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Resúmenes del Congreso Internacional AIESEP 2015

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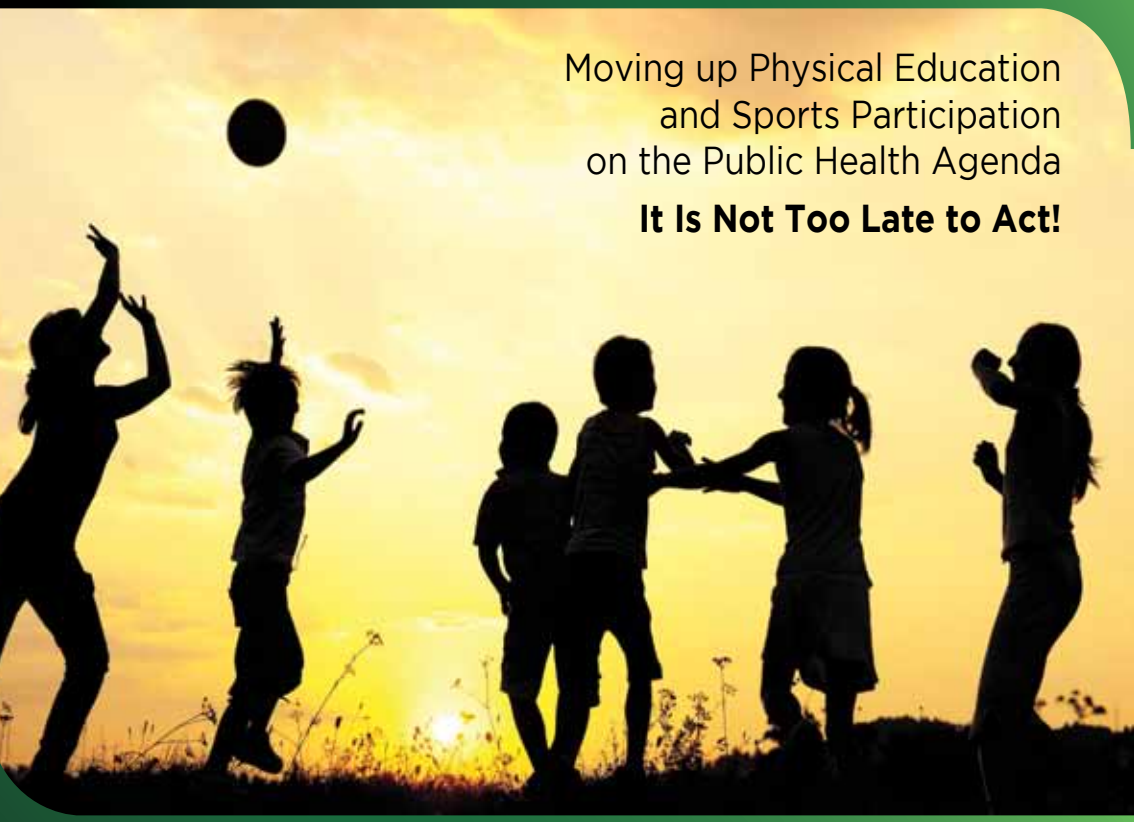

Moving up Physical Education and Sports Participation on the Public Health Agenda

It Is Not Too Late to Act!

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Moving up Physical Education and Sports Participation on the Public Health Agenda
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Principalmente serán considerados para publicación investigaciones científicas originales relacionadas con las siguientes áreas: *Educación Física; Rendimiento deportivo; Ejercicio físico para la salud; Dirección y Gestión deportiva; Deporte y Ocio; Metodología de la investigación en CAFD*. También se incluirán: revisiones de la literatura, recensiones críticas de libros (de publicación reciente), reseñas de tesis doctorales, documentos académicos y profesionales de interés para el colectivo, experiencias y buenas prácticas en el ámbito de las CAFD.

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Dear Delegate,

On behalf of the Scientific Committee I welcome you to take part in the 2015 Madrid AIESEP International Conference. Our main goal for the near future is to promote Physical Education and Sports Participation on the Public Health Agenda.

Association Internationale des Écoles Supérieures d'Éducation Physique has always the commitment to promote high quality research worldwide in the areas of sport pedagogy, physical education, physical activity across the lifespan. Over the last years AIESEP has increasingly developed its research to accomplish these aims and the 2015 AIESEP International Conference clearly reflects our endeavor to rely on different means in promoting high quality research worldwide in the areas of physical education, physical activity and sport pedagogy. The conference comprises presentations given by keynote speakers, new researchers that have been rewarded with the Young Scholars Award, students from Universities around the globe and not to forget the researchers and practitioners presenting and commenting at the many Parallel, Poster and Symposia sessions. This reflects a need to develop subtheme communities that facilitate working relationships enduring the single conference itself. It is AIESEP's desire to work as an incubator for the emergence of viable networks of people that enhances AIESEP's goals. To the 2015 AIESEP International Conference a record of 409 abstracts were received for assessment, to the Parallel sessions, Poster Session and the Symposia Sessions. 33 reviewers have volunteered to assess the abstracts. The Scientific Committee is very satisfied with this increase in the AIESEP activities and is very grateful that so many of you have engaged in it to make the 2015 AIESEP International Conference an inspiring event for all of us.

On behalf of the Local Organizing Committee thank you very much and congratulations to each and everyone for their contribution to the scientific program of the 2015 AIESEP International Conference. Enjoy the moment, cherish the long term rewards and please continue the endeavor to move up Physical Education and Sports Participation on the Public Health Agenda.

Gerardo Bielons
AIESEP 2015 Conference Chair
Madrid, Spain
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ORAL PRESENTATION

GOT HEALTH? A STUDENT-LED INQUİRY PROJECT FOR SCHOOL HEALTH PROMOTİON

Stephen Berg
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INTRODUCTION

Creating systems change and developing capacity around student health promotion is a developing field in education (Pan Canadian Joint Consortium for School Health, 2010). Expanding this work to include students in the process has been a major undertaking in the last few years (Forneris et al., 2010; Wong et al., 2010). The purpose of the Got Health? initiative was to discover how student-led health inquiry projects lead to healthy school environments. The intention was to empower students to create change in their school settings by providing them with training, teacher guidance and opportunities to be change agents. Using the Comprehensive School Health framework, students actively addressed and promoted health issues through studentled inquiry projects that addressed a health issue in their school.

METHOD

Reciprocal collaboration action research (Herr & Anderson, 2005) was used for this study. Data was collected via seven semi-structured focus group sessions, one at each participating school. 47 students (16 male and 32 female), as well as 6 teachers participated in the focus group sessions.

RESULTS

Despite some challenges faced by students around their projects and those faced by teachers, the results revealed that most participants gained a sense of connectedness to their school and peers, improved their health awareness in areas such as physical activity and healthy eating choices and facilitated student engagement.

CONCLUSION

When young people are involved in producing knowledge that impacts policy and action in their communities it can increase their sense of responsibility to others, fulfilling developmental needs in a healthful way while also enhancing the applicability of research, policy, and practice to reflect the experiences of the involved children and adolescents (Wong et al., 2010). As such, developing effective studentled inquiry health initiatives based on empowerment and engagement such as Got Health? are important for the health of future generations.

STYLES. ANALYSİNG CHARACTERİSTİCS OF TEACHİNG STYLES USED İN VİCTORİAN PHYSİCAL EDUCATİON AISEP 2015

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INTRODUCTION

The main purpose of the study was to analyze the characteristics of the teaching styles used in Victorian physical education. Another aim was to investigate the relationships between background variables of the study and implementation of teaching styles. Mosston and Ashworth's (2002) spectrum of teaching styles and the teaching style questionnaire developed by Kulinna and Cothran (2003) provided the underlying frameworks for the research.

METHOD

The participants of the study were 106 Victorian physical education teachers. The teachers responded to an electronic instrument accessed through a link delivered to them by email. This version included background information items (gender, teaching experience, education, school level, mean class size) and 44 Likert-type questions pertaining to 'teacher use' and 'perceived benefits to students' of the 11 Spectrum teaching styles.

RESULTS

The results of the study revealed that teachers used the practice, reciprocal and command teaching styles the most and the Self-teaching and Learner Initiated styles the least. Inferential analyses for use, fun, learning, and motivation highlighted many significant differences among teachers' perceptions of the benefits to students of the various teaching styles. Teachers perceived the inclusion, practice and reciprocal styles as the most fun for students and the self-check self-teaching styles as the least fun. They also rated the divergent, reciprocal and command styles as the most and the learner initiated and self-teaching styles as the least, beneficial for student learning. Finally, the teachers assessed the practice and inclusion styles as the most motivating and the self-check, self-teaching and learner initiated the least motivating for their students.

DISCUSSION

This study highlights which teaching styles teachers report using and how they perceive the different styles to benefit their students. The results indicated that physical education teachers used command and practice styles the most, and self-teaching, self-check, and convergent discovery styles the least. Overall, the trend of using teacher rather than student-centered teaching styles was evident in this sample of Victorian Physical Education teachers. This study, also found that comparisons based on the background variables of class size and school level highlighted significant differences in the teachers perceptions of their use of the various teaching styles.

CONCLUSION

Identifying the teaching styles currently used and student preferences for particular styles may contribute to the modification and development of current

practices to facilitate improved student engagement in physical education.

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THE USE OF COMMUNİTİES OF PRACTİCE TO İMPROVE THE QUALİTY OF THE PRACTİCUM TEACHER EDUCATORS

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INTRODUCTION

Research clearly shows the critical role that school supervisors plays concerning the qualification of the preservice teachers' (PT) practicum (Darling-Hammond et al., 2005). The education of teacher educators has been emphasized by the European Commission as a strategic factor to improve teacher and teaching quality (European Commission, 2013). Communities of Practice (CoP) (Wenger, 1998) as a social learning system, can be assumed as a key element for the teacher educators' professional development (European Commission, 2013). A balanced link between academic and school environments has been identified as a crucial element in initial teacher education. Inspired by this idea, a CoP established among the supervisors responsible for the practicum of the Lisbon University Teaching Physical Education Master Degree was developed, based on meetings along the practicum school year, and reciprocal visits between schools practicum groups.

METHOD

This research aims to identify the perceptions that supervisors developed about this process. Six school groups of practice were inquired, involving six school supervisors and six university supervisors. A focused interview and a thematic content analysis was used to obtain the supervisors' perceptions about the contribution of each of the two collaborative experiences to the improvement of the supervisory process.

RESULTS AND DISCUSSION

Supervisors perceive the practicum year as fundamental for PTs' preparation for its intrinsic value and for its integration within the PETE program, along with other important benefits. However, critical hurdles are also mentioned, namely the reduction in resources, especially for university supervisors who split this activity with PE teaching activities as main professional practice. The supervisors' group is characterized as a CoP with different levels of involvement among the group, focused in improving the PE professional practice through the PTs as a shared domain within meetings and reciprocal visits. Nonetheless, each experience has particular subdomains, each addressed through specific activities framing the community dimension. Regarding supervisors' practice, meetings mainly impact indirectly upon PTs through improving their team of supervisors and the practicum as a whole. Reciprocal visits are more valued and perceived as having greater and more direct impact in PTs, despite reported benefit for their supervisors who also report learning as PE teachers.

CONCLUSIONS

These results highlight the super-

visors' CoP collaborative experiences' advantages and limitations as rich implications for educating PE teacher educators on supervision.

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EFFECTS OF GAMES CENTERED PROFESSİONAL LEARNİNG ON PHYSİCAL EDUCATİON OUTCOMES İN PRİMARY SCHOOL: RCT OF THE PROFESSİONAL LEARNİNG FOR UNDERSTANDİNG GAMES EDUCATİON (PLUNGE) İNTERVENTİON

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INTRODUCTION

It is suggested motor skill development and physical activity (PA) be targeted at the same time, with a focus on increasing perceived sports competence in the pursuit of longer term PA outcomes (Barnett et al., 2011). A Game Centered Approach (GCA) offers a way of situating skill, game play and affective outcomes within active game play (Kirk and MacPhail, 2002). The aim of this investigation was to evaluate the efficacy of a professional learning intervention utilizing GCA curriculum for improvement of student FMS, in-class PA and physical self-perception.

METHOD

A cluster-randomized controlled trial involving 168 students (mean = 11.22 years, range 10 - 13) from seven primary schools in the Hunter Region, Australia. Participants were randomized at the school level into the intervention (n = 97 students) or wait-list control (n = 71) condition. The Professional Learning for Understanding Games Education (PLUNGE) program was designed for the development of practical instruction, mastery motivational climate and use of GCA curriculum. PLUNGE included a one day session and five in-class mentoring sessions for the teacher, and 7 × 60 min lessons based on a GCA curriculum for the students. The control group participated in their usual weekly 60 min PE lessons. Students were assessed at baseline and 8-week follow-up for throw, catch and kick FMS (Test of Gross Motor Development II), in-class physical activity (pedometer steps/minute) and physical self-perception (Self-perception Profile for Children).

RESULTS

Linear mixed models revealed significant intervention effects ($p < 0.05$) for object control competency (throw, catch and kick) ($d = 0.96$) (Figure 1), and for in-class PA levels ($d = 0.6$) (Figure 2). No significant effects ($p > 0.05$) were observed for any physical self-perception variables (Figure 3).

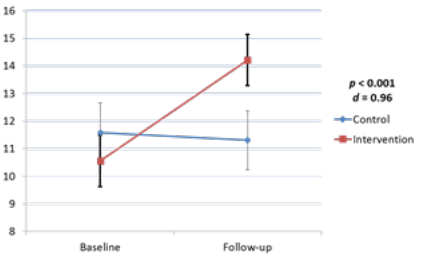

Figure 1. Object control competency (Values 0 – 22)

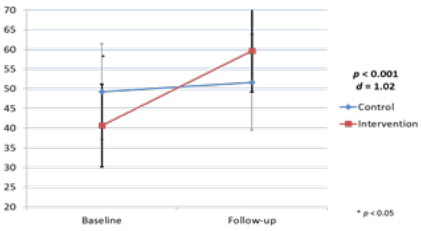

Figure 2. In-class physical activity (Steps / minute)

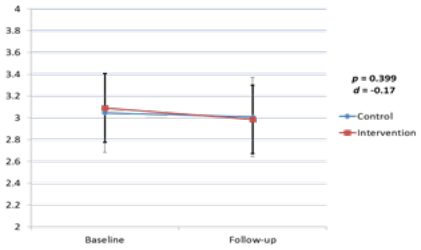

Figure 3. Perceived athletic competence (Values 0 – 5)

CONCLUSION

PLUNGE achieved FMS and PA results simultaneously, with development within game play the novel aspect. This study demonstrates that physical education sport pedagogy can contribute positively to the development of physical activity outcomes in the classroom. This approach is considered viable for providing children with physical activity outcomes without the use of a reductionist approach (skills and physical activity only) in primary schools. Longer interventions are considered necessary to observe changes in physical self-perception.

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PERCEPTION OF ADECUACY ON SPORTS FACILITIES DURING SCHOOLS' P.E. AND EXTRA LEISURE ACTIVITIES IN A COHORT OF 1544 TEENS

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INTRODUCTION

The aim of this qualitative study is to define the perception of adequacy on sport/s facility/ies (SF) during P.E. school classes and extra physical activities (physical activity/ies, PA).

METHOD

The study population consisted of 1544 students aged between 11 and 20 years old (height, 1,7±11,9 m; weight, 55,7±12,4 kg; BMI, 20,2±5,1 kg/m2), and was divided into two groups: 11 to 14 lower grade (LG), 15 to 20 upper (UG). Both groups were asked to fill a multi-area questionnaire inquiring about the amount of time spent in PA on a weekly basis, the types of SF utilized, a detailed evaluation of the provided services whilst using the same facilities.

RESULTS AND DISCUSSION

Almost eight students out of ten (79,1%) performed PA during extra-school time. Ranking of SF assessed: 30,9% outdoor fields, 25,4% fitness & health gyms, 21,6% sport halls, 11,2% pools and 10,9% others facilities types (Figure 1). Recorded order of the total scores achieved, the worst evaluations provided are referred to: care and hygiene of the global spaces (3,55/5), functionality of locker rooms (3,56/5) and structural state of wear (3,69/5). 31,7% of students perceive their own structure comprehensively similar compared with the others of the same category in which they act and 4,6% noticeably lower; highly significant is how this last data increase by 88% from LG to UG. The 41,4% of the sample voted the quality of the SF as essential (10,7%) or important (30,7%) to reach the personal PA aims, the 41,4% quantify as rather relevant (Table 1).

CONCLUSIONS

The overall perception regarding the adequacy on SF is at a more than acceptable level with a 3.68/5 as regards school P.E. and a 4.03/5.00 for extra leisure sport activities. Nevertheless SF could run the real risk of becoming too outdated without good maintenance and focused investments.

Table 1: Perception of the Importance of the Supplied Qualities by the Sport Facilities Related with the Students Personal Aims

School Grade	Student Opinion (%)				
	None	Few	Sufficiently	Very Important	Essential
LG	6,20	15,42	43,52	23,92	10,95
UG	0,72	12,87	39,57	36,35	10,49

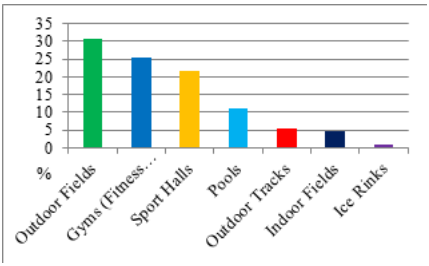

Figure 1. Types of Facilities Analized

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WHO GETS TO DECİDE WHAT, AND HOW DURİNG GROUP WORK İN PE: AIESEP 2015

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INTRODUCTION

Group work is a common feature of physical education (PE). Learning through group work is typically attributed to either (a) more experienced individuals guiding less experienced individuals, or alternatively (b) equally experienced learners engaging in dialogue and debate and eventually deciding on appropriate courses of action together (Lafont, 2012). Very few investigations consider factors beyond proficiency regarding content knowledge that enable learners to steer interaction. Assumptions about the nature of power and its mechanisms have been left largely implicit. The purpose of this paper is consequently to explore power relations in group work in PE.

METHODOLOGY

Data for this study have been collected in connection to a larger research project on learning in physical education in Sweden (Quennerstedt et al., 2014). Eight lower and upper secondary schools in Sweden participated in the project. Video recorded data at each lesson were collected from four lessons at each school (32 lessons in total). Schools were distributed across four geographic locations with varying sizes and types of communities. Pre- and post- interviews with teachers as well as didactic moments interviews with teachers and six to ten students at each school were also conducted. For this study, the whole data set were scanned to identify sequences where students were working without the direct presence of a teacher. Sequences from five lessons were selected for in-depth analysis since they included more extensive sequences that developed over time. Michel Fou-cault's notion of power as action-on-action is used to identify different types of power relations in these lessons. Results presented in this paper relate to three sequences in which students were working on a task involving the creation of a dance performance.

RESULTS AND DISCUSSION

Four specific kinds of power relations are presented. These revolve around: (1) the negotiation of the task. Data suggest that students interpret tasks differently and that this leads to different kinds of interactions taking place; (2) the influence of cultures beyond PE. In the cases presented, cultural artefacts are borrowed and at times misappropriated as sequences unfold; (3) the performance of gender. Boys and girls appear to have specific possibilities for action that influence decisions; and (4) the local actions of group members. Verbal and corporeal moves which are indexed within the physical environment are themselves important factors that affect how sequences proceed.

CONCLUSIONS

These results 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. Rather, to

understand why group work sequences unfold in the ways that they do, one must consider the influence of the task, the ways in which other cultures affect student decisions, and how more structural aspects such as gender can affect students' actions. In this respect, the results encourage practitioners to be even more sensitive to situations where students are working independently. For scholars, the results invite a reconsideration of learning in group work and signal the importance of power relations.

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EFFECTS OF PERSONAL AND SOCİAL RESPONSİBİLİTY ON STUDENTS' BEHAVİOURS

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INTRODUCTION

In the school, a number of socio-affective interactions take place among students and with the teacher while the teaching and learning process that will generate the so-called classroom atmosphere goes on. Occasionally, a poor management of these interactions may cause in the student body a number of behaviours liable to have an impact on their coexistence, which we understand as a conglomeration of inappropriate behaviours that take place in the classroom and prevent the normal development of the educational activity, such as interruptions, aggressions, mistreatment of the material, etc. In this study, we examined the impact of Hellison's Personal and Social Responsibility Model on students' behaviours.

The participants were 573 teenage students between the ages of 12 and 15 years, in two takes (pre-test and post-test), out of a total of 16 Spanish school centres. The instrument of observation of behaviours that alter the coexistence in Physical Education lessons was administered. During 4 months, experimental group went through five levels of the programme, whereas control group went through traditional methodology. The results with regards to the application of the MPSR in physical education lessons showed a decrease in the conducts that bear an impact in the coexistence in physical education lessons for the students in the experimental group, both in violent conducts as in conducts betraying a lack of discipline or interest, although these are not significant improvements.

CRİTİCAL KNOWLEDGE SYNTHESİS AS LEVER İN İMPLEMENTİNG EVİDENCE İNFORMED PRACTİCE

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INTRODUCTION

Integration of physical active lifestyle in the public health agenda depends on the ability to align knowledge synthesis and implementation strategies from different sectors. One of the relevant factors of the failure to do so is the inability to provide policymakers with evidence that truly support their decision-making. Growing amount of evidence from reductionist research, largely produced by a biomedical science, does not get implemented (Matheson 2013, Grimshaw 2012). This research focuses on a critical appraisal of review methodology, being a crucial instrument supporting implementation (Greenhalgh 2014).

RESULTS

Review methodology is predominantly based in the concept of Evidence Based Practice with a preoccupation for generalizable formal knowledge. Within this context the preferred choice to review existing knowledge are Cochrane style systematic reviews or meta-analysis, orienting on a synthesis of experimental research. Alternative, undervalued, review methodologies focus on interpretative and critical research, orientating more on individual meaning, contextual, interactional and relational aspects, all of them vital for effective decision making (Gabbey 2011). Examples are meta-synthesis of qualitative research, realist or meta-narrative synthesis or scoping reviews. Besides the type of research reviewed, knowledge synthesis also need to be much more sensitive to the often short timeframe and local context of decision makers. Rapid review methodology, both in line with Cochrane style reviews as in line with more interpretative and critical methods is under development.

CONCLUSION

In order to align the wealth of knowledge and get this truly implemented, the specific local situation of decision makers need to be central. Paramount is a knowledge synthesis that relates relevant actors, offer evidence that is timely and user-friendly and integrate different types of (research) evidence. Different forms of review methodology is currently developed and emancipated. Policymakers, researchers and education should integrate the critical use of review methodology in their evidence informed practice.

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FEELING REFRESHED: STUDENTS' PERSPECTIVES OF THE ROLE OF HEALTHY BEHAVIORS IN SCHOOLS

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INTRODUCTION

The evidence of positive relationships between healthy behaviors and student success in schools is mounting (WHO, 2008). The purpose of this study was to examine students' perspectives of the role of healthy behaviors in schools (i.e., physical activity, nutrition and other health-related concepts).

METHOD

Participants were 50 Aotearoa / New Zealand elementary-age students (9-10 years old) of various ethnic backgrounds from two schools. They were asked to share their thoughts via focus group on topics such as their physical activity and eating habits; their conception of physical education, fitness and sport; their opinion about who should teach them about healthy behaviors; and their thoughts on the impact of physical activity and nutrition on their brain and their performance in the classroom. Observations with field notes and pictures were taken during visits to the schools and documents related to the health and physical education curriculum were collected. Constant comparison was used to analyze the data based on a situated learning framework (Lave & Wenger, 1991). Multiple strategies were used to establish trustworthiness of the data such as peer debriefing, negative cases, and triangulation of data.

RESULTS AND DISCUSSION

Data showed that: (1) multiple opportunities were available for students to be active, and that they differentiated them according to their mandate (required or not), organization (organized or free play), and goals pursued (fun, educational, competitive, fitness); (2) students clearly identified physical activity as being critical for their wellbeing, and believed it should be integrated within their school day; (3) questions about health concepts and performance in schools provided a wide-range of responses that indicated students had a difficult time associating the benefits of healthy food and physical activity with brain function; but (4) students strongly supported having nutrition and other health topics taught within the school curriculum to learn from their parents and their teachers in a way that is complementary or reinforcing. Within their community of practice, students were sometimes full participants as their knowledge was fully constructed while other times they were still peripheral participants, needing more time, active engagement, and content knowledge to better grasp some concepts.

Figure 1. Students playing or chatting during "Morning Tea"

CONCLUSIONS

The importance given and time allocated to physical activity in these Aotearoa/New Zealand schools clearly impacted the perspectives of students toward its impact on their wellbeing and supports the idea that social and cultural contexts contribute to and influence what is learned and how learning takes place (Dyson, 2006). A better integration of healthy concepts in the curricula would likely afford students a better understanding of concepts and relationships with schoolwork.

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WHAT ARE STUDENT TEACHER THOUGHTS ABOUT USİNG SYSTEMATİC OBSERVATİON İN TEACHİNG BEHAVİORS AND TİME ALLOCATİON TRAİNİNG?

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INTRODUCTION

Teaching skills will improve as the student teachers have a chance to practice specific skills and get reliable feedback about progress toward goals (Siedentop, & Tannehill, 2000). For teaching skills to improve, systematic observation of teaching is necessary for improvement to occur. The purposes of this study were to investigate the student teacher thoughts about teaching behaviors and time allocation by using Systematic observation to analyze the physical education classes.

METHOD

The participants were 44 (26 males and 18 females) physical education majors in senior grade that enrolled in a "Teaching effectiveness and analysis" course. The study was conducted with 18 weeks of lectures, group discussions and computerized analysis of physical education video tapes. The ALT-PE, Fishman & Tobey Teacher Feedback Observation System, and Physical Education Teacher Assessment Instrument (PETAI) systematic observation instruments have been chosen to apply in this study. The open-ended questionnaire administered at 18th week to collect the data and analyzed using content analysis.

RESULTS

For teaching behaviors and time allocation in physical education classes, most student teachers originally thought about presentation, demonstration and behavior management and very easy to complete the teaching process. Through systematic observation instruments and analyzed processes, they learned using different kinds of feedback, providing more engaged skill learning time and accurate practice, and reducing monitoring/ waiting time were also important to reach the effectiveness teaching goals and gain better learning outcomes.

CONCLUSION

The student teachers appreciated the systematic observation instruments and process, which opened their minds to think in various dimensions of teaching behaviors and time spending for their teaching. And let them felt comfortable in their future teaching practicum and professional career.

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KNOWLEDGE AND « BEST PRACTICES » OF HIGH PERFORMANCE SPORT COACHES

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INTRODUCTION

One target in high-level sport is obtaining gold, silver or bronze medals in a reference competition. Our research focuses on coach practices in an effort to understand the processes leading to such medals. Our ultimate aim, in the wider perspective of knowledge management, is updating knowledge drawn from hand-son experience, which can be reused for formation purposes.

Our hypothesis is that high level trainers do have what can be termed as 'good practices', and we believe that these can be defined on the basis of experience.

METHOD

We used semi-structured interviews close to the clinical method (Clot & Leplat, 2005) with the aim of obtaining qualitative data. Our corpus includes eight interviews with trainers from Olympic Poles. Verbatim analysis was carried out in double-blind. Data interpretation is based on an interpretation key leading to two major categories of results.

RESULTS AND DISCUSSION

The trainers' answers converged on two points i.e. 1/ the " performance project ", which raises the question of time, from training session to athlete's career plan, 2/ coaches' formation in a formal, non formal and informal way (Brougère and Bézille, on 2007), mediated and non mediated manner (Werthner and Trudel, on 2006).

In 'performance project', there was a gap between "planned " and actually 'achieved' (M11). Moreover, the trainers expressed their remediation strategies (OV22).

In matter of formation, trainers described their practices. One current practice is thinking about adopting the right training strategy by writing it down (M22). Another one is talking it over with peers (OV13).

CONCLUSIONS

The results lead to a better understanding of elements of the environment, of training's times and of high-level coaches non formal and informal formation. We believe that knowledge can be derived from studying the interviews with high-level trainers to measure how their professional practice evolved.

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FİTNESS PROFESSİONALS İN THE LİFELONG PHYSİCAL ACTİVİTY EDUCATİON LANDSCAPE: A NEW PEDAGOGY RESEARCH AGENDA

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INTRODUCTION

In recent decades, the fitness, sport and leisure industries have boomed, whilst levels of inactivity and obesity have continued to rise (Smith Maguire, 2008). In 2013, the global health club industry generated annual revenues of $77.5 billion and served 140 million users (International Health, Racquet & Sportsclub Association [IHRSA], 2014). There has been very little pedagogical research on the practice and professional development of the 'fitness professionals' working at the heart of this industry, yet this group is an important part of the lifelong physical activity education landscape.

METHOD

The purpose of this paper is to critically explore the role of fitness professionals as public health assets, in theory and in practice. In section one, we report the findings of a comprehensive review of literature on the ways in which fitness professionals have become implicated in public health agendas and the training/development that is available to them. In section two, we report preliminary empirical data from case studies of individual fitness professionals in practice.

RESULTS AND DISCUSSION

There are ambitious claims being made about a public health role for the fitness 'profession'. Whilst it is apparent that fitness professionals have the potential to provide a valuable public health service through physical activity promotion, education, motivation and support, there are also many barriers. Key barriers include: (i) ambiguous role and practice expectations; (ii) inadequate training and development; and (iii) lack of trust by key health stakeholders. A detailed case study of an individual fitness professional in context illustrates these issues.

CONCLUSIONS

We argue that there is a mismatch between the expectations placed upon fitness professionals and the training that is currently available to them. This paper seeks to open a new line of enquiry to consider ways in which this group could be integrated into research in the sport, exercise and pedagogy fields to better meet the health and fitness needs of society.

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ALIGNMENT OF LEARNING OBJECTIVES AND ASSESSMENT IN PE

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INTRODUCTION

To create an optimal learning environment in PE, learning targets, teaching methods and assessment should be coherent; this is referred to as 'constructive alignment' (1). However, it has been suggested that intended goals and what is actually assessed in PE may not be very well aligned (2), thus rendering assessment in PE ineffective (3). This paper explores this hypothesis using data from a large-scale survey into assessment practices in PE in the Netherlands.

METHOD

A comprehensive questionnaire was devised containing the following sections: quality of assessment; intended functions of assessment; actual assessment practices; intended goals of PE. This abstract focuses on a limited portion of the questionnaire relevant to the subject of constructive alignment.

RESULTS AND DISCUSSION

Data was collected from 260 secondary schools. These schools represented 292,878 students, 31% of all secondary students in the Netherlands. A wide variety of aspects is taken into account when grading, of which 'effort' is the aspect most often reported. Several aspects (e.g. effort, active participation, attendance, appropriate attire) are prerequisites for learning, rather than learning targets. 'Knowledge and reflection' are assessed in PE by only one third of the schools, even though 94% agrees this is an important learning objective. Student fitness is not deemed an important goal of PE, but is used for grading in 81% of schools. Although a majority of PE teachers consider 'supporting the learning process' the most important function of assessment, student involvement in the assessment process is not very high.

CONCLUSIONS

There may be a lack of alignment between intended learning outcomes and what is actually being valued and assessed in PE in the Netherlands. Acknowledging the importance of achieving a coherent, aligned curriculum for quality physical education, we recommend PE teachers to give closer attention to the alignment of learning goals, learning activities and assessment practices.

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THE PRACTİCAL MEANİNG OF WORKİNG AS A PROFESSİONAL LEARNİNG COMMUNİTY - TOWARDS A PROVİSİON OF AUTHENTİC PROFESSİONAL LEARNİNG

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INTRODUCTION

The sets of principles and practices framing the collaborative work of school-based Physical Education Subject Departments (PESD) are not clear. This compromises the ecological validity and effectiveness of initiatives seeking to address latest endorsements from research in PE Continuous Professional Development (PE-CPD), towards collaborative models sustained by principles and practices of Professional Learning Communities (PLC).

Our purpose was to look to PESD as collective units to map principles and practices of school-based PLCs, contemplating curriculum, pedagogy, and learning results as critical elements lacking in ecological validity and effectiveness analysis in PE-CPD initiatives.

METHOD

Throughout a full school year, we followed one PESD, composed by 10 teachers (5 males, 5 females) in different career stages and with different levels of contextual experience, for being externally recognized as exemplary and internally identified as a PLC. Data collection included direct observations, leading to 371 episodes of collective interactions from plenary meetings, and document analysis of all documents (N = 54) used by the department during the year. We triangulated all data and inductive content analysis was applied, mainly focusing on the emerging collaborative processes. However, relative frequencies also allowed identification of the most relevant processes throughout the year for the PESD organization and instruction task systems.

RESULTS AND DISCUSSION

Four major processes characterized the PESD collaboration: Social Practice (SP); Collective Management (CM); Collaborative Curricular Development (CCD); and Knowledge Sharing and Production (KSP). SP and CM mainly operated the PESD organization, whereas CCD and KSP focused on PESD instruction. These processes interplayed with each other following a particular yearly distribution, grounded on three fundamental principles: curricular development on a multiannual scale; decision-making based on pupils' learning longitudinal data; and provision of authentic pedagogy.

CONCLUSIONS

This study delivers theoretical propositions subject to verification by PE-CPD research so that pupils can benefit from their teachers' authentic professional learning.

SERVE CHARACTERISTICS IN MEN'S VOLLEYBALL AT THE EUROPEAN NATIONAL TEAMS CHAMPIONSHIP DEPENDING ON THE FINAL RANKING

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INTRODUCTION

Introduction: The serve in volleyball is a technical-tactical offensive action (Maia & Mesquita, 2006) which significantly influence subsequent actions (Asterios, Kostantinos, Athanasios & Dimitrios, 2009). Thus, a well executed serve will reduce the chances of opponent subsequent attack, which may affect the outcome of the set or the match (Davila & García, 2012), and even the final ranking of the team in the competition. Objective: To analyze which variables were associated with final ranking of the teams.

METHOD

Sample: 3292 serves corresponding to the 16 teams participating in the Male European Championship of National teams. Independent Variable: final ranking: first (1st to 4th place), intermediate (5th to 10th place) and last (11th to 16th place).Dependent variables: serve zone (zone 1, zone 5 and zone 6), type of serve (powerful jump and floating jump), serve direction (long diagonal, medium, interference and parallel diagonal) and serve efficacy (error, negative, positive and point).Instrument: Observation Software applied to volleyball "VA-Sports" (DSD, 2014).

RESULTS AND DISCUSSION

Results and discussion: The variables associated with the ranking were: serve zone (x^2= 21,026; p<.001), type of serve (x^2= 7.924; p= .019), serve direction (x^2= 12.578, p=.050) and serve efficacy (x^2= 13.523, p= .035). (Show tables):

Table1. Ranking- Serve zone

			Serve zona			
			Zone 1	Zone 5	Zone 6	Total
Ranking	First	Recuento	470	299	275	1044
		Recuento esperado	502,3	281,3	260,4	1044,0
		Residuo corregido	-2,3	1,4	1,2	
	Intermediate	Recuento	850	452	361	1663
		Recuento esperado	800,1	448,1	414,8	1663,0
		Residuo corregido	3,2	,3	-4,0	
	Last	Recuento	578	312	348	1238
		Recuento esperado	595,6	333,6	308,8	1238,0
		Residuo corregido	-1,2	-1,7	3,1	
Total		Recuento	1898	1063	984	3945
		Recuento esperado	1898,0	1063,0	984,0	3945,0

Table2. Ranking-Type of serve

			Type of serve		
			Powerful jump	Floating jump	Total
Ranking	First	Recuento	646	398	1044
		Recuento esperado	646,8	397,2	1044,0
		Residuo corregido	1,7	-1,7	
	Intermediate	Recuento	1047	616	1663
		Recuento esperado	1030,3	632,7	1663,0
		Residuo corregido	1,1	-1,1	
	Last	Recuento	728	510	1238
		Recuento esperado	767,0	471,0	1238,0
		Residuo corregido	-2,8	2,8	
Total		Recuento	2441	1524	3965
		Recuento esperado	2441,0	1524,0	3965,0

Table3. Ranking-Serve direction

			Serve direction				
			LD	M	interference	PD	Total
Ranking	First	Recuento	142	368	83	273	866
		Recuento esperado	153,9	353,0	79,2	279,9	866,0
		Residuo corregido	-1,2	1,2	,5	-,6	
	Intermediate	Recuento	285	546	133	451	1415
		Recuento esperado	251,5	576,8	129,4	457,3	1415,0
		Residuo corregido	3,1	-2,2	,4	-,5	
	Last	Recuento	158	428	85	340	1011
		Recuento esperado	179,7	412,1	92,4	326,8	1011,0
		Residuo corregido	-2,1	1,2	-1,0	1,1	
Total		Recuento	585	1342	301	1064	3292
		Recuento esperado	585,0	1342,0	301,0	1064,0	3292,0

Table4. Ranking- Serve efficacy

			Serve efficacy				
			Error	Negative	Positive	Point	Total
Ranking	First	Recuento	177	340	400	127	1044
		Recuento esperado	172,8	354,1	411,5	105,6	1044,0
		Residuo corregido	,4	-1,1	-,9	2,6	
	Intermediate	Recuento	249	590	667	157	1663
		Recuento esperado	275,3	564,0	655,5	168,2	1663,0
		Residuo corregido	-2,3	1,8	,8	-1,2	
	Last	Recuento	227	408	488	115	1238
		Recuento esperado	204,9	419,9	488,0	125,2	1238,0
		Residuo corregido	2,0	-,9	,0	-1,2	
Total		Recuento	653	1338	1555	399	3945
		Recuento esperado	653,0	1338,0	1555,0	399,0	3945,0

These results indicate that the serve is a determining variable in the final ranking of the teams in a championship (Palao & Santos, 2004).

CONCLUSIONS

As the results indicated, the first ranked teams are more effective in achieving the point while the last committed more errors. Intermediate teams serve (more than expected by chance) from zone 1 and employed a serve with a long diagonal direction; and the last classified served more than expected by chance from zone 6 and floating jump serves.

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STUDENT TEACHERS' SELF-EFFİCACY, PRACTİCUM TRAİNİNG EXPERİENCES AND TEACHİNG QUALİTY

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INTRODUCTION

Research highlights the importance of the practicum period for the preservice teachers' education, as it represents an exceptional opportunity to learn from the real context. Nevertheless, research also points out the need to understand how the training experiences contribute to the reinforcement of the student teachers' competences, namely their self-efficacy and teaching quality.

METHOD

Representing different profiles of change in teaching self-efficacy, measured by a Teaching Physical Education Self-efficacy Scale, four case studies were conducted. The relationships between their practicum experiences, their self-efficacy, and their teaching quality were analyzed. The significant practicum experiences reported by the teachers, during semi-structured interviews, were signed through a thematic content analysis. The successful ecological characteristics of the teaching-learning process were identified through the Task Structure Observation System, and analyzed by means of descriptive statistics. Triangulation between questionnaire, interviews, and observations served to enhance trustworthiness and to associate self-efficacy profiles, practicum educational experiences, and teaching quality.

RESULTS AND DISCUSSION

Results show that the only case whose self-efficacy decreased attributed it to failures in teaching experiences concerning teaching differentiation. Despite her self-efficacy decrease, this case improved the teaching quality, namely by increasing pupils' on-task behavior and accountability. As for the remaining three cases that increased self-efficacy, they mainly related it with mastery teaching experiences and supervisors' verbal persuasion. Whenever self-efficacy increased, teaching quality also improved, especially regarding instruction clarity, and pupils' on-task behavior.

CONCLUSIONS

This study has implications for initial teacher training as it explains characteristics of practicum experiences that contribute towards a promotion of self-efficacy and teaching quality, namely in what concerns with the important role of the supervisors. Additionally this study leads us to reflect about the significance of the supervisors' training.

INFLUENCES OF AN AFTER-SCHOOL SPORT PROGRAM ON CHILDREN'S LIFE SKILL DEVELOPMENT

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INTRODUCTION

After-school is considered as a critical developmental context for children by providing opportunity for child care, extended learning opportunity, and bridging regular school curriculum with diverse either academic or non-academic activities. Among the competing needs of after-school programs, life skill development approach was considered as critical because recent increase in school violence, rise of student suicide rates, and depression among Korean youth. Teaching children life skills to grow and become a healthy and productive adult has become a critical agenda in Korean context.

PURPOSE

The purpose of this study was to examine the process and outcomes of sport-based life skill development program called Four Well (playing well, connecting well, coping well, dream well) implemented in two elementary schools.

METHOD

Participants were 10 students from two elementary schools (average age=11), and two after-school program instructors.

Data were collected from individual interviews with students and instructors during pre- and post-implementation of the program. In addition, non-participant observations were conducted in order to examine the implementation process and outcomes.

RESULTS AND DISCUSSION

The process evaluation revealed that the implementation of the program was influenced by: (a) ways to ensure persistent participation in voluntary-based programs, (b) instructor's qualification and philosophy to teach life skills, (c) use of effective teaching strategies (e.g., use of slogan, making one-liner, structured games), (d) stakeholders' views on the program philosophy. The findings from outcome evaluation revealed that the participation of sport-based life skill programs helped children: (a) be more active, (b) be more connected with other people and community, (c) be more proactive in dealing with problems and conflict, and (d) having a positive future aspiration.

CONCLUSIONS

The findings supported that a life skill program implemented during after-school hours played a role not only keeping children away from inactive and unproductive behaviors but also equipping them with applicable skills for their personal and social development.

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SPORT FOR LİFE ALL ISLAND: USİNG A TERROİR OF MENTORİNG SCHEMATİC AS A GUİDE FOR EFFECTİVE MENTOR TRAİNİNG

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INTRODUCTION

The aim of this study was to pilot a Terroir of Mentoring Schematic (Chambers, 2015) as a mentor training protocol for mentor-mentee dyads. The presence of experienced mentors in formative field experiences is a vital component in ensuring meaningful work-based learning for pre-service teachers (McIntyre et al., 2005). The 'Terroir of Mentoring Schematic' (ToMS) (Chambers, 2012) draws on a multilevel ecological systems perspective of mentoring (Bronfenbrenner, 1979, Chandler et al., 2011). It incorporates the following: Level One: The Ontogenic System (psychological and demographic individual characteristics (ibid)); Level Two: The Microsystem: (the immediate context within which a protégé or mentor interacts (ibid)); Level Three: The Macrosystem (Broader societal influences on the ontogenic and microsystems, (ibid)). This links directly with the conference subtheme: best practices for education, training and development of physical education graduates, teachers, sport coaches and active leisure animators.

METHOD

It adopted a qualitative approach to data collection [open-profile questionnaire, Online Discussion Forum, One-Day Seminar and focus groups] and analysis and employed a constructivist approach to Grounded Theory (Charmaz, 2000). It centred on eight case studies, each comprising one mentor-mentee dyad [one primary school teacher and one student teacher] and one school principal.

RESULTS

Findings indicate that an ecological approach to mentor training leads to bespoke experience for mentor-mentee dyads, as it fosters a more focused training approach within and across the three levels of the ToMS (Chambers, 2015).

CONCLUSION

The study specifically contributed the dearth of research on the impact of the microsystem and macrosystem levels of the mentoring ecosystem on the efficacy of mentor training. The ToMS (Chambers, 2015) offers a multi-level approach which improves the quality and effectiveness of mentor training.

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STUDENT PARTICIPATION IN PHYSICAL EDUCATION CLASSES: MOTIVES AND SPECTRUM OF TEACHING STYLES

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INTRODUCTION

Recent researches had shown that the sedentary behavior have increased among youth while the participation in physical education classes had decreased during school years (Dubbert, 2002; Telama; Nupponen; Pierón, 2005). Understanding the reasons for little participation and how to act in contrary direction are two of most important challenges to physical education teachers and schools.

This research aimed to identify some reasons related to secondary students' participation in physical education classes and how they would like that physical education classes were taught to promote more engagement and participation. This study was based on spectrum of teaching styles developed by Mosston. (Mosston, 1992).

METHOD

107 secondary students from a state public vocational high school in São Paulo, Brazil, answered a questionnaire on reasons about physical activity participation and a teaching style scale ($\alpha = 0.83$). This scale is a 4-point Likert which was developed considering the literature about Mosston's spectrum.

RESULTS AND DISCUSSION

The results show that individual factors such as pleasure and satisfaction were identified as positive reasons to promote their participation in the Physical Education classes (91.9%) while laziness and shame (59.6%) were some of negative ones. Environmental factors such as climate and reduced infra-structure (26.4%) were the students' most frequently negative factors to participation.

On contrary to literature, the most favorable teaching styles to student participation in Physical Education classes were those ones related to command, practice and reciprocal ($M = 3.19$).

Student participation in Physical Education classes is one of most important goal in secondary schools in Brazil. PE teachers should know more about reasons of this behavior and try to plan learning situations to reach this goal.

Although it was found that the students are involved when teacher takes more decisions, it is expected that creating some opportunities to plan classes together with students can promote more participation and develop autonomy of students.

CONCLUSIONS

By adopting a more centered-student approach, teachers could help them to learning and developing self-regulation skills for increase physical activity level in PE classes. It is desirable for adolescents, mainly because they are in a transition moment of their development process.

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ATTITUDE TOWARDS MAIN BARRIERS IN GIRL'S FOOTBALL PARTICIPATION ON P.E. CLASSES

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INTRODUCTION

Many countries have a problem with levels of activity &obesity (1). This problem is particularly critical among girls. In addition to low levels of physical activity among girls, there are many researches showing a large percentage of girls that are relatively inactive within the PE class. Summary reports investigating evidence on physical education and sport in primary schools all showing high popularity of football. For the children aged 7-15 year, football is the most common sport activity. Similarly, football is very popular activity during physical education classes. One of the FIFA mission (2) and priority for the next four years is a foundation of women's football and encourage its growth and development.

METHOD

Elementary school teachers (n=60) completed Originally Questionnaire with a 5-point Likert-type scale with responses ranging from 1 (Strongly Agree) to 5 (Strongly Disagree) was developed from the previous studies (3) in order to identify barriers that prevent7 – 10 year-old girls from participating in football games and what can be done to overcome these barriers.

RESULTS AND DISCUSSION

The results of questionnaire supported and agree the concept of previously (4) established strategies (Learning new skills, fun activity, spent time with friends, involved in competition) in large percentages (92-97%). On the question related to barriers preventing girls participation 45% believe that there are better games and exercises for girls, and 43% believe football is boys' game. Only 2% believe that girls don't like football because of the lack of skills. However in research investigating girls attitudes (3,4) main reason is the lack of skills.

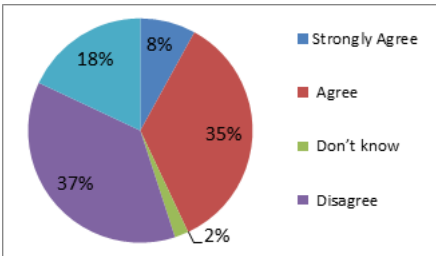

Figure 1. Girls don't play football because it's a boy's game

CONCLUSIONS

The findings showed that the main discrepancy from the teachers and girls attitudes toward main barriers regarding girls participation in football. Is necessary to improve girls skill as a condition for for increased participation in P.E. class including football.

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BASIC PSYCHOLOGICAL NEEDS AND SELF-DETERMINED MOTIVATION IN PE TO PREDICT HEALTH-RELATED PHYSICAL FITNESS LEVEL

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INTRODUCTION

Basic Psychological Needs Theory (BPNT; Ryan & Deci, 2000) claimed that basic needs are influenced by individuals' own competencies, demands, obstacles, and affordances in their social environments. One of the assertions of BPNT is about the hypothesized relationships between basic need satisfaction, motivational regulations and behavioural responses.

This study aims to test the hypothesized model of students' basic psychological needs, self-determined motivation and EUROFIT physical fitness scores in physical education lessons (PE) and to analyse gender invariance in the hypothesized model.

METHOD

Three hundred and sixty eight high school students (Female = 172, Male = 196; 9th grade = 131, 10th grade = 114, 11th grade = 106, 12th grade = 17) completed the questionnaire pack tapping the targeted variables in PE environment. EUROFIT physical fitness test battery protocol (Oja & Tux-worth, 1995) was followed and ten motor fitness parameters (body mass index, sit and reach, flamingo balance, standing broad jump, hand grip, plate tapping, sit ups in 30 seconds, bent arm hang, 20 m. shuttle run, 10x5 shuttle run) were assessed during PE lessons. Data was analysed and the hypothesized model was tested using Structural Equation Modelling.

RESULTS

The results supported the hypothesis that high school students' basic psychological needs positively predicted self-determined motivation in PE. In turn, students' self-determined motivation in PE positively predicted their health-related fitness level. Self-determined motivation mediated the path from autonomy, competence and relatedness to health-related fitness level. In addition, the results supported partial invariance of the model with respect to gender.

CONCLUSIONS

The results support the tenets of BPNT (Ryan & Deci, 2000), and manifests that PE teachers can increase the students' physical fitness level by creating a lesson environment that satisfies their basic psychological needs. Results also proved that hypothesized mechanism works differently for male and female students.

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BEGİNNER PE TEACHERS PERCEPTİONS OF KNOWLEDGE FROM PETE İN LİGHT OF THE DEMANDS OF THE FİRST YEARS OF TEACHİNG

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INTRODUCTION

This research, of qualitative and longitudinal design, aims to understand how the beginning physical education (PE) teachers conceive, appraise and use the knowledge of their physical education teacher education (PETE), during their first five working years in the primary and secondary schools. Although PETE isn't only related to knowledge, as it's also related to values, beliefs and conceptions of teachers' work (Tsangaridou, 2006, Armour, 2006), we consider that one of the first missions of universities is to supply to beginning teachers a knowledge base susceptible to enlighten and to support their educational practices. What happens with this knowledge when the students finish their PETE and join the workplace?

FRAMEWORK

Considering Shulmans' contribution about 1) Content Knowledge, 2) Pedagogical Knowledge and 3) Pedagogical Content Knowledge (Shulman, 1986, 1987) as well as based on the analysis of teachers' work and the workplace conditions of beginning PE teachers (Blankenship & Coleman, 2009), we follow a group of beginners to understand: 1) How do they consider and evaluate the knowledge learned during the PETE? 2) To what extent does this knowledge evolve over time? How do they mobilise, reevaluate, reconfigure and prioritise that knowledge to adapt it in their work situations?

METHODS

Available data stemming from semi-structured interviews with eleven PE teachers (year 1) are presented in this paper. Teachers discuss their professional process of induction, their experiences teaching as beginners and their relationship to the knowledge from PETE.

RESULTS

The results highlight their difficulties related to the hard conditions of the workplace in the first years, as well as the mitigated relationship of the beginning PE teachers with the knowledge from their PETE considering the demands of their workplace conditions.

CONCLUSION

Finally, the results raise the question of the school welcoming and mentoring of the teachers in the beginning of their career

DEWEY, EXPERIENCE AND PRE-SERVICE PHYSICAL EDUCATION TEACHERS: A NARRATIVE INQUIRY.

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INTRODUCTION

Narrative inquiry's fundamental commitment to Dewey's pragmatic ontology of experience (1938) provides a unique frame to view the past, present and future experiences of pre-service physical education (PE) teachers. Building on our recent autobiographical narrative inquiry (Gleddie & Schaefer, 2015) we used Clandinin and Connelly's (2000), metaphorical three dimensional narrative inquiry space to inquire into the past, present and imagined future experiences of four pre-service PE teachers at two different Canadian universities.

METHOD

Each of the students previously completed a 'Curriculum and Pedagogy in PE' course with one of the inquirers. We walked alongside each participant and engaged in an autobiographical narrative inquiry process. Field texts were analysed using explorations of sociality, temporality and place (Clandinin, 2000) to identify common threads that became apparent during their autobiographical narrative inquires. Narrative accounts were created by the inquirers and co-composed with each participant to ensure cogency between the inquirers and participants' understandings.

RESULTS AND DISCUSSION

Engaging pre-service teachers in a process of autobiographical narrative inquiry focused on experiences in their personal knowledge landscape (Clandinin, Schaefer, & Downey, 2014) that included movement and physical education. The process allowed them an opportunity to think deeply about how these experiences will shape their pedagogy. Furthermore, it opened up questions about curriculum, knowledge and the dominant stories of PE.

CONCLUSIONS

As social science researchers, justifying our research personally, practically and theoretically is important (Clandinin, 2013). Personally, the study enhanced our own pedagogy, as we think deeply about the stories of experience we all bring to teaching PE. Practically, the study offers starting points for other teacher educators and pre-service teachers to thoughtfully engage in their own autobiographical narrative inquiries. Theoretically, this research illustrates a way to think differently about the lived experience of pre-service teachers, and the knowledge they bring to teaching PE.

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PARENTAL AND CHILDREN'S ASOCIATION IN PHYSICAL ACTIVITY LEVELS

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INTRODUCTION

Parents play an important role in the development of their children habits, specially in lifestyle and health behavior (Erkelenz et al., 2014). The aim of the study was to examine the associations between parental physical activity and children's sedentary time, moderate and vigorous physical activity levels and steps per day.

METHOD

The sample comprised 34 subjects, both male and female, 17 parents and 17 children, aged six and seven years old, who were in their second year of primary education in a private school in Madrid. MVPA was measured during 6 consecutive days using the GT1M accelerometer (Actigraph LLC, Pensacola, FL, USA). In order to consider data valid, it was necessary to stablish a minimum of 1 week and 1 weekend day and a minimum of 10 registered hour of data per day (Ekelund et al., 2004). Data were analyzed separately in week and weekend days.

RESULTS AND DISCUSSION

T- test for paired samples showed no association between parental and children's sedentary time, MVPA or steps per day. Sedentary weekdays time ($r=0.216$; $p=0.405$), sedentary weekend days time ($r=-0.293$; $p=0.405$), MVPA weekdays ($r=-0.420$; $p=0.093$), MVPA weekend days ($r=-0.386$; $p=0.153$), steps per weekday ($r=-0.425$; $p=0.89$) and steps per weekend day ($r=0.436$; $p=0.104$). Children showed significant higher values in MVPA week and weekend days ($p<0.01$) and steps per weekday ($p<0.05$), and lower in week days sedentary time ($p<0.01$).

CONCLUSIONS

Due to the small sample size we cannot draw conclusions about parental and children's physical activity association. The associations of children with parents activity may be mediated by differences in support and encouragement, not modelling.

Table 1: Sample physical activity levels.

	Children		Parents	
	Weekdays	**Weekend days**	**Weekdays**	**Weekend days**
Sedentary Time (min)	409.13 ±119.15*	455,8913 ± 107.1	527.57 ± 98.19	410.55 ± 87.9
MVPA (min)	242.48 ± 60.76*	231.19 ± 71.23	41.2 ± 17.69	37.52 ± 22.82
Steps	11604.3 ± 2589.25*	10342.6 ± 3410.06	7506.29 ± 3157.24	7787.97 ± 2857.21

*Significant differences weekdays vs weekend days.

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THE PURPOSE AND RELEVANCE OF EXTERNAL PROVİDERS İN PRİMARY SCHOOL PHYSİCAL EDUCATİON İN AOTEAROA/NEW ZEALAND

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INTRODUCTION

The purpose of this part of the study was to explore how External Providers (EPs) have been used in Primary School Physical Education in Aotearoa/New Zealand. The findings have discovered the ubiquitous use of External Providers (EPs) in primary schools. In our larger study a total of 487 classroom primary teachers were surveyed and 33 teachers were interviewed. A mixed methods approach was used and inductive analysis and deductive analysis for both the quantitative and qualitative evidence was carried out (Greene, 2007). There appear to be a number of reasons why EPs are welcomed into primary schools. Classroom Teachers (CTs) remarked that the EPs provide: expertise, opportunities for professional development and exposure to a wide range of sports for students. There is, however, a paucity of evaluation and assessment of learning intentions or programmes and some criticism by CTs of EP programmes around pedagogical practices and the inability of EPs to meet the requirements of the New Zealand Curriculum (MOE, 2007). Our findings indicate that there is a predominance of traditional sport in schools and there is lack of attention impact of the NZC (MOE, 2007) in planning and implementation. There is support for EPs in primary schools but the question is whether the number of external people coming into our schools is educative for our children? One troubling finding is that the competence or suitability of EPs is often not evaluated by the schools. It was also noted that few were registered to teach in schools or in the process of becoming registered. This presentation will provide insight into teachers' understandings of the use of EPs in their schools and will be the catalyst for a discussion of the purpose and relevance of EPs in the HPE curriculum.

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HOW MUCH PHYSİCAL ACTİVİTY İS THERE İN PHYSİCAL EDUCATİON CLASSES? AN EXPOLARATİV STUDY ON MOVEMENT TİME, INTENSİTY AND DİSTANCES İN GERMAN PE LESSONS.

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INTRODUCTION

A high level of physical activity (PA) is not per se an indicator for high quality physical education (PE), but PE classes without PA hardly can achieve the goals set by PE. Given the central importance of PA in PE the amount of movement time and the intensity of PA in PE classes has always been of interest. However, the existing research so far shows methodological shortcomings due to a lack of technological devices that allow to obtain reliable and objective data.

METHOD

Using the Local Position Measurement System (LPM-System) 356 students were measured (heart rate, distances) in secondary school PE classes (indoor and outdoor; 45 minutes and 90 minutes lessons) where soocer was taught. Additionally, standardized observations were applied in order to divide the PE lessons into different phases (instruction time, exercise time, playing time).

Table 1: Applied Methods

Movement time	Intensity	Distance
Standardized protocol (qualitative)	Heartrate (Polar® WearLink)	Local Position Measurement System (LPM-System)

RESULTS AND DISCUSSION

PA during lessons was quite intense. In an outdoor setting students PA was even higher than indoors. The measured heart rates indicate that teaching soccer in PE allows to achieve a significant intensity level to enhance fitness. The distances covered by boys where significantly higher than those covered by girls.

Table 2: Results Distances
(*** p ≤ .001, ** p ≤ .01, * p ≤ .05)

	Analysis of variances				descriptive analysis			
	df	F-value	p-value	Eta²	variable	N	M (m/min)	SD (m/min)
distance total time								
single_double hour	1	41,82	<.001***	.197	single (45 min)	54	64.07	15.88
					double (90 min)	121	54.66	8.75
gender (♂/♀)	1	13,63	<.001***	.074	♂	136	58.39	12.76
					♀	39	54.70	9.54
age	1	45,07	<.001***	.210	Grade 5/6/7	148	56.05	12.33
					Grade 8/9/10	27	65.90	7.01
single_double x gender (♂/♀)	1	11,18	.001***	.062	Single (45 min) ♂	29	70.30	16.88
					Single (45 min) ♀	25	56.84	11.08
					Double (90 min) ♂	107	55.16	9.09
					Double (90 min) ♀	14	50.87	3.87

CONCLUSIONS

Soccer allows to teach PE classes with a high level of PA. Further research is needed to analyse which other team games are suited to reach also a significant level of PA.

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BEST PRACTİCES İN PE AND PETE: TOWARD A PEDAGOGY OF THE INNER SELF

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INTRODUCTION

The purpose of this paper is to provide an alternative view of "best (pedagogical) practices" in physical education (PE) and physical education teacher education (PETE) drawing from the core principles and practices of ancient, consciousness-developing traditions. The paper has two main parts. Part one presents three premises: (a) that education and life can be approached from two main views of the world (i.e., the outer one, centered on the ego, and the inner one, oriented toward the inner self); (b) that PE and PETE, both in their technocratic and critical pedagogical orientations, are mainly conceptualized from the outer perspective; and (c) that, as such, PE and PETE hardly provide learners with teachings and experiences that foster consciousness. Part two introduces specific suggestions for developing best practices based on self-awareness, wisdom and a larger view of education and life, in both PE and PETE.

BEST PRACTİCES İN PE AND PETE: TOWARD A PEDAGOGY OF THE INNER SELF

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INTRODUCTION

During recent years the scholarly interest in coaching is elevated (Cassidy, 2010). However, learning and instruction during training are rather underestimated (Tinning, 2010). The aim of this study is to describe soccer coaches espoused and enacted theories of learning and instruction. According to Peitersen (2001) instruction can be depicted as three inter-related dimensions. The social dimension regards organizational matters (e.g. work in whole team or groups, with a partner, individual tasks), while the action dimension is connected to the instructor in terms of instructing, demonstrating, tutoring, giving feedback e.tc. The learning dimension refers to the progression such as induction or deduction, analysis or synthesis, whole or part.

METHOD

Four coaches from Swedish elite club youth squads (16 year old players) have been interviewed and 4 trainings have been videotaped. During each training session, the coaches wore a wireless microphone to capture their voice from the distance, while the interviews were semi-structured. Both interviews and videos have been analyzing with NVivo. The credibility, transferability, dependability and confirmability of the study is based on the familiarity with the culture of participants organizations, the number of participants involved, the operational details of data gathering and the triangulation of data collection respectively. The interviews represent an espoused level focusing ideas and commitments, while the videos correspond to an enacted level high-lighting actual attainment.

RESULTS AND DISCUSSION

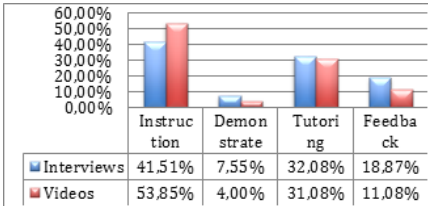
According to the analysis of the interviews, individual tasks and whole team moments are the most common considering the social dimension, while verbal instruction dominates aspects of the action dimensions. In relation to learning, the whole method is preferred. According to the analysis of the videos, exercise in small groups is the most common social dimension, while verbal instruction is also very usual. Regarding method, both whole and part organization were present (Table 1). Figure 1 depicts the relative frequency of the action dimension according to the coding of interviews and videotapes.

Table 1: The social, action and social dimension (node frequency with)

	Social dimension					**Action dimension**				**Learning dimension**	
Source of data	Whole team	In a group	With a partner	Indivi-dually	Instruc-tion	De-mons-tration	Tuto-ring	Giving fee-dback	Various	Whole method	Part instruc-tion
Inter-views	14	8	0	14	22	4	17	10	2	28	11
Videos	6	8	2	7	175	13	101	36	25	8	10

As ot cam be seem. tje espoused level (interviews) of demonstration and feedback seem to be higher than the enacted (videos). On the contrary, the espoused level of instruction is lower than the enacted, while both levels are almost the same regarding tutoring.

Figure 1. The action dimension



	Instruction	Demonstrate	Tutoring	Feedback
Interviews	41,51%	7,55%	32,08%	18,87%
Videos	53,85%	4,00%	31,08%	11,08%

CONCLUSIONS

Contrasting the analysis of the interviews and the videos reveals commonalities as well as discrepancies indicating a partial mismatch between coaches espoused and enacted theories of learning.

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SPORT PARTICIPATION AND ACADEMIC PERFORMANCE; WHAT IS THE THRESHOLD?

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INTRODUCTION

There is emerging attention for a relationship between sport participation and academic performance (e.g., Singh, Uijtdewilligen, Twisk, van Mechelen, & Chinapaw, 2012). Marsh and Kleitman (2003) suggested that this relationship was linear for American student athletes, meaning that more athletic involvement was related to higher grades. However, there is also evidence for a threshold model (e.g., Cooper, Valentine, Nye, & Lindsay, 1999; Marsh, 1991), in which small to moderate amounts of sport participation lead to benefits, but high amounts are detrimental to academic performance. Although it is not yet clear under what circumstances which type of relationship between sport participation and academic performance is manifested, it can be hypothesised that the effects of sport participation are related to the specific (national and school) context (Pot & van Hilvoorde, 2013). Therefore, this study investigated which model (linear or threshold) could best describe the relationship between sport participation and academic performance in the Netherlands.

METHOD

A survey study was conducted on 3500 high school students in the Netherlands. The survey contained questions about background, academic performance, type and intensity of sport participation and school characteristics.

RESULTS AND DISCUSSION

Preliminary analysis show that there is a moderate correlation between intensity of sport participation and academic performance. This relationship appears to be quadratic.

CONCLUSIONS

The relationship between sport participation and academic performance in the present sample appears to be in line with a threshold model. This means that a moderate amount of hours invested in sport participation correlates with higher school results. However, if the time investment in sport participation becomes too high, school results are lower. Although no conclusions can be drawn about a causal relationship from this data set, it might be that there is an optimal amount of time that has to be invested in sport participation, in order for school results not to suffer.

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GRADUATİNG PETE STUDENTS' KNOWLEDGE AND UNDERSTANDİNG OF THE NEW ZEALAND CURRİCULUM: EPİSTEMOLOGİCAL AND PEDAGOGİCAL CONSİDERATİONS AND İMPLİCATİONS.

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INTRODUCTION

Health & Physical Education within the New Zealand Curriculum (NZC) reflects a critical/humanistic orientation. Since its implementation, more than a decade ago, it still appears to provide many challenges for physical education teachers and Physical Education Teacher Education (PETE) programmes (Barker, 2008).

AIM

The purpose of this study was to investigate neophyte physical education teachers understandings of the NZC having recently graduated from a critically oriented PETE programme in NZ. Research suggests that students entering these programmes do so with strongly held beliefs that may be difficult to alter. These entrenched beliefs have the potential to act as filters through which PETE students acquire knowledge and therefore may hinder their ability to consider other views of teaching and learning such as that promoted in the NZC (O'Sullivan, 2005). It is also suggested that unless these historical personal beliefs are challenged, teacher education programmes may be considered weak interventions (Curtner-Smith, 2007). A mixed methods (MM) design was employed in the study consisting of a survey questionnaire (N=32) followed by a series of semi-structured interviews (N=9).

RESULTS

Initial analysis revealed that the PETE programme may have had some impact on the philosophical and pedagogical beliefs of the graduating students, however, deeper examination revealed that the participants were unable to differentiate psychological and critical constructivism as it relates to their own teaching behaviours and the pedagogical approaches necessary to teach in an empowering and emancipatory way.

This research supports the notion that unless historical epistemological assumptions are deliberately and coherently challenged and confronted through PETE programme content and pedagogy, these entrenched beliefs may indeed act as knowledge filters and prevent graduates from making more informed decisions about differing conceptualisations of physical education curriculum and practice.

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POLICY WORK TO PROMOTE AND SILENCE THE HEALTH WORK OF TEACHERS

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INTRODUCTION

Teachers' work in most countries is circumscribed in a range of policy documents. In this three year study funded by the Australian Research Council we aim to understand the nature of, and commitment to, the health-related work of teachers, including health and physical education (HPE) specialists, in Australian primary and secondary schools.

METHOD

A document analysis of Australian education policy and curricular documents which addressed the health-related work, objectives or standards for Australian schooling was undertaken. The document analysis involved thematic analysis that sought to identify, analyse and report themes of some 30 policies (Braun & Clarke, 2006) to provide evidence for what is prescribed by both the education and health sectors as teachers' work. More specifically, using Bourdieu's concept of field (Wacquant, 1989), we sought to understand how policies are mediated to bring the fields of health and education into particular relationships in schools.

RESULTS

Australian teachers are subject to many policies that position them as responsible for the health and well-being of students. However, the professional teaching standards to which HPE teachers must comply do not mention that teachers need to ensure the health and well-being of young people. The latter emphasise the educative agenda of schools thereby suggesting a tension between the fields of health and education in our school systems.

CONCLUSION

There is significant disconnection in the policy landscape shaping teachers' work in Australia. While teachers need to be familiar with, and execute, a range of policies that position them as pivotal to the promotion of young people's health, the pre-eminent professional standards policies are silent on this aspect of teachers' work raising questions about professional development and working conditions.

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EFFECTS ON THE GAME PERFORMANCE OF A "TEACHING GAMES FOR UNDERSTANDING" PROGRAM FOCUSED ON MAINTAINING BALL POSSESSION IN PRIMARY SCHOOL STUDENTS

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INTRODUCTION

When on the offensive, there are approaches that can initiate learning through tactical situations by means of the first tactical principle, which is keeping possession of the ball and subsequently there are tactical situations within the second tactical principle, progressing towards the opposing goal. Few studies have been conducted that analyse game performance based on tactical offensive problems, as a means to understanding which tactic a player more easily assimilated. The objective of this research was to ascertain the effects of a teaching games for understanding program which focused on maintaining possession of the ball in each of the three offensive tactical principles.

METHOD

An eight session learning programme was implemented. Game performance was measured by using the Game Performance Evaluation Tool (GPET) which is particularly used to evaluate a player's ability to assess a situational tactical problem and apply a particular skill which is appropriate to the situation based on the game configuration.

RESULTS AND DISCUSSION

Teaching Games for understanding situations that focused on the first tactical principle have been effective in improving the pass, regardless of the context in which the tactical element was implemented, and jointly improved decision making skills and the ability to get free in order to facilitate the progression towards the opposing team's goal. In addition, game performance in situations whose configuration was framed under the second tactical offensive principle was better than those whose configuration was framed under the first tactical offensive principle.

CONCLUSIONS

The situations or modified games focussed on maintaining ball possession, as a result of the XXX interaction, also produced improvements in game performance with regards to the second offensive tactical principle. Knowledge of these results is important in order to develop higher quality teaching and more effective beginner sports programmes.

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ATTITUDES OF LATINO STUDENTS TOWARD HIGH SCHOOL PHYSICAL EDUCATION AISEP 2015

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INTRODUCTION

Childhood obesity is one of the top public health issues in the United States. The rate of childhood obesity has more than tripled in the last 25 years, leaving children at risk for a number of serious physical and mental health ailments. It is estimated that Latinos in the United States will make up 30% of the nation's population by 2050; therefore, it is important that physical education practices be tailored to fit the needs of all students, Latinos included. This study examined the attitudes of Latino high school students toward physical education, specifically to understand how their attitudes are associated with their English comprehension, gender, age ethnic heritage, and place of birth.

METHOD

A survey instrument developed by Subramaniam and Silverman (2000) was given to participants to participants to gauge their attitudes. The instrument contained 20 items (12 worded positively and 8 worded negatively) with response categories comprised of 5-point Likert-type scales ranging from strongly disagree to strongly agree. The instrument is designed to reveal both affective (enjoyment) and cognitive (useful) aspects of attitude toward physical education activities.

Data were analyzed using multivariate analysis of variance (MANOVA), stepwise discriminant function analysis (DFA), and analysis of variance (ANOVA) to examine the total attitude. Latino high school students participants were sought (n = 1003), both male (n = 538) and female (n = 465), from New York City's public schools. Students were from the ninth (n = 298), tenth (n = 276), eleventh (n = 162), and twelfth (n = 267).

RESULTS AND DISCUSSION

Latino male and female students both had positive attitudes toward physical education, with no differences between genders or grade levels. Table 1 shows the overall attitudes by gender descriptive statistics. Enjoyment curriculum and total enjoyment were the main predictors of attitude, and they varied significantly by ESL class enrollment, place of birth and primary home language. Latino students' total attitude varied significantly by place of birth. See figure 1 for a comparison of place of birth by ESL classes on total enjoyment. In order to protect the health of Latino students, future research must include other factors so that educators can more appropriately consider the needs of this group when planning and implementing curricula to meet their needs.

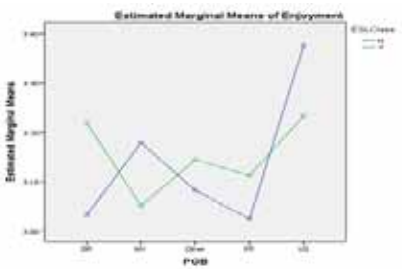

Figure 1. Comparison of place of birth by ESL classes.

CONCLUSIONS

The diversity of Latino students in this study provided an opportunity to examine their attitudes across several demo-graphic areas and social and economic backgrounds throughout New York City. This presented a wide spectrum of the results that support the research on student attitude. The state of fitness of Latino students may partly improve their attitude toward physical education. It is essential for practitioners to consider the needs of this group when planning and implementing curricula. It is important to note that this study does not suggest the extinction of the Latino students primary language due to acculturation and the adaptation of a new culture.

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CSTADS YOUTH HEALTH SURVEY AND İTS İMPLİCATİONS FOR HEALTH EDUCATİON & PHYSİCAL EDUCATİON İN NEWFOUNDLAND AND LABRADOR, CANADA

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INTRODUCTION

The Health Canada Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS), formerly the Youth Smoking Survey (YSS), is a biennial survey administered to students in grades 6-12 across Canada. The 2012/13 survey provided results on a range of Health Behaviours including physical activity, healthy eating, bullying, school connectedness and tobacco, alcohol and drug use.

METHOD

In the province of Newfoundland and Labrador, 26 schools participated based on a random sample design. Students completed paper-based Optical Mark Recognition questionnaire following an active or passive consent ethics protocol approved by Health Canada, the University of Waterloo and Memorial University. Each of the participating schools received a profile report and the provincial aggregate data will be presented in the session. For instance, only 27% males and 10% females in grades 6-9 reported having done at least 60 minutes of vigorous physical activity over the last week. Youth who feel more connected to their school are less likely to engage in unhealthy or risky behaviours (Bond et al., 2007).

RESULTS

The results provide the best overview of school-based youth health behaviours currently available in New-foundland and Labrador. These results are discussed in the context of how these health behaviours are being addressed within the Health Education (HE) and Physical Education (PE) curricula in the province. Newfoundland and Labrador has adopted a Healthy School Communities Approach (www.jcsh-cces.ca<http://www.jcsh-cces.ca>) that may offer opportunities for youth health promotion beyond the HE & PE curriculum.

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A PHYSICAL EDUCATION TEACHER EDUCATOR'S SELF-STUDY OF TEACHING SPORT EDUCATION TO PRE-SERVICE TEACHERS

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INTRODUCTION

Sport Education (SE) is an instructional and curriculum model developed amid concerns about the lack of authentic, legitimate opportunities for young people to experience sport through physical education (Siedentop, 1994). International research on SE has predominantly focused on pre-service teachers' (PSTs), school students' and teachers' experiences of delivering, or being involved in, SE (Hastie, de Ojeda, & Luquin, 2011). Limited research has been conducted in attempting to not only map how teacher educators (TEs) deliver SE in a physical education teacher education (PETE) programme but also in capturing the experience of the TE and PSTs in doing so. Self-study, conceptualized as a methodology for studying professional practice settings (Pinnegar, 1998), is the chosen framework for this study. It is anticipated that self-study will not only provide the TE (the first author) delivering the SE season to conceptualise their professional learning through delivering SE but also position the PSTs as 'critical friends'.

METHOD

The SE unit that provided the context for this study was a self-selected PETE course in Olympic Hand-ball, consisting of 12 practical sessions, each lasting 75 minutes. Twelve PSTs selected the course and were divided into three teams. Multiple qualitative methods were applied including video and audio of the sessions, the TE's open-ended reflective diary, focus group interviews with the PSTs, the TE's unit and lesson plans, and student work.

RESULTS AND DISCUSSION

The TE experienced various challenges in their teaching of SE which related to the relationship between teaching both the Olympic Handball content and tenants of SE, and teaching both the theory and practice.

CONCLUSIONS

PSTs struggled to appreciate the difference between the teaching of SE in a PETE context and to school students. It is therefore imperative that the TE be explicit in distinguishing between teaching SE as a TE and as an in-service teacher.

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ANALYSIS OF COACHING BEHAVIOR IN HEALTH RELATED EXERCISE

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INTRODUCTION

Coaching behavior as a social factor is said to be one key factor to motivation and participation in sport and exercise (Vallerand, 2007). According to self-determination theory (Deci & Ryan, 2002), research has shown positive correlations between need supportive coaching behavior and self-determined motivation or exercise participation in school (Van den Berghe et al., 2014) and in competitive sports (Amorose, 2007). Only few studies provide information about coaching behavior in health related exercise (Markland & Tobin, 2010). Research typically relies on self-report measures and mostly focuses only on the construct of "autonomy support".

In this presentation a tool for analyzing coaching behavior will be introduced based on approved indicators for the support of the needs for autonomy, competence and relatedness. Videography allows an external perspective which will be displayed in relationship to coaching behavior perceived by participants.

METHOD

Videotapes from n = 8 coaches conduced to the elaboration of a system of categories which was initially developed from theory and empirical research. Video data are quantified and processed in statistical operations. Additionally, perceived coaching behavior was rated by n = 67 participants in a coaching behavior questionnaire.

RESULTS

Verbal and non-verbal coaching behavior can be described. On the verbal level content (e.g. explanation, feedback) and choice of words (e.g. specialist terms, metaphors) are encoded. Non-verbal categories consist of movements (e.g. exercise demonstration, gestures) and the location in the room (e.g. nearby the participants). Each category is assigned to either support for autonomy, competence or relatedness. Qualitative aspects of coaching behavior can thus be expressed in scores that depict dimensions of need supportive behavior.

CONCLUSIONS

A theoretically and empirically based tool for analyzing need supportive coaching behavior has been developed. This tool will be relevant for analyzing interdependences of coaching behavior and motivational or behavioral outcomes of participants in future.

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EFFECTS OF PROFESSİONAL LEARNİNG FOR DELİVERY OF GAME BASED PEDAGOGY ON TEACHİNG QUALİTY AND STUDENT OUTCOMES İN PRİMARY SCHOOL PHYSİCAL EDUCATİON: RCT OF THE PROFESSİONAL LEARNİNG FOR UNDERSTANDİNG GAMES Education (PLUNGE) intervention

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INTRODUCTION

Currently, in the primary school context in Australia, motor skills are not being taught adequately (Hardy et al., 2011) and MVPA levels in PE can be low (range 27% to 47% of class time) (Fairclough and Stratton, 2005). Generalist teachers report a lack of knowledge regarding FMS (Morgan and Hansen, 2007), and many describe PE programs as being inadequate for achieving outcomes due to a lack of expertise and confidence teaching PE (Morgan and Hansen, 2008). The aim of this study was to evaluate the efficacy of a primary school-based professional learning (PL) program utilizing Game Centered Approach (GCA) curriculum on the teaching quality of generalist primary school teachers.

METHODS

A cluster-randomized controlled trial involving seven primary teachers (1 teacher/school) and their students (n = 168, mean age = 11.16 years, SD 0.95) from the Hunter region (Australia). Participants were randomized by school into the PLUNGE intervention (n = 4) or control (n = 3) condition. The Professional Learning for Understanding Games Education (PLUNGE) program was a school-based professional learning program for generalist primary school teachers designed for development of practical instruction, promotion of mastery motivational climate and use of researcher designed GCA curriculum. PLUNGE included a one day session and five in-class mentoring sessions for the teacher, and 7 × 60 min lessons based on a GCA curriculum for the students. Baseline and 8-week follow-up assessment included: i) Observed Quality Teaching domains of Intellectual Quality, Quality Learning Environment, and Significance (NSW Quality Teaching observation scales.

RESULTS

Linear mixed models (Cohen's d effect size) revealed significant intervention effects ($p < 0.05$) for Quality Teaching dimensions of Intellectual Quality ($d = 1.8$), Quality Learning Environment ($d = 1.7$), and Significance ($d = 1.6$).

CONCLUSION

Professional learning using education and in-class mentoring for use of a GCA by generalist primary school teachers was efficacious in improving the quality of teaching delivered.

LEARNING VIA NON-FORMAL EDUCATION STRATEGIES: LESSONS FROM THE FIELD

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INTRODUCTION

Increasingly attention is turning to how coaches 'learn' their trade (Cushion, Armour & Jones, 2003; Lyle, 2002; Trudel & Gilbert, 2013) with discussions on formal and non- and informal learning opportunities (Cassidy & Rossi, 2006; Mallett, Trudel, Lyle & Rynne, 2009). In this paper we report on a study that examined three women's experiences of becoming elite coaches within track and field in New Zealand, specifically focusing on the role non-formal education strategies played in their development.

METHOD

The participant coaches had between them more than 60 years coaching experience. All three coaches had attended various world competitions, including Olympic, Common-wealth Games and Paralympic Games as well as World Track and Field and Paralympic Championships. The methods used in the study were semi structured, face to face interviews with the three participants (between 60-90 minutes), as well as correspondence with participants via email, telephone and face to face at track meetings. The process of the women becoming elite coaches was analysed using Wenger-Trayner and Wenger-Trayner's (2015) "Landscapes of Practice" (LoP) framework. Wenger-Trayner and Wenger-Trayner (2015) extended Wenger's (1998) notion of LoP by proposing that people build relationships in "a multiplicity of practices across the landscape" (p. 13).

RESULTS

The results of this study make a valuable contribution to our understanding of the tensions associated with the boundaries of practice. For example, tensions arose between the coach and the national sporting body as a consequence of the coaches taking responsibility for their professional development and increasingly taking up development opportunities from outside their sport and the country. The tensions at the boundaries of practice provided the coaches with unexpected learning opportunities.

CONCLUSION

The results of this study provide insight into the complexities associated with women becoming elite coaches; specifically those associated with learning via non-formal education strategies.

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THE INFLUENCE OF GENDER IN THE PERCEPTION OF BARRIERS FOR THE PARTICIPATION OF PHYSICAL ACTIVITY IN UNIVERSITY STUDENTS

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INTRODUCTION

Despite of the benefits of regular practice of moderate-vigorous physical activity (MVPA), many university students, especially females, are below the international physical activity recommendations (30 minutes of MVPA) (Pedisic, Rakovac, Bennie, Jurakic, & Bauman, 2014). A lot of factors can influence physical activity levels among university students (Keating, Guan, Castro, & Bridges, 2005). However, as appears in the scientific literature, perceived barriers are configured as one of the main predictors for physical inactivity (Lovell, El Ansari, & Parker, 2010). The aim of the study was to identify the main perceived barriers of physical activity (PA) within university students.

METHOD

The sample contained 901 students (408 men and 493 women), of the aged between 18 and 49 years old (M = 22.59, SD = 3.59). The scale of Physical Activity Barriers (Chinn, White, Harland, Drinkwater, & Raybould, 1999) was completed by the students.

RESULTS AND DISCUSSION

As showed in the ANOVA analysis (table 1), females have significantly higher values in most practical barriers analyzed than males. Barriers related to the lack of time obtained the highest values among the studied sample. Hence, items related to "Have too many jobs at the university" and "Have to study hard" are perceived as the main barriers for PA in both genders. Similarly, barriers related to contextual elements and the enjoyment perceived ability present high prevalence among the barriers identified by students. These results are consistent with the barriers identified in other university studies (Gómez-López, Granero-Gallegos, Baena-Extremera, & Ruiz-Juan, 2011; Martínez-Lemos, Puig-Ribera, & García-García, 2014).

CONCLUSIONS

Based on the findings, intervention programs and health policies should consider the specific barriers that affect university students in order to better promote the practice of PA and healthy habits in adulthood.

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Table 1: Descriptive data of 16 barriers analysed and differences by gender.

Items	All (n = 901)		Men (n = 408)		Women (n = 493)			
	N	M (DT)	N	M (DT)	N	M (DT)	F	*p*
1. No place to physical activity	380	1.15 (1.60)	163	1.11 (1.62)	217	1.19 (1.59)	0.522	.470
2. There is no one to physical activity with	439	1.50 (1.85)	170	1.15 (1.70)	269	1.79 (1.92)	25.109	.000
3. I don´ t have the right equipment	449	1.47 (1.78)	172	1.14 (1.61)	277	1.75 (1.86)	25.054	.000
4. It is not safe to physical activity outdoors	387	0.98 (1.40)	162	0.87 (1.33)	225	1.08 (1.45)	4.479	.035
5. I don´ t have enough time	696	3.19 (2.10)	290	2.59 (2.04)	406	3.69 (2.02)	61.378	.000
6. I have too much university work	784	4.00 (1.92)	340	3.42 (1.99)	444	4.48 1.72	68.528	.000
7. I have too many jobs around the house	736	2.88 (1.85)	309	2.38 (1.84)	427	3.30 1.76	54.628	.000
8. I have to study too much	764	3.29 (1.81)	329	2.79 (1.78)	435	3.71 1.72	57.924	.000
9. Don´ t like physical activity	358	0.89 (1.37)	99	0.46 (1.05)	259	1.25 1.49	77.120	.000
10. Too tired to physical activity	475	1.43 (1.64)	166	0.99 (1.46)	309	1.80 1.70	53.663	.000
11. Don´ t enjoy physical activity	366	0.92 (1.38)	107	0.51 (1.12)	259	1.26 1.49	65.049	.000
12. Don´ t good at physical activity and sports	451	1.33 (1.69)	134	0.72 (1.34)	317	1.84 1.78	103.925	.000
13. Afraid of getting hurt	363	0.95 (1.44)	139	0.74 (1.28)	224	1.13 (1.54)	15.079	.000
14. I´ m too lazy to physical activity	524	1.81 (1.90)	190	1.26 (1.70)	344	2.28 (1.94)	64.018	.000
15. Exercise is boring	373	0.86 (1.31)	124	0.56 (1.07)	249	1.12 (1.43)	40.101	.000
16. I´ m getting nervous during physical activity	257	0.50 (0.94)	87	0.36 (0.85)	170	0.61 (1.00)	14.449	.000
Barriers relate to “disliking physical activity”	644	1.27 (1.22)	272	1.07 (1.16)	372	1.45 (1.25)	20.760	.000
Barriers relate to “time constraints”	805	3.33 (1.63)	354	2.79 (1.62)	451	3.79 (1.50)	86.219	.000
Barriers relate to “environmental reasons and safety reasons”	682	1.08 (1.07)	275	0.70 (0.90)	407	1.40 (1.10)	102.106	.000

UNDERSTANDİNG STUDENT EXPERİENCE WİTHİN THE SCOTTİSH PE (HEALTH AND WELLBEİNG) CURRİCULUM: A SELF-DETERMİNATİON THEORY PERSPECTİVE. AISEP 2015

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INTRODUCTION

In 2010, schools in Scotland implemented their new curriculum, a Curriculum for Excellence (Scottish Government, 2004). Within this curriculum, physical education (PE) is set within the curricular area of Health and Wellbeing (HWB). Currently, little is known about teaching and learning within this new PE context, particularly in relation to the development of positive student wellbeing. Consequently, we carried out a preliminary investigation to understand the experiences of school students' as they engage in their PE, HWB curriculum for the first time. More specifically, we used Self-Determination Theory (Ryan & Deci, 2000) as a framework to examine students' experiences in terms of their motivation and their 'basic needs' to feel competent, autonomous and related within the PE context, important factors in the attainment and maintenance of positive wellbeing.

METHODS

Participants were students from one urban state secondary school and its two feeder primary schools (primary 7, age 11/12; secondary 1, age 12/13; secondary 2, age 13/14). Six students from a class in each year group were purposively selected to take part in a series of post-lesson focus groups. A total of 13 focus group interviews were conducted. The purpose of each was to investigate the students' experiences during the lesson in relation to their feelings of motivation, competence, autonomy and relatedness.

RESULTS

The results revealed the different ways the PE context satisfied (or not) basic needs and the impact this had on student enjoyment, motivation and learning. In particular, the students drew attention to the ways in which the level of task difficulty, social groupings, choice and gender determined the quality of their experiences in PE.

CONCLUSION

The results of this investigation provide preliminary qualitative data that offer a description of the ways in which student's PE experiences may contribute positively or negatively to their wellbeing.

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CHALLENGING THE EVERYDAYNESS OF WHITE PRIVILEGE IN PHYSICAL EDUCATION: TEACHER EDUCATORS' NARRATIVES

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INTRODUCTION

There is little research concerning PE teacher educators' praxis around racism/anti-racism (Flintoff et al 2014), reflecting a lack of knowledge about teacher educators more generally (McCarthy 2003). This is of concern given the increasing ethnic diversity of students in schools and the predominance of white physical educators. Moreover, existing research on race and racism in PE has explored the experiences of black and minority ethnic young people or student teachers (e.g. Azzarito 2009; Fitzpatrick 2013) leaving white people's role in relations of racism as largely unexplored (Frankenberg 1993). This silence around whiteness and its' taken-for-grantedness in everyday practices in PE/TE masks the ways in which it operates to benefit and privilege white people, whilst marginalising people of colour (Douglas and Halas 2011).

METHOD

By adopting a collective biography approach (Davies and Gannon 2006) and by drawing upon critical whiteness studies (Garner 2007), this paper explores teacher educators' narratives of race, whiteness and (anti)racism in PE contexts. Ten teacher educators (5 from England and 5 from Norway) have generated written stories with the help of memory triggers from their childhood, schooling, sports experiences, teacher education and work experience. These have consequently been shared with fellow participants, who have interrogated the texts and critically reflected upon the kinds of truths and discourses that have produced them.

RESULTS AND DISCUSSION

Emerging themes in the on-going analysis are the seeming invisibility of whiteness in the stories (it is constructed as a neutral category not requiring naming); the normativity of whiteness against which other ethnicities are measured; whiteness is constructed along a contingent hierarchy (e.g. Sami students are seen as Other in relation to white, ethnic Norwegian students); and white experience is universalised and taken to count for the experiences of everyone.

By sharing tales and naming discriminatory practices we aim to open up spaces for more equitable work.

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FİRST TEACH "WHY TO DO SOMETHİNG" AND THEN "HOW TO DO İT": THE İMPLEMENTATİON OF THE TGFU APPROACH İN GERMAN YOUTH BASKETBALL

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INTRODUCTION

For several reasons in Germany the tactical oriented teaching concept Teaching games for Understanding TGfU (Griffin & Butler, 2005; Hopper et al, 2009) does not attrac much attention. The aim of the study was to compare TGfU to a classical technique focused approach in the area of youth basketball.

METHOD

By means of a comparative intervention study we tested two under-12-years-old basketball teams. Over six weeks the teams were coached either according to TGfU guidelines (TGfU group) or a traditional high school teaching program (control group). Both teams practiced three times per week and accomplished a total of eighteen practice sessions. The effectiveness of the different teaching methods were verified via a pre-test and a post-test concerning participants` shooting, passing and dribbling behavior and their quality of moving without the ball in a 3 vs. 2 fast break scenario. The data was collected per video recording and rated by three independent basketball coaches using german school grades.

RESULTS AND DISCUSSION

A 2x 2x MANOVA revealed a significant main effect for the development of school grades for all variables, $F(4,55) = 34.316$, $p < .001$, $\eta_p^2 = .714$. and another main effect for group, $F(4,55) = 5.330$, $p < .001$, $\eta_p^2 = .279$. Further we found an interaction effect between these two factors, $F(4,55) = 17.442$, $p < .001$, $\eta_p^2 = .559$. Univariate analysis showed, that the TGfU-group improved significantly more compared to the controll group in shooting behavior, $F(1,58) = 34.422$, $p < .001$, $\eta_p^2 = .37$, in passing behavior, $F(1,58) = 6.325$, $p < .02$, $\eta_p^2 = .10$ and in the quality of moving without the ball, $F(1,58) = 24.122$, $p < .001$, $\eta_p^2 = .29$.

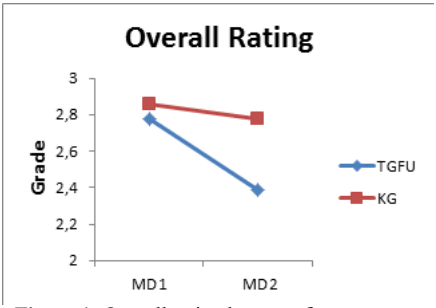

Figure 1: Overall rating between first measurement date (MD1) and second measurement date 2 (MD2).

$F(1,58) = 46.015$, $p < .001$, $\eta_p^2 = .442$

CONCLUSION

Our results indicate, that the implementation of TGfU as an alternative teaching concept seems to be suitable for the use in coaching and teaching youth basketball.

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PERCEPTİONS OF PRE-SERVİCE TEACHERS ON INTEGRATİNG PHYSİCAL EDUCATİON USİNG TRANS-CURRİCULAR PROBLEM-BASED LEARNİNG

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INTRODUCTION

The purpose of this presentation is to discuss the findings of a study on student perceptions of integrating Physical Education with other subject areas (Applied Linguistics, Drama and Educational Technology) utilizing a trans-curricular problem scenario (TCPS) implemented into a teacher education program. Specifically, the study assessed the effectiveness of the TCPS in a teacher education program and whether this could overcome the challenges elementary school teachers face in a crowded curriculum. As well, the study examined how effective students believed team-based planning could be, and how likely they would be to implement a TCPS approach in their careers as teachers.

METHOD

Blended inquiry (Creswell & Plano Clark, 2011), utilizing both questionnaires and focus group techniques, was used to explore student perceptions of the instructional effectiveness of the TCPS.

RESULTS

Students responded very positively to collaborative and integrated instructional strategies in their own learning, and, if included in their practice as teachers, they felt they would be better prepared to support collaborative and integrative inquiry. Themes from data analysis supported problem-based learning, integrative methods, constructivist curricula, student-centred learning, and team-based learning.

CONCLUSION

This study helped gain insight into the benefits of integrating Physical Education with other curricular areas as a promising practice for pre-service teachers. Further research is needed to explore the long-term effects of the TCPS approach on whether participants implement this approach into their own practice.

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PHYSICAL ACTIVITY LEVELS OF YOUNG CHILDREN DURING PRESCHOOL TIME

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INTRODUCTION

Childhood obesity is one of the major concerns in public health. Based on the World Health Organization, 42 million children (under age five) were identified as overweight or obese in 2013 (WHO, 2013). Physical inactivity may contribute the childhood obesity, for this reason, regular physical activity participation should be promoted during early childhood years (Flodmark, Marcus, & Britton, 2006).

In addition, physical activity levels of children should be determined to reduce sedentary time and to produce physical activity policies for preschool settings at nationwide. Based on that, the purpose of this study was to examine young children's activity level s during preschool time.

METHOD

Forty four (20 female, 24 male) 4 to 5 year old children with mean age 53.7 months were recruited from an urban area child care center in the capital city of Turkey.

The physical activity levels of children were measured by ActiGraph GT3X+ model accelerometers from 9 am until 5 pm (school time) over a 5 day period.

University Human Subjects Ethics Committee permission, parent consent forms and child assent forms were obtained before the data collection procedures.

RESULTS AND DISCUSSION

Children spent 63% of their time in sedentary activities, 11% in light activities and 26% in moderate to vigorous activities in a week at preschool time.

CONCLUSIONS

This study indicated that children spent little time in moderate to vigorous physical activity. Mostly, they spent more time in low level of physical activities. Preschool curriculum and winter time (seasonal influence) might be associated with low level of physical activity (Carson & Spence, 2010).

Informal observations showed that children were generally inside and engaged in their weekly curriculum subjects such as music, science, English, physical education (only 30 min. in a week) and fine motor activities (e.g. painting). Physical activity policies at the child care centers should be revised and physical activity opportunities should be created for winter time.

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ASSESSMENT PRACTİCES İN HEALTH AND PHYSİCAL EDUCATİON İN THE PROVİNCE OF QUÉBEC (CANADA) ELEMENTARY SCHOOLS

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INTRODUCTION

In the province of Québec, 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 (Grenier, 2009). Because of its inclusive nature, this competency poses several challenges when PE teachers try to assess their students (Tardif, 2006). Knowing that assessment can promote learning (Wiliam, 2007), the improvement of assessment practices in HE appears to be a major challenge if we want children to develop better health habits. The objective of this research is to describe and analyze PE teachers' assessment practices in HE, on which little work has been done so far.

METHOD

Data were collected using a questionnaire which contained ordinal scaled items and open-ended questions. A total of 220 elementary school PE teachers completed the questionnaire. The data analysis was performed with: 1) descriptive statistics; 2) non-parametric statistics (Goodman-Kruskal Gamma, Mann-Whitney and Kruskal-Wallis tests); and 3) content analysis of open-ended questions.

RESULTS AND DISCUSSION

Results indicate that 80.8% of PE teachers assess student learning related to HE components. Results also show that there are few significant relationships between independent variables (age, gender, teacher status, experience, number of schools and socio-economic environment) and assessment practices in HE. Among PE teachers who declared to assess the HE competency, 87.7% consider the curriculum and also tend to properly use the various components of the competency ($p \leq 0.05$). The majority of PE teachers (72.88%) believe that what they do in health education has an impact on their students' health behavior.

CONCLUSIONS

Results show that assessment in HE seems mainly summative while the literature suggests rather formative assessment (Lorente & Kirk, 2013). Formative purpose-oriented assessment practices in which students are involved could have more impact in the development of a greater sense of responsibility for their own health (Lorente & Kirk, 2013).

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CURRICULUM OF PHYSICAL EDUCATION: A REDESIGN CASE OF A BRAZILIAN PUBLIC UNIVERSITY

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INTRODUCTION

The curriculum makes possible the mastering of professional skills which will be necessary for future teachers. It has political, social and cultural dimensions, it is alive and dynamic and is defined on the basis of a reality historically built. It is the expression of a culture and socialization project (SACRISTAN, 2000). The objective of this study is to present the case of a curriculum redesign of a Brazilian public university, conducted in a participatory and democratic perspective.

METHODS

This is a case study that comprised the observation, record and analysis of data obtained in the following up of the work of groups formed by professors, students and specialized personnel, during 3 years. Interviews were held with professors of the institution and external experts. A new curriculum was developed to be approved by all professors.

RESULTS

A new curriculum was developed with significant changes, not limited to disciplines replacement. A socially reflective and critical teacher (ZEICHNER, 1992) formation was forecasted. Great curriculum flexibility was set according to the students' best interests under a professor-tutor guidance. The curriculum would include not only disciplines, but many different activities (as research, cultural and monitoring activities).

DISCUSSION

The curriculum redesign faced great resistance by all professors, in a behavior similar to the one recorded by Contreras & Madrona (1999) in a redesign in Spain. Most professors considered that their disciplines should maintain the same format of the two past decades and be mandatory for all students. It was observed a resistance to change, fear and indifference of teachers for new ways of working.

We drew the conclusion that significant democratic redesigns need a profound work of raising the teachers' awareness, which will transform them into partners responsible for changes aiming the construction of a new political, social and cultural context.

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RELATIONSHIP BETWEEN SETTING TIME AND DEFENSE, IN MEN´S VOLLEYBALL FORMATIVE STAGES.

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INTRODUCTION

In volleyball all decisions are influenced by the previous actions and have an effect on next actions (Jager & Schollhorn, 2007). The setter has an important role in the attack, since a high percentage of it effectiveness depends on the spatio-temporal synchronization between the setting and the attack (Mesquita, War & Araújo, 2002). For greater efficacy of the attack a faster game is necessary (Zetou, Moustakidis, Tsigilis & Komnonakidou, 2007), performing faster setting passes (firs time) and reducing the third time setting passes. Futhermore, through a faster game, the performance of the blockers could be reduced (Afonso, Mesquita & Marcelino, 2008). The study of Costa, Mesquita, Greco, Ferreira & Moraes (2010) showed that with faster times, the direct point obtained through the attack happened more frequently; and third time attacks increased the number of defenses that allowed the construction of subsequent counterattacks. Therefore, the aim of our study was to determine the relationship between the time of setting pass and the block participation, defense function, defense zone and defense effectiveness.

METHOD

The study sample consisted of 795 setting passes, 795 blocks and 440 digs, corresponding to the 16 male teams involved in the Spanish Championship in U-16 category.

The study variables were: setting time, block participation and effectiveness of defense

RESULTS AND DISCUSSION

Both block participation and the effectiveness of the defense showed significant association with setting time (X^2=120.051ª,p=.000,V=.281;X^2=18.883ª,p=.004,V=.150, respectively).

CONCLUSIONS

The results emphasized the importance of the setting pass time in the opposing team's defensive performance, and consequently in the effectiveness of the attack (Coutinho, Afonso, Mesquita & Marcelino, 2009).

Table I. setting time - block participation

			Block participation			
			Cero	Uno mas a favor	Dos o mas	Total
Setting time	First	Recuento	14	57	23	94
		Frecuencia esperada	10.1	59.4	24.5	94.0
		Residuos corregidos	1.4	-10.2	-0.9	
	Second	Recuento	11	34	137	182
		Frecuencia esperada	19.5	37.6	124.9	182.0
		Residuos corregidos	-2.3	-.6	2.2	
	Third	Recuento	57	87	385	489
		Frecuencia esperada	52.4	101.0	335.5	489.0
		Residuos corregidos	1.1	-4.3	4.8	
Total		Recuento	82	178	545	795
		Frecuencia esperada	82.0	178.0	545.0	795.0

Table II. setting time - effectiveness of the defense

			Effectiveness of the defense				
			Error	Bad	Good	Perfect	Total
Setting time	First	Recuento	14	11	8	13	46
		Frecuencia esperada	9.1	9.1	12.0	15.8	46.0
		Residuos corregidos	1.9	.7	-1.4	-.9	
	Second	Recuento	27	19	35	18	83
		Frecuencia esperada	16.8	16.8	22.3	29.1	83.0
		Residuos corregidos	2.5	.7	2	-2.9	
	Third	Recuento	44	53	78	113	288
		Frecuencia esperada	57.1	57.1	75.7	99.1	289.0
		Residuos corregidos	-1.7	-.1	.3	1.4	
Total		Recuento	85	83	110	144	420
		Frecuencia esperada	85.0	85.0	110.0	144.0	420.0

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HEALTH EDUCATİON'S 'CHİLD'

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INTRODUCTION

Children's health has always been of intense interest to government agencies, health promoters, families and teachers alike (Gard and Pluim 2014, Wright 2014). How children's bodies have been regarded and what matters most for children's health has been a movable feast, morphing in relation to broader discursive shifts in policy, institutional agendas and 'findings' emergent from an ever growing cadre of empirical studies tracking population health indices (Gard and Wright 2005).

METHOD

Drawing on analysis of curriculum policies, discursive themes in teacher and health professionals' testimonies and analysis of published research, I ask questions about which children and what kinds of bodies are foregrounded in health education. I then draw on empirical research seeking children's experiences and perceptions of health in an effort to assess their commensurability with the caricatures of childhood identified.

RESULTS

Results highlight that discourses about childhood help to structure the ways children's health education needs are determined and as such influence, not only strategies for addressing those needs, but also the rights and responsibilities accorded children themselves in a Health Education context. The 'at risk' child, the 'wild child', and 'the self-determining child' are predominant caricatures in the literature.

CONCLUSION

The aforementioned caricatures are barely visible in the children's experiences and perspectives recited in empirical research. Children are neither wholly self-determining, nor vagrant and uncaring. The children at the centre of health education cannot be neatly categorised into 'this' or 'that'. Indeed, the utility of premising education on any categories of childhood, no matter how well elaborated, would seem questionable. If there was a vision of childhood that might usefully serve the interests of a relevant Health Education, however, perhaps it would be one that embraced the socially critical, embodied child – the child who questions orthodoxies and interprets given information in light of her own and others' contextual realities.

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IMPROVİNG PHYSİCAL EDUCATİON AT PRİMARY SCHOOLS TO STİMULATE TE FOUNDİNG FOR AN ACTİVE LİFESTYLE

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INTRODUCTION

Skills like running, catching, throwing and balancing are essential to participate in physical activities for children. These fundamental movement skills can be seen as the foundation for an active lifestyle (Lubans et al., 2010). A certain level of these fundamental movement skills are more likely to develop during primary school by appropriate instruction, encouragement and feedback. In that way physical education (PE) is the ideal environment for learning motor skills as schools should have the right facilities, teachers and curriculum.

METHOD

In order to stimulate an active and healthy lifestyle the Dutch government wishes to improve the curriculum for PE in primary school (children aged from 4 to 12). This may be regarded as a challenge, since schools have their own educational freedom to create a curriculum, which they think is best for children. Moreover, little was know about the amount of time schools spent on physical education and the qualification for PE responsible teachers. To investigate in which way PE in Dutch primary school is organized a representative group of 1.087 headmasters accomplished an online questionnaire.

RESULTS

The results show that in general the large majority of the primary schools offers two PE lessons a week. Twenty percent offers one lesson a week. Furthermore, we found big regional differences in the qualification of the for PE responsible teachers. Four out of five schools in urban areas have a specialist teacher for all PE lessons. Only 7% of the schools in more rural areas have a specialist teacher. Moreover, the schools with specialist teacher report a better quality PE then schools who use generalist teachers and schools with a specialist teacher are more willing to increase the PE curriculum. What are the possibilities in order to create equal opportunities for all children in stimulating the founding for an active lifestyle?

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INVESTİGATİNG THE APPLİCATİON OF GEE'S (2007) GOOD DİGİTAL GAME DESİGN FEATURES İNTO İNVASİON GAMES COACHİNG PEDAGOGY

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INTRODUCTION

Sport and digital gaming have similar intentions to promote intrinsic motivation for engagement in something that is complicated, not easily mastered and takes time to learn. It was thus offered that both sport providers and designers of digital games are faced with essentially the same design question- "How do you get someone to learn something long, hard, and complex, and yet enjoy it?" (Gee, p. 3, 2003). This led to the research question as to how the application of Gee's (2007) digital game design features to invasion games pedagogy may act to enhance levels of engagement by young players learning to play sport? This action research (AR) study investigates author 1's application of Gee's (2007) good digital game design features into coaching practice with a girls Under 9 soccer team. It has been suggested that the 21st century learner is conditioned to learn through gameplay with engagement with digital gaming technology from a young age. Some researchers have suggested digital game design can be associated with the enactment of game-based sport teaching for enhanced skill development. Research within digital games claims that these games provide conditions that promote the flow state (Csikszentmihalyi, 1975), enabling game players to maximise learning.

METHOD

Data was collected weekly from player participants over 16 weeks, providing an understanding of feelings towards engagement in coaching practice that blended game-based pedagogy with Gee's (2007) digital game design features. Data was also collected from observations of player participants' situated game play, which was used to conduct documentary analysis to determine perceived moments of the flow state.

RESULTS

The research found that conditioning to learn through Gee's (2007) design features may be context specific. It appeared that soccer players were more familiar with a directive "drill-based" pedagogical focus. The achievement of a flow state through the use of digital game design features was therefore somewhat problematic.

TRANSFORMİNG OF PRE-SERVİCE PHYSİCAL EDUCATİON TEACHERS PERSPECTİVES' ON INDİVİDUALS WİTH DİSABİLİTİES

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INTRODUCTION

Teacher education programs are attempting to provide all future teachers with experiences that enhance the pedagogical ability to teach students with a variety of needs. Theoretical course (like Special Education) is isolated from community and life practices, it is clear that it is not effective to change pre-service teachers' experiences for working with students with disabilities in schools. Transformative learning theory highlights transformation of learner within the community of groups and parallel with real life situations through critical reflection and empathy that is give opportunities for Physical education (PE) pre-service teachers to work with individuals with disabilities (Mezirow, 1997). The aim of this study was to change perspective of pre-service teachers' experiences while they are prepared to work with individuals with disabilities.

METHOD

This study reports on a qualitative study. Participants were 34 pre-service PE teachers that were attended "Special Education course" of twelve weeks. This study is nested within a wider longitudinal project that explores how pre-service PE teachers transform to adapted PE teachers. Data were collected from Facebook group, special education course post-course reflections, participating of discussion groups on Moodle (Strauss & Corbin, 1990).

RESULTS AND DISCUSSION

The findings of the study revealed three main themes: experience, critical reflection and dialogue. Experiences included 2 sub themes that are incidentally encountered things in life and investigated experiences. In terms of dialogue included 2 sub themes; dialog about individuals with disabilities who are far from pre-service teacher life and dialogues about individuals with disabilities who are more nearby to them. Critical reflections included 2 sub themes; dialog about individuals with disabilities who are far from pre-service teacher life and dialogues about individuals with disabilities who are more nearby to them. Critical reflections included 2 subthemes; advocate of disability rights and empathies with individuals with disabilities.

CONCLUSIONS

The study concludes that students can be critical to current assumptions through internal transformation by dialogue and they can find more opportunities for occupational socialization through external transformation by empathy so that pre-service teachers are provide new perspectives.

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USİNG THE POTENTİAL OF PHYSİCAL EDUCATİON CLASSES FOR CHİLDREN'S COGNİTİON - EFFECTS OF SPECİFİC EXERCİSES ON EXECUTİVE FUNCTİONS

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INTRODUCTION

Neuroscientific findings opened up new perspectives on physical activity (PA) by proving its positive relationship with cognition. In particular, executive functions (EF) are believed to be enhanced through PA (Chodzko-Zajko, 1991), especially if PA contains a cognitive demand (Chang et al., 2012). Given that EF are considered to play an important role in academic achievement (Best et al., 2011), PA should be integrated more consistently in everyday school life. Nevertheless, in the educational system, corresponding courses of action are still missing.

METHOD

We developed an movement-based and cognitively challenging intervention program, focusing on three core dimensions of EF: shifting, inhibition und updating (Miyake et al., 2000). The program consisted of two 15-min sessions per week for a total of 20 weeks. It has been implemented with students (Ø=12 years) in four German secondary schools (n=197). It was hypothesized that students attending the cognitively challenging intervention will improve their EF more than their controls, who took part in the usual physical education lessons. EF were measured before (pre-test) and after (post-test) the intervention period using three cognitive tasks: a shifting task, a stroop task and an n-back task.

RESULTS

Repeated measures ANOVA show significant interaction effects between group and time course regarding the students' inhibitory control ($F[1, 175]=9.35$, $p=.003$, $\eta 2p=.051$). Effect sizes are getting bigger by focusing on the lower performance range ($F[1, 28]=4.33$, $p=.047$, $\eta 2p=.134$). Interestingly, the post hoc analysis shows that the effect only arises from the older students' development whereas the younger students do not benefit significantly from the intervention.

CONCLUSION

The findings empirically underpin the necessity of well-targeted PA within school life. They can be interpreted as a starting point in the realization of the pedagogical concept of "development support through play, game and sports" and can enrich the ideas of a movement-based school culture.

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DUAL CAREER OF CROATIAN ADOLESCENT ATHLETES – RECOMMENDATIONS FOR THE EDUCATIONAL AND SPORTS SECTORS

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INTRODUCTION

Since 2004 a great number of studies on an international basis have analyzed the role of educational institutions such as schools and sports schools as well as the universities with regard to ensure that young high-level athletes are offered a quality education in parallel to their sport training. The paper presents a part of the national level Croatian project aimed at examining the situation about adolescent student-athletes' dual career with particular focus on secondary schools as well as the sports secondary schools and its Physical Education curriculum.

METHODS

564 pupils (age 15-20, 337 male athletes and 227 female athletes) who have participated on the Croatian Sports Secondary Schools Games (handball, basketball, volleyball, track and field, table tennis, badminton and cross) held in Poreč in May, 2013 have completed the questionnaire with the main aim to reveal their interest in future education and career, environment support and special conditions in educational system. From 451 Croatian secondary schools, only two sports secondary schools and nine secondary schools with sports classes offer special provisions for the 320 adolescent athletes each year.

RESULTS AND DISCUSSION

During the secondary school education a lot of athlete-pupils have had problems with adjustment and professors comprehension: 262 (46,5%) rarely and 62 (10,9%) very often. The following most important provisions for athlete-students in secondary schools are recognized in this study: the opportunities for negotiation with teachers or professors for time of exams (365, 64,7%) ,quality of cooperation between school and sport club 242 (42,9%), and mentor or other support staff (119, 21%). According to the Guidelines of promoting dual career in the EU (2011) the first step must include the active promotion on increasing the cooperation with education and sport. to be created or strengthened and maintained on different levels: local, national and regional.

CONCLUSION

In comparison with the several models in European countries the study contributes to define the minimal requirements and procedures to implement them on the Croatian legal framework for secondary schools. The authors provide recommendations for GO and NGO sector in education and sport sectors.

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A CASE STUDY OF THE REVERSE MENTORING PROJECT FOR DEVELOPING THE TACTICAL GAMES APPROACH IN TAIWAN

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INTRODUCTION

Reverse mentoring has been used in local high-tech companies and multinational corporations in order to seize the new ideas and create new trends. In terms of physical education mentoring, however, the apprenticeship was majorly used in Taiwan. The gap between what student teachers had learnt at University and what PE teachers practiced at school could hardly reduce so that it was difficult to find the coherent way for the quality PE teacher education. Therefore, during the PE teaching practicum, was it possible for Student Teachers (STs) to guide their Cooperating Teachers (CTs) while teaching PE class with innovative (tactical games) approach? The study explored the process of the reverse mentoring on mentoring functions regarding to teaching senior high school PE class with a Tactical Games Approach (TGA).

METHOD

Participants recruited for this study, during the physical education practicum course, were from one physical education teacher education department (university) and one affiliated high school. The 8 total participants were divided into 4 pairs (including 4STs-4CTs). Each pair worked in the same high school. 32 PE lessons (in 4 weeks) were instructed by 4 STs(8 lessons×4 STs). Meanwhile, the participants practiced the reverse mentoring by junior teacher of senior teachers. Semi structure interviews, teaching journal, and reflection journal were adopted to collect the data. The interviews were conducted by the third author of the study, instead of the supervisor-researcher, to avoid personal bias and confused role. Content-analysis method was used for data analysis. The data coding and findings were reviewed case by case to ensure trustworthiness.

RESULTS AND DISCUSSION

The result showed that: (1) STs and CTs explored together from students' tactical games responses due to the reversed mentor-mentee dynamics. However, there were temporary tensions between STs and CTs regarding skills concerns, explicit/implicit instruction strategies. Moreover, there was also a lack of trust in teaching competency, especially in classroom management and differentiated instruction. (2) Although STs had more specific knowledge which was related to TGA, CTs still had general teaching expertise to assist STs. (3) STs and CTs co-constructed their professional growth in a positive way from students' tactical games learning while the "good games" worked well.

CONCLUSIONS

Under the consideration of the limitations, to some extent, it is possible to implement the reverse mentoring for developing tactical games approach in high school setting. One has to well prepare

STs, CTs, and even students before implementing a reverse mentoring program.

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EFFECT OF TRAINING FREQUENCY ON BMI IMPROVEMENT IN CHILDREN OBESITY SCHOOL PROGRAMS

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INTRODUCTION

Adult and childhood overweightness and obesity have increased during the last 25 years in México (Cuevas-Nasu, Rivera-Dommarco, & Shamah-Levy, 2007; Rivera-Dommarco, Cuevas-Nasu, Shamah-Levy, & Ávila-Arcos, 2012). Particularly, the State of Yucatán carried the highest rate in childhood obesity. As a part of a state public policy for children obesity assistance (Alcocer, Carnero, Larumbe, Cardona, & Esteve-Lanao, 2013), the goal of this study was to compare the effect of different training frequencies on the Body Mass Index (BMI) improvement.

METHOD

219 children ranging 2 to 3 BMI-for-age Standard Deviations (z-scores) according to the OMS criteria were enrolled in an exercise program at school to improve their BMI. The program was carried for 4 months during the regular timetable. Three experimental groups, so-called CETO (Exercise Centre for Children Obesity) were established. These groups were: CETO3, that trained 3 days/week (3d/w); CETO2, for 2d/w; and CETO1 for 1d/w. A contrast group (CNTR) of children who did no activity was also included in the design. A minimum of 90% attendance was required for inclusion. Anthropometric basic measurements were assessed: body weight, height, body mass index (BMI), and waist circumference. Pre-test, re-test (2 weeks apart), and post-test (after 4 months) were conducted. ANOVAs were used to determine differences between groups across time points.

RESULTS

The group CETO3 reduced significantly the BMI-for-age z-score after 4 months ($p<.001$). Significant differences were found between CETO3 and groups CNTR and CETO1 ($p<.005$). There were no more significant differences between groups or any other variable between re-test and post-test. Descriptive differences found in BMI z-score reduction were 7.7% in CETO3, 2.4% reduction in CETO2, 1.9% in CETO1, and 1.5% in CNTR.

DISCUSSION

Training frequency impacts on BMI reduction. Although both exercise and nutrition play a role, a more demanding exercise and / or higher frequency would be desirable.

CONCLUSIONS

A 3d/w program was shown effective in reducing BMI z-score. However, a lower training frequency seemed insufficient to induce a significant benefit, showing lower clinical effect sizes.

ACKNOWLEDGEMENTS.

We thank the staff and the teachers of the PIAOY program for their contributions.

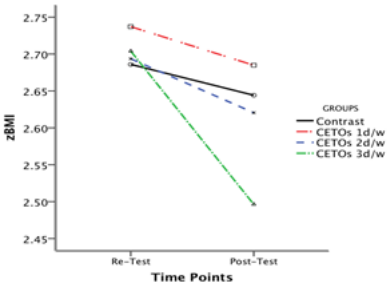

Figure 1. zBMI scores during the intervention

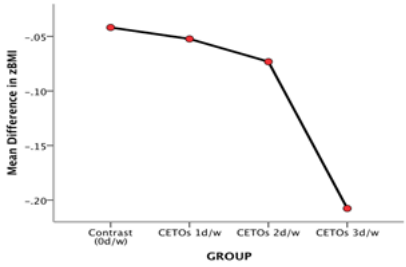

Figure 2. Differences in zBMI during the intervention

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SUPPORTİNG SECONDARY SCHOOLS İN PROMOTİNG PHYSİCAL ACTİVİTY: ISSUES AND NEEDS

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INTRODUCTION

The role of schools and physical education in promoting health and physical activity has been widely acknowledged in the literature as well as in various government policies and strategies in recent years, and helping schools to fulfil this role is considered a public health priority (Cardon et al., 2012). This paper reports on selected findings from a broader study and explores teachers' experiences and perspectives on promoting physical activity.

METHOD

The study involved an online survey of over 600 secondary schools from across the United Kingdom, plus interviews with 17 teachers from 8 case study schools from different regions of England. Parts of the survey were specifically designed to explore issues and areas for improvement with respect to the promotion of healthy, active lifestyles in schools, whereas the interviews aimed to gain a deeper understanding of the teachers' practices and needs. Whilst a mix of teachers was deliberately invited to participate in the study, the vast majority who took part were physical education teachers or individuals with a physical education or sports background.

RESULTS AND DISCUSSION

The findings highlighted a number of issues and needs concerning the promotion of physical activity within schools. These were associated with the status and place of health, the amount and nature of the professional development and support provided or accessed by teachers in the area, and schools' effectiveness in promoting and engaging all pupils in active lifestyles. The above led to questions regarding the extent to which teachers are adequately and appropriately equipped and supported to effectively promote physical activity and implement successful strategies.

CONCLUSION

It was concluded that if schools and teachers are to be successful in promoting physical activity, then the above issues and needs must be addressed. Finally, some recommendations are made to improve the support for and practice of schools in this area.

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PART OF THE PROBLEM, PART OF THE SOLUTION: A CRITICAL AUTOETHNOGRAPHY FROM A POSITION OF POWER AND PRIVILEGE - AISEP 2015

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INTRODUCTION

Autoethnography emerged (perhaps quite naturally) from ethnography as a form of studying the self in which the text is written from the retrospective viewpoint of a person interpreting his or her own past (Ellis, 2004; Ellis & Bochner, 2000). Critical autoethnography springs from some of the same roots but is focused on the deconstruction of power relationships and the concept of privilege (Alfonso & Taylor, 2009). The white, masculine, straight, "jock" PE teacher has come to embody all that we wish to change in our field (McDonald & Kirk, 1999; Skelton, 1993; Sparkes, Partington & Brown, 2007), but is rarely self-studied.

METHOD

Following in the footsteps of Cameron (2012) and Morimoto (2008) critical autoethnography in physical education teacher education is a small, but growing field. Using Fernandez-Balboa's (1995, 2009) concepts of critical pedagogy in PETE as a foundation, the author shares a series of personal vignettes and artifacts and wrestles with current literature on privilege and power in PE.

RESULTS AND DISCUSSION

Negotiated issues include those of personal, social and professional importance such as gender, sexuality, race, voice and class. Although the author has never been a "Mr. Woodcock" (Cooper, Dobkin & Gillespie, 2007), he has also contributed to issues of power, gender and privilege within his own practice and PETE career. The results are intended to invite personal connection, incite debate and stir up trouble.

CONCLUSIONS

It cannot be denied that the author is part of the problem. However, he also does not want to be judged by skin colour, sex or perceived hegemony. Essentially, the author recognizes that although he must be awake to the issues he has caused and is a part of, there must also be ways to be part of the solution.

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THE RELATIONSHIPS BETWEEN ACADEMIC MOTIVATION AND PERCEIVED MOTIVATIONAL CLIMATE IN SPORTS HIGH SCHOOLS

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INTRODUCTION

Perceived motivational climate is individual composite views regarding the situationally emphasized goal structures operating in achievement settings (Ames, 1992). Motivation is a process rather than being a conclusion, therefore it cannot be observed directly. Academic motivation could shortly be defined as the production of the required energy for academic activities; however, opinions about the source of this energy vary according to theories (Onen and Ulusoy, 2012). Academic motivation is an important factor to be considered in many courses. But, academic motivation level could be predictor for Physical education. The motivations of students are essential in determining their attitudes towards phyical education classes especially in sport high schools. The purpose of the study was to examine the relationships between academic motivation and perceived motivational climate in sports high schools.

METHOD

The sample comprised 304 males (Mage= 15.97, SD= .77) and 201 females (Mage= 15.83, SD=.79), totally 515 sports high school students (Mage=13.20 SS=0.75), who voluntarily participated the study. Participants completed the "Academic Motivation Scale" (Bozanoglu, 2004) and "Learning and Performance Orientation in Physical Education Classes Questionnaire" (Papaioannou, 1994; Daşdan "Ada" et al., 2007).

RESULTS AND DISCUSSION

Pearson correlations revealed positive relationships between academic motivation and subscales of perceived learning climate (r=.33 and r=.38). Furthermore, it was found negative relationship with "outcome orientation without effort" subscale of perceived performance climate (r=-.09), but positive relationships with the other two dimensions of perceived performance climate (r=.15 and r=.11, p<.001). Independent t-tests revealed that girls obtained significantly higher scores than boys in "pupil's learning orientation (M=4.32, Sd=.79)", "pupil worry (M=3.63, Sd=.79) and pupil competitive orientation (M=3.52, Sd=.96)" in perceived motivational climate, but also in academic motivation (M=74.77, Sd=12.02). With regard to age, students of 15 years of age scored higher than students of 16 and 17 years old in academic motivation and perceived learning dimensions. In terms of grade level, students in 9 grade levels obtained lower scores than the other grade levels in academic motivation and a subscale of perceived learning dimension. Finally, age appeared to be the most in-

fluential variable that affects academic motivation and perceived motivational climate in sports high schools.

CONCLUSIONS

Overall, the findings of the present study are in line with the existing literature suggesting (e.g., Barkoukis et al., 2007; Xiang et al., 2004; Nichols et al.,2003; Nicholls, 1992) that age was the most important variable influencing academic motivation and perceived motivational climate in sports high schools level.

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THE NATURE OF PROFESSIONAL KNOWLEDGE OF PHYSICAL EDUCATION TEACHERS

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INTRODUCTION

The professional knowledge of teachers is a knowledge built in and for professional practice, originating from several periods of socialization (primary socialization, secondary socialization and professional socialization/ professional practice) which, over time, teachers internalize the experiences, knowledge and ideas that assist in realization of the activities inherent in the work, having in its constitution a nature: temporal, plural, heterogeneous, human, personalized and situated (Tardif, 2012). Thus, this paper aims to present the elements that compose the nature of professional knowledge of teachers of Physical Education.

METHOD

As methodological procedure was chosen qualitative research, analytical descriptive, using as data collection instrument the questionnaire and semi-structured interview. Through the Limeira Educational Board were sent one questionnaire to each state school belonging to this Board, having as target the physical education teachers, totaling 68 questionnaires. Of the questionnaires mailed were returned 18 responded. All 18 participants were asked to participate in a semi-structured interview that aimed to deepen some issues already addressed in the questionnaire, being that all participants accepted the invitation. The interviews were subjected to a process of content analysis.

RESULTS AND DISCUSSION

With regard to the temporal dimension of this knowledge are elements like the development of a cultural capital who reveals himself from a incorporated state, which brings subjacent with it the aspects that influenced teachers to choose Physical Education as a profession; one objectified state, manifested by the acquisition of techniques, ways of doing, inherent to the profession of physical education teacher, and; an institutionalized state, which is revealed in the professional certification that enables teachers to be seen as professionals that live, exclusively, teaching, raising also an economic capital (Bourdieu 1979).

Linked to this cultural capital, unveiled by this temporal dimension, there is a biographical and relational process linked to the construction of teacher identity. This building that physical education teachers said occur through experience, professional training, achievement a good job, relationship with peers among others (Dubar, 2005).

In turn, the plural and heterogeneous dimensions bring subjacent them the teaching knowledge, their construction and use by physical education teachers, revealing a pragmatic coherence and aspects inherent to teaching that subsidize the actions of teachers in the classroom (Tardif, 2012).

Regarding the human, personalized and situated dimensions from this professional knowledge it becomes clear

that the object of this work are human beings, and through them also emerge a relational perspective of training places linked to a personal emotional baggage (Nóvoa, 1992).

CONCLUSIONS

It can be concluded that this professional knowledge is multidimensional due to the existential, social and pragmatic (temporal) nature of the fundamentals of teaching; the acting of the teacher is based on several types of practical judgments, educational objectives, moral values and social norms (plural and heterogeneous) and; their relationship with people (pairs and work object) happens through primary socialization experiences, as well through pedagogical knowledge and their professional acting, composing the knowing-in-action (human, personalized and situated). The mobilization of this knowledge can also support an epistemology of professional practice.

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DEVELOPING A 'PROTOTYPE' HEALTH-BASED PHYSİCAL EDUCATİON PEDGAOGİCAL MODEL

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INTRODUCTION

The development of a pedagogical model for Health-Based Physical Education (HBPE) with 'valuing a physically active life' as its goal has recently been published and presented internationally (Haerens et al. 2011; Bowler *et al*. 2011, 2012). This paper presents a prototype model for HBPE and describes the steps involved in constructing the framework with teachers.

METHOD

The HBPE model has undergone a four-year period of development, involving the research team, 18 Physical Education Teachers and their students. The process draws on a 'critical education research' paradigm and is 'participatory' in that it concerns doing research *with*, rather than on teachers (Cohen *et al.* 2011). HBPE was developed following: an extensive literature review, framework development, face validity testing, piloting, programme design and implementation, and subsequent model revision.

RESULTS AND DISCUSSION

The model draws on self-determination theory, the social ecological model and theories of behaviour change. Five goals for HBPE identify the characteristics of *habitual, enthusiastic, confident, informed* and *critical* 'movers'. The 'non-negotiable' (Goodyear, 2013) or critical structures emphasise 'valuing' physical activity (PA). Students' psychological needs for autonomy, competence and relatedness are prioritised. Teachers will promote PA within and beyond lessons, maximizing lesson opportunities and interacting with parents and community bodies. Lessons should include PA learning opportunities, such as current guidelines, age-related statistics, local opportunities and safe/effective practice. Students should understand PA barriers, potential strategies to overcome these and become movement activists for their peers/family.

CONCLUSIONS

HBPE has had a positive impact on teachers and students in the process of implementation and revision. With an innovative vision centered on valuing physical activity, HBPE could 'help teachers develop new, effective PE for health pedagogies' (Armour & Harris, 2013, p.213) and create a platform for future evidence-based teaching and learning. We seek peer-review from an international group of experts before wider publication.

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GENDER DIFFERENCES IN PUPILS' PHYSICAL ACTIVITY LEVELS WHEN TAUGHT BASKETBALL THROUGH THE TACTICAL GAMES MODEL

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INTRODUCTION

Despite the advent of Game-Centered Approaches (GCAs) to teaching games (e.g., Tactical Games Model; TGM), traditional, direct instruction approaches remain prevalent in physical education (PE), oftentimes marginalizing learners, particularly girls[1], and resulting in high levels of pupil inactivity[2]. Current physical activity (PA) recommendations by the Institute of Medicine (IOM, 2013) suggest pupils' reach the 50% criterion level of Moderate to Vigorous Physical Activity (MVPA) in PE. Consequently, this study sought to determine how TGM-focused PE lessons contributed to pupils meeting recommended PA goals and establish if gender differences existed.

METHOD

Participants were 79 pupils (45 girls; 34 boys) from four co-educational PE classes at one middle school in the Eastern United States. A licensed teacher/coach taught a total of 32 lessons (8 per class) using the level one basketball TGM lessons outlined by Mitchell, Oslin, & Griffin (2006)[4]. Pupils wore ActigraphGTX3® triaxial accelerometers to objectively measure MVPA. TGM fidelity was evaluated positively through Metzler's (2011)[5] benchmarks. Data were analyzed using a mixed-design ANOVA with time as a with-in-subjects factor and gender as the between-subjects factor.

RESULTS AND DISCUSSION

Results revealed a significant main effect of time, $F(3.94) = 12.08$, $p < .001$, $\eta p^2 = .16$, a significant interaction time x gender interaction, $F(3.94) = 4.75$ $p < .001$, $\eta p^2 = .07$, and a significant between subjects factor of gender $F(1) = 23.42$, $p < .001$, $\eta p^2 = .27$. Pairwise comparisons with Bonferonni correction revealed the significant time effect occured due to an increase in PA in lesson 7 of the unit. The significant gender effect resulted from boys (M=33.40%) averaging 9.1% higher MVPA than girls (p>.001).

CONCLUSIONS

PA in TGM measured through accelerometry fall short of meeting health-enhancing PA recommendations in PE3. However, TGM lessons are more likely to provide an appropriate context for boys to meet PA recommendations6. Teachers must continue to modify games to ensure increased equity of PA participation between boys and girls.

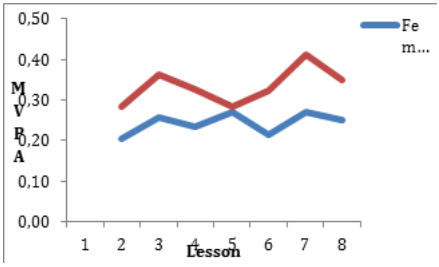

Figure 1. Line graph showing differences in MVPA between boys and girls across unit lessons

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THE İMPORTANCE OF NOVELTY İN PHYSİCAL EDUCATİON FROM A SELF-DETERMİNATİON THEORY PERSPECTİVE

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INTRODUCTION

Recent studies focusing on different constructs as interest, curiosity, sensation seeking, and perceived variety have shown the importance of novelty for human motivation (Kashdan, Sherman, Yarbro, & Funder 2013; Roth & Hammelstein, 2012; Silvia, 2008; Sylvester et al., 2014). From different approaches, research suggests that novelty could be considered a basic psychological need and, therefore, it could be studied from the perspective of self-determination theory (Deci & Ryan, 2000). The purpose of this study was to analyze the relation of satisfaction of the need for novelty to satisfaction of the needs for competence, autonomy and relatedness, different types of motivation and satisfaction in physical education (PE).

METHOD

Participants were 1035 students (539 girls and 496 boys; *M* age = 16.20, *SD* = .86) from the first year of post-compulsory secondary education. Several questionnaires were administered to measure the satisfaction of basic psy-chological needs, autonomous and controlled motivation, amotivation, and different dimensions of PE satisfaction.

RESULTS

Confirmatory factor analysis showed that the need for novelty, although related, is empirically different from the other three needs. Different regression analyses revealed that perceived novelty in PE positively predicted intrinsic motivation, identified and introjected regulation, even more than perceived relatedness. The results also showed the important role of novelty on the satisfaction with mastery experiences, cognitive development, teaching, health and fitness improvement, and diversionary experiences in PE, presenting differentiated effects from the other psychological needs.

CONCLUSIONS

This study suggests that novelty could be analyzed as a basic psychological need using the framework of self-determination theory. This study also highlights the importance of including novel contents and activities in PE classes for the students' motivation and satisfaction. For example adaptations of Bodycombat and Crossfit could be incorporated in the PE curriculum as a new way to improve fitness.

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DOUBLE SOMERSAULT BACKWARD LAYOUT WİTH SPİN OF BAR DİSMOUNT OF TWO SPANİSH ELİTE GYMNASTS.

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INTRODUCTION

In the daily training of the national team gymnasts often use the comparison between gymnasts performs an element to improve the technique of others without their domain. In support of this work was performed a comparative implementing an output rod two gymnasts national team. Taking a gymnast as a model implementation, we have compared the data obtained by another gymnast to try to determine how to improve their technique.

Arampatzis and Bruggemann performed in 1998 a study determining the factors influencing in bar dismount. At the time in which both gymnasts release bar, MC is in a similar to that described by Bruggemann position. Yoshiaki Takei in 1992 conducted a study to identify critical mechanical factors for good performance of a double somersault backward tucked. Igarashi Isato conducted a study to predict whether it would be possible hits a quadruple somersault backward tucked of bar dismount, defining the need to adjust the angle of departure.

MC anticipates receiving on the floor. RM cannot prepare the reception, why not just spin.

By studying the trajectory of the centre of gravity found:

In our element to further analyse the double sault backward layout must include a spin, so too must also observe:

1. Take off angle.
2. When it starts to turn.

According to the revised inertial parameters to consider in an outing with several deadly authors are:

3. The angle trunk-arm.
4. The take-off velocity.
5. A technique used to rotate.

This study was conducted using the 3D Photogrammetry, and two cameras Panasonic super-VHS with a frequency of 50 Hz, and Clauser model adapted by Paolo de Leva was used to obtain the kinematic parameters

The exit program data has been created in the laboratory of biomechanics INEF of Madrid, using a smoothing quantic spline.

RESULTS

- The most significant difference is found between both gymnasts takeoff velocity.
- MC to release later acquires a vertical speed of 0.5 m/s rather than RM, giving 25 cm difference in the maximum height of flight.
- The data obtained show that the key moment in the implementation of this element is the time of release.
- MC release 10° later than RM, giving it a more advantageous position, thus recovering the energy transferred by the bar as to reach a more vertical takeoff angle.

CONCLUSION

- If RM retardase slightly loose when the same reach the proper position that part MC.
- MC starts the spin from the bar fully extended trunk, however RM therefore not fail the bar and starts the

rotation of the trunk flexion and extension.

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DO SELF-ESTEEM, PHYSICAL SELF-CONCEPT AND SOCIAL PHYSIQUE ANXIETY PREDICT SPORT SITUATIONAL MOTIVATION IN FEMALE AND MALE YOUNG ADULT EXERCISERS?

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INTRODUCTION

The participation to physical activity contexts includes a multifaceted interaction between biological, environmental, social and psychological influences. The examination of exercise behavior is one of the essential subject matter of exercise psychology (Biddle and Mutrie, 2001). The purpose of the present study was to examine the role of global self-esteem, global physical self-concept and social physique anxiety in the prediction of situational motivation in female and male young adult exercisers.

METHOD

Participants were 239 young adults (122 female, 117 male) who participated in different exercise groups and had a mean age of 23.69 yr. (SD = 4.90). Physical Self-Description Questionnaire (PSDQ; Marsh, Richards, Johnson, Roche, & Tremayne, 1994), Social Physique Anxiety Scale (SPAS; Hart et al., 1989) and Situational Motivation Scale (SIMS; Guay, Vallerand & Blanchard, 2000) were used as the measure of global self-esteem and physical self-concept, social physique anxiety and motivational levels, respectively. In this study, only global self-esteem and global physical self-concept subscales of the PSDQ were used.

RESULTS AND DISCUSSION

Regression analyses with stepwise were used to examine the association of global physical self-perceptions and social physique anxiety with situational motivation levels in male and female young adult exercisers. Global esteem was a unique predictor of Intrinsic Motivation for both female and male, accounting for 16 % of the variance for female and for 12 % of the variance for male. With regard to Identified regulation for female, it was only significantly predicted by Global esteem, which explained 11 % of the variance. For the male, both scores on Global esteem and Global physical self-concept were significantly related to Identified regulation, accounting for 18 % of the variance. In terms of External regulation, Global esteem appeared as a significant positive predictor for female, accounting for 4 % of the variance. In contrast, for male, social physique anxiety was significantly related to External regulation, which explained 9 % of variance. With regard to Amotivation for female, it was only significantly predicted by Global esteem, which explained 7 % of the variance. For male, social physique anxiety was positive predictor of Amotivation. According to the findings of the study, global esteem was a signifi-

cant predictor of female young adults' situational motivation types.

Global esteem was related to situational motivation types in young adult females'. Among the male, scores on Intrinsic Motivation and Identified Regulation were associated with more self-determined types of situational motivation. In contrast, Social physique anxiety was related to External Regulation and Amotivation.

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EARLY CHİLDHOOD EDUCATORS' VİEWS ABOUT TEACHİNG PHYSİCAL EDUCATİON

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INTRODUCTION

Educational scholars emphasize that, in order to understand pedagogical assumptions and behaviors of teachers, greater attention needs to be paid to their views and how they affect their teaching (Darling-Hammond, 2006; Rovegno, 2003; Wen, Elicker, and McMullen, 2011).

The purpose of this study was to describe preschool teachers' views and experiences of teaching physical education.

METHOD

Four experienced early childhood educators from Cyprus volunteered to participate in this study.

Data were collected through formal interviews and were analyzed inductively via individual-case and cross-case analysis (Patton 2001).

RESULTS AND DISCUSSION

The findings suggest that the four early childhood teachers believed that the main aim of physical education, in the early years, is to provide children with opportunities to develop their psychomotor, cognitive and social skills.

Although the participants consider physical education to be an important subject in the school curriculum, they admitted that it has been undermined to a great extent and is viewed as a marginal subject.

Findings from the study suggest that the four early child-hood educators faced common barriers, deficiencies and constraints, relative to the teaching resources.

ECOLOGİES OF PRACTİCE AND POSİTİVE DEVELOPMENT İN YOUNG SOCCER PLAYERS

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INTRODUCTION

Growing recognition of the situated nature of sport participation has highlighted the important influence exerted by socio-cultural ecologies on the development of young athletes. The particularities of contexts, such as demography and the culture of the sport or club, are believed to affect the way young people engage in, perceive and enjoy sport. The aim of the study is to describe the effects of competitive level and demography on enjoyment, development assets and attitudes of young soccer athletes in three club settings.

METHODS

One hundred and thirty five soccer players aged 13-17 years (M=15.29, SD=1.64) from three clubs (professional, urban amateur, rural amateur) completed three questionnaires: Sources of Enjoyment, Developmental Assets and Sport Attitudes. Multilevel regressions were performed to explore the players´ assets, enjoyment and attitudes across contexts.

RESULTS AND DISCUSSION

The professional club players expressed significant higher scores in support, affiliation with peers, positive parental involvement and pro-social attitudes. The rural club players showed significant higher scores in learning commitment, positive values, positive identity, effort expenditure, affiliation with peers, cheating and gamesmanship.

Table 1: Multilevel statistics

	All sample	Professional club	Urban amateur club	Rural amateur club
Assets				
Support	35.7 (4.1)	36.1 (3.9)	36.3 (3.9)	34.6 (4.3)
Learning commitment	31.9 (6.9)	31.1 (7.3)	31.9 (7.2)	32.7 (6.3)
Positive values	22.5 (5.5)	21.2 (5.9)	22.8 (5.6)	23.4 (4.8)
Positive identity	32.0 (5.5)	31.1 (6.0)	32.4 (6.1)	32.5 (4.4)
Eenjoyment				
Effort expenditure	4.48 (0.52)	4.62 (0.47)	4.63 (0.47)	4.18 (0.49)
Affiliation with peers	4.25 (0.56	4.43 (0.41)	4.34 (0.59)	3.98 (0.58)
Positive parental involvement	4.13 (0.80)	4.18 (0.83)	4.16 (0.89)	4.04 (0.66)
Attitudes				
Cheating	2.69 (1.29)	2.52 (1.34)	2.78 (1.30)	2.76 (1.24)
Gamesmanship	3.34 (1.08)	3.12 (1.14)	3.51 (1.03)	3.37 (1.05)
Convention	4.06 (0.95)	4.10 (0.89)	4.40 (0.82)	3.68 (1.00)
Commitment	4.44 (0.56)	4.55 (0.43)	4.53 (0.49)	4.24 (0.69)

The findings suggest that the professional environment favours what is needed to compete well: adult support, team spirit and respect for the rules. The athletes from the amateur clubs are more prone to violate the rules but show higher level of assets. The main source of influences on enjoyment, assets and attitudes is the context. The findings reinforce the importance of an appropriate environment for the promotion of positive development.

CONCLUSION

The athletes' experiences are dependent of the ecology of practice and are relevant for their enjoyment and continuity in sport. The findings are important for coaches' education, but also for the clubs and communities which should promote programs to foster the development of assets, enjoyment and positive attitudes.

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SUPPORTİNG TEACHERS TO İMPLEMENT A NEW PEDAGOGİCAL MODEL FOR HEALTH-BASED PHYSİCAL EDUCATİON

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INTRODUCTION

Current evidence suggests that most young people are not meeting minimum physical activity recommendations (Craig & Mindell 2012; Sallis et al., 2012). Thus, developing new health-based pedagogies in school physical education appear a priority (Armour and Harris, 2013). This paper reports on supporting teachers to trial a pedagogical model for Health-Based Physical Education (HBPE), focused on educating young people to 'value a physically active life' (Haerens et al. 2011).

METHOD

Nine physical educators from two schools in England engaged with two university-based researchers in a six month professional development programme. The programme consisted of three researcherled, school-based workshops and on-going support (through visits, online discussion and reflective tasks) during the model's implementation. Multiple methods were employed including teacher reflections, interviews, lesson observations and field notes. Analysis followed an inductive, iterative process involving a constant comparison between the different data sources to generate and subsequently code themes (Glaser and Strauss, 1967; Lincoln and Guba, 1985).

RESULTS

Teachers reported the professional development programme a new, exciting and challenging way of working. On-going researcher support was valued, although the degree to which teachers engaged in reflective tasks varied, with competing agendas and time constraints common inhibitors. Whilst teachers demonstrated mixed success with their understanding of the model and translation in practice, there was a noticeable shift in their behaviour towards promoting physical activity beyond lessons. Teachers were also very positive when reflecting on students' motivation to be physically active.

CONCLUSION

These findings offer a positive outlook for HBPE, particularly in supporting teachers to promote positive physical activity behaviour. Sustained professional development programmes, with teachers and researchers working collaboratively, may encourage better adoption of a pedagogical model, although the school working culture could present some challenges. Work to help teachers sustain HBPE beyond the initial honeymoon period is now on-going.

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SCHOOLS WITH SPORT PROFILES: CHRONIC STRESS AND SELF-CONCEPT OF SPORT-TALENTED STUDENTS IN DUAL CAREERS

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INTRODUCTION

Dual careers are discussed controversely in Germany´s educational school system (Alfermann & Preis, 2013). Therefore, schools with sport profiles have been established to support students´ sport and school career as well as their personal development. These schools offer extra training lessons, extra lessons in main school subjects and extra teacher care. However, research on the effects of these schools regarding stress and individual development is relatively rare (Hummel & Brand, 2010; Wartenberg, Borchert & Brand, 2014).

METHOD

Using validated scales on stress (Richartz, Hoffmann & Sallen, 2009) and self-concept (Gerlach & Brettschneider, 2013) 283 students of a German school with sport profiles participated in a research project from November 2011 to November 2013. The questionnaire included scales concerning school, social and time pressure as well as academic, social, emotional and physical self-concept. The longitudinal design with control groups (t1-2011; t2-2012; t3-2013) assessed, in total, 60 athletes (42 male / 18 female) and 223 non-athletes (111 male / 112 female) in two cohorts from grade seven to nine (cohort 1) and grade five to seven (cohort 2).

RESULTS AND DISCUSSION

The results show that sport-talented students and regular students at schools with sport profiles do not differ generally with regard to chronic stress and self-concept. Significant differences in longitudinal perspective are to be found in school pressure, social self-concept related to peers of the same sex and by trend in physical self-concept (Table 1). The significant results in school pressure derive from both sport-profile cohorts at t3 (Table 2).

CONCLUSIONS

Sport-talented students attending schools with sport profiles do not show general advantages or disadvantages in stress and self-concept in comparison to regular students. Though they feel higher school pressure at t3, they possess an especially positive social and physical self-concept. Therefore, schools with sport profiles seem to be helpful for sport-talented students to bridge the gap between sport and school career.

Table 1. Selected results (*** p ≤ .001, ** p ≤ .01, * p ≤ .05)

Analysis of Variance (ANOVA)					
Variable	**Effect**	**df**	**F-value**	**p-value**	**Eta²**
School pressure	mtp	2	5,466	.005 *	.034
	mtp x cohort	2	6,760	.001 **	.042
	mtp x group	2	7,570	.001**	.047
	mtp x cohort x group	2	0,395	.674	.003
Social self-concept peers same sex	mtp	2	1,602	.203	.011
	mtp x cohort	2	0,234	.791	.002
	mtp x group	2	6,860	.001**	.045
	mtp x cohort x group	2	0,065	.937	.000
Athletic self-concept	mtp	2	2,683	.074	.017
	mtp x cohort	2	1,250	.288	.008
	mtp x group	2	2,943	.054	.019
	mtp x cohort x group	2	0,826	.439	.005

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Table 2. Descriptive data (mean (M) and standard deviation (SD) on answering scale from 1 ("I do not agree") to 4 ("I absolutely agree")

Variable			t1		t2		t3	
			M	SD	M	SD	M	SD
School pressure	Cohort 1 (7th -10th)	Sport-profile students (N=18)	2,57	.694	2,43	.567	2,70	.596
		Regular students (N=61)	2,29	.648	2,34	.673	2,10	.600
	Cohort 2 (5th -7th)	Sport-profile students (N=18)	1,79	.427	1,89	.536	2,30	.536
		Regular students (N=60)	2,13	.649	2,28	.736	2,37	.746
Social self-concept peers same sex	Cohort 1 (7th -10th)	Sport-profile students (N=18)	3,71	.322	3,44	.303	3,55	.411
		Regular students (N=57)	3,42	.546	3,54	.417	3,45	.551
	Cohort 2 (5th -7th)	Sport-profile students (N=17)	3,66	.331	3,45	.515	3,46	.509
		Regular students (N=59)	3,34	.433	3,47	.459	3,34	.584
Athletic self-concept	Cohort 1 (7th -10th)	Sport-profile students (N=18)	3,58	.335	3,26	.436	3,39	.392
		Regular students (N=61)	3,06	.649	3,06	.624	3,08	.673
	Cohort 2 (5th -7th)	Sport-profile students (N=18)	3,66	.294	3,58	.378	3,47	.451
		Regular students (N=60)	3,11	.630	3,12	.566	3,10	.633

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INFLUENCE OF THE SPORTS SURFACE ON BONE MASS OF FEMALE HANDBALL PLAYERS DURİNG PUBERTY

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INTRODUCTION

The study of sports surfaces involves different aspects such as the design, materials, construction, performance and durability (Fleming, 2011). The relationship between the player and the surface is important for performance and health. Impacts and mechanical stress suffered during sports activity produce bone modeling and remodeling, which increase bone mass. The aim of this study is to determine the influence of different types of playing surfaces on bone mineral content (BMC) and bone mineral density (BMD) in female handball players. In this way, we will provide information about the influence of the type of surface on bone development during puberty in girls.

METHOD

Fourteen girls were recruited for the study from Ciudad Real and they were 12 and 13 years old (12.69 ± 0.86 years old, Tanner III). The body composition was measured using a dual-energy x-ray absorptiometry (DXA). Pubertal status was determined using Tanner test and physical activity habits were recorded through a questionnaire ad-hoc. The mechanical properties (force reduction, vertical deformation and energy return) of the playing surfaces were measured with a Triple A (Advanced Artificial Athlete). The analysis of covariance, with height and body mass as covariates, and the analysis of variance were used to assess the differences in bone mass and playing surfaces, respectively. The subjects were divided into two groups depending on the type surface: synthetic and smooth concrete.

RESULTS

Handball players playing on smooth concrete showed higher BMC and BMD values ($p<0.05$) in the hip than handball players on synthetic surfaces.

CONCLUSION

The playing surface has an important role during puberty in the acquisition of bone mass. A hard game surface, which has less vertical deformation and greater shock absorption and energy return values, promotes higher levels of BMD and BMC in growing girls.

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TEACHING STYLES IN PHYSICAL EDUCATION AND CHANGES OF DAILY PHYSICAL ACTIVITY AFTER ONE ACADEMIC YEAR IN ADOLESCETS: GEOS STUDY. AIESEP 2015.

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INTRODUCTION

Increased Moderate-Vigorous physical activity (MVPA) and reduced sedentary time (ST) are key factors for a healthy lifestyle during childhood and adolescence. Studies have suggested that schools may be effective resources to promote healthy habits (McKenzie, T.L, Lounsbery, M. 2013). Therefore, in physical education (PE), is important to assess how teachers use strategies and provide students tools to engage in physical activity (PA) with the purpose of reduce the risk of sedentary behavior and contribute to promotion MVPA habits for a healthy lifestyle (Lonsdale, C. et al., 2013). Many factors may be involved in the successful PE class to promote healthy out-school behaviors, as teaching styles (TS), learning time, motivation and so on (Mosston, M., Ashworth, S. 2002). Regarding TS, there is a lack of knowledge about influence of the TS in the promotion of daily MVPA. It was our aim to observe the differences of total daily PA dimensions between two groups of adolescents who were taught during a whole academic year using reproducing (RK) or producing knowledge (PK) TSs.

METHOD

Sample: 50 adolescents from the same high school accepted to wear an accelerometer (ACL) to record one week of total daily PA at the beginning of the academic year (BOC) and other week at the end (EOC). Four groups of PE classes were randomized to be taught during the whole academic year according with two different strategies: RK and PK following the classical Spectrum (Mosston, M., Ashworth, S., 2002). The contents and PE teacher were the same for all students. After analyzing ACL data, 15 adolescents (9 girls and 6 boys) obtained valid records (attrition rate = 78%).

Physical activity assessment: One week of total daily physical activity was recorded using ACLs (Actigraph GT3X). Briefly, children wore a click-belt to fix the ACL around waist. ACL was worn off only to sleep, take shower and swimming activities. We removed days with incomplete information. The inclusion criteria to considerer a day as complete would be if it≥contained10hours of wear time for weekdays≥8hoursforandweekend days (Yildirim, M. et al., 2011). Only ≥4participancompletes withdays, including one weekend day were included (Holman, R.M., Carson, V. & Jansson, I., 2011) . A decision was taken to consider accelerometers as not worn if a period of 60 minutes of consecutive zeros, allowing for 2 minutes of non-zero interruptions, was encountered anywhere in the data array. Differences between EOC and BOC were calculated for patterns of PA and total daily PA. Repeated measures analysis was carried out in order to compare differences between groups and time effect. A type I error below 0.05 was assumed to refuse the null hypothesis.

RESULTS AND DISCUSSION

Significant differences were found between RK (n=6) and PK (n=9) on Vigorous PA (2.18 ± 27.88 min/day vs. -2.38 ± 5.63 min/day, respectively; P = 0.037). A time effect was found for Light PA, which was significantly increased after the academic year (Mean Difference = 37.36 ± 8.02 min/day, p = 0.0004), but without significant differences between groups (RK = 36.62 ± 15.03 min/day vs. PK=37.86 ± 9.67 min/day, respectively; *p = 0.943*).

Table 1. Sample characteristics by TS group.

Variables		PK (*n*= 9)		RK (*n*= 6)	
		Mean	SD	Mean	SD
Age	(years)	14.99 ± 0.89		15.75 ± 1.05	
Sex	(boys/girls)	4/5		2/4	
Weight	(kg)	63.16 ± 20.49		54.55 ± 10.05	
Height	(m)	1.62 ± 0.87		1.62 ± 0.40	
BMI	kg/m^2	24.04 ± 7.22		20.86 ± 4.13	
FMP	(%)	29.44 ± 10.18		24.07 ± 10.39	

BMI: Body Mass Index; FMP: Fat Mass Percent; PK: Producing Knowledge; RK: Reproducing Knowledge.

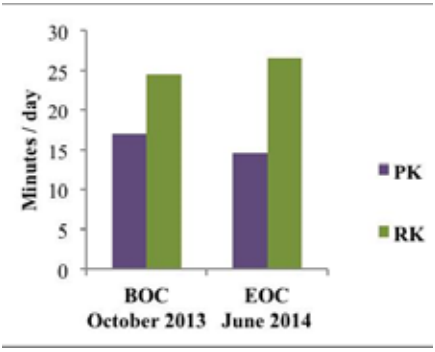

Figure 2. Vigorous physical activity at the beginning of classes (BOC) and at the end of clases (EOC).

CONCLUSIONS

The main finding of this study was that RK and PK were equally effective to increase light PA. Additionally, the change in vigorous PA was significantly different between groups, and it seems that RK may promote an increase of vigorous PA. In this study we have been focused in exploring the impact of TS to raise chronically total daily PA, which is a novel research question that connect fields of healthy PA physiology and PE pedagogy. Our preliminary results needs to be confirmed in longitudinal studies with larger samples, wider range of activities during PE and different schools.

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HOW İMPORTANT CAN BE TO DEEPEN THE REFLEXİVİTY OF PETE BEGİNNER STUDENTS ON THEİR PERCEPTİONS OF A "GOOD PE TEACHER"?

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INTRODUCTION

Research on teacher identity of Physical Education Teacher Education (PETE) students mainly focus on the final stages of preparation (Dowling, 2011). However, in order to support them in achieving a better understanding of the teaching profession, one must know how students enter the course regarding to how they perceive the fundamental features of a "good PE teacher". Therefore, this study looks to PE-ITE beginner students (BS) to explore their perceptions of the professional profile of a "good PE teacher".

METHOD

An open-ended questionnaire focused on the most important features of a good PE teacher was applied to all 143 BS of a PETE programme. A thematic content analysis was conducted to frame each answer from Korthagen's (2004) model of "good teacher" with its layers of mission, identity, beliefs, competence, behaviour, and environment.

RESULTS

Results show that most ITE students identify the "good PE teacher" from the behavioural outer layer. This layer emerges in the firstly (promote good learning climates=65.7%), secondly (provide instruction=30.1%), fourthly (plan=18.2%), and sixthly (organize lessons=11.2%) mentioned features regarding pedagogical capacity. Competence emerged with the thirdly mentioned feature regarding scientific competence (23.1%). Identity emerged as the main inner layer from the fifthly (personality traits=11.9%) and sixthly - ex-aequo - (professional attitude=11.2%) mentioned features. The extreme layers, environment and mission, were the least mentioned by BS. The results show that BS mainly perceived the professional identity from a behavioural lens. PETE courses need to acknowledge this input on identity regarding the extent to which they are supporting PETE students to achieve a deeper reflexive analysis on how and why they teach, as part of their identity. Additionally PETE research needs to sort out what type of educational experiences have the power to touch those inner layers that challenge students perceptions of what it means to be a "good PE teacher".

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NOTE

This research represents part of a collaboration with a broader project undertaken by the Euroamerican Network of Physical Activity, Education, and Health (REAFES) on the ITE students' beliefs and knowledge regarding the PE&SS purposes.

TOO MUCH STUDENTS ARE NOT HELPED BY PHYSİCAL EDUCATİON İN THE SPORT PRACTİCE: A SURVEY İN THE NORTH-EAST OF ITALY.

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AIM

Main aim of the search is to identify the role that students attribute to physical education (PE) in order the adoption of their lifestyle.

METHODS

The opinions about PE and on the role it played in determining their lifestyles was studied in 2008 students attending the last year of secondary school (17-22 years), through a questionnaires (Nuviala, 2011 – integrated). Body mass index (BMI), physical activity (IPAQ-A), self-efficacy perception (PSE), and scholastic grades in PE (EV – Values among 0÷10) are been detected in order to characterize the population.

RESULTS.

While great majority of students has a good opinion of PE as they consider fun (76.34%; F= 71.85% - M 81.23% - $p<0,01$), and important for their development (81.10%), only the 45.37% (F=41.15% - M=50.90% - $p<0,01$) agree that Physical Education classes help them to engage in the practice of sport during spare time. The PE teacher is better evaluated than the discipline: the 56.15% of the students, females and males, declare that he/she help them to become interested in physical activity and recreational sports. Students (60.8%) consider that what he/she have learned during PE lessons, will be useful for future years, and, even, the 78.18% declare that, in the following years, will be active at least as much as recommended by international guidelines (F=76.11%; M=80.94% - $p<0.001$).

CONCLUSIONS

In spite the majority of the students affirms that Physical Education is important, less of 50% of them attribute a significant role at PE for the adoption of their lifestyle. Females and males, frequently, show different distribution of their opinion about PE. These results should be carefully considered in the PE guidelines, in teacher training and in the refresher courses.

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STUDENTS' EXPERIENCES OF SCHOOL PE HAVE MULTIFACETED ROOTS

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INTRODUCTION

Many factors that influence students' relationships with a physically active lifestyle derive from the layers surrounding him/her (Bronfenbrenner, 1979). School physical education (PE) does not exist in isolation any more than a student is separated from the rest of society. The aim of this study was to enrich the existing picture of school PE by investigating messages on the topic of school PE posted on Internet discussion forums from the perspective of Bronfenbrenner's ecological model (1989).

METHOD

Data were collected from Internet discussion forums in April 2007 and 2012, using a Google™ search engine with the term "koululiikunta" ["school PE" in Finnish]. The first 200 hits were taken for consideration. The data, including 1661 messages written under 928 different pseudonyms, were analyzed using qualitative content analysis and Carlson's (1995) model was applied to the data classification.

RESULTS

The main findings yielded by the analysis of the often rather negative and strongly worded messages concerned the themes the writers sent into cyberspace. The main factors that emerged from these messages were mainly extrinsic: teachers, class environment, and curriculum. The emotions evoked by school PE was the most frequently mentioned intrinsic factor, including opinions, experiences and feelings toward school PE.

DISCUSSION

Applying Bronfenbrenner's ecological model (1989) to the messages and the factors mentioned there shows that the cultural values conveyed via the national curriculum influence other layers (Figure 1). These values are adapted to the needs of local schools, and are then manifested in the lesson plans drawn up by teachers for their students, who all experience them in their own individual ways. One approach to gaining a better understanding of how students experience their lives and school PE today is to listen to their voices, such as in Internet discussion forums.

Figure 1. Student-centered ecological model adapted from Bronfenbrenner (1989)

CONCLUSIONS

PE teacher educators should encourage PE teacher students to become familiar with discussions and experiences described in internet discussion forums. This kind of listening to students' voices would encourage PE students to develop their personal interaction skills and increase students' experience of being heard.

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PHYSİCAL EDUCATİON TEACHER EDUCATORS: A SCOPİNG REVİEW OF LİTERATURE SİNCE 1990

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INTRODUCTION

Emphasising the important influence the PETE professoriate can have on the practice of physical education, Lawson (1991) called for more research on those who educate teachers of physical education. Much research has subsequently been carried out on physical education teacher educators. The purpose of this scoping review is to chart the research landscape as it pertains to physical education teacher educators in order to determine the nature and focus of relevant research carried out over the last 25 years.

METHOD

The scoping review provides a 'snapshot of a particular topic area' (Booth et al., 2012, p. 19). Anderson et al. (2008) describe scoping studies as ranging from general accounts of the literature to papers that are just short of traditional systematic reviews. This review resides at the latter end of this spectrum. The review was limited to empirical peer-reviewed articles published in English between January 1st 1990 and December 31st 2014 which contained physical education teacher educator data. Following the scoping review guidelines offered by various authors (Anderson et al. 2008; Arskey & O'Malley, 2005; Levac et al. 2010), three strategies were employed in identifying articles: (1) a search of key electronic databases (1458 articles identified), (2) a hand-search of five key journals and (3) a search of the reference lists of those articles deemed of potential relevance (260 articles)

RESULTS AND DISCUSSION

The presentation will provide an overview of studies included in the final scoping review. It is hoped that this definitive picture of data collected on physical education teacher educators since 1990 will provide an informed basis for future research on this population.

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(RE)DEFİNİNG PETE İN HONG KONG : EXPLORİNG THE FİELD FROM THE EXPERİENCES OF BEGİNNİNG PE TEACHERS

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INTRODUCTION

Beginning Physical Education (PE) teachers were found endeavored to follow existing practice from the schools, department and their senior teachers. In reviewing the existing PETE curriculum in Hong Kong, it is expected to prepare the beginning teachers to enter the field and position them within the context of professional learning. The research study described in this paper discuss what a teacher educator can learn from beginning PE teachers as they construct (and are constructed by) discourses embedded in schools PE.

METHOD

The research participants included a group of six beginning PE teachers on their first year of teaching. Qualitative data were collected through group interviews, field observations, post-lesson individual interviews and analyzed using coding and constant comparison. Data gathering also included document analysis of all the related documentation available to the researcher relating to the research topic during the period of the investigation. Research themes were then analyzed using Bourdieu's sociological lens, which is reported in this paper. Constant comparation and analytic induction were the techniques used to organize and categorize the data (Glesne and Peshkin, 1992; Patton, 1990). The investigators utilized several strategies to establish the trustworthiness of results including triangulation, peer debriefing, and member checks.

RESULTS AND DISCUSSION

The analysis of the data unveils how content knowledge in PETE is produced and reproduced among competing interests in the field of school PE. Beginning PE teachers recognized the different 'logics of practice' (Bourdieu, 1990) underpinning their respective fields in teaching of PE. Those with more habitus or cultural capital incorporated acquired through the process of professional socialization, ranging from school-validated knowledge (institutional cultural capital or the diploma) and social capital (relationships), will gain the recognition, fame and dignity that will make them bearers of greater or lesser prestige in the field.

In the current development of Health and Physical Education in the existing institution to pursue the university title, the PETE curriculum had been restructured and the major subject was apparently diminished. (Figure 1). The change of the PETE curriculum demonstrated that fields of knowledge or disciplines in the educational institution are socially constructed. The changes proceed through processes of contest and struggle over discursive and material resources, rather than through quiet evolution.

> ... a field may be defined as a network, or a configuration, of objective relations between positions. These positions are objectively defined (...) by the present and potential situation in the structure of the distribution of species of power (or capital) whose possession commands access to the

specific profits that are at stake in the field, as well as by their objective relation to other positions. (Bourdieu &Wacquant, 1992, p. 97)

The teacher educator argued and reflected the current PETE survives in the higher education marketplace or meeting the needs of PE teachers in the society.

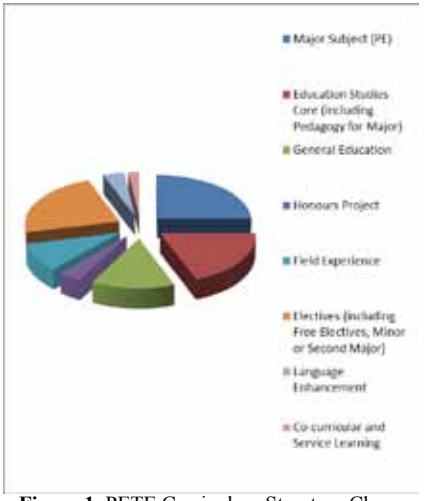

Figure 1. PETE Curriculum Structure Change

CONCLUSIONS

The PETE curricula are determined by the externally structured and internally embodied 'logics of practice' (Bourdieu, 1990) underpinning the respective field in school PE and higher education. Perhaps what we demand our beginning teachers from PETE in Hong Kong should be highly skilled, professional and able to deliver the 'reconstructionist curriculum' suggested by Lawton (1989). Such a curriculum aims at putting stress on the context of PE upon physical development as well as the social values. Suggestions on developing student teachers as self-realizing by providing reflection of experience to transform as a professional PE teachers could be made for supporting beginning PE teachers as they transition to a complex and demanding professional context. It concludes by illuminating the possible use of such perspective for helping beginning PE teachers to enter the field.

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CHALLENGES IN VALIDATION OF AN ORIGINAL PHYSICAL EDUCATION TEST BATTERY FOR THE EVALUATION OF FUNDAMENTAL MOTOR SKILLS OF ELEMENTARY SCHOOL STUDENTS

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INTRODUCTION

A key role of quality school physical education (PE) is to enable children to learn and master motor skills. The continuous assessment of fundamental motor skills therefore becomes essential. Limitations of existing convivial measurement tools include being designed for clinical contexts, having age limitations (3-10 years old) and not emphasizing pedagogical purposes of PE learnings[1-5]. Accordingly, we developed a criteria-based battery of 24 tests for their evaluation (Table 1). Pilot testing took place in six schools (N = 700 students) to assess feasibility, validity and reliability of these tests.

Table 1: List of psychomotor and socio-motor skills for observation and evaluation purposes from descriptive analytic rubrics.

			School grades		
Type of skill	**Psycho**	**Socio**	**K to 2nd (a)**	**3rd to 5th (b)**	**6th to 8th (c)**
1. Overhand throw with force	P1		Throw (P1a)	Throw (P1b)	Throw (P1c)
2. Catching (with both hands)	P2		Catch (P2a)	Catch (P2a)	Catch (P2a)
3. Kicking	P3		Kick (P3a)	Kick (P3b)	Kick (P3c)
4. Running	P4		Run (P4a)	Run (P4b)	Run (P4c)
5. Long jumping	P5		Standing broad jump (P5a)	Running long jump (P5b)	Running long jump (P5c)
6. Moving (gymnastics) - locomotor skills	P6		Forward roll (P6a)	Backward roll (P6b)	Jumping sequence (P6c)
7. Rope skipping	P7		Rope skipping (P7a)		
8. Climbing (window frames)	P8		Climb (P8a)		
9. Self-adjusting capabilities to others' skils and capacities		S9		Adjust (S9b)	
10. Escaping and pursuing		S10		Escape to score (S10b)	
11. Drawing away from one's marker		S11			Drawing away from an opponent (S11c)
12. Marking an opponent		S12			Marking an opponent (S12c)

METHODS

In accordance with established standards for the development of psychomotor tests[6], we identified the skills to be assessed, developed evaluation parameters by focusing on the performance process (quality) rather than only the product, and determined the tests procedures. Other experts evaluated the face and content validity of this battery. Finally, each test was administered to students of targeted age groups (2nd, 5th, and 8th grade) to assess the test's feasibility and to refine evaluation parameters. This process was repeated following modifications of testing procedure aimed at improving psychometric properties. Test-retest and inter-rater reliability were assessed with Pearson correlations, Kappa, and adjusted-Kappa statistics.

PRELIMINARY RESULTS

Subsequent to a first test administration and a first feedback from PE teachers on test parameters, we modified instructions and adjusted the training of raters. Good indices of inter-rater reliability were observed for most components of the test battery. However, test-retest reliability was poor.

DISCUSSIONS

For now, our study shows that the development of this test battery following a rigorous methodological process is complex and time intensive. Furthermore, despite leading to appropriate validity and inter-rater reliability, this process did not lead to acceptable test-retest reliability. This is likely attributable to the instable execution of fundamental motor skills among students. Also, due to the rigor expected of the validation process, the student's performance was observed only once by raters compared to the reality of PE teachers who can observe repeatedly if needed before making a judgement. Nevertheless, the stability of fundamental motors skill performance will be investigated further. We will also further investigate the ability of this criteria-based test battery to identify known group differences.

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ERGONOMİCS OF TEACHİNG/LEARNİNG PRACTİCES : A WAY TO TRANSFORM TEACHİNG PRACTİCES ?

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CNAM

INTRODUCTION

Smith (2007) has argued for the potential of ergonomics/Human Factors (E/HF) to improve learning performance in educational system. However, by placing teaching at the same level as other factors, Smith (2007) can't recognize that teaching is a work. Teaching refer for us, in a constructivist point of view (e.g. Light & Lémonie, 2012) as the work of designing and animating learning environment enable all children to learn and develop. In order to talk about ergonomics of learning, we will refer to ergonomics of teaching/learning witch deals with to the joint activity of teacher and students.

AIM

In this communication, we would present an ergonomics approach witch aims at improve professional development and students learning in teaching practices of PE. As joint activity, teaching and learning must be analysis as relation between two or more system of activity. We refer to Engeström Theory of Activity (e.g. 2001) in order to describe contradiction between these systems of activity.

METHOD

We will present a case study in PE courses with a class of 24 in French secondary school. Data collection articulate audio-video recording of courses and elicitation interview with teacher and students. 6 courses were analysed. In a second time of research, contradictions in/between system of activity was discuss by teachers in cross-confrontation interviews (Clot, 1999).

RESULTS

Results enable to identify proximal zone of development of teacher's practice. Several contradictions were identified: contradiction between curriculum prescription and educational object of teacher, between student's learning and French curriculum prescription, etc. Results show also that cross-confrontation interviews contribute to professional development of PE teachers.

CONCLUSION

Our research uses the professional development of teachers as a tool to design enabling environment and learning effectiveness. Our results show contractions between systems of activity. In doing such, reflection on these contradictions may support teacher's professional development and innovation in teaching practices.

LEVELS OF PHYSICAL ACTIVITY ALONG UNIVERSITY STAGE

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INTRODUCTION

Current research consistently shows that insufficient physical activity (PA) is a risk factor for development of several chronic diseases (Reiner, Niermann, Jekauc, & Woll, 2013). In spite of public health efforts, university student's levels of PA are below the international physical activity recommendations (30 minutes of MVPA) (Cocca, Liukkonen, Mayorga-Vega & Viciana-Ramírez 2014). Furthermore, regular PA and exercise in this age group have been associated with higher health-related quality of life (Pedišić, Rakovac, Titze, Jurakić & Oja, 2013) and greater lifelong maintenance of PA patterns (Hultquist, Duckham, Stinson, & Thompson, 2009).

THE AIM

The aim of the study was to determine the level of PA in university students.

METHOD

The sample consisted of 901 students (54.7% females), aged 18-49 years (M = 22.59, SD = 3.59). They were categorized according to their current year of study. To estimated PA, the Spanish short version of the "International Physical Activity Questionnaire (IPAQ)" (Booth, 2000) was used. The results showed the 51.39% of university students were found to practice less than the minimum quantity of daily healthy PA (30 minutes of MVPA).

RESULT

The Chi-square test revealed a significant association between the compliance of the recommendations and the year of the study ($x2=37.23$; $p<.001$). The second year and the fourth year were positively associated with the compliance to practice 30 minutes of MVPA, whereas the others years were negative associated with it.

CONCLUSION

These results are consistent with the low levels of PA identified in other studies with university students (Romaguera et al., 2011). This study also confirmed the transition between secondary school to university may be associated with a significant decline in PA, considering this stage as the most important between the abandonment or adherence to PA (Bray, 2007). Based on the findings, university students are an important target population for PA interventions.

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YOUNG ADULTS' VOICES ON AUTONOMY SUPPORTIVE PHYSICAL ACTIVITY SETTING

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INTRODUCTION

During university education, young adults were shown to be at risk of having health problems due to an inactive lifestyle (Cengiz, İnce, & Çiçek, 2009; Haase, Steptoe, Sallis, & Wardle, 2004). In order to overcome this problem, university's recreation services play an important role to promote active leisure. Recent investigation showed the effect of autonomy supportive strategies in physical activity setting for developing active leisure behavior (Müftüler, 2013). However, it was still unknown how the individuals describe autonomy supportive physical activity setting. We examined how young adults describe their experiences in this setting.

METHOD

Physical activity setting was designed as providing the individuals with autonomy supportive strategies to promote active leisure. To better understand their experiences about this setting, we used phenomenological research as the underlying qualitative approach (Creswell, 2013). Participants were purposefully selected from a group of university students who involved in autonomy supportive physical activity setting for one semester (12 weeks). At end of semester, six women and seven men accepted to participate in individual interviews. Data were transcribed verbatim. Analyses were conducted in three phases: microanalysis, open coding, and axial coding (Strauss & Corbin, 1998).

RESULTS AND DISCUSSION

Four themes emerged from systematic qualitative analyses (Figure 1). The participants expressed about their need for regular exercising. Then, they required more theoretical knowledge about exercising. They also described the learning climate as being flexible, enjoyable, and peer and instructor supportive. Finally, they expressed about how they became autonomous toward active leisure.

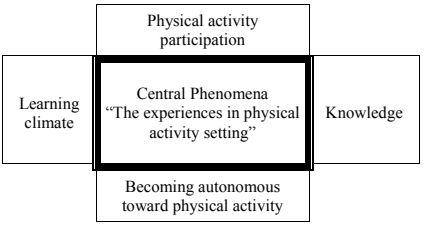

Figure 1. General themes emerged from interviews

CONCLUSIONS

Autonomy supportive setting provides the individuals with how to become regular exercisers, knowledge about proper types of physical activities, choices of activities, enjoyable physical activity setting. In order to promote active leisure for university students, an urgent need for including autonomy supportive strategies in the health agenda of university recreation services is inevitable.

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ABILITY TO BE ACTIVE: EXPLORING CHILDREN'S ACTIVE PLAY IN PRIMARY SCHOOLS

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INTRODUCTION

It has been suggested that active play has the potential to make an important contribution to children's recommended daily levels of physical activity (PA) (Brockman, Jago & Fox, 2010). This paper presents data from a multi-method study that sought to explore these claims and examine the conditions under which active play might be optimised.

METHOD

The study involved 52 pupils (aged 7-8) from two primary schools in England, divided into groups of 4. Each group engaged in 30-minute play sessions in four different conditions (indoors/outdoors and with toys/cardboard boxes) over four consecutive days. Quantitative data were collated via the use of heart-rate monitors and accelerometers, while qualitative data (the focus of this paper) were generated via video-recordings and observations of play sessions as well as focus groups conducted one month later. The qualitative data underwent a process of repeat coding and categorisation, in order to identify key issues and reveal core themes for discussion.

RESULTS AND DISCUSSION

Key findings were that even relatively short sessions of active play made an important contribution to daily levels of PA (an average of 20 minutes in a 30 minute session). The qualitative data analysis also revealed a number of barriers and facilitators to play (and therefore PA). Two interrelated themes are discussed within this paper: the pupils' general enjoyment of the play sessions and the significance of creative, social and physical competence during play. The potential of play as a means to facilitate PA, as well as the significance of physical, creative and social competence in this respect, are discussed.

CONCLUSION

It is argued that more opportunities are required (within school/home environments) for children to engage in unstructured physical play and the significant role that adults could/should play within this process is highlighted as an area for further investigation.

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DİVERSİTY AND COHERENCE TENSİÓN İN A VİRTUAL COMMUNİTY OF PRACTİCE OF PE TEACHERS: MULTİSCOPİC CASE

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INTRODUCTION

One of the tensions described in the virtual Communities of Practice (vCoP) is between diversity and coherence (Barab, MaKinster and Scheckler, 2004). Each participant, tries to drive the discussion to their interests and some times the group loses coherence of discourse. In addition, there must be balance in order for a CoP to be maintained between the creation of knowledge and access to it, as well as the maintenance of a sound relations atmosphere. That is, if deepening into knowledge neglecting the emotional aspects of the group, some members are eventually detached, and viceversa (Kaulback & Bergtholdt, 2008). Hence, social aspects are key to maintaining the community, as determined by Preece in 2000.

The purpose of this work is to examine this particular process within the MultiScopic's CoPs in order to understand the various participants' reasons and, where appropriate, the constraints to the development of such professional community of practice.

METHOD

Through a Case Study (Stake, 2010) we inquire into the diversity-coherence process in a vCoP of PE teachers. During two years of development of the experience, data were collected with different techniques and different moments, among the 25 participants in the vCoP:

-Content Analysis of forums, looking types and frequency of interventions and interactions; types of participation; relationships; level of abstraction of interventions; construction of shared meanings; and issues and topics on the interventions.

-Interviews were conducted at different times of the process to users with different profile (student teachers, expert teachers, academics, developers and network administrators). The interviews were focused on topics like: motivations, needs and expectations; group identification; diversity or coherence preference; relationships or trend toward academic knowledge; construction of shared meanings; interest and understanding of different teaching practices; or the ability to delve into issues.

FINDINGS

- In principle, each participant discourse tends to focus on their concerns, but over time are consolidated "dialog areas" or "comfort zones in dialogue" to which participants tend to carry their interventions. It is difficult and demanding describe the specific problems of educational practices and participants tend to find "meeting places" ("comfort zones in dialogue") for which it is not difficult to speak or which it is not tedious to read. This does not prevent participants seek to learn and grow professionally.

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"WHAT WORKS?" AN EMIPRICAL STUDY ON THE DEVELOPMENT OF PE TEACHERS' COMPETENCIES

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INTRODUCTION

Since the unsatisfactory results of German students in international student assessments, such as PISA (Baumert et al., 2001), increasing attention is also paid to teachers as the central players of the educational system. Therefore an implicit effect chain (Wayne & Youngs, 2003) is assumed, which has an effect on a well-functioning teacher education, resulting in competent teacher behavior and finally good student performance. In addition to content specific competences also general pedagogical competences play an important role (Shulman, 1986). This high level of importance assigned to the factor of teachers or teacher education respectively – particularly with regard to general pedagogical competences – stands, however, in direct contrast to the presence of teacher education-related research (Blömeke & Pain, 2008). It is, thus, unclear what teacher education contributes to competence development.

METHOD

Therefore, the present study looks at the development of general pedagogical competences of teachers at the individual level (König et al., 2011). To this end, a study was designed that ascertained the perceived competence development of prospective teachers over a period of three years (N = 141). Additionally, the self-regulation skills as well as individual learning requirements of the respondents were taken into account. The period was chosen in order to capture three phases of teacher education.

RESULTS AND DISCUSSION

The results indicate that over time the respondents experience themselves as increasingly competent, although it is not a linear development. However, the career entry corrects the previous perception. Furthermore, certain individual learning requirements promote this process.

CONCLUSIONS

Balanced self-regulation skills prove to be beneficial as a personal resource. However, they also highlight the career entry as a particularly sensitive period from the perspective of the respondents. Finally, the results of the study allow implications for individual phases of teacher education.

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EXPLORING THE POSSIBILITIES OF HUMANITIES-ORIENTED PHYSICAL EDUCATION AND THE HANARO TEACHING MODEL AS GENDER-INCLUSIVE PHYSICAL EDUCATION.

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INTRODUCTION

We have witnessed that girl's participation in school physical education has been largely marginalized due to the socially embedded gender binary within Confucianism culture. In 2007, National Curriculum for Physical Education in Korea (NCPE) was revised into a value-centered physical activity perspective instead of sports and game-centered, the time has come to deconstruct the hierarchy of gender in physical education. At this point, gender-inclusive approaches and alternative concepts in physical education need to be studied in order to disintegrate genderbias.

METHOD

Drawing on feminism, post-structuralism, and critical theories, this study critically analyzes the gender dichotomy viewpoints that had been prevalent in the previous NCPE for more than 40 years in Korea. This study further explores the possibilities of Humanities-Oriented Physical Education (HOPE) and the Hanaro Teaching model as a gender-inclusive approach to physical education in Korea.

Since the last decade, HOPE and the Hanaro Teaching model have been providing diverse forms of physical education and revitalizing the value-centered physical activity perspective. Regarding its positive influences on physical education culture in Korea, this study inquires how gender-inclusive physical education can re-construct the gender perspectives of teachers and students.

RESULTS AND DISCUSSION

The findings show that we need new rhetoric and various approaches for gender-inclusive physical education. It can be argued that the features of HOPE revealed two merits that re-construct concepts of (a) wholepersonship and (b) reproducibility.

Further, the Hanaro teaching model emphasized two unique advantages: (a) spatiality and (b) role expectation in physical education.

CONCLUSIONS

HOPE and the Hanaro teaching model, as new and alternative perspectives for gender-inclusive physical education, suggest two significant recommendations.

First, National Curriculum for Physical Education in Korea needs to materialize gender-inclusive approaches by using the term 'gender' directly, in order to distinguish the different concept from biological gender (sex).

Second, Korea has to include more girls' narratives and empower marginalized experiences for gender equity in physical education.

This exploring will make room for stimulating critical discussions of gender-inclusive approaches in physical education.

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MOVİNG BEYOND THE RHETORİC OF TEACHERS AS 'PARTNERS': THE USE OF CRİTİCAL PARTİCİPATORY ACTİON RESEARCH İN PHYSİCAL EDUCATİON CURRİCULUM REFORM.

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INTRODUCTION

Internationally, teachers of physical education continue to face demanding curriculum reform agendas, whilst concurrently working in school settings that are persistently "being sucked into a vortex of endless demands, and reduced to a problem-solving institution, to whose doors the social ills of society are laid" (Hopmann & Kunzli, 1997, p. 259-260). This is evident internationally in the pattern of physical education curriculum reform focused on improved physical health agendas associated with nutrition and physical activity, paralleled with the perpetual focus on enhancing sporting performance.

RESULTS

As a result physical education curriculum reform inevitably is designed to make a difference in terms of the outcomes for school aged learners, yet in essence all reform efforts require the majority of teachers to reform their understandings of curriculum, content, pedagogy, and assessment in order to align their work, students learning and achievements with the desired 'new' outcomes. Given the centrality of the teachers as 'implementers' of such reform efforts it would seem logical that teachers have a key role as drivers of curriculum developments, regardless of the focus, object, rationale, scale of the reform. Kirk and McDonald (2001, p. 565) posited the notion that involving teachers as partners in reform initiatives "may produce new instructional discourse " and contribute to "the maintenance of mandates during implementation" (p. 565). And yet, in spite of this expressed desire to move beyond top-down approaches to physical education curriculum reform there appears to have been little progress in effectively support teachers to be partners in curriculum reform.

CONCLUSION

In this paper, and drawing on a series of case studies, the use of critical participatory action research (Kemmis, McTaggart, & Nixon, 2014) will be explored as an approach that situates physical education teachers, and their students, as central to and drivers of local and national curriculum reform.

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THE İMPORTANCE OF SOCİAL RELATİONSHİPS FOR ENJOYMENT AND PERFORMANCE İN ADOLESCENT GİRLS' HİGH PERFORMANCE BASKETBALL İN AUSTRALİA

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INTRODUCTION

The marked spike in dropout from sport around young people's entry into the specializing phase is a concern for all involved in youth sport with research in this area typically identifying a range of causes for dropout and barriers for the continuation of participation (see, Côté & Hay, 2002; Olds, Dollman & Maher, 2009; Wall & Côté, 2007). Following on from research that has taken a positive approach (see, Light, Harvey & Mermmert, 2013) this presentation reports on a study that inquired into what kept girls aged 14-15 years deeply involved in basketball played at the highest level for that age group in Australia.

METHODOLOGY

The study used grounded theory methodology to focus on six girls playing and their coach in the under 16 competition at the highest level for that age in Australia and was conducted over 6 months using an initial questionnaire and theree subsequent interviews

RESULTS

Findings identified the important influence of the coach, the girls' perceptions of competence and improvement and the social dimensions of participation, but beyond enjoyment and fun. Drawing on the concepts of engagement and meaning the analysis suggested the pivotal importance of the social aspects of being in the team for consistently achieving success at the highest level for their ages in Australian women's basketball.

CONCLUSION

Examination of the social nature of participation in this study identifies its importance, not only for enjoyment and meaning, but also for maximizing performance at the highest level of competition for the age of the participants in a country well known as a powerhouse in women's basketball.

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PHYSİCAL EDUCATİON İN IRİSH PRİMARY SCHOOLS: GENERALİST CLASSROOM TEACHERS EXPERİENCES OF SUBJECT LEADERSHİP

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INTRODUCTION

School-based subject leaders internationally have been found to hold a key position from which to positively influence teaching and in some cases by extension learning (York-Barr & Duke, 2004). Research shows, however, that leadership practice in primary schools differs according to the subject area (Spillane & Hopkins, 2013). There is, however, little if any data investigating physical education subject leaders in primary schools. The research question was: What are the leadership experiences of Irish generalist primary school teachers who take on the role of PE subject leader?

METHOD

Five generalist primary school teachers in five separate schools led the implementation of an eight week module of Ultimate Frisbee with their own class and provided support to two other class teachers within the school. Data was generated through qualitative methods including interviews with the lead teacher, focus groups with all teachers involved in each school, and weekly written reflections by the leader. These data were analysed using the six phases of thematic analysis identified by Braun and Clarke (2006).

RESULTS AND DISCUSSION

The leaders in this project engaged in both organisational and pedagogical leadership activities. Whilst all leaders reported a similar level of engagement with organisational leadership activities, differences emerged in the amount and extent of pedagogical leadership activities undertaken. Perceptions of leadership appear to be a mitigating factor in this regard, as leaders who prioritised pedagogical leadership had a school wide understanding of leadership, equally prioritising leadership within their own and across other classes.

CONCLUSIONS

School based Primary classroom teachers in the role of physical education leader provided a valuable form of continuous and easily accessible informal support, as well as facilitating teachers to begin collaborating and working together in PE. PE leaders who understand leadership as a school wide concept, could have an important role in supporting innovation in Irish primary school physical education.

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THE CHİNESE KIDSCREEN HEATH-RELATED QUALİTY OF LİFE QUESTİONNAİRE: INSTRUMENT TRANSLATİON AND PSYCHOMETRİC PROPERTY EXAMİNATİON

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INTRODUCTION

The KIDSCREEN (The KIDSCREEN Group Europe, 2006) is an English questionnaire designed to measure health-related quality of life (HR-QoL) in children and adolescents. In this study, instructions and items of the KIDSCREEN were translated to Chinese using the protocol designed by The KIDSCREEN Group (2004). The translated questionnaire was then administered to two cohorts of Hong Kong students. Using their responses, aspects of reliability and validity of the full (52 items; KIDSCREEN-52) and shortened (27 items; KIDSCREN-27) questionnaire were examined.

METHODS

The Chinese KIDSCREEN was administered to two cohorts of students. Responses from the first cohort (N = 1,379; mean age = 12.4 years, SD = 1.9; 47.4% female) were used to examine internal consistency and factorial validity. Using responses from the second cohort (N = 555; mean age = 11.7 years, SD = 2.2; 51.0% female), factorial validity of KIDSCREEN-27 was revisited based on a modified model. Convergent/divergent validity and test-retest reliability were also examined.

RESULTS AND DISCUSSION

KIDSCREEN scores were internally consistent. Using confirmatory factor analysis (CFA), we found support for the 10-factor structure of KIDSCREEN-52. However, KID-SCREEN-27 scores did not fit the hypothesized 5-factor model. Based on results of Rasch analyses, items from two KIDSCREEN-27 subscales were divided into two, respectively. CFA results supported the revised, 7-factor, structure of KIDSCREEN-27. We then examined correlations between KIDSCREEN scores with self-reported socio-economic backgrounds, pro-social behaviours, and difficulties (e.g., emotional symptoms). Coefficients were in the expected directions, supporting convergent/divergent validity. The questionnaire was administered again to the second cohort two weeks after their first completion. Based on these responses, we found that both KIDSCREEN versions demonstrated good test-retest reliability.

CONCLUSION

Both versions of the Chinese KIDSCREEN questionnaire are viable HR-QoL measures for Hong Kong children and adolescents. Nonetheless, an altered structure should be adopted for the Chinese KIDSCREEN-27.

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ACTİVE AND HEALTHY LİFE-STYLE SCHOOLS' PROGRAMS – A NATİONAL REVİEW

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INTRODUCTION

The World Health Organization (WHO) announced the "Global School Health Initiative" following recommendations formulated in the Ottawa Charter for Health Promotion (1986). Hence the aims of this study were to learn about the various programs for nurturing an active and healthy life-style implemented during 2011-2012 in schools in Israel, and to identify variables that may explain the success versus lack of success in implementing these programs.

METHOD

Participants were a nation-wide representing sample of 126 school principals, from seven supervisory districts of the Ministry of Education, including six sectors, from the elementary, junior-high and senior-high school levels.

Semi-structured telephone interviews were recorded and processed using the ATLAS.ti software for qualitative analysis.

RESULTS AND DISCUSSION

Physical education teachers, sciences teachers, and social coordinators lead the programs implementation. Program included four main activities domains: Health, physical education, nutrition and sustainability (figure 1) Three types of program implementation were observed: Leading principles, teaching methods, and external programs. Parents were mostly involved in elementary schools.

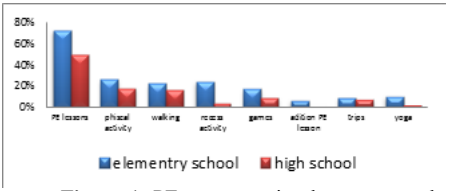

Figure 1. PE programs in elementary and high schools.

Evidence of program integration (figure 2) into school life was presented by changes in children's behaviors, whereas difficulties stemmed from lack of budget and teaching hours.

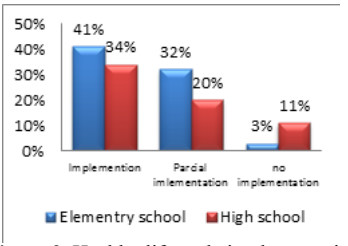

Figure 2. Healthy life-style implementation among children in elementary schools and high schools.

CONCLUSIONS

Science and physical education lessons constituted the anchor for the programs. A school needs a committed leader who helps to conduct and maintain a program. Thus, the role of the school principal is to initiate program, encourage its implementation, and mainly to reinforce the teachers' enthusiasm.

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'BEST PRACTICES' FOR INCREASING SPORTS PARTICIPATION AND ELITE PERFORMANCE

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INTRODUCTION

In many countries increasing sports participation and understanding and improving athlete development are key foci for sporting stakeholders. This presentation focuses on one finding of a study, which investigated the influences that facilitated the development of young people from a small rural town in the North Island of New Zealand to become national representatives in the sport of Touch. Specifically, it focuses on the environmental and social influences that enabled what could be described as best practice for increasing sports participation and improving athletic development.

METHOD

The study was primarily an autoethnography, although data were also gained from interviews with other members of the town who had represented New Zealand in Touch as a player, manager or referee. The data was analysed using Bronfenbrenner's (1979) ecological model to guide the investigation of the possible influences on the developing individual.

RESULTS

The social and environmental influences of the community supported the adoption of best practices. The environmental influences included community recognition of individual needs and the opportunity to participate in a number of sports. The social influences included having a number of locally based role models who could demonstrate physical skills and facilitate particular lifestyle decisions. It was notable that the best practices were not exclusively confined to the practices of the coach, but included other members of community who were directly, or indirectly, involved in the sport.

CONCLUSION

The results of this study highlighted the complexities and multiple influences associated with developing best practices, which can facilitate increased sports participation and enhanced the athletic development of young people.

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DIDACTIC COMPETENCE DEVELOPMENT IN PHYSICAL EDUCATION TEACHER EDUCATION – AT THE INTERFACE OF BIOGRAPHICAL AND INSTITUTIONAL LEARNING

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INTRODUCTION

In the current discussion on competence development within physical education teacher education (PETE) in Germany, the role of practical experiences within academic education is strongly debated. The discussion is certainly not new (Loughran, 1996). Nevertheless, it seems highly topical in the light of changing academic structures, as currently several states in Germany are implementing a practical semester in teacher education programmes. In the state of Thüringen this innovative step has already taken place in 2009/10 and the data gathered accompanying the implementation process gives valuable insights in potential opportunities of fostering didactic competence development.

The study's theoretical background locates at the interface of vocational biographical and competence theoretical approaches. Using the impact of the transition into a new conjunctive field of experiences as a trigger for reflecting processes, the focus of the research lies on the interplay between the students' pedagogical pre-experiences (i.e. in sport clubs) and the demands of the field of physical education at schools (Oesterhelt et al., 2012). Based on the novice-expert-paradigm (Bromme, 1992), the study asks about biographically acquired resources of didactic knowledge and their relevance for didactic actions in physical education lessons.

METHOD

In retrospective, semi-structured interviews at the end of the practical semester, 26 physical education students (22m and 4f) were ask to mirror the experienced didactic challenges of physical education lessons in the practical semester against their didactic pre-experiences in non-school related fields of sports. The interviews are analyzed using the documentary method of qualitative analysis (Nohl, 2012). The focus of the data analysis does not lie on the student's explicit statements but on reconstructing the "how" of the argumentation which gives indications towards the depth and theoretical foundation of the didactic reflection (Cerwenka, 2005) as well as frameworks of didactic orientations.

RESULTS AND CONCLUSIONS

The results are expected to indicate a differentiated and typological insight in the quality of biographically formed resources of knowledge as well as in the constructive activity of students as learning individuals (Dausien & Alheit, 2005). The reflective impulse that is set by the interviews, and has explicitly been acknowledged as valuable by the students, is also worth discussing as an academic didactic approach for seminars accompanying a practical semester.

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INTEGRATING ICT IN PHYSICAL EDUCATION: MOTIVATIONAL AND BEHAVIOURAL BENEFITS FOR PUPILS.

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INTRODUCTION

Due to challenges and difficulties in using information and communication technologies (ICTs), many teachers use traditional methods for transmitting information, such as verbal explanations and demonstrations. Furthermore, PE teachers often provide pupils with brief written explanations and diagrams that depict the movement patterns to be carried out. However, they regularly question the value of handouts in terms of pupils' motivation (i.e., creating and maintaining a high level of pupil involvement in motor learning; Stratton & Finch, 2001). The purpose of the present research is to test an integrative model in which we examine the impact of ICTs on achievement in physical education. Specifically, pupils' perceptions of teacher autonomy support, psychological needs satisfaction, and self-determined motivation are considered to mediate the impact of ICTs on pupils' cognitive skills and motor performance.

METHOD

Ninety-six pupils (44 boys and 52 girls; Mage = 12.40 years) were assigned to either the ICT or the traditional teaching (TT) condition of a quasi-experimental design. The procedure included the three phases: (a) pre-test, (b) physical practice sessions, and (c) post-test.

Participants were pre-tested on four motor tests at four different stations. Then, they were asked to complete questionnaires measuring: (a) their use of new technology in everyday life, (b) their psychological need satisfaction in PE (Gillet et al., 2008), and (c) their perceptions of their teacher's autonomy-supportive behavior (Gillet et al., 2010).

During the physical practice sessions, the ICT and TT participants all received instructions to use the teaching tools and six two-hour gymnastics lessons in which they performed similar exercises with the same PE teacher. After the motor post-test, in addition to the pre-test questionnaires, the participants also completed the Physical Education Motivation Scale (Tessier et al., 2010).

RESULTS

Results from path analyses showed that ICTs and perceptions of autonomy support from teachers positively relate to need satisfaction that in turn leads to greater self-determined motivation. In addition, self-determined motivation and ICTs contribute to the enhancement of cognitive skills and motor performance (see Figure 1).

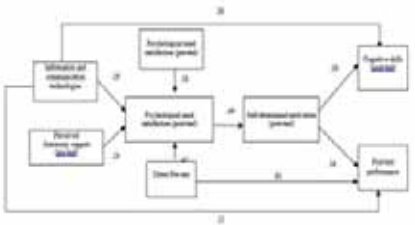

Figure 1. Results from path analyses

CONCLUSION

The results suggest that the integration of ICT could be an interesting alternative strategy to enhance children's self-determined motivation in PE, and may help them to acquire new cognitive and motor skills.

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RESPONDİNG TO ELİTE ATHLETES' EDUCATİONAL NEEDS: EXPLORİNG COMPLEMENTARİTY İN NEW ZEALAND

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INTRODUCTION

Like many countries, New Zealand is experiencing a more concerted and visible push toward sporting achievement on the international stage. Along with relevant and indicative policy and resourcing, there is an acknowledgement by politicians and administrators that the needs of athletes are foremost in the sport development process. While elite athletes are experiencing increased time demands and expectations, intensifying training regimes and elevated performance outcomes, the opportunities to balance sporting commitment with personal and vocational opportunities are becoming more and more strained. The reduction of time and opportunity to attend to 'other' things includes the athletes' educational development. International recognition of the need to balance sport performance with wider opportunities such as tertiary study is widespread. More problematic however, is moving that recognition toward initiatives that both acknowledge and facilitate how elite athletes can successfully and effectively conduct their lives as student athletes.

Following recent subscription to a national university Athlete Friendly Network this paper will present a case study of how one New Zealand University is endeavouring to support a dual career pathway. At a time when universities are being subjected to increased pressure to accommodate the needs of today's students and respond to the growth of open access, there are exciting opportunities to re-evaluate teaching and learning modalities. Some of the time honoured practices and assumptions about how universities address learning and how they conduct their business must be balanced against the potential of technology to change the learning game and how complementarity with the needs of students are positioned against what a university must become.

A PE TEACHER'S JOURNEY: FROM DISTRICT COORDINATOR TO FACILITATOR

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INTRODUCTION

Despite the accumulating evidence highlighting the significant roles of an effective facilitator and appropriate pedagogies a facilitator employs in shaping the community of practice (CoP) (Poekert, 2011), there is lack of research on how to educate someone to become a facilitator or guide a teacher in adding the role of facilitator to her professional responsibilities. Therefore, this study intends to focus on what skills a teacher must acquire to change her professional role to that of facilitator and also how a teacher's professional role changes.

METHOD

A 2.5-year longitudinal case study of one physical education teacher and her professional development to become a CoP facilitator in a co-facilitated learning environment is reported. This CoP comprises seven physical education teachers, one male and six female, representing the same school district. Teachers have come together in monthly meetings throughout the school years. In order to examine the ways this teacher learned to be a facilitator, the data collection procedure was based on Kolb's experiential learning cycle approach. According to Kolb's (1984) model, the most effective learning takes place in four different stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In this study, each stage was specifically applied in a cyclical way to train the teacher as a facilitator. Multiple sources of data such as teacher's and researcher's reflective journals and field notes, a semi-structured post interview with the teacher, audio-recorded mutual discussions between the teacher and researcher after each meeting and audio-recorded CoP werecollected. Data were analysed qualitatively using the constant comparison approach (Glaser and Strauss, 1967).

RESULTS AND DISCUSSION

The purpose of this study was to examine a physical education teacher's professional growth as she added the role of facilitator in a co-facilitated CoP to her professional skills. Specifically, this study intended to identify the skills a teacher must acquire to add group facilitation to her professional role and how a teacher's professional role changes as a result. Findings reveal that this teacher-facilitator's gained skill in four categories (a) active listening (b) understanding group dynamics (c) guiding interactions (d) encouraging participation by all.

CONCLUSION AND IMPLICATIONS

The results of this study contribute to the existing literature on facilitation in two ways: Firstly, properly applying experiential learning in monthly cycles is an effective way to enhance a teacher's role to include that of a facilitator. Secondly, changing a teacher's professional role to include that of facilitator in a co-facilitated learning environment enabled sharing the responsibilities and roles.

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THE MULTIMOVE FOR KIDS PROJECT: METHODOLOGICAL CHALLENGES TO MEASURE AND INFLUENCE PARENTS KNOWLEDGE, ATTITUDE AND BEHAVIOR TO STIMULATE ADEQUATE AND VARIED PHYSICAL ACTIVITY FOR THEIR CHILDREN (3-8 YEAR).

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INTRODUCTION

The project 'Multimove for kids' (MM) tries to fulfill the need for a scientific based movement program which stimulates psychomotor skills and physical activity in general by offering adequate and varied movement towards 3-8 years old children. As parental involvement is a crucial factor there is a need for scientific data on their profile and role in the development of children's Fundamental Motor Skills (FMS.

METHOD

An awareness campaign for parents was set up during the pilot project. The campaign was examined for its effectiveness on parents' knowledge and attitude with regard to adequate and varied movement opportunities. Analysis revealed a FMS knowledge scale and a FMS attitude scale. Our validated questionnaire was filled in by 827 parents of MM participants before and 361 after the intervention. The data of these parents are compared with a control group who was not involved in the campaign.

RESULTS & CONCLUSION

Parents report they encourage their children to be physically active about three times a week but do not talk much about FMS at school. Parents indicate that stimulating their children to play outdoors and with peers is very important. There were no significant differences in knowledge and attitude among parents after the MM program.

EFFECTS OF A SHORT-TERM INTERVENTION ON EMPATHY IN FIRST-YEAR SPORT SCIENCES UNIVERSITY STUDENTS

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INTRODUCTION

Empathy is considered an essential teaching skill (Kyriacou, 2007). Improving empathy and perspective-taking are key points in the preparation of sport coaches and physical education teachers (Lorimer, 2013; McAllister & Irvine, 2002). Lack of empathy may affect attitudes and believes about students (De Oliveira, 2011). Considering the potential positive role of physical activity on empathy (Sevdalis & Raab, 2014), the aim of this study was to analyse the effects on empathy of two different didactic method of instruction used to organize a university workshop.

METHOD

Eighty-two first-year sport sciences university students (59 male, 23 female, mean age = 20.2 ±2.1 years) participated in a 12-hour workshop, that was part of a curricular course. Forty-one (control group) attended the usual program, those in the experimental group took part in activities with a strong emphasis on cooperative learning and bodily contact. To assess empathy the Perspective-Taking (PT) and the Empathic-Concern (EC) scales (Davis, 1983) were used. Participants filled in the questionnaires pre and post-intervention.

RESULTS

Confirming literature, at the baseline male reported significant lower values in both PT ($p < .001$) and EC ($p = .004$) scales. Repeated measures ANOVA revealed.

CONCLUSIONS

Results suggest the importance of promoting physical activity-based programs focusing on the development of emotion and empathy skills in sport sciences students. The observed lack of significant effects on EC scale could be linked to the short duration of the intervention, which seems to have had beneficial effects on the cognitive (PT), but not on the emotive component (EC) of empathy. It should be considered also the difficulty to evocating, in an experimental setting, emotions close to real-life situations.

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CALLAPSING, ERECTING OR SPANNING BOUNDARIES: FAITH, CITIZEN'S BODIES AND SCHOOL PE

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INTRODUCTION

Physical Education's (PE), role in shaping apprentice citizens into responsible, healthy, active selves who can enact shared values and morals (Armour & Jones, 1998), has received much attention. Western programs of PE have, however, been criticised for their myopic conception of what constitutes an (un)healthy citizen, and there has been an increasing recognition that PE scholars, practitioners and students would benefit from exploring what it means to be a healthy citizen in different cultures, religions and communities at different points in time (eg. Pang, Alfrey & Varea, 2014).

METHOD

Drawing on ethnographic work in one Islamic case study school, this paper provides insight into the local knowledges Muslim teachers and students employ as they create, maintain and provide meaning to healthy behaviours. Data was primarily generated through semi-structured interviews conducted with an Australian Muslim PE teacher. Building on the increasing body of scholarship exploring boundary work (e.g. Williams, 1999; Tilly, 1999; Barkey, 2014; Hogan, 2014) we illustrate how it, together with Foucault's ethical fourfold (), provide useful theoretical tools to explore religious and state scripts of healthy living across the boundaries of church/state, mind/body, faith/science, health/education, family/school.

RESULTS

Analysis revealed alliances and disparities between PE's secular scripts for healthy living and their religious counter-parts, demonstrating the unresolved nature of secularization (Stephan & Taylor, 2014). The ethical fourfold allowed us to identify the competing ethical practices and principles of school PE, which create moments of conflict within the complex terrain of young people's self-constitution. For example the motivations and rituals underpinning the simple practices of personal hygiene.

CONCLUSION

It is more important than ever that physical educators work to understand the role of religious faith within contemporary western PE and subsequently, the manner in which young people make sense of the myriad of healthy living scripts beyond the school gates.

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PETE STUDENTS' İDENTİTİES ABOUT THE MEANİNG OF A "WELL-EDUCATED PUPİL" İN PHYSİCAL EDUCATİON

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INTRODUCTION

Despite the growing interest in Physical Education (PE) teacher identity throughout different professional stages and functions (Dowling, 2011), little research has explored the Initial Teacher Education (ITE) students' understanding of educational purposes (Shulman, 1986) as part of developing their professional identity. We explored the ITE beginner students' perceptions of PE purposes for its potential to improve future teachers' critical thinking on the arguments to legitimate PE.

METHOD

We applied a semi-open-ended questionnaire focused on what were the perceived PE purposes, and what is a well-educated pupil in PE, to all First Degree beginner students (N = 143) from a Portuguese faculty. Thematic content analysis was conducted to frame participants responses on the identification of PE outcomes (Bailey et al, 2009) and the PE vision, namely in what concerns an eclectic view where all outcomes are pursued from a socio-critical perspective (Crum, 1993).

RESULTS AND DISCUSSION

Most ITE beginner students identified a well-educated pupil as a one-dimensionally developed individual towards sports (24.5%) or cognitive contents (21.7%). A third emerging vision reflected a pupil who is both fit and competent in sports (14.7%). Crum's vision of a pupil who integrates all sorts of competences was never mentioned, nor were social outcomes as outlined by Bailey and colleagues.

Most ITE beginner students attributed a recreational purpose (32.0%) by stating social goals for PE. Nonetheless, several students revealed two-folded purposes, mainly from a social-physical interaction, towards sports (28.0%) or fitness (23.1%). An eclectic vision of PE, as sustained by Crum, was only evident for 6.3% of the sample.

CONCLUSIONS

ITE beginner students' identities tend to be restrictive, focusing only one dimension of PE, namely on sports and fitness competence. If ITE courses do not challenge these identities, the legitimacy of PE for its eclecticism value may be jeopardized.

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HEALTH AND WELLBEİNG - RESPONSİBİLİTY OF ALL: ARE ALL READY FOR THE RESPONSİBİLİTY? AISEP 2015

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INTRODUCTION

In the current education climate, Health and Wellbeing has been given prominence in Scotland, with all teachers given the responsibility for Health and Wellbeing across the curriculum. (Education Scotland, n.d). Alongside this, Health and Wellbeing teaching has been established as a way of challenging health inequalities in Scotland (Chief Medical Officer, 2011). Given the importance that is placed on Health and Wellbeing it is imperative that the next generation of teachers are prepared to deliver 'learning through health and wellbeing that promotes, confidence, independent thinking and positive attitudes and dispositions' (Scottish Executive, 2006).

The aim of this research, a work in progress, is to investigate the perceived impact of Initial Teacher Education (ITE) courses on probationary teachers' levels of preparedness to deliver Health and Wellbeing, focusing on twelve Physical Education graduates within the University.

METHOD

A mixed method approach of qualitative and quantitative methods was used in this study. Quantitative data, on participants' views on their levels of preparedness, was gathered via questionnaires. This then led onto the collection of qualitative data in the form of focus groups, where the participants explored themes and questions emerging from the questionnaires. Further qualitative data was gathered through face-to-face, semi-structured interviews with other stakeholders: university lecturers, school experience placement mentors / tutors and head teachers. Data was analysed thematically using Interpretative Phenomenological Analysis.

RESULTS AND DISCUSSION

From analysis conducted so far, there are some identifiable emerging themes arising from the data. Results indicate that meeting the General Teaching Council for Scotland standards does not necessarily equate to the students being prepared to negotiate the changing curriculum within Scotland. The findings also indicate that Initial Teacher Education courses are only one of multiple contributing factors to the level preparedness within graduates. Other significant factors appear to be time spent on placement and tutor support. Further data analysis is likely to produce more fine-grained outcomes.

CONCLUSIONS

This research study consequently contends that the role and position of Initial Teacher Education Institutes, in developing levels of preparedness, is not sufficiently examined within the wider research field. Further study is required to explore the emerging themes and consider any future impact on Initial Teacher Education.

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SCHOOL BONDING THROUGH SCHOOL SPORT IN THE NETHERLANDS

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INTRODUCTION

Extra-curricular sport participation in America has been linked to all kinds off effects, including school bonding (Jordan, 1999; Marsh & Kleitman, 2003). Marsh (1993) introduced the *identification/commitment model* to explain how participation in school sports may enhance school bonding, which in turn might explain enhanced school performance. Pot and Van Hilvoorde (2013) argued that the effects of school sports might depend on the specific cultural context in which school sports take place. Therefore, it is hypothesised that the *identification/commitment* effect of school sport participation depends on the frequency of school sport participation and the emphasis on school sports in the school community (Pot & Van Hilvoorde, 2013). The present study investigated how school sport participation is related to school bonding in the Netherlands.

METHOD

A survey study was conducted on 3500 high school students in the Netherlands. The survey contained questions about background, school bonding, type and intensity of sport participation and school characteristics.

RESULTS AND DISCUSSION

Preliminary analysis show that student of schools that offer extra-curricular school sports have a higher school bonding compared to students of schools that do not offer extra-curricular school sports. In addition, students that participate more in school sports show higher levels of school bonding compared to students that do not participate.

CONCLUSIONS

Although no conclusions can be drawn about a causal relationship from this data set, these preliminary results indicate that there is a relationship between extra-curricular school sports and school bonding in the Netherlands. Further (qualitative) research should be done disentangle the exact nature and determinants of this relationship.

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THE COMPARISON OF CARDIOPULMONARY RESUSCITATION SKILLS OF TURKISH ATHLETE AND NON-ATHLETE UNIVERSITY STUDENTS

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INTRODUCTION

One of the most important factors that affect victim's survival from cardiac arrest is quality of cardiopulmonary resuscitation (CPR). CPR consists of complicated skills that require cognitive and motor capacity (Miyadahira, 2001). For this reason, the purpose of this study was to compare cardiopulmonary resuscitation (CPR) skills of athlete and non-athlete students. One-hundred and twenty undergraduate students (62 females, 58 males) enrolled in First Aid course offered at the Physical Education (PE) and Sports Department voluntarily participated in the study.

METHOD

The athletes were first year PE majors (20 female, 25 male) and non-athletes were second year students (42 females, 33 males) studying at various departments of Mersin University. The mean age of participants was 21.40±2.02. Data were collected by using CPR skill reporter manikin (Resusci Anne SkillReporter, Laerdal Medical). A 2 (gender: female, male) X2 (sport: athlete, non-athlete) ANOVA was used to analyze the data. Results showed statistically significant main effect of Gender on average compression depth, total number of chest compressions, number and percent of correct chest compressions and number of too shallow chest compressions; significant main effect of Sport on average compression depth, number and percent of correct chest compressions and number of too shallow chest compressions; and significant interaction effect of Gender and Sport on average compression depth and number of too shallow chest compressions, $p<.05$.

RESULTS

In addition, there was a significant main effect of Gender on number of too little ventilations; significant main effect of Sport on number and percent of correct ventilations, number of too little and too much ventilations; significant interaction effect of Gender and Sport on number and percent of correct ventilations, $p<.05$.

CONCLUSION

This study demonstrated that both female and male athletes performed deeper chest compressions compared to female and male non-athletes. A depth of chest compression is one of the most important aspects of efficient CPR (Travers, et al., 2010) and it is crucial to be physically fit to perform it effectively. Findings suggest a physical fitness program for individuals who participate in a first aid and CPR courses.

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EFFECTS OF AN IN-SCHOOL EXERCISE PROGRAM FOR OBESE CHILDREN

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INTRODUCTION

Adult and childhood overweightness and obesity have increased during the last 25 years in México (Cuevas-Nasu, Rivera-Dommarco, & Shamah-Levy, 2007; Rivera-Dommarco, Cuevas-Nasu, Shamah-Levy, & Ávila-Arcos, 2012). Particularly, the State of Yucatán carried the highest rate in childhood obesity. As a part of a state public policy for children obesity assistance (Alcocer, Carnero, Larumbe, Cardona, & Esteve-Lanao, 2013), this preliminary study had the goal of assessing the effect of an in-school exercise program in obese children in public schools.

METHOD

140 children between >2 and <3 age-related BMI standard deviations (z) according to the OMS criteria were assigned to a group called CETO (Exercise Centre for Children Obesity) or a contrast group (CNTR). The impact of a 3-days per week exercise program on basic anthropometric measurements (body weight, height, BMI (i.e body mass index), waist circumference), and physical fitness (Standing Long Jump, Push-Ups, Curl-ups, Course Navette and Sit-and-Reach) was assessed. CETO and CNTR groups in two time points (retest and posttest) were compared. To measure standardized effect size (ES) of ANOVA effects it was used omega squared (ω^2), and Glass's delta (Δ) for pairwise comparisons. Participation of at least 90% of the sessions was set as part of the inclusion criteria

RESULTS

CETO group (final n =69) reduced zBMI significantly after 4 months ($p<.001$) with a medium ES ($\Delta=0.49$), with no changes found in CNTR (final n= 54). Both groups improved significantly their height ($p<.001$). CNTR group increased body weight ($p<.001$, $\Delta=0.19$), while CETO group remained stable. CETO group improved Standing Long Jump significantly ($p=.003$, $\Delta=0.26$). No differences were found in other fitness tests' improvements between groups (see table 1).

DISCUSSION

The physical fitness results reveal a special need for including superior

Table 1. Pairwise comparisons across time between retest and posttest measures.

	Contrast group (n=54)					Intervention group (n=69)				
	M_{RE} (SD)	M_{POST} (SD)	t	p	Δ	M_{RE} (SD)	M_{POST} (SD)	t	p	Δ
Anthropometric measures										
BMI (z-score)	2.69 (0.47)	2.67 (0.48)	-0.37	.715	0.02	2.69 (0.41)	2.49 (0.45)	-7.69	<.001	0.49
Weight (kg)	50.8 (10.7)	52.9 (10.5)	5.76	<.001	0.19	53.7 (8.7)	54.1 (9.0)	1.21	.227	0.04
Height (cm)	138.9 (9.3)	140.3 (9.0)	5.72	<.001	0.15	143.4 (8.3)	145.3 (8.5)	8.95	<.001	0.23
Waist (cm)	74.9 (17.4)	74.1 (13.0)	-0.40	.687	0.05	78.0 (16.3)	79.2 (15.9)	0.63	.528	0.07
Physical Fitness measures										
Push-up (n)	11.3 (7.0)	12.9 (8.2)	2.13	.035	0.23	14.8 (9.2)	17.2 (9.4)	3.57	.001	0.26
Horiz. Jump (cm)	108.9 (19.3)	107.1 (20.5)	-0.79	.432	0.09	108.0 (23.9)	114.2 (22.6)	3.06	.003	0.26
Curl-up (n)	11.4 (11.5)	11.6 (8.3)	0.21	.835	0.02	16.0 (8.5)	16.4 (8.1)	0.42	.674	0.05
Course Navette (laps)	9.9 (6.0)	9.9 (5.9)	-0.04	.965	0.00	11.8 (6.5)	12.2 (7.4)	0.91	.363	0.05
Flex (cm)	17.3 (21.8)	20.1 (24.7)	2.80	.006	0.13	13.3 (19.8)	13.9 (17.8)	0.65	.515	0.03

aerobic, upper body strength, core and flexibility doses of exercise, and/or applying the program under a closer supervision.

CONCLUSIONS

The 4-month program was effective in reducing zBMI, although it will be necessary to increase the exercise program doses to obtain superior benefits.

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Note: MRE and MPOST are the means at pretest and posttest moments respectively; t and p correspond to the significance test of the pairwise comparison; Δ is the Glass's delta standardized effect size.

DEFINING AND CATEGORIZING SALIENT PSYCHOLOGICAL QUALITIES IN ATHLETE DEVELOPMENT

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INTRODUCTION

In order to become successful athletes, talented young performers have to deal with several key transitions and overcome hurdles they inevitably encounter during their development (MacNamara & Collins, 2013). Therefore, adolescence is often perceived as a particularly challenging time, as athletes have to learn how to balance their athletic career with the responsibilities and challenges they are faced with during everyday life (Holt & Dunn, 2004; Henriksen, Stambulova, & Roessler, 2010). In spite of the widespread acceptance that psychological qualities are fundamental to an athlete's success in high level sports competition (e.g., Greenleaf, Gould, & Diffenbach, 2001), their function in overcoming the inevitable challenges during adolescents' development has only recently been identified (e.g., Alfermann & Stambulova, 2007; Henriksen et al., 2010). The purpose of this two part systematic review was therefore: 1) to identify the key psychological terms used to describe psychological qualities perceived to facilitate athletes' development, and to establish specific definitions for the different categories of psychological terms; and 2) to identify and categorise the psychological qualities that are perceived to contribute to athletes' successful and healthy development.

METHOD

A comprehensive literature search of SPORTDiscus, PsycINFO, PsycARTICLES, and ERIC was completed in May 2014, and resulted in 22 empirical studies, published between 2002 and 2013. The findings were analysed thematically and synthesised using a narrative approach.

RESULTS & DISCUSSION

Two different categories of psychological terms were used to describe psychological qualities perceived to facilitate athletes' development, namely psychological skills and characteristics. Their relationship is analysed and specifically defined. In total ten psychological skills and twelve psychological characteristics were consistently identified to be perceived as important for athletes' performance and personal development.

CONCLUSION

Based on the findings, recommendations are made including the use of shared definitions within the field of sport psychology, and future research determining which psychological skills lead to the development of specific psychological characteristics.

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THE EFFECTİVENESS OF CORE PE LESSONS TO İMPROVE PHYSİCAL FİTNESS

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INTRODUCTION

The Government white paper for Health (2010) strategically targeted education to address physical activity patterns in young people to improve long-term health of adults in the UK. Whole school aims and subject specifications are driving the concept of healthy, active lifestyles, yet activity levels in Physical Education (PE) are of insufficient intensity to establish health benefits (Ofsted, 2013). The 2014 curriculum promotes greater flexibility in curriculum design at department level, yet little is known about the impact of such freedom on moderate-to-vigorous physical activity (MVPA) resulting from activity choice or gender engagement.

METHOD

This study determined the MVPA intensity in Key Stage 3 core PE lessons, and the influence of activity-type on these intensity levels.

Upon University ethical approval, heart rate (Activio Sport System 2010, Stockholm) was monitored during 28 key stage 3 Core PE lessons across 4 schools in the south-west of England. Two-hundred-and-forty-eight measurements (139 males, MHR 198.6±0.4BPM, 109 females, MHR 198.4±0.3BPM) of %HRMax (Tanaka et al., 2001) and periods of activity versus inactivity was recorded. MVPA was defined as 60-79% of HRMax. Teachers were asked to deliver their usual core PE lesson content.

RESULTS

Results indicate that during a 50-minute core PE lesson, 22.57 minutes (45.14% of lesson time) were spent active with 11.12 minutes of lesson time spent at MVPA intensity. No significant different ($p=0.05$) was noted in intensity between genders, however activity-type revealed a degree of significance in terms of MVPA engagement ($p=0.00$).

CONCLUSION

In comparison with similar research throughout Europe (Fairclough & Stratton, 2005; Sarradel et al., 2011), the health benefits obtained through PE were largely inconclusive. This study identified that Key Stage 3 core PE lessons are currently falling short of the suggested MVPA goals for pupils, although intensity could be addressed through consideration of the activity-type with careful planning and interpretation of the curriculum.

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THE İNFLUENCE OF PHYSİCAL EDUCATİON (PE) ON LİFELONG ACTİVE LİFESTYLE

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AIMS

This study examined the relationship between attitude to physical education (PE) in adolescence and participation and organized youth sport during adolescence, and physical activity in young adulthood.

METHODS

The sample comprised 630 subjects who completed questionnaires from age 13 and over a 10-years period. Analysis of variance and regression were used to examine the relationship between attitude to PE and participation in organized sport at age 13 years and physical activity at age 23 years (young adulthood).

RESULTS

Both genders had a consistent and positive attitude toward PE at age 13-16 years. More boys participated in organized youth sport, and participation rates declined from age 13 to 16 years. Participation in organized sport was the strongest predictor of physical activity at age 23 years in males, whereas attitude to PE was the strongest predictor in females.

CONCLUSION

Both genders have positive attitudes to PE and their attitudes remain stable over time. One explanation could be the context and content in PE. Organized sport seems to be a stronger predictor in males, and positive attitude to PE in females, for their PA in adulthood.

Since PE is a compulsory subject in school, and most of the subjects have positive attitudes to PE, PE is a good opportunity to influence PA in people later in life.

Key words: attitude, organized youth sport, adolescence, adulthood, longitudinal

IS ACTİVE PROFESSİONAL LEARNİNG EFFECTİVE?

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SETTING THE SCENE

Continuing Professional Development (CPD) has been identified as a key strategy for raising standards in schools (Darling-Hammond, 2006). In England, a national CPD programme on inclusive physical Education (IPE) has been designed and delivered through day-long workshops with the aim to increase participants' confidence and competence to deliver high quality PE experiences. Echoing existing rhetoric about the importance of active engagement in the learning process (Garet et al., 2001), one of the main design principles of this programme is that tutors will offer participants opportunities to share ideas with other experienced colleagues or put ideas forward about effective inclusive practices. Although contemporary theories of learning (i.e. social constructivism) offer the theoretical support for such practices, very little research has been conducted to test and prove these assumptions empirically. In addition, there is little evidence about the 'actual' professional learning processes adopted and the effectiveness of tutors' pedagogical intentions to 'facilitate' professional learning as opposed to 'transmit' knowledge.

AIMS

The evaluation study reported in this paper attempts to advance this line of inquiry by monitoring how and the extent to which CPD tutors facilitate participants to engage actively in the learning process and to examine the impact of their practices on participants' perceptions about the quality of the CPD experience and their self-efficacy to deliver high quality inclusive PE lessons.

STUDY DESIGN

The study was conducted within the case study framework (Stake, 2005), with the case identified at the level of individual workshops. A cluster sampling procedure (cluster = geographical area) was considered the most appropriate (and applicable) method followed by systematic sampling within clusters; i.e. collect evidence from the first two workshops delivered in each geographical area. However, this was not always possible as it was dependent on tutor response and availability. Between October 2013 and June 2014, a total of 16 workshops, delivered by 15 tutors across eight geographical areas were observed.

A systematic observation tool was developed with the aim to capture tutors' pedagogical intentions and processes adopted. From this sample of workshops, research participants (i.e. tutors and workshop participants) were recruited. To measure workshop impact, the same workshop participants were followed over time and evidence on participants' self-efficacy, as well as their views on the nature and quality of the workshop experience was gathered through questionnaires distributed at three different points in time: T1 - at the beginning of the workshop; T2 - at the end of the workshop; and T3 - three to six months following workshop attendance. Semi-structured interviews with tutors were also carried out. Qua-

litative data (i.e. from interviews and open-ended questions in the participant questionnaires) were analysed using a constructivist approach to "grounded" theory (Charmaz 2006). Quantitative data was entered into SPSS version 21 (IBM Statistics) for analysis. Participants with missing data for a particular variable were removed from any subsequent analysis of that variable.

RESULTS AND CONCLUSION

The importance of supporting participants to be actively engaged in the learning process was acknowledged by all tutors. Despite this conceptual consensus, evidence from workshop observations identified significant variation in opportunities for active engagement afforded by different tutors. There was also evidence that workshop participation was linked with an increase in participants' confidence (self-efficacy) over time. However, evidence suggested that increased time afforded by tutors on opportunities for active engagement in the learning process was not linked to increased self-efficacy or increased overall positive perceptions about the workshop experience. It seems that participants' perceptions of the opportunities they had to active engagement in the learning process did not predict the change in their self-efficacy 3-5 months after workshop implementation. Evidence suggested that tutors facilitated 'active' learning opportunities differently and the quality of their contribution varied widely. Findings underline the important role that tutors have in scaffolding effective professional learning in formal structures.

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LEARNING EXPERIENCES ABOUT TEACH PHYSICAL EDUCATION FOR ADOLESCENTES: HIGHLIGHTING THE SOURCES OF BEGINNING TEACHERS' EFFICACY

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INTRODUCTION

The early period of the Physical Education teaching career is a critical moment for teachers' professional development and can influence their conceptions and personal beliefs about teaching.

Teachers' self-efficacy, a judgement that teachers make regarding to their own capacity to teach is one of these beliefs (Tschannen-Moran, Woolfolk Hoy, 2001), and it is constituted by four sources: enactive mastery experience, vicarious experience, social persuasion and physiological and affective states (Bandura, 1997).

Information that arise from different teaching experiences are sources of information about teacher's self-efficacy (Bandura, 1997; Tschannen-Moran, Woolfolk Hoy, Hoy, 1998; Oh, 2011). At the physical education field, several experiences related to teaching (e.g. practicum, sports courses, classes in the schools) can help beginning teachers to strengthening their self-efficacy.

This study aims to identifying meaningful experiences that physical education teachers in early career take in account when they judge their own self-efficacy beliefs.

METHOD

This qualitative study used semi-structured interview for data collection. Five beginning physical education teachers (1 to 5 years of teaching experience) participated of the research. They taught different physical activities and sports in public school system in the state of Sao Paulo, Brazil. The data analysis was based on the content analysis and supported by the software Nvivo.

RESULTS AND DISCUSSION

Meaningful experiences occurred during teacher education course and continued training as well as along the first years of teaching. Those experiences provided relevant information for the teacher's judgment about their self-efficacy beliefs.

Teaching without appropriate equipment, dealing with the lack of peer support and handling the own feelings and emotions were considered sources of mastery experiences, social persuasion and physiological and affective states respectively.

From teacher education course, observing collaborative teacher teaching at school and discussing about the teaching experiences in class - vicarious experiences and social persuasion - were most quoted

CONCLUSIONS

The meaningful experiences encompass different moments of teachers' professional development and provide data to identify what are more relevant sources of self-efficacy for them.

These results indicate the imminent need of a teachers' insertion program as well as a mentoring program to monitor new teachers. Furthermore, it is also ne-

cessary to take in account the variable of teacher's self-efficacy in teachers' training practices, as it greatly contributes to teaching physical education classes in the schools

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EMERGİNG PRACTİCES FOR THE DEVELOPMENT OF MOTOR SKİLLS AND PERFORMANCEİN SCHOOL AND HİGHER EDUCATİON SETTİNGS.

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PRESENTATION

Starting from the level of primary school, where the children discover the practice of physical education, there must be a correlation with the performances of the sport. Indeed among the rich form of sports education are the match (matches) and the test to evaluate the primary school and the degree of assimilation. The sensori -motor plan is among the way to invest in physical activity. The diverse opinion among pedagogues and high performance sports heads: the first at this level of primary school advocate the widespread discovery of the sport. The second opts to argue that the primary school age group is best suited to detection and promotion of sports talents and attribute it a priority. Madagascar has 22 regions with their usual customs, ancestral and physical activities according polymorphic ethnicity united in diversity of the Malagasy people. The existing show consistent dull results Malagasy sport and lack of enthusiasm for school sport.

METHODS

Observations on the results at the meetings on the school sport at national level on the one hand and performance on international and world competitions demonstrate the effect of a transfer through ethno motor. Our goal is how the results for school sport and international competitions materialize a correlation with regions of origin. Indeed it is banal to provide information about the effects of its own activity, back in action (feedback) in the etymological sense of the term FEED BACK introduced by cybernetics and giving the opportunity to consider this information to correct or adjust its action. In a second optical means any learning delivers results without any considerations of ethnic setting. We used the Spearman correlation test.

RESULTS

Null hypothesis: School Sport and federal sports performance are depended and correlated with their regions of origin. Disciplines including Madagascar appears internationally and Africa are: petanque, French boxing, kick boxing, athletics (throwing, sprinting), karatedo, table tennis, lawn tennis.

CONCLUSION

High-level athletes who appear on the international and worldwide demonstrate and justify the results by region of origin of school sports. Between sports training and versatile, basic training is based on choosing a suitable program contained in primary school. Higher education must take into account the parameters sparking this didactic topical discussion.

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THE RELATIONSHIP BETWEEN ANTHROPOMETRIC MEASURES, SELF-PERCEPTION, AND PREFERENCES OF SAME-SEX VERSUS COEDUCATIONAL PE CLASS IN LOWER SECONDARY SCHOOL STUDENTS

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INTRODUCTION

The purpose of this study was to investigate the relationship between selected anthropometric measures, perceived level of skill, fitness, effort, and enjoyment in physical education class and preferences of same-sex versus coeducational PE class in Turkish lower secondary school students.

METHOD

One hundred and eighty students aged 10 to 14 years old (M_{girls}= 12.24±1.19, M_{boys}= 12.46±1.20) were selected through convenient sampling during. Of the 180 students who were grouped as "obese", "overweight", "normal", and "thin" based on the WHO-2007 BMI reference (Onis, Onyango, Borghi, Siyam, Nishida, & Siekmann), 27.2% were in 5th grade, 21.1% in 6th grade, 26.1% in 7th grade and 25.6% in 8th grade.

Data were collected using a questionnaire designed to gather data on students' general demographic information, physical self-perception, and preferences of same-sex versus coeducational PE class (Treanor, Graber, Housner, & Wiegand, 1998). In addition, BMI and body fat percentage were measured using a body composition analyzer (PlusAvis 333).

RESULTS AND DISCUSSION

Using a Pearson's correlation coefficient the boys' body fat percentage was significantly negatively correlated with their self- perception score [r=-.35, n=90, p<.01]. However, within girls there were no correlation between body fat percentage and self-perception [r=-.20, n=90, p>.05].

Body fat percentage was also strongly correlated with students' perceived fatness level [r_{girls}=-.53, n=90, p<.01; r_{boys}=-.57, n=90, p=.01]. Of the 180 students, 40% of obese girls and 28.13% of obese boys, 37.28% of overweight girls and 29.49% overweight boys, 17.25% of normal weight girls and 33.33% of normal weight boys, and 33.33% of thin girls and 26.67% of thin boys preferred coeducational to same-sex PE class. In addition, 33.33% of obese girls and 42.71% of obese boys, 23.68% of overweight girls and 26.28% of overweight boys, 33.76% of normal weight girls and 43.60% of normal weight boys, 50% of thin girls and 56.67% of thin boys preferred same-sex to coeducational PE class. BMI and body fat percentage found to be important in lower secondary school students' self-perception and their preferences of same-sex versus coeducational PE class.

CONCLUSIONS

These findings should be carefully considered when developing a PE curriculum in order to provide high quality and inclusive physical education for all children.

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THE DEMYSTİFİCATİON OF ABİLİTY

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INTRODUCTION

This paper troubles the privileging of ability and the hegemonic competency discourse in physical education and related fields. Through critical narrative inquiry (Connelly & Clandinin, 1990) it shares the stories of two children with special needs and their experiences of physical education.

METHOD

The methodology used is a merger of interpretive forms of inquiry. Analysis occurs through somatogesis (Author, 2013), a portmanteau of somato (body) and exegesis (drawing out; interpretation), which is a bodily form of hermeneutics. Body narratives are used to engage in corporeal pedagogical understandings of those silenced and marginalized (Sparkes, 2002).

RESULTS

As we removed him from the wheelchair and laid him on the floor mat he began to stretch and curl his limbs. With his appendages outstretched he rolled his body to and fro as expressions of delight filled his face. Tensing his atrophic body and bending at the torso he performed a static balance.

The fields of physical education and sport can become overly concerned with the obesity epidemic, health agenda, fitness scores, motor competencies, and peak performance. Fitzgerald (2011) observes that persons with disabilities are often seen in medical terms. We describe their condition is such detail and treat their bodies as something separate from them. Do we take notice that all persons are integrated and moving beings?

CONCLUSIONS

In sum, a call to humanize the physical education curriculum (Ross, 1987) is forwarded as a rejoinder to the dehumanized (Fernandez-Balboa, 1997) persona the field oft comprises. The intent is to further provoke discourses in the field, which are alternatives to models, standardization, and transmissive pedagogy. Possibilities to envisage physical education through a lens of culturally responsive pedagogy and emergent curricula are delineated as means to shift the educative focus to children and youth who engender diverse expressions of movement in all of its forms.

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A NARRATIVE INQUIRY INTO THE EXPERIENCES OF IDENTITY-NEGOTIATION WITHIN DOMINANT NARRATIVES OF PHYSICAL EDUCATION: LIVING, TELLING, RE-TELLING, AND RE-LIVING

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INTRODUCTION

indeed i recall mocking matthew for being out there and changing the way that pe might be taught. yet here am i doing something different and getting my own share of mockery and in some cases sticking two fingers up at it and in others almost hiding it away to pretend that it isn't happening so no one can make me stop

The words above, written by Ash some time ago, speak to the tensions that arose as he attempted to live a story of physical education that contrasted with dominant narratives often associated with the subject area. Consequently, the purpose of this paper is to explore the tensions that surfaced for Ash as his 'stories to live by' (Clandinin and Connelly, 1999) around physical education bumped hard with the dominant narratives of physical education on his professional knowledge landscape and led him to renegotiate and re-live his own stories.

METHOD

Our inquiry is framed by Dewey's conceptions of experience, and draws on Clandinin and Connelly's (1999) conceptualizations of living, telling, re-telling and re-living. The paper begins with the initial 'living and telling' of Ash's experiences through his reflective accounts (written in the past), before passing through a relational process of re-telling (with Lee) and finally exploring the re-living of these experiences in an effort to show the tension that surfaced as Ash's stories to live by shifted.

RE-TELLING 'STORIES TO LIVE BY'

In re-telling the stories that Ash saw as the stories he, his students, and his colleagues 'lived by' in their respective professional knowledge landscape we pulled on three threads we felt emerged most strongly from Ash's narratives (a) bumping and tensions (i.e. Ash's stories to live by' and the stories of physical education that shape the professional knowledge landscape are not coherent), (b) shifting stories alongside the dominant narrative (i.e. changing the stories that were being told of physical education practice in his lessons), and (c) silent stories and counter stories (i.e. the stories of others that Ash did not tell or who he silenced).

RE-LIVING 'STORIES TO LIVE BY'

Throughout this inquiry we 'worried at' and sought to unravel bright threads from the re-telling process in an effort to better understand the multiple stories (such as teacher stories, stories of teachers, stories of physical education, physical education stories, shifting 'stories to live by'), and the "multiple curricula being composed" (Huber,

Murphy & Clandinin, 2011, p.6) in this particular professional knowledge landscape. In the remainder of this paper we hope to show how the experiences of one physical education teacher in a specific context might allow for resonance for others finding their own tensions in attempting to shift 'stories to live by' within the dominant narratives of physical education, and perhaps allow them to negotiate these tensions in different ways.

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PAYING ATTENTION TO BODY WITHIN TEACHING: AN APPROACH FROM AUTOBIOGRAPHICAL NARRATIVES

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INTRODUCTION

Initial training for future Physical Education teachers usually takes into account students´ bodies in their different dimensions. However, the teacher´s body normally takes a second place. This ignores the fact that the Physical Education teaching practice is conditioned, even determined, by the image they have of their own bodies, their relationship with it, their capacity for body action and some other aspects associated with appearance and health. Being a constant presence, the body leads the teacher to transmit a particular body ´s culture. In support of this, we here intend to reveal those embodied experiences from the teacher´s point of view.

METHOD

This study is conducted in conjunction with students of Master Degree in Primary Education, while they were taking their initial training within the subjects Practicum I and Practicum II in the specialty of Physical Education, at the Faculty of Education of Palencia (University of Valladolid), during the year 2014-15.

The research follows a qualitative methodology, through the use of autobiographical narratives, which favours a close approach to experience and the influence of body aspects on teaching.

RESULTS AND DISCUSSION

The study of autobiographical narratives show that the initial training of future Physical Education teachers must give priority attention to the following: (a) health and body care; (b) expression and body communication; (c) emotional tone in the teacher; and (d) body image.

CONCLUSIONS

There are many, and varied, body experiences involved in the teaching profession which influence and determine pedagogical practice. On the other hand, autobiographical narratives provide a clear understanding of the future teacher´s body experience and its impact on pedagogical practice.

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RELATİONS AMONG BASİC PSYCHOLOGİCAL NEEDS, PE-MOTİVATİON AND FUNDAMENTAL MOVEMENT SKİLLS İN 9-12-YEAR-OLD BOYS AND GİRLS İN PHYSİCAL EDUCATİON

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INTRODUCTION

Many children aged 9 to 12 appear to have low levels of fundamental movement skills (FMS) (Hardy et al. 2012). Physical education (PE)-teachers can teach children a variety of FMS and can influence PE-motivation (Kirk 2005). However, declined levels of PE-motivation are reported in the final grades of elementary school (Xiang et al. 2004). According to Deci & Ryan (1985), a prerequisite for motivation is fulfillment of the basic psychological needs. To optimally support these needs and to influence PE-motivation and FMS development, more insight in the relations among these variables is needed.

METHOD

138 Children (66 boys, 72 girls, 10.8 years ± .79) in grades 5 and 6 from four Dutch elementary schools, completed questionnaires assessing their basic psychological needs (Competence Autonomy class-Relatedness and teacher-Relatedness Scale) and PE-motivation (Adapted Behavioral Regulations in Physical Education Questionnaire) (Aelterman et al. 2012). In addition, they conducted three subtests of the Bruininks-Oseretsky Test of Motor Proficiency 2 (speed & agility, upper limb coordination and balance) (Bruininks & Bruininks, 2005). Pearson's correlations and multiple linear regression analyses were performed.

RESULTS

All basic psychological needs, except autonomy for girls, had moderate to strong correlations (r=.30-.63) with autonomous PE-motivation. Teacher relatedness was the most important predictor for boys and girls. No positive significant relations between basic psychological needs and FMS and between PE-motivation and FMS were found.

CONCLUSION

The results confirmed the importance of the basic psychological needs in the prediction of autonomous PE-motivation in 9-12 year old children. The findings suggest that Dutch children link their autonomous PE- motivation to their satisfaction of basic psychological needs and not to their FMS. Despite the missing relations with FMS, PE-teachers seem to be able to autonomously motivate children for PE regardless of their FMS proficiency.

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A SCHOOL BASED İNTERVENTİON TO İNCREASE PHYSİCAL ACTİVİTY AND SPORT THROUGH PE: THE NECASP PROJECT. AISEP 2015

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INTRODUCTION

PE and Sport (PES) is the main societal institution for the development of physical skills and the provision of physical activity (PA) in children and young people (Bailey, 2013). The Newham's Every Child a Sportsperson (NECaSP) is a school-based intervention that aspires to increase sporting participation amongst young people and enable them to enact PA and sport and adopt healthy lifestyles via sporting participation. The aims of this paper is to report on a multi-method process evaluation of the NECaSP programme and to present the findings of the process evaluation for future implementation of programmes aiming at increasing PA through sport to young people from diverse deprived back-grounds.

METHOD

913, 10-11 year olds from 8 secondary schools in East London, 192 parents and 8 PE teachers and coaches participated in the study. For quality variables (direct observation and email communication) data was analysed via directed content analyses (Taylor-Powell, 1996). T-tests and ANOVAs were conducted to determine significant differences between baseline (pre-questionnaire) and follow-up (post-questionnaire).

RESULTS AND DISCUSSION

Main findings indicate that further administrative, educational and financial support will help facilitate the success of the programme and its goals. Data highlighted the need to engage parents with the intervention at early stages to increase likelihood of success in terms of increasing PA and sport participation.

CONCLUSIONS

Furthermore it has provided a clear framework for future school based interventions targeting hard to reach populations and those experiencing axes of disadvantaged such as social class, ethnicity, race, environment (Curry, Dagkas, & Wilson, 2015). Finally the evaluation has highlighted that changes in the school curriculum can be successful once all parties are involved (community, school, families, Fox et al., 2004) and also stressed the fact that young people are interested in sports outside those offered in the formal PE curriculum.

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STUDY ON EFFECTİVE IMPLEMENTATİON "PATH OF YOUTH" PHYSİCAL HEALTH POLİCY —FROM THE PERSPECTİVE OF PERFORM SYSTEM MODEL OF METER-HORN POLİCY

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INTRODUCTION

Chinese youth health status has deteriorated since 1979.Chinese government always pays high attention on youth health status, and carries out some regulations and laws. To some regrets, these policies did not realize the deserved effect. The question is what the reason is for health deteriorating of Chinese youth. Is a policy mistake or implementation mistake? American scholar Alison noted that in the process of realizing target, plan is taking up to 10%, and 90% lies on implementation. Therefore, in order to study Chinese youth health status, we must research policy implementation. Meter-Horn Policy Implementation Model is from top to bottom implementation model and suitable for Chinese political system. This model was used to study Chinese youth health policy, reveal influence reason and find out effective solutions.

METHOD

Literature study

RESULTS AND DISCUSSION

3.1 The analysis of youth physical health policy target and standard

Meter and Horn believe that policy, reasonable and with clear target and standard, is the precondition of effective implementation.

3.1.1 Lack of understanding in policy practice, lower policy target

3.1.2 Strong utilitarian and lower standard in policy target

3.1.3 Weakness in force of law of policy, ambiguity in policy standard

3.2 The Policy Resources Analysis of Youth Physical Health

3.2.1 Limited Funds in Policy Implementation

3.2.2 Insufficient Human Resources in Policy Implementation

3.3 The Analysis of Organizations Communication and Implementation Activity of Youth Physical Health Policy

3.3.1 Imperfection on Policy ImplementationMechanism and SupervisionMechanism.

3.4 Character Analysis of Policy

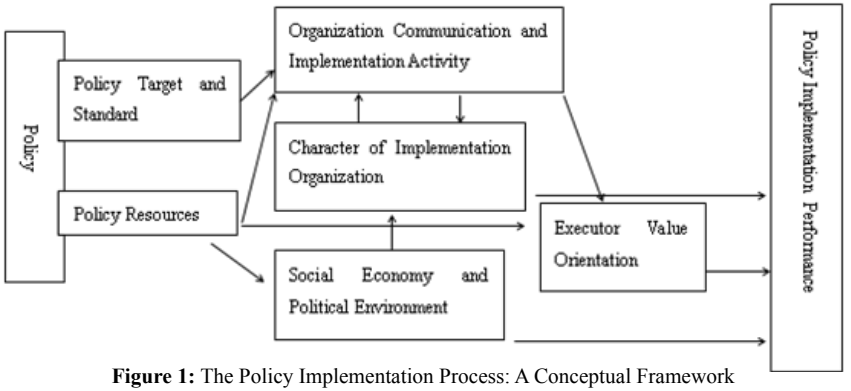

Figure 1: The Policy Implementation Process: A Conceptual Framework

Implementation Organization

3.5 Analysis of Value Orientation of Policy Executor

3.6 Policy Implementation Social Economy and Political Environment

3.6.1 Effects of examination oriented education system

3.6.2 Effects of one child policy

3.6.3 Effects of modern lifestyle

3.7 A comprehensive analysis of 6 factors

The author conducted a comprehensive analysis from various factors of youth physical health policy by adopting the methods of literature review and logical analysis, combining with China's political and social background, using the perform system model of Meter-Horn policy implementation system. And then we found out that the low policy goal level, strong utilitarian, depressed policy and law, shortage policy execution resources, single policy execution means, unsound enforcement mechanism and monitoring mechanism, insufficient interaction of policy enforcement agencies, less identity of executive policy, execute esteemed underpowered and unfavorable factors such as policy environment, inadequate executive power and various disadvantage factors along with the interaction between them make the policy implementation in trouble. So optimization path of policy effective execution is proposed. In the premise of promoting policy goal level, perfecting the policy system, and broadening the policy resources, we shouldintegrate the policy execution organization, enrich policy implementation means, improve the execution mechanism and supervision mechanism and optimize the policy environment, to enhance the execution policy identity of the subject and object.

4.The optimization path to promote the effective implementation of youth physical health policy

4.1Promoting the policy target, perfecting the policy system

4.2widening channels for policy implementation resources

4.3Integration policy implementation organization system

4.4 Enriching policy implementation means, inspiring youth power for policy response

4.5 Strengthening the construction of the implementation mechanism and the monitoring mechanism of policy, enhancing implementation subject for policy identity

4.6 Optimizing environment for policy implementation

CONCLUSION

In China, Meter-Horn Model, which was suitable for Chinese political and social environment, revealed Chinese youth physical health situation and problems of policy and implementation. All these analysis made us solve the problems in a comprehensive way, and understand the reason of influencing implementation effect.

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WHEN DOES GENDER MATTERS? PHYSİCAL EDUCATİON AND SPORT

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INTRODUCTION

The university PETE curriculum has an important impact on the future transformation or reproduction of gender relations in physical education and sport. In Spain, Physical Activity and Sport Sciences (PASS) Degree and the Master's degree in Secondary Teaching with specialisation in Physical Education, is the basic qualification in order to become a teacher of Physical Education.

The aim of this research is to analyse how gender knowledge has been included in the new PASS curriculum in Spain from the perspective of Bernstein's theoretical framework. After Higher education gender policy had been laid out, universities and lecturers drafted, reproduced and transposed the corresponding programmes through the different areas of pedagogic device. At this point, is gender knowledge still there?

METHOD

Using a content analysis approach, we analyse the contents of the Handbooks published on the websites different universities, together with the following higher education documents: the White Book for the PASS Degree in Spain (ANECA, 2005), and the official report on PASS curricula of each university. Thus, our study sample comprised 16 public universities out of 37 that offered a PASS degree in 2012/13. A total of 764 teaching guides are analysed.

RESULTS

Our critical analysis allowed us to establish five categories of subjects according to the level of visibility of gender issues. The data from this work strongly indicate that gender knowledge is ignored, appears merely as politically correct lip service or is highly anecdotal in the centres analysed.

CONCLUSION

Due to the different policies that aim to promote the incorporation of the gender perspective into universities, it is introduced in accordance with specific "pedagogic device". Within the context of each university, we can see how gender knowledge is more or less present, according to the level awareness of the lecturers and their degree of influence within their organisations.

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EPİCUREAN PHYSİCAL EDUCATİON: A VİEW FROM A SECONDARY SCHOOL CLASS

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INTRODUCTION

Responding to the call to embrace pleasure's educative value in physical education (Booth 2009: Pringle 2010) this interpretive inquiry attempts to deepen understanding of the experience of pleasure in secondary school physical education and ways that it might inform practice. As a teacher I ask: In what ways might the pursuit of pleasure influence curriculum and pedagogy in physical education? A scholarly interpretation and application of Epicurean philosophy reframes physical education so that pleasure might be understood and used as a practical guide by educators.

METHOD

Data (text) is generated and analyzed from coeducational physical education classes (grade 8-12) from a range of sources. Life writing and literary metissage (Hasebe-Ludt, Chambers, & Leggo, 2009), is used to generate, capture and present the conversation of lived curriculum and illustrate the pursuit of pleasure with perspectives of participants. Sparkes (2003) proposes writing as a "method of discovery and analysis" and "a way of expanding knowing in physical education" (p. 60). Through writing and rewriting I provide a "richly detailed and unusually insightful analyses of teaching and learning from the inside of physical education" (Cochrane-Smith et. al., 2009, p. 5 emphasis added).

RESULTS

The process of investigating and understanding pleasure in physical education is shown and suggested as a way of orienting curriculum and pedagogy that allows physical education to become a more pleasurable experience for all. Anecdotes provide glimpses of ways that using pleasure as a guide influenced curriculum and pedagogy.

CONCLUSIONS

This inquiry provides a practical example of using pleasure as a guide for enacting curriculum and how this might help develop 'sensitive pedagogy' (Almond & Whitehead 2012) and 'organic relations' with students (Kirk 2012) so that physical education may become more pleasurable and meet the diverse needs of learners.

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PHYSICAL ACTIVITY AND DIETARY HABITS OF STUDENT IN CROATIA

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INTRODUCTION

The purpose of this study is to determine the presence of different risk behaviors models among students at the University of Zagreb, observed through physical (in)activity, and eating habits. The aim of this study is also to determine the differences in variables between groups of subjects according to sex, age and area of science in which they studie.

METHOD

The study included 1651 student at the University of Zagreb, Croatia (906 female and 745male). Instrument was applied in the form of questionnaire (RIZPON) consisting of: the demographic variables, involvement in physical activities and the variables that describe eating habits.

RESULTS

1. The level of engagement in students' physical activities is not satisfactory, indicating that (in the last month), only 20.2% were active at the recommended level (at least 3 times the minimum duration of 30 minutes). In addition, given the significant differences in phsyical activities involvement, with regard to sex and by stating in science.

2. Dietary habits have shown that the principles of healthy eating have not been fully adopted by the students. Multivariatne methods are significantly different in eating habits by sex, age and area of science.

CONCLUSION

It can be conclude that students do not have a high degree of awareness about preserving their own health. Physical activities, which are often mentioned as an important promoter of preserving health in this population are not satisfactory, If to that we also add bad eating habits, we can conclude that this adopted unhealthy lifestyle will certainly affect the level of health and quality of life in this population.

Knowing the facts it is possible to create preventative measures and help students adopt healthy habits of living to preserve their health and to improve their working abilities.

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THE REGEV PROGRAM – EXCELLENCY FOR TEACHING - STRESS AND PERSONALITY TRAITS

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INTRODUCTION

The Ministry of Education in Israel initiated the REGEV program – "excellency for teaching" in order to encourage students with excellent acceptance criteria to become teachers. Eligibility for the program is based upon high scores in matriculation and psychometric tests, volunteering in the community, physical activity or athletic background, with an advantage to a certain level of guiding/instructing /coaching experience. The regular four-year program is condensed into three-year program. Students are required to achieve excellent marks in order to pass from one year to the next. They get full scholarship for their studies, and they have to obligate themselves to teach immediately after graduation.

Nevertheless, the heavy load of the program might cause difficulties, stress, or even well-being disturbances. Hence, the aims of this study were: to examine the way REGEV students cope with stress during their studies, and how satisfied they are with their life.

In addition, to examine whether their feelings are related to their personality traits. We further made a comparison between REGEV students and the regular program students regarding these aims.

METHOD

Participants: 244 first year students, 25 of them are REGEV's students, filled out a battery of the following questioners three times during the year: Positive and Negative Affect Scales PANAS (Watson, Clark & Tellegen, 1988); Satisfaction With Life Scale – SWLS (Pavot & Diener, 1993); The Big Five Inventory Personality – BFIP (McCrae & John, 1992); and SALS – Stress in Academic Life Scale (Alazaeem, Sulaiman & Gillani, 2010).

Data analyses included regression to explain life satisfaction, and positive and negative feelings, correlations between personality trait and negative/ positive feelings, and satisfaction with life, and Two Ways ANOVA with repeated measures to examine the differences between REGEV students and their peers.

RESULTS AND DISCUSSION

Results are discussed with implication to teacher education program in general and to REGEV program in particular.

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THE PEA İN THE POD: DEVELOPİNG PRACTİCE PHİLOSOPHİES WİTH TERTİARY PE/COACHİNG STUDENTS

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INTRODUCTION

Korn (2002) states that every teacher requires a philosophy of teaching that includes ideas about how people think, learn, remember, perform, and become motivated. In teaching higher education physical education and sport coaching students, we have found that a concentrated focus on developing students' teaching/coaching philosophies from the beginning of the course has been invaluable for both students and ourselves as educators. In this presentation, we use the metaphor of trampolining to illustrate how we use teaching/coaching philosophies to develop students' academic writing skills and reflective thinking, challenge assumptions, and build their capacity to blend macro and micro practice concepts. We also discuss the specifics of how we promote and leverage an overall course philosophy that values the importance of knowledgeable, ethical, creative, adaptable and personable sport coaching from recreational and community environments to the elite level.

METHOD

The first-year student cohort (consisting of approximately 60 students annually) are required to submit a teaching/coaching philosophy as 25, 75 and 300 word versions; submit draft (formative) and final (summative) documents; and attend both concept generation and academic writing workshops. In this presentation, we provide examples of student work that demonstrates and often exceeds our expectations and objectives.

RESULTS

Evaluation feedback indicates that, contrary to their initial expectations, developing practice philosophies is perceived by students as a highly valued assessment task, especially in connecting theory with practice, promoting healthy living and in consolidating the centrality of relational skills in teaching and coaching. From our perspective as educators, the practice philosophies help us better understand students as individuals and as learners. More importantly, it greatly improves our confidence that students are equipped with the necessary academic and disciplinary writing skills to successfully undertake subsequent writing tasks throughout the degree.

PURSUİNG QUALİTY PHYSİCAL EDUCATİON DELİVERY İN SOUTH AFRİCAN SCHOOLS: A HİSTORİCAL OVERVİEW.

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INTRODUCTION

During the last 20 years, Physical Education (PE) in South African schools can be compared to a roller coaster ride. After 1994, curriculum reform commenced by steering education in a new, outcomes-based direction. PE, previously a stand-alone school subject, was reduced to one of the learning outcomes of Life Orientation, a novel learning area of the new Curriculum 2005. Thereafter the curriculum was replaced twice, once in 2001, and again in 2011, all efforts to simplify the curriculum. Apart from these significant changes to the curriculum over the past two decades, teachers' poor subject matter knowledge and pedagogical content knowledge are important contributors to relatively poor outcomes of learners.

The aim of this paper is to explore these curriculum changes and the impact thereof on the implementation of PE in schools, including the consequences regarding the training of teachers at Higher Education institutions (HEI's).

METHOD

This review explores the literature regarding the historical development of the PE curriculum and concomitant policy development. Consequently, the impact on the formal education and training of PE teachers in South Africa are examined.

RESULTS AND DISCUSSION

Deliberations to drive the promotion of physical activity and "sport for all", seem to have a recurring theme of the importance of PE as the foundation for leading active and healthy lifestyles, yet the delivery and implementation are frequently under suspicion. Evidently, teacher education needs to be revisited as integral to quality PE delivery.

CONCLUSIONS

The education and training of teachers ultimately lies within the jurisdiction of the HEI's. Universities should provide direction and structure on research, resource development and education and training in order to chart a national initiative for the reinstatement of PE as an independent subject in the curriculum. A collaborative effort from the Universities should contribute to ensure quality PE delivery in South African schools.

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COOPERATİVE LEARNİNG STRATEGİES İN A PHYSİCAL EDUCATİON SETTİNG: QUANTİTATİVE AND QUALİTATİVE PERSPECTİVES

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INTRODUCTION

Cooperative learning (CL) is considered as one of the main tools for training students how to meet the challenges of the 21th century (Johnson & Johnson, 2014). Nevertheless, the effects of cooperative procedures insufficiently consider qualitative data through analysis of social interactions (Lafont, 2012, Legrain et al, in press). This communication emphasizes the benefits of cooperative learning procedures in PE through qualitative and quantitative perspectives in physical education (PE) setting.

METHOD

The first study comprising 37 boys and 32 girls (11 years ± 0.5) focused on the personal responsibility and positive interdependence through peer tutoring roles in gymnastics station teaching. We examined the effects of a Role Rotation and Hand over the Baton (RHB) design on self-efficacy (SE), performance and class cohesion in comparison with a more traditional procedure (Station teaching, ST), and with a control group (CG).

On the second study, comprising 9 boys and 5 girls (9.4 years old), the participants were divided in three teams of similar motor performance levels according to a pre-test in game context. During an intervention session of twelve lessons they were alternately involved in phases of the game and short discussions about the game. Verbal exchanges were analysed by the following: the interactive dynamics, the contents of the verbal interactions and every team member's participation (speaking turns). The discussions within each team were videotaped, transcribed verbatim and then analysed.

RESULTS

On the first study, the results showed that RHB participants displayed higher scores than ST and CG participants on accuracy of SE appraisals, performance, and group-integration task. The results of regression analyses showed that learning condition explained 48% of the variance whereas GI-T added 4% to the explained variance of vaulting horse performance.

On the second study, verbal interactions became more collaborative at the end of the session (more contradictory confrontations and co-constructions). Moreover, conversations concerned the 'score of the match', the 'partners of the team ', 'the task' and the 'techniques' (passes, shoots) at the beginning of the session. At the end of the unit, the exchanges mainly focused on 'tactical considerations related to the team organization and to the occupation of the field', 'the organization of the attack', and 'the behaviour of the opponents'. Also, the speaking turns increased and were more equally shared within each team.

CONCLUSION

All together, these results emphasized the importance of pedagogically structuring the environment and preparing pupils adequately to help them

to interact in a cooperative PE context. More specifically, these results stressed the importance of jointly considering quantitative and qualitative data in order to address social condition of learning in PE (Siedentop & Tannehill, 2000).

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BEGİNNER PE TEACHERS PERCEPTİONS OF KNOWLEDGE FROM PETE İN LİGHT OF THE DEMANDS OF THE FİRST YEARS OF TEACHİNG

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INTRODUCTION

This research, of qualitative and longitudinal design, aims to understand how the beginning physical education (PE) teachers conceive, appraise and use the knowledge of their physical education teacher education (PETE), during their first five working years in the primary and secondary schools. Although PETE isn't only related to knowledge, as it's also related to values, beliefs and conceptions of teachers' work (Tsangaridou, 2006, Armour, 2006), we consider that one of the first missions of universities is to supply to beginning teachers a knowledge base susceptible to enlighten and to support their educational practices. What happens with this knowledge when the students finish their PETE and join the workplace?

FRAMEWORK

Considering Shulmans' contribution about 1) Content Knowledge, 2) Pedagogical Knowledge and 3) Pedagogical Content Knowledge (Shulman, 1986, 1987) as well as based on the analysis of teachers' work and the workplace conditions of beginning PE teachers (Blankenship & Coleman, 2009), we follow a group of beginners to understand: 1) How do they consider and evaluate the knowledge learned during the PETE? 2) To what extent does this knowledge evolve over time? How do they mobilise, reevaluate, reconfigure and prioritise that knowledge to adapt it in their work situations?

METHODS

Available data stemming from semistructured interviews with eleven PE teachers (year 1) are presented in this paper. Teachers discuss their professional process of induction, their experiences teaching as beginners and their relationship to the knowledge from PETE.

RESULTS

The results highlight their difficulties related to the hard conditions of the workplace in the first years, as well as the mitigated relationship of the beginning PE teachers with the knowledge from their PETE considering the demands of their workplace conditions.

CONCLUSION

Finally, the results raise the question of the school welcoming and mentoring of the teachers in the beginning of their career.

SHIFTING THE VALUE PARADIGM IN PHYSICAL ACTIVITY AND SPORT

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INTRODUCTION

The aim of this study was an exploration of the motives and values that underpin lifelong commitment to sport and physical activity amongst a group of lifestyle adventurers (Wheaton, 2004). Lifestyle adventurers create highly mobile sports communities (Rickly-Boyd, 2012) through which they seek out natural/wilderness based locations to pursue adventure experiences. These experiences are characterised by uncertainty and risk, demanding high levels of commitment on behalf of the participant (Mortlock, 1984). The study set out to establish if there are lessons to be learned from the intrinsic motivations of such life-long participants in the wider physical activity realm.

METHODS

Throughout a 16 day sea-kayaking expedition in June 2014, a group of lifestyle adventurers were interviewed individually and participated in an in-depth focus group discussion on their motives, values and subjective experiences of adventure. The researcher, engaging as an expedition member, also recorded a self-reflexive narrative of the lived adventure experience.

Using Heidegger's (1996) theory of existential authenticity as a conceptual framework and environmental triangulation to help capture the nuances of independent adventure experiences, themes arising from the ethnographic data were identified, categorised and member checked by the expedition participants. Extracts from the researcher's auto-ethnographic notes were also used.

RESULTS

The kayakers displayed high levels of intrinsic motivation throughout the expedition and subscribed to a range of related intrinsic values (freedom, creativity), self-directional values (self-respect, independence, self-confidence) and universalism values (equality, unity with nature)(Schwartz, 2006). Such values were significant drivers of their sustained engagement as lifelong, lifestyle adventurers.

CONCLUSIONS

The high intrinsic levels of motivation displayed by the adventurers indicate the importance and potential of shifting the value paradigm from extrinsic ideals such as body image and physical appearance in sport and physical activity, and demands that the messages we create as policymakers embody ideals that are intrinsically driven.

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A CRİTİCAL ASSESSMENT OF PHYSİCAL EDUCATİON'S PUBLİC HEALTH ROLE ON EMPİRİCAL, HİSTORİCAL, ETHİCAL AND PHİLOSOPHİCAL GROUNDS

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INTRODUCTION

A recent New England Journal of Medicine article (Casazza et al. 2013) argued that physical education as it is currently practiced played no meaningful role in the prevention or reduction of obesity. In fact, the authors described the idea of physical education's anti-childhood obesity effect as a harmful and pervasive myth. This is an interesting development given the large amounts of time and energy that appears to have gone into conducting studies that purport to demonstrate such an effect. But as the authors of the paper argue, a realistic assessment of any public health intervention is crucial if we are to avoid pursuing futile policies at the expense of ones with more potential value.

Whether or not schools and, by extension, physical education are useful sites for public health intervention is a serious matter that deserves rigourous intellectual attention, not least because of the hope that appears to have been invested in them.

METHOD

Therefore, in this paper I present four families of reasons - empirical, histroical, ethical and philosophical - that at least cast doubt on the public health missions of schools and physical education. I do this by drawing on and synthesising previous published scholarship from a disparate range of fields of study, including the history of education, heath and physical education, epidemiology, public health, health ethics and the philosophy of education. In short, while most academic commentary about the public health role of schools and physical education do so from within the confines of single academic disciplines, in this presentation I offer an interdisciplinary account. I conclude by arguing that, while anxious to demonstrate its public health utility, the field of physical education is yet to grapple seriously with the obstacles to realising this goal.

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"I THINK THIS HAS BEEN A PROBLEM WITH #PHYSED FOR A LONG TIME": USING SOCIAL NETWORKING SITES AS A PLATFORM FOR PROFESSIONAL DISCUSSION

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INTRODUCTION

The defining moment in Internet usage in the last 20 years has been the move from the instrumental (i.e. information) to the expressive (i.e. the social) Internet (Selwyn, 2011). Through Social Networking Sites (SNSs) the Internet has developed into an interactive online space where people connect, collaborate, and share information. The emergence of SNSs as a vehicle for social interaction has created opportunities for teacher professional learning. SNSs are increasingly utilised as informal and interactive spaces where teachers discuss practice (Goodyear, Casey, & Kirk, 2014). In an era where teachers value informal professional learning based on their needs and interests (Patton, Parker, & Neutzling, 2013), SNSs provide increased opportunity for such interaction. The question informing this paper is, "what is being talked about on these platforms?"

METHOD

Tweets within two "Twitter chats" (#pechat) were explored. As with other Twitter-based discussions (Wesley, 2013), this chat occurred at set times, using a specific hashtag (#pechat), with a moderator (external to the researchers), with a designated topic for discussion, and a free agenda. In total over 2000 tweets were gathered. To further understand this informal and interactive space, six semi-structured interviews with key 'chat' respondents took place. Analysis of tweets and interviews then occurred through a triad test (Ryan & Bernard, 2000). Three researchers independently read the tweets and interviews, coded them, and then shared their codes with each other until the themes were constructed.

RESULTS AND DISCUSSION

Data analysis identified three themes reflecting '#pechat' content: Othering, Environment, and Choice. Within 'Othering' blame for poor PE was placed on other, known or unknown peers who were considered to be "in the wrong profession." The teachers rarely associated their own practices to be similar to any practice deemed as 'poor'. 'Environment' reflected the need for students to succeed and feel safe to try, engage and fail without fear of ridicule. The final theme, 'choice', indicated that PE should be relevant, engaging students in meaningful and enjoyable ways. Irrelevance was a positioned as a reason for disengagement and relevance was considered as a key component of effective curriculum programs.

CONCLUSIONS

SNSs are emerging as platforms for international discussion about PE.

While different perspectives exist in (inter)national contexts, and people are prepared to argue their respective cases, SNSs provide spaces where practitioners can merge conflicting opinions into a shared understanding. Content of the discussions provided the venue to share good (often new) practices thus contributing to practitioners' informal, self-determined professional learning. This study identifies a further need to examine the types of communities that exist and how different practitioners are involved with constructing, developing, and exemplifying messages about physical education through SNSs.

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SİMULTANEİTY OF PROFESSİONAL PRACTİCE AND FORMAL EDUCATİON – AN AUTO-ETHNOGRAPHİC CONTRİBUTE FOR RESEARCH ON COACHES' KNOWLEDGE CONSTRUCTİON

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INTRODUCTION

The controversy on coach education partly arises from evidence showing that coaches' knowledge construction, despite their initial education, tends to occur mainly with practical experience. Their learning experiences and contents represent essential elements to their knowledge construction that still need further enlightenment, especially considering that coaches who have the opportunity to engage with formal education, while integrated within the professional practice, might bring important contributes.

One of the authors delivers Olympic Wrestling classes to kindergarten children for three years and participates in an undergraduate coach education course for a level 2 national coach qualification.

METHOD

Through an auto-ethnographic approach, during the second semester in the second year of the course, that author self-reflected about significant learning experiences to uncover the interaction between both contexts. We submitted each of the seven self-reflection's content to a thematic content analysis and a peer-briefing process ensured trustworthiness. Literature informed the coding scheme regarding to form and content of learning experiences, while still allowing space for emergent categories or themes.

RESULTS AND DISCUSSION

On learning contents, the management of the coach activity was central. Complementarily, pedagogical and contextual knowledge were the most relevant dimensions, whereas pedagogical content knowledge was absent. The direct learning experiences, were most relevant for this coach's knowledge construction. Formal education was essentially a learning experience when internally associated with informal sources from real-context practice. However, some informal sources were more meaningful when the coach's cross-reflection integrated formal education experiences. The research process itself introduced a metacognitive step as an extension to Gilbert and Trudel's (2001) model of coach reflection.

CONCLUSIONS

Altogether, this research supports that some specific experiences might contribute more to some specific contents, and that neither practical experience nor formal education are sufficient on their own. Both contexts need to interplay with each other to increase their value for the coaches' knowledge construction.

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STUDENT TEACHERS' PERCEPTİONS OF UNİVERSİTY SUPERVİSORS SUPPORT DURİNG A PRACTİCUM İN HEALTH AND PHYSİCAL EDUCATİON TEACHİNG PROGRAM

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INTRODUCTION

Expectations are relatively high about the university supervisor (US) in a practicum (Boutet & Rousseau, 2002). They can be summarized by the support offered to the student teachers (ST) and to the cooperative teachers (CT). More specifically, the role of the US consists of providing assistance to the student teachers (observation and feedback) and serving as a moderator between the ST and their CT (Correa Molina & Gervais, 2008). He / she also takes on the responsibility to link theory and practice. However, the way the US assumes these duties depends on the context of the practicum (Desbiens, Spallanzani & Borges, 2013).

METHOD

This study focuses on Health and Physical and Education (HPE) STs perceptions of the support provided by their US during a third-year practicum and their predispositions before starting their last practicum of their teacher education program. 166 STs from a Canadian University (74 females and 92 males) answered a self-reported questionnaire.

RESULTS AND DISCUSSION

Results show that 84,3% consider the support offered by their university supervisor has contributed positively to their learning experience. The quality of the discussions following the lesson was noted as a major factor of satisfaction for 48,6% of the student teachers. On the other hand, the presence of the US was reported to be uncomfortable, even disturbing, because of an important pressure related to valuation. These mainly positive perceptions of the US contribution to teacher training support seem to favorably predispose STs to practicums given only 6,6% of them express apprehensions before starting their last practicum. Finally, male STs are significantly more confident than female STs to be successful in their last practicum (Mann-Whitney: $z = 2,897$, $p = 0,004$), while older students are also more confident compared to the youngest (Mann-Whitney: $z = 2,407$, p 0,016).

CONCLUSIONS

This study contributes to a better understanding of the US contribution in PHE teacher education.

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This study tends to contribute in best practices for education, training and development of physical education graduates, teachers, sport coaches, and active leisure animators.

INCREASİNG HONG KONG CHİNESE STUDENTS' PHYSİCAL ACTİVİTY THROUGH FİTNESS INFUSİON AND CREATİNG AN AUTONOMY SUPPORTİVE LEARNİNG ENVİRONMENT: PROTOCOL OF THE SELF-FIT PROGRAMME

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INTRODUCTION

In line with global trends, the Hong Kong physical education (PE) curriculum placed an increased emphasis on promoting fitness to schoolchildren (Education Bureau, 2013). Currently, many students find traditional fitness activities tedious and boring (Ha et al., 2014). There is no evidence to support that recent reforms were effective in increasing student fitness or physical activity (PA) participation. According to self-determination theory (SDT; Ryan & Deci, 2002), students will engage, and self-initiate, in activities they perceive to be enjoyable; this could be attained by increasing students' psychological need satisfaction of competence, autonomy, and relatedness. Based on principles of SDT, an intervention aimed to improve students' fitness and PA participation was designed.

METHODS

An intervention named SELF-FIT (Self-initiated, Enjoyable, Lifelong Fitness) was designed for school PE in Hong Kong secondary schools. The effectiveness of the intervention will be tested using a randomized controlled trial during the academic year beginning September 2015. The intervention consists of two main components. First, a 20-minute fitness activity using customizable fitness dice will be inserted in PE lessons. Second, in-service PE teachers will be trained to teach using more autonomy supportive approaches. Both components will aim to enhance students' enjoyment and perceived autonomy towards PA, which, according to SDT, will lead to increased PA participation both during PE classes and students' leisure time.

RESULTS AND DISCUSSION

Preliminary focus group interviews conducted with students confirmed that some of them did not enjoy existing fitness activities nor found them useful. However, they showed interest in some high-intensity activities, and to the prospective of being given more choice during PE. A pilot study of the fitness dice activity was also conducted. Results suggested that the activity had comparable intensity, in terms of exertion and accelerometer measured PA, with traditional fitness training during school PE.

CONCLUSION

The SELF-FIT intervention will be implemented in Hong Kong schools, and its effectiveness will be evaluated using a randomized controlled trial. Data will be collected from about 700 students from 28 schools.

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STRATEGIES TO INCLUDE LOWER SKILLED PUPILS

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INTRODUCTION

Danish sport culture plays an important role in the lives of most Danish children. The Danish welfare system is epitomized by a large public sector and universal, egalitarian and generous welfare. These ideals and values also permeate the history of sport in Denmark (Ibsen, Hansen, & Storm, 2010). However there are an increasing number of students who seems to be excluded from participation in PE – partly due to lack of skills von Seelen, J, Munk, M (2012). The purpose of this study was to analyze and describe strategies that teachers can use to include lower skilled pupils in physical education.

METHOD

The research design was a multiple-case study design (Yin, 2009) using five PE classes, grades 7-9, in Danish public schools. Data was generated through observation, semi structured interviews and informal conversations. Theoretical framework was Wenger (1998). Strategy of analysis: Grounded Theory (Charmaz, 2006) and the constant comparison method (Miles and Hubermann, 1994).

RESULTS AND DISCUSSION

The study yielded ten strategies used successfully in the five cases to include lower skilled pupils in PE: 1. Reification of values in PE that teachers identify as positive. 2. Tactical and technical focus rather than winning/loosing. 3. Divide pupils into subgroups. 4. Thorough and precise instructions. 5. Individual feedback. 6. Different types of activities. 7. Develop a practice where the norm is to look out for each other. 8. Use modified activities. 9. Develop activities together with pupils. 10. Let pupils choose focus of activities.

CONCLUSIONS

By using these strategies teachers can include lower skilled pupils in PE.

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PREVALENCE OF NUTRITIONAL SUPPLEMENTS IN GERMAN YOUTH SPORTS – DESCRIBING AND ANALYSING THE HEALTH LITERACY OF YOUNG GERMAN ATHLETES

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INTRODUCTION

The efficacy and safety of nutritional supplements is an important point in many discussions, especially when related to the lack of safety regulations (Maughan, Depiesse, & Geyer, 2007). Specifically, in a sports environment the lack of knowledge (e.g. possible contamination of nutritional supplements) and misinformation about nutritional supplements seem to be far reaching problems (Braun et al., 2009).

Currently, only little is known on this topic, especially with regard to young people participating in the general sports club system. Hence, there seems to be a particular interest with regard to epidemiological prevalence rates for young German athletes and possible relationships concerning health literacy (Lenartz, 2012).

METHOD

sectional exploratory online questionnaire (Questback EFS Survey 10) using quantitative statistical methods.

Tablet-PCs were used in order to improve the quality of data collection and the motivation of the young athletes.

The survey has been developed and implemented in different sport clubs across Germany. 961 young German athletes (age: 14-21) of different sports affiliations and performance levels have been questioned.

RESULTS AND DISCUSSION

Preliminary results show a widespread use of nutritional supplements among young German athletes. 84,5% (n=961) of athletes have taken nutritional supplements at least once during their sporting career (Table 1).

Furthermore, results suggest that young athletes don't seem to have enough knowledge about nutritional supplements and their effects. Only 26,4% (n=961) are aware of the possibility of contaminated products.

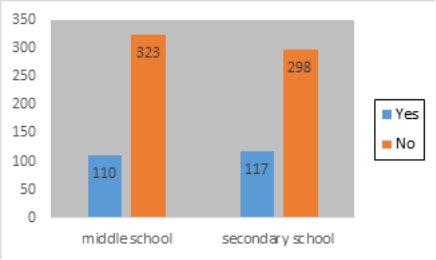

Figure 1. Knowledge about contaminated nutritional supplements of athletes with different school educations (n=848)

CONCLUSIONS

The consumption of nutritional supplements seems to be quite common with young German athletes. However, there is a significant lack of knowledge about potential risks. As a long term goal, the survey data could help in finding new ways for educating young athletes on the potential risks of nutritional supplements.

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POLITICAL DETERMINANTS OF ORGANISING SPORT MEGA-EVENTS AND THEIR LEGACY. THE CASE OF EURO 2012 SOCCER CUP

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Mega-events are "large scale cultural […] events which have a dramatic character, mass popular appeal and international significance" (Roche 2000, p. 1). Sport mega-events include Olympic Games and world or continental championships in the most commercialised disciplines. Organisation of sport mega-events require resources that may be provided only by the strongest sport organisations and countries supported often by the private sector. In such a situation, politicians have significant impact on the event application process as well as on the short and long term legacy of the event. The latter is usually much less interesting for the political and economic elites than the stage of applying for and mediatised hosting the event. Sport mega-event last only between 2 and 4 weeks. This is a very short time taking into account the duration of event preparatory stage and enormous expenditures required. Sometimes, sport stadium build for the very event is used just a few times during the event (e.g. National Stadium in Warsaw, built for Euro 2012 hosted 5 matches, while it took 4 years to build it, and a cost of app. 500 million Euro). Taking this into account and analysing the history of sport mega-events (e.g. Portugal Euro 2004 Soccer Cup, London 2012 IO) we see a crucial role of in-depth analysis of event rationale and it's multidimensional legacy and social consultancies at the stage of taking decision on starting mega-event application process. Such analyses should include the „event core", „intermediate event zone" and long term legacy of the event „event horizon". We would like to present the legacy of Euro 2012 Cup, good and bad practices of such social consultancy with regard to this event and debates over application process for winter Olympic Games in Krakow, Poland. We will present these issues from the broader perspective of sport mega-event legacy as a chance or a burden to the leisure time sport participation sport of the Poles and the life of stadia communities.

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CHILDREN'S RIGHTS IN SPORT

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INTRODUCTION

The theme of the rights of the children and adolescents in sport is largely underrepresented in the scientific literature as well as in the national policies even if the cases of lack of respect are often reported in the news stories. Sport seems a context apparently unrelated to human rights.

METHODS

Beginning from an in depth analysis of the Children's Right Convention from the play, sport and leisure points of view, the review is based on the analysis of three kinds of documents: international and Italian papers and reports, the examination of policies adopted at governmental and sport organizations levels, and news stories.

RESULTS

The coherence of the general children's rights with those in sport is undeniable. The reports at international and national level display well-defined cases of lack of respect of children's rights in sport regarding abuses, mistreatments, violence, and doping administration. Nonetheless, by the side of sport bodies and organizations, a propensity to hide or undervalue the matter endures. Beyond the cases of abuse and violence, a grey zone of unperceived rights is observable among sport operators.

DISCUSSION

Documents collected clearly show that, despite the evidences and the several provisions and charts, there is not awareness of the dimension of the problem and that a widespread self-interested resistance remains in the sport system. The confirmation is provided by the non-binding nature of several provisions and by the lack of integration with the general legislation concerning minors.

CONCLUSIONS

A systematic and comparative study of the respect of children's right in sport is required, above all for fighting the phenomenon itself but, even, for contributing at an in depth revision of the system of recruitment, training, and results' evaluation of the minors practicing sport. The studies should drive toward the adoption of specific and binding policies at international and national levels.

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THE SCHOOL-FAMILY NEXUS: FINDINGS FROM THE TEACHERS AS HEALTH WORKERS PROJECT

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INTRODUCTION

Schools are being positioned as critical in the promotion of young people's health and well-being. Youth health and what children learn about their health is influenced, however, not only by what happens at school, but also by the degree to which parents and schools are mutually supportive of each other's goals. This paper will draw on data from an Australian study that seeks among other things, to understand the school-family health nexus, including the extent and nature of teachers' communication with parents and their confidence in doing this health work.

METHOD

Through this project we engaged with 12 schools and approximately 800 teachers across Queensland. The schools were a balance of primary and secondary in metropolitan and regional locations. Mixed-method data collection included document analysis, questionnaires and case studies. Two underpinning theoretical frameworks are Bourdieu's concepts of field and practice to locate and understand teacher's work, and Foucault's notion of biopolitics to understand how it is individuals and populations come to comply with or resist responsible citizenship.

RESULTS

Across school systems, the investment by teachers in communicating with parents averaged over one hour weekly in both government and non-government schools. Responses suggested that teachers had a very high or high (85.7%) sense of the importance of communicating with parents while the satisfaction teachers derived from this communication (66.4%) was more measured as was their sense of expertise in doing so (64.7%). Qualitative data revealed that while some teachers spoke about shared stewardship and the importance of working well together with parents to improve health outcomes for young people, a significant number of teachers spoke about the costs associated with 'parenting parents'.

CONCLUSION

Findings raise significant questions around the school-family health nexus and whether and how teachers and parents can be better supported to undertake health work in partnership.

NON FORMAL EDUCATION AND EXPERIENCE FOR KARATE BEGINNER COACHES

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INTRODUCTION

A sport's level is one of requirements of access to trainer's diplomas. The trainers' formations suppose the passage of " athlete's " posture in that " trainer's ". This change is not easy (Sarremejane, Sano, & Lémonie, 2010) especially as the formations are partially unsuitable for the requirements of the intervention (Cushion, Armour, & Jones, 2003). The trainer has to join knowledges of follower, novice trainer and learner. How can he appropriate these heterogeneous knowledges?

This research concerns apprentices-trainers who have, in their clubs, an additional formation. This experimental device is a matter for non formal and informal learnings (Brougère & Bézille, 2007) and articulates diverse tools which aim at favoring: 1/the awareness of the real-life experience and the knowledges of the athlete in purpose to reuse for the intervention; 2/the integration of the knowledges of athlete, novice trainer and learner.

To what extent this device helps the neo-professional to build itself? The hypothesis is that a device requiring a reflexive posture and the work of the experience (Mayen & Olry, 2013) facilitates the the appropriation of the knowledges and professionalization.

METHOD

Sixteen interviews are led with three apprentices-trainers. The corpus of data is constituted by verbatims, six questionnaire and of learners' journal. The results are obtained by an analysis of contents (Van Der Maren, 1996) .

RESULTS AND DISCUSSION

The first results invite to think that the device reach the first objective. The learners use their knowledge of athlete to discuss and lead sessions (e.g. *« when I was a child, my teacher gave us many correction. It was hard, but efficient : all the children were respectful »*).

The second objective is reach too (e.g. *« In the courses (formation), they said that the most important in children is to develop motor patterns. In that case, we can ask yourself if it's necessary to perform karate »*).

Yet, the results show many difference between the three case studies.

CONCLUSIONS

Such a device seems relevant to improve the initial formation. With the case studies and the theorical data, the generalization and the adaptation to lifelong learning are envisaged. However further results are necessary to discuss better and improve the formation device.

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THE İNFLUENCE OF SWİMMİNG CONTENT KNOWLEDGE ON TEACHİNG AND LEARNİNG İN TRADİTİONAL AND SPORT EDUCATİON CONTEXTS: AN EXPLORATORY STUDY

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INTRODUCTION

Our understanding of the role in which CK can strengthen instructional models and how that knowledge matters for professional development is limited. It is contended that mere use of an instructional model is insufficient to impact psychomotor learning in meaningful ways (Ward, 2013).

PURPOSE

This study was conducted to investigate how a teacher's enacted Pedagogical Content Knowledge (PCK) differed as a function of Content Knowledge (CK) and Sport Education (SE); and to investigate the relative contribution of CK and SE on student learning in terms of swimming performance.

METHODS

Four intact classes comprising 88 secondary school students (age: 16-17 years) were randomly assigned to a Traditional, a SE, a Traditional-CK, and a SE-CK group. All classes were taught by the same teacher during a 10-day unit of instruction in the front crawl.

RESULTS

Results showed that the teacher's PCK differed as a function of improved CK. For verbal representations, the amount of cues in the Traditional-CK and SE-CK groups increased about six-fold compared to the Traditional and SE group. For visual representations, more partially incorrect demonstrations were observed than correct demonstrations in the Traditional and the SE group. More mature and developmentally appropriate tasks were observed in the Traditional-CK and SE-CK group compared to the Traditional and the SE group. Students in the Traditional-CK and SE-CK groups demonstrated a significant reduction of their amount of strokes on 50m compared to the Traditional group. A significant interaction effect revealed a larger increase in swimming performance in the CK groups compared to the Traditional and SE group . Finally, students in the SE group swam significantly more laps than their counterparts in the other groups.

DISCUSSION AND CONCLUSION

These results show the impact on student learning when CK was added to both traditional and SE conditions and contribute to the literature for pre- and inservice teachers. The SE model did not contribute to students' swimming performance. Students in the Traditional and SE group did not get the same quality of instruction as students in the Traditional-CK and SE-CK condition. The latter groups received content that was presented differently both as a presentation and in terms of the actual task. In short, students in the Traditional and SE conditions condition experienced

the content differently than those in the Traditional-CK and SE-CK condition. These differences in instruction resulted in students in the Traditional-CK and SE-CK condition improving their swimming performances in terms of technical efficiency and in terms of 50m times.

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CHARACTER EDUCATION THROUGH PHYSICAL EDUCATION — EXAMINING THE CASE OF A KOREAN NATIONAL INITIATIVE FOR DEVELOPING WHOPE PERSON —

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INTRODUCTION

A major curricular initiative was implemented in Korean elementary and secondary school physical education (PE) three years ago. Among others, the class time of PE in middle schools has increased from 3 hours to 4 hours a week, in effort to curtail students' misbehavior and cultivate their character. National Curriculum (NC) in PE was revised as a result and, accordingly, various instructional programs and materials have been developed and distributed. The number of new PE teachers selected every year has also increased for the last three years. The emphasis on character appears universal around the world. For instance, England has recently declared to become the global leader in character education (CE). However, criticisms exist on the effectiveness of the "PE for CE" initiative in Korea. The purpose of this study is to examine efforts made at the institutional and instructional levels after the NC PE revision and to identify the barriers inherent in this new initiative. As a result, it seeks to find instructional practices for cultivating students to become more virtuous and humane through PE.

METHOD

First, government documents and instructional materials that provide the teaching models and strategies for PE classes. The revised National Curriculum Physical Education(NCPE) and teaching plans developed and distributed by Ministry of Education are analyzed. Second, an email survey was conducted to parents(N=285), students(N=403) and elementary and secondary PE teachers(N48) located in urban areas near Seoul asking character status of students, schools' character education practices, and desirable strategies for character education in PE. Third, the instructional practices employed to cultivate character in PE and the students/ teachers perceptions on these practices are compared and analyzed.

RESULTS AND DISCUSSION

First, the main PE curricular and instructional practices currently being employed in Korean schools are introduced. It is found that the detailed teaching plans for character is not prepared for the teachers to use in day to day teaching. Second, results from a survey on the perceptions of students, parents and teachers on the importance and effects of school PE on character are presented. Students thought that they are relatively well conducted in PE class(80.78%). Parents thought also that their children show good character in everyday life(83.10%). However, teachers evaluate the level of students' character relatively low(59.65%). This gap shows the discrepancy between students' and teachers' perceptions on character. Third, teachers, students and parents perceived that PE teaching helped to cultivate students' character. The instructional practices employed to cul-

tivate character in PE and the students/ teachers perceptions on these practices are compared and analyzed. The results illustrated that the two most critical factors are neither the policy nor programs. The first factor is the ethos or culture of schools and classrooms. The second factor is the teacher who exemplifies virtues and continuously instructs moral teaching in PE classes.

CONCLUSIONS

Teachers, students and parents all think the PE for CE initiative necessary as society and family are rapidly losing the traditional function of character cultivation. Schools are thought as the last place where students' character can be fostered and nurtured. It concludes that the PE for CE initiative cannot be successful without the culture of humane classes, the community of virtuous PE teachers, and policy support from government.

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BATTERY OF QUESTİONNAİRES TO STUDY YOUTH'S MOTİVATİONS, BARRİERS AND PREFERENCES FOR PHYSİCAL ACTİVİTY.

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AIM

The aims of the search are 1) verify the practicability of a battery of questionnaires that study barriers and motivation for physical activities in youths; 2) identify the kinds of Physical activities that poorly active youths prefers.

METHOD

Five thousand Spanish and Italian students (14-21 y) compiled a battery of questionnaires divided into three parts that investigate: a) personal characteristics; b) perception of barriers and motivations for physical activities through 48 items (BRAFS) at which students express their level of agreement (3=Fully agree, … -3=strongly disagree); c) percentage of time that each students would be willing to devote at six categories of physical activities (MAFS).

RESULTS

Correlation among 48 BRAFS items is significant ($p<0.05$) in about half of cases but only for two couples it is higher than 0.7 (Items 4.1-4.2 r=0.73; Items 12.1-12.2 r=0.76). BRASF questionnaire seems to able to discriminate motivation and barriers in almost four students categories (Males vs Females $p<0.001$; Poor Active vs Active $p<0.001$; Poor Active Males vs Poor Active Females $p<0.001$; Active Males vs Active Females $p<0.01$).

Poorly active youths seems to prefer to be involved more time in Exercise (M=29.06%±16.75), Locomotion of daily life (M=20.06%±16.13) and Recreational Physical Activities (M=19.36%±12.55) rather than in Sport (M=13.58%±13.99), Physical Education (M=9.24%±9.48) and Hand Works (M=8.71%±8.89).

CONCLUSIONS

Preliminary results seems to demonstrate that battery of questionnaires is practicable. In particular BRAFS questionnaire allow to detect a large amount of physical activity's determinants without significant overlaps. The knowledge of preferences in youth's physical activity could help Physical Educators and Researchers to better define physical activities for specific groups like poorly active or active youths.

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EXISTING SCHOOL PHYSICAL ACTIVITY OPPORTUNITIES IN AOTEAROA/NEW ZEALAND SCHOOLS & STUDENTS' SELECTIVE ATTENTION /

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INTRODUCTION

This study was grounded in the body of literature demonstrating a positive relationship between physical activity (PA) and cognitive function (e.g., Budde et al., 2008). The study's purpose was to investigate the effect of existing school-based PA opportunities on students' selective attention (SA).

METHOD

Participants were 237 students (female=112) in eight year five and year six classes from one Primary Aotearoa/New Zealand school. The design employed was a pre-post-test quasi-experimental design with a control group. The intervention was physical education (PE) class participation (20 minutes). Only students with a minimum of 5 minutes of MVPA (measured via accelerometers) were considered as intervention participants. The dependent variable was SA measured through the d2 test of SA, which has been shown to produce valid and reliable data in children (Brickenkamp & Zillmer, 1998). Data analyses included 2 (pre-test, post-test) x 2 (control, intervention) mixed factor ANOVA tests for the three SA measures (TN=total number of items processed; CP=concentration performance; E=errors), followed by an ANOVA test using difference scores.

RESULTS AND DISCUSSION

2x2 ANOVA results showed a significant time effect for all three measures as well as a significant group by time interaction for TN [$F(1, 214)=4.74$, $p=.03$, $\eta p2=.02$] and CP [$F(1, 214)=6.51$, $p=.01$, $\eta p2=.03$], but not for E. No significant group effects were found. Follow up ANOVA results using difference scores showed that the intervention group improved significantly more than the control group from pre-test to post-test for TN [$F(1,214)=4.28$, $p=.04$, $\eta p2=.02$] and CP [$F(1,214)=6.51$, $p=.01$, $\eta p2=.03$]. During PE students accumulated a mean of 1,806 steps ($SD=518$). Results support that Physical Education in an Aotearoa/Aotearoa/New Zealand primary school significantly improved students' SA.

Figure 1. Year six students in a Physical Education lesson

CONCLUSIONS

The time allocated to Physical Education in this Aotearoa/New Zealand school made a significant difference in students' SA or improved cogniti-

ve function in the class-room. These findings corroborate studies in other countries showing increased SA in the classroom following physical activity opportunities [e.g., Tine & Butler, (2012) in the USA and Budde et al. (2008) in Germany]. Physical Education contributes to SA, students' daily physical activity patterns (about 10%), as well as can help the skills, attitudes, knowledge and behaviors needed for a lifetime of physical activity. Results have implications for the structure of school-based physical activity opportunities and students' readiness to learn.

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COOPERATİVE LEARNİNG İN PHYSİCAL EDUCATİON SETTİNG: EFFECTS ON SOCİAL RELATİONSHİPS AND İNCLUSİON İN THE CLASSROOM

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INTRODUCTION

Many studies about Cooperative learning (CL) focused on the acquisition of academic knowledge and strategies in the classroom. In Physical Education (PE), few studies have shown how this structure improved peer, teacher and skills, relationships (Dyson, 2002). This communication is dedicated to present two studies focusing on inclusive role of CL and its effects on social relationships.

METHOD

The first study (Lafont, Proeres and Vallet, 2007), conducted with 17 boys and 13 girls from a French school (third and fourth grades) focused on the role of verbal interactions within each team game during a basket-ball education program. In the experimental group, students participated in discussions regulated by an adult between each game situation. Within the control group, teams from realized individual gymnastics tasks. Mutual attractions and rejections were measured with sociograms within each group and each team at the beginning and at the end of the unit.

The second study (Rivière and Lafont, 2014), conducted with 11 boys and 11 girls, aged of 12 to 13 years, has focused on the inclusion of two boys (T. and A.) from an inclusion device (ULIS) in small groups of four students during a wrestling education cycle. At the pre-test and post-test socio metric questionnaires were used, motor performance was measured and verbal interactions were qualitatively analysed.

RESULTS

On the first study, the results showed that the evolution of mutual attractions was more positive in the experimental group (Ex G) compared with the control group. Results of 2 teams in the experimental group are presented on figure 1, and figure 2

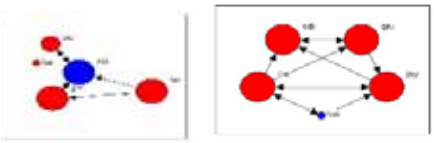

Figure 1: Mutual attractions within team 1 (Ex G) at the beginning and the end of the session.

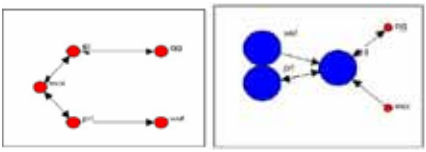

Figure 2: Attractions within yellow team 2 (Ex G) at the beginning and the end of the session.

The same dynamic was observed in the case of the ULIS students for study 2. Furthermore, Verbal interactions were more effective at the end of the session for the two studies.

CONCLUSION

Discussion allows integration of less competent players in teams. Therefore, when physical education teachers or coaches build heterogeneous teams, it would seem appropriate to make use of discussion or debate of ideas within the teams.

These studies demonstrate how CL settings in PE classroom may be relevant modes of inclusion, under certain conditions, especially for students whose initial motor skill level is low.

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APPLYING GAME CENTERED APPROACHES IN COACHING: A CRITICAL ANALYSIS OF THE 'DILEMMAS OF PRACTICE' İMPACTİNG CHANGE

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INTRODUCTION

Despite its straightforward premise, coaching has found the implementation of Game Centered Approaches (GCAs) more difficult than is perhaps acknowledged. This paper outlines a theoretical analysis of GCAs in practice based on reflections from coaching practice, coach education and research. The application of the various GCAs are interrogated in light of its 'constructivist' assumptions and situated within the ambiguities, tensions and compromises inherent within the coaching enterprise. Using Windschitl's framework of conceptual, pedagogical, cultural and political dilemmas as a heuristic, critical questions and issues are raised to help coaches and coach educators interrogate and understand the forces impacting change in coaching. Through the analysis of dilemmas, an alternative agenda for coach education is presented to develop infinitely skilled coaches equipped to apply innovative pedagogies such as GCA.

SIGNATURE PEDAGOGIES OF PHYSICAL EDUCATION PROFESSIONAL DEVELOPMENT

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INTRODUCTION

Signature pedagogies (Shulman, 2005), or core practices and pedagogies (Core Practices Consortium, 2013), are concepts used by teacher educators seeking to improve teaching and teacher education. Recent research indicates the value of exploring teacher education pedagogies (McDonald, Kazemi, & Schneider Kavanagh 2013; Zeichner, 2012) and highlights the value of distinctive types of pedagogies in support of the professional learning of new and experienced teachers.

METHOD

The purpose of this study was to identify, via a bounded systematic review, preliminary signature pedagogies through which to conceptualize physical education teacher professional development. Data sources included fifteen physical education studies over a 10 year period, representing the examination of nine PD projects. Participants of these studies included 196 teachers and 20 facilitators across the US and Europe. A content analysis was used to identify distinct findings/themes and to synthesize these into signature pedagogies.

RESULTS AND DISCUSSION

We identified three discrete professional development signature pedagogies holding potential to enhance teacher growth and learning within the context of physical education professional development. First, teacher-centered inquiry is a signature pedagogy characterizing a process of acquiring knowledge through communicative interactions. Second, the signature pedagogy of the public sharing of teachers' work supports teachers to test out practices in classrooms and share their learning with larger audiences. Finally, communities of learners as a signature pedagogy involves collective learning around a shared concern or a passion.

CONCLUSIONS

Signature pedagogies reflect "the characteristic forms of teaching and learning" (Shulman 2005, 52) and provide insight into "the cultures" and "professional values" of disciplines (Golde 2007, 345). Shulman (2005) posited that the utility of signature pedagogies is their potential to improve teaching and teacher education.

Core practices beyond those presented in this paper have shown promising results in other educational areas and warrant further exploration in a physical education context. The development of a common language for pedagogies of practice offers professional development stakeholders the opportunity for collective engagement to generate knowledge of teaching and learning. Furthermore, the development of signature pedagogies may provide a platform for teacher educators and policymakers to design and evaluate systems to support teachers' learning.

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DEVELOPİNG SPORT CAREER EDUCATİON MODEL İN KOREAN MİDDLE PHYSİCAL EDUCATİON

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INTRODUCTION

In Korea, Ministry of Education (2013) has introduced a free semester system in Grades 7-9 that could guide 'HAPPY EDUCATION' to realize students' dream and to develop their talents, because Korean government has recognized the big gap between school education and job market. The free semester system allows students to organize their own semester with various career education program (KEDI, 2014) within a national curriculum. For doing this, Korean middle school education has tried to develop career education within most subject matters. Unfortunately, little research and discourse are done in the field of physical education in K-12. To date, career education in physical education has been mostly focused on athletic life as only career path in the field of physical education. For this reason, there is lack of knowledge system and curriculum model of career education in physical education. Thus, the purpose of this paper is to develop a sport career education model in the middle school that could be implemented in the free semester system. The sport career education model(SCEM) allows students to clearly identify what they want to do and where they want to go. The model is necessary for all students to learn more about themselves and about the world of work in physical education and sports. The model is designed as three stages such as exploring, designing, and experiencing. In the exploring stage, the model will introduce systematic groups of sport careers to students and provide learning opportunities to search some interested sport careers. In the designing stage, the model will give learning activities to students for selecting two or three sport careers and then for designing their preferred learning strategies. Finally, in the experiencing stage, the model will offer students various activities to experience the preferred sport career for the future.

EXPLORING SEAMANSHIP FOR THE DEVELOPMENT OF PHYSICAL EDUCATION IN THE KOREA NAVAL ACADEMY

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INTRODUCTION

The primary aim of the Korea Naval Academy (KNA) is to educate junior officers through preparing for career of professional excellence and service to the nation. In line with the aim, the mission of physical education (PE) program in the KNA is to develop cadets' capabilities including physical and mental superiority and seamanship. Seamanship is a seaman's idiom by which seafarers unite their professional skills with human competencies, experience and common sense (Knudsen, 2005). In particular, the concept of seamanship has been highly regarded as an essential factor of naval officers' expertise(Mack, Seymour & McComas, 1998). The purpose of this study is to identify key aspects and characteristics of seamanship as a purpose for the PE program of KNA.

METHOD

A literature review was conducted on the basis of arranging journal papers, books, and online resources from a variety of fields of seamanship theory and practice.

RESULTS AND DISCUSSION

The findings showed that the notion of seamanship was very complex and controversial. But it could refer to the art of operating a ship and has been thought as a crucial component of leader of character in the navy. In addition, it appeared that seamanship included two main aspects: 'technique' and 'spirit'. While the 'technique' emphasized on learning navigation skills and maritime knowledge, the 'spirit' focused on sound common sense and appropriate attitude in the process of learning the 'technique'. Importantly, cultivating seamanship focused on developing practical wisdom, phronesis (Knudsen, 2005), which is by nature an intellectual virtue that rather works as a moral virtue, has special significance in a sense that it connects with knowledge and morality(Dunne, 1999). Interrelated programs for intellectual, military, physical and character development had much possibilities of the development of phronesis (Doty & Lumkins, 2010; Germain, 2010).

CONCLUSIONS

Therefore, there is a need for developing integrated PE programs in the KNA to educate cadets' seamanship with the consideration of exploring in further depth the processes of how to maximize the possibilities of realizing phronesis in PE programs...

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AOTEAROA/NEW ZEALAND SCHOOL PERSONNEL'S EFFICACY IN THEIR ROLES IN CREATING HEALTHY SCHOOL CULTURES

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INTRODUCTION

School personnel are being asked to partner in creating healthy and active cultures for students at schools (e.g., Whole-of-School programs; WHO, 2008). The purpose of this study was to determine administrators' and classroom teachers' efficacy in their roles creating healthy school cultures.

METHOD

Participants were 8 Aotearoa/New Zealand teachers (female=6) and 3 administrators (female=1) from two schools, who were asked to share their perspectives on their roles in creating healthy schools through formal and informal interviews. Observations with field notes were also conducted. Constant comparison was used to analyze the data grounded on a self-efficacy framework (Bandura, 1991; 1997). Data and researcher triangulation and negative case searches were conducted to establish trustworthiness (Lincoln & Guba, 1985; Markula, & Silk, 2011).

RESULTS AND DISCUSSION

Participants discussed topics related to all six types of teacher efficacy identified by Bandura (i.e., decision making, instructional, disciplinary, enlisting parental involvement, enlisting community involvement, creating positive school climates); however, the majority of the comments related to instructional self-efficacy. Participants were efficacious in their ability to promote healthy behaviors at school (teachers highly rated their abilities). Overall, themes also supported the healthy behavior cultures that were observed at these schools, including: (a) consistent healthy behavior promotion at school and home; (b) school personnel's views about the importance of modeling healthy behaviors; and (c) classroom teachers' preparation helps them to promote healthy behaviors across the school day, although further preparation to teach Physical Education is warranted (Dyson, Gordon & Cowan, 2011). This study supports Bandura's work (e.g., 1990, 1997) that when teachers and administrators are efficacious about creating healthy and active cultures, they are effective in creating these cultures for students.

CONCLUSIONS

Figure 1. Year six students at morning tea

These Aotearoa/New Zealand classroom teachers and administrators were efficacious about their ability to create healthy and active schools. School personnel's' health promotion efforts and modeling of healthy behaviors, both observed and discussed (at school and home), created efficacious classroom teachers and administrators as well as healthy and active school environments; however they may lack

training. The majority of the comments related to instructional self-efficacy, and the most frequently cited source of support for classroom teaching was external providers. The healthy behavior focus in these Aotearoa/New Zealand schools can serve as a model for other schools around the world; although more preparation and continuing professional development for teaching Physical Education is required.

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MAPPING A PHYSICAL LITERACY PATHWAY: EXAMINING EARLY YEARS PHYSICAL ACTIVITY/DEVELOPMENT PROVISION

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INTRODUCTION

Despite current UK Government white papers recognising the benefits of physical activity (PA) (DoH, 2011; DfE, 2013) and an acknowledged need to nurture physical development (PD) within the first five years of life (Hall et al., 2009) it is argued that there remains a lack of coherence in these areas within early years (EY) provision. This paper presents data from a recent study that sought to examine the provision of PA/PD opportunities for children aged 0-5 years within the East Midlands of England, with a view to facilitating the development of a physical literacy 'pathway' to inform effective practice.

METHOD

Data were collated in two phases. Phase 1 sought to 'map' the PA/PD opportunities for 0-5s in the case study area. Data were collated via semi-structured individual interviews with key individuals involved in PA/PD provision to this cohort. Phase 2 looked more specifically at facilitating the development of the 'pathway'. Data were collated via an online survey disseminated to a variety of EY specialists/practitioners. In both cases, data were analysed thematically to draw out key issues, concerns and ideas.

RESULTS AND DISCUSSION

The data show a mixed picture of provision of PA/PD opportunities to 0-5s across the research context. While there were some examples of good practice/programmes identified, participants also suggested numerous challenges, including: a lack of specific training for many practitioners in relation to PA/PD; limited resources; the need for more parental engagement/ understanding; and a lack of coherence between service providers.

CONCLUSION

Although there are examples of good practice with regard to early years' PA/PD opportunities, provision is often piecemeal and there is a lack of coherence between key individuals, organisations and services involved in the process. The development of a clear 'pathway' could contribute positively in this respect, although an element of flexibility will be required to reflect the complex landscape of the area.

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CROSS-CULTURAL ANALYSIS OF PHYSICAL EDUCATION MAJORS' ATTITUDES TOWARD CHILDREN: A COMPARISON OF TURKEY AND THE UNITED STATES

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INTRODUCTION

The purpose of this study was to investigate cross-cultural differences between Turkish and American physical education (PE) majors' attitudes toward children.

METHOD

One hundred and ninety PE majors participated in the study: 86 were female and 104 male. Ages ranged from 18 to 32 years (M_{female}= 21.81, SD_{female}= 2.35, M_{male}= 22.83, SD_{male}= 2.19). Twenty-seven percent of PE majors indicated that they would prefer to teach at the elementary level, 29% at the secondary level and 44% at the high school level. Participants were all undergraduate students at the Mersin University (Turkey-Mersin) (*n*=147) and University of Georgia (US-Georgia) (*n*=43). Data were collected during regular class periods from a convenient sample by using Barnett Liking of Children Scale (BLOCS) (Barnett & Sinisi, 1990). The BLOCS consists of 14-items that are rated on a 7-point likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

RESULTS AND DISCUSSION

Results revealed that attitudes of Turkish PE majors toward children (*Md*= 85, *n*= 147) significantly differed from American PE majors (*Md*= 79, *n*= 43), *U*= 2427, *z*= -2.31, *p*= .02, *r*= .17. Also, attitudes of Turkish female (*Md*= 86, *n*= 74) and male (*Md*= 85, *n*= 73) PE majors (U= 2467, *z*= -91, *p*= 37) and American female (*Md*= 82, *n*= 12) and male (*Md*= 78, *n*= 31) PE majors (*U*= 126, z= -1.61, *p*= .11) toward children did not differ significantly. Attitudes of American PE majors toward children did not significantly affected by their preference to work at three levels of education (elementary, secondary, high school), [$\chi^2(3)$= 2.20, *p*= .33], but attitudes of Turkish PE majors significantly differed according to their preference to work at three levels of education, [$\chi^2(2)$= 17.60, *p*= .001]. Attitudes of Turkish PE majors' who prefer to work at elementary level (Md= 91, n= 42) were significantly higher than PE majors who prefer to work at secondary (*Md*= 86, *n*= 50), *U*= 729, *z*= -2.52, *p*= .01, and high school levels (*Md*= 77, *n*= 55), (*U*= 615, *z*= -3.94, *p*= .001). Attitudes of PE majors who prefer to work at secondary level also found to be higher than the attitudes of PE majors who prefer to work at higher education level, *U*= 1031, *z*= -2.21, *p*= .03.

CONCLUSIONS

The findings of the current study provided insight into the cross cultural differences in attitudes toward children among PE majors.

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USING A LIFE HISTORY APPROACH TO EXPLORE THE WITHIN-CAREER TRANSITIONS EXPERIENCED BY HIGH PERFORMANCE ADOLESCENT ATHLETES.

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INTRODUCTION

Research on career transitions in sport has recently begun to focus on the within-career transitions experienced by athletes (Stambulova, Alfermann, Statler & Cote, 2009). Life history methodology is a useful research method to help understand athletes' perceptions of the transitions they face as it allows for the exploration of a variety of experiences and relationships, and to examine changes over time (Sandelowski, 1991). This study uses a life history methodology to explore the transitions experienced by four high performance adolescent athletes during their transition out of second-level education.

METHOD

The study began with the use of retrospective life history grids (adapted from Côté, Ericsson, and Law, 2005) to trace the athletes' development in sport. Following these initial interviews and over the next two years data from qualitative interviews was collected to gain insights into the athletes' lives. This technique allowed for the exploration of the transitions experienced by the athletes and assisted in unpacking the complexities of the decisions they made and the consequences that played out.

RESULTS

Writing life histories, as told, threw up huge barriers regarding the chronology of writing. The athletes reflected not only on what happened in the past, but what was currently happening, and what may happen in the future. My overall strategy to represent the data was to write each transition chronologically, and to code the interview quotations to let the reader know when each athlete made each statement.

CONCLUSION

A life history methodology is a useful method of inquiry into career transitions and a wide variety of psycho-social phenomena as life history researchers see participants as collaborative partners. It also allows for stories that are not routinely told to be heard (Douglas & Carless, 2015). This cooperative approach can help to gain insights into how past events and relationships might influence current phenomena (Haglund, 2004) and how athletes understand their lives.

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THE LIVES AND CAREERS OF PHYSICAL EDUCATION TEACHERS: TWELEVE YEARS ON FROM GRADUATION, AISEP 2015

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INTRODUCTION

There continues to be a lack of empirical research beyond the induction stages of physical education teachers and their career-long socialization process (Pike & Fletcher, 2014), with an identified need to explore the ways in which teachers navigate the cultures of the schools in which they are employed over the course of their careers (Richards, Templin, & Graber, 2014). This study spans the lives and careers of six physical education teachers who qualified as teachers over 12 years ago, exploring the factors that influence their respective career trajectories.

METHOD

Six physical education teachers who qualified in 2003 were interviewed on graduation from a PETE programme, at the end of their first year teaching, at the end of their sixth year teaching and twelve years after graduation. As the teachers progressed through their teaching career responses to three connected questions were explored; (1) How do physical education teachers view the occupational utility of knowledge acquired during the PETE programme?, (2) To what extent are changing perceptions of physical education attributed to the experiences of physical education teachers? and, (3) What working conditions impact physical education teachers' career decisions? Due to the longitudinal nature of the data, extended narratives are used to convey the complexities of the individual journeys of the teachers.

RESULTS AND DISCUSSION

Experienced teachers' changing perceptions about the physical education teaching field are examined. Mapping the extent of changing perceptions identifies what teachers bring with them to teaching and the impact that particular institutional practices have on teachers. The study also contributes to our understanding of the complex relationships evident in preservice teachers' transition from university to the workplace (Buchanan et al., 2013), why some teachers are able to successfully negotiate hurdles (Lynn & Woods, 2010) and teacher retention (Cha & Cohen-Vogel, 2011; Cochran-Smith, 2004).

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OPENİNG THE EXPERT TOOLBOX - UNPACKİNG NOTİONS OF CRİTİCAL THİNKİNG AND SPORTS COACHİNG PEDAGOGİES.

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INTRODUCTION

To underpin choices made in the coaching process conscious and intentional rather than based on 'tradition and uncritical inertia' illuminated by research, Cassidy et al (2009) suggest that the coach education should be less concerned with generic guidelines and mimicking the practice of observed others. More attention should be paid to developing a model of critical thinking which would allow coaches to develop their own expert tool box to professionally meet the dynamic, social, interpersonal and situational nature of the coaching process.

My paper emphasizes that sport coaching research (Jones, Armour and Potrac, 2004, Jones, 2007;Taylor & Garrett, 2010; Tinning, 2010) reminds us that the coach has responsibilities that reach beyond the purely technical and tactical into the moral. In this context of a moral enterprise and more cohesive conceptual understandings in the coaching professionalization and practice globally, my paper looks more closely into how notions of critical thinking and sports coaching education pedagogies, regarded as a significant ideological element in the education of sport coaches, are affected.

Being part of a Norwegian case study, my paper asks how critical thinking and the pedagogies of sports coaching are conceptualized in the sport coaching education programs provided in the education marketplace, and in this context what kind of sport pedagogies underpin knowledge, education values and notions of professionalism that fill up the future sport coaches' expert tool boxes.

Firstly, the paper presents a critical discourse analyse (Chouliaraki & Fairclough, 1999; Fairclough, 2003) of a sample of coaching programs. Secondly, analysing in-depth interview data, the paper focuses upon the rules regulating critical thinking in the sports coaching programs pedagogical discourse (Bernstein, 2000)

The paper illuminates tensions, power and resistance emerging in notions of critical thinking and coaching pedagogy in the construction of current sports coaching programs.

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SPORTS İN ELEMENTARY SCHOOL: EFFECT OF EXTRA PHYSİCAL EDUCATİON ON MOTOR SKİLLS AND PHYSİCAL ACTİVİTY

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INTRODUCTION

Children have to learn fundamental motor skills to ensure a lifetime participation in sports (Faigenbaum & Myer, 2012). An essential part of this learning process is organized in physical education lessons. The quantity and quality of these lessons play a crucial role in sport participation. Sufficient attractive physical education lessons ensure the development of the fundamental motor skills and contribute towards a positive sport experience for every child.

METHOD

Between 2011-2015, the motor skills, sport participation and physical activity of the children (grades 3-6; N=250) with and without a physical education specialist was measured. In the experimental schools physical education specialists provided three sport lessons per week. Besides the extra lessons, there were supplementary sportactivities after school time. On the control schools physical education consisted of two lessons a week, provided by a group teacher.

Differences between experimental schools and control schools were assessed on task directed behavior during the lessons (System for Observing Fitness Instruction Time, McKenzie, Sallis & Nader, 1991) on motor skills (Movement ABC-2, Henderson, Sugden & Barnett, 2007) and on sport participation and physical activity (Dutch Standard of Healthy Exercise Questionnaire, Collard, 2014).

RESULTS

With still one year to go, the first results are promising in favor of the physical education specialist. On schools with a physical education specialist the children show more task directed behavior, achieve better motor skills and present a more physical activities during the week.

CONCLUSIONS

Extra physical education, given by a specialist appears to play a crucial role in the development of motor skills and thereby contribute to the physical activity of children in elementary school. To guarantee a physically active future for our children it seems wise to strengthen the position of the physical education specialist in the educational system.

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WHAT IS NEW IN PHYSICAL EDUCATION IN THE NEW SPANISH EDUCATION ACT?

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INTRODUCTION

Spain has undergone educational reforms in order to adapt educational requirements to the European context. The new Education Quality Act "LOMCE" (December 2013) has entailed significant changes in the school system. This paper introduces the new educational act regarding the proposals of school-based Physical Education (PE) focused on Secondary school level.

METHOD

The starting point is a thesis conducted in 2004 in Spain (Murcia) looking at how in-service PE teachers at various Comprehensive Secondary Schools were implementing the PE curriculum. An explanatory sequential mixed method design was used to look at the curriculum design in practice from the teacher's point of view (key factor).

RESULTS AND DISCUSSION

The official proposals for the design of Physical Education curriculum at the Compulsory Secondary Education level have been through different stages. The findings verified the degree of implementation underlining no meaningful engagement between curriculum design and practice.

CONCLUSIONS

Teachers should take part in the change process in order to become involved and committed to the process of implementing curriculum policy into practice. The new educational act in Spain is a challenge as well as an opportunity for teachers to embrace with the curricula.

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BEFORE-SCHOOL RUNNING/WALKING CLUB: EFFECTS ON PHYSICAL ACTIVITY AND ON-TASK BEHAVIOR

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INTRODUCTION

Despite public health concerns and the multiple health and cognitive/academic benefits of physical activity (PA) participation, many youth worldwide do not meet the recommended PA guidelines. Schools are ideal PA promotion sites and whole-of-school programs have been identified as a promising strategy to increase youth PA levels (IOM, 2013). One such program is the Comprehensive School PA Program (CDC, 2013), which includes five components, one of which is PA before and after school. However, there is a scarcity of research on before-school programs as an approach for increasing children' PA and improving their readiness to learn. Hence, the purpose of this study was to examine the effect of a before-school running/walking club on children's PA and classroom on-task behavior.

METHOD

Participants were third and fourth grade children (N=88) from two US schools who participated in a before-school running/walking club that met twice each week (School-A: 20 minutes; School-B: 15 minutes). The study was first conducted at a private school (School A) and subsequently replicated at a public school (School B). It employed an experimental design with an initial baseline phase followed by an alternating treatments phase with counterbalanced order of the program/no program conditions. PA was monitored using piezoelectric pedometers (during the before-school program and the school day). On-task behavior was assessed through systematic observation for the first 45 minutes of school. Inter-observer reliability (conducted for >25% of observations) exceeded 91.5% across schools. Data analysis included visual analysis, descriptive statistics, and multilevel modeling (Level-1: day-to-day observations; Level-2: person-level variables).

RESULTS

Children accumulated substantial amounts of PA within the before-school program (School-A: 1,731 steps, 10:02 MVPA minutes; School-B: 1,502 steps, 8:30 MVPA minutes) and, on average, did not compensate by decreasing their school-day PA. Classroom on-task behavior was significantly higher on days children attended the before-school program relative to days they did not, and this was supported by both visual analysis and statistical analysis results (average increase at School-A=15.78%, *pseudo-*R^2=.34 [strong effect]; average increase at School-B=14.26%, *pseudo-*R^2=.22 [moderate effect]).

DISCUSSION AND CONCLUSIONS

Results suggest before-school programs positively impact children's PA

and on-task behavior (for at least 45 minutes). Importantly, such programs do not take time away from academics and may be an attractive option for schools. Findings have implications for structuring children's (school) day and school-based PA opportunities.

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WE'RE LEARNING TO MOVE WITH DIGITAL MEDIA: LESSONS FROM YOUNG SKATEBOARDERS

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BACKGROUND

Alternative sports (e.g. skateboarding, kitesurfing) represent an interesting site of learning as, unlike many mainstream sports, coaches are not commonplace. Rather, participants often learn on their own terms and rely on self and peer assessment, and increasingly on digital media to enhance their skills. Forms of learning, therefore, that are neither explicit nor bounded or well-understood, have emerged from developments in the culture of these sport and developments in digital media (Enright & Gard, in press).

PURPOSE

The purpose of this paper is to understand the role digital media plays in how and what young people learn in alternative sport.

METHOD

Data were generated through semi-structured and focus group interviews with skateboarders, and initial observations undertaken by the author. At the time of writing 25 participants (6 females, 19 males; aged 12-25yrs) had been interviewed. Analysis has involved the inductive coding of all data, followed by a consideration of how and why particular learning theories might underpin usefully divergent ways of understanding the data, and young people's learning in a 'digital age' (Cormier, 2008; Siemens, 2005).

FINDINGS

Digital media seems to have made new ways of participating and learning in and about sports possible. Data suggest that participants see digital media having a strong and multifaceted impact on learning. It is, for some, the means through which they learn that the sport actually exists; it seems to make it easier to engage in self-education, and can accelerate the learning process; it supports the creation and maintenance of community; it is a source of inspiration; and a new medium through which people can create and express themselves.

CONCLUSION

The data raise significant questions about whether and how physical education teachers and researchers might better understand and exploit learning opportunities created with and through digital media.

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PRE-SERVİCE HEALTH AND PHYSİCAL EDUCATİON TEACHERS' DİSCOURSES OF THE BODY AND HEALTH İN AUSTRALİA AND ARGENTİNA

Valeria Varea

ABSTRACT:

This paper explores how a cohort of pre-service Health and Physical Education (HPE) teachers from two different universities and countries, describe and construct health and the body. Taking a poststructuralist Foucauldian perspective, the aim of this paper is to explore constructions and understandings of the body and health, using data from one Australian and one Argentinean universities.

In both university contexts, participants' discourses manifested a strong believe regarding the body of the HPE teacher as role model. However, the Australian cohort put more emphasis on discourses related to the healthism discourse (Crawford, 1980), whereas the Argentinean counterparts were more focused on issues related to aesthetics, particularly among females.

How pre-service HPE teachers think about and relate to health and the body is important in terms of how they think about their professional practice and the influence they might have on students.

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OUTSOURCİNG İN HEALTH AND PHYSİCAL EDUCATİON: A CRİTİCAL REVİEW OF PREDİCTİONS AND REALİTİES

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INTRODUCTION

The outsourcing, or external provision, of Health and Physical Education (HPE) has been a consistent topic in futures talk in the field (Hoffman, 1987; Tinning, 1992; Kirk, 2010). Despite many disconcerting predictions, the outsourcing of HPE has only recently become the focus of empirical research. There are a growing number of studies that look at how and why HPE is outsourced (e.g. Williams, Hay & Macdonald, 2011; Whipp, Hutton, Grove & Jackson, 2011). It is now possible, therefore, to analyse the relationship between predictions and realities and to map a research agenda for future work in the area.

The purpose of this paper, then, is to provide a systematic and critical review of the literature on outsourcing in HPE, and consider the findings of this review in relation to the many predictions made about the external provision of the subject.

METHOD

Literature was sourced from two educational databases using the key terms of 'external providers', 'outsourcing', 'privatisation', or 'external agencies' all paired with either 'HPE', 'physical education' or 'health education' and searches of their citations and references. The corpus of 31 publications collected currently includes 21 empirical studies. A content analysis was undertaken to identify country of origin, study focus, participants recruited, subject and school level researched, study length, data sources, analysis, and findings. The results of this analysis are considered in light of 10 futures-based pieces on outsourcing in HPE.

RESULTS AND DISCUSSION

Empirical work confirms that many predictions presented in the futures literature about outsourcing have materialised. With outsourcing often only a feature, not a focus, of many of the studies, there remain numerous unanswered questions that warrant further inquiry. Significant gaps and silences also exist in the work, with few studies investigating post-primary settings and little attention given to students' perspectives.

CONCLUSIONS

The HPE landscape has changed significantly over time, with some of those changes predicted and others not. This paper concludes by raising questions about whether and how the field might better deliberate and respond to predictions.

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A KOREAN ELEMENTARY SCHOOL TEACHER'S ROLE EXPECTATİONS ON SPORT INSTRUCTORS

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INTRODUCTION

This study purports to identify an elementary school(ES) teacher's role expectations on Sports Instructors(SIs) and factors that influence them. After six years since its implementation, the consensus on SI's roles in helping teaching physical education(PE) classes has not been clearly established yet, and inter-role conflicts between SIs and teachers still persist. Many studies have focused on the nature and sources of conflicts, mostly from SI's perspective. On the contrary this study turns to the perspective of teachers, as they are the main sender of the role expectations for the SI.

METHOD

The participant, in his thirties and ten years into teaching, had four years of team teaching experience with three SIs. He had worked as a PE department head for four years. Data were collected through four semi-structured in-depth interviews, 40 minutes long each. Documents such as SI managing plan, school curriculum and others were collected. A phenomenological analysis was conducted(Creswell, 2007). Trustworthiness of data was enhanced through peer debriefing and member check with the participant.

Figure 1. The participant's three role expectations on SI

RESULTS AND DISCUSSION

Findings revealed that the participant has three role expectations on SI. They were influenced by three identities (or roles) he had(Figure 1). First, as a team teaching partner, he expected a 'semi-ES teacher' role for SIs who has better understanding for PE and students. Second, he asked for the role of 'sport coach' who produces better outcomes in school sport competitions. Third, as a middle manager, he thought of SIs as a 'cooperative co-worker' who adapts well to the school culture.

CONCLUSIONS

These findings indicated that ES teachers have a relatively different understanding on the roles than SIs. There is a need to have realistic and possible role expectations for SIs, thus this can reduce SI's inter-role conflicts. And SIs need to make a greater effort to understand for PE curriculum, students and school cultures for ES teacher's role expectations on them.

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TRAİNİNG NEEDS OF COOPERATİNG TEACHERS İN HEALTH AND PHYSİCAL EDUCATİON: PRELIMINARY RESULTS OF AN İNTERNATİONAL SURVEY

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INTRODUCTION

Supervised practicum in schools contributes significantly to the professional and personal development of future teachers in health and physical education (HPE). In this learning context of a practicum, the school teacher supervising the future teacher (what we will call a « cooperating teacher ») often acts as mentor. Fulfilling such a role requires specific competencies, different than the ones demonstrated by a teacher, but complementary (Gut et al., 2014). Agreeing that such a role requires specific competencies brings up the question of the training of cooperating teachers to act as mentor (Jaspers et al, 2014). How can the quality of the mentoring they offer be not only supported but also enhanced? Very few research has been realized on the training needs of cooperating teachers (Clarke, Triggs & Nielsen, 2014).

METHOD

This proposed communication will present the results of an international survey focused on the training needs of cooperating teachers (presently ongoing). Cooperating teachers, school principals and university supervisors, from different countries (Belgium, USA, Québec, Ontario, Switzerland, France) will be solicited to answer an on line questionnaire on their views of the main objectives of a practicum, the skills needed to ensure effective mentoring, as well as on the actual and desirable level of mastery of these skills. Themes have been identified following an extensive literature review in French and in English.

RESULTS AND DISCUSSION

The global results on these themes will be presented. Comparisons of the results between the different contexts and countries as well as between the different categories of participants (cooperating teachers, principals, university supervisors) will also be offered and discussed.

CONCLUSIONS

This study allows to identify needs of cooperating teachers about mentoring in PHE with the aim to creating and setting up a training which fits with their needs.

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This study tends to contribute in best practices for education, training and development of physical education graduates, teachers, sport coaches, and active leisure animators.

DO SPANİSH PRİMARY SCHOOL TEACHERS USE GAME-BASED APPROACHES WHEN TEACHİNG GAMES? A STUDY IN SIX AUTONOMOUS COMMUNITIES

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INTRODUCTION

Since the introduction of the Teaching Games for Understanding model (Bunker and Thorpe, 1982) in Spain, mainly by Devís Devís and Peiró Velert (1992), Game Based Approaches (GBAs), have had a great acceptance among the academic community. However, it is not really known the current level of use of this instructional model by teachers.

AIM

The aim of this study is to analyse how Primary School (PS) teachers from seven regions in Spain teach games, and to know if they are using Game-Based Approaches (GBAs) as the main instructional models or not.

METHOD

The Games Instructional Models Questionnaire was administered to 105 Primary School teachers from Andalucía, Aragón, Castilla-La Mancha, Cataluña, Comunidad Valenciana and Murcia.

RESULTS

Findings show that most participant teachers start teaching games in year two PS (52.4%), and all teachers teach unless one games unit in year six PS. Tactical declarative knowledge is taught by 77.1% of teachers, while de second most taught declarative knowledge is related to sports History, taught by 60.1% of teachers. Declarative knowledge is taught by reflective questions by 78.6% of teachers. 88.6% of teachers teach technical contents, and 73.3% teach tactical contents; more than 70% of teachers use modified games for teaching both skills and tactics. Skills are the main criteria in learning progressions (50.0%) while tactics is the main criteria only for 28.8% of teachers. Thematic approaches are used by 47.6% of teachers, 54.4% of these teachers do it even in year six PS. Reflective questions are used by most teachers when teaching tactics (78.1%) and skills (84.7%). Skills practice and modified games have the same objective in same lessons (84.7%). 45.7% of the teachers use a lesson structure in which skills are taught first, followed by game forms; other teachers do game form first, second skills, and third game form (44.8%). Assessing games learning outcomes is mainly based on skills, both in isolation (efficacy, 60.1%; pattern, 70.5%) and during the game play (80.9%). Decision-making is assessed by 81.0% of teachers. No more than 35% of teachers assess declarative and procedural knowledge, but rules. Attitudes and social values are assessed by 99% of PS teachers. Check lists and observation scales are the most used assessment instruments (80%). Game performance instruments (e.g., GPAI or TSAP) and rubrics are used by less than 30% of teachers, and 59.1% of PS teachers recognize they assess games by observation using no instruments. 76.2% of teachers state they teach ga-

mes through GBAs. No differences were found because of gender, school year and experience.

CONCLUSION

From all these findings it is deduced that Spanish PS teachers from these regions are using GBAs, although some issues should be improved, like tactical awareness as a relevant learning progression criteria and assessing decision making.

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RELIABILITY AND VALIDITY OF MAXIMAL MUSCLE POWER TESTS DURING SQUAT JUMP IN KINDERGARTEN AND PRIMARY SCHOOL CHILDREN

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INTRODUCTION

Development of muscle strength and power is essential for success in sport and early selection. To monitor current status and development of muscle power its necessary to have adequate testing even in early age (Davis et al., 2008). Therefore, a valid measurement method of muscle power for children is crucial. Muscle power is usually measured indirectly with different performance task tests. Fitrodyn dynamometer has been shown to be a reliable, objective way to obtain strength measurements in different category of subject (Jennings et al., 2005). The purpose of this study was to establish validity and reliability evidence for the Fitrodyn dynamometry test for kindergarten and primary school children.

METHOD

Kindergarten children (n=56) aged 4-6 years and primary school children (n=46) aged 10 – 12 years performed different strength and power tests. During squat jump peak power and velocity of movement were measured by means of a computer-interfaced Fitrodyne attached to the stick/barbell via a tether. Intraclass correlation coefficients (ICCs) were used to examine reliability, and Pearson correlation coefficients with standing long jump were used to examine validity.

RESULTS AND DISCUSSION

Squat jump power for kindergarten group was highly reliable both within 1 day (ICCs = 0.90 and 0.92 for day 1 and day 2, respectively) and across 2 days (ICC = 0.87). Primary school children group had higher reliability. Within 1 day (ICCs = 0.98 and 0.98 for day 1 and day 2, respectively) across 2 days (ICC = 0.97). The squat jump power scores were and positively related with standing long jump in kindergarten children (r = 0.49 – 0.54) and primary school children (r = 0.68 – 0.75) which supports correlational evidence of validity for the selected power test.

CONCLUSIONS

The maximal peak power during squat jump test with fitrodyn seems to be a valid and reliable measure of lower body power for kindergarten and primary school children.

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INTERGENERATIONAL PHYSICAL ACTIVITY: EFFECTS OF A THREE-MONTH INTERVENTION BRINGING TOGETHER OLDER ADULTS AND ELEMENTARY SCHOOL CHILDREN

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INTRODUCTION

For the first time in history, children are projected to have a shorter life expectancy than their parents (Olshansky et al., 2005). Besides, older adults are the less active population group (Sun et al., 2013). Intergenerational physical activity (PA) has the potential to increase PA and quality of life (QoL) among those two age-groups but research in the field is still very limited (Flora & Faulkner, 2007). Accordingly, the aim of this study was to examine the impact of an intergenerational PA intervention on self-reported PA and Qol among older adults and elementary school children.

METHOD

At baseline, two intergenerational groups were formed (Table 1): 11 older adults (SEN1) and a class of 18 preschool children (PRECHILD); 9 older adults (SEN2) and a class of 13 primary school children (PRICHILD). Those groups took part in a three-month intergenerational intervention including one weekly session of PA practiced in the school context. Assessments were performed before (T0), during (satisfaction level), after the intervention (T1) and after a three months' follow-up period (T2). PA and Qol were respectively assessed with the QAPPA and the SF-36 among older adults, and with adapted versions of the PAQ-C and the AUQUEI among children. Older adults' physical fitness was also assessed with the SFT battery test.

RESULTS AND DISCUSSION

Participation rate was relatively high in both groups during PA sessions (Gr1: 81.48% older adults and 93.21% children; Gr2: 83.33% older adults and 91.45% children). At T1, Only 1 older adult (Gr1) dropped out of the study, as 9 children (group 1) and 6 children (group 2) dropped out due to the failure of the parents to complete and return the children's questionnaires. Among seniors, preliminary results of the SFT exposed significant improvements of the upper limbs strength ($p<0.05$) and non-significant improvements of the mean mental and physical health scores of the SF-36 in both groups. Among children, no significant improvements of the PA level were observed in both age groups. Satisfaction questionnaires indicated that the intergenerational PA program

Table 1: Participants characteristics

	Baseline (T0)		Follow-up (T2)	
Children	**PRECHILD** (n = 13) mean ± σ	**PRICHILD** (n = 18) mean ± σ	**PRECHILD** (n = 6) mean ± σ	**PRICHILD** (n = 9) mean ± σ
Age (years)	4.85 ± 0.38	7.17 ± 0.38	4.86 ± 0.38	7 ± 0.17
Gender (% Female)	30.77	50	28.57	44.44
	Baseline (T0)		**Follow-up (T2)**	
Senior adults	**SEN1** (n = 11) mean ± σ	**SEN2** (n = 9) mean ± σ	**SEN1** (n = 10) mean ± σ	**SEN2** (n = 9) mean ± σ
Age (years)	63.91 ± 7.62	68.67 ± 7.25	64.3 ± 7.92	68.67 ± 7.25
Gender (%	81.82	88.88	80	88.89

was well adapted, accepted and appreciated by all participants. However, only few of them reproduced the PA games performed during the intervention outside of the program context.

CONCLUSIONS

Intergeneration PA could be considered has a promising PA promotion approach. This study pointed out the physical, social and psychological benefits that intergenerational PA can lead to. However, methodological issues still need to be overtaken in order to provide evidence-based statements and disseminate intergenerational PA on a broader scale. Further analysis of the educational process would also bring a clear added value to the research in the field.

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TEACHER EMPOWERMENT THROUGH COMMUNİTY OF PRACTİCE: THE URBAN SCHOOLS GROUP

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INTRODUCTION

This on-going longitudinal study examined the professional development of physical education teachers in an urban schools group (USG) community of practice (CoP). Data collected over 4 years included in-service seminar/ workshop evaluations, small group discussions, focus group and individual interviews.

RESULTS

Results highlight the support these teachers provide one another, the empowerment these teachers developed to address issues posed by their challenging work situations (e.g., poor facilities, low economic conditions, students with challenging behaviour) and the motivation being a member of a community afforded them to continue to persevere in teaching physical education in difficult settings.

LIFESTYLE, HEALTH HABITS AND RISK FACTORS AMONG YOUNG ADULTS USING A CLUSTER ANALYSIS APPROACH

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INTRODUCTION

The lifestyle transformation is thought to be greatly responsible for the significant increase in non-communicable diseases, such as cardiovascular disease (CVD), cancer and diabetes mellitus type II in Qatar. Diabetes and CVD have become the leading causes of morbidity and mortality over the past two decades in the country. This project examines the lifestyle, health habits and risk factors amongst students at Qatar University. It also explores the clustering and differences in dietary habits, body mass index (BMI) and physical activity (PA) amongst males and females, both Qatari and non-Qatari.

METHOD

The PA and dietary habits of 732 students aged 18–25 years were assessed using a validated self-report questionnaire. BMI was objectively measured [weight (kg)/height (m2)] and classified for overweight and obesity according to age and gender-specific cut-off points of the International Obesity Task Force criteria. The total energy expenditure per week was calculated based on the metabolic equivalent (MET-min) values of reported activities. The questionnaire was designed to quantify healthy and unhealthy dietary habits.

RESULTS AND DISCUSSION

Both males and females had a high prevalence of overweight and obesity and low levels of PA, according to well established international standards. Three clusters were identified based on students' lifestyle and dietary habits. These were characterized as high, moderate and low risk factors. Cluster 1 (high risk factors) engaged the least with healthy dietary practices and consumed the most unhealthy foods, participated in less PA and had the highest BMI compared to the other two clusters. Cluster 2 (moderate risk factors) had considerably more habits falling into the moderate category compared to clusters 1 and 3. This cluster reported engagement in the most PA (MET-mins/wk), the least TV and computer viewing time and had the lowest BMI. Cluster 3 (low risk factors) engaged the most with the 4 healthy dietary practices and the least with the 4 unhealthy dietary practices; this cluster participated in moderate PA per week and had a mean BMI of 24.90.

Table 1: Anthropometric characteristics (mean ± SD) of the overall sample

Gender	Age	Height	Weight	BMI
Males	22.0 ± 4.5	174.7 ± 6.9	76.2 ± 16.8	24.9 ± 5.1
Females	20.6 ± 3.1	161.9 ± 8.3	64.9 ± 17.9	20.6 ± 3.1

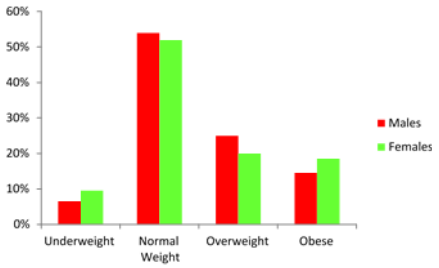

Figure 1. Body mass index (BMI) classification in males and females

CONCLUSIONS

This research project provides valuable data that could be used by policy makers and university management to address issues concerning student's lifestyle, health behaviour and well-being.

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WHAT THE WORLD NEEDS NOW: FREEDOM, PHYSİCAL EDUCATİON AND THE RİSE OF İNTERVENTİON CULTURE

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INTRODUCTION

Increasingly, scholars write about physical education as a site for intervention. The idea of intervening is different from educating; while the latter has tended to be more interested in reproducing the past, intervention suggests a focus on shaping a new and improved future.

In this presentation I describe the ways in which physical education is seen by scholars as a site for intervention. Most obviously, the field is currently dominated by the belief in physical education's capacity to make children thinner and/or less prone to chronic disease (Sallis and McKenzie 1991). Elsewhere, however, scholars influenced by feminism have argued that physical education can be used to create fairer gender relations (Gard and Meyen 2001) while a range of others have yoked the field to social agendas such as anti-racism (Azzarito and Solomon 2005) and "physical literacy" (Whitehead 2001).

Like all other social phenomena, academic life can be studied as a form of culture and I continue this presentation by suggesting explanations for why the idea of physically educating students has been so overwhelmingly eclipsed by the desire to "fix" them. First, there are performative explanations and the increasing pressure on academic workers to prove their "impact" on the world. Second, I argue that what these different forms of intervention culture share is a rejection of, or at least a disinterest in, the movement cultures of the past.

Finally, I draw on what may be considered old fashioned theorising about tradition and education to argue that physical education sorely lacks a commitment to the idea of children's freedom to be - in a Heideggerian (1954) sense - what they are. That is, while the idea of unadulterated freedom within any educational enterprise is obviously fanciful, intervention culture signals a radical closing down of the open-ended and playful spirit once present in physical education.

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PROFESSİONAL DEVELOPMENT TRAİNİNG OF SCHOOL PLAYGROUND SUPERVİSORS: AN OPPORTUNİTY TO PROMOTE CHİLDREN'S PHYSİCAL ACTİVİTY LEVELS DURİNG LUNCHTİME RECESS.

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ABSTRACT

Recess represents a great opportunity to increase school-based moderate-to vigorous-intensity physical activity (MVPA) for young Canadians since they spend an average of 110 minutes on the playground daily (Bell and Dyment, 2006). Despite this strong potential, children spent 28% of recess time engaged in MVPA; a proportion below the 40% threshold value recognized in scientific literature (Ridgers, Stratton and Fairclough, 2005). However, it is recognized that playground supervisors' actions and the training they receive can affect children's physical activity levels during recess periods (McKenzie, Crespo, Baquero and Elder, 2010). Nonetheless, more researches should be conducted to describe the competencies of the playground supervisors and their contribution to children's physical activity levels.

The aim of this study was to describe the competencies of playground supervisors following a professional development training (PDT) and to assess children's physical activity levels during lunchtime recess. Phone interviews were conducted with 16 playground supervisors from 10 elementary schools. Among four of these schools, fifty-one boys and forty-nine girls (aged 6-12) had their physical activity quantified using triaxial accelerometers.

Following the PDT, a majority of playground supervisors considered themselves effective enough to achieve tasks related to planning (n=9), coordinating (n=10) and supervising (n=10) lunchtime recess on the playground. On average, children spent 57.3% of lunchtime recess engaged in MVPA. This percentage decreases as children get older. Overall, boys engaged in more MVPA than girls during this period.

The results show that playground supervisors perceive their competencies as sufficient to effectively structure the lunchtime recess and furthermore, that children's physical activity level during this period is far superior to the threshold value of 40%. A future study should analyse playground supervisor's competency-building and its relation with children's MVPA.

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DO BEST PRACTICE RECOMMENDATION FOR PHYSICAL ACTIVITY AT CHILD CARE RESULT IN MORE ACTIVITY AND LESS SEDENTARY TIME?

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INTRODUCTION

A large number (57%) of U.S. children ages 3-5 years are enrolled in center-based child care, spending about 23 hours in these non-parental care arrangements. Thus, child care centers have been identified as a potential setting (1, 2) for implementing physical activity policies to combat the child-hood obesity epidemic (3). The purpose of this study was to assess five best practice physical activity recommendations in child care settings (≥120 min/day of active play time; ≥90 min/day outdoor PA; ≥30 min/day of teacher lead PA; <30 min/week TV watching; <15 min/day sedentary time) and their impact on children's physical activity and sedentary time.

METHOD

Forty-nine child-care centers were recruited from central North Carolina in the U.S. Physical activity practices in center classrooms were assessed using the Environment and Policy Assessment and Observation (EPAO) instrument (4). Children (n=557) ages 2-5 years wore accelerometers to assess their physical activity levels at child care. Data were collected at each center over a 4-day period..

RESULTS AND DISCUSSION

Children spent more time in moderate-to-vigorous physical activity (MVPA) at centers that met or exceeded the 120 min/day of active play time standard, compared to those who did not. Children also spent more time in MVPA and less time in sedentary activities at centers that provided >90 minutes/day of outdoor playtime. Although not statistically significant, providing at least 30 minutes/day of teacher-led physical activity was also associated with more time spent in MVPA.

CONCLUSIONS

Significantly higher MVPA levels were observed in children enrolled in centers that met two of the five best practice recommendations (≥120 minutes per day of active play time and ≥ 90 minutes per day of outdoor PA). Child care centers should be encouraged to develop policies and practices to achieve sufficient activity time, including time outdoors, for children in their care.

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HOW TO INTRODUCE THE SPORT OF TRIATHLON FOR HEALTHY OUTCOMES IN A SECONDARYA SCHOOL

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INTRODUCTION

This paper presents the implementation of a Triathlon teaching unit developed in a Secondary school located on a coastal town in the southeast of Spain. The innovative approach is described with the necessary adaptations and the impact on the students is studied.

METHOD

Focus group research exploring in detail students' awareness, behaviour, concerns, beliefs, experiences, motivations, and intentions related to Triathlon; issues such as what did the unit mean to the students and did it have any effect on the students´ physical activity behaviours were analyzed.

RESULTS AND DISCUSSION

Students seem to have become aware of the sport of Triathlon as a healthy alternative demonstrating outcomes on knowledge and understanding and developed basic skills related to this sport. This has been done with a focus on fun and enjoyment with the ultimate goal of achieving greater participation of students in physical exercise in the natural environment.

CONCLUSIONS

The initial development of Triathlon in a school setting may seem conditioned upon location and characteristics of very specific material, but with appropriate modifications it can be adapted to become part of the Physical Education Syllabus. Future research is required to inform the design and implementation of triathlon in schools for healthy outcomes.

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Triathlon Federation of the Region of Murcia Spanish Triathlon Federation

SELF-ESTEEM AND ATTITUDES OF PHYSICAL EDUCATION TEACHER CANDIDATES TOWARDS TEACHING PROFESSION

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INTRODUCTION

The purpose of this study was to examine self-esteem and attitudes of physical education teacher candidates toward physical education teaching profession in terms of different variables.

METHOD

Totally 608 physical education teacher candidates (55% male, 45% female) from 10 different universities in Turkey participated in the study. The mean age of the sample was 21.18 (SD= 2.20). Ninety-six percent of the participants have chosen physical education department willingly, 58.6% participate actively in socio-cultural and sports activities, and 56.4% of the participants reported "moderate" level of perceived academic achievement. Data were collected using the 23-item *Attitude Scale for the Profession of Physical Education Teaching (ASPPET)* developed by Ünlü (2011), and using the Turkish version (Doğan, 2011) of Tafarodi and Swann's (2001) 16-item 2-dimensional *Two-Dimensional Self Esteem: Self-Liking/Self-Competence Scale (SLCS)*. ASPPET and SLCS used a five-point scale.

RESULTS AND DISCUSSION

Results of the analysis revealed there were no significant gender differences in ASPPET and SLCS scores. Students who have chosen their department willingly scored higher in ASPPET compared to those who do not $\{t_{(602)}= 5.731, p<0.05\}$. Also, students who have chosen their department willingly scored higher in SCLS-Self Liking component compared to those who do not $\{t_{(606)}= 2.682, p<0.05\}$ and in SCLS-Self Competence component compared to those who do not $\{t_{(605)}= 2.150, p<0.05\}$. Students who actively participated in socio-

Table 1: Participants's ASPPET and Two-Dimensional Self-Esteem t-test result by sex

Scales/Sub Scales	Sex	N	M	SD	T test	p
ASPPET (Total)	Men	334	4.06	.558	0.439	0.661
	Women	269	4.08	.550		
Attitude (Affection)	Men	335	4.09	.619	0.755	0.450
	Women	272	4.13	.620		
Attitude (Concern)	Men	334	4.02	.669	0.081	0.935
	Women	269	4.01	.679		
Self-Esteem (Total)	Men	334	3.73	.546	0.909	0.363
	Women	272	3.69	.581		
Self-Liking	Men	335	3.96	.643	0.228	0.820
	Women	272	3.95	.668		
Self-Competence	Men	334	3.51	.571	1.418	0.157
	Women	272	3.44	.643		

cultural and sports activities scored higher in ASPPET than those who participate "occasionally" and those who do not {$F_{(2,601)}$= 11.758, p< 0.05}. Active participants also scores higher in SCLS-Self Liking component than those who participate "occasionally {$F_{(2,605)}$= 3.712, p= 0.025} and active participants also scored higher in SCLS-Self Competence component than those who do not {$F_{(2,604)}$= 6.042, p= 0.003}. Student academic success groups found to be significantly different in terms of ASPPET {$F_{(2,601)}$= 8.075, p= 0.000} and SCLS scores {$F_{(2,604)}$= 20.503, p= 0.000}. There was a positive correlation between ASPPET and SCLS-Self Liking (r= .44, p<0.001); and SCLS-Self Competence (r= .40, p<0.001).

CONCLUSIONS

Willingness in selecting PE profession and outdoor activities are two important determinants of self-esteem and attitudes toward teaching profession. In addition, acceptance of students who has a high self-esteem affects attitudes of candidates positively toward PE teaching profession.

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AN EXAMINATION OF PROBLEM MOBILE PHONE USE AMONG PHYSICAL EDUCATION MAJORS

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INTRODUCTION

Mobile phones have become one of the most widely used communication devices in the world. It has been reported that more and more people becoming addicted to their cell phones. The purpose of this study is to examine problematic use of mobile among physical education teacher education majors.

METHOD

One hundred twenty-five PE majors of the Turkish University of Mersin participated in the study (71 females and 54 males; mean age 21.53±1.55). Out of these undergraduate students, 33.6% were in first grade, 20% were in second grade, 24% were in third grade and 22.4% were in fourth grade. Problematic use of mobile phone was measured with a Turkish version of (Şar & Işıklar, 2012) Bianchi and Philips's (2005) 27 item 5-point Likert-type *Mobile Phone Problem Use Scale* with 1 indicating "not true at all" and 5 indicating "extremely true".

RESULTS AND DISCUSSION

The results of the independent t-test indicated that the difference between female (M= 58.39, SD= 20.11) and male PE majors' scores (M= 60.58, SD= 22.91) was not significant, $t(117)$= -.55, p= .58. In addition, a one-way between-groups analysis of variance indicated that there is statistically no significant difference at the $p<.05$ level in the score of problematic mobile phone usage for the three grade levels, $F(2, 47)$= -.39, p= .63. Scores were similar across 1st (M= 58.75, SD= 22.29), 2nd (M= 66.38, SD= 18.07), 3rd (M= 57.14, SD= 18.55) and 4th grade (M= 59.34, SD= 21.31) PE majors.

Results from the present study showed no difference between scores of female and male, and also among scores of 1st, 2nd, 3rd and 4th grade PE majors, but showed a moderate level of problematic mobile phone use among PE majors. It is important to find out associated factors with problematic mobile use to take necessary precautions. Although some

Table 1: Demographic characteristics of study participants

		N	%
Sex	Female	71	56.8
	Male	54	43.2
	Total	125	100
Grade	1st grade	42	33.6
	2nd grade	25	20.0
	3rd grade	30	24.0
	4th grade	28	22.4
	Total	125	100

contradictory findings have been found, sex is reported as a weak predictor of problematic mobile phone use in some other studies (Takao, Takahashi & Kitamura, 2009). In Turkish sample, Şahin, Özdemir, Ünsal and Temiz (2013) evaluated the mobile phone addiction level and some related problems (low level of sleep quality) in university students. They found that, like the current study, there were no differences between female and male university students with regard to the mobile phone addiction level. The current study participants' level problematic mobile use found as moderate. This finding can be due to the participants' tendency to use their leisure time for physical activities rather than using their mobile phones. In a study conducted in USA among college students, Lepp, Barkley, Sanders, Rebold and Gates (2013) examined the relationship between cell phone uses, physical and sedentary activity, and cardio respiratory fitness. Researchers found that participants who use their mobile frequently had lower level of physical activity and had activities that are more sedentary. According to these findings, it can be claimed that physical activity and sports has positive effects on problematic mobile phone use.

CONCLUSIONS

Results from the present study showed no difference between scores of female and male, and also among scores of 1st, 2nd, 3rd and 4th grade PE majors, but showed a moderate level of problematic mobile phone use among PE majors.

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DEVELOPMENT AND EVALUATİON OF AN İN-SERVİCE TEACHER TRAİNİNG ON MOTİVATİONAL ASSESSMENT İN PHYSİCAL EDUCATİON

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INTRODUCTION

Assessment is regarded as one of the most troublesome issues within the PE domain (López-Pastor et al., 2012). At the same time, innovative approaches embedded within social-constructive perspectives on learning, such as assessment for learning could enhance student motivation and increase learning outcomes within PE (Hay, 2006; Wiliam, 2011). However, many teachers lack the specific knowledge and skills to effectively develop and implement such new forms of assessment (Hay, 2006). Therefore, we designed an in-service teacher training aimed at improving assessment expertise in PE teachers, in close collaboration with the field and grounded within self determination theory and contemporary theories on assessment for learning and constructive alignment.

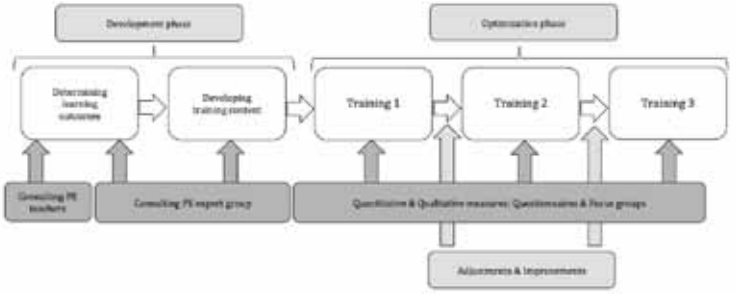
METHOD

Three training sessions were provided on-site to a total of 33 PE teachers (13 females, 40%, teaching experience 3-25 years) representing different PE departments. Through an iterative cycle of development, provision, evaluation and adjustment (figure 1) we gradually optimized the training. Focus group sessions and questionnaires were employed to evaluate various aspects of the training.

RESULTS AND DISCUSSION

Overall, the training was very well received. Participants valued the innovative approach of assessment and particularly praised the focus on the practical application of theories on assessment and motivation. Nevertheless, some teachers also expressed their concerns regarding in-tended implementation of the proposed assessment practices into their daily practice. Perceived barriers included time constraints, unwilling colleagues and not knowing where to start. Based on participant input, substantive adjustments were made between training 1 and 2, which inclu-

Figure 1. Flow chart of the development and optimization process



ded more practical examples to better illustrate theoretical concepts.

CONCLUSIONS

The in-service teacher training proved to be a fruitful starting point for PE teachers to start and develop higher quality and more motivating assessment practices. However, follow-up training or counseling methods might be necessary to ensure effective implementation. Training development, adjustment and future directions on assessment are discussed in this presentation.

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INCLUSION AND PHYSICAL EDUCATION: AN EMPIRICAL STUDY ON THE ATTITUDES OF PE TEACHERS

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INTRODUCTION

Since the 1990's, inclusion has been seen as a serious form of social change. Via the Salamanca Statement (UNESCO, 1994), inclusion finally gained a legally binding character in the UN Convention on the Rights of Persons with Disabilities (UN, 2006). Besides numerous requirements in various areas of life (Booth & Ainscow, 2011), sport is said to play a special role regarding social responsibility, since differences in physical performance, as well as ethnic or cultural differences are displayed in a specific manner. Moreover, with common sporting activities, society is ensuring a set of shared values which can have a sustainable impact on social cohesion.

Since the implementation of inclusion in Germany is usually narrowed down to a structural discussion concerning the education system, great significance is attached to physical education as formal education in sport, although there has been little empirical study so far (Tiemann, 2013). Due to the structural peculiarities of the German school system, with a traditionally strong focus on homogenous achievement (e.g. separate schools for children with special needs), it is possible that teachers will face conflicts or difficulties in dealing with increasing diversity in the context of inclusion.

METHOD

Based on an interview study with 50 German PE teachers, teachers' attitudes (Hardin, 2005) on the key categories of "body" and "performance" and their implications for inclusive education are elaborated using qualitative and quantitative content analysis (Mayring, 2007).

RESULTS AND DISCUSSION

The results show characteristic types of dealing with body and performance which – in terms of "best practice" – are conducive to inclusive education settings. Certain attitudes and values of PE teachers can therefore be considered useful for successful inclusion.

CONCLUSIONS

Similar interviews are currently being conducted in the Netherlands. Contrasting these with the German results will allow a broader, international analysis of how inclusive physical education can succeed in the long term.

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INTEGRATING PHYSICAL ACTIVITY ASSESSMENT IN PHYSICAL EDUCATION PROGRAMMING: THE YOUTH ACTIVITY PROFILE

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INTRODUCTION

Fitness testing is a common component of most physical education (PE) programs; however, in recent years, there has been an increased interest in the promotion of lifetime physical activity (PA) in schools. The Youth Activity Profile (YAP) is a 15-item online questionnaire designed specifically to facilitate the integration of PA assessment/education in the PE curriculum1. The purpose of this study was to demonstrate the utility of the YAP for PE programming.

METHODS

YAP scores were collected from 18,785 students (195 schools) from 3rd-12th grade involved in the NFL PLAY 60 FITNESSGRAM Partnership Project 2. Average raw scores were computed for each of the YAP sections (PA at school, PA at home, and Sedentary behaviors). Grade and gender trends in raw YAP scores were determined using mixed models analyses. Raw YAP scores can be converted to minutes of activity using validated algorithms so calibrated times spent in physical activity and sedentary behavior were also summarized for descriptive purposes.

RESULTS

YAP scores on the "PA at School" and "PA at Home" sections indicated that activity levels at school and at home were consistently higher among younger children ($p < .001$) and that boys were more active than girls ($p < .001$). YAP scores on the "Sedentary" section were higher among older participants ($p < .001$) with no clear differences between boys and girls ($p > .001$). The average YAP raw scores when converted to minutes of activity resulted in approximately 135.6±30.5 and 269.0±43.2 minutes of activity at school, and at home, respectively. Raw sedentary scores resulted in 22.6±2.3 hours per week (3.2 hours per day).

CONCLUSIONS

Activity scores obtained from the YAP can provide valuable information for education and evaluation of PE curriculum. This tool can be used to fill the gap between school-based PA programming and public health initiatives.

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INNOVATIVE OUTDOOR ACTIVITIES FOR HEALTHY OUTCOMES IN A SECONDARY SCHOOL

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INTRODUCTION

This paper presents a unit implementation on sea kayaking, sailing, paddle surfing, surfing and scubadiving in a Physical Education Syllabus carried out in a Secondary school located on a coastal town on the southeast of Spain. These innovative approaches for outdoor physical activities are described with the necessary adaptations involved when teaching this content in the school context.

METHOD

Focus groups in order to study the impact on students of the innovative outdoor physical activities addressing issues such as what did the unit mean to the students and did it have any effect on the students´ physical activity behaviour.

RESULTS AND DISCUSSION

The working unit seems to have introduced students to the practice of the outdoor activities (sea kayaking, sailing, paddle surfing, surfing and scubadiving) as a healthy alternative. This has been done with a focus on fun and enjoyment with the ultimate goal of achieving greater participation of students in physical exercise in their natural environment.

CONCLUSIONS

The initial development of the outdoor activities presented may seem conditioned upon location and characteristics of very specific material, but with appropriate modifications it can be adapted and included in school-based Physical Education Syllabus. Future research is required to inform the design and implementation of sea kayaking, sailing, paddle surfing, surfing and scubadiving as innovative outdoor activities for healthy outcomes in compulsory Physical Education.

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Machota Blas, V. E. (2012). Bodyboard in a school context: a practical proposal. EmásF, Digital Magazine of Physical Education. http://emasf.webcindario.com. Year 4, Num.19

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Bahia surf school
Sailing school "Grímpola"
Scubadiving school "Amigos del Azul"

SELF-ESTEEM AND ATTITUDES OF PHYSICAL EDUCATION TEACHER CANDIDATES TOWARDS TEACHING PROFESSION

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The purpose of this study was to examine self-esteem and attitudes of physical education teacher candidates toward physical education teaching profession in terms of different variables.

METHOD

Totally 608 physical education teacher candidates (55% male, 45% female) from 10 different universities in Turkey participated in the study. The mean age of the sample was 21.18 (SD= 2.20). Ninety-six percent of the participants have chosen physical education department willingly, 58.6% participate actively in socio-cultural and sports activities, and 56.4% of the participants reported "moderate" level of perceived academic achievement. Data were collected using the 23-item *Attitude Scale for the Profession of Physical Education Teaching (ASPPET)* developed by Ünlü (2011), and using the Turkish version (Doğan, 2011) of Tafarodi and Swann's (2001) 16-item 2-dimensional T*wo-Dimensional Self Esteem: Self-Liking/Self-Competence Scale (SLCS)*. ASPPET and SLCS used a five-point scale.

RESULTS AND DISCUSSION

Results of the analysis revealed there were no significant gender differences in ASPPET and SLCS scores. Students who have chosen their department willingly scored higher in ASPPET compared to those who do not $\{t_{(602)}= 5.731, p<0.05\}$. Also, students who have chosen their department willingly scored higher in SCLS-Self Liking component compared to those who do not $\{t_{(606)}= 2.682, p<0.05\}$ and in SCLS-Self Competence component compared to those who do not $\{t_{(605)}= 2.150, p<0.05\}$.

Students who actively participated in socio-cultural and sports

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CONCLUSIONS

Willingness in selecting PE profession and outdoor activities are two important determinants of self-esteem and attitudes toward teaching profession. In addition, acceptance of students who has a high self-esteem affects attitudes of candidates positively toward PE teaching profession.

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POSTER PRESENTATIONS

A GREEK ADAPTATION OF THE SITUATIONAL INTEREST SCALE FOR PHYSICAL EDUCATION: RESULTS FROM A PRELIMINARY STUDY

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INTRODUCTION

Situational interest is defined as a spontaneous psychological state which is triggered by the environment's stimuli and characteristics (Krapp, Hidi, & Renninger, 1992). Within the context of physical education (PE), situational interest should be evaluated as a curriculum component since it positively influences students' motivation to engage actively in the learning process.

METHOD

The aim of the present study is the translation and validation, in the Greek setting, of the 20-Item Situational Interest Scale (Chen, Darst & Pangrazi, 1999). This scale consists of five factors with four dimensional statements each and the Total Interest factor with four additional statements. Four experts translated the questionnaire. Seventy three PE university students (36 men and 37 women) completed the translated scale twice, at the beginning and at the end of a Sport Pedagogy university course.

An exploratory factor analysis was conducted on students' responses by the Maximum Likelihood factor extraction method. Internal consistency was measured with Cronbach α and intraclass correlation coefficients (ICC) were used to assess the test-retest reliability.

RESULTS AND DISCUSSION

The Bartlett's Sphericity coefficient was 721.28 (df=190, p<.001) and the Kaiser-Meyer-Olkin coefficient was equal to .78. Five factors were generated with total accounted variance 58.81% and all factor loadings well over the .30 threshold criterion (Table 1). One statement misloaded on a different factor and was deleted from the scale. Cronbach's α coefficients for all five factors and Total Interest ranged from .73 to .89, showing

Table 1: Factor loadings, eigenvalues and percent of variance explained

	Factors				
	1	**2**	**3**	**4**	**5**
E2	1.001				
E3	.726				
E1	.597				
E4	.503				
B4		.966			
B2		.718			
B1		.705			
B3		.642			
C1			.899		
C2			.776		
C3			.637		
D3				-.903	
D4				-.793	
D2				-.745	
D1				-.517	
A3					.889
A4					.515
A2					.443
A1					.388
Eigenvalues	2.62	5.17	1.69	1.25	1.04
% variance	13.09	25.83	8.46	6.23	5.20

good internal consistency. The ICC were also acceptable, ranging from .71 to .89, implying test-retest reliability.

CONCLUSIONS

These preliminary findings provide support on the scores from the Greek Situational Interest Scale to be considered valid and reliable and prompt us to use the scale in our on-coming main research with a bigger sample of PE students.

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AN AEROBİC GYMNASTİC PROGRAM TO PROMOTE PHYSİCAL ACTİVİTY FOR PRE-SCHOOL CHİLDREN

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INTRODUCTION

The importance of physical activity (PA) in early childhood is signified in its health benefits. However, studies had reported that nearly half of preschool children do not engage in sufficient PA. The purposes of this study were: 1) to examine the activity intensity of an aerobic gymnastic program (AEROfit) introduced in kindergarten, and 2) to compare the activity level of pre-school children with and without participate in the AEROfit program.

METHOD

Participants were 87 pre-school children (56 boys, 31 girls; mean age = 4.8, SD =.74) from six local kindergarten in Hong Kong. Children participated in a 30-min AEROfit session on the timeslot scheduled for daily physical fitness session. The content of AEROfit included an aerobic gymnastic routine with an inclusion of two physical games. Children PA level was measured by ActiGraph (GT3X) accelerometer for two consecutive school days. Paired T-Test was conducted to compare the 30-minutes activity intensity, including moderate vigorous physical activity (MVPA) and sedentary during the AEROfit session (AERO-fit) and the normal physical fitness session (Non-AEROfit).

RESULTS

In the 30-min AEROfit program, the pre-school children were engaged mainly on light intensity PA (46.6%). With the introduction of AEROfit, results indicated that children engaged significantly more time in MVPA (AEROfit = 6.8 min, non-AEROfit =1.9 min, $p<.00$; $d=1.63$), and fewer time in sedentary activity (AEROfit =6.4 min, non-AEROfit = 22.6min, $p<.00$; $d=-1.89$) during the 30-minutues PA session.

CONCLUSION

The AEROfit program involved pre-school children in higher PA level than their normal school day activity. The structured activity was potential to increase the PA participation of the pre-school children during school hours.

AN EMPIRICAL EXAMINATION OF A RECONCEPTUALIZED CLASSROOM ECOLOGY FRAMEWORK: HOT SPOTS AND MIXED SIGNALS.

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INTRODUCTION

In 2008 McCaughtry and his colleagues offered a theoretical reconceptualization of the classroom ecological paradigm. Some of the more radical components McCaughtry et al (2008) introduced were concerned with: culturally relevant content, student ownership, issues of cooperation and competition, relationships among and between students, relationships between students and teachers, and the wider school social climate. No study has used this expanded framework to examine the ways both teachers and students view and experience physical education. Findings from such a study could further enhance this theory and provide teachers and teacher educators with understanding and foresight regarding potential actions and reactions from students with respect to a range of pedagogical strategies and approaches.

METHOD

Interpretive methodology guided study design and data collection at five middle schools and five high schools. Semi-structured interview and observation guides included items and questions that sought to understand teachers' and students' perceptions of each aspect of McCaughtry et al.'s (2008) reconceptualized ecology framework. We conducted 31 individual interviews with physical education teachers, and 23 focus group interviews with 97 students. Data were analyzed using constant comparison. Multiple trustworthiness strategies were used.

RESULTS

The main finding of this study revealed a number of commonalities and contrasts with respect to how teachers and students perceived each aspect of the expanded ecological framework. Some of the more stark differences in perceptions between teachers and students came when discussing: (1) what content was considered 'cool' and culturally relevant, (2) the nature and kinds of social and cultural knowledge and relationships that do and should exist between teachers and students, and (3) the larger purpose of school physical education.

CONCLUSION

Results of the study support the usefulness of McCaughtry et al.'s (2008) reconceptualized classroom ecological framework, and suggest ways the framework can be further refined.

STUDENTS' PERCEPTİONS ABOUT COMMUNALİTİES BETWEEN PHYSİCAL EDUCATİON TASKS AND SPORTS

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INTRODUCTION

Based on the importance of students' perceptions in physical education (PE) (Koekoek, Knoppers, & Stegeman, 2009), the purpose of this study was to inquire into children's perception about task characteristics which relate PE to sports.

METHOD

The study was carried out with 44 primary school students (26 female; Mage = 9.97, DS = 0.26). Permission to carry out this study was granted by the school board and explicit informed consent was obtained from all parents. A simple questionnaire was purposefully designed, including questions about sport participation and PE tasks that students identify with sports. In regard to the latter, they were asked to describe such exercises, to complete their description with a drawing and to explain the drawing (cf., MacPhail, Kinchin, & Kirk, 2003). Deductive analyses were carried out independently by two of the authors. The resulting categorizations were compared and, in case of disagreement, all authors convened to discuss until agreement was reached.

RESULTS AND DISCUSSION

Regarding the results, 64% of the students engaged in sports outside school, and almost all students (98%) identified that sports were practiced in PE. Moreover, 57% of the students identified in their explanations and drawings specific sports. Their identification criteria included structural elements (e.g., basketball hoop), specific materials (e.g., tennis racquet), specific actions (e.g., a game consisting "taking three steps and through, just like handball") and the teachers' feedbacks (e.g., "he told us how to play tennis"). The others (41%) described tasks unrelated to a specific sport, such as rope jumping or stretching. Overall, we discussed that future research should further examine the criteria through which students relate PE tasks to sports as well as the relative impact of each criterion presently identified. Moreover, special attention should be paid to teacher feedbacks as a means to influence student perceptions about the relations between PE tasks and sports.

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A SPECİFİC PHYSİCAL TRAİNİNG TO İMPROVE PERFORMANCE SKİLLS AND HEALTH İN FLUTE PLAYERS

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INTRODUCTION

Flute performance requires, in addition to musical knowledge, physical skills which not always are taken into account. People whose profession demands certain specific physical capacities have to be aware of the importance of training, in order to improve their performance and health. The objective of this study was to evaluate the influence of a physical training designed for flute players in their instrumental performance and health.

METHOD

Six flute players were studied (median age= 25,5 ± 2,7) and assigned into two groups: four of them, the experimental group (EG), carried out a physical training specifically designed for flute players, during three months. The other two players evaluated, the control group (CG), did not perform any training. The analysis consisted in evaluating the interpretation of the first 19 measures of the Bach Partite for flute played repeatedly. The evaluation was performed at three different timepoints: pre-training, at the midpoint of the training period and post-training. The variables measured were: quality of the sound, quality of the articulation, number of minor errors, number of major errors and hearth rate at rest.

RESULTS

We have observed in the EG that a significantly better quality of the sound and the articulation was maintained during more time of the performance in post-training compared to pre-training. However, no significant changes were seen in the CG. We could also observe that the number of minor errors diminished significantly after the physical training in the EG, but not in the CG. Individuals with worse basal physical condition, experienced a higher resistance (longer performance duration) after the completion of the training. Concurrently, all the individuals in EG had a lower heart rate at rest.

CONCLUSION

The players who accomplished the physical training, upgraded their flute performance. In addition, the physical training induced cardiovascular improvements related to their health.

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STRAİGHT-A STUDENTS DİSLİKE PHYSİCAL EDUCATİON İN ADOLESCENCE: MYTH OR TRUTH? THE AVENA, AFINOS AND UP&DOWN STUDİES

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INTRODUCTION

Physical education (PE) is one of the main agents to promote and increase physical activity (PA) among youth[1]. In PE settings there is the myth that students with higher levels of academic and cognitive performance than their peers dislike PE because they would prefer to improve their cognitive skills rather than motor skills during school hours. The aim of this study is to examine if those adolescents who dislike PE classes get better results on academic and cognitive performance than their peers.

METHOD

Participants included a total of 4226 adolescents from the AVENA (*n*=1627; 52.6% girls), AFINOS (*n*=1667; 52.7% girls) and UP&DOWN (*n*=932; 49.5% girls) studies. PE enjoyment was assessed in the three studies with the same 7-point Likert scale. Those who do not have PE were excluded. Then, three groups were made: (i) don't like PE, (ii) indifferent, and (iii) like PE. Cognitive performance in the AVENA study was assessed using the Spanish version of the SRA Test of Educational Ability[2]. Academic performance in the AFINOS and UP&DOWN studies was assessed through: individual grades for the core subjects (i.e. Mathematics and Language) and the average of both subjects.

Differences in cognitive and academic performance between those who do not like PE vs. another options, and between those who like PE and other options were performed with analysis of covariance, after controlling for age and type of school (private, public)

RESULTS AND DISCUSSION

Results are presented in Table 1. In the AVENA study we found differences in verbal ability among girls who dislike PE and their peers (P=0.033). In the AFINOS study, boys who dislike PE had higher scores in Language than their peers (P=0.024). In the UP&DOWN study girls who disliked PE had higher scores in Language and in the average of Language and Mathematics than their peers (both P<0.001).

CONCLUSIONS

In the AVENA and AFINOS studies adolescents who disliked PE had similar results in cognitive and academic performance than their peers, but in the UP&DOWN study girls who disliked PE showed higher results in academic performance than their peers.

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Table 1: Levels of academic and cognitive performance according to physical education (PE) enjoyment in adolescents, by sex (next page)

	PE enjoyment			Group-wise comparisons	
	Don't like PE (1) Mean±SD	**Indifferent (2) Mean±SD**	**Like PE (3) Mean±SD**	**1 vs. 2+3**	**1+2 vs. 3**
AVENA study (2000-2002)					
Boys, n	65	270	434		
Verbal ability (0-33)	21.4±5.4	20.5±6.0	20.8±5.9	0.150	0.711
Numeric ability (0-33)	14.8±4.5	14.6±5.2	14.9±5.2	0.896	0.810
Reasoning ability (0-33)	17.4±6.1	17.4±5.9	17.0±6.1	0.576	0.182
Girls, n	81	348	425		
Verbal ability (0-33)	21.0±6.0	19.9±5.5	19.7±6.0	0.033	0.191
Numeric ability (0-33)	13.0±4.0	12.4±4.4	12.9±4.8	0.409	0.321
Reasoning ability (0-33)	19.2±5.0	18.6±5.2	18.4±5.6	0.238	0.509
AFINOS study (2007-2008)					
Boys, n	61	250	478		
Language (1-5)	3.1±1.4	2.8±1.3	2.8±1.2	0.024	0.291
Mathematics (1-5)	3.0±1.4	2.9±1.4	2.9±1.3	0.383	0.360
Language and Mathematics (1-5)	3.0±1.3	2.9±1.2	2.8±1.1	0.075	0.260
Girls, n	76	379	423		
Language (1-5)	3.2±1.3	3.1±1.3	3.0±1.3	0.241	0.355
Mathematics (1-5)	2.9±1.4	2.8±1.4	2.8±1.4	0.390	0.563
Language and Mathematics (1-5)	3.1±1.3	2.9±1.2	2.9±1.2	0.260	0.405
UP&DOWN study (2011-2012)					
Boys, n	40	123	308		
Language (1-5)	3.0±1.3	3.0±1.4	2.6±1.4	0.444	0.003
Mathematics (1-5)	3.1±1.4	3.1±1.3	2.7±1.3	0.372	0.003
Language and Mathematics (1-5)	3.0±1.3	3.1±1.3	2.7±1.2	0.372	0.001
Girls, n	28	168	265		
Language (1-5)	3.9±0.8	3.1±1.3	3.1±1.3	0.002	0.165
Mathematics (1-5)	3.1±1.4	2.8±1.4	2.8±1.3	0.096	0.426
Language and Mathematics (1-5)	3.5±0.9	3.0±1.2	3.0±1.2	0.008	0.228

COOPERATİVE LEARNİNG İN SPORTS INİTİATİON: A CASE STUDY İN PHYSİCAL EDUCATİON İN A PRİMARY SCHOOL

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INTRODUCTION

Cooperative Learning (CL) is an educational methodology which promotes working in small and heterogeneous groups in which students work together to improve their own knowledge and skills and those of the other members of the group (Johnson, Johnson and Holubec, 1999; Velázquez Callado, 2013).

In Physical Education (PE), CL has demonstrated its effectiveness in several contents (Arumí, 2005; Velázquez Callado, 2010) but there isn't a lot of information about this methodology in sports initiation contents (Fernández-Río, 2013). Therefore, this study describes a real application of the CL in the teaching and learning process of sports in PE at primary school to focus on the possibilities, strengths and weaknesses, of this methodology in sports initiation.

METHOD

This study is based on qualitative methodology. The research method chosen is the case study and to collecting information we have used: 1) non-participant observation through narratives, 2) in-depth interview, and 3) document analysis.

We have focused in a primary school in Catalonia, where the PE teacher always applies CL in his classes. We have analysed four different sports: volleyball, handball, athletics and racquet sports.

RESULTS AND DISCUSSION

The information is currently being processed, but we already have some results: a) CL promotes all pupils participation, including children with and without previous knowledge about sports, or children with disabilities, b) with CL, pupils are the real learning focus and they have an active paper in their own learning process, and c) CL is an interesting methodology to approach sport to children and they can improve their sports skills meanwhile they are developing their social abilities.

CONCLUSIONS

We have to wait for the final results, but at this moment we are convinced about the advantages of CL in sports initiation at school. In fact, the data analysis we have done until this moment show us several positive aspects about using CL in teaching sports at school related to sports knowledge, motor skills and attitudes and values.

Image 1. Case study

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ASSOCİATİON BETWEEN PHYSİCAL FİTNESS, ACTİVİTY AND COGNİTİVE PERFORMANCE İN YOUNG ADULTS

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INTRODUCTION

Physical activity (PA) engagement in relation to the improvement of physical fitness (PF) has beneficial effects on cognitive health. Because young adults are at their cognitive peak, there is little evidence of a significant association between PF, PA and the cognitive functions of working memory and attention.

Purpose: To examine the association between PF, PA engagement and cognitive functions of working memory and attention in young adults.

METHOD

Sixty participants (Mage = 23.46 ± 3.84; Female, n=35) volunteered for this study. VO2max was measured to determine cardiorespiratory fitness. Last 7-day PA self-reported form of the International Physical Activity Questionnaire was administrated to measure PA level calculated as the sum of total time in each of the three categories (i.e., light, moderate, and vigorous PA) multiplied by a metabolic equivalent value (MET) for each category. Psychomotor vigilance task (PVT: attention) measured by reaction time (RT) consists of 40 trials and delayed-match-to- sample (DMS: working memory) task measured by RT and correct trial (CT) includes 30 trials. Kaufman Brief Intelligence Test was administered to serve as a measure of crystallized intelligence.

RESULTS

VO2max (M=34.91±8.66) was a significant predictor of PVT-RT (ß = -0.296, p = 0.024), DMS-CT (ß = 0.272, p = 0.036), and DMS-RT (ß = -0.375, p = 0.004). VO2max was significantly correlated with PA (r = 0.379, p = 0.003). PA (M=625.05±419.48 MET•min/wk) was a significant predictor of PVT-RT (ß = -0.334, p = 0.013) and DMS-RT (ß = -0.314, p = 0.021).

CONCLUSION

PF and PA level are strong predictors for working memory and attention. The higher the PA and VO2 max the better the efficiency of memory and attention. These findings enrich our understanding about the association between PF, PA and cognitive performance in young adults and highlight the importance of activity in cognitive health.

Table 1: Designers and practitioners opinions about the website

	Positive points	**Negative points**
Designers	Accessibility Presence of video media Presence of fact sheets	Usability of the tools Promotion of the website Lack of update Ratio investment/number of users
Practitioners	Presence of video media Accessibility Variety and originality of the proposed ac-tivities (new ideas)	Low motor engagement time produced by the activities Relevance of some challenges No clear description of some challenges Website structure

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« 11BOUGE » WEBSITE: IMPLEMENTATION OF THE CONTENT BY A PHYSICAL EDUCATION TEACHER

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INTRODUCTION

The decrease in physical activity (PA) and the rising of the inactivity rate are real social problems and affect many young people (Favresse et al., 2010). Physical education (PE) teachers seem sometimes resourceless and do not know how to handle with it (Püshe et al., 2010) and some authors underlined that the impact of PE could be less optimistic than expected by the practitioners (Green, 2014; Huts et al., 2005). Nowadays, a growing number of initiatives aiming to promote PA within the school are developed. As evidenced by the emphasis provided to physical literacy in PE, some support is also developed for physical educators. In the Walloon region (Belgium), the "11bouge" website (http://www.11bouge.be/index.php) was thus developed in this perspective by a mutual insurance company.

The goal of the presentation is to analyze the implementa-tion of the resources proposed in the website by one PE teacher.

METHOD

To implement the proposals available on the website, a case study was set up with one female PE teacher working in a secondary school located in a rural neighborhood. Firstly, she worked with a vocational girls' class during five weeks (5 lessons) and started a second trial with a general education girls' class during five weeks (4 lessons). Several instruments were used to collect data. A telephone interview with the PE teacher was conducted before and after the project. The students were invited to fulfill a questionnaire before and after the project. All subjects received a questionnaire after each lesson while the second author was involved in a participant observation. The data were analyzed as in a case study.

RESULTS AND DISCUSSION

The first attempt was dropped because 3 out of the 5 lessons were not satisfying regarding to the lack of student attendance. The second unit was more successful but did not really reach the expected outcomes. Although students significantly improved their PE attitude and representations scores, their self-perception did not change (figure 1).

Following the implementation of the project, the PE teacher describes many positive points (accessibility of the challenges for all kind of public, accordance to the PE program, use of small limited specific equipment). Meanwhile, she also describes some negative points (lack of competitive spirit in many challenges, easiness of some of them, lack of motor engagement time provided during the activities).

Finally, the teacher expressed a global satisfaction about the website and its resources.

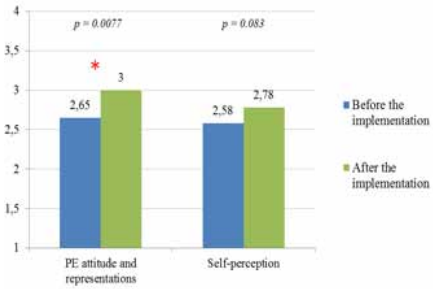

Figure 1. Representations and perceptions of students before and after the implementation

CONCLUSIONS

"11bouge" website is a promising tool to provide PE teachers with concrete ways to promote PA in their classes. Nevertheless, it could still be improved by enriching and enlarging the content.

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SCHOOL SPORT COACHES LEARN TO COACH IN HONG KONG

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INTRODUCTION

Sport coaching is dynamic and complex. Sport coaches need to develop a range of skills and knowledge in order to coach well. Recently, studies show that school sport coaches learn to coach through many different situations (Cruz, 2014; Winchester, Culver, & Camire', 2012). It seems that that the school sport coaches learn to coach through life experiences in various learning situations. To date, there is limited study investigating the process of learning to coach of school sport coaches in Hong Kong. Therefore, the purpose of the study was to examine the learning situations in which school sport coaches learn to coach and the factors that influence their coaching practice, using Moon's generic view of learning (Moon, 2004).

METHOD

12 sport coaches with a minimum of one season of coaching experience in schools were recruited to take part in the study. The description of the participants at the time of the study is shown in Table 1. Snowball sampling was employed as to maximize variation of the sample. A pilot study was administered with two coaches to validate the two interview guides before the start of the investigation. Two semi-structure interviews were conducted to explore information on their sporting experiences, career paths, learn to coach process and coaching practice in schools. Deductive content analysis was used to organize and categorize the data. The trustworthiness of the study was established by using peer debriefing and member checking.

RESULTS AND DISCUSSION

Findings indicated that school sport coaches learned to coach through formal coach education courses and informal learning settings: mentoring, exchange ideas with other coaches and physical education teachers. Sport coaches also identified their past sporting and coaching experience help their further coaching practice. Number of participants, school equipment and facilities, and weather were listed as major factors influencing the practice of school sport coaches.

CONCLUSIONS

Findings of the study hold implications for the preparation of sport coaches with respect to their specific learning needs and knowledge coaching in Hong Kong school environment. Learning strategies should be provided to address

Table 1: Description of Coaches Participants

Coaches	Sports	Age	Coaching Experience	Sport Playing Experience	Education Background
12	3 Athletics; 2 Rope Skipping; 2 Handball; 1 Swimming; 1Rugby; 1 Soccer; 1 Basketball; 1 Netball	22-33 Mean: 25.67 SD: 3..34	2-18 Mean: 6.67 SD: 4.46	8-25 Mean: 14.08 SD: 4.80	1 Master Degree 1 University Degree 10 BEd (PE) Student Teachers

different learning situations of coaches and factors influencing practice in order to help their coaching in schools.

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THE ROLE OF MOTİON THERAPY İN SUPPORTİNG CHİLDREN İN THEİR DİSTURBED DEVELOPMENT. COLLABORATİON BETWEEN CHİLD CARE PROFESSİONALS İN POLAND.

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INTRODUCTION

Movement is the fundamental basis of the development of every human being since the very time of his or her conception. It stimulates the development of CNS, paves the way for learning processes, memorizing, and psychosocial and adaptive skills. All the above-mentioned issues constitute the potential that children will use in their subsequent adult lives.

THE AIM

Proper development of a young human organism exerts an impact upon reducing barriers in human adaptation to micro-, meso- and macro environments. The relationship between human body motion and organization and work of the brain is well known. It is used, inter alia, in Educational Kinesiology. Improvement of motor abilities at each stage of a child's development gives rise to acquisition of new skills - not only the skills in motoric improvement, but also in reading, writing, active listening, foreign languages learning, memory exercises, concentration of attention; and, above all, it is a foundation of the child's good health in general.

In Poland, more than 3% of the population of all children at school age (pupils) require some special forms of education. These are both children with normal intellectual capacity (deaf, blind), and pupils with mental retardation, autism or multiple disabilities.

OBJECTIVE

The objective of this work was to describe the role played by physiotherapists in assisting children in their disturbed development, and to point towards insufficient collaboration on the part of support teams and integrative social care outposts with physiotherapists in Poland.

65 randomly selected physiotherapists and a group of 50 persons that consisted of special educators, educators, psychologists, and speech therapists participated in this study. Our own authorship survey questionnaire was used in it. Results of periodically conducted tests and diagnostic examinations, which had been carried out in health care and educational institutions, were used to evaluate the level of functional development among children who were / were not in contact with a physiotherapist.

CONCLUSION

The study proved that there was an insufficient number of institutions that, in practice, established contacts with physiotherapists. Occupationally active professionals, who took part in this study, described their mutual contacts (while conducting their pediatric patient therapies) as insignificant.

This study has revealed that there is no common working plane, which, in the case of little patients, may weigh heavily on their overall life potential.

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THE EFFECT OF DIFFERENT TYPE AGILITY TRAINING ON BASKETBALL PLAYERS' PHYSIOLOGICAL PARAMETERS, MOTOR ABILITIES AND TECHNICAL QUALITY

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ABSTRACT

This study examined the effects of a 12-week agility program on the development of explosive and anaerobic power, isokinetic strenght, balance, speed, and agility in adolescent basketball players.

METHOD

Twenty-five METU (Middle East Techninal Üniversity) Sports Club youth basketball athletes were assigned to either agility training (HAG) group (N=11; 13 yr) or tradiational basketball training (BAG) group (N=14; 13 yr). The agility program included three training sessions per week for twelve weeks.

RESULTS

In this study, significant improvements were observed at speed, agility, balance, CMJ ability, and quadriceps absolute peak torque angular velocities of 60°/s, and quadriceps absolute/relative peak torque angular velocities 300°/s in HAG more than in BAG.

CONCLUSION

The present study demonstrates that the agility training program improves speed, agility, balance, anaerobic/explosive power, and isokinetic strength in adolescent basketball players in HAG group. The findings may help trainers, coaches, and sport scientists in the development and implementation of training programs for adolescent athletes.

EFFECTS OF TEACHING PRACTICE ON PROFESSIONAL COMPETENCES AND PROFESSIONAL DIRECTED ATTITUDES OF PHYSICAL EDUCATION TEACHER CANDIDATES

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THE AIM

The purpose of this study was to investigate the effects of teaching practice in physical education and sports on earning professional competences of teacher candidates and their attitudes directed on the profession in physical education and sport teaching. Physical education and sport senior students who were attending in 19 different universities were participated in this investigation in 2008-2009 academic year.

METHOD

This survey model study was conducted to 628 teacher candidates before and 570 candidates after the teaching practice. The data of the investigation were collected with "Teacher Competence Scale" and "Attitude Scale Regarding Teaching". The data analysis in this study included arithmetical average, standard deviation, correlation coefficient, variation analysis and t test techniques.

RESULTS

As a result of this study, general competency averages regarding profession of teacher candidates was affected in positive way by teaching practice, and was determined as competent. Teacher candidates' profession attitudes were also positive but it was decrease after teaching practice lessons. The candidates who were satisfied with the length of teaching practice lessons had higher general competency level than those who were unsatisfied. In the mean time, the attitudes level towards the profession was increased as the number of students in practice teaching classes decreased. The relationship was found positive but low between the professional directed attitudes and general competence before and after the teaching practice lessons. The teacher candidates who had high competence level also had positive profession attitudes.

Efficiently performed teaching practice lessons thought to affect teaching perception, professional knowledge, competency and attitudes levels of teacher candidates significantly.

KEY WORDS

Physical Education and Sport, Teaching Practice, Attitude, Competence.

PHYSICAL EDUCATION TEACHERS IN A MULTICULTURAL SCHOOL: A THEORETICAL PROPOSAL OF PEDAGOGICAL PROFILES

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INTRODUCTION

In light of the new challenges and problems that have triggered the progressive increase of the foreign student population in primary education in Catalunya (Spanish region) schools and the role of the teaching staff (Chepyator-Thomson, You & Rusell, 2000) acquires vital importance when promoting and establishing the intercultural educational principles announced by the political and theoretical spheres. In view of the scientific gap that exists between interculturalism and Physical Education (PE) (Grimminger, 2011), knowing and analysing how PE teaching staff perceive and experience the multicultural reality of the students becomes particularly interesting, since this group holds a tool of great educational potential with which the intercultural proposals made in the school can be attained (Soler, Flores & Prat, 2012).

This study focuses on the professional practice of PE teaching staff that have more than five years' professional experience in a public primary education centre (6-12 years old) with more than 50% of foreign students, to respond to the following questions: a) how do they perceive their foreign students? b) what does their pedagogical intervention in a multicultural classroom involve? and c) how do they perceive their professional career in this context?

METHOD

From a qualitative perspective, a multiple case study (n=12) was conducted in the province of Barcelona. Semi-structured interviews and non-participant observation were the techniques used to collect information. To analyse the results, content analysis was performed with the help of the programme "Nudist Nvivo®".

CONCLUSIONS

After analysing the results, and based on the theoretical perspective of intercultural education (Aguado, 2003), this study describes a theoretical definition of three educational profiles of physical education teachers with regard to cultural diversity in their classrooms: "sensitive-inclusive", "romantic-assimilator" and "burnout-prejudiced".

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STUDY ON THE EFFICIENCY OF SWIMMING, AS A LEISURE ACTIVITY, IMPROVING RESPIRATORY INDICES AT THE STUDENTS OF THE UNIVERSITY OF BUCHAREST

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INTRODUCTION

Swimming can be considered a mass sport great influence on improving health. Swimming contribute to the development and maintenance of vital processes, and the body becomes harmonious development by engaging in swimming the entire system muscular. Also practicing swimming can improve breathing. Swimming in academia is today a diverse and broad requirement genetic applications, due to the specific student work, the physical effort occupies a small share being held by mental and intellectual demands. Breathing is one vital function which can be controlled voluntarily. A complete and correct breathing can increase life expectancy, increasing vital capacity, strength and endurance.It is assumed that differentiated application of specific means swimming and prolonged physical effort, over 40 minutes 3 times a week, will lead to an improvement in respiratory indices.

METHODS

The experiment was conducted from October 2013 to May 2014 on a sample of 25 subjects, students of the University of Bucharest, who attended a weekly swimming lessons in physical education course and 2 swim in clear pool. To determine the effectiveness of the experimental work carried out we used a control group who preferred course work in basic, just participating in a week lesson. The signs investigated were: respiratory rate (FR), the elasticity of the chest (ET), vital capacity (VC). Statistical indicators followed in this study were: arithmetic mean and index significance of the difference of means. Check hypothesis test was performed using t-tests carried Student. Which is appreciated far as the independent variable influenced generating test data performed differences between the two tests. Checking progress through the proposed program was based on tests applied at the beginning and end of the program

RESULTS

The experimental group there was a significant increase between the final and initial testing of all indices tested ($p < 0.05$) compared with the control group where growth between initial and final testing is insignificant ($p > 0.05$);

Following the dynamics of recorded parameters, see jumps in value between initial and final testing, where the experimental group and significant improvements in the control group.

CONCLUSIONS

1. These significant increases in the experimental group, confirming the hypothesis at the beginning of the experiment.

2. Practice swimming help to improve overall breathing. As a visible effect of exercise-induced energy economy is slow, shallow breathing that low levels of respiratory rate at rest, the subjects trained to the untrained.

3. After the experiment could cause a system drive means effective in improving respiratory function, which was one of the objectives of this work.

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PROMOTION, MAINTAIN OR REGAIN HEALTH THROUGH FITNESS

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INTRODUCTION

Physical fitness is a part of physical education and must become a physical education for a teacher accountability. Having a high level of fitness is to have the energy and strength to handle your daily activities in a vigorous and alert way, exercises used in fitness are often used in physical therapy due to their simplicity and the fact that target specific muscle groups, making it easy to monitorise the evolution of the subject from a recovery session to another.

BACKGROUND

The point from which we started, underlying the study is that exercise exerts multiple positive effects on the body, including maintaining and strengthening health and recovery means of various diseases more or less serious. Physical exercise is the basis of kinetoprofilaxis, with applications primarily addressing healthy people and people in specific biological situations.

OBJECTIVES

Research and aims to highlight the fitness level of the Bucharest University's students and provide students kineto-profilactic programs to raise endurance for promoting, maintaining or restoring health.

METHODS

We used both a type ascertaining experiment, and reclamation, in which students were enrolled in 1600, the University of Bucharest. Mioartrokinetic device was tested by using test Hettinger, including: testing joint mobility, balance testing, testing muscle strength. The final results were statistically analyzed and plotted.

RESULTS

The results showed that after practicing fitness exercises, programs to improve strength, mobility and balance, there is an improvement in fitness level, as evidenced by the significant increase in scores obtained by students at the ten samples Hettinger system.

CONCLUSIONS

Physical exercise as a means of strengthening health also leads to functional improvement and increased psychophysical efficiency. It is known that after the age of 20 years, mioartrokinetic device starts to decline, so it is important to know that young healthy physical therapy programs that are based on physical exercise in order to maintain and optimize health, to prevent premature degradation of the body and its functions in general. All physical fitness characteristics are interdependent with the health, physical shape and can improve any person, even if it has no athletic ability. Education Centre is a formative component of physical education that we want to implement and which induce a state of well being and a better quality of life. Knowledge of students' fitness level will make it possible reorganization means each sport discipline so students are evaluated according to your interest in physical education classes and progress and less on performance.

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PARENTAL AND FRİENDS İNFLUENCES ON OBJECTİVELY MEASURED LEİSURE-TİME PHYSİCAL ACTİVİTY İN YOUTH. THE UP&DOWN STUDY

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INTRODUCTION

A wide range of social factors has been shown to be associated with physical activity (PA) in children and adolescents (Kirby, Levin, & Inchley, 2011). This study examined the association of (i) parental permissions for active transport (walking, cycling and public transport) and (ii) parents, siblings and friends involvement on PA with the youth's leisure-time PA.

METHOD

The present study analyzed the data from 1,777 youth (910 boys) aged 8 - 18 years (mean age 10.51±3.34 years) from the UP&DOWN study (Castro-Piñero et al., 2014). PA was measured using accelerometers during non-school hours of a week. The PA variables included were minutes per day at moderate PA (MPA), vigorous PA (VPA), moderate-to-vigorous PA (MVPA) and total PA (counts per minute). Participants answered about whether their parents allow them to walk, cycle and take public transportation on their own (Evenson et al., 2006). Frequency of their parents, siblings and friends involvement in PA with them were also self-reported.

RESULTS AND DISCUSSION

Permission for walking was positively associated with all PA variables on week days (all $p<0.05$). Permission for cycling was positively associated with VPA, MVPA and total PA on week and weekend days (all $p<0.05$). Permission for taking public transport was positively associated with VPA and MVPA on weekdays (all $p<0.05$). Furthermore, parents' involvement in PA was positively associated with all PA variables on weekend days (all $p<0.05$). Siblings' involvement was positively associated with MPA on week-days and with MPA, VPA and MVPA on weekend days (all $p<0.05$). Friends' involvement was positively associated with all PA variables on both week and weekend days (all $p<0.05$), except with total PA on weekend days (Table 1).

Our results suggest that parental permissions seem to have greater influence on leisure-time PA in youth during week days whereas the family and peers' PA involvement seem to be more important for youth leisure-time PA during week-end days.

CONCLUSIONS

The efforts to promote the increase of youth PA have to focus in the nearest community, like family and friends, not only in the individual.

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Table 1: Description of Coaches Participants

	Parental permissions						Involvement in PA					
	Walking		Cycling		Public transport		Parent		Siblings		Friends	
	β	*p*	*β*	*p*	*β*	*p*	*β*	*p*	*β*	*p*	*β*	*p*
Leisure-time weekdays PA												
n	1289		1285		1286		1030		992		1263	
MPA (min/day)	0.110	0.002	0.068	0.059	0.052	0.198	0.056	0.063	0.068	0.021	0.104	<0.001
VPA (min/day)	0.109	0.002	0.116	0.001	0.108	0.006	0.013	0.651	0.017	0.575	0.091	0.001
MVPA (min/day)	0.129	0.000	0.107	0.003	0.093	0.022	0.041	0.168	0.052	0.084	0.116	<0.001
Total PA (cpm)	0.120	0.001	0.101	0.005	0.062	0.124	0.058	0.052	0.034	0.251	0.124	<0.001
Leisure-time weekend PA												
n	1228		1225		1225		988		947		1205	
MPA (min/day)	0.022	0.557	0.051	0.173	-0.037	0.379	0.090	0.003	0.102	0.001	0.137	<0.001
VPA (min/day)	0.072	0.061	0.104	0.006	-0.016	0.702	0.066	0.037	0.072	0.022	0.121	<0.001
MVPA (min/day)	0.048	0.203	0.082	0.030	-0.032	0.459	0.088	0.004	0.099	0.001	0.145	<0.001
Total PA (cpm)	0.024	0.548	0.083	0.038	-0.066	0.143	0.067	0.031	-0.021	0.520	0.054	0.074

Values are standardized regression coefficients (β). Analyses were adjusted by sex, age, body mass index, city and maternal education level

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CHANGES İN MENTAL HEALTH İN COMPLİERS AND NON-COMPLİERS WİTH PHYSİCAL ACTİVİTY RECOMMENDATİONS İN PATİENTS WİTH STRESS-RELATED EXHAUSTİON

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INTRODUCTION

There is increasing evidence for the beneficial effects of physical activity (PA) in patients with mental disorders (Josefsson, Lindwall, & Archer, 2013; Rosenbaum, Tiedemann, Sherrington, Curtis, & Ward, 2014). Despite these promising findings, there is a lack of research regarding the long-lasting effects of a more physically active lifestyle in this group of patients. Given that clinical experience suggests that compliance with PA recommendations advised during treatment varies substantially across individuals (Blumenthal, Smith, & Hofmann, 2012; Schuch & de Almeida Fleck, 2013), it is of great interest to explore the potential association between high compliance to increased PA over longer periods of time and recovery from various mental symptoms in patients with mental health problems. In the present study, clinical data were analysed to examine if initially physically inactive patients, clinically diagnosed with stress-related exhaustion, taking part in 12-month multimodal treatment (MMT), differ at the 18-month follow-up regarding mental health, depending on whether they did or did not comply with PA recommendations resembling those of the American College of Sports Medicine.

METHODS

The study population consisted of 69 patients (65% women) who were referred to a stress clinic due to stress-related exhaustion. All patients received MMT. A major goal was to increase patients' PA levels. The patients received general comprehensive instructions including personal advice regarding the positive effects of PA on mental health and could self-select for an 18-week coached exercise program. Changes in mental health symptoms over an 18-month period were compared between non-compliers (n=26), mild compliers (n=22) and strong compliers (n=21) with the PA recommendations included in the MMT.

RESULTS

Non-compliers, mild and strong compliers did not differ regarding burnout, depression and anxiety at baseline. Although substantial improvements occurred in all groups, mild and strong compliers reported significantly lower burnout and depression levels at the 18-month follow-up than the non-complying group ($p<.05$). The general pattern of findings was corroborated, if standard cut-off criteria for clinical burnout were used.

DISCUSSION/CONCLUSION

Compliance with PA recommendations is associated with better mental health. Thus, the promotion of a more active lifestyle among patients with stress-related exhaustion should be im-

plemented as a part of MMT, to achieve a more sustainable decrease of symptoms of burnout and depression.

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PROMOTİNG GRADED EXERCİSE AS A PART OF MULTİMODAL TREATMENT İN PATİENTS DİAGNOSED WİTH STRESS-RELATED EXHAUSTİON

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INTRODUCTION

Randomised controlled trials (Blumenthal, Michael, & Bab-jak, 2007; Dunn, Trivedi, Kampert, Clark, & Chambliss, 2005; Mota-Pereira et al., 2011) have greatly contributed to the fact that both physicians and patients regard regular exercise participation as a highly valuable and effective treatment for mental health disorders (Parker & Crawford, 2007). Nevertheless, little is known about the adherence to physical activity recommendations for patients with stress-related mental problems in a clinical setting. Knowledge about what can be achieved within the clinical context, and how current treatments can be improved, is crucial for clinicians, researchers, educators, managers, and policy makers involved in nursing practice (Phillips, 2002). Therefore, the purpose of this study was to examine, by using patient co-hort data, the changes in exercise habits during a 12-month multimodal treatment (MMT) period, in patients seeking specialist care for stress-related exhaustion.

METHODS

Longitudinal analysis of patient cohort data was carried out. The sample consisted of 169 patients (79% women; mean age = 42.7 years) who were referred to a stress clinic for stress-related exhaustion. All patients received multimodal treatment (MMT) with similar components. Two different approaches to promote exercise were used in the clinical work (general comprehensive instruction either with or without an 18-week coached exercise program). The self-reported overall exercise level was assessed at baseline and at three, six and twelve months after the first visit. Group by time effects were examined with repeated measures analyses of variance.

RESULTS

The frequency, duration and intensity of exercise increased substantially during the first three months of MMT. Although exercise levels tended to decrease thereafter, there was still a significant time effect at the 12-month follow-up showing that follow-up exercise levels were higher than at baseline.

DISCUSSION/CONCLUSION

This study shows that: (a) Exercise can be successfully promoted as a part of MMT in patients with stress-related exhaustion. (b) General exercise instructions and coached exercise are similarly effective in promoting exercise involvement. (c) Special efforts are needed to ensure that the initial gains in exercise are maintained and that patients can be-

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LEARNING TO BE A PROFESSIONAL DEVELOPMENT COACH: A NEW ROLE FOR THE PHYSICAL AND HEALTH EDUCATION TEACHER

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INTRODUCTION

The "Je Bouge" (Let's Move) project is the initiative of an elementary school in Canada implementing a daily physical activity program to promote educational success for students. The program requires the integration, at the beginning of each school day, of 20 minutes of physical activity led by classroom teachers. After several years of support offered by a university-based team (Beaudoin et al., 2014), transferring the coaching strategy leadership to the Physical and Health Education (PHE) teacher is intended for a long-term sustainability and development of the program.

METHOD

An action-research and training strategy (Charlier, 2006) was deployed with the PHE teacher to support and analyse her professional development process throughout this transition. Several action-research cycles (Stringer, 2008) were conducted in order to assist her in resolving problems related to the acquisition of her new role.

This communication aims to describe the university-based team issues in supporting the PHE teacher to provide her colleagues with appropriate coaching during the first year of the transition. Data were gathered through different means (including meetings, phone calls and emails) and were processed through thematic analysis (Howitt & Cramer, 2011).

RESULTS AND DISCUSSION

Results show issues related to: a) a misunderstanding about the role of a professional development coach; b) effectively documenting the coaching process; c) learning to help class-room teachers identify their needs, which are mostly related to a lack of coaching skills such as asking meaningful questions, empowering and reflecting with accuracy.

Learning to be a coach requires the acquisition of new abilities, and PHE teachers are not currently trained for it.

CONCLUSIONS

In order to effectively support the PHE teacher in learning her new role as a professional development coach, the first steps should be: a) to define specifically the objectives and actions of her new role; b) to develop a working method integrated in her work task in order to document the coaching process; c) to acquire coaching skills to increase self-confidence during interventions and support adequately classroom teachers.

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BARRIERS TO CHANGE IN TEACHER EDUCATION CLASSES

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INTRODUCTION

Teacher preparation has the potential to play a significant role in educating pre-service students about self-advocacy and program improvement. Acquiring knowledge about wellness legislation, grant writing, and comprehensive school health during teacher education can provide knowledge that will enable future teachers to advocate for and enhance their programs, however, these topics often are not addressed in teacher education (Graber, Woods, & O'Connor, 2012a; Graber, Woods, O'Connor, Mercer, & Oh, 2012b). Little is known regarding why teacher educators often neglect to address these topics. Grounded in Ecological Systems Theory (Bronfenbrenner, 1977, 1979), the purpose of this study was to examine barriers to change in teacher education.

METHOD

After obtaining IRB approval, 62 teacher educators, representing 10% of the physical education teacher education programs in the United States, participated in formal interviews related to program change (Patton, 2002).

ANALYSIS/RESULTS

Data were inductively and deductively analyzed and triangulated by Carnegie Classification of institution. Results indicate that while most physical education teacher education (PETE) faculty at research-intensive and graduate degree granting institutions are aware of the importance of topics such as legislative mandates and grant writing as they relate to program improvement, few implemented coursework specifically addressing these topics. The most common barriers to including such coursework in classes included lack of awareness about how to adequately address these topics, lack of collaboration among faculty, shortage of time, and preference toward teaching other information deemed more important.

CONCLUSION

While some teacher educators are highly knowledgeable about the importance of legislative mandates, grant writing, comprehensive school health, and program advocacy, they fail to educate students about these topics because they prefer a more traditional approach in which content knowledge and pedagogical skills take precedence.

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THE RELATIONSHIPS BETWEEN ACADEMIC ACHIEVEMENTS, PHYSICAL ACTIVITY AND FITNESS IN 14-17-YEAR-OLD LITHUANIAN SCHOOLCHILDREN

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INTRODUCTION

Physical activity and fitness can be beneficial to school performance. Academic achievements were associated with vigorous physical activity in adolescent girls, while in boys it was related with fitness (1). The aim of this study was to explore the associations between physical activity and fitness with academic achievements of Lithuanian adolescents.

METHOD

In total, 589 schoolchildren (52% girls) of 14-17 years of age took part in this study. The level of physical activity (PA) was estimated (2) and the total amount of PA (MET-minutes per week) was calculated (3). The Eurofit Fitness Testing Battery was used to test the physical fitness of the schoolchildren. Academic achievements (AA) of the respondents were estimated by calculating the average of the marks (from a 10-point scale) of all school subjects from the last semester.

RESULTS AND DISCUSSION

The significant differences in PA (i.e. moderate-to-vigorous PA; min./d.) were found in students grouped by gender and age, i.e. male students being more active than female as well as younger students being more active than older ones ($p<0.05$) (Fig. 1). No significant differences were found in AA when comparing males vs. females ($p>0.05$). Although AA were not related to the total amount of PA, it did correlate with such components of physical fitness as flexibility ($r=0.390$, $p<0.01$ in girls; and $r=0.150$, $p<0.05$ in boys), abdominal strength and muscular endurance ($r=0.249$, $p<0.01$ in girls, but not in boys), and speed of upper limb movement ($r=0.323$, $p<0.01$ in girls; and $r=0.340$, $p<0.01$ in boys). Muscular endurance of arms in bent arm hang test was negatively associated with AA ($r=-0.457$, $p<0.01$ in girls; and $r=-0.324$, $p<0.01$ in boys) (Table 1).

Table 1: The relationships (Pearson correlation) between academic achievements, physical activity and fitness in 14-17 yrs of age schoolchildren

		Girls (n=304)		Boys (n=285)	
		Total amount of PA (MET-min/week)	Academic achievements (Grades)	Total amount of PA (MET-min/week)	Academic achievements (Grades)
Academic achievements (Grades)		-0.085	-	0.014	-
Physical fitness component	Eurofit test				
Abdominal strength and muscular endurance	Sit-ups (n/30 s)	-0.036	0.249**	-0.087	0.073
Flexibility	Sit-and-reach (cm)	0.198**	0.390**	0.201**	0.150*
Explosive leg power	Standing broad jump (m)	0.184**	-0.180	0.104	0.016
Agility	10x5m shuttle run (ms)	0.224**	0.108	0.103	0.118
Muscular endurance of arms	Bent arm hang (ms)	0.059	-0.457**	0.168	-0.324**
Body balance	Flamingo (n/60 s)	-0.168	0.009	-0.033	0.084
Speed of upper limb movement	Plate Tapping (s)	0.222**	0.323**	0.086	0.340**

* p<0.05, ** p<0.01

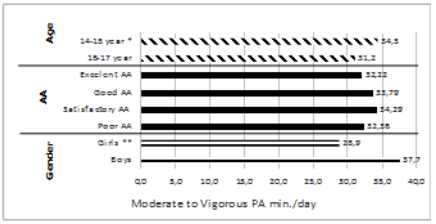

Figure 1. The duration of moderate-to-vigorous physical activity (min./ d.) in 14–17 year old students, compared by age, academic achievements and gender. *p<0.05; **p<0.001

CONCLUSIONS

Although academic performance was not related with the total amount of physical activity, positive correlations were observed between health-related physical fitness (such as flexibility and abdominal strength and muscular endurance) with academic outcomes of adolescent boys and girls.

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THE EFFECT OF PAIRING BY ABILITY IN RECIPROCAL PEER LEARNING: AN EXPLORATIVE STUDY IN SWIMMING

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INTRODUCTION

Research in reciprocal peer learning has argued that pairing by ability or gender has little or no effect on learning outcomes. It has often been suggested that heterogeneous pairing techniques (i.e., low-skilled student with a high-skilled student) is to be favoured over homogeneous pairing because of the expert-novice relationship that exist in heterogenous dyads. In an expert-novice relationship, the expert learns by observing the partner and (re-)explaining the content while the novice learns because of expert feedback and demonstration.

METHODS

113 students in kinesiology were randomized in heterogenous and homogeneous dyads on the basis of swimming ability, determined by a pre-test. Students were taught 4 lessons in swimming framed within a reciprocal peer learning approach. The lesson content aimed at improving sprint performance and reducing the amount of strokes for covering 50m. All students were taught the same content in 5 groups by two teachers. Students were assessed on their 50m sprint performance and the amount of arm strokes needed to cover 50m before and after the lesson intervention.

RESULTS

Repeated measures ANOVA demonstrated significant differences for sprint performance and the amount of strokes needed between high-skilled and low-skilled students, $p < .01$. No differences were attributable to pairing by ability.

CONCLUSIONS

Results demonstrated that pairing by ability did not impact the learning gains in this swimming study. The short duration of the intervention is a significant limitation of this work.

PRE-SERVICE CLASSROOM TEACHERS' ATTITUDES AND APPROACHES TO PHYSICAL EXERCISE AT THE OUTSET OF TEACHER EDUCATION

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INTRODUCTION

In Finland primary school classroom teachers are significant physical education providers teaching children PE during their first six years of school. An important task of teacher education is to provide pre-service teachers good skills and attitude for teaching physical education. Pre-service teachers' experiences of exercise, all embodied experiences and their perceived attitude to physical activity significantly impacts how they develop and work as physical education teachers. (Curtner-Smith et al. 2008; McMahon & Huntly 2013.) Teaching ideologies and methods and the willingness to teach and perceptions of teaching PE are influenced by experiences of physical exercise (Webster 2011).

The purpose of this study was to examine the typical exercise background of pre-service classroom teachers at the start of teacher education

METHOD

Research data (570 A4 pages) was collected using autobio-graphical writing from 57 classroom teacher students (37 female and 20 male) at the outset of their teacher education. Students wrote an autobiographical essay of 10 pages about their own physical experiences and their relationship with physical activity. The qualitative research data was as analyzed inductively using narrative research approaches. The guiding research question was: What is the most typical approach to physical exercise for each student?

RESULTS

The results indicate 7 typical approaches to physical exercise. *Competitor* types (14 texts) want to win and only take part when they consider themselves sufficiently talented. Worker types (15 texts) exercise hard and monitor performance. This type is also very goal-oriented. *Experience exerciser* types (12 texts) seek experiences from exercise: social relationships, excitement or learning, music or nature experiences preferring more spontaneous exercise. *Health exercisers* (5 texts) train regularly in many different ways. *Organizers* (3 texts) enjoy the limelight and want to teach and instruct physical activity. *Disappointed* types have a negative image of their physical skills and condition. They may have had negative experiences of PE. *Physical culture* insider types (4 texts) love PA and sport is everything to them.

CONCLUSIONS

The results show that the teacher students had a variety of approaches to physical exercise and they desired and gained different things from PA. Teacher education should guide students to recognize their own PA approaches for the basis of PE teaching. The results also shows the experiential diversity of physical exercise, which should be taken into account in all physical education.

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UNİVERSİTY OF TSUKUBA AND NIFS TO LAUNCH A SPECİALİZED PHD PROGRAMME TO ADVANCE PHYSİCAL EDUCATİON INSTRUCTORS İN HİGHER EDUCATİON INSTİTUTİONS

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INTRODUCTION

A vast majority of Japan's higher education institutions offer physical education as either required or elective courses within their liberal arts education programmes. At present, however, the curricular focus of graduate programmes in physical education that train educators in charge of these courses is organised around developing theoretical research capabilities in a number of specialised fields within the subjects of physical education and sport science. This has hindered the training of physical education instructors who are adequately equipped with pragmatic skills in both teaching and research; in other words, personnel who could play a leading role in assuring the quality of physical education in higher education.

METHOD

A questionnaire survey was distributed to instructors currently employed at higher education institutions across Japan (N=2,242), yielding a total of 659 responses (a recovery rate of 29%).

RESULTS AND DISCUSSION

The results of the survey demonstrated that approximately 60% of individuals aged 45 or younger who have achieved a title of associate professor or a lower rank without holding a PhD degree expressed their aspiration to enter a doctoral programme, with approximately half of them indicating their desire to improve their pedagogical skills as a motivation. In other words, it has become evident through the survey that there is a need for doctoral programmes that focus on recurrent education of physical education instructors currently employed at higher education institutions.

CONCLUSIONS

We organised a coursework-centred doctoral curriculum comprising the following subject groups: (1) practical teaching skills, (2) practical research skills, (3) advanced instructor training, and (4) doctoral dissertation research skills. In the 2015 academic year, the University of Tsukuba and the National Institute of Fitness and Sports in Kanoya (NIFS) have launched a joint doctoral program to train high-calibre instructors in the physical education and sport science at higher educations.

Table 1: Possibility (Q1) and reason (Q2) to go to the doctoral program (N=143)
(Respondent: Physical education teachers aged 45 or younger who have achieved a title of associate professor or a lower rank without holding a PhD degree)

Q1. Are you considering go to the doctoral program of physical education graduate schools?

greatly	somewhat	not too much	not at all
32.2%	28.6%	25.2%	13.3%
60.8% (N=87)			

Q2. What is the reason to go to the doctoral program of physical education graduate schools? (multiple answers allowed)

Improvement of research abilities	Improvement of education abilities	Qualification of PhD in charge	Promotion	Others	No answer
73.6%	42.5%	18.4%	27.6%	5.7%	54.0%

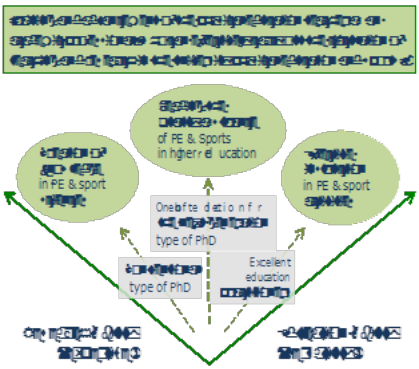

Figure 1. The aim of the joint doctoral program in advanced physical education and sports for higher education

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Professors of the NIFS that have made the doctoral program launched together, we would thank from the bottom of our heart.

SELF-REGULATED LEARNİNG AMONG STUDENTS PARTİCİPATİNG İN UNİVERSİTY PHYSİCAL ACTİVİTY CLASSES İN KOREA

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INTRODUCTION

Self-regulated learning is an important role for university students to participate physical activity for lifelong(Pintrich, 2000). The strategies of the self-regulated learning have been linked to motivation components such as cognitive strategies for the development of self-regulated skills(Miller, 2000). If they have the opportunity to develop self-regulatory skills, they will explore new activities, join leisure club, and enroll fitness center. In spite of many researches on self-regulated learning in other countries, there is a little research in Korea. Thus, the purpose of this study was to explore self-regulated learning of students in university physical activity classes.

METHODS

Participants consisted of 10 students(male: 5, female: 5) who enrolled in university physical activity classes such as golf, dance sports, swimming, badminton, and tennis. One male and one female student were selected from each class, respectively. Data were collected using semi-structured and unstructured interview for 60 minutes to 90 minutes each time. The collected data was analyzed by process of transcription, coding, and theme formation. Also, in order to enhance the validity of the data collection, triangulation, peer debriefing, and member check techniques were used.

RESULTS

Findings showed five themes, including making a ring with university physical activity class, interference, positive and aggressive attitude, application information, value of university physical activity class. Making a ring with university physical activity class is related to motivation and prior experience to apply for the course. Interference is an environmental psychological obstacles that interfere with class participation. Positive and aggressive attitude can be explained by the enthusiasm and joy for the class. Application information is directed to the use of various media and feedback. Finally value of university physical activity class is guiding the path of lifelong physical education to students.

CONCLUSION

Based on these findings, university physical activity class should be provided in a variety of forms and the result tells of the need of many types university physical activity class for lifelong physical activity and positive experiences.

THE IMPLEMENTATION STATUS OF KOREAN SCHOOL SPORT CLUBS AND ITS IMPACTS ON POSITIVE YOUTH DEVELOPMENT

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PURPOSE

The purpose of this study was to examine the current status of school sport club (SSC) participation and to explore relationship between school sport participation and positive youth development (PYD). In addition, the study explored ways to organize SSC to provide developmental contexts with youth for PYD.

METHOD

Data were collected from a survey with 403 elementary, middle, and high school teachers who are currently taking charge of SSCs and individual interviews with 22 students.

In addition, the youths' developmental asset questionnaires (Choi et al., 2014) were administered with 412 middle school students.

RESULTS AND DISCUSSION

The survey results from 403 teachers showed that SSCs have potential to contribute to PYD because teachers are placing an emphasis on character development as well as physical and social development through SSC activities.

Regarding the influences of SSC participation on youth developmental asset profile, the results showed that participants who regularly participate in physical activities had higher internal and external developmental assets than non-participants or irregular participants.

Specifically, students participated in SSC more than twice a week had higher internal and external assets than students participate once a week. In addition, participants who engage more than one hour per session had higher internal and external assets except constructive use of time and social competence.

The third question has focused on exploring characteristics of exemplary SSCs and identified directions for SSC for promoting PYD. Interviews with teachers revealed that the exemplary SSCs shared the following characteristics: having a clear goal, diverse contents, offering diverse routes to access SSCs, instructors' modeling of enthusiasm and commitment, building close relationships with students, and establishing close connection with parents, community, and administrators.

CONCLUSIONS

This study provided an empirical and theoretical foundation for capitalizing SSC as an ideal context for positive youth development.

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"HOW CAN WE MAKE A BETTER LEARNİNG EXPERİENCE FOR STUDENTS?"— AN ACTİON RESEARCH OF HİGH SCHOOL PE TEACHERS' PROFESSİONAL LEARNİNG COMMUNİTY DEVELOPMENT

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INTRODUCTION

Teachers' professional development plays a crucial part in student achievement and quality of teaching. With a view to offering a reference for the future educational workers and improving educational qualities, this study aimed to examine the development of professional learning community for high school physical educational teachers, the difficulties and challenges of development, and strategies for improving students' learning.

METHOD

7 PE teachers were invited to participate to the professional learning community within a senior high school in Taiwan for 6 months. Class observations, professional dialogue, semi-structured interview were used for data analysis.

RESULTS AND DISCUSSION

Result showed that the teachers in the community were willing to spend time on the community activities, however their productivity was limited due to work load. The difficulties of the community included personal factors, family issues, and the lack of long-termed framework.

CONCLUSIONS

Thus, some strategies used to overcome the encountered difficulties were also discussed during the action research cycle.

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USE OF VİDEO REFLECTİON AND OBSERVATİON TOOLS İN PHYSİCAL EDUCATİON TEACHER EDUCATİON

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INTRODUCTION

Effective physical education teaching requires that teachers possess various pedagogical and didactical skills as well as a high level of responsiveness to diverse teaching situations. An ability to reflect on and alter teaching behaviours is imperative as teachers develop their teaching skills and endeavour to enact them in difficult or unexpected situations within the learning context.

THE AIM

The aim of this study was to examine how physical education teacher education (PETE) students reflect on their teaching behaviour during a "Teacher as Researcher" course, in which students analyze their own teaching behaviour on videos utilising various observation tools. The goal of the course is to guide students through reflections on their behaviour during teaching situations in order to assist them in identifying their strengths as physical education teachers and also any areas for improvement.

METHOD

Data collection involved 32 PETE students (15 male, 17 female). The "Teacher as Researcher" course centres on videotaped micro-teaching lessons. Each videotaped lesson lasted 15 minutes and was subsequently analyzed utilizing various observation methods.

RESULTS

Results indicate that with concrete observation materials students are able to observe and reflect their teaching behaviours at the beginning of their studies (2nd year). PETE students demonstrate an ability to reflect on their teaching at both technical and situational levels. Videotaping was found to be useful and the observational exercises, which guided reflections, helped students to see and assess their teaching from a new perspective.

STUDENTS' AWARENESS OF THEİR BODİES AND KİNETİC SENSE İN MOVEMENT ANALYSİS MODELS İN ELEMENTARY PE

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INTRODUCTION

Body awareness and kinetic sense are important in acquiring movement skills. To improve these skills, students must understand how their body operates, consciously control it, and use kinetic sense to recognize whether their body works efficiently. Elementary school children in the early stages of development think about matching effective movement with theory or principle, gain more knowledge through realistic movement experience, and thus improve in future experiences. The purpose of this study is to investigate how students recognize body awareness and kinetic sense through movement experience in movement analysis models.

METHOD

Data were collected using "write and tell methods" by analyzing students' drawings, writing, and responses to interview questions after PE lessons (Koekoek and others, 2009). In a period of four weeks including 9-10 educational gymnastics lessons for 3rd and 4th grade (n = 60) students, 489 drawn and written descriptions emerged. Data were also collected from semi-constructed group interviews.

RESULTS

The results showed that (1) Students recognized how to use their body when they jump—to bend their knees before jumping, swing their arms to reach up in the air, and take off strongly. They also knew that landing on their toes means landing softly. (2) They recognized that keeping a straight back is useful for coming to a stop, and a lower posture is made easier when they balanced. (3) Students realized that directing force into the heels was effective when spinning and then stopping with both feet. (4) Students realized that their muscles tensed when they made angular shapes.

CONCLUSION

The findings demonstrate that students were aware of their bodies and understood how to put strength into their body; make motor adjustments to control their movements; use body parts consciously; differentiate between muscular tensions; and improve their movements to achieve efficient and specific movement goals.

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EFFECT OF A SPORT EDUCATION SEASON ON THE TECHNICAL LEARNING AND MOTIVATIONAL CLIMATE OF JUNIOR HIGH PERFORMANCE SWIMMERS

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INTRODUCTION

Actually, one of the most prominent student-centred approaches to teaching physical education model is known as Sport Education (Siedentop, 1994). The research has focused almost exclusively on team sports in physical education, and by consequence, there is a limited understanding of the application of the model in cyclic sports in which there is a focus on technique. To date, Sport Education research has been conducted exclusively within school physical education (Hastie, Martínez de Ojeda, & Calderón, 2011). In contrast, there have been few studies that have analysed the effects of different pedagogical models applied in youth sports settings. The purpose of the present work was to examine the extent to which Sport Education might serve as an appropriate intervention in a high performance junior sport to know the development of the technical learning of the main swimming strokes as well as the motivational climate perceived by the participants.

METHOD

Twenty-two young swimmers from a sports club in southern Spain participated in 16 training sessions organized around the key principles of Sport Education. Experts assessed technical learning from video analysis, and the swimmers and their coaches also completed self-assessments. Motivational climate was analysed through the Perceived Motivational Climate in Sport Questionnaire-2 (Cecchini, González, López-Prado, & Brustad, 2005).

RESULTS AND DISCUSSION

The results indicated that regardless of performance level (sampling and specializing swimmers) and gender, the swimmers significantly improved their technical performance from pre-test to post-test (Table 1). As can be seen from the results, the swimmers improved in the technical aspects of all four strokes. Moreover the results found by Wallhead, Hagger, and Smith (2010) are corroborated; because they applied Sport Education in different age groups and all improved the learning. In addition, all subjects reported statistically significant improvements in the task-oriented motivational climate (Table 2). The finding of high values of a perceived mastery moti-

Table 1. Changes in Technical Learning across the Season.

	*Pre-test M***	*Pre-test SD*	*Post-test M***	*Post-test SD*	*Δ*	*F(1.21)*	*p*	*d*
Front crawl	60.70	10.98	79.87	9.27	19.17	146.25	<.001*	0.026
Backstroke	60.22	15.20	77.65	8.28	17.43	72.53	<.001*	0.021
Breaststroke	58.76	13.57	83.11	5.64	24.35	113.43	<.001*	0.043
Butterfly	57.40	13.03	82.70	10.90	25.30	194.45	<.001*	0.023

*Significant difference between the pre-test and post-test ($p < 0.05$). **%=(Total*-ITrial*)/100.

Table 2. Changes in Mastery and Ego Climate Variables across the Season.

	Pre-test M	*Pre-test SD*	*Post-test M*	*Post-test SD*	*F*	*p*	η^2
Mastery	*80.48*	*7.77*	*94.00*	*3.26*	*71.42*	*<. 001*	*.773*
Ego	*49.09*	*9.64*	*48.01*	*9.19*	*.490*	*.491*	*.023*

vational climate are consistent with those found in numerous studies showing that such a climate provides task-oriented high levels of effort and intrinsic motivation (Trenz & Zusho, 2011).

CONCLUSIONS

It was concluded that the intervention program based on Sport Education has a positive impact on improvement of swimming skill, and a more optimal motivational climate.

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THE PROCESSES OF İNCLUSİON AND EXCLUSİON İN PHYSİCAL EDUCATİON: A SOCİAL-RELATİONAL PERSPECTİVE

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INTRODUCTION

Existing research on inclusion and exclusion processes in physical education (PE) has particularly focused on exclusion from PE as something being done to students and attributed to specific social categories such as (female) gender, (low) physical skills or (minority) ethnic background. This study aims to develop a social-relational perspective on inclusion and exclusion processes defined as students' participation or non-participation in PE interpreted as a community of practice. In so doing, the study examines how students' experiences of participation and non-participation in PE are influenced by complex interactions within the group of students and in negotiations with teachers about the values and practices of PE.

METHOD

The research is based on an embedded single-case study carried out over the course of 6 months through weekly observations of PE classes in a multi-ethnic school, as well as focus group interviews with students and individual interviews with teachers.

RESULTS AND DISCUSSION

Using the conceptual tools developed by Lave and Wenger (1991), we show that a student's degree of participation in the community of practice of PE-classes is closely related to the legitimacy of the student and the extent to which the student experiences PE as meaningful. Some students were excluded from PE because they did not have the physical skills and social relations necessary to gain legitimacy from other students. Others chose not to participate because PE was not meaningful to them. This latter type of non-participation from students who experienced lacking meaningfulness was evident in PE classes that had little transfer value and limited prospect for students to develop the knowledge, the skills and the understanding necessary to move towards full participation in the classes. Furthermore some students seemed to have reached the conclusion that the potential of achieving legitimacy and meaningfulness was greater if they choose not to participate in PE.

CONCLUSIONS

In our findings we have distinguished between those students excluded from participation in PE and those who actively choose not to participate. Based on our findings, we find this distinction important in relation to how we talk about students as passive victims or active agents and in relation to future practices in PE. While some didactical strategies aimed at ensuring the legitimacy of all students in PE have already been suggested, only recently researchers have begun to discuss how to make PE more meaningful to students. So further studies are needed to develop strategies to enhance students' experiences of meaningfulness in PE and to empirically explore whether these strategies could include more of the

students who choose not to participate in PE.

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VIDEO ANALYSIS AS AN EVALUATION TOOL IN HIGH DIVING

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INTRODUCTION

This highly spectacular sport complies particular motory and psychological abilities, which are not possible to train for lack of specific sports facilities. In competitions, the starting platforms are at a height of 25-28 meters, and the impact with the water is at a high velocity that stimulates the entire body in little time . The goal is to calculate the impact with the water, its form and the hypothetical consequences on the body using video training

METHOD

This study uses three distinct approaches: a case study of single performances, the descriptive research for the contribution of the evaluation of the analyst, and the constitution and elaboration of the data for the contribution of the physics expert.

The model consists in the total of three performances of three international competitions:

- 2 Red Bull Cliff Diving World Series competitions
- 1 World Championship competition

The single dives were analyzed, compared with overlapping displays of the performances, the analysis and decoding of the video given by the analyst and the technical expert in the field on water entry with Kinovea software. This specific software was used for simulations…data of coefficient of water impact and entry.

RESULTS AND DISCUSSION

For each dive impact incidence and eventual consequences on the athlete were calculated.

For each athlete both the positive and the negative aspects of their performances were

located. The evaluation of the data collected (each single dive for each single athlete, total nine dives each) allowed an individual hypothetical model to use pre-competition

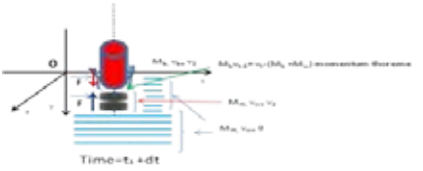

Figure 1. Momentum theoreme

Picture 1

CONCLUSIONS

The results can be used by the athletes themselves, using the video education method, and by technical trainers

for training, for the analysis and specific evaluation during competitions

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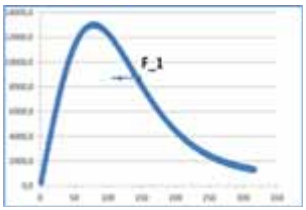
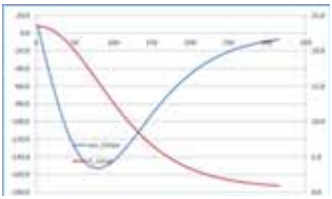


Graph 1 - highest stimuli



Graph 2 - speed/acceleration

"HIGH JUMP HURDLE" IN PHYSICAL EDUCATION FOR GIRLS

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INTRODUCTION

In PE lessons, motor-skill teaching content refers to competitive sports as the original material for adult athletes (Iwata, 1987). This study presents teaching content improving repeated running and jumping motor skills, which is based on biomechanical evidence in competitive sports.

In elite hurdling, competitors clear hurdles at 59% (1.07 m) of body height (mean body height: 1.81 m; Karube, 2013). Elite hurdlers' horizontal distance from take-off to landing during hurdle clearance is 3.59−3.96 m (Coh, 2004; Fortune, 1988; McDonald & Dapena, 1991)—much longer than step length at maximal speed during sprinting. Competitive hurdlers jump high hurdles; therefore, teaching content in PE hurdling lessons should promote jumping hurdles as high and as far as possible.

This study developed teaching material that improves the maximal height and length of junior high school students' fundamental repeated running and jumping ability, and compared an experimental group that used this material to a control group.

METHOD

Thirty-two girls in three school-based classes participated in this study. Subjects were assigned to experimental or control groups (EXP [n = 10] and CON [n = 22], respectively).

Experimental group

EXP took hurdling lessons with experimental teaching content. To train for the motor skill of maximal jump height and length, we developed "high-jump hurdle" motor skill teaching material: students must clear three hurdles without hurdle knockdown, with hurdles as high as possible. In experimental lessons, students attempted this task on six courses with hurdle heights of 65–90 cm in 5 cm increments. Interhurdle distance was 5.0 m, so students could run in a three-step rhythm.

Control group

Following conventional teaching material, CON took hurdling lessons practicing clearing hurdles as low as possible. To train for this motor skill, we developed the "step-up hurdle" teaching material: students cleared three hurdles that were lower than competition height (70 cm); hurdle height was then gradually increased from 45 to 70 cm in 5 cm increments.

Each class took six days; 50 m hurdle running times were recorded in the third and sixth lessons (pre- and post-test), respectively.

Students completed a questionnaire developed to evaluate EXP and CON's targeted skills (i.e., "Could you clear hurdles as high and far as possible?" "Could you clear hurdles as low as possible?," respectively); responses used a three-point scale.

RESULTS AND DISCUSSION

1) EXP's high-jump hurdle record significantly increased throughout lessons.
2) CON did not significantly improve hurdle running time at post-test; EXP improved significantly.

3) Questionnaire results indicated that while CON did not improve regarding its trained motor skill at post-test, EXP improved.

This suggests that EXP's experimental teaching content effectively improved hurdle running time, and enhanced fundamental repeated running and jumping ability among girls learning hurdling as part of physical education.

CONCLUSIONS

The developed teaching material, which requires clearing hurdles that are as high and far apart as possible, is more effective than conventional teaching materials. EXP exhibited improved hurdling time and fundamental repeated running and jumping ability throughout lessons. This suggests that the new teaching material may benefit fundamental skills in all sports, not only technical hurdle clearance.

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'DRAWİNG' CONNECTİONS: ELEMENTARY SCHOOL CHİLDREN MAKİNG SENSE OF LİNKS BETWEEN SCHOOL PHYSİCAL EDUCATİON AND OUTSİDE OF SCHOOL PHYSİCAL ACTİVİTY

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INTRODUCTION

Drawing on the concept of physical culture (Kirk, 1999) this study explores the relationship between school physical education (PE) and outside of school physical activity (PA) as sites of practice for PA participation of Irish primary school children. Understanding how children make connections between PA sites is important in shaping PE experiences that promote lifelong participation.

METHOD

Students' (aged 8-11) awareness, knowledge, and understanding of PA and PE were examined using participatory methods of 'write and draw' (n=126) and focus group interviews (n= 31). In phase 1 drawings, narratives, and interviews focused on PA, while phase 2 focused on PE and connections between PA and PE. Data were inductively analysed.

RESULTS AND DISCUSSION

Four points are salient from our data analysis. First, the children understood PA and PE differently. Physical education was seen as a structured learning time while engagement in PA was associated with freedom and choice beyond school boundaries. Second, PE lessons did not feature appreciably in the PA drawings; yet in the interviews children provided some examples of how PE could enhance participation in PA after school. Third, gendered socialisation into activity shaped children's activity choices. Lastly, children's perceptions of their own abilities and their capacity to make choices regarding participation were important PA determinates.

CONCLUSIONS

Children had varying understandings of the connection between their participation in PE and outside of school PA in which they engaged. Some were aware of potential carryover of skill learning and fitness benefits to other activities and the health benefits of participation; others did not make these connections. Acknowledging McKenzie and Kahan's (2008) call for more definitive links between PE and PA beyond the school setting, we propose strategies for physical educators that draw on the concept of physical culture to strengthen the interface between the two settings.

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PHYSICAL ACTIVITY GUIDELINES: THE ROLE OF PE TEACHER

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INTRODUCTION

The Canadian Society for Exercise Physiology (2011) recommends that elementary and secondary-school students engage in 60 minutes of moderate- to vigorous-intensity physical activity (PA) each day and adults, at least 150 minutes throughout the week. Preschoolers should engage in no less than 120 minutes daily (National Association for Sport and Physical Education, 2009). However, only a few Canadian adults are able to recall any guidelines for PA (Cameron et al., 2007). Since multilevel interventions based on ecological models and targeting individuals, social environments, physical environments and policies are most effective in changing health behavior including PA behavior (Sallis et al., 2006), this communication aims to describe what parents know about PA guidelines. Moreover, physical activity guidelines cannot be met through physical education (PE) alone. So, PE teachers should promote physical activity outside the school for public health benefit (Sallis et al., 1997).

METHOD

In 2014, a survey was carried out in order to better understand the health status of a sampling of Canadian adults and to contribute adjusting interventions linked to this health status. Data of interest were collected from 2531 parents of children aged 0-17.

RESULTS AND DISCUSSION

Little more than half the parents (55.6%) correctly identified PA duration guidelines for adults, but only 37.6% of them knew at which intensity physical activities should be practiced. Less than one-third (30.3%) of parents knew the PA duration guidelines for preschoolers and almost half of them (49.7%), for elementary and secondary-school students.

Results confirm the findings of Cameron (2007) that states that guidelines are not well known by parents.

CONCLUSIONS

Guidelines promotion should be in a community-based approach, involving municipalities, schools and public health. To be effective in changing physical activity behavior, schools physical education programs and PE teachers, by their interventions on the school environment, have a responsibility to clarify these guidelines and help students and their parents understand them.

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PHYSICAL EDUCATION TEACHERS' PERCEPTIONS OF THE IMPACT OF SUPPORT MECHANISMS WITHIN CONTEMPORARY PROFESSIONAL DEVELOPMENT ON TEACHING PRACTICES

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INTRODUCTION

The use of contemporary methods of professional development (PD) among educators has received considerable attention in recent years (Hargreaves & Fullan, 2012); however, current practices in general and physical education continue to reflect outdated methods (Armour, Makopoulou, & Chambers, 2009; Parker, Patton & Tannehill, 2012). Supportive relationships within professional learning communities (PLCs) as a form of contemporary PD have been found to produce positive outcomes when contributing to the development of teachers (Deglau & O'Sullivan, 2006; Parker et al., 2012). Improvements to student learning through the use of collaborative PD have begun to be identified in physical education (Hunuk, Ince, & Tannehill, 2012). Despite these initial findings, a gap remains as to how support impacts the practice of physical education teachers.

METHOD

Participants included 34 elementary physical education teachers representing three active PLCs in the intermountain west United States. Data sources included: (a) field notes, (b) focus group interviews, (c) informal conversational interviews, (d) follow-up interviews, and (e) artifacts.

RESULTS AND DISCUSSION

Data analysis identified support as impacting teaching in two ways: (a) through enhanced curriculum and instruction, and (b) teacher empowerment. Support mechanisms enhanced the curriculum and instruction of the teachers through the development of curriculum guides and implementation of teaching strategies and best practices within classes. In addition, support provided teachers with an increased sense of confidence about teaching that empowered them to take risks and experiment with new ideas.

CONCLUSIONS

When support was present the teachers reported a stronger ability to implement changes to their teaching practices. Support was identified as both tangible (curriculum) and intangible (empowerment). These levels resulted in a strong relationship to exist between enhanced curriculum and instruction and teacher empowerment. While the relationship between the two is not clear, it appears both are necessary for teachers to have a real impact on students.

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CHARACTERISTICS OF THE WORK ENVIRONMENT FOR PEOPLE WITH A DEGREE FROM SPORT SCIENCES

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INTRODUCTION

The Catalan Sports Observatory (CSO) is an instrument addressed to people and public and private social agents. The last study undertaken by the CSO "The labor market in the context if sport in Catalonia" has allowed us to give information on the people that currently work in the sport market.

OBJECTIVE

The objective of this report is to establish the characteristics of the different work environments of the people with a degree from CAFE (Sports Science).

The method used for this was the survey using an online questionnaire with closed answers. The sample is representative (n=948; SD=+/-3%; IC=95%).

RESULTS

In the teaching and education sector we can see a dominance of indefinite contracts (66%) and a dedication of many hours (25 to 35 pw).

In the training and out of school sport activities area we can see an irregular contracting situation (<30% without a contract), predominance of temporary contracts (19 to 32%) and a low volume of dedicated hours (10 to 22 pw). The relationship between the position and the degree from CAFE is low.

The health and maintenance sector is the one that has grown the most in the last years. There is a big difference in their working conditions: people who work few hours and without a contract and people who work fulltime with an indefinite contract.

CONCLUSION

We have been able to establish three different groups. In the first place we find established and consolidated areas (teaching and management). In the second place we find training and out of school activities where the area is consolidated but the sector is not yet fully professionalized. Finally, we found that the area of health and maintenance is on its ways to being consolidated due to the fact that it is a work environment but it does not have an established labor culture.

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THE HEALTHY SCHOOL AND GLOBAL HEALTH APPROACHES İN QUEBEC: THE CRİTİCAL ROLE OF PHYSİCAL EDUCATORS

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INTRODUCTION

The World Health Organization (WHO, 2004) and the guidelines issued by the International Union for Health Promotion and Education [IUHPE] (2008) recognized that the competencies enabling health-conducive choices must be acquired at the start of schooling. Emerging approaches in Quebec, the *Healthy School and Global Health*, situated at the crossroads of education and health, strive for a global and integrated promotion of young people's health. We targeted parents viewed as front-line partners in a health based school approach (Lynagh et al., 2000). The objective is to describe how parents perceive their role and the school's role in regard to the child's health.

METHOD

Our sample was composed of 5 elementary schools who integrated health approaches for 6 years and more. Parents of 573 families (F=486, M=87) corresponding to pupils from grades 1 to 6 agreed to complete a questionnaire in 2008 and 2009. The focus was on three main dimensions: 1) School and health, 2) You and the school and 3) Your child and health. The data were analyzed using SPSS software (v20).

RESULTS

Results reveal that most parents ($\overline{x}$ =90.4%; s=2.9) have a positive view of school-sponsored health, but do not necessarily associate it with the approach recommended in the environment as a whole ($\overline{x}$=57%; s=26.8). Parents feel that family-school communication modes through various school stakeholders help to appropriate the *Healthy School and Global Health* approaches, physical educators being among the most influential ($\overline{x}$ =85.5%; s=5.1) (Figure 1). Parents view themselves as key actors in school-sponsored health ($\overline{x}$=64.7%; s=11.3) and as shown in Figure 2 many express a wish to become further involved in the school (=34.6%; s=5.6).

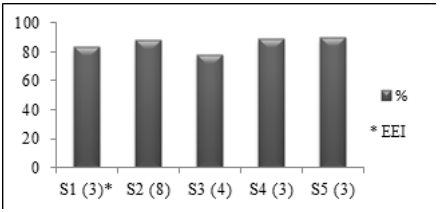

Figure 1. Ability to communicate with the physical educators

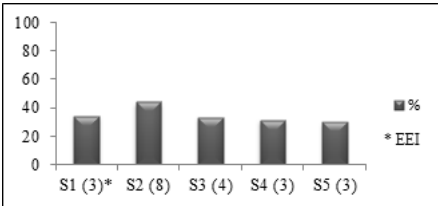

Figure 2. Opportunity to be more solicit

DISCUSSION

Our results show that most parents hold a positive view of school-sponsored health, which is favorable to the implementation of these approaches in schools. The communication with and

role of the physical educator are crucial and they can be sustained in this sense. This concern echoes the wellknown challenge: concerted actions and a shared vision regarding health education among all school staff in the school, particularly physical educators, and family members must be brought together in order to optimize the impacts on young people's day-to-day life.

CONCLUSIONS

We suggest that schools continue to use a diversity of communication modes to familiarize as many parents as possible with the school's approach, seeking especially parents who need it and putting at the forefront the importance of implicating parents in the endeavors as many want to contribute more. Physical educators could assume some leadership in enlisting parents to obtain positive health-related outcomes and behaviours in pupils.

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MOTİVATİONAL CHARACTERİSTİCS OF ADOLESCENTS İNVOLVED İN ORGANİZED SPORT: WHAT COACHES SHOULD KNOW ABOUT SPORT TYPE AND İNTENSİTY OF PRACTİCE

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INTRODUCTION

Scientific evidence suggests favorable relationships between sport participation and health outcomes during adolescence (Bailey, 2006). Also, self-determined motivation is associated with a higher occurrence of maintaining an active life-style later in life (Weiss, 2013). Passage through adolescence is associated with a decrease in self-determined motivation, resulting in a diminution of physical activity (Guzmán & Kingston, 2012). Some authors demonstrated significant relationships between after-school sport participation and intrinsic motivation (Koka & Hein, 2003).

OBJECTIVE

The objective of this study is to investigate about the motivational characteristics of teenagers who devote themselves to organized sport. We want to verify if there are differences on their motivational characteristics (e.g. external-intrinsic motivation, motives for sport), according to two dimensions related to their practice: 1) sport type, and 2) intensity of sport.

METHOD

Sample came from 1846 adolescents (F=884, H=962; =14 years ± 1.5), who were involved in 16 sport disciplines, and agreed to complete a questionnaire before their participation in the *Quebec Games Final* (summer 2012). Behavioural regulations (intrinsic and external motivation) and motives for exercise and sport were measured. Dimensions of the sporting practice were categorized according to the type of sport (individual or team), and to the intensity of practice (moderate versus high), resulting in four categories. ANOVAS were conducted to verify for the presence of group differences.

RESULTS

Results (Table 1) revealed that adolescents involved in individual sports, are motivated in a more external way, comparatively to those which are devoted to team sports ($t = 2.88$; $p < .01$). Moreover (see Figure 1), participants involved in more intense activities had a stronger level of intrinsic motivation versus those who were involved in moderate intensity practice ($F = 4.70$; $p < .01$). In summary, the lower level of intrinsic motivation came from those who were involved in individual and less intense sports such as archery, golf, and sailing.

Table 1. Motivation according to sport ty[illegible] * $p < .01$

Sport type	Intrinsic Motivation	External motivation
Individual	3.65 ± 0.53	0.65 ± 0.77*
Team	3.68 ± 0.49	0.54 ± 0.70*

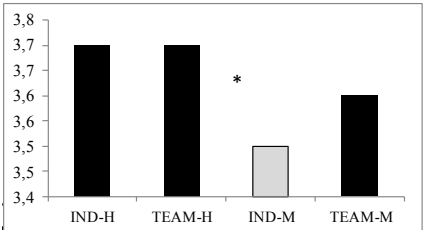

Figure 1. Level of intrinsic according to sport intensity

DISCUSSION

The present study demonstrated the presence of motivational differences regarding the type of sport and the intensity of practice. Coaches and stakeholders should consider these differences regarding motivational characteristics, when working with adolescents. They should provide support for autonomy and competence as many motivational theories suggest. Coaches should consider these differences, and adapt the approaches to encourage the sporting practice on a longer term basis.

CONCLUSIONS

This study questioned about the relationships between participation in organized sport and motivation towards sport and exercise. Further research is necessary to understand specific sport characteristics which could be related with the development of motivation among adolescents.

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ACROBATIC GYMNASTICS: HAND IN HAND WITH THE SCHOOL PHYSICAL EDUCATION: VALUES IN PHYSICAL EDUCATION CLASSES.

Jacqueline Rodrigues Chiquito
Elaine Prodocimo

ABSTRACT

The acrobatic gymnastic was chosen to be experienced by two classes from a municipal school of Jundiaí, São Paulo, Brazil, as it could, through inherent in this practice characteristics - teamwork and mutual respect -, provide cooperation, since students were related mainly by verbal abuse, disagreements and not cooperation. Classes had two physical education classes per week, 40 minutes each, with about 32 students per class, having age between 10 and 14 years. This proposal was made in 2011 and had two months' duration - November and December. Through action research, we sought to systematize the practice using the methodological procedures: Lifting prior knowledges – in a round of conversation, it was noted that students did not know the acrobatic gymnastic and related it with the artistic gymnastics. For mobilization, it was explained about the origins of acrobatic gymnastics and was shown a video of a pair of gymnasts in a show. We conducted the questioning through images on which students would talk about the possibility of execution. To systematize, students participated in stretching and exercise counterweight in pairs, posture and how to hold the colleague. Experienced basic elements of gymnastics and postures of acrobatics in pairs, trios, quartets, groups of more than 5 people. Were challenged to reproduce the positions of previously analyzed images. As evaluation, wrote about how it was performing the group attitudes and values they learned from it. During the process it was revealed that the activities have contributed to cooperation and teamwork, also found in the written evaluations. Through contact with others, responsibility and caring for others that values such as respect, cooperation could be encouraged in school to civic education.

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EFFECT OF A SPORT EDUCATION SEASON ON SOME PSYCHOLOGICAL VA PERFORMANCE SWIMMERS

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INTRODUCTION

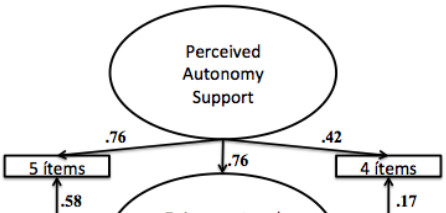
The practical applications and the results of the Sport Education in the school context are present in numerous investigations (Hastie, Martínez de Ojeda, & Calderón, 2011). However, it is not known his effect about the extra-school context. Therefore in this study the Sport Education was applied in the sporting context of performance swimmers to know the effect about the perceived autonomy, the sport commitment, and the enjoyment and perceived competence

METHOD

A pilot study with quasi-experimental design was performed in youth swimmers (n = 24). The intervention program based on the Sport Education (Siedentop, 1994), consisted of 16 training sessions. The aim of this study was to know the effect of the Sport Education about the psychologist variables of study: Perceived Autonomy Support (Conde, et al., 2010), Sport Commitment (Belando, Ferriz-Morel, & Moreno-Murcia, 2012), and Enjoyment and Perceived Competence (Arias, Alonso & Yuste, 2013).

RESULTS AND DISCUSSION

The results indicated statistically significant improvements. Furthermore it is found that highly positive correlation exists between the perception of support and the degree of autonomy of enjoyment and perceived competence (p = .004); and the latter in turn had correlation significantly with the level of sports involvement (p = .000). Such behaviour was further reinforced when designing a structural equation model in which it was hypothesized that perceived autonomy support positively predicts the degree of enjoyment and perceived competence, and thus the sport commitment of young swimmers (Figure 1).



The results of this mode
acceptable range (Ruiz, Pa
N = 24) = 101.12; p = .82
1.03; TLI = 1.08; RMSEA
interviews with swimmer
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context.

CONCLUSIONS

It was concluded that the
Sport Education has a pos
some psychological varia
Therefore, the methodolog
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DO NOT LET THE PETECA FALL! TEACHING PETECA IN SCHOOL PHYSICAL EDUCATION.

Jacqueline Rodrigues Chiquito

ABSTRACT

The school physical education must promote, beyond the experiences of manifestations of body culture, critical thinking and the redefinition of the practices. The peteca was chosen to be experienced in a fundamental class of 3rd year elementary in a private school of Salto (Sao Paulo, Brazil), because in addition to serving the physical education curriculum, could promote sports practice and give new meaning to sport among students. For this, we used the research action. The class had 33 students between 8 and 9 years old. The study was conducted in August 2014. To mobilize students, was presented to them in the computer lab a teaching video on the peteca. After, in conversation wheel, students debated the possible sources of the game peteca, its forms of play and the differences between recreational and sports shuttlecocks. Confected a shuttlecock with paper and string and explored ways to hit it using different parts of the body. Subsequently experienced several games with different rules - who drop out or go to the wheel center, not dropping the ball at times, with and without net, thinking about not-exclusion rules. After, experienced peteca game using the official rules. Finally, they created games with different rules and shared with colleagues. It was talked about why bodily practices becomes sports . With this practice, it was possible to thematize the experiences of the peteca and build meanings with students in search of community and team-work, in favor of civic education through sport.

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FREESBE AT SCHOOL

Jacqueline Rodrigues Chiquito

ABSTRACT

Fresbee is a sporting event and was chosen to be experienced in two classes of 5th year grade in a public school in the municipal school of Jundiaí (São Paulo, Brazil). Both classes had 32 students between 10 and 14 years old. This work was carried out in 2011, through action research. During the survey of previous knowledge, it was observed that the students did not know this mode as sports, only they experienced as a game to play with their pet dogs, because the disc used to play the sport and play with the pet have the same name. Thus, the sport was contextualized from its origins and students produced their own frisbees, with cut in cardboard. Students experienced the sport in the open court and in the school field, in groups, according to the rules. Recreated games, inventing their own rules, and taught their classmates. It should be noted with this work the importance of sports in school promoting social transformation, as well the importance of reframing the practices and the school as a place wich gives opportunity for accessing them.

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SPORT EDUCATİON İN A JUNİOR SOCCER CLUB

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Åbo Akademi University
Auburn University

INTRODUCTION

Sport Education is a curriculum and instructional model designed to offer authentic, educationally rich sport experiences by increasing student empowerment, decision-making and responsibility. Sport Education has shown to be effective in promoting students' participation in the student-centered learning tasks in teaching physical education. However, researchers (Harvey, Kirk, & O'Donovan, 2014; Penney, Clarke, & Kinchin, 2002) have also identified that there is a need to extend research on Sport Education from school physical education to sports clubs. Also high level athletes and coaches have pointed out the importance of giving athletes' more responsibility in sport.

THE AIM

Therefore, the purpose of this study was to describe and understand players' perceptions and experiences of a soccer season when using the model in a Finnish junior sport club.

METHOD

Twenty-three players with an age of 10 and11 years and their three coaches from one junior sport club from the mid-west part of Finland participated in the study. The sport education unit lasted eleven (11) practice sessions during eight weeks. Each practice session consisted of warm up, skill practice and game play where the players had roles as fitness trainers, skill coaches, captains and referees. Data were collected through 28 formal and informal interviews with players, coaches and parents, questionnaires, field and video observations, and documents and were later analyzed inductively.

RESULTS

Results suggested that players were successfully affiliated within their small teams and that they enjoyed having the autonomy and responsibility. Most of the players took their roles seriously and were prepared to instruct their peers. However, players' absences from practice were a challenge, while they also participated in other sports and leisure activities.

CONCLUSION

Based on our results, we conclude that this first attempt to implement Sport Education in sport clubs showed promising results in increasing players' involvement.

EXPECTATIONS AND NEEDS FOR TRAINING OF INSTRUCTORS OF A PHYSICAL ACTIVITY PROGRAM FOR CANCER SURVIVORS

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INTRODUCTION

Physical activity (PA) improves quality of life and reduces mortality among cancer survivors (Fong et al., 2012). Raviva is a Belgian PA program intended for people who have or have had cancer, planned by the Belgian Foundation against Cancer (Fondation contre le Cancer, n.d.). Activities recognized by this foundation are organized in various contexts and are supervised by instructors with inconstant trainings and experiences. However, in PA programs for cancer survivors, the characteristics of the instructors are important, including their knowledge about cancer (Whitehead & Lavelle, 2009). It is noteworthy that, in Belgium, adapted PA instructors do not necessarily follow specific education programs such those proposed by the American College of Sport Medicine (Schmitz et al., 2010). The aim of this study was to identify the difficulties encountered by the physical activity instructors in Wallonia and their expectations and needs for specific training.

METHOD

An online questionnaire was submitted to all Raviva instructors; 29 instructors out of 56 filled it in (51.8%).

RESULTS AND DISCUSSION

Almost all instructors expressed interest in the participation to a specific training (21/22). They would like to receive information about cancer (18/22) and how to supervise this type of activities (21/22). Physical instructors are ready to actively participate to some practical PA sessions (21/22) and to some participative group discussions (17/22) (Figure 1).

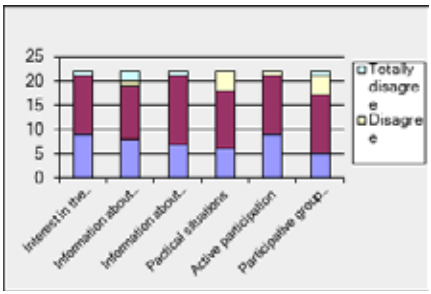

Figure 1. Instructor's opinion about a future training and

Furthermore, the most frequent difficulty they encounter in their activities is to adapt the tasks to their specific population (18/26).

Finally, some other topics seemed to be requested: relational, social and psychological aspects (13/22), session content (10/22) and contraindications (8/22).

CONCLUSIONS

Most instructors of the Raviva program who answered to the questionnaire are interested in participating to a specific training day. This training should include some theoretical content about the link between cancer and PA as well as some practical sessions of adapted PA.

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PROBLEM-BASED LEARNİNG AND HEALTH RELATED CONTENTS İN EARLY CHİLDHOOD EDUCATİON: AN EXPERİENCE WİTH PRESERVİCE TEACHERS

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INTRODUCTION

An experience related to Problem-Based Learning (PBL) was developed in order to improve the quality of medical education by changing the orientation of a curriculum that was based on a collection of data. PBL was design in order to build a more integrated and organized practice into real life problems, and currently it is used in higher education in diverse areas of knowledge. The purpose of this study was to develop an experience with Childhood Education preservice teachers in the subject Motor Skills and Health in order to assess the possibilities of the PBL methodology to develop students knowledge related to: sleep and rest, hygiene, posture, diet and physical activity in childhood.

METHOD

71 Childhood Education preservice teachers took part in this study. During three sessions of two hours in the subject Motor Skills and Health in Childhood Education they were trained to design a stand "The health fair" (by groups of six to eight): the stand should reflect on content related to health, to be realized physically and played with recycle material.

Procedure consisted on: 1) distribution of roles and terms clarification, 2) defining the problem, 3) problem analysis, 4) organizing concepts 5) formulating objectives, 6) individual and teamwork, 7) share information to the group and, 8) share solutions to peers.

Students delved into the content and developed the stand during a two-hour session. Subsequently, the teacher assessed the stand, and students completed a self-assessment questionnaire and answered two questions within the written exam related to the subject.

RESULTS AND DISCUSSION

The results of the two questions within the written exam showed that 92% of the students acquired the expected knowledge. The student self-assessment showed 87% of cooperation-participation within the group and 90% in satisfaction about the experience.

Findings indicate that PBL is a suitable methodology to improve the quality of education in relation to the content covered (See Figure 1).

By changing the orientation of the traditional curriculum to a more integrated and organized one based on real life problems, self-directed, autonomous and self-regulated, a quality learning will be encouraged.

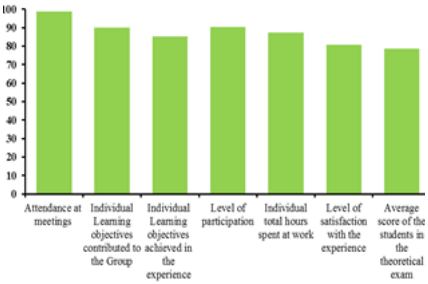

Figure 1. Average percentage of students' involvement and work results

CONCLUSIONS

PBL is a suitable methodology to improve the quality of education in relation to the content covered.

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THE İNİTİAL TRAİNİNG OF PHYSİCAL EDUCATİON TEACHERS İN SPAİN ACCORDİNG TO THE SHULMAN'S (1987) KİNDS OF KNOWLEDGE

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INTRODUCTION

The teaching training program for Physical Education (PE) professors in Spain has changed since the General Law of Physical Culture and Sport was published in 1980 until the current Degree in Sport Sciences and Physical Activity. The teaching training program for PE professors has changed mainly in the kind of knowledge to be reached for the pre-service professors (Anderson, 1989; Barnes, 1989).

The aim of this study is to analyze the teaching training programs for PE professors of different Spanish universities which developed the degree of "Bachelor in Physical Activity and Sport Sciences" (programs that were received by the current PE professors and which were developed under the General Law of Physical Culture and Sport of 1980).

METHOD

The curriculum of 27 schools (7 private and 20 public universities) were analyzed (See Figure 1).

Credits of the subjects were classified in the seven dimensions of knowledge proposed by Shulman (1987): a) content knowledge; b) general pedagogical knowledge; c) curriculum knowledge; d) pedagogical content knowledge; e) knowledge of the learners; f) knowledge of the educational context and g) knowledge of educational purposes.

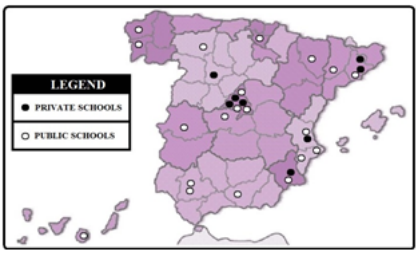

Figure 1. Schools distribution in Spain.

RESULTS AND DISCUSSION

The results show the trend of the curriculum analyzed towards the main development of the "content knowledge" domain of the students (79.45% of total loans).

Only 20.55% of credits of the curriculums were planned to the development of other kinds of knowledge of the students (11.56% "pedagogical content knowledge", and < 5% to other domain specific knowledge dimensions). These results are shown in Figure 2.

During initial training program for Physical Education (PE) professors, the preservice teachers had to invest most credits in subjects' content. This is in detrimental to other important dimensions like pedagogy or educational context. Further work is needed related to the PE teaching training programs and the academic performance of students (preservice proffesors).

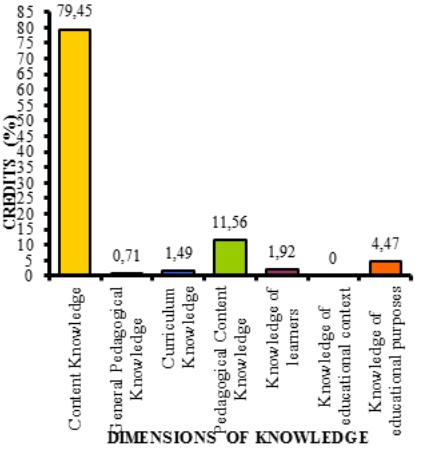

Figure 2. Percentage of credits planned by the schools analyzed for the different kinds of knowledge.

CONCLUSIONS

It was observed a trend of the teaching training programs for PE professors towards the development of the "content knowledge". More studies are necessary to assess this trend.

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FROM THE WRONG POİNT OF VİEW! ATHLETES' ABİLİTY TO İNDENTİFY STRUCTURED PLAYİNG PATTERNS SUFFERS FROM THE MİSALİGNMENT OF TACTİC BOARDS DURİNG TİMEOUTS İN PROFESSİONAL BASKETBALL

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INTRODUCTION

In professional basketball, coaches coaches commonly use timeouts to instruct players on the upcoming playing pattern. In an explorative study, a total of 154 timeouts in professional basketball were analyzed and the data revealed that coaches usually present these playing patterns from their own viewing perspective on the tactic board. This habit leads to a misalignment of the instructed playing pattern with the viewing perspective of players, so that they have to mentally rotate the pattern's spatial-temporal information before they can execute the action on the court.

METHOD

In an experimental study, 32 basketball experts and 48 novices watched video clips of different playing patterns, which were presented either from their own or from a coaches' viewing perspective. After each video clip was presented, participants were asked to identify the corresponding instructed pattern seen in the video before from an answer slide with five different static images. In order to counter-balance the alignment of videoclip and answer slide orientation the answer slide was also rotated by 180° in half of the trials.

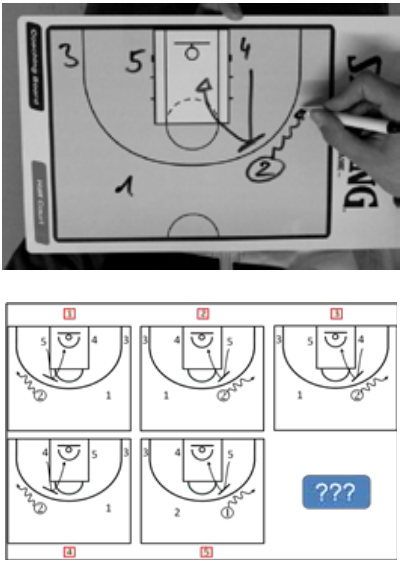

Figure 1: Example of video clip and answer slide. Both arranged in a congruent alignment (coach's view).

RESULTS AND DISCUSSION

ANOVA revealed a significant main effect for expertise, $F(1,76) = 33.202$, $p < .001$, $\eta_p^2 = .304$, showing that basketball experts ($M = 75.5$ %) were better at identifying structured playing patterns than novices ($M = 58.8$ %). There was also a significant two-way interaction between videoclip orientation and answer slide orientation, $F(1,76) = 58.149$, $p < .001$, $\eta_p^2 = .433$, reflec-

ting the effect of congruent and incongruent experimental conditions on participant's identification performance, with better scores for conditions in which the videoclip and the answer slide were aligned (i.e. alignment effect).

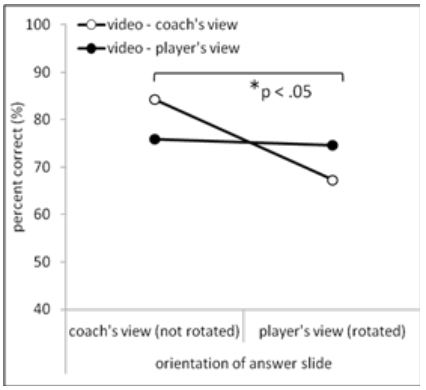

Figure 2: Accuracy scores as a function of video clip and answer slide orientation

CONCLUSION

Our results demonstrate, that the misaligment of spatial information can cause performance decrements. It is suggested that basketball coaches align their tactic boards with the viewing perspective of their players during timeouts.

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COPİNG WİTH STRESS SKİLLS AND ACADEMİC SUCCESS OF HİGH SCHOOL STUDENTS EXERCİSİNG REGULARLY İN SPORT TEAMS

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INTRODUCTION

This study aims at assessing the similarities and differences between the group of students who train constantly and in a planned way and the other group of students who are at the same age and live in the same environment by examining the relationship, stres management (coping with stress) skills in high schools students.

METHODS

640 high school athletes and non-athletes students have participated in the study. Athlete students were selected among a group of students who are in school teams, exercised for 6 days a week provided that and this exercise did not exceed 1,5 hours and there students also participated in competitions. In order to reach the findings, "Ways of Coping Inventory", have been used. Mann-Whitney U test which is a non-parametric test was used to examine two samples (athlete & non-athlete).

RESULTS

In this study, it has been found out that , when stress management methods are concerned, athletes students appear to be more self-confident ($p<0,05$) and when exposed to stress, students who are not athletes have a more problem avoidance attitude ($p<0,05$). Academic success of student athletes is higher than non-athletes ($p<0,05$).

CONCLUSION

According to results of the study, it can be said that athlete students who do sports and exercise regularly at high schools are more effective problem solvers and skills of cope with stress is higher than the ones who are not athlete or in the same age group.

Keywords: Sport, Problem Solving, Ways of Coping Stress, Personality, Education, School.

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HEALTH PROMOTİNG UNİVERSİTİES İN CATALONİA: THE RELATİONSHİP WİTH STUDENTS' HEALTH AND THEİR LİFESTYLE CHOİCES

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INTRODUCTION

Universities can potentially develop into model health-promoting settings. They have the intellectual capacities, the skills, the authority and the credibility for this purpose.

The new public health movement inspired by the strategy for health for all and the experience with health-promoting settings have generated the new concept of the health-promoting university. It has emerged as part of the movement for health-promoting settings. The health promotion is defined as "the process that allows people to increase control and improve their health (WHO, 1986).

In this context the European and Spanish Government design health promotions strategies to develop within Universities through the Spanish and Catalan Network of Healthy Universities (REUS)

The main aim of this presentation is to describe the research design and show the first results of this research. The specific objectives are the following:

1) To identify and analyse programs and strategies on health promotion within universities and sports services.
2) To identify if there are surveys regarding physical activity and sport habits and health-related behaviours.
3) To identify sports habits and other health-related behaviours of students of 4th grade of Physical Activity and Sport Degree, Medicine Degree, Nutrition Degree, PETE, and Nursery Degree.
4) To identify if there is a relationship between the health promotion strategies promoted by the university and the health-related behaviours of their students.

METHOD

A mixed method approach was adopted. A quantitative and qualitative approach will be used to achieve the different objectives of the project.

For the first aim a qualitative and quantitative content analysis of public documents of programmes will be conducted. First, to identify the type of strategies adopted by universities towards the health habits of their students and second, to see the number of strategies that have been adopted in recent years. For the second aim, content analysis of officials' documents of Catalan Universities will be qualitative analyzed. For

the third objective, a multicenter descriptive study will be conducted in a representative sample of the 4th year of students of different bachelors in Catalonia. A questionnaire regarding PA and other health-related behaviours will be administered. Finally, for the last objective, a content analysis of good practices and proposals to increase and promote Health in university will be done.

RESULTS AND DISCUSSION

Preliminary results of the present research, based on the results from a study of Galatea Foundation on Health and habits of medicine students of Catalonia (Fundació Galatea Working group, 2012) , showed a high prevalence of toxic habits such as use of tranquilizers or sleeping pills, high alcohol consumption, smoking and marijuana. 74% of medical students comply with the current physical activity guidelines, being the males more active than females.

CONCLUSIONS

Through this research we want to create an intervention program to increase health-related habits in those bachelors that will be a future role model for the population. The improvement of their habits may be translated to an improvement of population's health. Moreover, as health-related professionals, they may raise awareness in their working environment and will prescribe healthy habits into their quotidian practices.

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THE CHALLENGES OF PRACTICAL AS THE CENTRAL LOCUS OF INITIAL TRAINING OF PHYSICAL EDUCATION TEACHERS

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INTRODUCTION

This research speaks of the profound changes that teacher training has been going about the place , the terms and duration and monitoring stages in the initial training (DESROSIERS et GERVAIS , 2005; TARDIF , LESSARD et GAUTHIER , 1998). These changes , which are the basis of the professionalization movement (HOLMES GROUP, 1986; TARDIF, 2013), assume specific shapes depending on the characteristics of each country and university context. However, the point at which they converge is to consider professional practice as a locus of production, and also training in knowledge (BORGES et al, 2008).

In this context, we have as aim to identify in the professional training model of the University of Montreal, the school as a place of training and, therefore, the practice as a locus of training and knowledge production (TARDIF, 2002).

METHOD

It is a qualitative research whose collecting data five interviews, being: three specialist teachers in teacher training (history – M2E, science – C13, pedagogy – A3E), one supervisor teacher (physical education) – M4PS and one associate professor – V5EA, being the data submitted to content analysis.

This research process was chosen the University of Montreal (CRIFPE) , seeking to know a proposal that has the school as the central locus of this teacher training, proposing the professional model as perspective

RESULTS AND DISCUSSION

The responses were organized in two parts: the important aspects of the training model and the challenges to be overcome in the initial training.

The important aspects of the training model were underscored like alternating training; the school as a place of training; the change from an applicationist vision for an integrated perspective; school knowledge; the roles and the agent's identity that accompanying the internship, well as the methods of guidance and supervision in education.

The challenges were appointed in view of the 12 competencies that are required; the relationship between theory and practice; the commitment of associate professors; the connection between the supervisor professor and associate professors; the communication between the trainee and associate professor; the participation of teachers and the realization that learning of teaching continues, in many cases, through trial and error.

The results point to the development process of professionalisation of teaching. (Tardif, 2002; 2013).

There is recognition of the school as a place of training and assimilation of a professional identity (C1E, M2E, A3E, M4PS, V5EA).

The supervisor teacher, associate professor and the student won a space and the stage is seen as the center of training (GERVAIS ; DESROSIERS , 2005).

The professional curriculum model, it appears as an indicative (BORGES et al , 2008).

The monitoring trainee develops as a pedagogical process . However , the relationship between the supervisor teacher, associate professor and the student needs to improve the interaction and integration (C1E , M2E , A3E) .

M4PS pointed out that the 12 competencies are difficult to achieve in its entirety . However , all participants know the 12 competencies .

To finish:The practice as a locus of training and knowledge production within the Stage perspective, it permise think about the proposal of a pedagogy of supervised training.

The elements to develop this pedagogy is based on the perspective of a critical reflection and research on the practice .

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STRENGTHENİNG THE ROLE OF PHYSİCAL EDUCATİON TEACHERS AS EDUCATORS FOR THE PROMOTİON OF HEALTHY LİFESTYLE HABİTS: THE HEALTHY LİFESTYLE HABİTS-PHYSİCAL EDUCATİON AND HEALTH PROJECT

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INTRODUCTION

The project Healthy Lifestyle Habits-Physical Education and Health (HLA-PEH) saw the light in 2013 in Montreal as a partnership gathering around the table universities, the city's Public Health Agency, and Francophone and Anglophone school boards. The partnership is unique in that it brings together representatives from the sectors of physical education and public health, as well as researchers and practitioners, in a search for ways to better address the teaching of healthy lifestyle habits in physical education.

METHODS

Within a broader constructivist perspective, the project is inspired by three principles, namely education, action research, and collaboration. These principles work synergistically to enhance professional development and the co-construction of knowledge with the ultimate aim of fostering the emergence of communities of learning among participants.

RESULTS

Based on the available data (participant observations, field notes, process evaluation questionnaires) stemming from 8 workshops bringing together physical education teachers, pedagogical consultants, public health practitioners and academic researchers, the presentation outlines (1)some of the challenges identified, such as differing perspectives and agendas brought to the table by the participants, and time and logistic constraints; and (2) some of the opportunities afforded by a project such as this, namely sharing resources, fostering interaction and dialogue and developing a better understanding of different realities

CONCLUSION

The project HLA-PEH is one of the few existing initiatives that brings together representatives from the fields of physical education and public health and practitioners and researchers with the aim of strengthening the role of physical education teachers as educators for the promotion of healthy lifestyle habits. Although it is still early to assess comprehensively the outcomes of the project, available process evaluation data indicate that the project participants value the opportunity to interact and work together with people from different backgrounds to search for solutions to a jointly identified problem.

THE FREQUENCY AND TYPES OF BULLYING BEHAVIORS OF SPORT COACHES TOWARD SCHOOL-AGE ATHLETES

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INTRODUCTION

An estimated 50 million children participate in competitive sports each year in the United States. The benefits of participate include the development of sports skills, physical fitness, and learning how to play sports; the learning and development of self-confidence, sportsmanship, and team-work; the development and maintenance of friendships; and learning how to do one's best and put forth one's best efforts. Further, adolescent athletes seek enjoyment and personal achievement more than they do winning. It is interesting that children seldom mention winning as a reason why they participate in sport. In fact, the number one reason why children and adolescents participate in sports is fun. However, 70% of youth athletes drop out of sports by the age of 13. Reasons for dropping out include not getting to play; lack of skill; pressure to win by parents, coaches and local communities; sports have become to competitive and intense; and most importantly, they are not having fun. The purpose of this study was to investigate the perceptions of former athletes in regards to the abusive actions of their former sport coaches.

METHOD

A survey comprised of 26 actions identified as bullying was designed and sent to college students via the software Qualtrics in eight different states in the USA. Subjects were asked to indicate if they had experienced or seen the listed actions done by their coaches during their k-12 school years. Responses were obtained from over 900 subjects. Respondents were 49.5% male and 50.5% female, 19% of respondents were college athletes, 86% of respondents participated in high school sports, and 19% of respondents dropped out of sport due to a coaches' behavior towards themselves or teammates.

RESULTS AND DISCUSSION

Results shown in Table 1 indicate that most bullying by coaches could be considered as minor (yellow) or mild (green) bullying. For example, the most frequently identified coaches actions were 'embarrassed you in front of others' and 'poked fun at you'. Subjects did report that they had dropped out of sport due to a coaches' behavior towards them. Significant differences between female and male subjects were noted in that females were more likely to identify relational bullying while males identified verbal bullying. There was no significant difference between the rate of males and females dropping out of sport due to a coaches' behavior. There was no significant difference between the rate of college athletes and non-college athletes dropping out of sport due to a coaches' behavior.

CONCLUSIONS

Young athletes choose to drop out of high school sports due to the actions of their coaches, either towards them personally or to others on their teams.

Coaches Action Toward Player or Teammates	You	Others
Verbal		
Embarrassed you in front of others	35.2	41.8
Poked fun at you	26.6	34.4
Name calling without hurtful intent	25.2	12.0
Taunting you	9.9	18.1
Name calling with hurtful intent or rudeness	6.5	13.8
Inappropriate language towards you, comments on sexual preferences	6.5	7.0
Use of nickname when told not to	4.9	13.8
Verbal threats of aggression towards you	4.6	8.7
Verbal threats to harm you	1.8	4.3
Ongoing sexual harassment	0.8	2.0
Emotional		
Dirty looks meant to hurt	20.6	25.6
Critical comments meant to hurt	21.0	25.2
Set you up to look foolish	17.3	28.0
Shunning you from the team	8.8	19.2
Mild ethnic slurs	3.2	8.3
Obscene gestures towards you	3.1	8.3
Hurtful ethnic slurs	1.4	5.0
Physical		
Throwing objects at you	16.5	23.3
Hitting, slapping, heckling with intent to hurt	8.1	7.0
Striking with equipment	5.4	10.7
Inappropriate, unwanted touching	1.8	3.9
Threw something at you with intent to hurt	1.6	4.5
Physical violence to deliberately inflict pain	1.2	2.2
Locked you in a room	1.1	2.7

Figure 1. Coaches Actions Toward Athletes

Most bullying actions of coaches can be classified as minor or mild, as compared to severe and the perceptions of male and female athletes differ in regards to the types of actions they consider bullying. Although the percentages may not appear extreme, consider that approximately 7.8 million youngsters play high school sports in the US. If coaches have intentionally embarrassed 35% of those athletes, it means that almost three-quarters of a million children have been embarrassed by their coach while participating in school athletics. These findings have implication for coaching education and can be used to drive best practice for sport coaches.

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WHAT DO STAKEHOLDERS THINK? PERCEPTIONS OF A WHOLE-SCHOOL HEALTH PROGRAM

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INTRODUCTION

A health ecology framework (Lohrmann, 2010) and the literature identifying schools as critical health promotion sites guided this effort. This study was part of a larger project that targeted healthy knowledge and behaviors of rural youth, who are often at greater risk for overweight/obesity than their urban peers (Lutfiyya et al., 2007). **This study's purpose** was to examine stakeholders' (staff, students, and parents) perceptions of their school's health program.

METHOD

This two-year study took place within a small US rural K-8 school with a high mobility rate and met principles/assumptions for using the health ecology model (Sallis & Owen, 2002). Participants were school staff (teachers=23; administrators=2; wellness coordinator=1; food director=1; >95% Caucasian) and students (*N*=~400; >70% eligible for free/reduced lunch; >90% Caucasian & Hispanic). The project used the Elementary Fitness for Life Curriculum (Corbin et al., 2010) and involved multiple components, including conceptual Physical Education, classroom physical activity and healthy behavior knowledge, school-wide wellness weeks, and healthy school meals. Data collection across the two years included: (a) staff open-ended surveys (N=66), (b) staff informal (*N*=34) and formal (*N*=30) semi-structured interviews, (c) student interviews (*N*=50; grades 4-8), (d) parent interviews (*N*=23), and (e) numerous field notes (from workshops, classroom observations, school events, etc.). Data were analyzed using constant comparison (LeCompte & Preissle, 1993). Trustworthiness techniques included peer review, data triangulation, and searches for negative cases.

RESULTS

Four themes were generated from the data: (a) Change takes time [subthemes: (i) Increased teacher buyin over time, (ii) Constant challenges], (b) Policies and practices with opposing effects, (c) Student outcomes and voices [subthemes: (i) Positive student outcomes, (ii) Incomplete understandings, (iii) "Gimme more"], and (d) School-family partnerships [subthemes: (i) Perceived need, (ii) Mission (im)possible?].

DISCUSSION AND CONCLUSIONS

Results are aligned with the health ecology model and can inform future attempts to create healthy and active school cultures, particularly in rural contexts.

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WHO ARE THE ORIENTEERS OF KAINUU ORIENTEERING WEEK?

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INTRODUCTION

Participant volumes of various types of sports events have been rising sharply in recent years. Increased active participation in the events has awakened a great need to explore sports events participants motives and behavior. The main objective of this study is to find out what kind of different groups of orienteers were participating in Kainuu Orienteering Week (KOW), the open competition of World Orienteering Championships 2013.

METHOD

The target group of the study comprises over 18-year-old participants in the KOW. The quantitative data (N =1,494, 886 males and 608 females) were collected via an electronic questionnaire from the Finnish participants in the 2013 KOW. Based on the data, the orienteers were segmented into participant groups according to their level of involvement in orienteering and motivation related to the Kainuu Orienteering Week.

In segmenting the participants, the principal data analysis methods were factor analysis and k-means cluster analysis. The differences between the participant segments were deepened by using cross-tabulation and $\chi 2$ test as well as means tables and variance analysis (ANOVA).

RESULTS AND DISCUSSION

By using factor analysis, the six different motives for participation in the KOW were identified. The most important motives were related to the content of orienteering (courses, maps and terrains), traditions and social contacts.

Cluster analysis, cross-tabulations and means tables based on it produced six participant groups whose orienteering relationships and participation motives differ from each other: 1) hangarounds, 2) uncommitted orienteers, 3) regular participants, 4) active orienteers, 5) competitive orienteers, and 6) lifestyle orienteers.

The orienteer groups found in this study correspond to the participant groups identified in earlier research on different endurance sports. However, the number of participant groups is higher here than in most studies.

CONCLUSIONS

The increased popularity of fitness orienteering in general and the consequent growth in the number of participants in orienteering events indicate that orienteering as a sport has managed to change in the transition of sport culture. While people are less interested in licence-based competitive sports, orienteering has been able to offer fitness orienteering as an attractive alternative to both new and more experienced enthusiasts.

The results of participant segmentation can be used, for example, in developing registration and customer management systems and marketing of the events. Future research on exercise enthusiasts should more broadly address the enthusiasts of the increasingly popular endurance sports that are based on nature, adventures and strong experiences.

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ASSESSMENT OF CARDIOVASCULAR DISEASE AMONG ENGINEERING STUDENTS IN SAUDI ARABIA

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INTRODUCTION

In Saudi Arabia with increasing longevity and changes in lifestyle, there has been consequent increase in cardiovascular disease (WHO, 2006). Heart disease constitutes one of main health problems in Saudi Arabia, representing third most common cause of hospital-based mortality second to accident and senility (Kumosani et al., 2011). Aim of study was to describe knowledge and awareness of cardiovascular disease (CVD) among engineering students of King Fahd University of Petroleum & Minerals (KFUPM) and compare if there were differences in study year and individuals' knowledge of CVD.

METHOD

Participants were 413 engineering students from KFUPM, divided into five groups on basis of level of study year; preparatory year (n 100), freshmen(n 137), sophomore (n 58), junior (n 53) and senior (n 65). Heart Disease Fact Questionnaire -2(HDFQ -2) which contains 25 true/false statements was used to assess knowledge of CVD. Participation in the survey was entirely voluntary. Frequencies, percentage, mean and standard deviation were used to report results and to make meaningful analysis and interpretation of findings. One way ANOVA was used to examine any differences among different age groups.

RESULTS AND DISCUSSION

Mean CVD knowledge score was (65.78 ± 16.82). There was no significant differences among groups [F (4, 408) = 1.743 p = .140] on scores of knowledge of CVD. However, knowledge was highest in freshmen (68.20±14.31) and least in preparatory year (62.40±16.72). Smoking was recognized by majority of students 326 (79%) as risk for CVD. Students are not much aware of fact that heart disease develops gradually over years and can go undetected.

Students' overall knowledge of heart disease was not that good. Nevertheless, there were two areas of knowledge that were optimal. These were students' knowledge of smoking as risk factor for heart disease and importance of regular physical activity in lowering chances of heart diseases. Students were correctly able to identify smoking as biggest risk factor for heart disease. It appears that overall understanding of cholesterol seems to be good among students. Lower levels of knowledge towards CVD in students may indicate even much low levels of knowledge of CVD in people without college education.

CONCLUSIONS

Overall knowledge of CVD among students was low. There was no significant difference on knowledge of CVD among different study groups in students. Smoking was recognized by majority of students as the risk factor for CVD.

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CARDIORESPIRATORY FITNESS IN COLLEGE STUDENTS. COMPARISON WITH REFERENCE VALUES OF ELITE ATHLETES. AISEP 2015

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INTRODUCTION

In recent decades, has been shown a significant reduction in cardiorespiratory fitness (CRF) in young people (Kohl et al., 2012). The university stage corresponds with the ending of the maturation period and the maximum expression of VO2max, marker CRF (Penry, Wilcox and Yun, 2011). There are few studies that assess college-age population levels of CRF, although WHO itself (WHO, 1986) sponsors and promotes healthy attitudes in this population (Tsouros et al., 1998). The aim is to determine the CRF in a sample of university population and compare the results CRF college athletes with reference values of elite athletes (Willmore and Costill, 2007).

METHOD

A sample of 322 college students (n= 95 women) from the University of León who study science degree in physical activity and sport was measured. The measurements were performed by the same investigators properly trained for this purpose. Questionnaire IPAQ (International Physical Activity Questionnaire) widely validated (Martínez-Gómez et al., 2009) was administered to all subjects in its short version The sample was categorized into sedentary (SE), less than 150 minutes of physical activity (PA) per week, and athlete (AT), over 150 minutes of PA a week. Also they had officially licensed to compete in any sport modality, which belonged to a sports club and participate in federated competitions. The assessment of CRF was performed with the "20m shuttle-run test" based on indirect evidence, incremental, continuous and a field test (Leger et al., 1984). The equation proposed by Leger and Gadoury (1989), VO2max = -27.4 + 6.0x (where x is the maximum speed reached during the test) was used. Exclusion criteria: Not reaching 95% of the theoretical maximum heart rate (%HRmax) (Tanaka, Monahan, Seals, 2001), suffer injury or illness diagnosed, Being on medication since the week before the test that would affect the results, smoking, having made strenuous exercise 48 hours before testing, sleep less than 7 hours per day the previous days, to fast food or without food ingested 12-3 hours before, do not take the test under the required conditions.

RESULTS AND DISCUSSION

Significant differences intergroup in height, weight, BMI, VO2max are shown, but not in PA. AT male group shows higher VO2max (11.1%), minor weight and BMI (6.1% and 6.2% respectively) and do it more PA than SE group. AT female group shows higher weight (8.7%), VO2max (12.5%), and PA than SE group. VO2 max values of college students of both genders are far from the reference values of athletes from the same sport, with differences between 5% and 43% in females, and between 5% and 26% in male.

		Age (years)	Height (cm)	Weight (kg)	BMI (kg/m²)	VO2max (ml/kg/min)	Intensity Test (%HR)	PA (min/wk)
Men	SE (n=28)	22,6±2,5 (18-27)	177,6±6,2*** (161-192)	80,7±13,4***† (52-114)	25,5±3,8***† (18,3-34,8)	46,8±6,8***† (32,8-62,8)	97,4±0,05 (95,3-98,4)	98,39±53,1 (0-150)
	AT (n=217)	21,9±3,8 (18-33)	177,6±6,2*** (161-198)	75,7±9,6***† (58-107)	23,9±2,5***† (18,3-36,8)	52,7±7,1***† (26,6-77,6)	97,2±0,8 (85,7-100)	1165±760***† (360-5160)
	Total (n=245)	22±2,6 (18-33)	177,6±6,5*** (161-199)	76,3±10,2***† (52,3-114)	24,1±2,7***† (18,3-36,8)	52,11±7,3***† (26,6-77,6)	97,2±0,8 (85,3-100)	1213±1512 (0-5160)
Women	SE (n=23)	22,1±3,2 (18-32)	161,8±5,3 (154-172)	56,22±5,6 (45,3-71)	21,5±1,7 (17,8-26,3)	37,7±6,5 (26,6-56,8)	96,7±0,5 (91,7-100)	113±38 (0-150)
	AT (n=75)	21,4±2,4 (18-32)	165,1±7 (151-183)	61,6±9,5*† (41,8-91)	22,5±2,6 (17-36,8)	43,1±8,2***† (26,6-61,6)	97,5±0,8 (96,3-100)	1255±770***† (330-4320)
	Total (n=98)	21,6±2,6 (18-32)	164,4±6,8 (151-183)	60,3±9 (41,8-91)	22,3±2,6 (17-30,8)	41,8±8,1 (26,6-67,6)	97,3±0,7 (85,7-100)	987±834 (0-4320)

Table 1: Anthropometric parameters, the 20m shuttle run test and weekly minutes of physical activity in college students. Mean values ± SD and range (minimum-maximum). "†" =Intergroups Significant differences. "$"= Intragroups Significant differences. Leves of signification (*=p<0,05, **p<0,01, ***p<0,001). "n" = Sample size

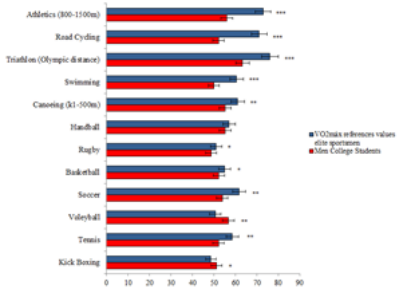

Figure 1: Comparison of VO2max values in different sports among male college student athletes and male elite athletes. Mean values ± SD. Significant differences (*=p<0,05, **p<0,01, ***p<0,001)

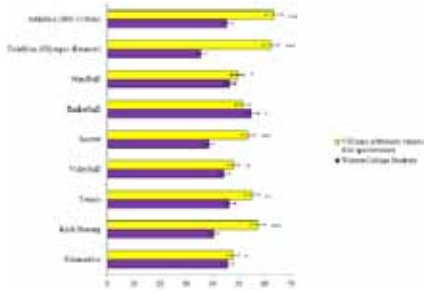

Figure 2: Comparison of VO2max values in different sports among female college student athletes and female elite athletes. Mean values ± SD. Significant differences (*=p<0,05, **p<0,01, ***p<0,001)

CONCLUSIONS

College Student athletes have VO-2max values far from those seen in elite athletes. Their CRF seems to "active" people. It is possible that the Spanish university sports model were more recreational than competitive. Further studies are needed in order to confirm these results

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ANALYSİS OF THE EFFECTİVENESS OF FAİR PLAY GAME STRATEGY İN THREE DİFFERENT EDUCATİONAL CONTEXTS

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INTRODUCTION

Fair Play Game (FPG) is a group contingency strategy that gives students opportunities to work together towards the accomplishment of common goals regarding social, motor or active participation behaviors in physical education (PE) (1). The purpose of this study is to report the effects of three interventions that used a FPG to increase students' active participation in PE classes.

METHOD

Participants were involved in an intervention which consisted of: teacher explanation about effort, students' suggestions to increase effort, a goal setting chart posting the target goals, and teacher prompts regarding active behaviors (2). Single subject research was used across all studies during middle school PE classes. Data were analyzed through visual inspection of line graphs. The measurement of the dependent variable in Study 1 was heart rate monitors, Study 2 was pedometer, and Study 3 was accelerometer.

RESULTS

Study 1 (2) showed participants' increase in time 'in' and 'above' target heart rate zones (>70% HRmax) from 42.1% in baseline to 62.9% during intervention. Study 2 (3) showed that across three classes the mean number of steps increased from baseline versus intervention: Class 1: 43 vs. 64 steps/min; Class 2: 49 vs. 81 steps/min; Class 3: 50 vs. 87 steps/min. Study 3 (4) showed that Year 8 class increased the percentage of lesson time spent at MVPA by 7.4 ± 5.3 % ($p=0.003$) while the Year 9 class increased by 8.7 ± 6.1 % ($p= 0.009$) (4).

CONCLUSION

The FPG strategy seems to be an important strategy to increase students' engagement in PE. Similar and positive effects of the intervention were found in Studies 1 and 2. Study 3 showed positive effects only on low active students. The discrepancy in the results might be related to the difference on intervention frequency, students' social economic status and number of participants in the study.

THE EFFECTS OF PEER TUTORİNG ON PRESCHOOLERS BALL SKİLLS

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INTRODUCTION

It has been a challenge to provide preschoolers with structured time to develop fundamental motor skills (1-3). One way to meet this challenge is to invite preschoolers to elementary physical education classes for peer tutoring (PT) lessons. The purpose of this pilot study was to determine if a PT approach was effective in promoting catching and throwing in preschoolers. A secondary purpose was to examine changes in catching and throwing performance in peer tutors.

METHOD

Participants were 20 third-graders and 39 pre-schoolers (20 control; 19 experimental). The TGMD - 2 (4) performance criteria raw score for throwing and catching was used to measure catching and throwing skills pre and post-intervention. The intervention consisted of ten 30-min lessons emphasizing catching and throwing tasks. A 2 Treatment (Experimental, Control) X 2 Time (Pre, Post) analysis of variance (ANOVA) with repeated measures were conducted to examine changes in the preschoolers catching and throwing performance. To examine changes within the 3rd graders, a paired sample t-test was completed. All significance levels for analyses were set at 0.05.

RESULTS

When examining the effect of the peer tutoring intervention of catching and throwing performance in preschoolers, a 2 X 2 ANOVA with repeated measures indicated that the peer tutoring intervention was not effective in promoting catching and throwing performance in the preschoolers, $p=0.10$. For the 3rd graders ball skill performance, paired sample t-test demonstrate that only the throwing performance improved from pretest to posttest, $t(19)=-2.13$, $p=0.04$.

CONCLUSION

The results suggest that the PT approach was not effective in the preschoolers. However, serving as peer tutors did result in improved throwing performance for the 3rd graders. Anecdotally, the peer tutoring approach provided interactions between 3rd graders and preschool-age children. This approach could enhance preschoolers' social skills and warrants future investigation as socialization is a critical aspect of child development.

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FITNESS AND PARENTAL LEVEL OF EDUCATION AS PREDICTORS OF ACADEMIC ACHIEVEMENT IN SPANISH SCHOOLCHILDREN

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INTRODUCTION

Academic Achievement (AA) is a complex, multi-causal concept determined by personal, social and institutional factors. Different studies supported that, among others, the family's cultural level is a source of inequality and is related to differences in AA (Sirin, 2005).

Among personal factors, fitness is positively related to AA (Van Dusen, 2011).

METHODS

Cross-sectional study included 1070 schoolchildren of both sexes, aged 8-11 years, from Cuenca, Spain. Data was collected from September to November 2010. We measured AA (mean of the marks obtained in several core subjects), physical fitness (cardio-respiratory fitness and muscular fitness), age, weight, height, body mass index, and parental education and socioeconomic status by questionnaire. The associations between AA and different predictors were examined using a linear regression model.

RESULTS

For this set of samples, the factors that were the most related to AA were parental level of education (β coefficient: 0.251; CI 95%:0.24-0.55; p=<0.001) and cardio-respiratory fitness (d coefficient: 0.199; CI: 0.06-0.28; p=0.003). These were the most related factors for boys as well (I coefficient: 0.236; CI: 0.04-0.33; p=0.012 for cardio-respiratory fitness and o coefficient: 0.213; CI: 0.11-0.60; p=0.004 for parental level of education). However, the only AA predictor for girls was the parental level of education (o coefficient: 0.281; CI: 0.21-0.61; p=≤0.001).

DISCUSSION

Parental level of education and cardio-respiratory fitness are predictors of AA in primary education students. Gender differences found between girls and boys could be explained by the girls' lower fitness level. Schools should consider strategies to improve fitness as part of their overall strategy for improving achievement.

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CHİLDREN'S RECESS PHYSİCAL ACTİVİTY LEVELS AND MOTİVATORS: EXAMİNİNG CONTEXTUAL DİFFERENCES

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INTRODUCTION

Understanding children's activity levels during unstructured time in the school day, such as recess, is imperative because this is a time during which children's movement preferences are developed. Of specific interest is the interplay between physical activity and social interaction during recess, and potential determinants of moderate-to-vigorous physical activity (MVPA).

METHOD

The purpose of the study was to examine activity levels and the motivations for engaging in physical activity at recess of children in both public and private school settings. After obtaining IRB approval, students (N=179) in fourth and fifth grade from four schools (2 public, 2 private) participated in the study. Physical activity was measured using a tri-axial accelerometer (Actigraph WGT3x+) and semi-structured interviews were conducted to investigate determinants and motivations of physical activity. Accelerometer data were analyzed using SPSS Version 22 (Chicago, Illinois) to gain descriptive data. To assess differences between public and private schools, independent t-tests were conducted, followed by a one-way ANOVA. Interview data were transcribed verbatim before open coding was performed to determine themes.

RESULTS

Participants were engaged in MVPA for a mean of 60.3 % of recess time. For public and private schools this was 61.8% and 65% respectively. Independent t-test and ANOVA results revealed no significant difference between public and private school settings. Qualitative themes related to: importance of being with friends, choosing activities based on social factors, and having fun. In the private schools, however, the theme of getting time away from stress of school was prevalent.

CONCLUSION

With knowledge of the motivations for children to engage in activity, stakeholders are better able to encourage children to be active throughout the school day. Little difference between public and private school students points to the homogeneity of these two groups, suggesting they can be involved in similar interventions to increase physical activity.

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THE ROLE EXPECTATIONS AND BURDENS OF TWO PHYSICAL EDUCATION DEPARTMENT HEADS AS SCHOOL MIDDLE MANAGERS

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INTRODUCTION

Much attention is being recently given to the roles of middle managers in Korean schools, as the importance of the school management increases. According to Barnet (1984), the role of school department head is characterized as 'neck of hourglass' that implies the significant role of the department head between principle and teachers in school organization. This is, the perspectives and styles of the department heads have greatly influenced department culture and performance within school contexts. Unlike three decades ago in Korea, little research has been done to explore the roles of physical education department head, even if his or her role expectations as middle managers have significantly been changed. Thus, the purpose of this paper using a qualitative case study is to explore the role expectations and burdens of two P.E. department heads as middle managers. Data collection is made to do in-depth interview and document analysis and the collected data are analyzed using inductive category analysis. In this paper, the P.E. department heads are expected to do directly unrelated works, due to unclear boundary among different departments and typical bias toward P.E. teachers as schools. For this reason, they have performed to do negotiation with school principals and vice-principals, to establish the status of P.E. teachers within the school, and to do over-loaded work for sacrifice and caring other teachers. Secondly, they as middle managers are expected to make pleasant school culture and to develop teamwork among department members. Thus, they have done their best in their given duties, using ongoing communication and soft delivery methods to bring harmonious teamwork and collaboration among department members, colleagues, and school managers. Ultimately, both P.E. department heads have felt similar burdens to perform their given roles due to accountability and much workloads in this paper.

A CASE STUDY OF PRE-SERVİCE PHYSİCAL EDUCATİON TEACHERS' IMPLEMENTATİON ONTEACHİNG GAMES FOR UNDERSTANDİNG (TGFU)

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INTRODUCTION

The study was on the pre-service teachers' implementation of Teaching Games for Understanding (TGfU) approach during the teaching practice in a secondary school. Pre-service teachers' perception, teaching practice, and the reflection on their teaching practice of TGfU approach were examined during 5 weeks teaching practicum. 4 participants (2 males and 2 females) were purposively selected from the teaching practicum course

METHOD

Qualitative research method was adopted, including PE class room observations, interviews, and Professional dialogue with the University teacher, and teaching reflection journals. All the data gathered were transcribed and then analysed with the inductive method.

RESULTS AND DISCUSSION

The results indicated that the pre-service teachers' main perception was on the students' learning, the innovative activities and the modified games. The limits of perception were the availability of space and equipment, time management, students' acceptance and the teacher's training. The pre-service teachers found that, during TGfU lessons, students were more passionate about physical education classes and also their physical activity level was increased. In terms of obstacles, the professional competence, lack of counseling during learning period, pre-service teacher's past experience of PE classes, and the level of support from other teachers and administrative staffs were main factors.

CONCLUSIONS

The implication of these finding was that how the counseling teachers could be supportive through the professional learning community to reduce the obstacles while ensuring the quality of TGfU approach in PE class.

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MULTİ-OCCUPATİON, UNEMPLOYMENT AND DEGREE OF SATİSFACTİON İN THE LABOR MARKET İN SPORT

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INTRODUCTION

The Catalan Sports Observatory (CSO) is the governmental and university tool in charge of studying and spreading the main data on the evolution of sport and physical activities in Catalonia and all over Spain.

Recently the CSO has published a study called "The labor market in the context of Sport in Catalonia" and the objective of this report is to spread and analyze its results.

METHOD

The method used was an opinion survey with closed answers. The sample used for each sector that was studied is representative (n=948; SD=+/-3%; IC= 95%).

RESULTS

The volume of people with a degree from Sports Science that are currently unemployed is 19.1% in Catalonia and 23.7% in Spain. The students who finished their degree between 1980 and 1989 suffer an unemployment rate of 1.6%. On the other hand in the youngest students (school years 2005 to 2012) we find a 9.9% rate of unemployment.

60% of the people polled work only in an area mainly with a fulltime schedule and a stable economy. On the other hand we find that 40% work in more than one area. However, we found that 75% of the workers feel satisfied in their current work environment (54% feel satisfied and 27% very satisfied).

CONCLUSION

The work market is dynamic and is changing and that is why the multi-occupational level is so high (40%). The main reasons for multi-occupation are to make more money and to feel fulfilled. Feeling fulfilled can be related to labor satisfaction and for this reason even if you are working in more than one area, the work is more satisfactory and can be considered vocational. The low unemployment rates can allow us to interpret that it is a growing market or at least a stable market even in times of a world economic crisis.

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PRE-SERVİCE PHYSİCAL EDUCATİON TEACHERS LEARN TO TEACH WİTH THECOOPERATİVE LEARNİNG INSTRUCTİON MODEL

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INTRODUCTION

The purpose of the study was to investigate how pre-service PE teachers perceive and implement the Cooperative Learning Instruction Model (CLIM) in physical education during their 5 weeks teaching practicum in a secondary school.

METHOD

Six pre-service PE teachers were participants of the study. Each pre-service PE teachers had 4-6 lessons per week (total 18 lessons). Semi-structured interviews, class observation, reflection journal were used to collect data. The interview data were transcribed in order to further comparison, integration and analysis.

RESULTS AND DISCUSSION

Result showed that (1) before the implementation of CLIM: pre-service PE Teachers hold positive attitudes toward this instructional model; (2) During the implementation of CLIM: pre-service PE teachers could follow the instructional steps, however, there was also a need for developing their observation, interpretation and teaching decision competencies; (3) after the implementation of CLIM: pre-service PE teachers recognized CLIM as a effective way for learning, though the grouping skills and quick decision ability while teaching would be need for developing.

CONCLUSIONS

The implication of these finding was that how the counseling teachers could be supportive through the professional learning community to reduce the obstacles while ensuring the quality of CLIM approach in PE class.

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"IS TEACHİNG GAMES FOR UNDERSTANDİNG A BETTER WAY TO LEARN?"— SENİOR HİGH SCHOOL PHYSİCAL EDUCATİON TEACHERS' PROFESSİON DEVELOPMENT

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INTRODUCTION

The purpose of this study was to understand how senior high school physical education teachers (ST) get on teacher profession development in terms of Teaching Games for Understanding (TGfU). In order to know more about the facilitating and inhibiting factors of the willing to use the TGfU approach, lesson study was introduced during the professional dialogues.

METHOD

Two STs were willing to participate in this teachers' profession development. Semi-structured interviews, participant observation, and lesson study were adopted to collect data. Then, the data were analyzed inductively by using constant comparison method.

RESULTS AND DISCUSSION

Result showed that ST primarily implemented on Invasion Games and Net/Wall Games. Moreover, ST used on Invasion Games, question techqinue, teaching guide and modified rules. During the lesson study, ST found that not only students' motivation to learn was increased but also tactical concepts could be discussed with students. Therefore, ST thought that TGfU was a better way to learn for their students. Although there were still some obstacles to overcome, for example, class size, lack of time, insufficient equipment, as well as teachers' professional knowledge. Lesson study, however, could be one of the good ways to develop teachers' professional knowledge while implementing TGfU approach.

CONCLUSIONS

The findings of this study have implications for the promotion of TGfU for teacher education institutions.

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PHYSICAL CAPITAL AND THE LOW ENROLLMENT OF WOMEN IN PHYSICAL ACTIVITY&SPORT SCIENCE DEGREE: ANALYZING THE ADOLESCENT VOICES

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INTRODUCTION

Focused on the analysis of physical capital as the embodied capacity to use the body as well as the appearance of the body (Bourdieu, 1991; Wright &Burrows, 2006), the purpose of this study is to describe and increase understanding of how the choice to study or not PA&Sport Science Degree appears to girls before starting university studies. This is a key area of research for Gender Studies in Sport considering that the rate of women enrolled in these studies remains low and shows a worrying downward trend in Spain.

METHOD

This study is part of a broad ongoing three-year research project with a mixed methodology. We used a representative sample of 39 purposefully-selected schools from three regions across Spain and representing a wide range of socioeconomic circumstances. An ad hoc survey, validated with a pilot study and five experts, was applied to adolescent girls and boys in the two courses prior to beginning university (N=4.146).

RESULTS AND DISCUSSION

The theoretical lenses of feminism and Bourdieu's social theory will guide the analysis. The results are focused on two dimensions: 1) *Perception of the hegemonic physical capitals which are valued in the academic field of PA&Sport Science Degree*, being the most valued attributes those associated with hegemonic forms of masculinity (i.e. ability to perform in competitive sports, muscularity). 2) *Perception of own physical capital*, with considerable gender differences between girls and boys. The strong discrepancy for girls between hegemonic and perceived physical capital could discourage them from the choice of these studies.

CONCLUSIONS

The results obtained will be a valuable tool for analyzing and reflecting upon what modifications should be done in these studies to make them more attractive to young women (i.e., encompassing a wide range of movements, capacities and appearances), as well to develop career advice strategies and polices to recruit specifically this population.

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GENDER DIFFERENCES IN THE PHYSICAL ACTIVITY LEVELS DURING RECESS IN SPANISH PRESCHOOL CHILDREN.

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INTRODUCTION

Childhood obesity is a public health problem and in recent years has increased dramatically in developed countries and developing (1). In Spain, the overall prevalence of over-weight and obesity in school children is around 35% (2). Increased inactivity and decreased levels of physical activity (PA) both inside and outside school are suggested to be implicated in this trend (3, 4).The purpose of this study was to examine gender differences in the PA levels across daily school recess periods, and the contribution of recess to daily PA recommendations.

METHOD

This was a cross-sectional analysis of data from a cluster randomized trial aimed to assess the effectiveness of a PA program (MOVI-KIDS) on preventing excess weight in schoolchildren, using a sample of 130 children aged 4-6 years old from the province of Cuenca, Spain. Participants wore the ActiGraph GT1M or GT3X accelerometer for seven consecutive days. Total PA, steps/minute and time spent in sedentary, light, moderate, vigorous, and moderate to vigorous PA (MVPA) were assessed, and the prevalence of sufficient PA was calculated according to public health guidelines (5).

RESULTS AND DISCUSSION

Boys engaged in significantly more moderate (3.4+/-1.1 min vs 2.6+/-0.8 min), moderate-to-vigorous (8+/-2.9 min vs 6+/-2.3) and vigorous PA (4.6+/-2 vs 3.3+/-1.7) than girls during recess (all $P < 0.001$). Girls engaged in more sedentary PA than boys (14.6+/-3.6 min vs 12.8+/-4.5 min; P 0.015). PA levels (3096+/-902 cpm vs 2473+/-741 cpm) and Steps/min (40.1+/-14.6 vs 33.3+/-11.4) were higher in boys than girls (all $P < 0.05$) (Table 1). Recess contributed more MVPA towards weekday PA for boys than girls (13.3% vs 9.9%; $P < 0.001$) (Figure 1).

Table 1: Physical activity variables (mean (SD) per recess

	Total (n=130)	Boys (n=62)	Girls (n=68)	P Value
Sedentary PA(min)	13,7(4,1)	12,8(4,5)	14,6(3,6)	0,015
Light PA(min)	9,1(2,1)	9,2(2,4)	9,1(1,9)	0,82
Moderate PA (min)	3(1)	3,4(1,1)	2,6(0,8)	<0,001
Vigorous PA(min)	3,9(1,9)	4,6(2)	3,3(1,7)	<0,001
MVPA (min)	6,9(2,7)	8(2,9)	6(2,3)	<0,001
Cpm	2770,8(876)	3096,5(902)	2473,9(741)	<0,001
Steps per minute	36,6(13,4)	40,1(14,6)	33,3(11,4)	0,003

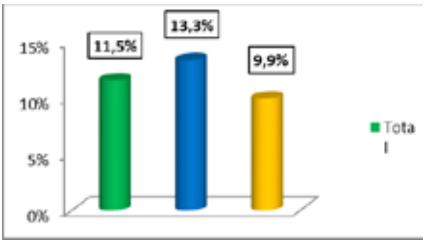

Figure 1. Percentage guidelines MVPA

CONCLUSIONS

Recess in Spanish Pre-schools may contribute to the daily recommended MVPA for preschool children, but greater efforts must be implemented to increase PA levels among girls during this school period.

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IMPROVING ACADEMIC ACHIEVEMENT THROUGH PHYSICAL ACTIVITY BEFORE CLASS

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INTRODUCTION

The main argument for the promotion of physical activity (PA) in schools is the health benefit it provides. However, this approach may not be the best approach with classroom teachers who are faced with a busy school curriculum, which they identify as a barrier to PA promotion in the school setting (Lounsbery et al., 2011). One way to promote PA among classroom teachers is to focus on its impact on the class learning environment and student's academic achievement. To this end, the objectives of our study were to examine the effects of the implementation, within the school activity timetable, of a daily 20 minutes physical activity program led by classroom teachers. Specifically, we were interested in the effects of this program on 1) students' attentional capacity and behavior during class following PA, and 2) the link between students' motor skills level and their attentional capacity.

METHOD

The study was conducted over 20 days on 126 children aged 6.2-12.6 y (70 boys and 56 girls). Each student underwent ten days with a daily physical activity program and ten days without it. Physical activity duration and intensity were measured objectively using hip worn accelerometers. Attention was measured each day with a pencil and paper symbol cross-out test (detection of target items in a matrix containing targets and distractors). Motor skills were assessed with the Test of Gross Motor Development-2nd edition (TGMD2) (Ulrich, 2000).

RESULTS AND DISCUSSION

On average, 43% of the 20 minutes of physical activity was moderate to vigorous physical activity. Attention scores were significantly higher when physical activity took place before class for 1st and 2nd grade students and remained the same for older students. During class periods, the intensity of movements were lower on days in which the physical activity program had taken place, suggesting that students were calmer (Figure 1). Finally, a higher motor skills score on the TGMD2 was significantly correlated with better scores on the attention test after controlling for age and sex (Figure 2).

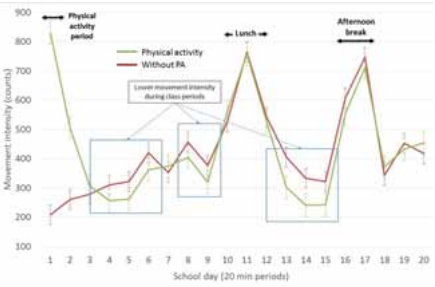

Figure 1. Movement intensity with and without physical activity

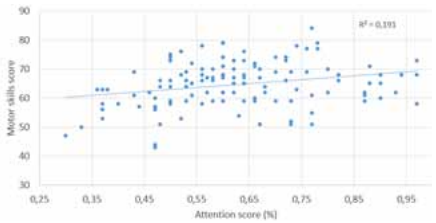

Figure 2. Relationship between motor skills and attention

CONCLUSIONS

Integrating physical activity during school promotes the emergence of factors that predispose students to academic learning and promote an adequate class learning environment. Therefore, the promotion of physical activity among classroom teachers should consider its positive effects on student success.

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THE EFFECT OF COMPETİTİON ON EMOTİON İNTENSİTY İN COOPERATİVE TASKS İN PHYSİCAL EDUCATİON

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INTRODUCTION

Several studies have evidenced the relevance of competitive activities in physical education (PE), pointing out their potential benefits when it comes to develop skills, build character, promote sportsmanship, and prepare students to survive in a competitive world (Bernstein, Phillips, & Silverman, 2011). The purpose of this research was to inquire into the relative impact of the competitive component in cooperation tasks in PE. According to previous research (Lavega, Filella, Agulló, Soldevila, & March, 2011), we expected students to display more intense emotions in the competitive condition.

METHOD

In this study participated 107 students (57 females; Mage = 10.38; DS = 0.89) from several local primary schools. Permission to carry out this study was granted by the school boards and explicit informed consent was obtained from all parents. The students were randomly divided in two groups, which performed the exactly same task except that in one group the students competed among each other, whereas in the other, special care was taken to avoid intragroup comparisons. All students answered a purposefully designed questionnaire about the intensity of eight emotions described as essential by Latinjak, López-Ros and Font-Lladó (2014).

RESULTS AND DISCUSSION

Descriptive analyses showed that students experienced more positive than negative emotions. Further, multivariate analyses of variance indicated a significant group effect, $F(8,91) = 2.80$, $p = .008$. In regard to the univariate effects, these were significant only for fear, $F(1,98) = 11.65$; $p = .001$. Unexpectedly, students displayed more fear when no competitive element was present. Overall, the results of our study contradicted previous findings (Lavega et al., 2011). We further discussed to which degree this finding could be explained by methodological flaws or might imply theoretical considerations. Moreover, based on the relevance of competition as a key element in PE task-designs, directions for future research in line with this study were offered.

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WHİTE INTERVENTİONS, NATİVE RESERVATİONS, AND RED PEDAGOGY: A SOCİO-POLİTİCAL ANALYSİS OF A COLLABORATİVE SCHOOL HEALTH INİTİATİVE BETWEEN A UNİVERSİTY AND NATİVE AMERİCAN COMMUNİTY

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INTRODUCTION

The purpose of this qualitative study was to examine teachers' perspectives of the surrounding community in which their students reside, and the impact this knowledge had on their participation in a community wide school curriculum intervention, and to do so from a critical and socio-political perspective (Grande, 2004). The three-year intervention took place on a Native American Reservation community in the southwest United States, and was focused on reinforcing and improving all aspects of school based health and physical activity education.

METHOD

This paper draws from data collected with 21 teachers who worked at six schools represented at all three grade levels, categorized as elementary (n = 10), middle school (n = 8), and high school (n = 3). Gender balance was female heavy with a two to one ratio of females (n = 14) to males (n = 7). Data were analyzed using constant comparison. Multiple trustworthiness strategies were utilized.

RESULTS

The main finding from this study revealed complications between teachers' enthusiastic and active participation in the initiative and the tempered hopes they had for change, both of which were grounded in the their first hand knowledge of wider contextual realities of this particular community. This knowledge is presented in three themes: (a) contemporary culture and cyclical reservation life; (b) healthy 'opportunities' come and go; and (c) teachers' hedged optimism and what is 'needed.'

CONCLUSION

Teachers demonstrated a hedged optimism for positive change. They wanted to believe their efforts could help, and were slow to lay blame to historical dynamics and residual realities as the culprit for less than ideal outcomes. To admit the overwhelming power of the local reservation without active organization, resistance, or targeted protest and lobbying, especially in this context, is to admit as a teacher that most of your efforts are in vain.

A NARRATIVE STUDY ON THE GIVEN IDENTITY AND LEADESHIP OF A FEMALE SOCCER HEAD COACH IN KOREAN MIDDLE SCHOOL

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INTRODUCTION

There is a growing body of female physical education teachers in Korean middle schools. The schools have requested the female teachers to serve dual roles such as P.E teacher and school coach. In case of Korean school soccer team, there rarely exists a female head coach because all school soccer teams are consisted of male student athletes only and have been traditionally coached by males.

THE AIM

In a sense, this paper aims to address gender issues in physical education and school sport, and to share with a detailed analysis of given identities a female soccer head coach encountered in a Korean middle school context. Thus, the purpose of this paper is to describe the given identity and leadership of a female soccer head coach in a Korean middle school, using the narrative inquiry tradition.

METHOD

In conducting the narrative inquiry, daily coaching journals, game records, P.E. & athletic department meeting documents, and coaching plans in the middle school have been collected and analyzed through a five-stage qualitative data analysis process (transcription-memo-open coding-in-depth coding-subject discovery).

RESULTS

As a result, several important findings emerge about the nature and culture of head coaching in Korean middle school contexts. The given identity of the female soccer head coach in an athletic department within the middle school is indicated to be invisible, mute, and powerless head coach. In reality, even if the female soccer head coach has a power to manage the soccer team, other male soccer assistant coaches, male soccer student athletes, and their parents have typically expected the female head coach to perform silent and passive leadership.

CONCLUSION

For this reason, innovative and active coaching leadership of the female soccer head coach would do challenge to coaching culture in Korean school contexts.

EXCESS OF WEIGHT, BUT NOT UNDERWEIGHT, IS ASSOCIATED WITH POOR MOTOR COMPETENCE IN SPANISH PRESCHOOL CHILDREN

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INTRODUCTION

It has been suggested that motor competence (MC) plays an important role in the initiation, maintenance, or decline of physical activity, developing fitness and prevention of childhood obesity (1). The relationship of childhood overweight (OW) and obesity (OB) with MC is gaining attention (2); however, studies examining the MC levels in underweight children are scarce and not conclusive. The purpose of this study was to analyzed differences in MC in relation to weight status.

METHOD

This was a cross-sectional analysis of baseline data from a cluster randomized trial aimed to assess the effectiveness of a physical activity program (MOVI-KIDS) on preventing excess weight in children. This study involved 1563 both sexes, schoolchildren aged 4 to 7 years from Cuenca and Ciudad Real, Spain. We measured height and weight, calculated body mass index (BMI) and assessed MC using throwing and static balance test of Movement Assessment Battery for Children-2 (MABC-2).

Differences in MC across BMI categories, by sex, were calculated using ANCOVA models, controlling for age.

RESULTS

OW and OB were associated with worse 'Static balance' score than normal weight. However, schoolchildren in

Table 1: Mann-Whitney U Analysis of (WCI) Score & Academic Success of Athletes and Non-Athletes.

Approach	Students				
	Athlete n =290	Non-athlete n =494			
	M	M	U	Z	P
Self confidence	402	386	68873,0	-,905	0,36
Non self–confidence	388	394	70517,0	-,365	0,71
Optimistic	400	387	69251,0	-,783	0,43
Submissive	371	404	65493,0	-2,017	0,04 *
Seeking social support	388	394	70433,0	-,399	0,69
Academic success	316	272	36066,0	-1,417	0,03 *

Mean differences of Motor Competence (static balance) by body mass index categories, in ANCOVA models controlling for age, by sex.

	Thinness	Normal weight	Overweight/Obesity	p
Body mass index categories[c]				
Total (n=1563)	19.1 (0.51)	18.7 (0.28)	15.6 (0.49)	**<0.001**
Boys (n=789)	18.0 (0.78)	17.9 (0.40)	14.6 (0.74)	**<0.001**
Girls (n=774)	20.29 (0.66)	19.6 (0.40)	16.5 (0.65)	**<0.001**
p	0.061	**0.014**	0.060	

In bold p values less than 0.05.
Data are presented as marginal estimated mean ± SE.
Categories of body mass index (BMI) are Normal Weight (N), Overweight (OW) and Obesity (OB) according to gender-and-age-specific cut-offs defined by Cole and Lobstein
All the pairwise mean comparison using Bonferroni post-hoc test

the underweight category did not score worse than their normal weight counterparts on this dimension of MC. In 'Throwing' dimension of MC no differences by BMI categories were found.

DISCUSSION/CONCLUSIONS

Our results show low MC (Static balance) levels in OW/OB children compared with normal weight subjects. Being underweight is not associated with poor MC. Special attention is thus needed for OW/OB children, especially for those not practicing sports, in terms of motor skill improvement to promote regular participation in physical activity.

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COPING WITH STRESS SKILLS AND ACADEMIC SUCCESS OF HIGH SCHOOL STUDENTS EXERCISING REGULARLY IN SPORT TEAMS

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INTRODUCTION

The schools contribute to behavior and personal development of students with different programs and systematic activities and prepare the students against the problems and stressful situations that they will encounter during their life time. The students gain new experiences in physical education lessons and with sport team activities. This study is based on the question: "What is the relation level between the ways that athlete and non-athlete students use to cope with stress?" In other words, we are looking for an answer to the question: "Is there a noticeable difference between the athlete and non-athlete students' skills of coping with stress and academic success?"

METHOD

Seven hundred and eighty-four high school men students participated in the study (*Mage*= 15.45 years, age range= 14-17 years). *Ways of Coping Inventory* (WCI) were used used to evaluate ways of coping approach of the students. Athlete students were selected from the students who took charge in school teams, exercised for 6 days in a week provided that this exercise did not exceed 1 hr. 30 min. and who also participated in competitions. Mann-Whitney U test which is non-parametric test was used to examine two samples (athlete & non-athlete).

RESULTS AND DISCUSSION

According to findings which were obtained (Table 1), a significant difference was found among submissive approach values of athlete and non-athlete students **(*U = 65493,0, z = -2,017, p = 0,04*).** A significant difference was observed among academic success values of athlete and non-athlete students **(*U = 36066,0, z = -1,017, p = 0,03*).** The students who did not sport regularly were more submissive than those who did do sport regularly and of the same age when they encountered a problem and stressful situations. In addition, students who regularly sports, academic achievement higher than students who exercise did not regularly. There was no statistically significant difference in other parameters of between the athlete and non-athlete students. Self confidence approach (*U = 68873,0, z = -,905, p = 0,36*), non self–confidence approach (*U = 70517,0, z = -,365, p = 0,71*), optimistic approach (*U = 69251,0, z = -,783, p = 0,43*), seeking social support approach (*U = 70433,0, z = -,377, p = 0,70*). The average value of athlete students is higher, also, academic average value of athlete students higher than non-athlete students (Figure 1). Athlete students more committed to solving the problems and stressful situations. The students who did not do sport regularly accept the bad situation and they are selected submissive attitude.

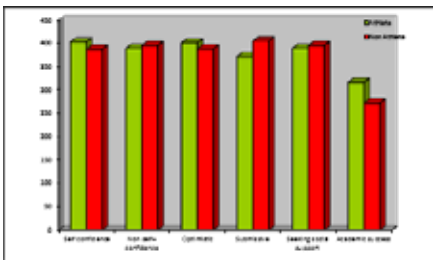

Figure 1. Mann-Whitney *U Analysis of* (WCI) Score & Academic Success of Athletes and Non-Athletes.

CONCLUSIONS

Since the athlete students cope with stress more effectively; we can say that they solve the problems of the students who have sportive activities more effectively. Therefore, canalizing the students to have sportive activities in sport clubs will provide them with having more effective solutions in stressful conditions and problem-solving process and gain higher academic success.

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SPORT EDUCATİON THROUGH PROJECT: ANALYSİS OF THE SOCİAL AND CİVİC COMPETENCE, AUTONOMY AND PERSONAL İNİTİATİVE

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INTRODUCTION

The study worked through two methods: Project-based learning, a teaching method that promotes active and divergent learning by students (Bejarano, 2008) and Sport Education, which is a model whose main objective is to teach students how to be "competent, literate and enthusiastic sport people" (Siedentop, 1994, p.4). These two models unite together creating a hybrid teaching unit (Sport Education through Projects; SEP) that works as the basis of the present study.

The present dissertation aims to analyze the extent to which the social and the civic competence as well as the autonomy and the personal initiative improve after implementing a season through a SEP.

METHOD

The SEP was implemented in a group of 47 students (25 girls and 22 boys) aged 11-12 years from a school in the province of Ciudad Real during 21 sessions. Variables related to the two key competences with a pretest and a posttest design. For assessing purposes, different instruments were used: a collaborator teacher's report, student interviews, social skill intragroup self-test, autonomy and personal initiative self-test, functions of the roles self-test, anecdotal fields notebook and a sociometric questionnaire

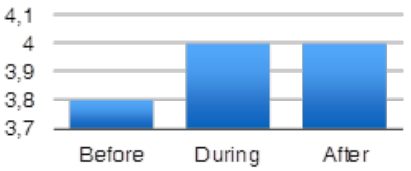

Figure I. Self- assessment intra-team

RESULTS AND DISCUSSION

Social and civic competence

In Social relations class group Sociograms showed changes in social relations positively enhancing of class group among the students who were involved in the process.

The anecdotal notebook showed an evolution in social relations and the results of self-assessment intra-team showed a increased about relationship pre and postest (Figure I) .

The different roles played resulted, accordingly, in the development of diverse social skills. In this ways, students assigned as referees or markers developed empathy, while team roles as coach and trainer increased aggressiveness.

Autonomy and personal initiative

The anecdotal notebook depected a positive evolution resulting from autonomy enhancement and the fact that students were ever more independent from the student in practice. This information complemented the data obtained by the autonomous self-assessment and personal initiative

The anecdotal notebook and the self-assessment functions results reflected that the degree of autonomous in students depended on the role they were assigned, e.g. referee and coach stand out as the less autonomous ones, while the role player was highlighted as the more autonomous one.

CONCLUSIONS

The results showed that students who engaged with positive attitudes in the project of Physical Education improved both basic competences. A gradual improvement of autonomy and personal initiative as wall as social relations, both class-group and individually, was detected during the applications of the project.

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INVASION GAMES TACTICAL KNOWLEDGE OF ELEMENTARY SCHOOL CHILDREN. WHAT ARE WE DOING WRONG?

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INTRODUCTION

Differences in invasion games tactical knowledge of elementary school children (n = 431) from three different sports contexts (school, recreational and specific) were analyzed.

METHOD

Participants completed the Soccer Tactical Knowledge Test (Serra-Olivares & García-López, 201x), which is related to tactical knowledge involved on invasion games. Results were analyzed according to the age, experience, gender and sport context of the individuals: specific-context, recreational-context or schooll-context.

RESULTS AND DISCUSSION

Age and experience correlated significantly with tactical knowledge (r = .31, r= .41, r= .53), although the magnitude of these correlations was low (r < .70). Boys had significantly a higher level of practice than girls in weekly training hours (F = 92,990, p < .01) and in years of practice (F = 103,512, p < .01). Specific-context participants showed significantly higher knowledge than school-context individuals: declarative (Z = -8.29, p < .01, r = .42), procedural (Z = -5.39, p = .00, r = .27) and tactical dimensions (Z = -6.85, p < .01, r = .34). Recreational-context participants scored significantly higher than the school-context individuals: declarative (Z = -6.63, p < .01, r = .36), procedural (Z = -5.15, p < .01, r = .28) and tactical dimensions (Z = -6.63, p < .01, r = .36). No differences were observed between specifc-context and recreational-context individuals.

Boys had significantly higher knowledge than girls: declarative (F = 148,435, p < .01, $\eta 2$ = .34), procedural (F = 69,385, p < .01, $\eta 2$ = .19), and tactical dimensions (F = 135,853, p < .01, $\eta 2$ = .32).

Findings show that age and experience are not the main cause of differences observed. Probably, specific learning possibilities within each sport context affects to the participants' knowledge and to the amount of physical practice (García-López et al., 2009; Gutiérrez-Díaz Del Campo & García-López, 2012).

CONCLUSIONS

For the purpose of improving games teaching practices and sport adherence, more studies are needed to examine the relationship between tactical knowledge, physical practice and other variables such as teaching methodologies employed.

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GAME-BASED APPROACHES. WHAT DO WE KNOW ABOUT THE EFFECT OF MODIFYING PEDAGOGICAL PRINCIPLES?

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INTRODUCTION

The effect of modification strategies based on the pedagogical principles of Game-based approaches on the adaptive behaviours and decision-making dynamics during four 3v3 soccer small-sided games was studied.

METHOD

Game-performance of 21 U-10 youth soccer players was analysed in four modified games altering tactical problems: game one was similar to the adult game; game two exaggerated keeping the ball; game three exaggerated penetrating the defence; and game four exaggerated attacking the goal.

RESULTS AND DISCUSSION

The findings show that the modifications done in those games had a significantly different effect on players' functional behaviours ($p < .005$) and for developing passing, dribbling, shooting and get-free skills ($p < .005$). Small-sided games focused on keeping the ball and attacking the goal revealed significantly different decision-making dynamics to the rest of the games ($p < .005$).

CONCLUSIONS

With regard to a quality representative learning design, these findings highlight the importance of knowing the effects that modification strategies can have on performance outcomes and movement responses when task constraints are altered (García-López et al., 2009; Mitchell et al., 2006; Tan et al., 2012).

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Número 410 Supl., año LXVII, 3er trimestre, 2015 (nº 8 Supl., VI Época)

VİDEO - ANALYSİS OF STROKE İN WOMEN'S WATER POLO

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INTRODUCTION

Water polo is a collective sport and efforts of high intensity are made in less duration and the skill that is used for the majority of the game is swimming. The objective of this study is to demonstrate that training for water polo athletes is most effective when done always in the presence of the ball, as the ball-handling does not adversely affect the timing.

METHOD

Eleven well-trained competitive athletes were recruited and asked to swim the test of the 300 fastest (15 reps of 20 meters), one time with ball, and one time without ball

RESULTS AND DISCUSSION

Results can be read in correlation to athletes anamnesis, revealing that incidence of ball-handling is significant only in athletes who have a swimming-oriented athletic history, but there are not significant differences in times for athletes who have a water polo-oriented athletic history. Some water polo athletes realized systematically smaller times when they swim with ball.

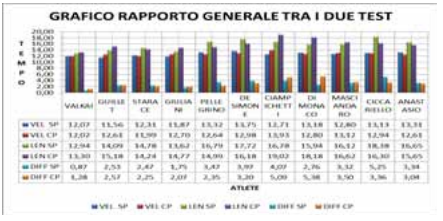

Figure 1: Graphic relationship of the two tests

CONCLUSIONS

The results show as this study can help the coach to train the team for improving the analyzed skills in different mode, creating a methodological system training to enhance the performance. Coaches are suggested to carefully monitor swimming rhythm during trials, and to increment ball-handling in every training condition.

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STUDENTS WITH HIGH MOTIVATION TOWARD PHYSICAL EDUCATION HAVE GREATER OBJECTIVE PHYSICAL ACTIVITY LEVELS THAN THOSE WITH LOW MOTIVATION

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INTRODUCTION

The purpose of the present study was to examine the differences in students´ objective physical activity levels in physical education by self-determined motivation toward physical education profiles.

METHOD

A sample of 290 high school students, 154 boys and 136 girls, aged 11-16 years old participated in the present study. Students wore a GT3XPlus accelerometer (ActiGraph®, Pensacola, USA) during a standardized physical education session (they were previously familiarized with the device during a whole week). Subsequently, students´ self-determined motivation toward physical education was assessed by the Spanish version of the Perceived Locus of Causality (PLOC) questionnaire (Moreno et al., 2009). Cluster analyses were carried out to examine motivational profiles (Mayorga-Vega & Viciana, 2014). Afterward, one-way analyses of covariance (ANCOVA), with age and gender as covariables, were used to compare objective physical activity levels between the motivation toward physical education profiles (lower and higher profiles).

RESULTS AND DISCUSSION

Cluster analysis identified a three-cluster structure: "Low motivation toward physical education" (n = 89), "Moderate motivation toward physical education" (n = 89), and "High motivation toward physical education" (n = 112). Subsequently, the ANCOVAs results shown that students within the "High motivation toward physical education" had statistically significantly greater levels of moderate-to-vigorous physical activity than students with low motivation ($p = 0.025$). However, differences statistically significant were not found for the sedentary and light physical activity ($p > 0.05$). On the other hand, the ANCOVAs results on the general physical activity levels (vector magnitude, vertical axis, and average METs) were statistically significantly greater among the students with high motivation toward physical education than those with low motivation ($p < 0.05$).

CONCLUSIONS

These results support the importance of physical education teachers who should promote self-determined motivation toward physical education so that students can reach greater physical activity levels during their physical education sessions.

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OBJECTIVE PHYSICAL ACTIVITY LEVELS DURING PHYSICAL EDUCATION SESSIONS AMONG HIGH SCHOOL STUDENTS: DIFFERENCES BY GENDER AND AGE

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INTRODUCTION

During adolescence assuring an adequate physical activity habit is an important issue because young people can enhance their physical, psychological, and social well-being (Hallal et al., 2006). Physical education may play an important role for students to achieve the recommended physical activity levels (Brusseau et al., 2011). Physical activity is a multidimensional and complex behavior that tends to vary considerably between students, for instance, as a result of individual factors. Consequently, the purpose of this study was to examine the influence of gender and age on objective physical activity levels during physical education among high school students.

METHOD

A sample of 301 high school students, 163 boys and 138 girls, aged 11-16 years old wore a GT3XPlus accelerometer (ActiGraph®, Pensacola, USA) during a standardized physical education session. Previously, students were familiarized with the accelerometer during a whole week. Afterward, one-way analyses of covariance (ANCOVA), with age as covariable, were used to compare objective physical activity levels between boys and girls. Similarly, to examine the influence of age (younger students, 11-13 years; older students, 14-16 years) on physical activity levels, gender was used as covariable.

RESULTS AND DISCUSSION

The ANCOVAs results shown that during the physical education session boys had statistically significantly greater objective physical activity levels (e.g., average METs, magnitude vector, vertical axis, steps, and light and moderate-to-vigorous physical activity levels) than girls ($p < 0.05$). Additionally, male students showed a higher motor engagement time than females ($p < 0.001$). However, younger and older students did not show statistically significantly differences on objective physical activity levels ($p > 0.05$), except for the average METs where younger students had greater values ($p < 0.002$).

CONCLUSIONS

The results of the present study suggest that physical education teachers should encourage especially female students to engage greater physical activity levels during physical education sessions.

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"TELL ME WHO YOU GO WITH AND I WILL TELL YOU HOW MUCH YOU MOVE": FRIENDS´ PHYSICAL ACTIVITY HABITS ARE ASSOCIATED WITH STUDENTS´ OBJECTIVE PHYSICAL ACTIVITY LEVELS IN PHYSICAL EDUCATION

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INTRODUCTION

Nowadays the practice of physical activity is considered as one of the most important healthy habits (Blair, 2009). Physical education may play an important role for students to achieve the recommended physical activity levels (Brusseau et al., 2011). However, the influence of family and friends might play an important role (Mayorga-Vega et al., 2014). Consequently, the purpose of this study was to examine the influence of physical activity habits of family members and friends on objective physical activity levels during physical education among high school students.

METHOD

A sample of 291 high school students, 159 boys and 132 girls, aged 11-16 years old wore a GT3XPlus accelerometer (ActiGraph®, Pensacola, USA) during a standardized physical education session. Previously, they were familiarized with the device during a whole week. Additionally, students were surveyed about the physical activity habits of their parents, mothers, brothers/sisters, and friends. Then, one-way analyses of covariance (ANCOVA), with age and sex as covariables, were used to compare objective physical activity levels between students with family and friends physically actives and non-physical actives.

RESULTS AND DISCUSSION

The ANCOVAs results shown that during the physical education session the students with physical active friends had statistically significantly greater physical activity levels (e.g., average METs, vertical axis, steps, and moderate-to-vigorous physical activity levels) than those with non-physical active friends ($p < 0.01$). Additionally, students with physical active friends showed a higher motor engagement time ($p = 0.001$). However, no statistically significances were found in light physical activity ($p = 0.096$). On the other hand, students did not show statistically significantly differences depending on the physical activity profiles of any of their family members ($p > 0.05$).

CONCLUSIONS

These findings suggest that physical education teachers should take into account the important role of friends in their students´ physical activity levels during physical education sessions.

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INFLUENCE OF İNCREASED ENVİRONMENTAL TEMPERATURE AND SWEAT RATE ON THE RESPONSE OF THE HEART RATE AND RPE DURİNG İNDOOR CYCLİNG

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INTRODUCTION

Some environmental and hydrological variables can affect the heart rate behavior (HR) (1,2) and rating of the perceived effort (RPE)(3). Our objective was to measure HR and RPE during indoor cycling and analyze if their response was modified by increasing ambient temperature or sweat rate.

METHODS

39 indoor cycling sessions in which 300 subjects participated were recorded (men: 184; women: 116; age: 41.06 ± 8.05). The mean HR was measured during the sessions, and RPE (4) was evaluated at 15, 30 and 45 minutes. The temperature was measured using a weather station and the sweat rate was measured with the weight differences produced as a result of exercise (measurements before and after exercise), as well as the volume of ingested liquids (5). The sample was divided according to the sweat rate (TS1: ≥ 750 ml; TS2 <750 ≤ 400 ml and TS3 <400 ml) and increasing ambient temperature (Tª1: ≤ 0.2 ° C; Tª2:> 0.2 ≤ 1.5 ° C and Tª3:> 1.5 ° C)

RESULTS

TS1 group was associated to a higher HR mean than TS3 group (148.22 ± 12.17 lpm; 141.73 ± 17.39 lpm; $p<0,05$). Tª2 group was associated to a higher HR mean than Tª1 group (146.95 ± 15.29 lpm; 141.01 ± 16.38 lpm; $p<0,05$). RPE was smaller in Tª1 group at minute 15 (Tª1: 4.44 ± 1.75; Tª2: 5.64 ± 1.58; Tª3: 6.00 ± 1.49; $p<0.01$) at 30 (Tª1: 6.81 ± 1.41; Tª2: 7.14 ± 1.27; Tª3: 7.52 ± 1.28; $p<0.01$) and at 45 (Tª1: 6.36 ± 2.59; Tª2: 7.48 ± 2.39; Tª3: 7.39 ± 2.15; $p<0.01$).

CONCLUSIONS

The increase in environmental temperature and sweat rate can modify the response of HR and RPE during indoor cycling. This must be taken into account for dosing exercise intensity within appropriate margins during training sessions.

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SCAFFOLDING OR INHIBITING SCREENS: THE ROLE OF ICT DEVICES IN THE MOTIVATION OF ACTIVE LIFESTYLES.

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INTRODUCTION

The goal of this ongoing PhD research is to find procedures to enhance active lifestyles in children through the use of ICT-devices. It is divided into two parallel approaches, the first of which focuses on portable ICT devices with the aim to build prototypes for applications with two characteristics: an increase in motivation of children while assessing their physical activity and the measurement of environmental characteristics, like air pollutants, in their daily routes. The second concerns children's autonomy and everyday physical activity within the context of their rights at community and city levels.

METHODS

The first phase of the research derived from a review of the literature to reveal how ICTs, particularly portable, are used and accessed by children, aged 6-11, with particular attention to social inequality and digital divide. Moreover, a study of cases of walk to school actions, aims to define suitable criteria to involve pupils in the promotion of active commuting to schools.

The ICT research process involves selected groups of children in the construction of an app, through testing its usability and implementation. The study on walk to school action is being carried out through a longitudinal research-intervention by administering questionnaires (n= 1000) to children aged 8-11 - and their parents - attending three primary schools in Cassino, two of which are participating in walk to school projects.

RESULTS

The overall results will be derived from both researches. We hypothesize that the children's motivation to be physically active will be stimulated by the merging of these two approaches.

CONCLUSION

The research aims at demonstrating that, alongside the negative effect given by "screens" on children's lifestyles, positive influences may be accomplished through a customized and participated planning of the devices conceived as a scaffolding for their motivation to active life-styles.

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EFFECT OF A SPORT EDUCATİON SEASON ON THE TECHNİCAL LEARNİNG AND MOTİVATİONAL CLİMATE OF JUNİOR HİGH PERFORMANCE SWİMMERS

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ABSTRACT

This study sought to examine the effect of Sport Education (Siedentop, 1994) on the technical learning of four swimming strokes and the motivational climate perceived by the study subjects. Twenty-two young swimmers from a sports club in southern Spain participated in 16 training sessions organized around the key principles of Sport Education. Experts assessed technical learning from video analysis, and the swimmers and their coaches also completed self-assessments. Motivational climate was analysed through the Perceived Motivational Climate in Sport Questionnaire-2(Cecchini, González, López-Prado, &Brustad, 2005). The results indicated that regardless of performance level (sampling and specializing swimmers) and gender, the swimmers significantly improved their technical performance from pre-test to post-test. In addition, all subjects reported statistically significant improvements in the task-oriented motivational climate. It was concluded that the intervention program based on Sport Education has a positive impact on improvement of swimming skill, and a more optimal motivational climate.

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HEALTHY UNİVERSİTİES: A DESCRİPTİVE STUDY ON PHYSİCAL ACTİVİTY HABİTS AND LİFESTYLE BEHAVİOURS OF STUDENTS OF PHYSİCAL ACTİVİTY AND SPORTS SCİENCES

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INTRODUCTION

The Universities have the potential of educate and develop students at personally and socially level at a significant time in their lives. This development has profound effects throughout the rest of their lives, especially in students' health and lifestyle choices (Tsourus, 2001). Students educated on health promotion will assume a role model of a healthy lifestyle promoter among their families, at work and in the society (Becerra, 2013).

In Spain, the Spanish Network of Healthy Universities (REUS) and the Catalan Network of Healthy Universities (US.CAT, 2010), both lead the promotion of Health Promoting Universities. However, little is known about the current existence and development of health promotion strategies in Catalan Universities.

The main aims are: (i) to identify programs and strategies on health promotion within sports universities; (ii) to identify physical activity (PA) habits and other health-related behaviours of students of Physical Activity and Sports Sciences (PA&S) degree.

METHOD

A multicenter descriptive study will be conducted in a representative sample of 4th grade students of PA&S degree in private and public Universities in Catalonia. Content Analysis of officials' documents of Catalan Universities will be analyzed and a self-administered questionnaire regarding PA and other health-related behaviours will be conducted.

RESULTS AND DISCUSSION

We expect to obtain recent data about the current development of different strategies on health promotion of the different Universities of PA&S Sciences from Catalonia; and to identify PA habits and lifestyle behaviours of PA&S students.

CONCLUSIONS

The present study will help to identify those suitable strategies for health promotion and those influencing PA habits and lifestyle choices of PA&S students, who in the future will work in areas where the promotion of healthy habits will be essential to the welfare of the general population.

If these students do not choose healthy and active habits, it will be difficult to act as a role model or health promoters in their working environment.

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THE RELATIONSHIP BETWEEN UNIVERSITY AND SCHOOL IN THE TEACHING PRACTICE PROFESSIONAL IN A PHYSICAL EDUCATION UNDERGRADUATE COURSE

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INTRODUCTION

This paper deal about partnership between public schools and university with regard to Physical Education Curricular Stage, into education curricular model perspective.influence this process. Part of the assumption that the common sense understand the University and school as simple relation; to be a teacher does not require much in formation.

The literature in the area teachers education not share this common sense, but understand the professional knowledge are different that university knowledge (TARDIF, 2002), and teaching work, what the teacher do will be a base for think about teachers education (CONTRERAS, 2002; TARDIF, 2002) Gauthier et al (1998) helping in this exercise the question what necessary for teaching?. Only knowledge, culture, talents, experience, practice…? They will answer that for teaching is necessary a things collection.

Tardif (2013) talking about learning age to point that subordinate as belief each time: centuries XVII and XIX predominated the age of teaching as a vocation (a cause, a call) and the teaching learning by observation and coexistence with experienced teachers; centuries XIX and XX - the teaching age as craft, teaching led to exercise that occupation legally constituted, but not required, necessarily, a scientific substantiation of pedagogical practice; centuries XX and XXI - started in USA, years 80, a movement professionalization of teaching (HOLMES GROUP, 1986), thinking as a activity top level in which conceive a body of knowledge that base teaching practice, coming to learning age as professional.

This research was aimed understand the partnership between public schools and university in the supervised curricular stage the physical education course. So that what intent does not answer all the problems, but power point way help us to think about it in education of teachers of professional mode.

METHOD

The research was qualitative and the type of case study, the techniques of data collection were content analysis, narrative interviews, with seven participants.

The narrative interviews were understood as a way that has its unique characteristics, as well as the vision that this process with the following subjects: a)a professor of curricular pre-service at the University; b)two school physical education teachers; c)two school principals; d) a physical education coordinator on the board; and e) a supervisor responsible for the stages on the Board of education, all these participants directly involved with the curricular supervised pre-service in physical education .

RESULTS AND DISCUSSION

The relationship challenge between university and school in pre-service curricular.

The date show problems that rela-

tionship between university and school, showing fragments of a model training in academic researchers and University trainers produce and control the education of knowledge, that the school teachers are applicators of these knowledge.

Some considerations: the professionalization of teaching as proposed

The partnership between University and school is very important for development that supervised pre-service, because it indicate or not the reciprocal there between two education institution and knowledge producers.

The research reveals that need speak from within this relationship which involves university and school, there are in Brazil a strong speech about teachers education (University and school), but there aren´t consistent speech that the teachers education.

We not have reviewed our learning practices with the care, but there isolated experiences.So that many topics are a common landscape in teaching not giving due attention. Learning teaching has been limited to observation and trial and error this teaching experience be planned or unplanned. Therefore, the age of teaching as a vocation or trade inhabits that space.

The participants this research are not good or bad, but people in education and self education, show that the great challenge is to transition from a artisanal training model or application for a professional education model that take into account the development that a professional culture and knowledge teachers.

The advanced is need a reciprocal movement in the teacher professionthat what the teacher is and does, is within that university, and the university within that school, to legitimize knowledge of pedagogical action.

The data show that there is predisposition to there things can be different as long as there is dialogue between the university and school agents, because they are protagonists in the formative process of the future teachers.

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INVESTİGATİON OF RELATİONSHİP BETWEEN PERFORMANCE AND VO2 MAX AT ELİTE TURKİSH ORİENTEER.

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ABSTRACT

Orienteering is aerobic sports. The main difference of Orienteering and other sport Orienteering has physical and cognitive component. In general Orienteer are compeering with long distance runners. Technical ways of orienteering is map reading and evaluate the route. 12 High level Turkish men Orienteer participated in this investigation. The purpose of this study was to compare Three different performance (speed endurance(SE), distance(D), hill(H) and VO2 Max. Performance was assessed Krämer Sport Software 2014(SWE) and VO2 Max. was assessed with VO2000(USA) brand gas analysis at wood way(USA) treadmill in human performance laboratory. Test protocol is consist of increasing speed and athletes have continued to test until exhausted. Paired Samples T test statistics and an analysis of variance were used to analyse the data with IBM SPSS Statistics 21. Correlation analyses showed significant relationship between distance performance and hill performance with VO2 Max (p=0.005). However, only a poor relationship (p=0.05) was observed between SE and.

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THE EFFECT OF ENVİRONMENTAL TEMPERATURE ON BİOMARKER MEASURES OF EXERCİSE INDUCED MUSCLE TRAUMA

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ABSTRACT

Although environmental conditions are established mediators of exercise performance, there is a dearth of information on how ambient temperature impacts the magnitude of delayed onset muscle soreness that results from strenuous exercise. The purpose of this study was to investigate the effect of both cold and warm environments on established biomarkers indicative of muscle trauma during sustained very-intense exercise.

Volunteer males (n=19, age (mean) 19.6yrs) completed a shuttle run on two separate occasions, once in cold (0oC 32% humidity) and again in hot (30oC 45% humidity) environments. Because the tests were several months apart (February and July), the intensity of the effort was compared using blood lactate (LA) levels and each test effort was deemed equivalent based on post-exercise lactate concentration (cold 10.76±2, 76; hot 11.35±2.19). Blood samples collected before, immediately after, 24 hours after, and 48 hours after the run tests were assessed for the biochemical markers of creatine kinase and lactate dehydrogenase as indicators of muscle trauma. Creatine kinase increased in a similar manner following the exercise test for both environmental temperatures. In contrast, lactate dehydrogenase levels increased more markedly following the exercise test in the hot condition.

KEY WORDS: ambient temperature intense exercise, DOMS

ARE MOTOR GIFTED CHILDREN MORE INTELLIGENT?

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INTRODUCTION

The phenomenon of motor gifted children which is not clearly operationalized and tested as the implication may have insufficiently consistent results in the research of the relationship of motor gift and other abilities which accordingly include intellectual abilities. The open question is: what is the contribution of intelligence to success in music, sport, culture, art and other creative fields? Even the approaches based on the idea of multiple intelligences do not give precise explanations, methods and instruments for reliable measurement, evaluation and promotion of body-kinesthetic intelligence.

METHOD

The aim of this study has been to determine whether there are differences in the intellectual abilities of motor gifted and motor average children. The total sample included 140 children aged 10 years (70 motor gifted children - MG and 70 motor average children - MA). Motor gifted children were identified by using the assessment of motor skills (motor test battery of 14 tasks). The positioning of children has been carried out according to standardized values of individual motor tasks in one Z-value. Intellectual abilities were measured by using the Raven Coloured Progressive Matrices (Figure 1). The data was processed by using basic descriptive and comparative statistic determinants.

RESULTS AND DISCUSSION

The results of T-test for small independent samples ($t = -0.724$, $p = 0.470$) shows that there is no statistically significant difference in the level of intellectual ability (IQ) between the motor gifted and the motor average children (Table 1). These findings are in agreement with theoretical aspects and findings of previous studies according to which the talent in different areas (especially creative), is not and can not be conditioned and explained solely by high intellectual abilities.

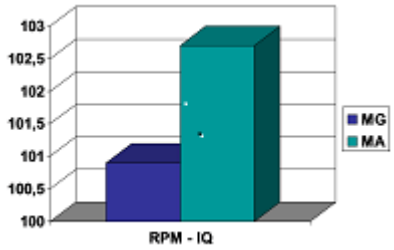

Figure 1. The level of intellectual ability (IQ) of motor gifted children (MG) and of motor average children (MA)

CONCLUSIONS

The results of this study may represent a contribution to the clarification of the relationship of the phenomenon of motor giftedness and levels of intellectual abilities of children. Also, these results may be a stimulus for further research, which would include not only intellectual abilities but other potentially important factors for the development of motor gift - primarily motivational, emo-

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SECONDARY SCHOOL TEACHERS' AND CURRİCULUM LEADERS' PERCEPTİONS OF STUDENT LEARNİNG OUTCOMES İN PHYSİCAL EDUCATİON

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INTRODUCTION

Physical education positively contributes to pupils' fitness and health, and helps young people perform and understand physical activity better with lifelong repercussions (EURYDICE, 2013). School curriculum leaders endeavor to match curriculum objectives with school principles and values, all whilst taking into account staffing levels and budget constraints. Correspondingly, in Physical Education (PE) it is imperative that the curriculum promoted by curriculum leaders is delivered to the students by teaching staff as intended. In many circumstances PE teachers design and implement their lessons plans and assessments from their own interpretation of the curriculum.

THE AIMS

The main aims of the current study were to consider similarities and contrasts of the perceptions of the curriculum provided by the school curriculum leaders and the PE teachers. Furthermore, we also considered if these perceptions were consistent from school to school and what effect these perceptions have on student learning outcomes. Finally, we requested principals, PE coordinators and PE teachers to firstly, rank the importance of student learning outcomes in relation to the current mandated curriculum, and secondly to rank irrespective of a set curriculum expectation.

METHOD

We adopted a qualitative phenomenological approach, conducting semistructured interviews (Ary et al. 2010) with three principal grade staff, three PE coordinators and three PE teachers at three schools located in different areas across Victoria, Australia. The nine interviews transcripts were then analysed using thematic analysis (Braun & Clarke 2006).

RESULTS

Findings revealed that each group had a different perception of the role of the PE curriculum and that within each group these perceptions differed. Perceptions of the contribution to student learning outcomes produced by the curriculum were also clearly different between groups.

CONCLUSION

This research highlights a potential problem of inconsistency in PE curriculum implementation and that additional research in this area could support greater consistency in student learning outcomes in PE.

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SYMPOSIA

SPORT PEDAGOGY IN THE FITNESS SECTOR: A PROMISING RESEARC TOPIC?

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INTRODUCTION

In the modern society, citizens of the developed countries are facing to several paradoxes. One of them is to deal with the negative health consequences of the comfort of life improvement brought by the permanent technological evolution. Despite the current financial crisis, the active leisure industry – and the fitness sector in particular - is a growing market and needs well educated professionals. As the final objective consists to obtain the clients' satisfaction and adherence - the requirement to reach the financial outcomes – the quality of the fitness professionals' intervention has to be guaranteed, meaning that specific qualifications need to be acquired. National and/or international bodies (training providers, universities, and shoe and equipment companies) have developed programs as well as standards. A great variability exists in the legal requirements and national regulations but it seems that constant efforts are done in order to enhance the quality of the intervention.

In parallel with the development of the sector, scholars are focusing more and more on fitness activities. At the border between health and leisure, most studies refer to 'biomedical' or 'managerial' preoccupations. Cloes (2014) underlined that research on 'educational' aspects should be encouraged.

OBJECTIVES OF THE SYMPOSIUM

As a professional association aiming to promote high quality research worldwide in the area of sport pedagogy across the lifespan, AIESEP is preoccupied by the lack of scientific interest provided to the educational aspects of fitness.

During the symposium, after an introduction underlining the link between AIESEP's objectives and the enhancement of the interest of sport pedagogy in the active leisure sector (M. Cloes), there will be an overview of the current research on teaching in fitness (S. Franco) and the critical analysis of a fitness instructor bachelor program (V. Simões). Finally, we will summary the research recommendations stated during the AIESEP Specialist Seminar held in Timisoara, Romania, in November 2014 (M. Onofre). Participants will be invited to comment and enrich the proposals.

Concrete suggestions aiming to implement studies on an international level will be expected. Moreover, the symposium should contribute to initiate a network gathering scholars who could share their experiences and contacts with the professionals of the sector.

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SPORT PEDAGOGY IN THE FITNESS SECTOR: INTRODUCTORY ISSUE

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INTRODUCTION

In the modern society, citizens of the developed countries are facing to several paradoxes. One of them is to deal with Defining sport pedagogy already nurtured interesting debates. According Armour (2012), its purpose is to support the needs of learners in any forms of physical activity, through the life-course. Its scientific foundations are expected to improve knowledge and practice in interconnected fields: curriculum, educators' preparation, and teaching itself. The final objective is to better reach the goals of the activities.

As other international associations gathering sport pedagogy researchers, AIESEP seems mainly centered on studies implemented in the school context. As it was already stated (Cloes, 2012, 2014), such situation seems to ignore the proliferation of the structures proposing physical activities to a wide range of the population in the developed countries. In fact, the active leisure sector is growing considerably and provides a determining place to the multiple forms of physical activity.

This evolution affects especially the fitness industry that became an important market. It needs qualified professionals and the implementation of a system of training and qualification. In the courses proposed to the fitness instructors, the core knowledge learning units are anatomy, physiology, lifestyle management and modification, health and safety, communication … while job specific units propose activities centered on content and practical aspects. Educational aspects do not seem central even they are integrated among the standards. In parallel, sport sciences implemented research projects in order to improve the effectiveness of the programs and/or to answer to the expectations of the managers. The focus is mainly on the 'biomedical' and 'managerial' concerns.

In November 2014, the AIESEP Specialist Seminar organized in Timisoara, Romania, was focused on 'The Pedagogical Side of Outdoor and Leisure Activities'. Gathering researchers and practitioners, it confirmed the potential input that sport pedagogy could bring to the fitness sector, as well for a better knowledge of the teaching-learning process as for the implementation of instructors' education projects.

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SPORT PEDAGOGY IN THE FITNESS SECTOR: ANALYSIS OF THE TEACHING PROCESS

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INTRODUCTION

Pedagogical intervention of fitness professionals is important in fitness services quality, participants' satisfaction and adherence to exercise. Very few studies have tried to analyse the teaching-learning process in this context. The aim of this presentation is to propose an overview of a series of researches recently implemented, illustrating some of the theoretical models that have been applied.

DESCRIPTION OF THREE RESEARCH AXES

The first level was to identify the instructors' characteristics that are important by questioning trainers, managers, technical directors, fitness instructors, and/or participants. For example, Campos (2014) evidenced the importance of relational and pedagogical dimensions, particularly the capacity to motivate and to create empathy with the participants, the instruction and planning quality.

The second level combines the fitness instructors' pedagogical behaviours and participants' satisfaction (Franco et al., 2012). It highlighted positively the central role of encouragement, instruction (information, correction, evaluation, questioning), attention to participants.

The third level involves participants' preference and perception, observed behaviour, and self-perception of fitness professional. This model was already used in some studies focusing on particular aspects of pedagogical intervention, namely climate, instruction and non-verbal communication, in different fitness activities. They showed a lack of congruence between observed behaviour and participants' preferences about pedagogical behaviours, as well as the observed behaviour and self-perception of fitness professionals. Such findings reinforce the importance of self-analysis and specific training in sport pedagogy in the fitness sector (Franco & Simões, 2015). The triangulating of the data has brought a better understanding of the pedagogical process in fitness context (Franco et al., 2013).

Some instruments have been adapted and developed to analyse quality and pedagogical intervention of fitness professionals (questionnaires and observation systems).

Despite the difficulties encountered to access to the data, future researches should contribute to identify recommendations to improve intervention of the fitness professionals. Interventional and longitudinal studies would be valuable approaches in that perspective.

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SPORT PEDAGOGY IN THE FITNESS SECTOR: CRITICAL ANALYSIS OF A FITNESS INSTRUCTORS PROGRAM PROPOSED IN HIGHER EDUCATION

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INTRODUCTION

Physical inactivity has become a major risk factor for chronic non-communicable diseases in various populations (Blair, 2009). Health and fitness industry and its exercise professionals, especially well educated and trained professionals, could play a major role in this context (Batrakoulis & Rieger, 2014).

Educated, certified, and experienced fitness professionals across the world have been one of the ACSM top fitness trends in the last 8 years (Thompson, 2013).

These findings create a strong motivation to explore and study the qualifications that fitness professionals need to acquire in an appropriate professional preparation. Moreover, they underline the need to analyse carefully the fitness instructors' professional development as a process.

The main goal of this presentation is to analyze the background on which the Health and Fitness bachelor of the Sport Science School of Rio Maior (Portugal) was built, as well as to identify its main characteristics, strengths, weaknesses, opportunities and threats. Such analysis will illustrate a strategy aiming to improve fitness instructors' education.

METHOD

The study combined analysis of written material, interviews of teaching staff, students, graduates, and gyms technical directors. The approach was mainly qualitative, using content analysis.

RESULTS AND DISCUSSION

The program was designed according to the recommendations of the European Qualifications Framework. Some of the identified strengths were the amount of field experiences, the research based support proposed to the students, specifically oriented to fitness area, and the influence of international and national collaboration with different fitness stakeholders. The frequent technical and research changes in fitness industry, such as the new activities, new equipment and methodologies, require frequent updates of the program and can be considered as one threat.

CONCLUSIONS

Such analysis provides interesting information to the stake-holders and underlines the need to continue developing studies in this area, which can contribute to the knowledge and development of fitness professionals' education.

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PE TEACHER TRAİNİNG, CASE STUDİES AND İNTERDİSCİPLİNARY İSSUES: AN İNTERTWİNED VARİATİON OF RESEARCH SCALES AND PARADİGMS

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INTRODUCTION

In France, the PE teacher training has been deeply transformed by the 2012 ESPE reform; the interconnection between the teacher trainee and the academic curricula isn't as evident as provided by the law. As a result, the way a PE pre-service teacher structures the professional identity becomes a very complex process where the language interactions are prevalent. In between the obvious behavior, the intended actions and the compelled activity provided during teaching planning and interactions, the phenomena have to be investigated by a crossed approach linking the question of the taught content, the social issues and the meaning construction from the teacher/students inner point of view.

METHOD

This research aim focused on the dynamics of the teaching activity with regards to the evolution of the teaching preoccupations and the professional gestures. Based on a tridisciplinary approach, it linked the sociology of curricula, the PE didactics and the semiotics of teaching activity. A longitudinal teacher case-study (so-called Fabien; one year-long; expert teacher) helped collecting a complex data composed of 1) the systematic observation of three different PE lessons 3 months distant; 2) the pre/post-lesson teacher interviews about the expected/provided effects and 3) the discourse analysis of the verbal exchange among teacher and students. All data were analyzed by a crossed interdisciplinary approach according to a scale variation of observations; from the microanalysis to a macro analysis, this variation provided a heuristic model of the professional expertise based on reflective and adapting practice. More precisely, the capabilities for integrating external variables while decision-making were connected with the content effectively learned by students.

RESULTS

These findings questioned the PETE as a reframing process for interpreting the student activity. Without providing "the" best practice as a model, this research may open new perspectives for reconsidering the PE professional identity as a socio-semiotical process focused on the content knowledge effectively learned.

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"PE TEACHER TRAİNİNG, CASE STUDİES AND İNTERDİSCİPLİNARY İSSUES": THE PROFESSİONAL GESTURES İN PE TEACHİNG; THE UNPREDİCTABLE PROCESS OF THE CLASSROOM SHARİNG OF A COMMON REFERENCE.

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INTRODUCTION

The classroom setting is the location of the construction of a common reference shared during the teaching/learning exchanges. This reference rises from the reflective practice of the teacher inquiring the intended/effective knowledge construction and reflecting within action. The taught pedagogical content knowledge is the result of permanent adaptations that tend to valorize the social and management knowledge instead of the PCK effectively learned and appropriated by students during the learning tasks. In absence of institutionalized phases of collective learning among peers (Amade-Escot & Venturini, 2009), the professional gestures remain empty of meaningful-for-students learning.

METHOD

The research design was based on the study of the professional gestures significant according to two main moments of the intervention; the "topogenetic and chronogenetic" moments occurring during the professional gestures (Schubauer-Leoni & al., 2007). The elaboration of a common reference within classroom setting depends upon the way a teacher disposes the didactic setting and upon the devolution process linked with the rapport of place of the different protagonists of the learning process.

RESULTS

The analysis of the teacher professional gestures modelled the different functions of the intervention that consisted to organize, to conceive, to regulate the student activity inside the institutional constraints. While intervening, the teacher actualized as well the intentions, the preoccupations, the system of values and the different knowledge useful for decision-making; he gave room for the incapacities and the forgoing (Clot, 1999) during teaching. The reference to prior experiences, to the short term perspectives (within the present classroom) and to the middle term objectives (i.e. the teaching job and carrier) issued into a gap between intentions, effective actions and post-reflection. Far from the "best practices" teacher training, results questioned the modelling of a taken as reference expertise at the benefits of a constantly adjusting process referred to the paradoxical events and the varied experiences: this process summarized the resistances and routines used for placing students at the heart of a significant and shared learning.

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"PE TEACHER TRAİNİNG, CASE STUDİES AND İNTERDİSCİPLİNARY İSSUES": TEACHER TİME REFERENCES AND CLASSROOM EVENTS: A SEMİOTİC APPROACH OF THE NARRATİON ABOUT TEACHİNG

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INTRODUCTION

The mastering of the academic learning time is an indicator for the teaching expertise. Meanwhile the modelling of the "best practices" according to this time management, the target for reducing the gap between the planned time and the objective time becomes few useful. Far from the rational planning of the teaching activity, the actual teacher functioning melts different conceptions of time that let appear contradictions, contractions and expansions of the perceived time.

METHOD

In these conditions, a semiotic approach of the different duration relevance helps understanding the way a pre-service teacher tempts to manage these varied timing during an intervention. The multidimensionality of the teaching supposes to use several activity registers that relate to 1) the effective events (knowledge transmission and teaching task instructions), 2) the simultaneity of the different events and actions as well as their asynchrony, 3) the stochastic events as well as the predictable ones and 4) the continuity of the transformation dynamics as well as the latencies. Subjected to time constraints, the pre-service teacher provides intuitive strategies for trying to anticipate events and to reduce unpredictable variables.

AIM

This study aim was based on the teacher verbal data collected during interviews and intervention. The way he represented the time conceptions expressed into language indicators that marked at a time 1) the narration of events occurred within classroom and 2) the interpretations of the former remarkable events with regards to the present student learning. This functioning crossed the passed/present/further events and put the teacher at the crossroads of varied temporalities presenting sometimes uncertain relevance.

RESULTS

Research issues showed that the teacher narration was an indicator of the effectiveness. The capability for linking relevant events occurring in a classroom proceeding served as a basis for interpreting the present events. Different moments of the conceived temporalities served as a basis for orienting the intervention: this professional competency "to scheme a plot" was oriented towards the targeted learning. As a result, the narration of classroom events became a main process that helped making explicit the relevant experiences by a reflective return.

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"PE TEACHER TRAİNİNG, CASE STUDİES AND İNTERDİSCİPLİNARY İSSUE": DİALECTİC RELATİONSHİPS BETWEEN THE CONTEXT AND THE SİTUATİON: A SOCİOLOGİCAL APPROACH OF THE EFFECTİVELY TAUGHT CURRİCULUM.

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INTRODUCTION

As any normative institution, the School provides different types of constraints on students: but mainly the way a teacher mediates these constraints to make them acceptable and manageable for pupils serves as a mediator against inequities. In fact, the dynamic circulation in between the situation variables and the context variables creates opportunities for integrating different environment areas. The context notion relates to socio-institutional norms while the situation is determined by the intended actions and the selective dispositions embodied within the intervention. By a recursive dynamics, these two dimensions serve as a basis for structuring the classroom setting and as a process that orients the teacher intervention. The socio-didactic dimension consists in the intertwined dialogue between the social load and the taught knowledge: the contextualization dynamics produces interactions and inequities in terms of learning.

AIM

This study aim was on the way a teacher contextualizes the learning at two levels, the context and the situation. The target is to understand how a "declared/taught content knowledge" is situated within the teaching practice. Three indicators will be precisely taken into account: the teaching values and expectations, the provided content knowledge and the language interactions during classroom.

RESULTS

Result allowed characterizing the emerging contextualization process during intervention.

Specific adjustments put the stress on the contradictory dimensions of the teaching job; the taught content knowledge was potentially generating inequities among students; the teacher professional "habitus" was deeply reshaped under the event constraints. The building confrontation between the taught knowledge and the student social dispositions provided very specific configurations of intervention; they open perspectives in PETE in terms of social disposition management and of inequities reduction.

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ADDRESSİNG PETE CHALLENGES BY BUİLDİNG AND REFRAMİNG TEACHER EDUCATİON PEDAGOGİES

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INTRODUCTION

The pace and intensity of change in modern society has increased the complexity of teaching and placed significant challenges on teachers and those who prepare teachers. This has placed a new spotlight on the quality of teacher education and teacher educators (Livingston, 2014) and demands for improvements in teacher education have strengthened; it is argued that schools will not change unless the ways in which teachers are educated change. The paradox however is that empirical research focusing directly on the professional lives and needs of teacher educators remains scarce (Vanassche and Kelchtermans, 2014). Questions about what constitute the quality of Physical Education Teacher Education programmes have rarely been given significant attention. Physical education has not been immune from such critique. For example, Armour and Harris (2013) and Palomäki et al (2014) among others argue that PE teachers' knowledge of how to promote active lifestyles among pupils is quite limited and called for PE-for-health pedagogies as a critical component of physical education teacher education PETE (Armour & Harris 2013). A second challenge for teacher educators has been to maintain an active research identity while dealing with strategies to best engage pre-service students in learning to teach (Loughran, 2006: Mattsson, Vidar Eilersten, & Rossison, 2011). Darling-Hammond & Snowdon (2005) suggested that while PCK is significant for teacher learning it does not prepare them for the ad hoc happenings of a classroom. While self-study has shown promise, it has had limited take up by sport pedagogy scholars. education pedagogies in response to these challenges. This symposium includes four original presentations and each will address how these challenges manifest themselves in PETE and how two university PETE programmes have responded and are responding to these challenges.

DISCUSSANT

Each of the four papers discuss how these researchers and their colleagues are building and reframing their teacher education pedagogies and programmes in response to the perceived challenges. The discussant will provide her reflections and insights on these issues highlighted to conclude the symposium.

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PREPARING PHYSICAL AND HEALTH EDUCATION PRE-SERVICE TEACHERS TO BETTER PROMOTE PA AND WELLBEING IN SCHOOL

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INTRODUCTION

The remit of physical education (PE) has broadened in recent years, suggesting physical education should encompass not just PE class but all school-based physical activity (Sallis et al. 2012, Van Acker 2011). In Finland, PE teachers bear responsibility for PE and health education and for facilitating school-based physical activities. As such, they represent a key influence on the physical activity attitudes and behaviours of young people. Despite the significant role physical education teacher education (PETE) plays in preparing pre-service teachers (PSTs) to promote the wellbeing and positive physical activity behaviours of young people, research has shown the associated knowledge of PSTs to be deficient, pointing to a need for more PE-for-health pedagogies (Harris, 2014; Palomäki et al., 2014).

In Finland, physical and health education are linked within a five-year master's program. A new module called "*PE teacher as the promoter of physical activity in schools*" is the focus of this study. This module helps PSTs to acquire the skills needed to promote active lifestyles school-wide. The module involves PSTs designing and implementing physical activity promotion projects and practicing their physical activity promotion roles within school contexts. This study examined PST's experiences of this new module and the challenges faced by two teacher educators as they implemented the module. The social-ecological model for school-based physical activity interventions (Metzler et al. 2013) was used as a base for the design of the module. The study is framed by experimental learning and reflection (Korthagen & Wubbels, 2008).

METHOD

The research was a descriptive and interpretive case study. Participants were 12 fifth-year PETE pre-service teachers, 4 cooperating teachers and two physical education teacher educators. Data sources included individual interviews with the cooperating teachers, focus group interviews with the PSTs, journal entries of the PE teacher educators, and artefacts from the physical activity projects conducted by PSTs within the school settings.

RESULTS AND DISCUSSION

The PST's found the module useful in clarifying expectations for their work. They created a range of physical activity projects and were open to the possibilities encompassed by the new expanded role of the physical and health education teacher. The teacher educators found making curricular changes demanded time and careful planning. Innovative pedagogical strategies which transferred more responsibility to PSTs were deemed crucial in facilitating each PST's successful embodiment of the role of promoter of active life-styles.

CONCLUSIONS

If PSTs are to be adequately prepared to implement multi-level approaches to physical activity promotion within and beyond schools, it is imperative that a broad conception of the role of the PE teacher is embraced from the beginning of PETE studies. This study found PSTs to be open to the expanding role of the PE teacher, and their enthusiasm, insights and ideas pointed to the possibility that it was the PE teacher educators who needed to challenge their own perceptions of the limits within which the role of PE teacher should be bounded.

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PUPİL-ORİENTED PHYSİCAL ACTİVİTY COUNSELİNG AS A NEW PEDAGOGY WİTH PHYSİCAL EDUCATİON TEACHER EDUCATİON (PETE) STUDENTS

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INTRODUCTION

The aim was to study how PETE students learn to use motivational and encouraging counseling methods. The need for counseling skills is part of the national *Move! Project* in Finland that was created to produce information about pupils' functional capacity, and to encourage pupils, parents, and professionals to improve the situation if needed. In the *Move! Project*, physical education teachers carry out the physical functional capacity measurements during physical education lessons and collect and forward this information to be used as part of expanded health checks. (Move! project 2014).

METHOD

As part of the *Move! Project* feedback, pupils receive advice how to improve their own physical functional capacity from teachers. One of the methods to promote pupils' physical activity at schools is motivational counseling. For PETE students the counseling pedagogies are presented in their third year as part of a customized module called 'Functional testing' for the first time in spring 2015. It includes training in counseling methods while working with pupils from the nearby schools. The counseling approach followed, together with pedagogies developed for the module, is based on social cognitive theory of health behavior change (Bandura, 1997). The counseling technique had to be motivational (Miller & Rollnick 2002). An important component of motivational counseling strongly emphasizes work with sedentary pupils to promote their self-efficacy for more active behavior.

RESULTS AND DISCUSSION

The PETE students learn to reinforce the ideas for increasing physical activity as presented by the pupils themselves. The PETE student helps pupils to use a problem solving approach to address the barriers to change and develop a plan for more active physical activity. For those interested pupils are supported in joining a sport club in or outside the school, (tips and advice are given for inexpensive sport clubs). Pupils are also encouraged to exercise on their own, for example by walking to school.

CONCLUSIONS

Move! - monitoring system for physical functional capacity will be officially started as part of the new curriculum in autumn 2016 in Finland. It is crucial to prepare PETE students to implement new promotion methods to support pupil's capacity and self-efficacy for more active lifestyle.

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LEARNING TO TEACH THROUGH 'LIVING THE CURRICULUM' DURING TEACHER EDUCATION

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INTRODUCTION

Shulman (1986) argued content and pedagogy be learned simultaneously, which is often referred to as 'pedagogical content knowledge' (PCK), if teachers are to know content in ways that make it comprehensible to their pupils. More recently scholars have suggested that while PCK is significant for teacher learning it does not prepare them for the ad hoc happenings of a classroom (Darling-Hammond & Snowdon, 2005; Loewenberg-Ball, 2000). This investigation examined the influence of pre-service teachers (PSTs) directly experiencing, or 'living' a curriculum, when learning to teach. It sought to understand the impact of these experiences for PSTs both on their learning and subsequent teaching. The focus for the PSTs was learning an adventure education curriculum, itself a process-orientated student centred curriculum.

METHOD

This research employed an interpretive paradigm (Cohen et al, 2007) and involved collecting data from seven PTs through a six week school placement experience during teacher education. The investigation was framed by Loughran's (2006) proposed learning agenda for PTs purposefully linking the manner in which they learn to teach with learning of the content.

FINDINGS

Findings showed PSTs faced difficulties facilitating a student-centred learning environment, particularly in supporting students to take ownership of their learning. PSTs lacked both the skills and resilience to facilitate such learning. Given that a student centred approach was not the norm in their school placements, and the cooperating teachers (CT) lacked the knowledge/experience to deliver adventure education,"the living the curriculum" (Oslin et al, 2001) as a teacher education pedagogy was not sufficient in supporting these PSTs implement the adventure education curricula.

CONCLUSIONS

This investigation highlights the strengths and pitfalls of "living the curriculum" in supporting PSTs content learning and learning to teach new curricula (and challenges teacher educators to provide additional supports for teacher learning in school placements new to such curricular models.

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PHYSİCAL EDUCATİON TEACHER EDUCATİON COMMUNİTİES OF PRACTİCE

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INTRODUCTION

"Teacher education is complex work involving curriculum, pedagogy, and research." (Gallagher et al., 2011, p. 880) Teacher educators are frequently responsible for conducting research and writing for publication, while dealing with the most effective ways to engage pre-service students in becoming teachers. It often falls on teacher educators to attend to their own professional development and a paucity of research exists examining this process (Brody & Hadar, 2011; Cochran-Smith, 2003). Communities of practice (CoP) and professional learning communities represent an increasingly utilized learning strategy with potential to give rise to praxis between practice-based learning and pedagogy (Watson, 2014) by addressing participant identified needs, collaborative problem solving, continuity, and support (Parker, Patton, & Tannehill, 2012). This session will share findings of our self-study research into the development of a PETE CoP. Self-study communities of practice are groups of teacher educators committed to working together to study their educational practices and contexts (Gallagher, 2011). Engaging in self-study 'allows teacher educators to focus on their own practice and students' learning while meeting the research expectations of life as an academic' (Tannehill, 2014, p. 10).

METHOD

Participants in this study were 10 physical education teacher educators involved in a CoP focused on individual and programmatic self-study research. They teacher education experience of the participants ranged from three to 35 years as teacher educators. Data sources included observations of CoP meetings, interviews, and artefacts.

RESULTS AND DISCUSSION

Initial results indicate becoming a community is messy and tentative as more experienced faculty and younger faculty learn to negotiate boundaries and develop trust and openness. The "web of engagement" has increased markedly since the groups' inception, and members of the group have individually reflected and shared their journey to become a teacher educator as well as acknowledging their values and beliefs about teaching and learning.

CONCLUSIONS

Though we are only in the initial phase of building a community, insights from our current team's research endeavours in self-study and the process of group development will be discussed.

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THE "ONE RESOURCE KIT FOR TEACHERS" WADA-AIESEP PROJECT

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In March 2014, AIESEP members from six countries, located in four continents, have put together their expertise and effort in preparing and submitting a proposal in response to the call entitled "One resource kit for teachers" promoted by the World Anti-Doping Agency (WADA). The proposed international project has been approved and the network has been working on it since October 2014.

The project is aimed at developing a resource, designed to help teachers deliver their existing curriculum requirements for values education. This resource uses sport and its positive values as a context to secure interest from the pupils, and it will be developed on solid scientific bases, implemented with different kind of resources (e.g. didactic units, values-based games, teaching hints, a glossary), and finally tested among educators of various countries.

This symposium will provide an overview of the literature on values-based education, of the results from the global environmental scan on values requirements across the globe, and of the toolkit in progress preparation.

The large network of the AIESEP gives us the opportunity to carry out this project across all continents, providing information on curricula requirements from culturally and geographically distinct situations. The involved AIESEP members will challenge the field of sport values, fostering discussion and debate, enhancing their own tools, becoming better networked, and inspiring change in sport pedagogy and practices.

WHY VALUES-BASED EDUCATION? WHY NOW?

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The WADA kit is to be exemplary of values-based education. Defining and implementing values-based education in contemporary schooling is a complex task. While some consider it an "explicit, conscious attempt to teach about values" (Curriculum Corporation, 2003, p.2), education systems in particular endeavour to enact a broader definition that encompasses those explicit and/or implicit school-based activities that promote student understanding and knowledge of values (ibid).

This paper will explore the place and meaning of values-based education in the history of schooling. It will first provide an overview of popular schooling's emergence within the context of religious models for teaching Christian arts of living to its wider Western mobilisation as a means of transforming the slothful pests of society into self-reflective and self-regulating moral personalities vital to the strength of a nation (McCuaig, 2008).

In some countries, such as Singapore, values-based education has had a resurgence. In Europe, (European Parliament, 2006) a renewed interest in Citizenship education has been occurring to spread democratic principles and promote social inclusion (Lastrucci, 2006). Since 1994, the Organisation for Economic Cooperation and Development (OECD) promotes the revision of the basic core curriculum to provide students with a 'survival kit' in terms of knowledge, competences and values. The UNESCO (2010) is supporting multiple efforts to promote values based education, and the WHO (2010) promotes Life Skills Education aiming at improving general social well-being of pupils.

In the context of this project, we understand that WADA has made the assumption that a curriculum incorporating values-based education provides students with transferable skills with which to make sound decisions and actions. Given this, our project needs to explore different educational contests, and with the review of the literature, establish a concrete foundation for values-based education through sport (IOC, 2007; Hassandra, Marios, Antonis, & Yiannis, 2007).

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PRELIMINARY RESULTS FROM THE GLOBAL ENVIRONMENTAL SCAN ON VALUES-BASED EDUCATION

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INTRODUCTION

The research team organized a global environmental scan seeking to explore the values-based education from across the globe.

METHOD

Information has been collected by means of an online questionnaire aiming to map out the unique curriculum requirements for values-based education. Curriculum goals, requirements for values-based education, barriers facing student health and wellbeing, and challenges related to student engagement in physical education (PE) and sports were queried. Respondents comprised 47 professionals from 40 countries; reaching all inhabited continents.

RESULTS AND DISCUSSION

Concerning the presence of guiding principles in the classroom, Romania, Poland, and Algeria lack a national curriculum in primary and secondary schools, and the curriculums in place have no particular aims. All other reporting countries confirmed an existing national curriculum with guiding principles, mostly regarding academic standards, and general educational purposes focused on preparing responsible citizens. Similarly, in Spain, Romania, Hong Kong China, India, and Japan, values-based education plays no role in school curricula. In contrast, the vast majority of countries report that values-based education is embedded across the curriculum. There were a few countries which reported values-based education as a component taught in a particular subject (pedagogy, civic education, physical activity, etc.).

The most frequently reported barrier facing student health and wellbeing was lack of physical activity during school time. Moreover, depending on the different cultural contexts, other barriers included bullying, violence, social inequalities, and poverty. Linked to these barriers, challenges related to student engagement in PE and sports were similar for all respondents. An emphasis was placed on lack of specialized teachers, facilities, and time for an inclusive physical education

CONCLUSION

These findings, together with the review of the literature, establish a concrete foundation from which the toolkit will manifest. This toolkit is a multicultural and cross-curricular resource suitable for primary and secondary school teachers across the globe.

DEVELOPMENT OF ONE RESOURCE KIT FOR TEACHERS

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INTRODUCTION

This project developed a cohesive, consistent, international and transdomain approach to delivering values based curricula through sport through developing a Massive Online Open Course (MOOC). To achieve this goal, this project adopted innovative methodologies to engage multiple stake-holders from around the globe.

METHODOLOGY

The process of developing, revising and fine-tuning the WADA Resource Kit adopted a synchronous and asynchronous approach, using e-learning and on-line communities to foster communication and share materials and practices. There were two key approaches:

(a) A Discussion Forum: This asynchronous method of data collection afforded participants the opportunity to respond to key questions and statements posted online by researchers, at a time and location suitable to them. Questions and statements were chosen to elicit discussion and were derived from the literature on values based education completed in Phase One.

(c) Online Seminar: A virtual seminar was conducted via conference call, linking researchers and stakeholders at all a variety of research sites across the world. The merits of utilising this synchronous method of data collection reside in the fact that it facilitated visual, verbal and virtual communication in three different locations. "The mechanical operation of the camera will document all that is before it in that moment…it is not selective once the shutter is opened" (Stanczak, 2007, p.7).

DISCUSSION

The draft MOOC produced was chosen as the format of the WADA Resource kit. This Resource Kit contains several tools, contextualised reports guiding curriculum requirements for values based education with a focus on developing sports based values; didactic units; games (both traditional and electronic); pedagogies for values based education; a glossary; links to sites of best practice around the globe. It is intended that this will be piloted in Phase Three of this Project.

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IMPROVING THE HEALTH OF CHILDREN IN EARLY CHILDHOOD
AIESEP 2015

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INTRODUCTION TO SYMPOSIUM

In this symposium, the health of children in early child-hood is associated with the idea of building a personal resource that enables them to learn to live well and flourish and to give them a good start to life. Central to this idea is the value of regular physical activity in their lives from a very early age because it generates vitality, energy and dynamism and a love of being active. These ideas need to be a central focus for all settings in early childhood education. However, there is clear evidence that in many parts of Europe and other continents levels of physical activity in the early years are very low and very little is being done to address this problem.

A close examination of WHO publications on Physical Activity shows that their interest in promoting more physical activity only begins with schools. In the same way, the recent UNESCO document on Quality Physical Education: Guidelines for Policy Makers (2015) fails to address Early Childhood and their recommendations relate only to schools. The importance of early childhood physical activity levels is shown in the latest research that reveals that adult physical activity can be tracked from the age of three years (e.g. Telama et al. 2014). If we are to address the problem of low physical activity levels, we need to create a collaborative to support practitioners.

However, this aspiration is difficult to achieve and foster with early childhood practitioners because there are so few research centres in this field and a lack of professional support structures to enable practitioners to develop informed practice.

To this end, these presentations will provide an insight into these problems and propose ways in which we can create a collaborative to match our aspirations.

AIMS

To alert professional colleagues to the need to recognise the significance of early childhood education in promoting physical activity and health in the public health agenda.

To provide a rationale for collaborative networks to raise their relevance for promoting physical activity and health in early childhood.

Paper 1: Developing a Research Centre to Promote Physical Activity in Early Childhood.

Paper 2: Landscape as playscape: the importance and effects of outdoor environments on children's physical activity and motor development.

Paper 3: Modifying physical environments to be appropriate for children.

Paper 4: Creating a Network of Scholars to enhance research and professional practice to support the promotion of Physical Activity in Early Childhood settings.

This symposium is a follow up the CEREKI conference in Liege October 2014 when these aspirations were identified.

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MODIFYING PHYSICAL ENVIRONMENTS TO BE APPROPRIATE FOR CHILDREN

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INTRODUCTION

The CEREKI Center has been based in Liege (Belgium) for more than 25 years. It is dedicated to providing physical activities for 3 to 8 years old children. These experiences have been the basis for research and reflection on how to engage with children of this age.

METHOD

The context of sports practice used by adults is seldom suited to children. In order to generate motivation and children's positive behavior toward sport, it is important to offer adapted conditions with an appropriate pedagogical approach. Modifying the physical environment to adapt to children's needs is essential for successful participation.

RESULTS AND DISCUSSION

From our experience it is important: 1) to maximise active time, 2) to favour fundamental motor skills and perceptual development, 3) to take into account interindividual differences, 4) to favor amusement, imagination and self-confidence, 5) to emphasize motor progress and not performance, 6) to guarantee optimal security. It appears that adapting the environment to the children's needs is often critical in order to meet the above requirements.

Using circuit organization in an adapted physical environment appears to be a very successful pedagogy in different categories of game with 3 to 8 years old children. The circuit themes are influenced by gymnastic (rotation, balance, adventure, trampoline), track and field (jumping, throwing, running) and ball games (football, basket ball, volley ball, hockey). Circuit organisation permits guided discovery, increases motor involvement time, develops active movement, promotes learning and allows management of groups of children to move safely with autonomy. A very good knowledge of the equipment and of children's motor development is important in creating the most suitable circuit.

Circuits have to be organised in such a way that children can do most exercises on their own with only a little assistance. Furthermore, the arrangement of equipment offers multiple possibilities of movement in order to favour active motor discovery for all children. Individual instructions permit a good adaptation of the task difficulty to promote success and development. The autonomy of children allows the teacher to move throughout the circuit and assist children in their learning.

One of the most original physical adaptations is the water habituation circuit that has been modified in a pool that is not adapted to the children (figure 1). As a result, the children are able to progress along the circuit according to their ability and confidence. This educational approach is progressive and adapted to the children's level of ability.

Figure 1 - CEReKi aquatic circuit

CONCLUSIONS

Our experience confirms that adapting physical environments is critical for providing appropriate physical activity for 3 to 8 years old children.. Moreover, the pedagogy has to favour success, discovery and a fun environment. This work illustrates what can be achieved and provides clear guidance for developing centres to support the promotion of physical activity in early childhood.

CREATING A NETWORK OF SCHOLARS TO ENHANCE RESEARCH AND PROFESSIONAL PRACTICE TO SUPPORT THE PROMOTION OF PHYSICAL ACTIVITY IN EARLY CHILDHOOD SETTINGS.

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INTRODUCTION

At an AIESEP specialist seminar in Jyväskylä, September 2013, where group of scholars and physical education teachers in preschool teacher education units met and explored current challenges in teaching early childhood and preschool PE in universities. It was recognised that we had many similar challenges that we all faced but more importantly we all had the same goal - to ensure quality physically active play/physical education experiences and opportunities for all children from birth to 7.

This position was reinforced at the October 2014 Liege conference on early childhood demonstrated that there was considerable interest both in research and practice. In fact, the presentations illustrated both the quality and depth of research interests. At the end of the conference delegates expressed their concern that there was no international organisation that covered early childhood research in physical education/ physically active play/physical activity research and the scientific base of teaching and learning in these fields.

METHOD

Can all the interests of all the diverse disciplinary interests relevant to the promotion of physical activity in early child-hood be brought together as a force that reignites interest in physical activity in early childhood that improves research and practice? At present early childhood researchers and practitioners with an interest in academic and professional practical in pedagogy have no international focus to meet regularly to share their research and generate informed practice for practitioners.

In order to provide opportunities for the research community to consider the benefits of creating a network of collaborating scholars in pedagogy within early childhood education, there is a need to establish a close working relationship with AIESEP as a Special Interest Group to ensure that researchers and practitioners have a focus for meeting and sharing ideas.

DISCUSSION

By establishing a close working relationship with AIESEP this will provide a platform for regular discussion groups, presentations in symposia and workshops in different parts of the world. To pursue these aspirations and objectives an AIESEP SIG on Early Childhood Physical Education needs to form a core of individuals with a strong commitment to this field and establish a small executive to manage their delivery. This will enable us to generate a growing community as the international conferences and workshops will provide opportunities to meet new scholars and researchers. It is important to build a much larger network of scholars and practitioners across many countries who share these aspirations to ensure that this developing field becomes an established source for improving both research scholarship and professional practice.

These developments will strengthen the work of AIESEP worldwide and ensure that AIESEP membership can grow with academics and professionals from the field of early childhood education and research.

CONCLUSION

If we can achieve this we will be a very strong position to enhance the health of all children in early childhood. A task that has been impossible to deliver so far.

STUDENT LEARNİNG THROUGH İNTERACTİON İN PHYSİCAL EDUCATİON: AIESEP 2015

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INTRODUCTION

Over the last 50 years, constructivist ideas have shaped educational practices and research profoundly. Constructivist scholars often propose that: (1) learning involves the construction of meaning and, (2) meaning construction takes place during interactions with others. In physical education, this thinking is reflected in contemporary student-centered pedagogical models such as Teaching Games for Understanding, Sport Education and Cooperative Learning (Casey & Dyson, 2012). Despite the assumed centrality of student interactions to learning in PE, the topic has received relatively little scholarly attention. The work of Lafont and colleagues (Ensergueix & Lafont, 2010; Lafont, Proeres, & Vallet, 2007) constitutes one of the most sustained attempts to understand interactive learning in PE. Lafont and colleagues have examined conversations, interactive dynamics and speaking turns occurring in PE settings and have provided important insights into group work and co-constructive activities. A didactique framework (Amade-Escot, 2006) has also proven fruitful, with its focus on the irreducible triad of teacher, student and content while examining the evolution of the content actually learned within peer-assisted learning tasks (Hennings, Wallhead & Byra, 2010; Wallhead & O'Sullivan, 2007). Complementing this work, Barker and colleagues (2013) have suggested that peer-learners have a key role to play in interactions and that in order to learn in groups, all students must engage in some kind of shared communication. Brock, Rovegno and Oliver (2009) have drawn attention to the role that student status has on the nature of social interactions, suggesting that factors such as athletic involvement, personality and even attractiveness influence how students interact with one another. There are still however important issues to be resolved and explored. How do interactions shape content development within pedagogical models such as cooperative learning, where positive interdependence and interpersonal skills are critical to the success of the model? How do teachers make sense of the interactions that take place between students? And what role can the teacher play when it comes to influencing student interactions? These kinds of questions constitute the focus of the proposed symposium.

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STUDENTS' PRODUCTIVE DISCIPLINARY ENGAGEMENT WITHIN DIDACTICAL INTERACTIONS: A TUNISIAN CASE STUDY IN GYMNASTICS

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INTRODUCTION

This paper (Symposium: "Student learning through interaction in physical education") describes students' engagement within the teaching of gymnastics in Tunisia. Students' engagement is investigated from the pragmatist and semiotic perspective of the joint action studies in didactics (JASD) (Sensevy & Mercier, 2007) in conjunction with the one of productive disciplinary engagement (PDE) (Engle & Conant, 2002). The paper examines to which extend students' participation in PE lessons impacts the content they actually learn (Bennour, 2014). It calls attention to how breaches of the didactic contract initiated by students participate in the content development and how students contribute to the situated didactic process (Amade-Escot, 2000; Wallhead & O'Sullivan, 2007).

METHOD

The research is based on a case study. With the purpose of investigating didactical transactions in a "real-life context", the data were collected through interviews and ethnographic observation using video recording of three consecutive lessons of a gymnastic unit in a single-sex class of 22 female students (high-school, 12nd grade). The unit was conducted by Sonia (pseudonym) who is an experienced female teacher (22 years of PE teaching). She designated (pre-research interview) four students among the 22 of the class having, from her perception, contrasted skill levels in gymnastics: Myriam and Farah (high-skilled students), Amani and Sarra (low-skilled students).

The analysis focused on students' actions (verbal and corporeal) during significant episodes of task transformations (Tousignant & Siedentop, 1983), where students: (a) work without the direct presence of the teacher; (b) modify the primitive didactic milieu provided by the teacher in ways that affect the content at stake. The four designated students were observed with the aim to describe in depth how they engage themselves in the learning and to what extend their engagement is productive.

Each episode was analysed using the analytical tools of each theoretical framework: "mesogenenis, topogenesis and chronogenesis" from the JASD framework; "problematizing, authority, accountability, and use of resources" from the PDE one. The two bottom-up analyses were combined.

RESULTS AND DISCUSSION

Myriam's, Farah's, Amani's, and Sarra's learning trajectories over the three lessons are presented to illustrate when and how they act in ways that create (or not) PDE. The findings call attention to the fact that each student interprets the primitive didactic milieu set by the teacher. Each student occupies a unique niche within the didactic contract and teaches herself through modifications of the didactic milieu that include students coactions. The high skilled students (Myriam and Farah) tend to make the didactic milieu more complex, but

this does not always conduct Myriam to a PDE because the breach of the didactic contract she initiated is too great for her. The low skilled students (Amani and Sarra) tend to simplify the primitive didactic milieu. The former stays at the boundary of the didactic contract, while the later, in authoring herself and in using the support of higher skilled students in the class, is able to discriminate and create actions that support her learning. The comparison of the studied episodes highlights some generic patterns that enrol students in a PDE.

CONCLUSIONS

This case study suggests that student's task transformations have not always for consequence poor learning (Placek, 1983). On the contrary, a detailed analysis of these transformations through JASD and PDE theoretical lenses, establishes how students' verbal and corporeal specific actions and interactions create opportunities for learning through the dynamics of the differential didactic contract. This leads us to discuss how the use of the two frameworks gives a better understanding of student's learning in the gym.

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STUDENT'S VERBAL INTERACTIONS AND DYNAMICS DURING SPORT EDUCATION AIESEP 2015

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INTRODUCTION

Barker, Quennerstedt, and Annerstedt (2015) suggest that group work in Physical Education has been examined in a "zoomed out" fashion. Lafont et al. (2007) found a positive influence of verbal exchanges on skill competency within mixed ability teams, however sociograms noted no effect on interpersonal relationships. In a subsequent study Darnis and Lafont (2013) found verbal exchanges enhanced motor and tactical skill development in mixed ability teams and symmetrical and dissymmetrical skilled pairs. In Brock et al. (2009), interactions were dominated by high status students during group work. All of the previous studies suggest the need for more in-depth analysis of individual verbal exchanges. Utilizing a constructivist lens, the purpose of this study is to examine the frequency and focus of students' interactions during a Sport Education season.

METHOD

Two teams (n=11 students) were purposefully selected from two fourth-grade classes (n=106) participating in a 19-lesson Sport Education modified team handball season. Class 1 included one league of eight mixed ability teams (i.e., combination of higher skilled and lower skilled students) with six-seven students per team. Class 2 also included eight teams of six-seven students, however the teams were organized homogenously to include a lower skilled league and a higher skilled league identified by color. All leagues completed the same Sport Education unit format. For the purpose of this study, one mixed ability team from Class 1 (n=6) and one lower skilled team from Class 2 (n=5) were selected for in-depth analysis.

Nine lessons were videotaped (odd numbered lessons) for the target team in both classes (18 lessons total) using a GoPro Hero 3+ Black Edition camera. Informal interviews were conducted with students, teachers, researchers, and university students assisting with the project. Verbal statements and non-verbal actions were transcribed for 18 lessons. Transcriptions were coded for frequency and focus (on-task/off-task) of interactions for each student.

RESULTS AND DISCUSSION

Overall results indicated student status had a limited influence on interactions, league designation altered frequency of interactions, and the focus of interactions predominantly included on-task interactions. Middle to high status students displayed greater averages

Table 1: Tables should occupy the two columns as needed, and should be placed at the end of the summary.

Group	Time of work					
	None	Low	Medium	High	Very High	Maximum
Control	63,2 ± 6,3	67,6 ± 6,6	68,2 ± 3,3	32,3 ± 4,2	32,2 ± 6,8	38,7 ± 7,3
Experimental	30,2 ± 6,7	33,6 ± 3,3	33,2 ± 2,9	32,9 ± 3,6	36,2 ± 4,2	39,6 ± 6,3

of interaction than middle to low status students at the initiation of season segments respectively as follows: preseason (52:26); regular season (38:23); and postseason (31:13). Results of student interactions during the team handball unit indicated three main findings concerning frequency of interactions. First, low skilled students in the homogeneous league had a higher average of interactions with teammates per lesson (41) than low skilled students in the heterogeneous league (15). Second, high skilled students had a higher average of interactions per lesson (29) than low skilled students in the same league (19). The third finding concerning frequency of interactions indicated low skilled students in the homogeneous league had a higher average of interactions per lesson (41) than high skilled students (29) and low skilled students in the mixed team league (15). Results indicated the focus of 95.4% (3,980/4,170) of all interactions in both leagues combined were on-task topics.

CONCLUSIONS

Student interactions were largely focused on tasks concerning the games and season (95.4%) as opposed to having off-task discussions. This result echoes the conclusions of numerous studies completed since the inception of SE (Hastie et al. 2011).

Although status appeared to minimally influence overall rates of interaction, high status students did have much higher rates at the initiation of season segments. This result could be due to the fact that both team captains were in the middle to high status range. Further explanation could be that it is the expectation for team captains to lead the team at critical points in the season and/or game.

One facet of this study that is less common in SE units is the notion of ability grouping. Results indicated that students in low skill homogeneous teams interacted more frequently than high skill and low skill students participating in the heterogeneous league. One noteworthy point about this particular study is there were never any derogatory comments by students concerning skill or league designation. Further research is needed to determine if this finding was unique to the setting due to the student's previous experiences with SE.

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SUSTAİNİNG PROMOTİVE STUDENT İNTERACTİONS: THE RESPONSİVE AND CHANGEABLE ACTİONS OF THE TEACHER DURİNG COOPERATİVE LEARNİNG

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INTRODUCTION

Cooperative Learning focuses on students working in small groups to learn in the physical, cognitive, and affective domains (Dyson & Casey, 2012). However, while much has been written about how peer interaction supports learning (Lafont, 2012), limited attention has been paid to teacher action and the types of teacher-student interactions that support learning (Bähr & Wilbowo, 2012; Kyndt et al., 2013). Fundamentally, evidence of teacher action has been largely drawn from teachers' and students' initial experiences of Cooperative Learning, a time when teachers mostly assist/manage peer-interaction (affective learning) (Bähr & Wilbowo, 2012; Casey et al., 2009).

PURPOSE

To explore the changeable and responsive actions of the teacher within Cooperative Learning over time.

METHOD

29 Cooperative Learning lessons were video recorded from 7 classes (6 teachers, 215 students aged 11-15) over 3 months. At the time of these recordings, Cooperative Learning had been a feature of these classes for 9 consecutive months. Lessons were analyzed using the Cooperative Learning Validation Tool (Casey et al., In Press). All teacher-student interactions were transcribed. Inductive analysis and constant comparison of data were carried out.

RESULTS

Teachers' actions were direct, indirect and responsive to students emerging experiences. Teacher-student interactions were mostly focused on physical and cognitive outcomes through: (1) Channeling: "what is key here...why?", (2) Extending: "why and how does this help us to do...?", and (3) Applying: "remember what we you did...." "what will you do now?"

CONCLUSION

This paper provides a broader conceptualization of teacher action that can be used to guide 'best practices' and the use of student-centered pedagogies. Extending current interpretations of teacher action, the teacher's role is dynamic, active, and intervening. Teachers should aim to extend information provided to groups and 'activate' (Hattie, 2009) the development of new and advanced physical and cognitive outcomes to be developed through peer-interaction

A DIDACTIC ANALYSIS OF CONTENT DEVELOPMENT DUING COOPERATIVE LEARNING

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INTRODUCTION

This abstract is part of the symposium "Student learning through interaction in physical education". This study provides a description using the French lens of joint action studies in didactics (JASD) (Sensevy et al., 2004) of how teacher and student interactions co-construct content during Cooperative Learning (CL) tasks. The basis of CL is that students learn with and from each other through a structured interdependent relationship. A recent review has suggested that CL structures in physical education serve to improve students' social interactions which leads to improvement in motor performance and tactical choices (Casey & Goodyear, 2015). There remains a paucity of research that has examined teacher and student interactions within the didactic milieu of CL tasks and how this shapes the evolution of content development.

METHOD

A case study approach was used to examine how a group of four, year 5 students from an Elementary school in Auckland, NZ co-constructed knowledge of movement within a 2-month CL intervention in physical education. The intervention was implemented by a classroom teacher (Ava) who was part of an ongoing professional development initiative to infuse CL within Elementary physical education settings in NZ. The JASD protocol included collecting data on the teacher's intention, practical epistemology and student interactions as they engaged in various CL task structures. Teacher's practical epistemology was analysed using the theoretical descriptors of mesogenenis, topogenesis and chronogenesis from the JASD framework. Data analysis included a description of the evolution of the didactic contract and patterns of behavior across episodes were used to infer the influence of CL structures on the co-construction of student knowledge (Wallhead & O'Sullivan, 2007).

RESULTS AND DISCUSSION

Sample episodes from the gymnastics unit are presented to illustrate the emergent patterns of teacher and student interactions within the didactic milieu of the CL tasks. These patterns suggest that CL was effective at developing individual accountability, positive interdependence and group social skills. CL provided a pedagogical structure where group goals facilitated positive social interactions to maintain a positive program of action. The mesogenic techniques of student proposals served to enlarge the didactic milieu and make the development of content more dynamic with an increased frequency of breaches in the didactic contract. The topogenetic techniques of intervention utilized by the teacher were critical to students' interpretation of the didactic milieu and their emergent interactions within the ongoing chronogenesis of the CL tasks.

CONCLUSIONS

The findings of this study highlight the situated perspectives that each student brings to their role within CL tasks. These interpretations serve to enlarge the didactic space operant within CL tasks.

The development of positive dependence initiated within the task structures maintains a functional program of action towards chronogenic goals. This content development is shaped by the topogenic teacher interactions within episodes. Whether invasive or responsive to the ongoing didactic contract these teacher interventions are critical to the evolution of content development within CL. The descriptive framework of JASD provides a useful heuristic to examine how teacher and student interactions influence content development within student-centered pedagogies such as CL.

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PRIMARY PHYSICAL EDUCATION: MOVING FORWARD

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Chair and Discussant: Dr Nollaig McEvilly, University of Chester

While global concerns have long being voiced about the quantity, quality and marginal status of primary physical education (Hardman & Marshall, 2000) there have been encouraging signs in recent years that primary physical education is beginning to receive increased attention in political, professional and academic arenas. This change in fortune is largely due to the growing perception that physical education experiences during the formative years have the potential to help address many of the concerns regularly raised about children's health and wellbeing, sport participation and physical activity levels (Petrie & lisahunter, 2011). However, while this increased interest is to be welcomed progress has generally been slow and many concerns still remain, particularly in relation to the quality of the learning experiences received by children (Griggs &Ward, 2012).

In line with the conference sub theme formal education, strategies and policy development in physical education the aim of this symposium is to present strategies for moving primary physical education forwards. The symposium emerges from a conceptual paper Jess, Keay & Carse (2014) which applies complexity thinking to advance a renewed and positive vision for the future of primary physical education. Within this symposium complexity thinking is used as an overarching theoretical lens that also incorporates other theoretical perspectives.

With children's learning at the centre, the first paper provides an overview of the primary physical education framework (Jess, Keay and Carse, 2014). This conceptual framework proposes that three key components should be addressed in an attempt to improve learning experiences for children within primary physical education:

- curriculum and pedagogy;
- teacher professional learning, and
- shifting societal perspectives of physical education.

The following three papers explore interconnected elements related to the conceptual framework: curriculum and pedagogy, teacher professional development and pre-service teacher education.

To improve the quality of primary physical education learning experiences for children we argue the need for academics and practitioners to articulate a shared vision for primary physical education. Through this symposium we seek to initiate healthy debate around primary physical education and hope that this will subsequently support the formation of a network of international academics with a common interest in this area.

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A COMPLEX ECOLOGICAL FRAMEWORK FOR PRIMARY PHYSICAL EDUCATION

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Conference Theme: Formal and non-Formal Education, strategies and policy development in Physical Education and Sport and sport promotion

INTRODUCTION

This paper presents a conceptual framework for primary physical education that seeks to support a renewed and positive vision for the future: a vision that connects overtly with contemporary educational agendas.

METHOD

The conceptual framework is based on thinking from complexity theory (e.g. Davis and Sumara, 2006; Ovens, Hopper & Butler, 2013) and ecological perspectives (e.g. Gibson, 1979; Newell, 1986). It represents a distinct move away from the more traditional positivist approaches that have long been reported to dominate practices in physical education (Kirk, 2010).

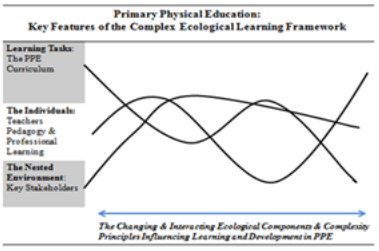

Figure 1: Primary Physical Education Complex Ecological Framework

We base the framework on the ecological elements of task, individual and environment (see figure 1). The tasks are the primary physical education curriculum and associated pedagogy; individuals are children and teachers; and the environment is defined in two ways, firstly as the different physical contexts in which primary physical education learning takes place and secondly as the contexts in which various stakeholders at different levels of the education system impact upon children's learning. Figure 1 illustrates how each of the ecological elements constantly interact and change over time in a non-linear way. Furthermore, we suggest that key complexity principles: self-organisation and emergence; similarity and diversity; connectedness and nestedness; ambiguous bounding and edge of chaos, and recursive elaboration can be utilised to understand the iterative and evolving relationship between the ecological elements and how, over time, they influence learning and development in primary physical education.

DISCUSSION

Connecting with principles from social constructivism and situated learning, this complex ecological view considers both pupils and teachers to be active learners engaged in a learning process that is collaborative, non-linear and uncertain (Jess, Keay and Carse, 2014). With the child positioned firmly at the centre of the framework, this paper discusses how complexity principles influence the three integrated ecological components: curriculum and pedagogy, teacher professional learning and perspectives of physical education within wider society. that act as the facilitators for future developments in primary physical education:

CONCLUSION

The paper concludes by proposing that this complex ecological framework offers primary physical education the opportunity to more clearly draw connections with contemporary educational agendas.

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THE COMPLEXITY OF PRIMARY PHYSICAL EDUCATION CURRICULUM AND PEDAGOGY

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Conference Theme: Formal and non-Formal Education, strategies and policy development in Physical Education and Sport and sport promotion.

INTRODUCTION

This conceptual paper seeks to consider the implications of viewing primary physical education curriculum and pedagogy from a complexity perspective.

METHOD

With Complexity thinking signaling a move towards a more participative, collaborative and connected approach to primary physical education (Jess, Atencio & Thorburn, 2011), this paper considers how the co-existence of predictability and unpredictability (Ovens, Hopper & Butler, 2012), views learning as a non-linear process in which ecological elements influence each other in a mutually interactive manner. This paper suggests that children's physical education learning experiences should be designed with various aims in mind. Concurrently, these aims include the development of the knowledge and skills needed to support notions of order and structure, the facilitation of diversity and unpredictability and also the creation of connections within and beyond the subject. This focus on similarity, diversity and connectivity supports the self-organising, non-linear and recursive nature of learning and promotes deep learning that is applied and transferred across contexts. However, the paper also highlights the need to recognise the situated nature of these learning experiences as they are influenced by immediate and nested factors and the developmental factors impacting on children's engagement with learning activities.

DISCUSSION

With this background, the paper proposes the design of learning experiences focused on two interrelated elements: core learning and learning applications (Jess, Hadyn-Davis & Pickup, 2007). Core learning concentrates on holistic learning and enables children to engage with complex learning applications, e.g. games, gymnastics and other activities. Core learning, however, is not simply presented as 'building blocks' or 'fundamentals' but as the learning that scaffolds children's long term physical education learning. Aligned to this complexity-informed curriculum, the paper also proposes that teachers move towards a 'pedagogy of emergence' that recognises the self-organising, emergent and iterative nature of the learning process (Jess, Keay & Carse, 2014). Practices that acknowledge different starting points, focus on less specific, long term objectives, involve recursive elaboration to apply and transfer core learning across different applications and also signpost connections within, across and beyond physical education are explored.

CONCLUSION

The paper concludes by suggesting that this complexity-informed approach offers the opportunity to create learning experiences that prepare children for the messy nature of the physical activity experiences they meet across the lifespan.

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PRIMARY TEACHERS AS COMPLEX LEARNERS

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Conference Theme: Formal and non-Formal Education, strategies and policy development in Physical Education and Sport and sport promotion.

INTRODUCTION

This paper is presented at a time when although concerns remain about the quality of primary physical education across the globe (Griggs, 2012), governments across the world are starting to recognize the potential, but diverse and competing, benefits of physical education (Jess & Thorburn, 2015). However, this paper will not rehearse the issues about the quality, quantity and status of physical education; it will present a positive approach to improving teachers' professional learning opportunities.

METHOD

The paper draws on a conceptual framework for primary physical education (Jess, Keay & Carse, 2014), which uses complexity principles to better understand and explore the challenges of ensuring that primary teachers have access to appropriate professional learning opportunities. The frame-work promotes a shared vision for physical education and, while children are at the centre of our concerns, we emphasise that if what we are to teach and how we are to teach in primary schools is to change then teachers will need more appropriate opportunities for continuing professional learning. In this paper a complexity lens is used to examine a time-limited example of a professional development opportunity offered to teachers in the UK in order to explore the nature of their learning.

DISCUSSION

Developing a curriculum and pedagogy based on viewing the child as a complex learner requires teachers to understand and adopt a different approach to learning and teaching. However, if this is to be successful it also requires us to consider the teacher as a complex learner and to apply complexity principles to the provision of continuous professional learning opportunities. The analysis of the professional learning opportunity example suggests that learning opportunities should be connected to teachers' prior learning, to other parts of the curriculum and to children's learning needs. It also suggests that teachers should be self organisers, taking responsibility for their own learning and ensuring that the teaching they provide is appropriate for each context. It also supports the notion that it is important for teachers to engage with relevant networks.

CONCLUSIONS

In conclusion, suggestions are made concerning the development and provision of effective professional learning opportunities for primary teachers.

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MOVING FORWARD BECOMING A PRIMARY PHYSICAL EDUCATOR: SOURCING PROFESSIONAL KNOWLEDGE AND COMPETENCE

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INTRODUCTION

This paper seeks to consider the ways in which beginning teachers source and validate their professional knowledge in primary physical education with an emancipatory outcome.

METHOD

The conceptual framework for this research adopts a Critical theoretical perspective of epistemology, where questions about human reason and rationality are central to the methodological design (Daws 1999). Communicative action and language is placed at the heart of the research process as a key characteristic of a Critical methodology (Poutanen and Kovalainen 2010). Through a process of ideological critique, five beginning teachers were involved in a process that identified their professional confidence and competence in primary physical education. Professional knowledge was surveyed and then analysed in a repertory grid interview to elicit polar constructs about the availability, location and development of their knowledge base (Kelly, 1995). In addressing the perspective that physical education lacks conceptual and pedagogical coherence (Green, 2008), a model of professional knowledge was introduced as a tool to support reflective and personalised target setting for their first year of teaching.

DISCUSSION

Concern over teachers' knowledge and confidence to teach primary physical education is well documented (e.g. Harris et al, 2012). Concurrently, little empirical evidence exists that describes how teachers develop their professional knowledge (Tsangaridou, 2012). There has also been little research into initial teacher education to identify what knowledge teachers are required to have, how they best acquire knowledge and who is responsible for validating decisions about their professional knowledge base. Addressing such questions, this paper considers the individual within their own training and development needs recognisng that the core and distinctive purpose of initial teacher education is about learning.

CONCLUSION

The paper concludes suggesting that a Critical approach to professional knowledge places the beginning teacher in an active communicative process. It proposes that the validation of professional knowledge is undertaken by the beginning teacher through the social, personal and political spheres in which they learn. The paper recommends that the future development of professional knowledge should be based upon decisions related to the teacher's individual needs and context. Finally, the professional knowledge model for primary physical education is offered as a tool to support the beginning teacher in an ongoing communicative and reflective process.

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CONTEMPORARY ISSUES SURROUNDING THE IMPLEMENTATION OF GAME-CENTERED APPROACHES TO TEACHING AND COACHING GAMES

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INTRODUCTION

Despite the development of a wide body of literature suggesting the efficacy of game-centered approaches (GCAs) to teaching and learning, GCAs are not widely practiced by practitioners (Pill, 2011). The aim of this symposium is to therefore present some of the current issues surrounding GCAs and their implementation in the local context. Four presentations in this symposium will address a range of issues including pupil motivation and 'learner voice' to broader sociological issues such as the cultural and political climates of teaching/coaching, all of which may be preventative in facilitating effective GCA implementation. This symposium is primarily aligned to the conference theme: Best practices for education, training and development of physical education graduates, teachers, sport coaches, and active leisure animators and will include presentations from UK and USA-based researcher/practitioners who are well-renowned researchers/practitioners in GCA literature such as Len Almond, Stephen Harvey, Christopher Cushion and Michael Ayres. Len Almond will also chair the session and Professor Richard Light will act as discussant.

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ACKNOWLEDGEMENTS

I would like to acknowledge the contribution of all my co-presenters in helping me put this symposium together

CHANGES IN PUPIL MOTIVATION WHEN TAUGHT BASKETBALL THROUGH THE TACTICAL GAMES MODEL

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INTRODUCTION

Researchers have suggested that the environment or motivational climate within which physical education (PE) lessons are delivered can greatly effect students' intrinsic motivation and perceived competence (1). Consequently, this study sought to determine how Tactical Games Model (TGM)-focused PE lessons contributed to changes in pupil motivation and investigated if gender differences existed.

METHOD

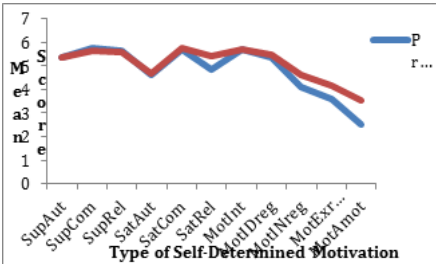
Participants were 79 pupils (45 girls; 34 boys) from four co-educational PE classes at one middle school in the Eastern United States. A licensed teacher/coach taught a total of 32 lessons (8 per class) using the level one basketball TGM lessons (2). Pupils completed a self-determined motivation inventory on a 1 (strongly disagree) to 7 (strongly disagree) Likert scale (3) before and at the conclusion of the unit. TGM fidelity was evaluated positively through Metzler's (4) benchmarks. Data were analyzed using a mixed-design ANOVA with pre-post test scores as the within and gender as the between-subjects factor.

RESULTS AND DISCUSSION

Results revealed a significant pre-post test effect, $F(11) = 2.56$, $p < .05$, $\eta p^2 = .32$, and a significant gender effect, $F(11) = 3.05$, $p < .05$, $\eta p^2 = .36$, although the lack of a significant interaction meant gender was no longer a variable of interest. Pairwise comparisons showed significant pre-post test increases ($p < .05$) in relatedness satisfaction (SatRel) (.58, $\eta^2 = .13$), integrated regulation (MotINreg) (.51, $\eta^2 = .09$), external regulation (MotExreg) (.58, $\eta^2 = .10$), and amotivation (MotAmot) (.99, $\eta^2 = .20$).

CONCLUSIONS

The lack of a significant interaction is suggestive of the fact that the TGM basketball unit had a similar effect on boys and girls. However, in contrast to previous research (1, 5) the findings demonstrated pupils became significantly more externally regulated and amotivated during the TGM unit. This could be explained by the fact that the TGM unit was more structured and lasted twice as long as a typical unit.



(see text for abbreviations for significant differences)

Figure 1. Pre-Post differences in self-determined motivation over the course of a TGM basketball unit

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ACKNOWLEDGEMENTS

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RETHİNKİNG TEACHİNG GAMES FOR UNDERSTANDİNG AND THE NOTİON OF GAMES EDUCATİON

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There is a concern in a number of quarters that the diversity of thinking within game centered approaches to teaching and coaching of games has begun to divide the community of practitioners and researchers within the games field into silos or camps that harm the emergence of new thinking. This paper will use this concern as a basis for exploring the original thinking behind Teaching Games for Understanding (TGFU) and to establish some essential features of this approach. It will build on this thinking and address the forgotten part of the original focus of TGFU, the emphasis on understanding. This aspect of TGFU has been neglected in the literature so this paper will explore its relevance for rethinking the very essence of a game centered approach to games teaching. In this process, the notion of (1) understanding of a game and (2) understanding in a game will be raised. This goes way beyond the narrow focus on the tactical - there is much more to understand in the teaching/coaching of games. In addition, the idea of the kind of understanding needed by the teacher or coach to enable players to acquire an understanding of games and demonstrate their understanding in intelligent performance during a game is an area that needs to be addressed. It is hoped that this paper will become a focus for stimulating rethinking and developing a shared agreement about the essential features of a game-centered approach and the need for an appropriate pedagogy and games education. Essential features of this games education will also be shared.

THE ROLE OF STUDENT VOİCE WHEN ENGAGİNG WİTH A GCA. TRANSFORMİNG A GAMES CURRİCULUM

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INTRODUCTION

Within Game Centred Approaches (GCA's) to teaching and coaching significant value is placed upon putting students at the heart of the learning process. In order for this to occur teachers and coaches must embrace and prioritise the student voice. Armour (2011) describes this ability to 'hear' youth voices' as key pedagogical skill. The study aimed to examine the experiences of both coaches and participants when fully embracing the student voice within a game centred approach.

METHOD

A case study approach was used as the methodology for this project. The study took place over twenty-four weeks. The initial twelve weeks were the curriculum was developed and delivered solely by the coach. The second twelve weeks the students in collaboration developed the curriculum with the coach. Hart's (1992) Ladder of Participation was used as a framework to guide the curriculum design and delivery.

Participants

In total 42 Primary school children aged between 6 and 11 years took part in the study and 6 coaches. The coaches were on their final year of a sports pedagogy undergraduate programme

Data collection

Reflective diaries, semi-structured interviews, field notes and video footage captured using a body camera (Go-Pro, V3) was were used to collect data from the coaches. Semi structured interviews and video footage was used to capture data from the participants involved.

Data Analysis

The data was analysed using systematic thematic analysis. The main themes and sub themes from this process can be seen in Table 1.

RESULTS AND DISCUSSION

Placing the student voice at the heart of the pedagogical approach and curriculum development resulted in many new experiences for both the participants and coaches (Table 1)

Throughout the second twelve weeks participants spoke of the greater choice, engagement and autonomy they had from developing and then participating in their own curriculum. These themes share similar characteristics with the concept of 'Learning as a Network' (LaaN) theory (Chatti et al, 2012), which expands and develops on the concept of connectivism (Siemens, 2005).

The coaches described a significant development in their pedagogical approach through the acknowledgement, assessment and integration of the student voice. Although the coaches felt their initial curriculum design and delivery was student centred, it was only by placing the students as co-constructors of the learning environment that the student centred focus, so commonly associated with GCA's, became a positive and engaging reality for the children.

CONCLUSIONS

Placing the student voice at the heart of the design and delivery of a games curriculum has highlighted many positive and new experiences for the child participants. This suggests that greater exploration is required around the Laan Theory and its role in pedagogical approaches associated with GCA's to coaching. In addition coaches require further support around how to effectively assess and integrate 'voices' into their pedagogical approach. This should enable coaches to more effectively engage participants as co-constructors of learning.

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NO HEALTH WITHOUT MENTAL HEALTH - NO MENTAL HEALTH WITHOUT PHYSICAL ACTIVITY: IT'S NOT TOO LATE TO ACT!

Chair: Carraro, A.[1]
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"Without mental health there can be no true physical health" (Chisholm, 1954). Mental health is crucial to the overall health and well-being of individuals and societies and there are strong evidence highlighting the bidirectional relationship of mental diseases with physical health outcomes. However, despite the number of papers and official documents edited, health policies continue to lag behind the evidence in this regard, and awareness actions are still required.

The burden of mental disorders implies the search of new, cost-effective strategies to prevent and treat mental diseases and their complications. Scientific literature is showing increasing interest in the relationships between physical activity and mental health. Regular participation in physical activity is associated with well recognized improved aspects of mental well-being and reduced symptoms of several mental health disorders. There has been consideration of the role of exercise as: a therapy for the treatment of mental diseases, a strategy of coping and managing mental problems, a way of improving the quality of life of people living with mental health problems, and an instrument to prevent the onset of mental health problems (Probst & Carraro, 2014).

The key-objective of this symposium is to debate different aspects regarding the role of exercise in the promotion of mental well-being and in the treatment of mental diseases. Speakers will discuss the effects of physical activity in replenishing self-regulatory resources, the results of an educational intervention targeted to motivate people with psychiatric diseases to adopt active lifestyles, and the structure of intervention designed to reach the Healthy Active Lives (HeAL) declaration for physical activity participation in young people experiencing a first episode psychosis.

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Table 1: Main and sub themes emerging from data collected in second twelve weeks of project

Group	Main Themes	Sub themes
Participants	Choice	Opportunity to choose own activity and design games
	Autonomy	Ability to make up new rules and progressions
	Reflection	Self correction, working on own and in team
	Curriculum Design	Groupings/activities
Coaches	Freedom	Limited intervention/choice of activities
	Power	Co-construction

AMONG VOCATIONAL STUDENTS, SELF-REGULATORY RESOURCES REPLENISH FASTER AFTER MODERATE TO VIGOROUS PHYSICAL ACTIVITY COMPARED TO SEDENTARY ACTIVITIES, BUT ONLY IF SPORT MOTIVATION IS HIGH

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INTRODUCTION

Self-control (or self-regulation) has been described as one of the most important and beneficial processes in the human personality structure (Tangney, Baumeister, & Boone, 2004). Consequently, self-control is one of the most widely studied constructs in the social sciences (Duckworth, 2011), and has been identified as a key antecedent in many theories and models of health-related behaviour (Hagger, Wood, Stiff, & Chatzisarantis, 2009). The purpose of the present study was to examine whether self-regulatory resources replenish faster after moderate to vigorous physical activity compared to sedentary activities. Moreover, the moderating role of participants' sport motivation was tested.

METHODS

An experiment was conducted with 152 vocational students (16-20 years; 18 females, 134 males). 69 participants were in the experimental group, 83 participants in the control group. Using a dual-task paradigm, the participants had to accomplish two tasks that require self-control: after baseline data assessment, the participants performed a letter recogniton test (20 min). Next, the experimental group engaged in 15 min running at moderate to vigorous intentsity (heart rate: 120-160 bpm); the control group performed sedentary activities (e.g. reading a newspaper, using the mobile phone). Subsequently, all participants performed the second self-control task consisting of the d2-concentration test. Participants' mood was assessed before and after every self-control task ; heart rate was measured between the two self-control tasks. A median split was used to categorize participants of the experimental group in two groups with high versus low sport motivation.

RESULTS AND DISCUSSION

No baseline differences existed between the three groups in dispositional self-control and performance in the first self-control task. Mood similarly decreased during the first self-control task across all groups. Heart rate significantly increased during the recess among participants of the experimental group (independent of their sport motivation). Mood similarly increased during recess among all three groups. In the second self-control task, the experimental group with high sport motivation achieved the highest GZ-F scores in the d2-test ($M = 433$, $SD = 58$), followed by the participants of the control group ($M = 411$, $SD = 61$) and the participants of the experimental group with low sport motivation ($M = 389$, $SD = 62$), $F(2,150) = 3.68$, $p = .028$, $eta2 = .051$. Participants of the control group felt most emotionally exhausted and depressed after the second self-control task, followed by the students of the experimental group with low and high sport motivation, respectively.

CONCLUSION

The findings reveal that physical activity between two cognitively demanding tasks can contribute to the replenishment of self-regulatory resources, but that this relationship is moderated by participants' sport motivation. Thus, only students with high sport motivation achieved higher scores in the second self-control task. Students with low sport motivation scored even lower than participants of the control group, most likely because participating in physical activity further taxed their self-regulatory resources. Nevertheless, the reported mood was better after the end of the experiment in both experimental groups compared to the control group.

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EFFECTS OF AN EDUCATIONAL COUNSELLING ON PHYSICAL ACTIVITY AMONG PSYCHIATRIC INPATIENTS: RESULTS FROM A PILOT STUDY

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INTRODUCTION

Feasible interventions promoting active lifestyle need to be implemented in persons with psychiatric disorders, where high proportions are sedentary (Pearsall et al., 2014). This pilot study examined the effectiveness of a brief educational counselling intervention on physical activity (PA) in association with the standard treatment as a motivational strategy in psychiatric inpatients.

METHOD

Inclusion criteria were to have a moderate to low level of psychopathology, absence of medical contraindications to exercise and of anorexia or addiction disorders, age range 18-65 years. Fifty inpatients consecutively admitted to a psychiatric hospital volunteered to participate in the study, and were randomly divided into two groups. A control group (CG) was involved in the standard multidimensional treatment during hospitalization (pharmacotherapy, psychotherapy, exercise, nutritional regimen), an experimental group (EG) was involved in the standard treatment adding an educational counselling on PA benefits, barriers and facilitators, with cues to be more physically active. The intervention comprised a 4-hour educational counselling, administered one-hour per week in a group session. Participants completed a questionnaire package pre- and post-intervention including demographic information and the Situational Motivational Scale, the Physical Activity Enjoyment Scale, the Decisional Balance Scale.

RESULTS AND DISCUSSION

Study retention was a problem, and final group consisted of 32 inpatients (CG = 21; EG = 11). At the baseline CG and EG reported similar values in all the investigated variables. After the intervention, no significant differences in motivation nor in enjoyment of PA were found between the CG and the EG.

CONCLUSION

Probably the limited session number undertaken by the EG did not let considerable results on motivation to exercise. Moreover, the nature of the disorder may also affect patients' motivation as many individuals may be not ready to change their lifestyle. However, the reported experience calls for further integrative interventions, which are currently growing in mental health treatment.

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'AT LEAST 50% OF YOUNG PEOPLE EXPERIENCING A FIRST EPISODE PSYCHOSIS SHOULD BE ENGAGED IN AGE-APPROPRIATE PHYSICAL ACTIVITY'. DESIGNING INTERVENTION STRATEGIES TO REACH THE HEALTHY ACTIVE LIVES (HEAL) DECLARATION TARGET FOR PHYSICAL ACTIVITY PARTICIPATION IN A VULNERABLE POPULATION

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INTRODUCTION

Physical inactivity is a critical, modifiable risk factor contributing to the 'scandal of premature mortality' for people experiencing psychotic illness. Despite the numerous physical, and mental health benefits of physical activity including a reduced burden of cardiometabolic disease, and improved symptomatology, people experiencing psychosis are less likely to be physically active. Recently, the HeAL declaration was developed to identify 5-year targets for improved physical health in youth with first-episode psychosis (Shiers & Curtis, 2014). One of the key areas identified was the need to increase participation on age-appropriate physical activity. There have been few studies published to date that address this key modifiable risk factor for cardiovascular disease.

METHOD

We conducted a systematic review of intervention variables and outcomes of studies designed to increase physical activity or exercise participation among people experiencing first episode psychosis.

RESULTS AND DISCUSSION

Eleven eligible studies describing 12 interventions were included (n = 351; 14-35 years) incorporating health coaching (n = 5), exercise prescriptions based on physiological parameters (e.g. heart rate) (n = 3), supervised, individually tailored programs (n = 2), an internet-delivered intervention and a yoga intervention. The majority of the interventions were delivered over 12-weeks (n = 6) and in community settings (n = 11). Five studies assessed aerobic capacity (VO2 max or VO2 peak) and three studies assessed self-reported physical activity levels.

CONCLUSIONS

Considerable heterogeneity in the design, implementation and assessment of interventions was found. There is an urgent need to better understand how physical activity can be increased in line with the internationally endorsed Healthy Active Lives (HeAL) declaration 5-year, physical activity target.

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SCHOOL- AND COMMUNİTY-BASED PE & HEPA NETWORKS FOR DAİLY PHYSİCAL ACTİVİTİES

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INTRODUCTION

Since the EC commissioned research report on "Young people`s lifestyle and sedentariness" (Brettschneider & Naul, (2005) the idea to extend physical education (PE) at school through community-based partnerships with sport clubs or/and local Public Health stakeholders have been spread by different policy recommendations of PE associations (e.g. AIESEP, EUPEA), international education and sport bodies (e.g. EC, UNESCO, ICSSPE) and HEPA Europe (cf. (Kriemler et al., 2011). In this context of the last 10 years, also many international reviews about the effectiveness of PE related and school-based intervention studies documented an evidence-based empirical outcome to better reduce overweight and achieve an active lifestyle pattern for young people if daily PE/PA programmes are linked with a nutrition component of teaching and the school sector has been linked with other community-based settings (cf. Sluijs et.al, 2007; Oude Luttikhuis et al., 2009; Waters, et al., 2011; Pate et al., 2011;.Dobbins et al., 2013; Bemelmans et al., 2014; Wang et al., 2015).

METHOD

A selected collection of international and European based reviews and reviews of reviews on PE and on school based PA intervention studies (focused on Cochrane Systematic Reviews between 2007 and 2015) will be analyzed according their design of intervention components (single PE /PA component vs. multiple-components) and sector interventions (single school-based vs. cross-sectoral setting approach).

RESULTS AND DISCUSSION

Reviews and meta-analysis show effectiveness of different factors, however with ambiguity, if minutes of PE at school and/or for extra-curricular time of PA are extended. Weight losses of obese children can be achieved, increase of their motor abilities including aerobic endurance capacity is given and psycho-social benefits of physical self concept and group climate occurred when a multi-component intervention design has been applied and a cross-sectoral approach of intervention has been implemented (cf. Wang, 2015; Brown & Summerbell, 2008; Kropski et al., 2008; Harris et al., 2009, Naul, 2012; Bemelrmans et al., 2014).

CONCLUSIONS

The linkage of PE with other components of an active life-style and the extension of the school setting with other stakeholder moves on the Public Health Agenda and can achieve an evidence-based outcome of health-related bene-fits of PE at school..

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HOW TO DETERMİNE THE PLACE PROVİDED TO PHYSİCAL ACTİVİTY İN A PRİMARY SCHOOL? AN ATTEMPT TO İDENTİFY OBJECTİVE VARİABLES

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INTRODUCTION

In the fight against sedentariness, recent meta analyses underlined the determining role of school as a foundation for physical activity (PA) promotion in children and adolescents (Biddle et al. 2012). Consequently, active schools projects are implemented worldwide. They combine actions on several parallel axes with the physical education (PE) teacher as a corner stone. One of the challenges of such interventions is to follow the modifications and measure their effects. Moreover, it seems that practitioners and researchers still need an instrument to ascertain the real place provided to PA in a school. The aim of this presentation consists in describing the development, validation and testing of an instrument designed to provide such feedback.

METHODS

This study respects a qualitative approach and, by its step by step process, could be considered as an action research approach. Its main goal is to produce an audit instrument rather than providing data. Five successive steps were designed: Analysis of the literature in order to select the main dimensions to analyze; Development of a provisional tool based on objective items; Pilot study; Validation by a group of 13 experts; Testing of the final version in a school.

RESULTS

The analysis was focused on the school policy and involved the principal, the PE teacher and the classroom teachers. 335 items were identified and spread across six dimensions. The experts underlined the validity and completeness of the instrument. For the practitioners, participating to the data collection is a means to become aware of what the school (should) propose.

CONCLUSION

This study points out the large range of variables involved in the development of a PA school project, and bring forward the limitation of an assessment using objective data. It underlines that an audit process contributes to a more relevant perception of the reality. Practitioners would also be interested by an easier-to-use tool.

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HEALTHY CHILDREN IN SOUND COMMUNITIES' – FOUR COHORTS OF LONGITUDINAL INTERVENTION PROJECT IN PRIMARY SCHOOLS

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INTRODUCTION

The aim of this intervention study is to implement a strategy to prevent and promote a healthy lifestyle in order to counteract current developments, which show an increase of motor deficits and obesity in elementary school children. A weekly schedule including curricular and non-curricular physical and health education lessons is established to target an age-appropriate BMI as well as the integration of daily physical activities (Naul et. al, 2012).

METHOD

In four cohorts 1212 German and 733 Dutch children participate in the project. Children take part annually in a motor test including measuring BMI and do surveys about life-quality, media consume, physical activity, physical self-concept and class-climate. Parents fill out a questionnaire about nutrition and physical activity twice (after two years and at the end of intervention).

RESULTS AND DISCUSSION

Instead of a control group, data about motor ability is compared with German national reference norms (quintiles). Hereby children of each cohort show a significant higher level of performance in five (cohorts one and three) and seven (cohort 2) of seven motor tests. Up to 30% of children that were obese starting the intervention leave highest BMI level during four year intervention (cohort 2), Significant changes for media screen time, parents` behavior and attitudes, and physical activity (e.g. school way) can be shown. Intrapersonal evaluation of physical self-concept and group climate are stable on a high level and show significant correlations with BMI and motor abilities. Significant risk indicators for high BMI and physical inactivity on different levels (schools, parents, children) can be identified.

The results underline the impact of structured community-based intervention programs including quality physical education to support an active and healthy lifestyle of young children. Not only physical parameters like motor ability and BMI can be changed by the program. Also, social and intra-individual factors are influenced by the intervention outcome.

CONCLUSIONS

Community based intervention studies like HCSC that focus on a multi-dimensional approach including schools, parents, sport clubs and environment, are successful in fighting obesity and counteract physical inactivity in childhood. Further studies are needed to confirm the results.

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SCALİNG UP SELF-STUDY: FROM INDİVİDUAL STUDY TO CROSS-PHYSİCAL EDUCATİON AND COACH EDUCATİON PROGRAMME RESEARCH

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INTRODUCTION

In this symposium we aim to create a dialogue to explore the potential of large-scale collaborative self-study research across programmes focused on sport pedagogy, such as physical education and coach education. Self-study is an established field of research inquiry in which the practice of the educators themselves is the focus (LaBoskey, 2004). Self-study provides the tools to inquire systematically into the complex and problematic nature of teacher education practice (Loughran, 2006). The potential of self-study to enhance the pedagogical practices in physical education settings has also been demonstrated (Ovens & Fletcher, 2014). Zeichner (2007) proposes that self-study research can make a greater contribution to the knowledge base and practices of teacher education by moving from individual study to larger research programmes. In a physical education teacher education (PETE) context O'Sullivan (2014) echoes this, arguing for more cross-programme collaborations focused on the relationship between specific programme pedagogies and key programme outcomes. Such research also 'opens doors to other and different possibilities for PETE faculty' (Metzler, 2014, p.121) to enhance pedagogical practices through collaboration. We propose development of collaborative interdisciplinary self-study research at a programmatic level by educators involved in the preparation of teachers and coaches for sport and physical education settings. We present three papers that focus on the experiences of teacher educators engaged in research using self-study methodologies and consider how those experiences might inform the development of such interdisciplinary programme level research.

DISCUSSANT

Each of the three papers discuss how these researchers and their colleagues are engaging in self-study research. A cross-programme self-study will be proposed and potential for collaboration between symposium participants will be explored.

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DEPARTMENTAL SELF-STUDY: HOW DO 'I' FİT İN?

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INTRODUCTION

Self-study is generally undertaken by individuals, pairs or small groups. There is little in the literature, however, regarding collaborative endeavours of teacher educators around self-study (Metzler, 2014). Further, investigations of teacher educator professional learning communities, or potentially communities of practice, focused on self-study are very limited (Gallagher et al., 2011). This paper draws on data from a programmatic self-study of a group of physical education teacher educators coming together to conduct programmatic self-study. In other words, it is an individual self-study within a group self-study. Specifically, I sought explore the negotiation of my role as an experienced teacher educator, but new to the faculty and the group.

METHOD

The group is composed of 10-12 beginning to experienced teacher educators in one institution. Some have been faculty members in the same department for over 10 years; others are new. Data sources included reflective diary entries, memory notes, and conversations with critical friends.

RESULTS AND DISCUSSION

Initial data reveals that apprehension and uncertainty clouded my early interactions. Drawing on numerous shared experiences, an understanding of my tensions and respites began to be recognised. Time was needed to develop openness and group identity that included individual identity. I was hesitant to voice my opinions as I did not want to be pushy. The group development process was critical and careful facilitation allowed opportunities for all, including me, to have a voice in a safe environment. At times the group met away from campus; it was at these times that academic barriers were dissolved and openness and common ground realised. Yet, the time between these sessions caused regression. The group has provided a venue to discuss and reconceptualise our teacher education programme; however, it is my personal scholarship perspective, studying who I am and what I have to offer, that fueled my commitment to our teacher education programme and contributed to my understanding of myself as a teacher educator

CONCLUSIONS

The development of what Hargreaves and Fullen (2012) call social capital through enhanced collaboration built on trust and respect within our group that has enhanced my development of professional capital. Yet the structures and reward systems of academia rarely provide for this type time or resources for this type of professional development.

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CREATİNG AN ONLİNE SELF-STUDY COMMUNİTY: POSSİBİLİTİES AND PROBABİLİTİES

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INTRODUCTION

In recent years as the use of Social Networking Sites (SNSs) and other on-line forms of communication has developed teachers are increasingly using them as spaces for self-directed professional learning (Carpenter & Krutka, 2014). These venues have the capacity to form communities (King, 2011) and potentially act as communities of practice (CoP) (Wesley, 2013) while providing novel methods for teacher learning (Dede, Ketelhut, Whitehouse, Breit, & McCloskey, 2009). Although SNSs and other venues have been shown to support the formation of online communities, little is known about them as potential sites for self-study (NiChro-nin, Fletcher, & O'Sullivan, 2015). This paper explores the feasibility of online venues as a space for self-study. Specifically, the benefits and barriers of online self-study places and spaces will be in interrogated.

DISCUSSION

The potential benefits of such locations transcend the physical boundaries of local workplaces by allowing participants to interact when convenient, eliminating of the problems of distance, and providing for instantaneous or asynchronous engagement. Latent issues to be overcome revolve around the depth of the communication and potential for on-line misunderstandings where non-verbal language is not conveyed, the impersonality of the medium, and the limitations of reading and writing. Solutions to these issues through the use of 'I' statements vs 'you' statements, checking assumptions, acknowledging perspectives, and developing online listening skills will be explored.

CONCLUSIONS

Implications for the development of research capacity through the creation of a dedicated space for the conduct of on-line self-study research and the exchange of ideas will be presented.

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TRANSATLANTİC SELF-STUDY: LESSONS ACROSS THE OCEAN

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INTRODUCTION

Interactivity and dialogue with a critical friend are key aspects of self-study (Pinnegar & Hamilton, 2009). A critical friend is a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend" (Costa and Kallick, 1993, p. 50). This research used self-study methodologies, including critical friendship, to support a pedagogical innovation in physical education teacher education. The innovation, which we have called the M2-PETE approach, focuses on ways to prepare teachers to foster meaningful engagement in physical activity through physical education. This paper explores our experiences and asks the following research question: What are teacher educators' experiences and interactions as critical friends in a cross-Atlantic collaborative self-study? We focus particularly on the challenges and opportunities of researching with a long-distance critical friend.

METHOD

Across a two-year period two of the authors were directly involved in teaching the innovation. We acted as critical friends to each other through sharing of weekly reflective journal entries and recorded skype conversations. The third author acted as an "external" expert who could critique and support our approaches. Our geographical locations on two continents dictated that almost all critical friendship interactions were conducted on skype and e-mail.

RESULTS AND DISCUSSION

Our experience of critical friendship suggests that interactions were sometimes couched in qualified language to avoid invoking discomfort. The newness of our friendship combined with the written nature of critical comments influenced our approaches. Digital technologies helped overcome some of these challenges.

CONCLUSIONS

Recommendations for development of cross-programmatic self-study research include the importance of establishing shared understandings of motives and roles for each researcher. Designing structures that allow critical friends in different geographical locations to interact in ways that can challenge assumptions, confront realities, and identify new ways of thinking about pedagogy (Baskerville & Goldblatt, 2009) is recommended

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PUBLIC HEALTH - PROMOTING PA THROUGH DIFFERENT Ç SOCIO-ECOLOGICAL LEVELS

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INTRODUCTION

Urie Brofenbrenner (1974, 1979, 1994) created a socio-ecological framework to understand context of the systems and their relationships which forms individual's behavior. This framework is composed five socially organized subsystems: the microsystem, mesosystem, exosystem, macrosystem and chronosystem. Socio-ecological framework gives interesting perspective to see, how it's possible to increase physical activity of citizens during different phases of their lifespan.

People's physical activity is affected by the interaction between microsystem (like individual's characteristics and familial interaction) and mesosystem (i.g. social- and physical environment, different institutions like school or work-place). Exosystem includes local affordances (like infrastructure in community but also health enhancing actions and programs in community) while macrosystem gathers national policy, regulations and laws. Chronosystem means historical time: Challenges of nowadays lifestyle are increasing amount of sedentary behavior and overweight. To change the current situation and increase every citizen's physical activity, multiple actions through different socio-ecological levels are needed (see for example Mehtälä et al. 2014.).

METHOD

Through three different presentations and examples this symposium presents good practices realized through different levels of Bronfenbrenner's model. These examples belongs to the cooperation between Nordic-Baltic Physical Activity Bridges - project led by Lithuanian Sport University. The intention of this project is to bridge different sectors which are responsible for Physical Activity (PA) education: secondary schools, higher educational institutions, professional associations and community centers.

RESULTS

Excellent practices can be realized through and within different levels, like individual, environmental, social and political. The physical environment does matter. It's worth of modifying toward different needs of different age groups. International examples reveal that also the structure of institutions as well as the values of society can be changed. However, this kind of permanent changes needs intensive and longitudinal cooperation together with decision to change the current situation.

DISCUSSION AND CONCLUSIONS

Through networks representatives of different socio-ecological systems can be found. After recognizing critical barriers for physically active lifestyle, cooperation between important stakeholders can start to search answers

and find solutions. Learning from each other by listening, discussing and sharing good practices can open the door for new actions and interventions to increase peoples overall physical activity.

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LANDSCAPE AS PLAYSCAPE: THE IMPORTANCE AND EFFECTS OF OUTDOOR ENVIRONMENTS ON CHILDREN'S PHYSICAL ACTIVITY AND MOTOR DEVELOPMENT

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INTRODUCTION

National guidelines for physical fitness and health focus on improving living habits and living conditions in the Norwegian population (Health directorate 2014). The guide lines recommends a minimum of 60 minutes daily physical activity to ensure normal growth and development in the young ones, from kindergartens and upwards, and to prevent inactivity and obesity and other lifestyle diseases in later years. It is presumed that varied physical activity provides opportunities to develop motor skills, and that active children will get the exercise they need while playing in the neighbourhood, at day-care and by participating in children's sports. However, it is not evident that play and playground options are as stimulating as assumed. Furthermore, there is the general notion that young children do not get enough time for play and physical activity during kindergarten time and the school day, and also that schoolyards and playgrounds do not afford appropriate environments to promote physical activity play. The aim and intentions of this study were to investigate the playground options for physical activity in kindergartens and schoolyards to see how different structural determinants can promote physical activity and motor development in young children.

METHODS

Cohort studies including both kindergartens and primary schools were carried out and compared concerning space and environmental determinants for physical activity in different schoolyards. And playgrounds. Children's activities in the outdoor environments were tracked by using global positioning systems (GPS), the activity level was measured by heart rate monitoring, and the effect on motor development was tested with the EUROFIT Fitness Test. The results showed that playing in natural outdoor environments promoted motor development in small children and indicated that landscape structures constituted determinants for physical activity play and motor development in children.

RESULTS

Given the space, the time and opportunities children seemed to be as active in different playgrounds and schoolyards, but gender differences in physical activity were observed in different environments. Different structural determinants that promote physical activities and motor development in small children were identified.

DISCUSSION AND CONCLUSIONS

The findings are discussed in a dynamic systems approach (Thelen and Smith 1997, Newell 1994) and theory of affordances (Gibson 1979, Heft 2003) are applied to explain the context of children's physical activity, motor behaviour and the environment. The materiality of outdoor environments seem to influence and support physical activity and motor development in small children.

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PROMOTERS AND BARRİERS İN THE ENHANCEMENT OF POPULATİON PHYSİCAL ACTİVİTY İN COMMUNİTY

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Shotwell (Shotwell, 2003), Kaupužs (Kaupužs, 2011) identified main factors influencing participation in physical activity - individual, environmental (physical) , social and political. Latest research in citizen physical activity (PA) habits in Latvia (Latvian Ministry of Education and Science, 2013) showed similar barriers to being physically active: individual (lack of time, health problems and costs); environmental - lack of affordances to engage in PA in the neighborhood; and social - lack of information about possibilities to engage in PA in the neighborhood. As a good example in solving environmental problems in community, alongside with caring about the promotion of PA is the construction of pedestrian - cyclist bridge in Carnikava community in Latvia, with adjacent roads, affording to practice PA in wider area.

Especially vulnerable groups in the community are children and senior citizens. Bula-Biteniece investigations show how to enhance physical activity of families, using children as physical activity promoters (Bula-Biteniece, 2011). Kaupužs investigated health-enhancing physical activities for seniors (Kaupužs, 2011). Results show that PA promoters are: inner motivation, health benefits, external support, positive experience, barriers in engaging in PA are individual (health, lack of knowledge on physical and especially psychological and social benefits of PA), environmental (lack of infrastructure), social (social attitude).

KEY WORDS: Physical activity (PA), environmental affordances, environmental barriers children, seniors, community.

THE ROLE OF ENVIRONMENT IN CROSS-SECTORIAL PHYSICAL ACTIVITY PROMOTION

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INTRODUCTION

It is widely acknowledged that participating in a range of physical activities has significant social and health benefits for people's health and wellbeing (1). Despite that, the levels of physical inactivity increases dramatically (2). Researchers, Physical Education teachers, physical activity instructors, lifestyle counselors - all unanimously agree that the best remedy to combat this global public health problem is the lifelong health-enhancing physical activity (HEPA) (3). Different sectors such as secondary schools, higher educational institutions, professional associations and community centers are actively engaged in HEPA promotion (4). But the effect is greater when the efforts are joint.

METHOD

For this purpose the **Nordic-Baltic Physical Activity Bridges (NBPAB)** project was recently developed, the aim of which was to establish a long-lasting partnership between Nordic and Baltic countries and to give a fresh incentive to lifelong HEPA promotion among all citizens. The intension of the project is to bridge different sectors that are responsible for Physical Activity (PA) education, the experience in which is different in every Nordic-Baltic country.

RESULTS AND DISCUSSION

During the first stage of the project one of the aims was to identify the needs and expectations of various actors from different sectors (i.e. University, secondary school, community centre, etc.) with regards to PA promoter. Many skills were indicated (such as creativity; problem solving vs. instructing; PA leader's motivation building; fundraising competencies; ability to modify the activities according to the various situations; etc.), but knowing well the environmental opportunities that the neighborhood offers as well as skills in motivating and empowering individuals to be active in various settings (especially outdoor and nature) were of utmost importance.

CONCLUSIONS

Regarding public health issues there is a need for the skillful exploitation of the environment in physical activity promotion of all citizens at a cross-sectorial level.

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HPE WITHOUT BORDERS

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INTRODUCTION

Ironically, at a time when the curriculum and students' performances are being more tightly monitored, the responsibility for the curriculum-in-practice is leaking outside the education system. Health and Physical Education (HPE) seems to be ripe for outsourcing practices given the ways that schools are positioned as sites for health promotion.

AIMS

This symposium introduces a three-year study funded by the Australian Research Council that aims to understand in relation to HPE:

1. factors that influence the appeal and opportunities for external providers and how schools engage with them;
2. the nature, extent and effects of networks that exist between external providers and other agencies;
3. the intellectual authorities/knowledge bases that external providers use to frame their products and services; and thereby inform
4. how national and international curricula are shaped by agents and agencies whose remits lie outside the traditional education message systems.

METHODS

Web-audits were used to select 12 focus companies in Australia, UK, USA, and Hong Kong, providing services to HPE in the areas of obesity or mental ill-health. Discourse and text analysis of product materials and interviews with key figures generated network schematics for each organisation and identified schools employing their services. Case studies (interviews and non-participant observations) were under-taken with a selection of these schools.

CONTRIBUTION TO THE FIELD

As neoliberal globalisation has opened schools to new partners, products and services what is the work of HPE teachers in changing. It follows that the knowledge and skills of HPE teachers should also shift to reflect what could be seen as a profound change or challenge to the field.

NETWORK GOVERNANCE: WAYS OF UNDERSTANDING HEALTH AND PHYSICAL EDUCATION WITHOUT BORDERS

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INTRODUCTION

Neoliberal globalisation has opened schools to new partners, products and services, often from providers seeking an international market (Ball, 2012; Macdonald, in press). Health and Physical Education (HPE) seems to be ripe for outsourcing practices given the ways that schools are positioned as sites for health promotion (Macdonald et al., 2014).

AIMS

This opening paper of the symposium overviews the three-year study, HPE Without Borders, funded by the Australian Research Council. In particular, it will introduce the socio-political contexts in which new patterns of HPE provision are emerging and the various ways of understanding these patterns both methodologically and theoretically.

METHOD

Following Ball and Junemann (2012), web-audits were used to select 12 focus 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 with key figures generated network schematics for each organisation, several of which shall be shared in this presentation.

THEORETICAL FRAMEWORKS

The complex networks in which inter/national companies are embedded are fuelled by the neoliberal imperatives for competition, privatisation, performance and partnerships. These imperatives interplay with the globalisation of media, digital disruptions, the democratization of knowledge and the cult of celebrity (e.g., Weinberger, 2012) to make particular products and services more accessible and attractive to the edu-market.

CONCLUSIONS

Powerful global networks that sit outside traditional schooling are becoming increasingly engaged in the provision of HPE; welcomed by schools and education authorities for many different reasons which we are seeking to better understand.

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EXTERNAL PARNTERS ENGAGEMENT WITH SCHOOL HPE CURRICULA: FROM CORE TO BESPOKE CONTRIBUTIONS

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INTRODUCTION

Typically the official school curriculum is defined by a message system comprising content, pedagogy and assessment (Bernstein, 1996) that has been articulated in documents produced by a government-sponsored schooling system. However, with the globalisation and commodification of the curriculum, we are interested in the extent to which external providers shape their products and services in line with Health and Physical Education (HPE) school curriculum and policy or consciously sit outside the official curriculum, offering schools a "bespoke" service.

METHOD

Drawing on data sets from the larger HPE Without Borders project, this paper will analyse web-audits of specific external providers as well as semi-structured interviews with key informants from companies providing HPE services and programs across Australia, the UK and the USA.

RESULTS

Some external providers (e.g. Spark PE; Cardio Tennis) demonstrate careful alignment to curriculum policy documents, such as the USA's NASPE standards or the Australian Curriculum: HPE, to enhance the reach of their programs. For other services/products (e.g. Positive Psychology Institute; Tetra Nutrition), it seems their appeal to schools is that they are not closely connected to the prescribed curriculum but offer schools a product that gives them a point of difference in the schooling market.

CONCLUSIONS

Providers and schools form an exchange built upon the expertise, resources, and, in some cases, a particular type of capital that providers can offer the school (Bernstein, 1996; Bourdieu, 1986; Williams et al., 2011). Schools seek, or are seduced by, providers that result in the differentiation of school curricula. The rise of external providers invites schools and curriculum theorists to think differently about the coherence of an official curriculum in the edumarket and challenges researchers to ascertain what sense students make of the multiple curriculum contributors employed by their school.

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BUİLDİNG MENTAL HEALTH PROGRAMS AND PARTNERSHİPS FOR/ WİTH/İN SCHOOLS: NAVİGATİNG COMPLEX MORAL AND BUSİNESS RELATİONS

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INTRODUCTION

Extensive literature indicates that people in every society have mental health needs (Patel, Fisher, Hetrick & McGorry, 2007). Calls for youth mental wellbeing to be established as a global public health priority have resulted in the proliferation of government and non-government organisations seeking to deliver mental health related curriculum, interventions and teacher professional development programs for/ with/in schools. The resulting networks of organisations demonstrate the reconfiguring of boundaries and influence around education provision and policy (Hogan, 2012).

METHOD

Using information from a web-audit, semi-structured interviews, and organisation materials, *KidsMatter - Primary* were mapped within a network of government and non-government agencies; businesses corporations; universities; research centres and scholarly publishers; foundations and philanthropic organisations; and education systems and schools. The network is represented through a schematic to communicate the associations between organisations and the generation of networked "health issues" directly associated with mental health.

RESULTS

Findings from the *KidsMatter – Primary* case study reveal the "complex relations between moral and business interests" (Hogan, 2012, p. 608) that are faced by traditional teacher professional associations as they "play" within the complex edu-business landscape. Such tensions appear most problematic for the boundary spanners (Williams, 2002) in these organisations who must navigate the interface between schools' needs for genuine investment and support and the "costs" of such work that is increasingly questioned by leaders who must drive economic imperatives.

CONCLUSION

Given the fierce and complex competition for the education "dollar", health and physical education leaders and teachers who seek to build and retain educative outcomes from their school partnerships and programs, will increasingly be required to develop a sophisticated and critical edu-business lens.

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BASİC MOTOR COMPETENCİES İN PHYSİCAL EDUCATİON

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INTRODUCTION

A central aim of Physical Education (PE) is the promotion of basic motor competencies (BAMOC; German: "Motorische Basiskompetenzen - MOBAK"). These are the necessary prerequisites for participation in the sport and movement culture and, thus, for developing a physically active life-style. Furthermore, the discussions about standards and competences in educational settings in general demand competence test tasks in order to record valid learning outcomes.

For this purpose, specific test instruments have been developed by of a group of researchers from Germany, Luxembourg and Switzerland. The BAMOC-6 test measures motor competencies in sixth grade and revealed the competence areas "body locomotion", "object control" with exploratory and confirmatory analyses. The MOBAK-1 test items which collect basic motor competencies in first grade were developed in Switzerland. The testing follows curriculum compatible test tasks which also cover the competence areas "body locomotion" and "object control". Finally, the MOBAK-3 test items have been developed in Luxembourg to collect the basic motor competencies in third grade. This testing also covers the competence areas "body locomotion", "object control", and furthermore, the area "moving in water".

This international research cooperation between the University of Potsdam, the University of Luxembourg and the University of Basel in Switzerland has meanwhile lead to the establishment of a MOBAK-/BAMOC-network with partners from different European countries aiming to collaborate in the validation of MOBAK instruments in an intercultural perspective.

Presentation 1: "Implementation in Physical Education and the quality of teaching. Findings from the Basel IMPEQT-study on determinants of basic motor qualifications" (Gerlach et al.)

Presentation 2: "Evaluation of Basic Motor Competencies in Primary School - Development of a Test Instrument" (Herrmann et al.)

Presentation 3: "BAMOQ-LUX3 - A competence-oriented test battery for level 3 in elementary schools in Luxembourg" (Scheuer et al.)

IMPLEMENTATİON İN PHYSİCAL EDUCATİON AND THE QUALİTY OF TEACHİNG. FİNDİNGS FROM THE BASEL IMPEQT-STUDY ON DETERMİNANTS OF BASİC MOTOR QUALİFİCATİONS.

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INTRODUCTION

Basic motor qualifications (BAMOQs/MOBAQs) are the prerequisites for an active participation in the sport and movement culture. The MOBAQ approach is a formative instrument to assess students' basic motor qualifications in PE. Educational research within sport science has to provide evidence based on findings of whether or not the normative drafted requirements for school PE can be fulfilled. However, empirical evidence supporting the effects of PE is scant due to valid instruments.

METHOD

Based on an offer-utilization-model of students' outcomes, the IMPEQT-study aims to identify the determinants of these MOBAQs on the basis of a longitudinal design (N = 948, age: M = 13.2, 49 % female). Exploratory and confirmatory factor analyses were used to identify the factorial structure of motor competencies. Process criteria of PE (e.g. aspects of classroom management and learning climate) were analysed as determinants of students' outcomes with a multilevel approach.

RESULTS & DISCUSSION

The Results showed two factors of motor competencies "body locomotion" and "object control". The findings of the multilevel regression analyses reveal that Process criteria of PE play different roles for the development of motor competencies. In the context of these findings daily behaviour and actions of PE teachers should be reflected.

EVALUATION OF BASIC MOTOR COMPETENCIES IN PRIMARY SCHOOL – DEVELOPMENT OF A TEST INSTRUMENT

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INTRODUCTION

A central aim of physical education is the promotion of basic motor competencies (BAMOC) which are prerequisites for childrens' active participation in sports culture. While instruments for measuring motor abilities in schoolchildren have been developed, less is known about the measurement of BAMOC (Herrmann & Gerlach, 2014). We introduce a newly developed measure of BAMOC which contains eight dichotomous items (Herrmann & Seelig, 2014). Findings from two validation studies are presented.

METHOD

Study 1 (N = 317 first-graders ♀ = 55%; M = 7.0 years) took place in Zürich (CH) and study 2 (N = 1061 first-graders ♀ = 45%; M = 6.8 years) in Frankfurt (D). Both studies focused primarily on construct validity (e.g., the factorial validity of the instrument) and Study 1 also investigated the relationship between BAMOC and motor abilities. The studies also assessed the extent to which the instrument may be useful in detecting distinct pattern of BAMOC. Exploratory (EFA) and confirmatory factor analyses (CFA) as well as latent class analysis (LCA) were performed using MPlus.

RESULTS AND DISCUSSION

In both studies we found two factors consisting of four items each. The related EFA (Study 1: CFI = .98; RMSEA = .024) and CFA (Study 2: CFI = .95; RMSEA = .044) revealed good model fit indices (Herrmann, Gerlach & Seelig, 2015). The first factor "Locomotion" represents body movements (e.g., balancing), the second factor "Object-control" represents ball control (e.g., catching) (Figure 1).

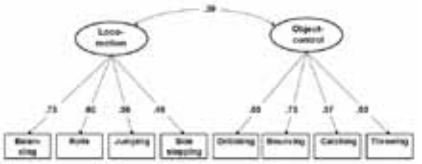

Figure 1. Structure of the BAMOC test instrument

In Study 2 four distinct patterns could be identified by LCA, which indicate high and low "scorers" in each dimension. Adding four motor ability tests (e.g., jumping sideways, sprinting) in EFA with the eight BAMOC-items (CFI=.99; RMSEA=.031) did not result in a change of the BAMOC factor structure, indicating that motor abilities form a separate factor (Herrmann, Gerlach & Seelig, 2015/in review).

CONCLUSIONS

The developed BAMOC test instrument meets psychometric validity demands, i.e. factorial and discriminant validity. Future research is warranted to further validate the psycho-metric properties of the measure.

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BAMOQ-LUX3 - A COMPETENCE-ORIENTED TEST BATTERY FOR LEVEL 3 IN ELEMENTARY SCHOOLS IN LUXEMBOURG

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INTRODUCTION

Based on a consensus of the minimal requirements for third-graders to be able to participate in the culture of human motion in the sense of cultural participation, competence-oriented test items following the approach of Basic Motor Qualifications (BAMOQ) have been elaborated in order to evaluate basic motor qualifications of students, thus permitting PE teachers to foster students individually. In contrast to usual approaches based on abilities and the statistical legitimation of minimal standards, the BAMOQ-approach fixes normatively basic motor competencies as minimal requirements for students that are codified in a binary way. After a development process bringing out 29 BAMOQ-test items, a first validation study with the aim of item selection provided a test battery of 15 items.

METHODS

In a second study with 399 second-graders (♀ = 50.4%, age: M = 8.33 years), these 15 BMQ-test items were empirically tested. Exploratory (EFA) and confirmatory factor analyses (CFA) were performed using MPlus.

RESULTS

After the exclusion of three items, the exploratory factor analysis shows a structure with three factors (CFI=.99; RMSEA=.024). The first factor "body locomotion" includes five items and represents full-body movements (e. g. balancing, coordinated running). The second factor "object control" includes four items and represents movements with a ball (e. g. throwing and catching, dribbling). Finally, the third factor "moving in water" includes three items and represents movements in water (e. g. gliding, floating). This structure is confirmed by confirmatory factor analyses.

DISCUSSION

The results confirm partly the factor structure ("body locomotion" and "object control") of previous validation studies of tests following the BAMOQ-concept. Furthermore, introducing new BAMOQ-test-items based on "moving in water", a third factor can be identified. Future research is warranted to confirm this factor structure for other age levels.

KEY WORDS: Motor competencies; Motor Test; Test Validation

INTERNATIONAL PERSPECTIVES ON AND OUTCOMES FROM HEALTH PROMOTING SCHOOLS

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INTRODUCTION

The purpose of this symposium is to share international perspectives on and outcomes from programming related to Health Promoting Schools (also called whole-of-school, comprehensive school physical activity programs [CSPAP], or active and healthy schools). Authors each describe the Health Promoting School efforts from their respective countries including a brief history, current initiatives, research findings and future directions.

Country #1 New Zealand: Aotearoa/New Zealand Perspectives on CSPAP: A brief overview of school-based Physical Education

Brief History New Zealand: Comprehensive physical activity programs or active and healthy schools programs do not exist in Aotearoa/New Zealand. There has been little research carried out in Aotearoa/New Zealand schools regarding Comprehensive School Physical Activity Programs (CSPAP). At the Primary school level there are few Physical Education specialist teachers; the majority of the Physical Education classes are taught by classroom teachers. At the secondary level, Physical Education is represented by a comprehensive school Physical Education program. Secondary Physical Education is: taught by Physical Education specialists, is a required subject for two years, is supported by a strong National Physical Education Association (PENZ), and has strong Physical Education Teacher certification at the secondary level.

Current Initiatives New Zealand: Sport New Zealand has carried out a review of Primary Physical Education and Sport and recently launched a Sport NZ Strategic Plan for 2015-2020 (Sport NZ, 2015). In their Strategic Plan Sport, NZ purposefully connects to school programs and will be investing in a high level of provision for external providers particularly at the Primary school level.

Research Findings New Zealand: The National Monitoring Study of Student Achievement (NMSSA, 2015) evidence reported that students are not meeting the standards for Physical Education at the Year 8 level (Grade 7). The NMSSA (2015) results demonstrated that socio-economic factors were strongly associated with performance. On average, students from schools in low socio-economic areas scored lower

than those who attended high socio-economic areas. An additional finding in their executive summary report was that "The most frequently cited source of support for classroom teaching was external providers" (p. 7).

In a recent study, Aotearoa/New Zealand Primary classroom teachers did voice excitement about their ability to create healthy and active schools. Classroom teachers and administrators discussed health promotion efforts and modeling of healthy behaviors and the potential of classroom teachers to promote healthy and active school environments. The majority of the comments related to instructional self-efficacy but the most prevalent resource for and encouragement for classroom teachers was the provision of external providers (Dyson et al., in preparation). While teachers and administrators espouse that they are creating healthy and active learning cultures, they appear not to be effective in developing these positive learning environments for students at the Primary level (Dyson, Gordon, Cowan & Mackenzie, in review; Gordon, Dyson, & Cowan).

There is a huge presence of external provision for Physical Education and physical activity in Aotearoa/New Zealand primary schools (Dyson et al., in review; Penney et al., 2013; Petrie et al., 2013). These external providers do not have specific learning intentions for students, are not evaluated, and are not connected to the Aotearoa/New Zealand Curriculum (MOE, 2007). The discourse in Aotearoa/New Zealand emphasizes a social critical perspective highlighted in the national curriculum (MOE, 2007) and this position argues that schools are about educating students and that teachers should not be held responsible for solving the health problems of all students.

Future Directions New Zealand: The CSPAP model developed in the US may not be a strong match for teaching Physical Education in Aotearoa/New Zealand. However, the key factors for success in the CSPAP as reported in the literature (JTPE Special Issue, 2014) that of Continuing Professional Development for teachers and teacher buyin, are immensely important for any quality Physical Education program and could apply to the Aotearoa/New Zealand setting. There is growing concern from academics and the National Physical Education association of New Zealand that Sport NZ with its new Strategic Plan will become more influential and provide more funding for external providers particularly at the Primary school level. Further inquiry is warranted in Primary Physical Education programs in Aotearoa/New Zealand.

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Gordon, B., Dyson, B. & Cowan, J. (in preparation). Physical education in Aotearoa/New Zealand primary schools: An overview.

Country #2 USA

Brief History USA: The initial legislative action to improve PA was the Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265, 2004). This legislation required schools that received federal function to have a wellness policy that addresses physical activity and nutrition. More recently, the Promoting Lifelong Active Communities (PLAY) Every Day Act of 2007 (S.651/H.R. 2045) has received support. There have also been state level efforts, such as the Texas state level mandated implementation of required PA minutes and coordinated health models, which has resulted in increased opportunities for children to be physically active especially at schools. The role of integrating regular PA opportunities for youth is supported and endorsed by a various organizations in the USA (e.g., CDC, IOM). Support for the CSPAP model is related to the reported health benefits of youth PA and the growing body of evidence that physical activity can positively influence cognitive performance in youth. Therefore, youth who are physically active are more likely to meet the national guidelines for PA of 60 minutes per day and improve their readiness to learn (Erwin, Beighle, Carson, & Castelli, 2013).

Current Initiatives USA: The US whole-of-school efforts grew out of Coordinated School Health Programs, are being supported by several national organizations (e.g., Centers for Disease Control, 2013), and are often called Comprehensive School Physical Activity Programs or CSPAP programs (NASPE, 2008). CSPAP is as a multicomponent approach for schools and school districts to use every opportunity for students to be physically active, meet the 60 minutes of physical activity recommended for each day at the national level, and to develop the skills, knowledge, behaviors, and confidence to be physically active for a lifetime. CSPAP programs often have the following five components: (a) Physical Education, (b) physical activity during school, (c) physical activity before and after school, (d) staff involvement, and (e) family and community involvement. Programs may also extend to other areas of health (i.e., nutrition) and be better reflected in Whole-of-School programs. Recent studies of CSPAP programs show that they are feasible across multiple contexts.

Relevant Research USA: Key factors for successful programs include professional development for pre-service and inservice teachers and teacher buy in (JTPE Special Issue October, Castelli et al., 2014). Other studies have shown that school personnel can successfully develop and run their own programs showing significantly increased physical activity patterns for youth, along with favorable results for nurse visits, student absences, and classroom teachers' use of physical activity breaks (Kulinna et al., 2012).

Future Directions USA: CSPAP programs call for Physical Education teachers to become physical activity leaders or PALs at their schools. Kelder, Karp, Scruggs, and Brown (2014) in recent a JTPE Special Issue identify seven critical areas for future study related to CSPAP in the USA (p. 440 – 448) "Issues worthy of examination include: 1) understanding the values teacher re-

cruits bring to the program; 2) preparing pre-service teachers for teaching a health-based health-enhancing physical activity based curriculum; 3) including epidemiological content related to physical activity and the determinants of physical activity for children and youth; 4) understanding knowledge and application of behavior change theory including goal setting, self-management, and self-regulation; 5) self-monitoring and self-assessment; 6) training leaders, and advocates to work with stakeholders; 6) disseminating assessment information to other professionals, children, youth and families in school and non-school settings; and 7) identifying what physical education teachers are going to be held accountable for in their roles."

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Country #3 Ireland:

Brief History Ireland: Consistent with international data concerning young people and physical activity recommendations, Irish children and adolescents are insufficiently active (Woods, Tannehill, Quinlan, Moyna, & Walsh, 2010) especially in the school setting (Harrington et al., 2014). With global attention being placed on the importance of physical activity participation (WHO, 2010) and the importance of the role of the school being highlighted (WHO, 2012), several local and national initiatives have been developed with an aim to increase physical activity in schools. When considering the components of a whole-of-school approach to physical activity promotion (Institute of Medicine [IOM], 2013), the results of the recently completed Report Card on Physical Activity provides evidence of Ireland's underperformance relative to several physical activity indicators (Harrington et al., 2014). For example, physical education (i.e., achievement of physical education provision) and active transport (i.e., percentage of children walking or cycling to or from school) each scored a 'D' on the report card, indicating that the success measures of these indicators are achieved less than half of what is suggested in relevant recommendations. However, the school as a whole (i.e., extra-curricular sport and school-based recreation) scored slightly higher earning a 'C-', which could suggest that whole-of-school strategies are more successful than individual components operating in isolation from one another. Although Ireland does have other whole-of-school programmes that promote health and wellbeing in schools (i.e., Schools for Health in Ireland), this paper will focus on the Active School Flag (ASF) program, which is a national, government-endorsed physical activity promotion initiative.

Current Initiatives Ireland: ***Active School Flag***. **Background:** The ASF initiative evolved from the Active School Awards (ASA), which was a project that originated from the European Year of Education through Sport initiative. The ASA was a project that allowed schools to engage in a competitive process to determine the most 'active' school in the country. The winning schools received physical activity and sport equipment as a prize for their being recognised as an 'Active School' and the programme, which ran for several years after conception, was very successfully in terms of popularity amongst schools in Ireland. As a result of this success, the ASF was launched in 2009 by the Department of Education and Skills (DES) and is managed by an ASF National Steering Committee. Unlike the ASA from which the initiative originated, the achievement of the ASF is a non-competitive, whole-of-school process that requires self-evaluation of physical activity provision and associated improvement. Consistent with the notion of a whole-of-school approach (IOM, 2013), the ASF process should promote a physically active school community and encourages collaboration between the school, parents and the community. As part of the process, schools are awarded with a physical flag to fly on their school grounds for a period of three years, after which schools must undertake the process again if they wish to retain their flag.

In order to achieve the ASF, schools

must: adhere to DES guidelines regarding physical education timetable provision for all students; teach a broad and balanced physical education curriculum; inform and invite the whole school community to participate in the ASF process; self-evaluate current provision in terms of physical education, physical activity and community links; plan and implement improvements for physical education, physical activity and community links; and organise an 'Active School Week' as part of the annual school calendar. *Implementation practices*. The ASF can be achieved by primary schools, post-primary schools, special schools and Youthreach centres (for early school leavers). The steps involved in the ASF process can be found on the website (http://www.activeschoolflag.ie) and include the formation of an ASF committee, a self-evaluation of current physical activity provision process which leads to the planning and implementation of improvements. The ASF committee should include all relevant stake-holders to not only teachers and other school staff, but also parents, students and community members. After the improvements have been implemented, the schools go through a screening process, which includes the production of evidence that the improvements were made; then, if appropriate, an accreditation visit by a national inspector takes place and a decision is made relative to the awarding of the ASF to the school.

Relevant Research Ireland: There is little published research relative to the implementation and best practices of the ASF initiative. However one recent study provided some insight into the process of achieving the ASF by analysing the application materials of primary schools that had achieved the ASF (Ní Chróinín, Murtagh, & Bowles, 2012). Findings of this study suggest that a process of self-evaluation and self-improvement can positively impact physical activity promotion and provision in schools. The authors also highlight the importance of the collaborative approach that is required to achieve the ASF and that the process is based on the individual needs of the school and their available resources. Although there is some research originating in Ireland that examines individual components of a whole-of-school approach to physical activity promotion (e.g., Martin & Murtagh, 2015; O'Brien, Issartel, & Belton, 2013), additional publications related to the ASF are lacking.

Future Directions Ireland: Given the lack of published reports related to the ASF, it is imperative that more research is done in schools to determine the best practices and areas for development relative to the initiative. The issue of sustainability, post-awarding of the flag, is also something that needs to be examined further when considering the long-term impact of the improvements made in schools who achieve the 'flag' (Ní Chróinín, Murtagh, & Bowles, 2012). Additionally, given that in many cases improved physical activity provision requires resources (Harrington et al., 2014), the allocation of resources to facilitate whole-of-school physical activity promotion needs to be examined. Given that many schools have achieved the ASF in Ireland, learning about the improvement strategies that have been employed after self-evaluation would be useful in order to encourage more schools to embrace the physically ac-

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Country #4 Finland:

Brief History Finland: *Finnish Schools on the Move* is a national action programme, aiming to establish a physically active culture within Finnish comprehensive schools. This programme is funded by the Ministry of Education and Culture, and is organized by the Board of Education, regional state administrative agencies and various other organizations. During the pilot phase of the programme (2010–2012), 21 local regional projects covered a total of 45 schools and 10,000 grade 1-9 students throughout Finland.

Current Initiatives Finland: After the pilot phase (2010–2012), *Finnish Schools on the Move* has been scheduled through 2015, and will be part of the Government Programme in Finland until 2019. During the 2014-2015 school year, more than 1000 schools, representing 39% of all comprehensive schools in Finland, were involved in the programme. During the initial pilot phase, the goal of the programme was to encourage children and adolescents to be physically active, in accordance with the recommendations for physical activity, for at least one hour each day at school, or immediately before or after. In recent years, the goal has been to create a more active and pleasant school day through physical activity. A unique feature of the programme is its bottom-up approach: schools and municipalities participating in the programme implement their own individual plans to increase physical activity during the school day. When considering the best practices in the schools in the pilot phase, which will be recommended in the current programme phase, the fol-

lowing types of activities have been successful: a) challenging students to come up with fun physical activities for school breaks, b) students acting as recess activators/peer instructors during recess, c) adding a long physical activity-based school break or breaks to the school schedule by changing the structure of the school day, d) utilizing activity-based methods during classes, instead of largely sedentary methods, e) developing facilities and school yards that encourage physical activity participation, and f) promoting a physically active school commute.

Research Findings Finland: The research reports on the 2010-2012 pilot phase of *Finnish Schools on the Move* provide an overview of the 1) physical activity and sedentary behaviour in school-aged children, 2) recess activity, 3) active commuting to school, and 4) the school staff's experiences.

According to the objective measurements, during a six-hour school day, primary school students averaged 32 minutes of moderate to vigorous physical activity (MVPA), while secondary school students averaged 17 minutes. The primary school students averaged 38 minutes of sedentary time per hour during the school day, while the corresponding figure for the secondary school students was 45 minutes per hour (Tammelin et al., 2013). When the physical activity and sedentary behaviour (ST) were compared objectively to the reference schools (Haapala et al., submitted), there were some differences during the school day. The results showed that in the programme schools the school day MVPA increased, while the school day ST decreased, when compared to the reference schools. However, the positive changes were relatively small, occurring only during school time and in the primary schools.

Physical activity during recess was one of the commonest ways of encouraging adolescents to remain physically active during the school day in the pilot phase of the programme. Organized recess activities, student recess activators, equipment provision and sports facility development were considered to have positively affected the students' physical activity (Haapala et al., 2014a). The proportion of students participating in physically active play at recess increased; however, the increase was observed mostly amongst the males. Additionally, the students' participation in physical activities during school recess was positively associated with the students' school-related social factors (Haapala et al., 2014b).

The means that students use to travel to school are affected, in particular, by the distance to the school and the season. Active commuting to school also varied according to age and gender, and there were significant differences in the ways in which the boys and girls travelled to school. The boys tended to cycle to school more often than the girls, while the girls were more likely to walk to school than the boys. In terms of the use of motor vehicles, no significant differences were found between the genders. The promotion of active commuting to school presents a wealth of opportunities for increasing the total physical activity of children, especially for journeys of 3–5 kilometres (Turpeinen et al., 2013).

The staff at the schools which took part in the pilot phase (2010–2012) participated in a survey, and the school staff's experiences with regard to the

programme were mostly positive. They had numerous ideas and views on how to incorporate more physical activity into the school day. Based on the survey, the respondents thought that the programme had introduced lasting changes in their schools, and they agreed that physical activity during the school day increased the students' satisfaction with school, and that physically active recess contributed to a peaceful learning environment (Kämppi et al., 2013).

Future Directions Finland: *Finnish Schools on the Move* has been perceived as a positive and successful programme, but the actual impact on the physical activity levels of schoolchildren has been relatively small. It will take some time for the actions taken to manifest, and as a result, long-term and systematic developmental work is required to increase physical activity during the school day. For example, schools that participated in the pilot phase called for additional ideas, resources and practical examples for teachers, relative to the academic integration of physical activity with other school subjects, and ways to reduce the amount of time students spent sitting down during the school day (Kämppi et al., 2013). Therefore, going forward with *Finnish Schools on the Move*, it is important to involve the entire school staff when planning and implementing a physical activity-based operating culture. The involvement of older students in lower secondary school (especially girls) in recess activities is a special challenge for the forthcoming years. The development of active commuting to school requires input from various municipal administrative representatives, the students' parents, and cycling and walking experts.

Research concerning the follow-up phase (2012–2015) is now in progress. There are plans for the Ministry of Education and National Board of Education to continue this programme in high schools, vocational schools and in higher education.

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Country #5 Germany: Current status and future perspectives of P.E. in the German whole school system

Brief History Germany: Until approximately 5 years ago, the German school system nationwide was predominantly a half-day system with school ending around 1 p.m. Starting with elementary schools (classes 1 to 4, only in two German states classes 1 to 6) the number of mandatory or elective whole day schools has constantly increased during the past years and even has reached the secondary school system. All whole day schools are required to offer elective contents for a daily, usually early afternoon 90 minute recess time (leisure activities) which can either be offered by school teachers or by persons coming from outside, paid by the school.

In the past 50 years, the German P.E. Teacher Association has not been successful in realizing their campaign for daily P.E. lesson for all students. With the help of the steadily growing number of whole day schools, this long- lasting vision finally appears to be coming true. Nevertheless several impediments to daily P.E. are currently dominating the pedagogical and organizational discussion which can only be understood when understanding the German sport system.

Current Initiatives Germany: In Germany all schools are required to offer a minimum of two 45- minute lessons of P.E. per week, and most elementary schools are offering three lessons. Statistics have shown that in whole day schools around 70 % of students are choosing recess activities that are related to various sporting activities.

In contrast to the US where schools and colleges are the predominant organizations responsible for competitive and recreational sporting activities, Germany possesses a well- developed club sports model in which 27 million (of a population of 80.7 million) members are registered in more than 90,000 clubs and are supported by 200.000 licensed and 400.000 non- licensed coaches with different levels of qualification.

Relevant Research Germany: However, recent research on this issue has revealed several problems:

1. Persons involved in a regular daily working contract are not available during early afternoon hours.
2. Coaching qualifications usually are acquired for a single sport, mainly with the aim of coaching for competitions.
3. Pedagogical qualifications of club sport coaches are limited and their training usually does not prepare them to work with low- achieving, non- or little motivated children. This has led to a high drop- out rate of coaches who have started to work in schools.
4. Especially in team sports like soccer and field handball, rules of fair-play propagated by competitively orientated club coaches and P.E. teachers need not be congruent.

As a result of these problems in several German states, sport federations in cooperation with the German P.E. Teacher Association have established a supplementary licensing program under the title “Coaches at school” (about 60 lessons) for those coaches who want to offer leisure activities in schools. These

programs address the above aspects and get the coaches acquainted with the curricular and pedagogical objectives of morning hour P.E. classes.

Fears of P.E. teachers are that coaches coming from outside in the long run might also get regular job offers as P.E. teachers at schools and thereby "cannibalize" their positions are discussed. However, as long as all German states require a 5- year university master degree to teach in any school, this concern will not lead to a change that comes to fruition.

Future Directions Germany: It looks as if this pool of mainly volunteer teachers is ready to offer physical activities in schools, usually in the sport in which they have received their coaching qualification. As a side note, they should also be keen to use their involvement in extra- curricular activities to recruit hidden talents for their sport.

Missing abstracts from original proceedings

EVALUATING EFFECTS OF A 12-WEEK EXERCISE PROGRAM ON ACADEMIC PERFORMANCE AND BODY COMPOSITION IN 4-8 YEAR OLD CHILDREN: STUDY PROTOCOL OF AN INITIATIVE FOR IMPLEMENTING A COMPREHENSIVE PROGRAM IN PUBLIC SPORTING SCHOOLS IN CHILE.

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INTRODUCTION

Frequently, research in exercise has been focused on assessing its impact on physical and metabolic variables. Recent studies in Chile reported that 25% children are obese, therefore, national strategies have started to be implemented. Among these, sporting schools are being tested as initiatives not only for promoting healthy kids, but also enhance knowledge. We acknowledge that exercise contributes to comprehensive learning in different stages of life, but studies showing its effect in developing countries are lacking. Aim of the trial in this study protocol is to assess effectiveness of a 12-week exercise program on improving learning and body composition in 4 to 8 year old children.

MÉTODO

This randomized controlled trial will have three measurement points during a year. In total, 369 participants were recruited (intervention: 186, control: 183). All pre-schoolers will have 30 minutes of physical education (PE) 3 times per week. Year 1 and 2 students will have 60 minutes of PE 3 times per week. The intervention group during those periods has an exercise program that includes regular PE, swimming lessons and resistance exercises. Learning will be assessed with standardised and validated tests with specific domains for each group. Changes in body composition will be evaluated with body mass index (BMI), and fat percentage obtained with anthropometry. 6-minute walking test (6MWT) was also included.

RESULTADOS

Baseline data: This sample (6.2 years, SD 1.2) show that 40.5% participants were obese, 26.5% overweight, 32.1% normal and 0.9% underweight, based on BMI. Overall body fat percentage was 20.2% (SD= 6.9%). For 6MWT, participants showed mean walking distance of 488.9 mts (SD=112.5).

Learning tests showed that 4-5 year old students achieve 79.5% of score for comprehension, 51.7% for perception, 54.1% for precalculus, and 42.6% for motor skills. Year 1 students achieved 60.25% for cognition, 58.2% for spatial skills, and 67.3% for language. Year 2 students achieved 64.0% for reasoning, 78.8% for adaptive skills, 80.2% for reading, 65.7% for writing, and 62.8% for maths.

DISCUSIÓN

Due to the current situation in our region, there is a need to evaluate and implement effective strategies. This program has the potential for contributing on the development of a national strategy for improving learning processes and metabolic factors in Chile.

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BEST PRACTICES FOR DESIGN OF ARTIFICIAL TURF SURFACES USED IN PHYSICAL EDUCATION AND ACTIVE LEISURE

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INTRODUCTION

Football fields of artificial turf are in constant evolution. The resulting improvements have given rise to a large diversity of structural components (Fleming, 2011). There are various types of infill and fibre for artificial turf and different designs and materials for the support structure (sub-base and elastic layer). The design of the sub-base and the presence or absence of the elastic layer can influence turf performance and the surface's useful lifetime (Sánchez -Sánchez, Felipe, Burillo, del Corral, & Gallardo, 2014). The aim of this study was to assess in situ the effect of the various support structures on the mechanical properties of artificial turf after deterioration caused by wear for a year.

METHOD

The assessed properties were force reduction (%), standard vertical deformation (mm), rotational traction (N•m), vertical ball rebound (%), and ball roll (m), according to the requirements in norm EN 15330-1:2007.

RESULTS

The results demonstrate the effect of the structural base on the mechanical and functional performance of football fields of artificial turf, as well as the significant deterioration of the properties over a year which varied between 3.14% and 8.92% with regard to the installed system.

CONCLUSION

These results show that the support structure that provides the greatest durability and adequate behaviour of the mechanical properties over time is that which has a sub-base of compacted gravel under an elastic layer.

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FITNESS TESTING AT SCHOOLS. HOW AND WHY CHANGED THE TRADITIONAL, NORM-REFERENCED FITNESS ASSESSMENT TO CRITERION REFERENCED APPROACH - THE HUNGARIAN MODEL

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INTRODUCTION

The Hungarian National Student Fitness Test (NETFIT®) is the new, compulsory school fitness assessment battery from the 2014/2015 school-year in the country. The NETFIT® is a health-related, criterion-reference test battery developed by the Hungarian School Sport Federation (HSSF) and The Cooper Institute (TCI).

The aim of this presentation is to share the scientific and managerial process of the NETFIT® development.

METHODS

For scientific purposes, our team designed a comprehensive study to evaluate the status of fitness in Hungarian youth, and to directly evaluate the utility of FITNESSGRAM® standards in this population.

RESULTS

The NETFIT® has been set up and introduced in the following 13 step process:

1. Political, legal and professional evaluation, application for the EU fund.
2. Review of literature, identify successful practices.
3. Identification of general requirements and special needs regarding the new testing system.
4. Contacting potential partner organizations, forming cooperative agreements for research and development - R&D contract with the Cooper Institute.
5. Scientific foundation, conducting representative scientific research with the chosen fitness field tests and laboratory tests.
6. Analyzing scientific results, drawing conclusions and finalize testing system.
7. Creating a Test Administration Handbook, DVD.
8. Comprehensive data management system - software development.
9. Organizing and administer additional in-service training for teachers.
10. Test kit configuration, production of equipment and distribution to schools.
11. Planning regulations that implement NETFIT as the mandatory fitness battery throughout the country.
12. Continuous professional and scientific communication towards

professional organizations in the media, online and offline press and scientific journals and conferences.

13. Supply continuous support by providing professional help and equipment (e.g. help desk) monitor, maintain and develop.

This presentation can serve as a model for other countries planning to engage in national fitness testing using school based assessment and criterion health standards for interpretation. More info available: http://www.diaksport.eu/hipe2014/?lang=en

DISCUSSION

REVISTA ESPAÑOLA DE EDUCACIÓN FÍSICA Y DEPORTES –REEFD
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MANAGEMENT OF CUSTOMER DROP-OUT IN FITNESS CENTRES: QUALITATIVE VISION FROM DIRECTORS/MANAGERS

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INTRODUCTION

Fitness sector in Spain is nowadays a benchmark in practising of physical activity (Reverter & Barbany, 2007). As any other sector, fitness is organised in three big groups which are formed by director/manager, internal customer/worker and external customer/client. Therefore, in the last years the direction and management have become a key issue in both centres and their customers (Martínez & Martínez, 2010). Thus, the goal of this research was to know the perspective from directors/managers on the drop-out reasons of their customers.

METHODS

The study was designed under qualitative methodology, based on the knowledge of the customer drop-out management in fitness & wellness centres.

Participants were 40 directors/managers of this kind of sport centres from all over Spain who participated in an "in situ" interview. The tool employed to collect the information was a semi-structured interview which was composed by 15 items. Questions were divided in 4 blocks: economy, sport centre, experience/satisfaction in the sport centre and management of customer drop-out. While the interview was recorded, the anonymity was assured at all moment. Data analyses were carried out through the informatics software Atlas Ti in its version 6.0.

RESULTS/CONCLUSIONS

The main aspects considered by director/manager in their facilities are both, collective classes and customer personalised attention. Regarding the experience in the sport centre, managers highlight the importance of the quality/price. Finally, the main reasons given by directors why customers dropped-out from their facilities were: moving home/work, economic aspects and dissatisfaction.

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EXTRACURRICULAR PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOR OF CHILDREN IN CHINA

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INTRODUCTION

Children from around the world are facing an increased risk for declining physical fitness. One of the main reasons is physical inactivity during and after school. Extracurricular physical activity is an important component of physically active lifestyle. The study was conducted to describe the extracurricular physical activity and sedentary behavior of children in Shanghai, China.

METHOD

After excluding insufficient and missing survey data, 443 children from five primary schools in Shanghai (220 males; 213 females; from grade 1 to 5, NG1=70, NG2=80, NG3=91, NG4=121, NG5=71) voluntarily completed a questionnaire during regular PE lessons. The questionnaire Extracurricular Physical Activity and Sedentary Behavior for Children in Shanghai was modified from validated questionnaires designed by Yingmei Liu (2006) and Hardy (2007), which were judged, revised and finalized by professors. Internal consistency was assessed using there-test method in elementary schools (internal consistency, $\alpha=0.527>0.05$). Kruskal-Wallis Test and Mann-Whitney Test were used to verify the differences between grades and time spent in extracurricular physical activity and sedentary behavior. Multivariate associations among extracurricular physical activity, sedentary behavior, and family environment were examined using Path Analysis.

RESULTS

There was significant difference ($p<0.01$) between weekday (29.04 min) and weekend (53.75 min) physical activity, but not for grade levels. The level of extracurricular physical activity increased with increasing grade level. Duration of sedentary behavior for weekends (227.86±136.39 min) was significantly higher ($p<0.01$) than weekdays (164.69±79.30 min).Path analysis indicated that family environment positively affected extracurricular physical activity (Estimate=0.39, S.E.= 0.079, C.R.=4.187, $p<0.01$).But sedentary behavior had no negative relationship to extracurricular physical activity.

CONCLUSION

The level of extracurricular physical activity was relatively low and a substantial number of children did not exercise within their household. Homework and computer and TV screen time was a potential risk for the physical activity of children. Physically active family environments have a strong positive relation to physical activity after school.

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IMPACT OF EXERGAMING ON HIGH SCHOOL STUDENTS' SITUATIONAL MOTIVATION AND PHYSICAL ACTIVITY LEVELS

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INTRODUCTION

The benefits and challenges of integrating exergames in physical education to promote young children's physical activity (PA) and interest have been evident. Yet, such investigations remain unexplored among older adolescents. Thus, the purpose of this study was to examine the relationships between high school students' situational interest and PA levels in exergame playing, as well as instigate the gender and grade differences on the study variables.

METHOD

A total of 60 (32 girls; M = 16.17 years, SD = 1.17) tenth through twelve graders participated in one session Reflex Ridge game of Xbox 360 Kinect Adventures. Students' PA levels were measured by ActiGraph accelerometers with percentages of time spent in sedentary, light PA and moderate-to-vigorous PA (MVPA) as the outcome variables. They also responded to the validated Situational Interest Scale (including novelty, challenge, attention demand, exploration intention, and instant enjoyment) at the end of the session.

RESULTS

Regression and path analysis yielded that attention demand was a positive predictor for MVPA (ß = 0.23, $p < 0.05$ accounting for 5% of the variance) while novelty was a positive predictor for light PA (ß = 0.29, $p < 0.05$ accounting for 19% of the variance). MANOVA revealed that no gender effect emerged on sedentary, light and MVPA, and that eleventh graders spent significantly higher percentages of time in MVPA than tenth graders ($F(2,60) = 4.566$, $p < 0.05$).

CONCLUSION

These results suggested high school students displayed higher MVPA when they felt the activity demanded high attention but demonstrated higher LPA when they deemed the activity only provided novelty. Also, the older adolescents tended to be more physically active.

PHYSICAL EDUCATION STUDENT TEACHERS' MENTAL MODELS OF PRODUCTION AND REPRODUCTION TEACHING APPROACHES.

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INTRODUCTION

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. Duit and Treagust (2003) described conceptual change theory as "a powerful framework for improving science teaching and learning".

Purpose of the study

The purpose of the present study was to explore PE student teachers' presuppositions, beliefs and mental models related with production and reproduction teaching approaches.

METHODOLOGY

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).

RESULTS

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. These findings support Vosniadou's suggestion that prior beliefs play an important role on learners' knowledge structure (Vosniadou, 1994).

INVESTIGATION OF FACTORS INFLUENCING PHYSICAL ACTIVITY LEVELS DURING PHYSICAL EDUCATION CLASSES IN CHINA

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INTRODUCTION

Health problems are currently one of the most serious issues in the world. Physical activity is an essential component of physical fitness and healthy lifestyle for children. High-quality physical education (PE) classes can help children develop a physically active lifestyle. Thus, the aim of this study is to identify physical activity levels and factors influencing physical activity during PE for children in China.

METHOD

A total of 217 PE classes in Shanghai, China (Mean=30.93±3.07min/class,from Grade 1 to Grade 5, NG1=48,NG2=41, NG3=40, NG4=47,NG5=41)were assessed using SOFIT(System for Observing Fitness Instruction Time)an observation instrument developed by Dr. Thomas. McKenzie from San Diego State University. SOFIT was used to collect data involving physical activity levels, lesson context, and teacher variables. There are five physical activity levels: laying, sitting, standing, walking, running in SOFIT. Walking and running activities are called MVPA (Medium to Vigorous Physical Activity).ANOVA was used to identify the differences between the five grades of physical activity levels. The factors affecting PA was examined using stepwise regression.

RESULT

Students spent too much time standing (52.99%) and MVPA was only 42.83% during PE classes. There were no significant difference of PA levels among five grades. PE teachers paid more attention to management (22.18%) and knowledge (18.93%). Additionally, the five grades had significant differences in fitness activity ($p=0.001$) and skill practice ($p=0.019$).Stepwise regression demonstrated that knowledge and management significantly affected students' PA levels ($\beta=-0.297$, $p<.01$; $\beta=-0.328$, $p<.01$). PE teachers seldom promoted children in-class MVPA (26.15%) and hardly guided out-of-class MVPA (0.23). However, promoting in-class MVPA ($\beta=0.191$, $p<.01$) positively influenced level of PA as indicated by stepwise regression.

CONCLUSION

PA levels of children was relatively low during PE classes in Shanghai. PE classes didn't reach the standard of 50% MVPA. During PE classes, knowledge, management, and promoting in-class significantly affected level of PA.

PERCEPTIONS OF IN-SERVICE PHYSICAL EDUCATION TEACHERS REGARDING TEACHER STANDARDS

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Perceptions of In-service Physical Education Teachers regarding Teacher Standards[2]

INTRODUCTION

Preparing qualified teachers has become a central strategy of educational reform movements (Darling-Hammond, 2001, 2004). To ensure that PE teachers are highly qualified, many countries have developed standards for PE teacher's development (NASPE, 2009; CCUPEKA, 1999; D. Ní Chróinín, 2012). However, there are no standards for PE teachers and little research on this topic in China (Yin, 2014). The primary purpose of this research was to examine in-service PE teachers' perceptions regarding teacher standards.

METHOD

This study investigated 516 randomly selected in-service PE teachers. PE Teachers' Perception regarding Standards Questionnaire was developed and validity and reliability were established. Descriptive statistics were used to describe the results.

RESULTS

(a) 77.5% participants consider PE teachers to be professionals, however, only 4.2% attended to information regarding standards, 71.9% know a little about standards. (b) China published the general teacher standards in 2011, Participants believe that general standards can have a positive impact for PE teacher standards, in terms of providing policy support(50.0%) and serving as a framework(45.7%), enhancing administrative support (46.9%) and physical educators' (48.4%) status . (c) The standards task force should include administrators, PE teachers, researchers, students and parents, to get opinions from different individuals. (d) Participants highly value the role of standards for PE teachers' profressional development (77.6%), but also need to understand the negative influence of standards like lacking diversity (13.3%). (e) 65.7% participants believe that standards should be revised continuously.

CONCLUSION

Although in-service PE teachers know little about standards, but they believe that standards are important, and that PE teacher standards should be developed immediately in China. It is suggested that the government should provide assistance in the development of standards.

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INFORMAL LEARNING IN FORMAL NATIONAL COACHING CERTIFICATION PROGRAM (NCCP) COACH EDUCATION LEARNING SITUATIONS

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INTRODUCTION

By understanding learning and integrating this knowledge into the training of Physical Educators, it is possible to effectively design workshops relevant to the learner's needs. Current literature suggests learners prefer learning in a variety of ways that include formal, non formal and informal opportunities (Jarvis, 2006). Most of the current research looks at the differences between various learning situations (Moon, 2004). This study looked at which combinations of learning types can occur at one place. The purpose of this study was to determine if there was informal learning occurring within formal National Coach Education Program (NCCP) and to identify synergies or conflicts in combined learning formats which could lead to more effective teaching models for coaches, teachers and facilitators.

This was a qualitative study using a Phenomenological Approach (Giorgi and Giorgi, 2008). Field Observations were used to collect data. Six different NCCP workshops were observed. A total of twelve semi-structured interviews were undertaken after each of the workshops. All interviews were transcribed immediately from the electronic recordings and were analyzed and clustered for recurring themes and events. Once the common themes were determined the data is recorded in the form of vignettes and quotes.

Three main themes emerged from this study; the length of time of the workshop, the experience and motivation of the participant and the workshop design. There appears to be a relationship between these three themes and the successful integration of informal education into NCCP formal coach education. This study concluded there are informal learning opportunities within NCCP formal workshops. Consistent with Moon's (2004) research, a longer, purposely designed workshop attended by motivated and experienced learners allows for unmediated informal learning. In order to enhance and develop these characteristics, the learning facilitator will need to create an environment in which these three factors are optimized.

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AN ACTION RESEARCH OF PROBLEM-BASED LEARNING (PBL) IN HIGH-SCHOOL PHYSICAL EDUCATION LESSONS

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This research is based on Problem-Based Learning (PBL) to explore how senior high school students' viewpoint of basketball class after the implementation of Problem-Based Learning and their strategic thinking in the face with upcoming obstacles. During the implementation process, the researcher will encounter the hindrance related to teaching, which helps the researcher reflect teaching and strength their expertise. The researcher serves as a physical education teacher in YuMi Senior High School. The class size is 41 students. Due to 1.5 years teaching seniority, this indicates the insufficient teaching experience causes students to lack motivation in learning and cannot be better improved. Hence, according to PBL made available via 15 lessons, observation, filmmaking, interview, questionnaires and students reflection. The result issued that students' thinking ability has been upgraded in PBL course curriculum. They have strong sense of recognition of physical education. To conquer the barriers of this teaching methodology, group discussion, content-based instruction, group competition are solution addressed. Through endless curriculum design and conceptual change for the adaption, teachers are able to enumerate a series solution to the problems. This research suggests what are factors and motivation behind to influence students' thinking and behaviors. Additionally, If PBL strategies is going to be exercised, teachers should be aware of student-oriented teaching notion and form a PBL group to further teaching performance.

THE IMPACT OF A BRAIN-BASED PHYSICAL EDUCATION PROGRAM ON MALADJUSTED STUDENTS' BRAIN FUNCTIONS

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INTRODUCTION

The purpose of this study is to investigate changes in students' brain conditions after operating a brain-based physical education program. The present study highlights how secondary students' physical activity influence changes in the brain.

METHODS

Students (n=40) at a middle school located in an urban area of South Korea participated in the present study. Students who had the experience of being bullied at school and a lower academic record compared to average students were selected as participants. The students who belonged to the experimental group (n=20) participated in the developed brain-based physical education program for 16 weeks. In contrast, the students who belonged to the control group (n=20) were completely separated from the experimental group students and did not participate in the developed physical education program. Data related to the physical changes in the participating students' brains were collected by functional Magnetic Resonance Imaging (f-MRI). The f-MRI data were analyzed by statistical significance tests to compare the results of the pre- and post-tests.

RESULTS

The brain region sizes of all of the participating students were precisely measured by f-MRI, and they were compared by measurement periods and participant groups. The experimental group students' brain region sizes and connectivity among brain regions, overall, significantly increased at a p=0.01 level; however, differences between the pre- and post-measurement control group students were not found to be significant.

CONCLUSION

The present study concludes that a brain-based physical education program positively impacted the maladjusted students' brain development based on the results of the analysis of f-MRI data; however, the program did not significantly influence all of the highlighted brain regions and connections that the study focused on. Therefore, it is necessary to analyze in detail how the content and structure of the developed physical education program impacted the participating students' brain development.

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THE RELATIONSHIP BETWEEN SCHOOL-BASED SPORT CLUB ACTIVITY AND STUDENTS' COGNITIVE FUNCTIONS: A PILOT STUDY

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INTRODUCTION

The purpose of this study is to investigate how school-based sports activity influences secondary students' cognitive functions.

METHODS

A total of 23 male students at a middle school located in an urban area of South Korea participated in the present study. The participants (n=14) who were involved in the experimental group partook in an aerobic sports program that consisted of vigorous physical activities while a sedentary sports program, including sports stacking and juggling, was applied to the comparative group participants (n=9). These two programs operated twice per a week over 16 weeks. All of the participating students visited a university hospital to take four kinds of cognitive and psychological tests—Children's Color Trails Test (CCTT), Stroop Color Word Interference Test, Wisconsin Card Sorting Test (WCST), and Advanced Test of Attention (ATA)—before and after attending their sports programs. The collected data from the tests were analyzed by descriptive statistics and a paired sample t-test.

RESULTS

Based on the analysis of the test scores, the participants who partook in the aerobic sports program positively changed their abilities related to concentration and response levels toward arithmetical and linguistic tasks. In addition, the change in the concentration and response levels was statistically significant at a p=0.05 level. Although the comparative group students also improved their scores, the differences between their pre- and post-tests were not significant.

CONCLUSION

In conclusion, both aerobic and sedentary sports clubs are helpful in improving secondary students' cognitive development for arithmetical and linguistic tasks; however, aerobic sports activity has stronger effectiveness than sedentary sports activity. In addition, the participating students' scores showed positive changes in a small number of the domains on the four cognitive and psychological tests; therefore, for future research, it is necessary to investigate what physical activities

and instructional strategies positively influence students' cognitive and psychological development.

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THE INFLUENCE OF SCHOOL SPORT CLUBS ON MIDDLE SCHOOL STUDENTS' VIOLENT INCLINATIONS

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INTRODUCTION

The purpose of the present study is to investigate the impact of school sports club participation on middle school students' violent inclinations.

METHODS

A total of 320 male students from two middle schools located in Seoul, South Korea participated in the present study. Participating students (n=160) in the experimental group belonged to a soccer sports club that consisted of vigorous physical activities. In contrast, the students (n=160) who were involved in the comparative group participated in an alternative sports club that introduced new concept sports including rhythmic sportive gymnastics. The two sports clubs for the participating students operated twice per week for one semester (15 weeks). Before and after partaking in the sports clubs, the participating students took three kinds of questionnaires that focused on the subjects' violent inclinations: the Screen for Child Anxiety Related Emotional Disorders (SCARED), Peer-Victimization Scale and Bullying Behavior Scale (PVS and BBS), and Peer Conflict Scale (PCS). The collected data were analyzed by descriptive statistics and a paired sample t-test in order to exam the change in the students' violent inclinations after the students' participation in different kinds of sports clubs.

RESULTS

According to the analysis of the collected data, the participating students showed that their violent inclinations positively changed based on the comparison of the pre- and post-tests in a couple of the domains on the PCS and SCARED. The experimental group students' scores of dominant relationship (t=3.06, p=.007) and reactive explicit (t=3.46, p=.003) domains on the PCS significantly increased; however, the comparative group students did not show any significant changes. In terms of the SCARED, the experimental group students' scores in the generalized anxiety disorder (t=3.53, p=.003) and social anxiety disorder (t=3.26, p=.005) domains on the SCARED significantly decreased while changes in the comparative group students' scores were not significant.

CONCLUSION

The present study suggests that participation in a sports club that consists of vigorous physical activity is more effective for controlling students' violent inclinations than participation in new concept sports.

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RELATIONSHIP BETWEEN PHYSICAL FITNESS AND MOTOR COMPETENCE IN SCHOOL CHILDREN AGED FROM 4 TO 7 YEARS OLD.

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INTRODUCTION

It has been emphasized the role of the development of motor competence (MC) on health (1). There is a strong positive relationship between MC and muscular and cardiorespiratory fitness. However, the association between flexibility and speed/agility with MC is uncertain (2). The aim of this study was to examine the relationship between MC and health-related physical fitness in schoolchildren.

METHOD

Cross-sectional study including 1565 both sexes schoolchildren, age 4-7 years from Cuenca and Ciudad Real provinces (Spain), from cross-over trial with random allocation by clusters (MOVIKIDS).

The Movement Assessment Battery for Children (MABC-2) was used to assess the MC ('throwing and catching', 'dynamic and static balance'). Body fat % by bioimpedance and the components of physical fitness related to health (muscular fitness with the standing broad jump test; cardio-respiratory fitness with 20 m shuttle run test; speed/agility was indexed using the 4x10 shuttle run test; and flexibility with sit and reach test) (3) were measured. Partial correlations were computed to examine the relationship among MC and fitness, and body fat % as covariate. ANCOVA models were used to test differences in the mean scores of MC components by categories of flexibility and speed/agility, controlling by body fat %, by gender.

RESULTS

In general, all MC components are positively and significantly correlated with all physical fitness variables ($p<0.05$). MC was lower in children with poor flexibility and speed/agility fitness levels, after controlling for age and body fat %, with the exception that no significant effect of flexibility categories was found in 'throwing' and 'static balance' dimensions of MC.

CONCLUSION

MC was higher in schoolchildren with better flexibility and speed/agility fitness, especially those with high speed/agility. Generally, girls have worse scores

in MC components. Schools should consider strategies to improve MC and fitness as part of their overall strategy for improving health.

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MOTOR COMPETENCE IN SPANISH PRESCHOOL CHILDREN: GENDER DIFFERENCES.

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INTRODUCTION

Motor competence (MC) has been defined as the degree of skill performance in a wide range of motor task as well as the movement coordination and control (1). It has been suggested that MC plays an important role in the initiation, maintenance, or decline of physical activity, developing fitness and prevention of childhood obesity (2). The purpose of this study was to evaluate: 1) the prevalence of risk of motor difficulties according to motor competence, and 2) the differences in motor competence based on gender.

METHOD

This cross-sectional study involved 77 schoolchildren aged 4 to 7 years from Ciudad Real, Spain. The assessment of the motor competence was based on the MABC-2 (Movement Assessment Battery for Children-2). The T student test for independent samples was used to find out the gender difference in motor competence.

RESULTS

Of the boys, 5.9% showed significant movement difficulties and 5.9% was at risk for motor problems. In the case of female participants, 9.5% of them exhibited significant movement difficulties, and 11,9% was at risk for motor problems. Male schoolchildren got higher score in motor competence than female schoolchildren, although no significant differences were found [boys 79.5 ± 9.3 vs girls 75.1 ± 11.3; p= 0.06], except for the dimension "target accuracy and catch" where the boys achieve higher scores than girls [boys 19.4 ± 4.7 vs girls 15.2 ± 4.4; p= ≤0.001].

CONCLUSION

The results show a high prevalence of risk of motor difficulties, especially in girls. These data are important to lead health interventions or to establish the recommendations which promote physical activity in schoolchildren, especially those aimed at girls.

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THE ASSOCIATION OF DANCE PARTICIPATION WITH BODY FAT AND PHYSICAL FITNESS AMONG YOUTH GIRLS

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BACKGROUND
Dancing is a well-liked and predominant type of physical activity among girls (1). Therefore, dance participation may be important to build health among youth girls.

AIM
To examine the association of dance participation with body fat and physical fitness in youth girls.

METHODS
The present study included 705 youth girls aged 11.79±2.48 years from the UP & DOWN study (2). Body fat and physical fitness were assessed by the ALPHA health-related fitness test battery for youths(3). Body mass index and waist circumference were determined by standardized methods. Body fat percentage was calculated from triceps and subscapular skinfold thicknesses using Slaughter's equations. Muscular fitness was assessed based on maximum handgrip strength and the standing long jump test. Motor fitness was assessed with the 4x10-m shuttle run test. Cardiorespiratory fitness was assessed by the 20-m shuttle run test. Physical activity and participation in dance were assessed with the Physical Activity Questionnaire for Adolescents/Children (PAQ-A/C).(2)

RESULTS
Girls who participated in dance had significantly lower levels in the three body fat indicators than those who did not participate in dance ($P < 0.05$). After adjustment for other physical activities, these associations remained significant, with the exception of body fat percentage. Dance participation, however, was not related with any physical fitness component.

CONCLUSIONS
Our findings indicate that dance participation may reduce levels of body fat but not influence physical fitness among girls. Therefore, dance programs may be specifically important for obesity prevention in girls during youth.

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THE EFFECT OF ENVIRONMENTAL TEMPERATURE ON BIOMARKER MEASURES OF EXERCISE INDUCED MUSCLE TRAUMA

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ABSTRACT
Although environmental conditions are established mediators of exercise performance, there is a dearth of information on how ambient temperature impacts the magnitude of delayed onset muscle soreness that results from strenuous exercise. The purpose of this study was to investigate the effect of both cold and warm environments on established biomarkers indicative of muscle trauma during sustained very-intense exercise.
Volunteer males (n=19, age (mean) 19.6yrs) completed a shuttle run on two separate occasions, once in cold (0oC 32% humidity) and again in hot (30oC 45% humidity) environments.

Because the tests were several months apart (February and July), the intensity of the effort was compared using blood lactate (LA) levels and each test effort was deemed equivalent based on post-exercise lactate concentration (cold 10.76±2, 76; hot 11.35±2.19). Blood samples collected before, immediately after, 24 hours after, and 48 hours after the run tests were assessed for the biochemical markers of creatine kinase and lactate dehydrogenase as indicators of muscle trauma.
Creatine kinase increased in a similar manner following the exercise test for both environmental temperatures. In contrast, lactate dehydrogenase levels increased more markedly following the exercise test in the hot condition.

KEY WORDS: ambient temperature intense exercise, DOMS

SOCCER-COACHES ESPOUSED AND ENACTED THEORIES OF LEARNING

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INTRODUCTION

During recent years the scholarly interest in coaching is elevated (Cassidy, 2010). However, learning and instruction during training are rather underestimated (Tinning, 2010). The aim of this study is to describe soccer coaches espoused and enacted theories of learning and instruction. According to Peitersen (2001) instruction can be depicted as three interrelated dimensions. The social dimension regards organizational matters (e.g. work in whole team or groups, with a partner, individual tasks), while the action dimension is connected to the instructor in terms of instructing, demonstrating, tutoring, giving feedback e.tc. The learning dimension refers to the progression such as induction or deduction, analysis or synthesis, whole or part.

METHOD

Four coaches from Swedish elite club youth squads (16 year old players) have been interviewed and 4 trainings have been videotaped. During each training session, the coaches wore a wireless microphone to capture their voice from the distance, while the interviews were semi-structured. Both interviews and videos have been analyzing with NVivo. The credibility, transferability, dependability and confirmability of the study is based on the familiarity with the culture of participants organizations, the number of participants involved, the operational details of data gathering and the triangulation of data collection respectively. The interviews represent an espoused level focusing ideas and commitments, while the videos correspond to an enacted level highlighting actual attainment.

RESULTS AND DISCUSSION

According to the analysis of the interviews, individual tasks and whole team moments are the most common considering the social dimension, while verbal instruction dominates aspects of the action dimensions. In relation to learning, the whole method is preferred. According to the analysis of the videos, exercise in small groups is the most common social dimension, while verbal instruction is also very usual. Regarding method, both whole and part organization were present (Table 1). Figure 1 depicts the relative frequency of

the action dimension according to the coding of interviews and videotapes.

As it can be seen, the espoused level (interviews) of

demonstration and feedback seem to be higher than the enacted (videos). On the contrary, the espoused level of instruction is lower than the enacted, while both levels are almost the same regarding tutoring.

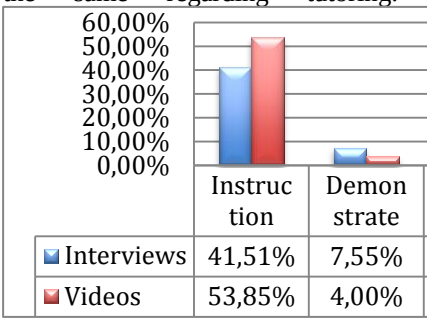

Figure 1. The action dimension

CONCLUSIONS

Contrasting the analysis of the interviews and the videos reveals commonalities as well as discrepancies indicating a partial mismatch between coaches espoused and enacted theories of learning.

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Table 1: The social, action and social dimension (node frequency with)

	Social dimension				Action dimension					Learning dimension	
Source of data	Whole team	In a group	With a partner	Indivi-dually	Instruction	Demon-stration	Tutoring	Giving feedback	Various	Whole method	Part instruction
Interviews	14	8	0	14	22	4	17	10	2	28	11
Videos	6	8	2	7	175	13	101	36	25	8	10

« 11BOUGE » WEBSITE: PRINCIPLES OF THE DESIGNERS AND OPINIONS OF THE PRACTITIONERS

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INTRODUCTION

Physical literacy has become a guiding principle in physical education (PE). Indeed, PE is now clearly in charge of preparing physically educated citizens and PE teachers are considered as the corner stones of the promotion of physical activity in school (Tappe & Burgeson, 2004). Nevertheless, it seems that some PE teachers encounter some difficulties to adapt their traditional way of teaching and need resources in order to reach this objective (Haerens et al., 2011). A mutual insurance company decided to develop a specific website aimed to provide such supports: http://www.11bouge.be/index.php. Following a request from them, we conducted a study to provide an objective feedback. The goal of this presentation is to compare the principles respected by the website's designers and the opinions of the practitioners about the tool.

METHOD

In this qualitative study, a telephone interview was conducted with 7 out of the 12 experts involved in the conception of the website. In parallel, 6 PE teachers and 15 PE master students were invited to visit and analyze the website. After that, they fulfilled a questionnaire combining open and closed ended questions.

RESULTS AND DISCUSSION

The designers emphasized the promotion of physical activity and self-esteem in students. They focused their work on the development of practical teaching tools.

Practitioners have a quite favorable general opinion about the website, although some points are lower rated than others (Figure 1).

The designers, as PE teachers/students do agree on the positive aspects of the website: Accessibility, availability of information and new ideas. Moreover, both groups consider that the presence of video media brings an added value. However, their opinion differs about the weaknesses of the website. Most of PE teachers/students consider that the proposed activities are not adapted to the target audience and limit the possible motor engagement time. The designers are more concerned by the lack of update and the usability of the tools (Table 1).

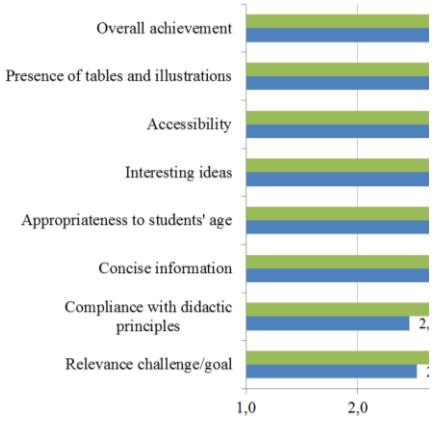

Figure 1. Opinions of the practitioners about the website

CONCLUSIONS

Designers and practitioners have different opinions about the "11bouge" project. It seems that a bottom up approach would have been useful. In order to improve the tool, collaboration between both studied publics is recommended.

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Table 1: Designers and practitioners opinions about the website

	Positive points	Negative points
Designers	✓ Accessibility ✓ Presence of video media ✓ Presence of fact sheets	✓ Usability of the tools ✓ Promotion of the website ✓ Lack of update ✓ Ratio investment/number of users
Practitioners	✓ Presence of video media ✓ Accessibility ✓ Variety and originality of the proposed activities (new ideas)	✓ Low motor engagement time produced by the activities ✓ Relevance of some challenges ✓ No clear description of some challenges ✓ Website structure

EFFECT OF A SPORT EDUCATION SEASON ON SOME PSYCHOLOGICAL VARIABLES OF JUNIOR HIGH PERFORMANCE SWIMMERS

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INTRODUCTION

The practical applications and the results of the Sport Education in the school context are present in numerous investigations (Hastie, Martínez de Ojeda, & Calderón, 2011). However, it is not known his effect about the extra-school context. Therefore in this study the Sport Education was applied in the sporting context of performance swimmers to know the effect about the perceived autonomy, the sport commitment, and the enjoyment and perceived competence

METHOD

A pilot study with quasi-experimental design was performed in youth swimmers (n = 24). The intervention program based on the Sport Education (Siedentop, 1994), consisted of 16 training sessions. The aim of this study was to know the effect of the Sport Education about the psychologist variables of study: Perceived Autonomy Support (Conde, et al., 2010), Sport Commitment (Belando, Ferriz-Morel, & Moreno-Murcia, 2012), and Enjoyment and Perceived Competence (Arias, Alonso & Yuste, 2013).

RESULTS AND DISCUSSION

The results indicated statistically significant improvements. Furthermore it is found that highly positive correlation exists between the perception of support and the degree of autonomy of enjoyment and perceived competence (p = .004); and the latter in turn had correlation significantly with the level of sports involvement (p = .000). Such behaviour was further reinforced when designing a structural equation model in which it was hypothesized that perceived autonomy support positively predicts the degree of enjoyment and perceived competence, and thus the sport commitment of young swimmers (Figure 1).

The results of this model fit indices reflected within an acceptable range (Ruiz, Pardo, y San Martín, 2010): X^2 (21, N = 24) = 101.12; p = .820; X^2/d.f. = 3.64; CFI=1.00; IFI = 1.03;

TLI = 1.08; RMSEA = .00; SRMR = .08. In addition, interviews with swimmers and daily coach by NVivo10 software were analysed. Thus, the main indicators on the perception of swimmers (responsibility, technical learning and participation) and coach (teamwork, communication and enthusiasm). The results showed the good performance of the psychological variables of study, after application of the Sport Education in the federal context (swimming); being consistent with the results previously found in the school context.

CONCLUSIONS

It was concluded that the intervention program based on Sport Education has a positive impact on improvement of some psychological variables in performance swimmers. Therefore, the methodological interventions of this type are presented as an alternative to models traditional teaching that are often used in the federal level and in sports cyclical and swimming.

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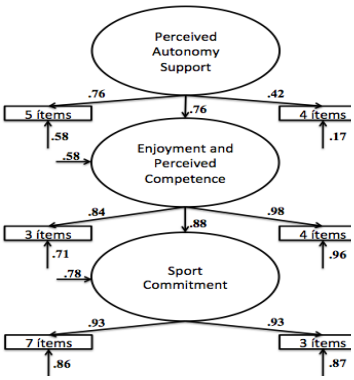
Figure 1. Structural Equation Model.



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