: baseline; 8-weeks) repeated measures analysis of variance (RM-ANOVA) tests and follow-up mean comparisons to examine group differences. Findings revealed no significant differences in PA, SE, or SR as a result of the intervention. However, participants in the control group logged significantly more events ($M=55.73$, $SD=59.69$) than those in the intervention ($M=15.37$, $SD=19.14$, $t_{59}=-4.71$, $p<.01$, $d=.98$). Results from the study can help guide technology use in PA courses. Findings revealed that incorporating the NexTrack smartphone app did not facilitate students’ PA or psychosocial related behavior. Although increases in SCT related constructs were not seen by the control group, it may be beneficial to incorporate paper and pencil logging for a comprehensive understanding of PA habits. Based on the findings, use of NexTrack did not facilitate SE, SR, or increases in PA. More research is needed to determine how to best use app technologies as facilitators of PA.

Class-related Emotions in Physical Education: A Control-Value Theory Approach

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ABSTRACT

The purpose of this study was to investigate a model of students' control beliefs and task values in PE. Specifically we examined relationships among students' perceptions of teacher communication and instructional clarity, control beliefs and values toward PE, and academic emotions. High school students (N= 529) completed valid and reliable surveys on perceptions of teacher characteristics, control, value, enjoyment, and boredom in PE. Descriptive statistics, bivariate correlation estimates, and internal reliability estimates were calculated while the main hypotheses were tested with path analysis. Findings revealed a good fit of the proposed, Comparative Fit Index = .99; Root Mean Square Error of Approximation = .069. Teacher clarity was a stronger predictor than teacher communication of both control ($\beta = .28$, $p < .01$, $R^2 = .09$) and value ($\beta = .19$, $p < .01$, $R^2 = .07$). Students' value beliefs toward PE positively predicted enjoyment ($\beta = .71$, $p < .001$) and negatively predicted boredom ($\beta = -.61$, $p < .001$). Control beliefs negatively predicted boredom ($\beta = -.13$, $p < .05$). A total of 58% of the variance of enjoyment and 47% of boredom was explained in the model. This study provides information about how to facilitate effective learning environments that help PE students experience more enjoyment and less boredom. The tenets of control value theory (Pekrun, 2007) were supported, suggesting it is a framework that can systematically investigate student emotions in PE contexts. From a practical standpoint, the importance of instructional clarity in relation to student control and value beliefs in PE highlight the need for teachers to use a variety of clarifying strategies such as effective demonstrations, individual and group feedback, and redirection and refinement when students are confused (Rink, 2010). Clarity and creating content value are especially important for secondary PE because it can shape students' healthy habits as they move into adulthood.

Quality of Student Officiating in Sport Education

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ABSTRACT

Quality officiating is crucial to successful Sport Education (SE), allowing for fluent competition and contributing to the model's goals (Siedentop et al., 2011). Though research suggests students enjoy officiating, only recently has attention focused on the quality of their performance (Layne & Hastie, 2014; Washburn et al., 2016). This study examined the accuracy of student-officiating during SE. Middle school students (N=28; 15 boys, 13 girls) participated in a 17-lesson track and field season that followed the event competition model. Officiating quality was assessed during six competitive events using developed coding instruments (97% inter-rater reliability). A series of mixed-effect linear models were tested with the variable Time nested within participants. Building on a random intercepts model estimating a flat line for all participants, the effects of time, sex, and time and sex were sequentially added, testing slopes by gender. The Akaike information criterion (AIC), Bayesian information criterion (BIC), and the Wald test were used to select the best fitting model (see Long, 2012). The random intercepts model had an AIC = 1348, BIC = 1357, and deviance = 1342.8. Model 1 was an improvement (AIC = 1330, BIC = 1348) with a statistically reduced deviance ($\chi^2=24.25$, $p < 0.001$). Neither Models 2 nor 3 were statistically significant beyond Model 1 ($p=0.55$ and $p=0.54$, respectively) and both models led to worse AIC/BIC values. Within Model 1, the effect of time was statistically significant ($\beta=4.26$, $t[23] = 4.92$, $p < 0.001$). The lack of significant effects for Models 2 and 3 suggests the effect of time was comparable between genders. These findings suggest that, for gender-neutral sports, gender may not influence officiating quality. However, most importantly the findings suggest that officiating competencies develop over time. Therefore, teachers should provide multiple opportunities for all students to develop officiating competencies.

Taking the Role of Teacher Educator: Mentoring Preservice Teachers during Doctoral Training

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ABSTRACT

Despite Lawson's (1991) recommendation, only recently have scholars explored the socialization of physical education faculty members and doctoral students. Lee and Curtner-Smith (2011) referred to doctoral training as secondary professional socialization and found it to be more influential than initial teacher preparation. While research training and networking have been cited as important elements of doctoral training (Richards et al., 2015; Golde & Walker, 2006), less is known about preparation for the teaching role. We studied doctoral students' experiences as mentors for preservice teachers in a physical education methods course. Participants included six doctoral students from a university in the American Southeast. Each was a mentor for three preservice teachers in a methods course and associated field experience. Under the guidance of a faculty member, mentors provided feedback on lesson plans and teaching behaviors throughout the semester. Data included in-depth interviews of doctoral students, mentoring reflection journals, and audio-recorded feedback sessions between mentors and mentees. Data were analyzed using analytic induction and the constant comparative method (Patton, 2015). Doctoral students spoke favorably about mentoring opportunity as they learned to teach preservice teachers under the guidance of a faculty member. They were able to practice observing lessons, giving feedback on instruction, and communicating effectively. Past experiences and socialization prepared most to serve as mentors because they had the requisite content knowledge to provide feedback. They also articulated different approaches to mentoring, which highlights the importance of intentionally pairing mentors and mentees. Serving as mentors allowed doctoral students to practice the role of teacher educator in a safe environment (Casey & Fletcher, 2012). Close guidance from the course instructor focused their learning throughout the experience. Future research should further explore secondary professional socialization (Lee & Curtner-Smith, 2011) as it relates to preparation for teaching physical education teacher education courses.

Authentic Learning Tasks within Physical Education Teacher Education: Redesigning the Curriculum

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ABSTRACT

Teaching PE requires an integrated set of knowledge, skills and attitudes and for optimal development students should be exposed to various meaningful learning situations. However, the current School of Sport Studies PETE curriculum seems to be suboptimal due to compartmentalization and fragmentation of knowledge, skills and attitudes, thereby hindering optimal transfer of what is learnt in PETE to what is done in the field. In addition, the PE profession is subject to continuous change (e.g. PE as an examinable subject, PE teachers as liaison officers between school, community and sport clubs), while there is also an increasing demand for reflective practice and life-long learning. Altogether, this has prompted a rigorous redesign of the PETE curriculum. The curriculum redesign process was based on the principles of the four-component instructional design (4C-ID) model (Van Merriënboer, Clark, & Croock, 2002). Central in this approach are authentic learning tasks: situations that emerge from the actual PE profession. First, a skill hierarchy was created that served as a foundation for further curriculum design. Second, a blueprint was worked out, providing a global thematic overview of the four-year curriculum. Then, education was worked out in detail through the design of authentic learning tasks. The design process has resulted in a more coherent curriculum in which authentic learning tasks form the backbone and in which knowledge, skills and attitudes are optimally integrated. The 4C-ID model provides a promising starting point for curriculum (re)design for PETE. Within this presentation an overview of the curriculum will be provided and the suitability of the 4C-ID model as well as various organizational and educational challenges are discussed.

Influence of Gender, University Class, and Orientations to Teaching and Coaching on Preservice Teachers' Mindsets

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ABSTRACT

Following Dweck (2006), teachers with a growth mindset believe that students' intelligence, ability, and talent can be improved, while those with a fixed mindset believe that they cannot. Teachers who employ growth-oriented pedagogies facilitate greater student learning than those who do not. The purposes of this study were to (a) describe the mindsets of physical education preservice teachers' (PTs) and (b) examine differences in mindset between various PT sub-groups. Participants were 114 PTs. They completed the Physical Education and Sport Ability Survey (PESAS). The PESAS included 44 items designed to measure mindset within four subscales: physical education ability, teaching ability, coaching ability, and sport ability. PTs responded to items on a 4-point Likert scale ranging from strongly agree (scored 4) to strongly disagree (scored 1). A higher score indicated a stronger growth mindset and a lower score a stronger fixed mindset. Descriptive data were computed across the whole sample for the entire scale and for each subscale. Descriptive data were also computed for males, females, juniors, seniors, PTs with coaching and teaching orientations, and PTs intending and not intending to coach. Differences in mindset between these various sub-groups were assessed by employing Independent t-Tests. Descriptive data across the entire sample indicated that the PTs were more inclined to possess a growth mindset than a fixed mindset. Inferential tests revealed that the mindsets of females and males and juniors and seniors were similar. Conversely, they indicated that PTs with teaching orientations and not intending to coach were more likely to possess growth mindsets than those with coaching orientations and who intended to coach. These findings suggest that faculty should avoid selecting PTs with strong coaching orientations for their programs and overtly employ pedagogies designed to promote a strong growth mindset in their charges.

Capoeira as School Knowledge: A Contemporary Challenge

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ABSTRACT

Capoeira has been configured as a reality in the daily lives of Brazilian schools, being driven mainly by the recognition of their cultural value. This reality has the backdrop of the approval of the Law Project No. 17/2014 (LSP) that recognizes the educational and formative character of Capoeira in the Brazilian Basic Education. Because it is a bodily practice Capoeira, the school scope, has been crafted in parallel with the discipline of Physical Education, provoking questions about who should teach it, since both are framed from the perspective of "body culture movement" that It involves the fight and dance as content, among others. Due to this issue, this study aimed to analyze the documents that support the inclusion of capoeira in schools. In pursuit of these data was chosen as a methodological way the qualitative research, descriptive study, with a technical documentary source and content analysis. As part of this process were analyzed published documents such as reports, menus, advice, among others, available through the official website of the Brazilian Senate. From the analysis of these documents was possible to consider that: (a) the LSP recognizes the educational and formative character of Capoeira and allows the establishment of partnerships for their education in primary and secondary education establishments; (b) the teaching of Capoeira should be integrated into the pedagogical plan of the school; (c) activities should be monitored and appropriate by the professional of Physical Education; (d) shall not be required to membership of Capoeira professional to any professional organ and / or sports. The challenge is the issue of adequacy of Capoeira to the school environment, which will take time to reply you as sets in a relatively new process.

"Flipping Entry-level Coach Education: Meeting the Characteristics of Tomorrow's Millennial Coaches via Today's Student/Athlete Input"

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ABSTRACT

The author has been involved in coach education for over thirty years. He authored an on-line coach education program for Montana and developed/administrates the coaching minor at MSU, where the keystone course is Introduction to Coaching. The class has grown from 10-15 students once a year, to over 250 annually while evolving from traditional lecture to a 'hybrid-flipped' formats part of the class's transformation, in-class assignments are used to supplement the content of the class and document the behavioral and preferential characteristics of coaches. From this longitudinal approach, qualitative comparisons are made examining student-athletes' behavioral and perceptual changes across time. The student-athletes' were asked to describe the characteristics of their 'best' and their 'worst' coach. Those qualitative descriptors were categorized into the domains established by Celladurai and Saleh (1980) to determine the differences over time and between the genders. Practical recommendations were developed for coaching modifications using Ericsson, Krampe & Tesch-Romer's (1993) discussion of the role of deliberate practice in development of performance. The challenges facing today's coaches continue to grow. To meet those challenges coaches should recognize the changing characteristics and preferences of millennial athletes. This report documents the trend of male and female players who care more about feelings, opinions and perceptions than ever before. Having evolved through athletic and cultural environments where everyone won a 'medal', and the 'best' athletes were given preferred treatment, today's athletes are 'unique'. They expect the preferred treatment when directed at themselves, yet identify 'favoritism' as the worst characteristic of a coach. Universally, athletes and coaches want to compete and succeed. However the process of pursuing those goals are changing. By modifying the work of Ericsson, et al (1993) and considering the current preferences of athletes, recommendations are made where both players and coaches could succeed.

Embedded Professional Development: Working Together to Foster Student Physical Literacy

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ABSTRACT

The United Nations Educational, Scientific and Cultural Organization identifies physical literacy (PL) as the foundation of physical education (PE) (UNESCO, 2015). Because schools play such a critical role in comprehensive development of children and youth, it is vital for teachers to understand PL. Existing literature suggests that those teaching PE do not fully understand PL (Stanec & Murray-Orr, 2011; Tristani & Fraser-Thomas, 2014). In Canada, PE is taught by both specialists (those with a background in PE) and classroom teachers (CT). Stanec and Murray-Orr suggest CT are not as knowledgeable in the subject of PE and this appears to be a common theme in the literature. This study utilized an embedded professional development model to help grade four and grade five CT develop students' PL levels in elementary PE classes. A mentor teacher was present and provided support in PE classes during an eight-week program. The CT and the mentor teacher worked collaboratively to provide environments conducive to developing PL. PL station circuits were created and implemented by both the mentor teacher and the CT. CT eventually facilitated these PL stations circuits independently. These teachers also learned about a PL assessment tool: Physical Literacy Assessment for Youth and about pedagogical teaching strategies supporting the development of PL (Kriellaars, 2014). CT believed students' PL levels improved since baseline. CT also noted the embedded professional development experience removed the pressure and worry of teaching PE. By using an embedded professional development approach, CT were able to get practical, on the ground support to supplement daily instructional practice. This approach has provided CT with a greater understanding of developing PL in PE. With proper support, CT can indeed provide an authentic and rich environment designed to foster students' PL levels.

Investing in Children's Sport in Australia: An Analysis of the Sporting Schools Initiative

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ABSTRACT

Sporting Schools is a \$100 million Australian Government initiative and Australia's largest school-based sports participation programme, which aims to get children active in their local communities and help them foster a lifelong interest in sport. This initiative targets primary schools, and involves national sporting organisations (NSOs) and independent coaches. This study's purpose was to examine the initial rollout of the Sporting Schools initiative, including the ways in which the Australian Sports Commission (ASC), NSOs, and schools have interacted in enacting this initiative. This project employed a 'network ethnography' methodology and was organised into two phases of data collection: (a) web audit and social network analysis, which served as a means of identifying the main actors in the Sporting Schools policy network, who were subsequently invited to participate in the second phase, and (b) semi-structured interviews with ASC, NSO, and school representatives. Data were analysed using constant comparison and analytic induction. Trustworthiness measures included member checks, data triangulation, and a negative case search. Various types of programmes were developed by the NSOs, and were delivered by NSO-accredited coaches and/or private providers. Most NSOs attempted to align their programmes with the health and physical education (HPE) curriculum, and discussed upskilling teachers through their programmes and materials. In many cases, these programmes were offered during HPE time, thus serving as a form of outsourcing. Challenges identified included administrative burden for NSOs, unclear communication and changes in processes, and the ability of coaches to manage and teach large groups of children. Additionally, there was a lack of processes facilitating and tracking the transition to community clubs. Results highlight both opportunities and challenges for stakeholders in a heterarchical (Ball & Junemann, 2012) framework of sports governance (Houlihan & Lindsey, 2008). These results can inform the future implementation of school-based sports programmes.

Increasing Physical Activity through Sport: The CQ Sporty Schools Project

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ABSTRACT

The CQ Sporty Schools project sought to increase physical activity (PA) programming in Central Queensland primary schools through reinvigorating school sport, and focused on: (a) up-skilling classroom teachers to enhance their competence and confidence to deliver PA/sport, and (b) developing partnerships with external sport providers from the local community. This study's purpose was to examine teacher-related outcomes and perceptions relative to the project. Participants were Year 3 and 4 teachers from 36 primary schools in Central Queensland, as well as school project coordinators (primarily PE specialists). Data were collected through: (a) a teacher survey (N=97), (b) end-of-term school reports (N=174), (c) semi-structured interviews with classroom teachers (N=16), administrators (N=5), and coordinators (N=3) from two case study schools, and (d) school peer review sessions (N=25 schools). Data were analyzed using a thematic analysis. Trustworthiness measures included data triangulation and the use of a peer reviewer. While data indicated improvements in classroom teachers' confidence and competence to lead PA/sport, this was also identified as the performance indicator with the second weakest progress. The strongest barriers to delivering PA by classroom teachers were the demands of teaching other key learning areas and time constraints. Training with a coach was perceived as the most useful type of professional development. Project success was associated with positive student outcomes (e.g., enjoyment, enhanced engagement in sport/PA), engagement of all children through modified/inclusive activities, exposure to various sports/activities, timetabling the programme, and the localised nature of the project. This study's findings have implications for both policy and practice. They raise questions about the role of external resources in facilitating teacher professional development (as in the UK with the PESSCL Strategy), the role of PE teachers ('knowledge brokers' and coordinators/facilitators vs. 'hands on' teaching), and the sustainability of similar projects (e.g., funding, building effective social networks).

The Spectrum Explains Game Sense

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ABSTRACT

In the mid-1990s an off-shoot of Teaching Games for Understanding (TGfU) emerged called Game Sense. According to some the GS approach has challenged the traditional student or player centre technique approach (Jones, 2006; Pill, 2012). Despite this acceptance in literature, Pill (2013) argues that "limited progress has been made in challenging traditional technical skill approaches in PE and sports coaching" (p. 188). This is in spite of some (Kirk, 2010; Metzler, 2011; Tinning, 2010) suggesting that it is a superior alternative to the 'traditional method' (Kirk, 2010; Metzler, 2011; Tinning, 2010). In light of this situation it may be fair to suggest that Game Sense has an 'image problem'. If GS was viewed and explained through a different set of lenses it may be seen in a different light and not that different in some sense to the traditional method of teaching physical education. The Spectrum of Teaching Styles is close to 50 years old now and is potentially the longest surviving model of teaching within the field of physical education. The Spectrum's fundamental proposition is that "teaching is governed by a single unifying process; decision making" (Mosston & Ashworth, 2002, p. 8). When Game Sense is viewed through the lenses of the Spectrum, and the decisions which are being made by the student and teacher are used to categorise it as a style, it is positioned in an all too familiar place. This paper will discuss the way that the Spectrum of Teaching Styles would view Game Sense and attempt to position it on the Spectrum of Teaching Styles.

Comparison Study on Cooperative Teachers' Attitude towards Student Teachers

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ABSTRACT

Introduction: Learning how to mentor a student teacher is a huge responsibility for cooperative teachers. Also, mentoring is depending on the student teaching system. There are diverse student teaching systems all over the world. So, the purpose of this study is to re-examine the system of student teaching from the perspective of mentoring through the international comparison. Especially, this study focuses on the cooperative teachers' attitude towards student teachers because cooperative teachers have a big impact on student teachers. 4. Methods: The data was collected by semi-structured interviews. The interviewees were student teachers and cooperative teachers in Japan, South Korea, China, Taiwan, USA, Finland, and UK. Time of the interview was approximately 30 minutes. In those interviews, the process of changing the learning and mentoring was focused, while paying attention to the relationship between them. The data was analyzed by Modified-Grounded Theory Approach. Analysis focus person was a cooperative teacher. Also, analysis theme was transformation process of cooperative teachers' attitude towards student teachers. Interviews with student teachers were utilized in order to this analyzing. 5. Results: Mentoring attitude towards student teachers was revealed that relies strongly on the relationship between them. Furthermore, it was found to be strongly influenced by specific social culture in each country than the student teaching system itself for teacher training. Furthermore, it became clear that it was not a system as way for student teaching, but it was strongly affected by ontological and epistemological understanding of student teaching. We have examined the cooperative teachers' attitude towards student teachers. As a result, it has become clear the philosophy of system has more impact than the method of the system. In other words, it has become clear that it is important for cooperative teachers to understand towards student teaching.

The Concept of Responsibility through Students' Words

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ABSTRACT

The purpose of the research was to explore 6th graders' perceptions with respect to the concept of "responsibility", based on the theoretical framework of Hellison's TPSR model (2011). 17 male and female sixth-graders from 9 Greek public elementary schools of Central Greece participated in the study. Study was conducted through semi-structured interviews. Five questions corresponded to the five levels of the TPSR model and the sixth one was directly referring to students' perceptions of the concept of "responsibility". The latter question was phrased as follows: "What does the word "responsibility" mean to you? What type of behavior would you consider as responsible?" The transcripts of the recorded interviews were analyzed by using QSR NVivo Version 8.0.340.0 SP4 and further coded according to the levels of responsibility of the TPSR model and their constituent components. The present poster is limited to the presentation of the results of the analysis of the sixth question, regarding the perceptions of the concept "responsibility". Students seemed to refer most frequently to the first level of responsibility (42 references), namely "respect" and its components (self-control, peaceful conflict resolution, and mostly to behaviors indicative of reliability-consistency, discipline, and human dignity). The third level, the level of "self-direction" and its components (on-task independence, goal-setting progression, and mostly behaviors indicating self-commitment), was the second most frequently mentioned level by the interviewed students (20 references). An almost equally substantial level for students' perception of responsibility was the fourth level ("helping others and leadership") and its components of caring and compassion, sensitivity and responsiveness, and inner strength (17 references). Finally, the students rarely alluded to the second level, the level of effort (5 references). Findings show that there is a relatively rational hierarchy in students' perceptions over responsibility, since they mostly referred to the first level of TPSR and less to the rest of the levels.

Alternative Factor Model Representations of the Teaching Styles Questionnaire

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ABSTRACT

The Spectrum of teaching styles has been described as a "useful toolbox" which provides physical education (PE) teachers with eleven alternative options in coping with students' diversity and accomplishing PE curriculum goals. Subsequently, an instrument was developed by Kulinna and Cothran's (2003) to examine PE teachers' experiences and perceptions of Mosston and Ashworth's Spectrum of teaching styles. The purpose of the study was to examine the psychometric properties of alternative production and reproduction factorial models of Kulinna and Cothran's (2003) questionnaire as it has been modified by Syrmpas, Digelidis and Watt (2015). Participants were 219 Greek PE teachers (132 males and 87 females). Oral and written instructions were provided and each participant completed the questionnaire anonymously. Three confirmatory factor analyses (CFA) were performed to test alternate hypothesized factor models of the translated scale. The findings of the CFA of the items related to teachers' beliefs about perceived benefits to students (fun, learning, motivation), for styles grouped according to the production and reproduction clusters, indicated satisfactory factorial validity. Lower than expected Cronbach's alpha values demonstrated the model has tentative internal consistency. Results of the second CFA and internal consistency analysis for 11 items related to teachers' reported use of each teaching style revealed that the production and reproduction clusters model had satisfactory factorial validity and reliability. Finally, a CFA of the 11 items related to teachers' perceived ability to implement each teaching style, cluster categorized according to the production and reproduction model, demonstrated adequate factorial validity. Cronbach's alpha values supported satisfactory internal consistency. Findings generally endorse a set of models framed according to the categorization of the 11 teaching styles with the production and reproduction cluster framework. Continued work to reword items to better reflect this style classification model represents a future research direction.

Physical Education Student Teachers' Mental Models of Production and Reproduction Teaching Approaches

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ABSTRACT

Lawson (1983) suggested that teacher socialization period is divided into three stages: acculturation, professional, and organizational. During the acculturation stage a variety of factors influence not only physical education (PE) teachers' decision to become a physical education teacher, but also the way they shape their knowledge and beliefs about teaching methods, course content and pedagogical point of view. Thus, is important to be explored student teachers' initial beliefs aiming at understanding their cognitive background and its' role in the learning process (Vosniadou, 2002). One of the dominant theories in cognitive psychology field to understand teachers' knowledge and beliefs is the Framework Theory of Conceptual Change (Vosniadou, 2007) which is widely used to describe and elucidate the complexity of learning process. The participants were 16 second year PE student teachers (10 males and 6 females). A qualitative ethnographic methodology was used and the data were collected by using semi-structure interviews. A multi-level analysis process was conducted which included open and axial coding (Strauss & Corbin, 1998). The findings revealed two mental models. More specifically, within first mental model were categorized 5 student teachers, which consider that reproduction teaching approach facilitates students' learning. Learning is understood as a dimensional process. On the other hand, within the second mental model were categorized 11 student teachers, which believe that production teaching approach promotes students' learning. They understand the learning as a multidimensional process. The two mental models highlight the developmental nature of students' learning concerning the production and reproduction teaching approaches. The diversity of students' mental models reveals students' diverse understanding of complex and sophisticated scientific concepts. Also, support Vosniadou's (2007) suggestion that learners come to education not as "tabula rasa" but having already formed an initial understanding about the world based on their subjective feelings.

Outdoor Pursuits in Physical Education: Lessons from the Trenches

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ABSTRACT

School-based physical education (PE) is one of the few institutions responsible for promoting lifetime physical activity (PA) for all children. However, many suggest PE, particularly at the secondary level, is not meeting this responsibility (Fairclough & Stratton, 2005; USDHSS, 2013). Trost (2006) stated that PE programs have not "delivered the goods" when it comes to promoting lifelong PA given the focus on traditional team games, which creates a disconnect between K-12 PE offerings and adult PA preferences (only 18.2% of adults participate in traditional sport; Ham, Kruger & Tudor-Locke, 2009). McCaughtry, Tischer and Flory (2008) suggest that "to facilitate a...participatory culture in physical education...what we teach must change" (p. 275). We were interested in what motivated ten teachers to change their curriculum to include outdoor pursuit (OP) activities. Four male and six female secondary school physical educators were interviewed. Interviews were audiotaped and transcribed; data were analyzed using constant comparative methods. Key themes within the data related to both the "why" of offering OP, and the "how"; however, these are not mutually exclusive and in fact, the merger is ultimately the driving force behind curricular change. Themes included student learning and outcomes; personal and professional reasons for change; and challenges. Teachers found OP activities beneficial for students and believed OP provides more realistic connections to lifetime activity habits than traditional team sports. These teachers exhibited both passion and commitment, for student learning and program change. They continued to deliver some form of a traditional team sport-oriented curriculum, but moved beyond their own occupational socialization in PE to test the waters beyond their own curricular comfort zone (Rovegno, 1994). Teachers continued to learn and develop new skills, and developed enough self-awareness to realize change was the best option, for them and most importantly for their students.

The Role of Structured Activity and Scaffolding by Physical Educator in Development of Motor and Cognitive Skills in Preschool Children

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ABSTRACT

A lot of preschool children don't have the basic motor skills MS to engage successfully in sport and physical activity PA. Structured activity, important to develop the MS, particularly during early childhood is also fundamental to develop executive functions EF, important for every aspects of life. What is the role of structured activity and of emotional and physical scaffold in improving motivation, MS and EF in five years old children? 159, 5 y. old children of Treviso (northern Italy) participated. 49 children followed a protocol of structure activity + free play, 51 preschooler practiced free play in a playground (Primo Sport 0246) for 10 weeks, 1h a week and 59 children never played in the playground. Mixed method analyses: pre and posttest on actual motor competence (test validated in the playground, ABC movement test, test of physical fitness) and executive functions (Day/night test). Children practicing structure activity improved significant in motor and cognitive tasks compared to the group involved in free play and control group. Children beginning from a lower level of motor competence improved significant after physical scaffold while children starting the training from a higher level of motor competence improved significant after physical and emotional scaffold by the physical educator. Structure activities programs help children to improve motor and cognitive skills more than free play. The role physical educators is fundamental in promoting motor and cognitive development in activities in zone of proximal development with a different impact on beginners or experts.

A Bourdieusian Analysis of Disability Sport Coaching

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ABSTRACT

So far, a critical sociological exploration of disability coaching practice has been overlooked as a means of understanding the field of disability coaching. Hence, we know very little about coaching or coaches in disability sport. The aim of this research was to understand the nature of coach learning in disability sport, by considering the interaction of coach and athlete within context through a sociological lens. Methods Bourdieu (2000) insisted that we should "encounter the social" (p.50) in order to move closer to the site of practice and production. Drawing on a qualitative, ethnographic methodology with a performance disability cricket squad, data were gathered using participant observation, in-depth interviews with coaches, athletes and parents within the field. Data analysis followed abductive reasoning, combining inductive and deductive thinking, whereby theory and practice inform one another' (Denzin, 1978). Inductive analysis was used to understand and interrogate coach learning and practice in disability sport. In order to offer a more sophisticated level of explanation and abstraction, findings were considered in light of Bourdieu's interrelated concepts of field, habitus and capital to reflect on the construction of disability coaching practice. Results Evidence suggests that learning to coach was derived overwhelmingly through experience, constituting habitus reflective of the social structures inherent in the social field, with disability coach education serving to reaffirm and reproduce coaching practice. Coaches' assumptions about disability were taken-for-granted and self-evident, yet implicit, manifesting in coaches' actions, behaviour and discourse that produced the conditions for oppression of athletes with a disability. Data showed that practice was constituted according to coaches' habitus, with their practice theories-in-use contradicting their theories-in-action (Cushion, 2013). Coaches who embodied symbolic, social and cultural capital legitimised and reproduced inclusive rhetoric and ideology (e.g. "coach the athlete, not the disability"). This seemingly positive focus on the sport, not the disability could be seen as a drive to empower athletes with a disability, and was reflective of a social relational view on disability where disability is a social barrier that is negotiated and contextual. However, data indicated that the perception of disability by an able-bodied audience reflected the power relations within the field and the ideological uncoupling (Purdue, 2012) of the disabled body and the athletic body by coaches.

A Critical Conceptualization of Disability Coach Education

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ABSTRACT

We know very little about coaches who work in disability sport, and a consequence of the limited research on coaches in disability sport is the lack of informed resources to support coach education and development (Tawse et al., 2012). The current situation, therefore, is particularly concerning when considering the growing body of coach development rhetoric challenging coaches to be inclusive without any specific education in coaching people with a disability (Hammond et al., 2014). The aim of this research was to understand the impact of an Autism and physical activity training course on the field of disability sports coaching, through a two-year, in-depth evaluation. Drawing on a qualitative methodology, a three year evaluation of a disability coach education programme was conducted specifically within the context of Autism Spectrum Disorder (ASD). Data were collected using participant observation, qualitative "reflectionnaires", field notes and in-depth participant interviews. Data were analysed deductively, according to a level-model approach to evaluation (Coldwell & Simkins, 2011), detailing the impact of the programme on participant learning. Inductive analysis was then used to understand and interrogate wider points of interest in coach learning in disability sport. Data showed that coach education and development in disability sport followed a compartmentalised approach that is underpinned by medical discourse (Bush & Silk, 2012). Disability coach education was characterised by training episodes designed to deliver impairment specific knowledge and contained little follow up support or longitudinal data to evidence application to coaching practice (Cregan et al., 2007). Furthermore, coach education was permeated with narratives of stigma, stereotyping, and fear of autism. Importantly, data indicated that learning to coach was derived overwhelmingly through experience, with disability coach education serving to reaffirm and reproduce coaching practice. Coach learning in these terms was framed by behaviourism, and practice informed by medical discourse that embraces scientific functionalism and technocratic-rationality. The assumptions underpinning disability coach education positioned "disability" firmly within the person, the athlete being the "problem" (DePauw, 1997). In this context, data showed that the formation and application of coaches' knowledge of how to coach was ignored (Denison, Mills & Konoval, 2015). Indeed, whilst useful in raising "awareness" of certain conditions, the impact of the programme on practice was marginal with coaches' beliefs about coaching the disabled athlete left tacit and unarticulated, and practice remaining unchanged, firmly embedded within experience.

Using Photovoice to Understand Influencing Factors of Physical Activity and Sedentary Behaviors in First Semester College Freshmen

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ABSTRACT

The decline of physical activity suggests students transitioning from high school into college may not be able to handle the incorporation of physical activity into their new life transitions, college and adulthood (Troiano et al., 2008; Matthews et. al., 2008). High school physical educators are relied upon to educate students about the importance of maintaining a physically active lifestyle (Pangrazi, 2003). However little is known about how effective high school physical education programs are at influencing physical activity habits after graduation. Participants for this study were 15 first semester honors' freshmen. Photovoice was used to gain a deeper understanding of students' perceptions of their current physical activity behavior. Photovoice enables people to record and reflect on their interests and concerns. Data sources included one heterogeneous focus group interview (75 minutes), one two-hour informal interview with Photovoice participants, student-taken photographs, and accompanying written reflections. All data were analyzed using a combination of top-down analysis (LeCompte & Schensul, 1999) and phenomenological horizontalization (Creswell, 2007). Findings indicated that social support was the primary influence in freshmen college students' physical activity behaviors and a lack of understanding of time management strategies was the primary barrier to physical activity. Other influences of physical activity were self-efficacy, fun, and physiological benefits of exercise. Friends and roommates provided social support, opportunities for observational learning, and a belief of self-efficacy that shaped the perceptions of the participants. Friends contributed similarly but also influenced the participants' sedentary behaviors. Further, misconceptions of both physical activity and sedentary behaviors were also evident and highlighted through their perceptions of their experiences in secondary physical education. Participants' shared a consistent perceived lack of quality physical education during their high school years. Participants provided numerous examples of "roll out the ball" scenarios and also demonstrated a lack of knowledge necessary to plan and implement a personal fitness program to maintain a physically active lifestyle.

Teaching Health Education: Physical Educators' Perceptions during their Induction

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ABSTRACT

Since 2001, Health Education (HE) has played a unique role in Quebec schools' Physical Education Programs. Scientific literature shows that seasoned physical educators who tried to implement initiatives aimed at promoting health have encountered several difficulties (Turcotte et al., 2010). The scope of learning is limited while the cognitive and motor dimensions are mainly addressed (Haerens et al., 2011). To date, it appears that no studies have examined HE interventions in the specific context of beginning teachers' induction. In physical education, beginning teachers' induction is characterized by multiple challenges (Schoval, 2010), rendered more difficult when the teaching workload is divided between several schools, forcing young teachers to integrate various teams (Elder et al., 2003). This study examines perceptions of novice PE teachers with regard to their professional skills for teaching HE and the initiatives they implement to promote this component. Individual interviews conducted with novice teachers aim to describe the activities planned at the end of their initial training (n = 16) and those actually implemented during the first four years in the profession (n = 9). Data collected were processed according to an inductive analysis strategy. Three key findings have emerged: (1) the more novice teachers experience the implementation of HE initiatives, the more their level of proficiency to teach this component is enhanced compared to the end of their initial training; (2) the analysis of initiatives undertaken with students shows the predominance of cognitive learning; and (3) the characteristics associated with the teaching workload influence HE teaching. The results will be discussed in light of differentiated contexts of the beginning teachers' induction and challenges specific to teaching HE in Physical Education Programs (Blankenship & Coleman, 2009).

Examination of the Effects of 10-Week Imagery and Concentration Training on Visual Focus Control in Dart Throwing

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ABSTRACT

The main purpose of the present study was to examine the effects of 10-week imagery and concentration training on visual focus control in dart throwing. The study group consisted of 23 male athletes attending Ege University in Izmir with an age average of 23.3 ± 2.7 years and minimum training age of 4 years. The participants were sorted based on their pre-study dart competition scores and distributed into research groups (control, $n = 8$; imagery, $n = 8$; concentration $n = 7$) homogenously according to their sort order. Afterwards, imagery and concentration groups undertook 10 weeks of internal imagery training and concentration training (using yantra), respectively. Visual focus, performance and eye fixation were examined by ASL mobile eye-tracker. Results of the study showed that there was nothing statistically significant in the difference within-subject and between subject in visual focus and eye fixation ($p > 0.05$). No statistically significant effect on dart performance variable both in control and imagery group ($p > 0.05$) was identified, while the 10-week practice had a positive effect on the concentration group ($p = 0.004$). Moreover, there was a statistically significant positive relationship between post-test eye fixation and post-test visual focus score in the imagery group ($r = 0.73$; $p = 0.024$), and a statistically significant negative relationship was found between the percentage change in visual focus score and the percentage change in performance in the concentration group ($r = -0.82$; $p = 0.024$).

Digital Technology in the PE Classroom: The Need for a Clear Pedagogical View

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ABSTRACT

The rapid development of digital technologies expands the possibilities and expectations of their application within physical education programs. In this presentation we will discuss the main outcomes of a two year research project (in which teachers, teacher educators and scientists worked closely together) on the use of innovative digital technology in physical education. Some of the results indicate that digital technology (cf. video instruction, video feedback) can indeed be used to enhance motor learning and enrich processes of decision making (tactical knowledge). In this presentation we will specifically focus on the dynamics between pedagogical aims and technology. Using the Technological Pedagogical Content Knowledge model (TPACK), we will present an example to show how physical educators themselves can influence the development of digital applications of video-based feedback. In contrast to the alignment of technology with pedagogical know-how, a second - more conceptual - example focuses on a type of 'digital sport' (eSport) that might deeply affect the pedagogical foundation of PE. We will argue that eSports do require the learning and performance of motor skills and that embodiment within a virtual environment may be considered playful, pedagogical meaningful or even athletic. Before introducing eSports into PE we do however need to question the potential educational value in more depth. Although motor skills can be considered a defining characteristic of eSports, we do not argue that eSports should be integrated within PE. These arguments have not so much to do with the status of physicality present (or not), but with differences in type of interactions and possibilities for body contact in a regular PE context.

Filling the Void in Fundamental Movement Skill Assessment: An Assessment Tool Developed with Teachers for Teachers

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ABSTRACT

The initial years of Primary school are a critical stage in children's development of Fundamental Movement Skills (FMS) (Gallahue, Ozmun and Goodway, 2012) and Physical Education (PE) lessons provide teachers the opportunity to deliver movement-based programs (O'Brien, Belton and Issartel, 2015). A recent evaluation of children's FMS competence in the UK (Morley et al., 2015), conducted within primary school PE lessons, recommended that teachers become more involved in assessing children's FMS so that they can subsequently support children's movement development more effectively. However, existing protocols to assess children's FMS are constrained by their clinical nature and the length of time they take to administer (Giblin, Collins and Button, 2014), deeming them unsuitable for use within curriculum time by teachers who lack specialist knowledge. The aim of this study was to explore teachers' perceptions of an ideal FMS assessment tool to assess children's movement in Primary schools. Thirty-nine primary school teachers in the United Kingdom participated in semi-structured interviews to explore their perceptions of assessing children's movement within PE. Interviews were transcribed verbatim and qualitative thematic analysis was used. These results suggest that teachers of PE within Primary school recognize the significant role that assessment has in enhancing children's learning. Conversely, teachers indicated that assessment practice is restricted due to a shortage of curriculum time available and their own perceived low confidence and understanding of assessing PE curriculum. Teachers indicated that an appropriate and effective assessment tool should be simple, quick to administer and provide valuable feedback to guide future learning experiences. In conclusion, these results suggest that Primary school teachers value the use of assessment within PE, but that opportunities to assess movement are restricted due to the absence of teacher-oriented FMS assessment tools.

Training Associate Teachers in Physical Education through Professional Co-Development Groups: Challenging Traditional Models

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ABSTRACT

The training of associate teachers - those currently working in the school system who collaborate with a university by hosting student-teacher in-class - represents an important priority for education programs in general (Clarke et al., 2014) and particularly in physical education (Kelder et al., 2014). With the support of the Ministry of Education (Quebec), a research group at the University of Sherbrooke constructed an alternative model for training associate teachers focusing on the community learning concept. Based on the model of "professional codevelopment" (Payette & Champagne, 2010), this approach favours the exchange of experiences within non-threatening groups to stimulate reflection and improve the professional practice. These peer groups were led by selected associate teachers (called "associate teacher resources" (ATR)). In all, eight groups were formed. For the purposes of this presentation we were specifically interested in the group composed of six PE educators. Our primary focus was on the leadership role played by the ATR, the effectiveness of this model and the impact it had on the professional development of each of the participants. The following qualitative data was collected during the meeting of the PE group: 1) an audio recording of the interactions (duration of 120 minutes) with a verbatim transcript; 2) an informal written report of the individual participant's experiences. This case study attempts to highlight the interaction between the ATR's expertise and role as a facilitator in light of the concept of alternation (St-Arnaud, 2003). Our research revealed the importance of ATRs adopting a posture of facilitation when faced with their first experience as group leader and the impact on the professional development of PE educators. This research demonstrates how this new training approach based on the model of "professional codevelopment" calls into question the conception of supervision for PE educators.

Water Familiarization Testing Battery Adapted for Young Children

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ABSTRACT

According to many authors, the degree of development required to learn a swimming style is not reached before the age of five to six years old (Pedroletti, 2004; Moulin, 2007). However, before that age, it is very interesting to discover the aquatic environment to develop specific skills like entering into the water, immersion, floatation, breathing and propulsion (Parker & Blanksby, 1997; Moulin, 2007). The aim of the present study was to elaborate a testing battery able to assess children level of water familiarisation. The testing battery was designed in order to assess the five water familiarization skills (entering into the water, immersion, floatation, breathing and propulsion) in three different depth conditions ($\pm 30\text{cm}$, $\pm 70\text{cm}$, $>150\text{cm}$). Children have to achieve up to 20 testing activities that were presented to them with a “frog story”. It was important to select tests that could be achieved in most swimming pools with common and/or transportable equipment. Another goal was to allow a longitudinal follow-up. We wanted to be able to assess two groups of five children during a 45 minute aquatic lesson. After its elaboration, 250 children aged from three to six years old have been tested with the battery. The testing battery was successful to assess and compare the water adaptation level of children from 3 to 6 years old. Linear score progression was observed from three to six years old for most items. However, a plateau effect has been observed with very well familiarized children who were already able to swim. For those children it could be interesting to add an assessment of the swimming styles. However it required time-consuming video recording. The testing battery was very discriminant and offered an excellent overview of children’s level of water familiarization. Improvement should be conducted in order to include swimming style assessment and to avoid video recording.

Coaching Childcare Providers to use Physical Activity Curriculum Cards following Training Workshop

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ABSTRACT

A Health Department in NW Florida funded the development/implementation of a curriculum to increase physical activity in childcare settings. A pilot training was conducted. Follow-up interviews with study participants revealed that post-training coaching sessions were necessary to ensure that childcare teachers would properly implement the curriculum. The goal of this study was to determine the effectiveness of five-week coaching sessions to increase the inclusion of Physical Activity Curriculum (PAC) cards taught in a physical activity training workshop. Six centers were randomly assigned coaching over five weeks following participation in a Let's Wiggle: Promoting Physical Activity in a Childcare Setting workshop. Each center was given 160 PAC activity cards and instructed how to use 15 of them during the workshop. Childcare providers who attended the workshop and taught 3-4 year olds were included in the coaching follow-up. The coaching included an observation of the childcare providers in their classroom, followed by a scheduled session to discuss recommended PAC activity cards that would best match the observed lesson content. A second coaching session on week 5 was conducted to ask questions about the implementation of PAC activity cards. N = 14 childcare providers who met the inclusion criteria were included in the coaching follow-up. Eight (57%) participants incorporated PAC activity cards during the initial observation prior to coaching. The coaching recommendations for each childcare teacher included a minimum of five PAC activity cards. During the second coaching session, all participants self-reported the use of at least two PAC activity cards that were recommended during coaching sessions. The activities that were observed were predominately the activities taught at the training. Childcare teachers self-reported having used other activities that were not directly observed. A combination of training with coaching follow-up appears effective in increasing physical activity inclusion in childcare settings.

Students' Perceptions of Their Social Interactions during 5th Grade Student-Designed Games Unit

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ABSTRACT

Student-Designed Games (SDG) is the process in which students create, refine and play their own games while having the teacher as a facilitator that supports and establishes certain limits. Having student-centered and autonomy supportive pedagogical principles, SDG promotes students' cooperation, creativity and critical thinking (Hastie, 2010). The purpose for this case study (Stake, 2003) was to investigate students' self-perceptions regarding their social interactions in a SDG teaching unit. Participants were 27 fifth-graders of various ethnic background (16 girls; 11 boys). Four to six students were placed in four co-educational groups, and two single-gender ones during an 11-day SDG unit of target games. Data were collected through: (a) field notes, (b) post-intervention interviews with all the participants, and (c) an acceptability of intervention questionnaire. Data were analyzed through a systematic process of inductive analysis (Lincoln and Guba (1985) of field notes, questionnaires, and interview transcripts. Accumulated data confirmed similar findings and themes were generated. Five themes emerged from students' perception in this case study: (1) working together within the same groups increased friendship; (2) creating and teaching games to other groups were enjoyable experiences; (3) learning other groups' games was considered as a positive element of SDG; (4) being a group leader was characterized as a peer who took notes, gave more ideas, and organized the tasks; and (5) engaging with certain types of personalities made it difficult to find a common ground during game creation. Although SDG is perceived with great potential to develop affective domain objectives, limited studies have investigated this topic (André, 2013). The present study shows that students recognized the challenges of their social interactions and also were able to identify some benefits of working together.

Development of a Physical Activity Curriculum for Training Childcare Providers to Promote Activity in a Childcare Setting

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ABSTRACT

The rate of overweight and obesity in American preschool children has increased over the past 20 years. There is strong evidence that a combination of nutrition and physical activity interventions in childcare settings can improve children's diets and physical activity. This study looked at the development of a physical activity curriculum as a part of a public health campaign to educate childcare teachers on how to integrate developmentally appropriate physical activity in childcare settings. Childcare teachers in NW Florida were invited to participate in a two-hour pilot Let's Wiggle: Promoting Physical Activity in Childcare workshop. Training included didactic presentations on the importance of physical activity in early childhood and developmental milestones from infancy to five years old related to movement/physical activity. The training also linked physical activity strategies with Florida Early Learning Standards. The majority of the workshop provided childcare providers with experiential "hands-on" activities using Physical Activity Curriculum Cards (PACC), developed specifically for this training that demonstrated how to incorporate physical activity into scheduled classroom lessons, transitions, and activities. Participants completed a post-workshop evaluation and an in-depth interview two weeks after training. N=17 childcare providers participated in the training. All participants indicated increased knowledge about the importance of physical activity and childhood obesity immediately post-training. Participants felt they had sufficient training to implement the activities and found the PACC to be useful. During in-depth interviews, most childcare providers reported that activities on the PACC were being predominately conducted during outdoor physical activity time rather than in the classroom. The results of the study indicate that childcare providers valued the physical activity curriculum training. While participants were having success implementing the activity cards, continued classroom support is needed to assist teachers in identifying opportunities within the childcare classroom setting to integrate physical activity.

Physical Education Teacher Education (PETE) Students' Capacity to Educate Childcare Teachers on Physical Activity Skills

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ABSTRACT

Rates of overweight and obesity in preschool children have increased over the past 20 years, with approximately one in three children in Florida identified as overweight or obese. A local county health department in NW Florida responded to this public health threat by implementing a community-based obesity prevention program. However, this health department lacked the expertise to implement physical activity training for teachers working in childcare settings. The University of West Florida's Physical Education and Health Education programs were contracted to develop and implement Promoting Physical Activity in Childcare Setting curriculum (PPACS). Physical education teacher education (PETE) students participated in the implementation of the PPACS curriculum. The goal of this study was to assess PETE students' capacity to educate childcare teachers after receiving training on the PPACS curriculum. Nine PETE students attended a 3-hr training that included a 2-hr experiential session on the Physical Activity Curriculum (PAC) cards that were a part of the PPACS curriculum. Students completed a post-training evaluation. Students then participated in the Teacher Training Workshop for a 1-hr interactive session using the PAC cards with 17 childcare teachers. Their role was to present a physical activity skill and engage teachers to practice the skill. The interaction between students and childcare teachers was video-taped and PETE students were de-briefed. PETE students have cognitive and psychomotor knowledge of the importance of physical activity in 3-5 year old children. While they were confident in presenting physical activity skills to children, they lack the hands-on experience in interacting with adult learners in providing feedback and correction. Current training of PETE students focuses on implementing K-12 state standards and benchmarks with children and adolescents but lack opportunities for PETE students to engage in training adult educators physical activity skills in a health promotion setting.

Exploring Sociocultural Issues in Physical Education Teacher Education Programs

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ABSTRACT

For years, the hidden curriculum (Bain, 1990) has been perpetuated in schools all throughout the world, and specific to this study, in physical education. One reason for this is that schools are conservative places that house individuals who do not want to educate students beyond the intended curriculum on specific content and pedagogy. Yet, many students compare themselves to others based on sociocultural ideals "taught" through the societal curriculum in addition to social inequalities or social privilege that they may experience, which influences their embodied identities. Unfortunately, students often do not have spaces to reflect upon or discuss these sociocultural issues and quite often find them being perpetuated by the individuals who are educating them to be citizens in the global society. Thus, for institutional and systemic change to occur, in this study we explored how the faculty in PETE programs educate pre-service teachers about sociocultural issues; understand personal beliefs about issues of social justice; how these beliefs are demonstrated in their daily practices with teaching and research; and what are they doing to explicitly teach and engage in discourse with their PETE students about sociocultural issues. Semi-structured interviews, a background survey, and artifacts were used to gather data. Content and inductive analysis and constant comparison methods (Corbin & Strauss, 2008) were used for data analysis. Results show that many PETEs lack awareness, implementation and time spent addressing and educating pre-service teachers about sociocultural issues; however, faculty believe that it is important to integrate sociocultural issues within PETE programs. The depth and details within these findings bring to life the need to educate and support PETE faculty on content and pedagogical methods related to sociocultural issues so they can model best practices and begin to explicate the hidden curriculum.

An Action Research of the Integrating TPSR Model into Golf Curriculum

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ABSTRACT

This study employs an action research approach to integrate Teaching Personal and Social Responsibility model into a golfer training program; Aiming at improving college students' golfer spirit-Honesty, Integrity, Courtesy; promoting caring, leadership and positive behavior from class learning, and also empowering teacher pedagogical ability by reflection. The researcher is simultaneously the instructor, using action research to integrated TPSR model into golfer training program. 44 students (35 boys and 9 girls) in Physical Education college of Hainan Normal University participated in an 8-weeks curriculum (16 lessons, 2400 minutes totally), integrated with TPSR model. This action research would go through 3 iterative cycles. Data collection included worksheet, semi-structured interview, teacher journals, focus group interviews; student performance records & video surveillance of all lessons were record. The categories of the data involved series of behavior and interaction. And the data triangulation process would ensure the trustworthiness. Implementing TPRS model into golfer training program would be positive learning and teaching process. The program would be restructured, students' responsibility and efforts, self-orientation, respecting for others, helping others and the level of cooperation in teamwork were improved. Also, teacher's teaching skills which combining outcome-based content, program design and self-evaluation in her own teaching has been promoted. What's more, the process of reflection enables the researcher to experience the integration program teaching and the critical thinking. Moreover, the researcher found that students concern about self-regulation and self-discipline. TPSR model integrated into the golfer training program not only positively influence on golfers education process, but also facilitated the professional growth of the teacher as a research.

Physical Education Teachers' Achievement Goal Orientations

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ABSTRACT

Motivation has long been considered as a key factor influencing teaching and learning. In contrast to rich studies on student motivation, there has been little research on teacher motivation. With the assumption that school is an achievement arena, Butler (2007) suggested that teachers strive to succeed at their job but may differ in the ways they define success. Goal orientations for teaching would load on four factors reflecting strivings to (a) acquire professional understandings and skills (mastery orientation); (b) demonstrate superior teaching ability (performance approach); (c) avoid the demonstration of inferior teaching ability (performance avoidance); and (d) get through the day with little effort (work avoidance). Using Butler's framework, this study was developed to validate a teachers' achievement goal model for teaching in physical education. A total of 465 Chinese physical education teachers served as participants. The measure of goal orientations for teaching in physical education was developed with expert consultation and pilot tests. Data 1 (N=180) were used to examine the validity and reliability of the scores produced by the measure, while Data 2 (N=285) were utilized to evaluate the generalizability of the scores. Both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted. EFA revealed that the four factors with eigen values greater than one accounted for 71.2% of the total item variance. CFA yielded the following fit indices: CFI = .95, SRMR = .03, and RMSEA = .05, suggesting that the hypothesized model fits the data well. The multi-step invariance analysis of the structure revealed that items from the scale are equally valid across data sets. The findings lend evidence to the conceptual validation of the four-type structure of goal orientation. Physical education teachers may differ in the ways they construe success and thus in their personal achievement goals for teaching.

The Impact of a Sport Education Fitness Season in Students' Fitness Knowledge and Achievement

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ABSTRACT

Traditionally, research on Sport Education has focused on the curriculums impact within team and individual sports applications (Hastie, Martinez de Ojeda, & Calderon, 2011). With respect to fitness, studies of fitness seasons either collected no empirical data (Sibley, 2012), or used end of unit outcomes without accounting for in-class activity (Hastie et al, 2009). The purpose of this study was to determine the extent Sport Education can provide students with high levels of in-class MVPA while also increasing students' fitness knowledge and achievement. Participants were 200 fifth-grade students, 130 from three Sport Education classes in one elementary school and 90 students from two control schools. Prior to instruction, students completed a validated, grade appropriate health-related fitness knowledge test (Chen, Chen, Sun, & Zhu, 2013), the Progressive Aerobic Cardiovascular Endurance Run (PACER), and the muscular fitness tests from the Fitnessgram instrument. In-class physical activity for all students was measured using uniaxial Computer Science & Applications accelerometers. Repeated measure analyses of variance (ANOVAs) were performed to determine the effect of the intervention. Fitness knowledge and performance scores were entered as the dependent variables sequentially in separate analyses; while time (pre vs. post) and group (SE vs. control) as independent variables. In-class activity was examined using the 50% lesson time in MVPA as the criterion. At time of abstract submission, the results of the intervention were not available. However, it is hypothesized that the Sport Education condition would have significantly higher levels at post-test. It is expected that participation in a Sport Education season which strongly foregrounds student ownership and responsibility for their fitness engagement in class would lead to more positive outcomes than more teacher directed programs. Further, Sport Education is postulated as a pedagogical model which allows students to engage in MVPA while still attaining fitness knowledge.

Coaching Journeys: Longitudinal Experiences of Professional Soccer Coaches

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ABSTRACT

Research has tended to access and investigate coaches at single points during their careers. Therefore, little is known about elite-level coaches' journeys and their engagement with, and perceptions of, coaching, learning, and formal coach education across time. The aim of this research was to explore the learning and development of eight elite and experienced soccer coaches and understand how these experiences constructed and changed their coaching identities. This involved investigating the coaches' rich experiences and perceptions formed from professional playing careers (m = 15 years), coaching careers (m = 20 years), and up to five decades of formal coach education experiences. Data were collected through in-depth semi-structured interviews at two data points, a decade apart. Data were analyzed thematically and findings uncovered how the coaches valued their situated experiences and how their biographies had shaped their practice, learning and identities. Themes highlighted by each coach included the importance of experiential learning and learning from others; emphasizing learning apprenticeships ('working their way up'), and the longitudinal and ongoing nature of learning. Data supported previous research in highlighting limitations in formal decontextualized coach education which was reported as lacking in providing assistance, relevance and impact. Given their considerable experiences the coaches rejected the notion of 'fast-tracking'. Findings also illustrated something of the changing nature and demands of coaching and how they have had to adjust their practice to changing demands and expectations of their athletes. Engaging with experienced elite coaches over time, whose 'involvement' with coaching could exceed that of many coach educators, programme designers and coaching scholars, seems a fruitful avenue for future research that could offer a nuanced and detailed insight to coaching practice, coach learning and coach education development.

Motivational Climate in (Sport) Games Physical Education Lessons

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ABSTRACT

To meet the objectives of PE in the Netherlands the role of the teacher is to optimize the learning process of the student. The PE teacher has to create a learning climate in which the student feels (physically and emotionally) safe, which is challenging, encouraging and thereby motivating. This is by no means self-evident. Especially in co-educated (sport) game lessons which by their nature are often competitive. In these lessons there is a serious risk for the emergence of a performance climate, which can negatively affect the learning process. At present, there is no instrument available in the Dutch context to measure the class climate within the (sport) games PE lesson. Hence, the aim of this paper is to develop and empirically validate an instrument to measure a motivational class climate. First, a review of relevant literature was carried out. Based on the theoretical frameworks of the self-determination-theory (Deci & Ryan, 1985) and the achievement-goal-theory (Nicholls, 1989) we aimed to define essential constructs for a motivational class climate. Second, questionnaire items were derived from these constructs based on existing validated questionnaires and expert consultation, resulting in two questionnaires: (i) for students and (ii) for PE teachers. Third, the questionnaires will be empirically validated (Spring 2016) among students and PE teachers of secondary schools in the Netherlands. We defined autonomy, social relatedness with peers, social relatedness support from the teacher, competence, task-involvement, ego-involvement as constructs for the questionnaires. Preliminary results of a pilot study show that the instruments are practicable. Results concerning the empirical validation are ongoing and will be presented at the conference.

The Retentive Effects of PETE Curriculum on Prospective PE Teachers' Knowledge Change

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ABSTRACT

Even though the effects of teacher education curricula on teacher learning have always been viewing as a crucial issue in the field of teacher education (Cochran-Smith & Zeichner, 2005), the longitudinal outcomes of teacher education on prospective teachers' knowledge and practices of teaching are yet relatively sparse than instant consequences. This study aimed to explore what knowledge prospective PE teachers had acquired after taking specific method course for over two semesters and to examine how these teachers conceptually change their knowledge for teaching physical education. Using exploratory case study method (U.S. General Accounting Office, 1990), this study recruited 20 senior prospective teachers (12 males and 8 females) who had tried to transfer what they learned from pedagogical coursework, in this case, the teaching styles of Mosston's Spectrum (Mosston & Ashworth, 1994), into their early field experience. All prospective teachers' portfolios, including lesson plans, videos and journals, were collected and 10 of them were interviewed for understanding what they thought about the knowledge learned and applied. These data was analyzed by grounded theory techniques and interpreted basing on two theoretical foundations: diffusion of innovation (Rogers, 2003) and knowledge change (Alexander, 2006). This study found that prospective teachers acquired partial and unorganized knowledge of any teaching styles taught in the former curriculum, and they preferentially applied styles closer to their previous experience of physical education teaching. Furthermore, prospective teachers easily assimilated knowledge of teaching styles in the reproductive cluster but meanwhile mis/understood that knowledge by reason of their prior knowledge. This study suggests developing teacher education program should notice the language use in communicating new knowledge, and highlight the intrinsic coherence of both knowledge involved in teacher education curriculum and in prospective teachers' cognitive schemata for finely re/constructing their knowledge for practice.

Infusing HALM Teaching Competencies into PETE Teaching Methods Courses

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ABSTRACT

To prepare Physical Education Teacher Education (PETE) students so they have the knowledge to teach K-12 students about Healthy and Active Lifestyle Management (HALM) skills, this poster session will present details of how these skills are infused using spiral teaching into several teaching methods courses as desired teaching competencies (HALM tips and object lessons) of which students have to provide video evidence. Examples of HALM tips and object lessons will also be given. The following learning outcomes will be met by this poster presentation: a) gain ideas for how to teach HALM skills to PETE students, b) learn how HALM desired teaching competencies are added during the teaching methods courses. c) See examples of how PETE students develop and teach HALM skills.

Translating Research to Inform Policies and Practices in Physical Education and Sports - the Singapore Way

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ABSTRACT

The presentation seeks to inform how the Ministry of Education (MOE), Singapore translated research into policies to influence schools' programmes and practices in Physical Education (PE) and sports. In 2013, MOE reviewed its approaches to athlete development and sustained participation in physical activity. In the last decade, literature in this area generally supports an approach towards a broad-based development with emphasis on fun and enjoyment during the early years. This sets the foundation for them to pursue further a sport of their choice and interest, when they are ready. The belief is that this approach will maximise an individual's potential and sustained sports participation from early years of involvement to adulthood. Arising from the review, MOE updated its PE and Sports Development Framework. The revised Framework guides schools in providing developmental opportunities for all students, and those with specific interest and ability in sports. It emphasises a strong foundation in movement competences, participation in physical activities and holistic development. It is envisaged that school programmes which are developed in alignment with the framework will equip every student with the necessary knowledge, skills and competencies to lead a life-long physically active lifestyle. This will also enable students to make informed choices on their level of participation across their life span, based on interest and ability. The revised Framework had guided the review and conceptualisation of three key projects related to PE and sports at the national schools level. The three projects are the Learning for Life Programme in 2013, PE Teaching and Learning Syllabus in 2014 and Junior Sports Academies in 2015. Importantly, it has signaled a mindset shift from sport-specific training focused on winning at an early age to age-appropriate development focused on learning and participation with provisions for pursuit of excellence.

Physical Literacy in the Chinese Characteristics and Research Progress

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ABSTRACT

The concept physical literacy has drawn a wide attention of international scholars since the beginning of this century. However, less known about and little literature contribute to how physical literacy developed in China. The purpose of this paper is to explore literature overview with an inductive and comparison approach, and analyze physical literacy conceptualized through its development between 1986 and 2015 in China. The findings of Chinese characteristic showed an imbalance between theory and practice with more articles on conceptual discussions than articles on teaching physical literacy. Moreover, By comparing and examining how the concept physical literacy developed within three key themes: conceptualized concept of physical literacy, assessments and embodied and its educative role with the main idea of Whitehead (2010), we further found that the physical literacy in the Chinese characteristics is more focusing on culture edification and formative process rather than embodied various capabilities to achieve a lifelong physical fitness as an ultimate goal. These findings may indicated the direction of future Chinese physical literacy should focus on embodying conceptual theory in to operationalize in physical education.

Physical Education and Sports Teachers' Usage Level of Mosston's Teaching Styles

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ABSTRACT

The aim of this study was to determine physical education and sports teachers' teaching styles preferences. The participants included 244 physical education and sports teachers working in Turkey Republic Ministry of National Education state schools in 2014-2015 Education Year. In the study, Hewitt's (2010) questionnaire used in the study titled as "Self-Identified Teaching Styles of Junior Development and Club Professional Tennis Coaches in Australia" was adapted to Turkish and utilized. The results revealed that the most preferred teaching styles were observed as "Practice" and "Command" styles and these styles are both teacher-centered ones. At the end of the study no significant difference in teachers' teaching styles in terms of the participants' gender and seniority level was observed. In terms of school type, a significant difference in two teaching styles was observed. Practice-B style was observed to be preferred by the teachers in secondary school teachers than the ones in high schools. High school teachers were observed to prefer Learned Designed Individual Programme Style-I than secondary school teachers.

Research on the Current Situation of the Specialized Training of Physical Education Teaching in some High School In Shanghai Of China

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ABSTRACT

Physical education in high school is important part of school education and lifelong sport, plays a significant role for the growth of the youth. In order to practice the CPC's advices on improving the youth's physical fitness and establish a scientific and rational school physical education system, Shanghai Municipal Education Commission is pushing forward the policy and curriculum innovation of the experimental teaching of specialized training in physical education of high school. Since 2013, with the implementation of student health promotion project, Shanghai to lead the overall sports project to promote the overall development of the school sports industry a good pattern. In practice, based on the experience of the second-stage reform, it promotes a multi-level specialized training according to students' personal interests and skill level, regardless of their grades and classes. By promoting the specialized training teaching, the reform aims at cultivate students' interests and awareness of sports participation, further help them develop good habits of regular exercise, and finally lay a good foundation for lifelong sports. By literature analysis, interview and questionnaire methods get all data of this research. Subjects are 76 teachers and 1521 students of 14 pilot high schools in shanghai. The main results are as follows: 1) 92.6% of the teachers and 89.3% of the students are very well recognized in this form of teaching. They believe that: special knowledge (77.6%), special skills (85.5%) and physical fitness (86.1%) have been greatly improved than the traditional teaching. 2) 90.2% of the teachers and 85.9% of the students believe that: The positivity of the class has been greatly improved; the teaching effect is very good. 3) 90.2% of the teachers believe that: After the implementation of the special education reform, the education committee's investment is more clear, sports equipment and condition has been greatly improved. However, the number of special teachers is obviously insufficient (67.8% of the teachers) . Therefore, it is an important task to strengthen the follow-up training of teachers. 4) Compared with the new teaching methods and students learning methods are relatively inadequate, has not yet formed a standardized syllabus. 70.5% of the teachers consider: It is very necessary to form a guiding plan. 5) Through the high school curriculum innovation, enhanced the professional level, innovative ability and professional quality of teachers; cultivated students' positive attitude towards life and self-confidence. The study provides a beneficial reference and experience for promotion of sports specialized curriculum, to further promote the sports course teaching of high school towards the standardization, scientific have practical significance.

The Influence of an Enrichment Program on Attitudes toward Education and Physical Education of Physical Education Student Teachers

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ABSTRACT

Attitudes affect behaviors (Stoffelsma, & Spooren, 2013), and are regarded as important factors in determining an individual's interest in his/her planned future profession. Changes in attitudes occur due to the interaction between attitudes, behaviors, and beliefs, further resulting in a change in beliefs and behaviors. Lewitt (2002) stated that teachers' beliefs regarding teaching and learning lead them to developing a certain attitude toward the profession. Among the objectives set by teacher education institutions are to ensure that teacher candidates develop a positive attitude toward the profession and attain professional competence in their discipline (Eroglu & Unlu, 2015). Therefore, this study aimed at examining the influence of an enrichment program on attitudes toward education and physical education (PE) of PE student teachers (ST). Participants were 70 first-year PE ST, divided into an experimental group ($n = 24$) and a control group ($n = 46$). Two questionnaires: (1) ST's beliefs about teaching and learning in PE, and (2) beliefs in education, were administered twice, pre and post intervention. The intervention included a unique enrichment program aimed at increasing the ST's orientation towards education and physical education. Results showed significant differences in all aspects between pre and post intervention. However, the change between pre and post intervention was greater among the participants in the experimental group, in both questionnaire's factors. Courses chosen as the intervention assisted the ST to crystallize their positive attitude towards education and physical education.

The Relationships between Academic Achievements and Life Satisfaction, Positive and Negative Affects, Personality Traits, and Stress among College Students

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ABSTRACT

Life satisfaction, positive and negative effects, personality traits and stress are related constructs found to have an effect on the academic achievements of college students. Nevertheless, studies that examined these relationships concentrated on one construct at a time, failing to give a broad spectrum. Therefore, the aim of this study was to portray a model describing the relationships between academic achievements and life satisfaction, positive and negative effects, personality traits, and stress among physical education teacher education students. Participants were 147 freshman physical education teacher education students (87 males; 86 females), age 22-31 (M = 23; S.D. = 1.8). Five questionnaires were used to collect data for the different variables: Positive and Negative Affect Schedule PANAS; the five-item Satisfaction With Life Scale; the Stress in Academic Life Scale (SALS); the Perceived Stress Scale; and the Big Five Personality Inventory (BFI). In addition, the students' average grades were calculated. A model describing the relationships between academic achievements and life satisfaction, positive and negative effects, personality traits, and stress among physical education teacher education students is presented showing the results. Personality traits, positive effects, and satisfaction with life explain 20% of academic achievements. Additionally, parents' financial assistance and previous teaching experience moderate stress.

Improve Your Coaching Capability to an Advanced Level by Implementing the Discovery Styles

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ABSTRACT

In the domain of sport pedagogy, there are many coaching strategies to choose from, however, among of them there is one was recognized as more elegant, smarter and comprehensive coaching theoretical framework, and a systematic coaching strategies; that is, Mosston's Spectrum of Instruction Styles (MSIS). Because MSIS are a vibrant and based on a unique science theory framework, the MSIS has become a well-known, widely applied and implemented in many Physical Education Teacher Education (PETE) and Coach Education programs worldwide since the MSIS were created 50 years ago. Moreover, the MSIS fully interpreted and illustrated all the behaviors and aspects of coaching and teaching trainings; it also described and indicated how the coach-athlete interactions or coaching-training activities take place. Additionally, the MSIS not only offered all kinds of coaching-training strategies that assist in the development of a variety of coaching goals and help coaches meet the goals of each athlete; but also offered coaches with the opportunities to see how to constantly modify their coaching strategies to meet different types of athletes and training goals. The purposes of this symposium were to introduce the discovery styles in Mosston's Spectrum of Instruction theoretical framework to the field of the collegiate sports, and provide a set of rich and colorful, diverse and live coaching episode and lesson examples, so that coaches and athletes in the field of collegiate sports can learn from these examples and implement the discovery styles into his or her future coaching career. By doing so, we are confidence that your coaching will become much effective, more interesting and full with wisdom. In short, your coaching capability will advance to a brand new level. This symposium will provide variety of coaching episode and lesson examples that are suitable to apply to collegiate sports.

A Translation Book Project on Teaching Physical Activities and Skills Using Mosston's Spectrum of Teaching Styles

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ABSTRACT

To celebrate the 50th anniversary of Mosston and Ashworth's Spectrum of teaching styles (STS), we would like to present how teachers and students in our physical education teacher education (PETE) programs learn about and use the STS. After two years hard work, In 2014 Zeng and Wang translated Mosston and Ashworth's 'Teaching Physical Education' – 2008^{first online edition} - published by Higher Education Press, Beijing, China. That book has caused huge responds from the Chinese PETE community; their major comments are: lack of detailed and practical examples. To solve these problems, Zeng and Wang (2015) wrote a book titled, '*Teaching Physical Activities and Skills Using Mosston's Spectrum of Teaching Styles*'- published by Lambert Academic Publishing House, Germany; the book possess user friendly and detailed practical examples of the different Spectrum teaching styles. Currently, this book is translating by Dr. Wang and her graduate students (from English to Chinese). The purpose of this translated book is two-fold: to help in-service teachers and PETE majors gain a better understanding of Spectrum theory and the teaching styles; and to provide rich, colorful, and practical examples of episodes so that physical educators can better understand and implement different teaching styles in their daily instructional practices. From the comparison perspective of physical education between the U.S. and China, through the interpretation of the reproduction cluster (styles A – E) and the production cluster (styles F – I) of teaching styles implemented in PE settings, this book provides plentiful examples for teachers who teach at the primary and secondary school levels. Multiple examples of how the Spectrum styles are used in teaching physical education will be provided in this presentation. These examples will enrich and expand on the similarities and differences between instructional strategies used in their PETE programs compared to other programs around the world. Specifically, this book includes "Team sports" "Individual sports, Dual sports" and "Physical fitness, Dance, Martial-arts and other sports". Moreover, in the process of writing the book, we focused on the implementation of all the different teaching styles from the Spectrum, and designed different episode and lesson plans. That is what we often say "with different subject matters" to guide PE teachers to teach differently by putting 'diverse learners' 'multiple education objectives' in consideration, designing all lesson plans carefully.

A Study of Youth Soccer Athletes' Motivation from Jiangsu China

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ABSTRACT

The purpose of this study was to explore the essential factors that motivate youth soccer-athletes continually engaging in practices and competitions in Jiangsu China, so that valuable information can provide to their soccer community and enable their school and teams to improve management and coaching level. Participants were 98 boy soccer-athletes (age 13-15, 52 supported by parents, 46 supported by school; 58 want to be professional, and 40 want to be non-professional) from 10 middle-schools (Jiangsu, China). The Adapted Questionnaire of Soccer Athlete's Motivation Chinese-Version (AQSAM^{C.V.}, Zeng, 2015) was employed for data collection, this instrument consists of 28 items/questions; 10 asked participant's general information; and 18 ask the motivation reasons/factors (RFs); e.g., "RF1. Because soccer with high technical content and unique value". Participants can respond in a 5-points Likert type scale (e.g., 5-points represents "Strongly-fit" and 1-points represents "Not-fit"). Data analysis was mainly done by a 2 (Supporting: *By-Parents* or *By-School*) x 2 (Goal-Setting: *For Professional* or *For Non-Professional*) factorial multivariate analysis of variance (MANOVA). Findings included: the top three higher scores from the 18 RFs were: RF1 "high technical content and unique value" $M = 4.73$; RF4 "make new friends" $M=4.42$; RF2 "fun and get rid of boredom" $M = 4.34$. These RFs possess significantly higher impact on the youth soccer athletes' motivation. The 2 x 2 MANOVA revealed: no significant difference in the 'Supporting' aspect ($p>.05$), $\Lambda = .78$, $F = 1.16$; however, significant difference was found in the 'Goal-Setting' aspect ($p<.00$), $\Lambda = .03$, $F = 143.61$. In conclusion, the intrinsic RFs appear to score higher than those of extrinsic RFs and possess higher impact on structuring these youth soccer athletes' motivation. It doesn't matter if the 'Supporting' was *By-Parents* or *By-School* but the 'Goal-Setting' that is to become a *Professional* or a *Non-Professional* was the factors that really matter to their motivation.

Understanding PE Teacher Motivation in Relation to Job Demands and Resources

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ABSTRACT

Determining how job demands and resources influence physical education teachers' motivation regulatory processes is critical for understanding teacher motivation. A careful theoretical articulation of the self-determination theory (SDT) and Job Demands-Resources Model led to an a priori model that potentially can be used to explain physical education teacher motivation. A total of 193 certified physical education teachers in two southeastern states provided self-report data on perceived job demands and resources in the working environment, motivation regulatory processes, and motivation to teach. Structural equation modeling analysis reveal that working in a high demand environment enables the teachers to adopt more autonomous motivation regulatory processes. The study provides empirical evidence for changing working environment for better teacher motivation.

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