

2022



第十屆東亞運動教育聯盟國際學術研討會

International Conference for the 10th East Asian Alliance of Sport Pedagogy

SPORT for SDGs: 以運動成就永續

December 3-4, 2022

論文集

CONFERENCE PROCEEDINGS

指導單位：



教育部體育署
Sports Administration, Ministry of Education



NSTC
國科會

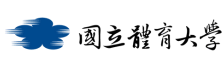
主辦單位：



Sport Pedagogy
TASSP
台灣運動教育學會



East Asian
Alliance of Sport Pedagogy



國立體育大學

協辦單位：



한국스포츠교육학회
Korean Association of Sport Pedagogy

日本運動教育學會

第十屆東亞運動教育聯盟國際學術研討會
International Conference for the 10th
East Asian Alliance of Sport Pedagogy

目次 Index

歡迎詞 Welcome Remarks	2
大會組織職掌 Organization Staffs.....	8
研討會日程表 Program Schedule.....	11
開幕演講 Opening Speech.....	13
主題論壇(一) Forum 1	17
主題論壇(二) Forum 2	25
專題講座 Lecture	33
閉幕演講 Closing Speech	37
口頭發表 Oral Presentation.....	41
Oral Presentation 1.1.....	42
Oral Presentation 1.2.....	47
Oral Presentation 1.3.....	54
Oral Presentation 1.4.....	60
Oral Presentation 1.5.....	66

Oral Presentation 1.6.....	71
Oral Presentation 2.1.....	77
Oral Presentation 2.2.....	82
Oral Presentation 2.3.....	88
Oral Presentation 2.4.....	93
Oral Presentation 2.5.....	99
Oral Presentation 2.6.....	105
海報發表 Poster Presentation.....	111
Poster Presentation 1.....	112
Poster Presentation 2.1.....	140
Poster Presentation 2.2.....	147
Poster Presentation 3.....	152
地圖 Map	178
參與者名單 Participant List.....	180
附錄 Appendix.....	184

Welcome Remarks

Dear Colleagues and Friends:

“The 2022 International Conference for the 10th East Asian Alliance of Sport Pedagogy” is hosted in Taiwan, December 3-4, 2022. The organizers of the conference include the Taiwan Society for Sport Pedagogy and National Taiwan Sport University. First of all, we appreciate that the attendants come from all over the world to participate in this conference. We also welcome our friend from East Asia Alliance for Sport Pedagogy (EAASP), including members of the Japan Society for Sport Pedagogy and the Korean Association of Sport Pedagogy.

The 2022 EAASP international conference aims to connect with theory and practice in sport pedagogy, as well as to enhance academic exchanges and collaborations in EAASP. The executive organization of 2022 EAASP Conference invites outstanding scholars and experts from Taiwan, Japan, Korea, the United States and other countries. In order to promote the 2030 Sustainable development Goals (SGDs) through Sport, the conference theme is "Sport for SDGs: Sport, Education and Sustainable Development". The subthemes of the conference are as follows: 1. Sport, education and sustainable development. 2. The sustainable development of physical literacy and core competences in sport. 3. The cultivation of PE teacher/coach preparation and continuing professional development. 4. Remote Learning in PE. 5. Others related physical education.

Nelson Mandela said: “Sport has the power to change the world.” For all of us, we want to say that “Sport has the power to make life better”. It is the same as the main title “Sport for SDGs” of the conference. Notably, the trends of sport and school physical education keep developing. Therefore, this conference may provide you the newest viewpoints and practical knowledge in sport pedagogy and physical education. This is also a platform for us to share the latest research findings in curriculum, teaching and teacher education in physical education. We believe that the conference could provide some important thoughts for all participants. Hope you enjoy it and have a lot of harvest in your professional development.



Dr. Yi-Hsiang Pan

*President of Taiwan Society for Sport Pedagogy
The Chairperson of Preparatory Committee of
2022 International Conference for
the 10th East Asian Alliance of Sport Pedagogy*

2022 第十屆東亞運動教育聯盟國際學術研討會
誌慶

2022 International Conference for the 10th East
Asian Alliance of Sport Pedagogy

追 求 卓 越

Strive for Excellence



教育部體育署

代理署長 林騰蛟

Teng-Chiao Lin, Ph. D.

Interim Director General

Sports Administration,

Ministry of Education

The 2022 International Conference for
the 10th East Asian Alliance of Sport Pedagogy

Achieving SDGs through Sport



Dr. Ping-Kun Chiu

President of National Taiwan Sport University

Taiwan, R.O.C.

2022.12.03

Welcome Remarks

I am very pleased to announce that the 2022 Virtual International Conference for the 10th East Asian Alliance of Sport Pedagogy will be held. I would like to express my gratitude to the President and members of the Taiwan Society for Sport Pedagogy for their hard work in making this conference possible.

It is wonderful to see all sport education scholars from Taiwan, Korea, and Japan here again, who are the members of the East Asian Alliance of Sport Pedagogy. We can hold this academic conference by working together even now that Covid-19 crisis is still going on.

The spread of Covid-19 has caused enormous damage and impact on our lives in many unexpected ways. In Japan, public health centers have been overwhelmed, and not only the economy and employment have stagnated, but it has also forced massive changes on school education. With the spread of the coronavirus, it has been extremely difficult to hold regular physical education classes. In such a situation, I think that children themselves suffered the most damage.

Restrictions on exercise affect children both physically and psychologically. It has acknowledged nationwide that the condition of children's physical strength has been deteriorating in Japan, partly due to the reduced exercise time. Now it is hoped that physical education classes will be further enhanced and enriched in the with-corona era.

Under these circumstances, the topic of "Sport for SDGs: Sport, Education and Sustainable Development" is a timely theme. Education through sport, including physical education, must keep moving forward.

At this conference, the researchers and practitioners from all the participating countries will actively exchange discussions, and I hope that great results will be achieved. Even if it is virtual, I'm sure our bond will become even stronger.



Dr. Hidenori TOMOZOE

President of the Japan Society of Sport Education

Welcome Remarks

Greeting. I am Jong-Ryul Park, the president of the Korean Association of Sport Pedagogy (KASP). First of all, congratulations on the 10th East Asian Alliance of Sport Pedagogy (EAASP) to be held in Taiwan on December 3rd, 2022. I appreciate TASSP preparing the EAASP despite this difficult situation that COVID-19, a global pandemic, is still rampant, and it is an honor for me to meet educational experts who are working hard in the field of sports and physical education through the EAASP.

The topic of this conference, ‘Sport, Education, and Sustainability’ is considered very important at this point. As everyone is aware, we have suffered from numerous ‘new viruses’ over the years including 2020 coronavirus. The occurrence and spread of these various viruses are related to climate changes, and the importance of an individuals health to prevent t he virus becomes more important than ever. Thus, I think it is a timely appropriate topic for us to discuss how sport and physical education can contribute to solving these issues. Also, it is a great opportunity to meet prominent scholars from Asian countries and learn about current issues and practices related to SDGs from Asian perspectives. I do believe that all participants’ experience and perspective will help us develop professional knowledge and prepare better future sport and physical educators.

I hope that today’s conference will be another motivation for us to constantly change, create, explore, and practice new things. Thank you.



Dr. Jong-Ryul Park

President of the Korean Association of Sport Pedagogy (KASP)

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Program Schedule

研討會日程表

2022.12.03	
08:00~08:55	Registration 報到
08:10~08:55	Poster presentations (1) 海報發表(一)
09:00~09:20	Opening Ceremony 開幕典禮 (Conference Hall 國際會議廳)
09:20~10:20	<p>Opening speech 1: Sport, Education and Sustainability ~ a Global Perspectives Reconceptualizing Physical Education: A Curriculum Framework for Physical Literacy ~ ~Based on Perspectives of Sustainable Development Goals</p> <p>Keynote speaker: Dr. Ang Chen /Fellow, National Academy of Kinesiology, US/ Prof. University of North Carolina at Greensboro</p> <p>Chairperson: Dr. Ping-Kun Chiu /President, National Taiwan Sport University</p> <p>開幕演講：運動、教育與永續發展~全球視野 主題：學校體育之解構與重構/身體素養為導向的課程架構~永續發展觀點談起 主講人：陳昂博士/美國國家人體運動學院院士/北卡羅萊納大學教授 主持人：邱炳坤博士/國立體育大學校長</p>
10:30~12:00	<p>Forum1 : Sport, Education and Sustainability ~ East Asian Perspectives</p> <p>1. Sustainable development of sport pedagogy in Taiwan/ Dr. Yi-Hsiang Pan President, Taiwan Society of Sport Pedagogy/Prof., National Taiwan Sport University</p> <p>2. Sustainable development of sport pedagogy in Japan / Dr. Yutaka Sato Japan Society of Sport Pedagogy/ Professor, Toin University of Yokohama, Japan</p> <p>3. Sustainable development of sport pedagogy in South Korea / Dr. Jun-Hyung Baek, Korea Association of Sport Pedagogy/Associate Prof., Gyeong-In National University of Education</p> <p>Chairperson: Dr. Nyit-Chin Keh/ Honorary President, Taiwan Society for Sport Pedagogy</p> <p>主題論壇 1：運動、教育與永續發展~東亞視角 主講人：1.台灣運動教育之永續發展/潘義祥博士 台灣運動教育學會理事長/國立體育大學教授 2.日本運動教育之永續發展/ Dr. Yutaka Sato 日本運動教育學會理事/ Professor, Toin University of Yokohama 3.韓國運動教育之永續發展/ Dr. Jun-Hyung Baek 韓國運動教育學會/ Associate Prof., Gyeong-In National University of Education 主持人：闕月清博士/台灣運動教育學會榮譽理事長</p>
12:00~13:00	Lunch 午餐/ Board of Supervisors & Membership Meeting of TASSP 臺灣運動教育學會理監事會議暨會員大會
13:00-13:30	EAASP Board members meeting 東亞運動教育聯盟理事長會議
13:30~15:00	<p>Forum 2: Online Teaching in Physical Education during Covid-19</p> <p>1. Dr. Shan-Hui Hsu /Associate Professor, National Cheng Kung University, Taiwan</p> <p>2. Dr. Shinsuke Kihara /Associate Prof., Tokyo International University, Japan</p> <p>3. Dr. Deockki Hong/ Associate Professor, Gyeongsang National University, Korea</p> <p>Chairperson: Dr. Ching-Ping Lin /Professor, National Taiwan Normal University</p> <p>主題論壇 2：Covid-19 疫情下的遠距體育教學 主講人：1.徐珊惠博士/國立成功大學副教授 2.Dr. Shinsuke Kihara /Associate Prof., Tokyo International University, Japan 3.Dr. Deockki Hong/ Associate Prof., Gyeongsang National University, Korea 主持人：林靜萍博士/國立台灣師範大學教授/中華民國體育學會(前)理事長</p>

15:10-16:10	<p>Lecture : Sport, Scientific Research and Sustainability Exercise, brain and cognitive function</p> <p>Keynote speaker: Dr. Tsung-Min Hung /Fellow, National Academy of Kinesiology, US / Chair Professor. Professor, National Taiwan Normal University</p> <p>Chairperson: Dr. Li-Kang Chi/ Distinguished Professor, National Taiwan Normal University</p> <p>專題講座：運動、科研與永續發展 SDGs 主題：運動與大腦認知研究~大腦可以這樣練 主講人：洪聰敏博士/美國國家人體運動學院院士/國立台灣師範大學講座教授 主持人：季力康博士/國立台灣師範大學優聘教授/國科會總計畫主持人</p>
16:20~17:40	<p>Oral presentations (1) & Poster presentations (2) 口頭發表(一)、海報發表(二)</p>
2022.12.04	
08:45~09:00	Registration 報到
09:00~10:20	<p>Oral presentations (2) & Poster presentations (3) 口頭發表(二)、海報發表(三)</p>
10:30~11:30	<p>Closing Speech : Sport for SDGs ~ Achieving Sustainable development Goals through Sport</p> <p>Keynote speaker: Dr. Chin-Hsung Kao/ Distinguished Professor, NTSU/ Former Director-General, Sport Administration, Ministry of Education, ROC.</p> <p>Chairperson: Vice President, Kuo-I Chen/ National Taiwan Sport University/ President, Taiwan Society for Sport and Entertainment Law</p> <p>閉幕演講：體育、運動與永續發展~Sport for SDGs 主講人：高俊雄博士/國立體育大學特聘教授/亞洲巧固球總會會長/ 台灣健康運動聯盟理事長/教育部體育署(前)署長 主持人：陳國儀副校長/國立體育大學/台灣體育運動暨娛樂法學會理事長/ 亞洲奧會執行委員兼財務委員會主席</p>
11:40-12:10	<p>Closing ceremony 閉幕典禮</p>
12:30-13:30	<p>Lunch 午休</p>
13:30~17:00	<p>Academic exchange 學術交流暨執行團隊活動辦理經驗傳承與分享</p>



Opening Speech

開幕演講

Reconceptualizing Physical Education for Sustainability: A U.S. Perspective

Keynote speaker: Dr. Ang Chen

Chairperson: Dr. Ping-Kun Chiu

In the U.S., the K-12 physical education curriculum has been in a crisis for at least 30 years. In December 1991, National Association for Sport and Physical Education (NASPE) of AAHPERD (now SHAPE America) organized the Critical Crossroads Conference to raise attention to the curriculum crisis in secondary PE. At the conference, Daryl Siedentop described PE would be an “endangered species” if no effort was made to fundamentally change the PE curriculum nationwide. More than 200 expert teachers and scholars across the nation attended the conference with a goal to produce a curriculum framework for change, but they failed. In 2010, 20 years after the conference, Pangrazi waned the field that PE was “disappearing” (p. 323). Today, 30 years after the conference, not only does PE continue to disappear; but physical education teacher education programs have been disappearing from higher education institutions (Templin et al., 2019). I would argue that we, physical education professionals, should be held responsible for this crisis because for almost a century since Thomas and Cassidy’ New Physical Education (1927), we have not been able to change the curriculum to meet the needs of social and societal development that demands physical education to focus on health development rather than sports and athletics. In this keynote address, Dr. Ang Chen will share his insights about reconceptualizing PE curriculum as an extension of kinesiology/health science rather than continuing as an extension of sports/athletics. He will argue that for physical education to be sustained as an educational content in K-12 schools, we must focus on the role of concept-based physical education. Dr. Chen will present specific curriculum frameworks for elementary, middle, and high schools that his lab has developed in the past 20 years to illustrate their feature, impacts on student knowledge learning and physical activity behavior, and available resources and support that his lab could provide for attempts to change the curriculum in your schools. The session will be interactive with lectures and plenty of time for Q&A.

Keynote speaker:

Dr. Ang Chen

Professor, Department of Kinesiology, The University of North Carolina at Greensboro

E-mail: a_chen@uncg.edu



Personal profile

Ang Chen is professor of kinesiology at the University of North Carolina at Greensboro and Active Fellow of the U.S. National Academy of Kinesiology (Fellow #496). He is a curriculum and pedagogy specialist of K-12 physical education. Dr. Chen has been the President of Research Consortium of AAHPERD from 2011 to 2013, (SHAPE America now) and Chair of Special Interest Group of physical education in American Educational Research Association (2006-2009). He is serving on editorial board of multiple scholarly journals in education, kinesiology, and physical education. His work encompasses children/adolescent motivation for physical activity, learning in physical education, physical activity programming, and program evaluation. Dr. Chen has been a principal investigator and Co-PI/Co-Investigator in several federally funded, large-scale, multi-year physical education curriculum intervention studies involving dozens of PE teachers and thousands of students in public schools. His research has been funded by NIH for two decades with over \$6 million dollars. Dr. Chen has published over 90 scholarly and research articles in quality journals. He recently published a book about reframing physical education entitled “Reconceptualizing Physical Education: A Curriculum Framework for Physical Literacy” (Routledge, ISBN 9780367756949). Dr. Chen has made over 30 keynote and about 150 scholarly presentations at national and international scientific conferences. He has served on many expert panels including the U.S. Institute of Medicine (IOM) and NIH. Dr. Chen is the recipient of 2022 SHAPE America Scholar Award, a Research Fellow of SHAPE – America since 1997, the Scholar Lecturer of American Educational Research Association, and the 2018 Outstanding Graduate Mentor and 2021 Senior Faculty Research Award recipient at his university. Dr. Chen received his Bachelor of Education degree in physical education from Nanjing Teachers University and Master of Education degree from the Shanghai University of Sport in China. He completed his Ph.D. study at the University of Maryland–College Park, U.S.A. Dr. Chen was a high school physical education teacher and coach while working in China. He has taught in the Physical Education Teacher Education programs at University of Hawaii–Manoa (1993-1996), Arizona State University (1996-1999), University of Maryland–College Park (1999-2008) prior to assuming his current position at UNC-Greensboro in 2008.

Chairperson:

Dr. Ping-Kun Chiu

President, National Taiwan Sport University

E-mail: pkchiu@gmail.com



Personal profile

Education

- 美國北科羅拉多大學運動管理哲學博士(Ph.D. in Sport Administration, School of Sport and Exercise Science, College of Health and Human Sciences, University of Northern Colorado)
- 國立體育學院運動科學研究所碩士(Master's Degree, Graduate School of Sports Science, National College of Physical Education & Sports in Taiwan)

Serves

- 國家運動訓練中心執行長 (CEO, National Sports Training Center)
- 國立體育大學總務長 (Dean of General Affairs, NTSU)
- 中華民國射箭協會秘書長(Secretary General, Chinese Taipei Archery Association)

Expertise

- 射箭 (Archery)
- 質性研究 (Qualitative research)
- 運動管理 (Sports Management)
- 領導行為 (Leadership behavior)



Forum 1

Sport, Education and Sustainability ~ East Asian

Perspectives

主題論壇(一)

運動、教育與永續發展~東亞視角

1. Sustainable development of sport pedagogy in Taiwan

Speaker (1): Dr. Yi-Hsiang Pan

The department of economic and social affair, United Nations (2022) indicated that *Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.* In order to promote the 2030 Sustainable Development Goals (SDGs) through Sport that the 2022 EAASP conference theme is "Sport for SDGs: Sport, Education and Sustainable Development". which should develop SDGs in physical education and sport in the world. The purpose of this study is to explore sport how to improve 2030 sustainable development goals, and sport pedagogy how to promote sustainable development in Taiwan. People could get a lot of benefits through physical activity and sport including physical, mental and social domain. It is essential to develop SDGs through physical education, especially both goal 3 good health and wellbeing and goal 4 quality education. We could apply model-based curriculum to develop students' SDGs. we can use sport education model, responsibility model, fitness education model, teaching games for understanding model, outdoor education and cooperative learning to promote youth holistic development in Taiwan.

Key words: Sport, physical education, SDGs

Speaker (1):

Dr. Yi-Hsiang Pan

President, Taiwan Society of Sport Pedagogy

Prof., National Taiwan Sport University

E-mail: a0922302951@gmail.com



Personal profile

- Professor, Graduate Institute of Physical Education, National Taiwan Sport University.
- President, Taiwan Society for Sport Pedagogy.
- Publisher, Journal of Taiwan Sport Pedagogy
- Member of Curriculum Guidelines Committee for Health and physical education learning field, Ministry of Education, Taiwan.
- Member of the Central Counseling Group for Health and physical education learning field, Ministry of Education, Taiwan.
- Reviewer: Journal of Teaching in Physical Education (SSCI); European Physical Education Review (SSCI); Social Behavior and Personality (SSCI); Journal of Modern Education Review
- 國立體育大學體育研究所教授 (2014~2022)
- 台灣運動教育學會六、七屆理事長 (2017~2022)
- 台灣運動教育學報發行人(2017~2022)、主編(2013-2016)
- 教育部十二年國民教育健康與體育學習領域中央輔導團諮詢委員(~迄今)
- 教育部十二年國民教育健康與體育學習領域課程綱要委員(~2019)
- 2020 第 15 屆全國體育運動學術聯合年會暨學術研討會召集人
- 國科會特殊優秀人才獎勵(2013-2017)
- 國立體育大學教師教學績優獎勵(2018, 2022)
- 國立體育大學傑出教學獎勵(2018)
- 國立體育大學優良導師獎勵(2012)

2. Sport, Education and Sustainability ~ East Asian Perspectives for Japan

Speaker (2): Dr. Yutaka SATO

In Japanese society, these are the challenges and changes we have been facing. For example, reform to develop qualities and abilities towards Society 5.0, sport/educational community's response to achieving the SDGs, issues in new lifestyles in response to Covid 19 epidemic, work style reforms in schools: improving the working environment for teachers, addressing the shortage of teaching staff, and enhancement of educational contents and methods in response to the revision of the Course of Study and utilization of ICT. Promotion of the 3rd Sport Basic Plan and examination of the regional sport environment accompanying shift of school club activities to the community are also included in promoting sport ·

I believe that we, EAASP, can make a wide range of joint activities from the perspective of the SDGs, For example,

- (1) cooperation to improve the quality of sport education itself
- (2) cooperation to maximize the benefits brought by education through sport
- (3) cooperation to disseminate research results of sport education from East Asia to the world

Keywords : The Course of Study, 3rd Sports Basic Plan, Work style reforms

Speaker (2):

Dr. Yutaka SATO

Professor, TOIN UNIVERSITY OF YOKOHAMA

E-mail: yutaka.sato@toin.ac.jp



Personal profile

Senior Specialist for Physical Education Curriculum at Sports and Youth Bureau of the Ministry of Education, Culture, Sports, Sciences and Technology (2006 April ~2011 March), Chief Editor of the Current Course of Study for Health and Physical Education at Junior High Schools and Senior High Schools after working as a health and physical education teacher at high schools (1986 April ~2004 March), and a supervisor at Kanagawa Prefectural Board of Education(2004 April ~ 2006 March). Professor at National Institute of Fitness and Sports in Kanoya (2011 April~2016 March).

Research Field

Physical Education and Sport Pedagogy, Extracurricular Sports Club Activities, Curriculum Studies, Sports Administration, Support and Collaboration with Board of Education, Theory of PE, Unit Structure Diagram, ICT for the Area of Fitness in PE

Research Work

- Yutaka Sato and Sotaro Honda, Overview and Issues of the 2017-2018 Courses of Study in PE in Japan , Korea Association Sports Pedagogy, 2019 (keynote speaker)
- Yutaka Sato, Emi Tusda, Sotaro Honda & Satoshi Yoshino, The Unit-Structured Diagram: A Tool for Effective Professional Development, , Journal of Physical Education, Recreation & Dance 92:3, 13-19, 2021
- The Development of Action Learning Training Program in Collaboration with Faculty of Teacher Education and In-Service Teachers, Grant-in-Aid for Scientific Research (B) – KAKENHI –, Grant No. 15H03064 (2015~2019).
- Development of video materials for teachers Learning Activity Examples in Physical Education with COVID-19 Considerations, Japan Sport Agency-commissioned project , 2021,
- https://www.mext.go.jp/sports/b_menu/sports/mcatetop04/list/jsa_00001.htm

3. Sustainable development of sport pedagogy in South Korea

Speaker (3): Dr. Jun-Hyung Baek

Sustainable Development refers to development which aims for sustainability in harmony with economic growth, stability and integration of society, and preservation of the environment. As known, there have been global discussions on sustainable development goals(SDGs), and the Korean government has also established the Korean version of Sustainable Development Goals(K-SDGs) to contribute to the achievement of the international community's common goals and solve various problems that Korean society faces. In this forum, I will discuss what political efforts have been made by Korean government to achieve this K-SDGs in relation to sports, physical education, and physical activities and how sports, physical education, and physical activity can contribute to achieving K-SDGs.

Speaker (3):

Dr. Jun-Hyung Baek

Associate Prof., Gyeong-In National University of Education

E-mail: junbaek@ginue.ac.kr



Personal profile

Dr. Jun-Hyung, Baek is an associate professor in the Department of Physical Education, Gyeong-In National University of Education. Dr. Baek previously completed a doctoral degree at West Virginia University (2012-2016).

Upon graduation, he moved to Maine and started to work at the University of Maine as an assistant professor of Exercise Science (2016-2018).

He joined Gyeong-In National University of Education from the University of Maine in 2019 and has prepared pre-service elementary teachers since then.

He teaches Physical Education Methods II, Sports Learning, Measurement and Evaluation in Elementary Physical Education, Taekwondo, Learning Fundamental Movement Skills, and Research Trend in Physical Education.

His research interests involve teacher cognition, motor learning, teaching effective teaching for kids with/without disabilities, technology integration.

He loves to go out and enjoy various physical activities such as Taekwondo, tennis, soccer, hiking, water rafting, and snowboarding.

Moderator:

Dr. Keh Nyit Chin

Honorary President of Taiwan Society for Sport Pedagogy

E-mail: e08010@ntnu.edu.tw



Personal profile

Education Background

- 1988-1992 Ph.D. Louisiana State University, Baton Rouge.
- 1985-1987 M.S. Louisiana State University, Baton Rouge.
- 1985-1988 B. S. Louisiana State University, Baton Rouge.
- 1974-1975 Teaching Certificate, Mohammad Khalid Teacher Training College, Malaysia.

Professional Experience

- 2003- present Professor, National Taiwan Normal University
- 1999-2003 Associate Professor, National Taiwan Normal University
- 1996-1998 Adjunct Associate Professor, National Taiwan Normal University.
- 1995-1998 Associate Researcher, PE R & D Center, NTNU.
- 1993-1994 Adjunct Assistant Professor, Physical and Health Education Department, Concordia College, St. Paul, Minnesota.
- 1985-1992 Teaching and Research Assistant, Department of Kinesiology, LSU, BTR.
- 1976-1979 Primary school Physical Education Teacher and Netball Coach, Pekan Nanas, Malaysia.

Professional Affiliation

1. American Association of Health, Physical Education Recreation and Dance, member
2. International Association for Physical Education in Higher Education, past board member
3. International Federation of Adapted Physical Activity (IFAPA), member
4. International Society for Comparative Physical Education & Sport (ISCPES), past president



Forum 2

Online Teaching in Physical Education during
Covid-19

主題論壇(二)

Covid-19 疫情下的遠距體育教學

1. Reflections on PE Pedagogy in the Aftermath of the COVID-19 Pandemic

Speaker (1): Dr. Shan-Hui Hsu

The spread of the COVID-19 pandemic has encouraged teachers and learners to reconsider the idea of “flexibility” and “autonomous learning” that presents the paradigm shift in teaching and learning environment, that is, from physical interaction in a conventional classroom to virtual connection via online platform facilitated by the internet. According to the reports by the United Nations (UN, 2020) and the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), the COVID-19 pandemic has caused an unprecedented disruption of education systems. It has changed greatly the daily learning routine, and particularly converted a physical classroom to a digital virtual environment. Barley et al. (2022) observed that learners’ physical inactivity and sedentary behavior have been discovered in pre- and post- the university due to canceled face-to-face classes and closed campus. Considering the fact that the essential components of teaching PE are rooted in physical movement and movement exploration, the transition from well-established face-to-face instruction to the virtual connection has posited a great challenge for PE teachers. With an emphasis on such a paradigm shift, this presentation investigates teaching and learning in PE in Taiwan in the aftermath of the COVID-19 pandemic, attempting to provide an alternative perspective of the possible pedagogical methods for physical education in this post-pandemic era

Speaker (1):

Dr. Shan-Hui Hsu

Associate Professor, National Cheng Kung University, Taiwan

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Personal profile

Dr. Shan-Hui Hsu is currently an Associate Professor of Physical Education, Vice-Director for the research Center of Humanities and Social Sciences (CHASS) at the National Cheng Kung University, Taiwan. She is a senior fellow of the Advance Higher Education Academy (SFHEA) and the former Director of the Research Center for Gender and Women's Studies there (2015-2017). She received her PhD in Physical Education and Sports Studies from the University of Georgia, USA. Her research and publications focus on new media, multicultural and gendered education, with a particular interest in physical education, and in physical and leisure activities as a form of the emerging trends in pedagogy in Taiwan.

2. Prototype Development of Online Physical Education (OLPE) : Action Research with J.H.S. Teachers

Speaker (2): Dr. Shinsuke Kihara

Background: COVID-19 pandemic is forced to introduce online physical education (OLPE). On the other hand, one should rethink the instruction in physical education in this situation as the new problem. Purpose: This project work aims to clarify the development process of OLPE prototype which ensured technical, cognitive, and social-emotional learning by action research. Method: The subjects were three junior high school PE teachers. In order to organize their OLPE problems and to solve them, the baseline survey, workshops, and lesson reflections were conducted. About that process, process analysis, stakeholder analysis and problem-structure analysis were conducted. Result: Firstly, four categories “Improvement of implementation conditions”, “Taking shape of lesson contents and methods”, “Improvement of teacher competencies”, “Clarification of OL possibilities & limitations” and twelve sub-categories as specific problems in this OLPE practice were generated. Besides, new three problems “(Teachers’) Motivation”, “Students’ literacy” and “Relationship among colleagues” were found during this process. Through workshops and lesson reflections, each category was divided into “solved by individual teachers,” “solved among 3 teachers,” and “solved through mentors.” Finally, three blended units for ball games that incorporating a band of on-demand assignments at home while proceeding with regular face-to-face lessons at school were developed. Also, their students’ physical activity and interaction were promoted in these units. For stakeholders, the relationships among colleagues may lead to a smooth and effective OLPE practice. And for the problem-structure, the involvement of external mentor is one of the important angles. Outcome and Perspective: In this OLPE project work to support the confused PE teachers under COVID-19, some new possibilities were discovered. That means mutual complement and synergy between face-to-face and OLPE, furthermore, not only students’ learning outcome but also teachers’ growing. On the other hand, the difficulties in OLPE practice due to some fundamental problems were also identified. That is why, we need to think about how to confront the ICT utilizing in PE more. In addition, it is necessary to continue to examine strategies on how to best support for various PE teacher segments.

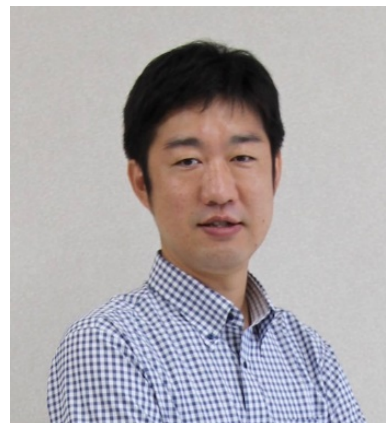
Keywords: blended learning, prototype, problem-structure, action research, teachers’ growing

Speaker (2):

Dr. Shinsuke Kihara

Associate Professor, Tokyo International University, Faculty of Human and Social Sciences

E-mail: shikiha@tiu.ac.jp



Personal profile

BA in Health and Physical Education (2000), MA in Health and Physical Education (2002), PhD in Sport and Wellness Promotion (2022). After working at a special needs school, a prefectural sport association, and as a junior high school PE teacher, current position since 2015. Also, a part-time lecturer at Nippon Sport Science University and Saitama University, a collaborator for Japan Anti-Doping Agency clean sports educator training, and an advisor for the High Performance Sport Center pathway education program at the Japan Sport Council.

Research Field

Pedagogy of sport, health, physical education (teacher education), Physical education lessons and ICT utilization.

Research Work

- Kihara. S. (2021) Current Issues and Future Possibilities in Physical Education Through Online Physical Education Project: The Relationship Between Physical Education and Society. Annual Review for the Sociology of Physical Education and Sport, 2: 17-30.
- Kihara. S. (2019) The Possibilities and Obstacles of Utilizing ICT in Junior High School Physical Education Classes in Japan (poster presentation). The 2019 International Conference for the 8th East Asian Alliance of Sport Pedagogy.
- Kihara. S. (2019) Integrating ICT into the Junior High School PE in Japan (oral presentation). Imazeki. T., Okoshi. M. and Kihara. S. Physical Education Classes and Culture of Japan. The 2th Korea Physical Education Teacher Festival 2019.
- Kihara. S. (2018) Training Teaching Abilities of Utilizing ICT in Pre-Service Physical Education (poster presentation). The 2018 International Conference for the 7th East Asian Alliance of Sport Pedagogy.

3. Online Physical Education during COVID-19: Elementary School Teachers' Coping Strategy in South Korea

Speaker (3): Dr. Deockki Hong

Purpose: The purpose of this study was to examine elementary school teachers' coping strategy for concerns regarding school physical education environment during COVID-19 in South Korea.

Methods: The Blue (pseudonym) elementary school was selected as a case to answer for the research question. The teachers' interview, researcher's note, teachers' subject meeting note, and related documents were collected and analyzed using open and axial coding procedures and constant comparison method. Triangulation and members checking were used for the trustworthiness. **Results:** First, 'the difficult part operating physical education class during COVID-19' was categorized as 'An uncertainty of physical education curriculum implementation', 'Physical education expert's criteria: online contents creation skill VS knowledge for physical education', 'Online physical education class execution subject: elementary school teacher VS sport instructor', 'Difficulty of administration's support', and 'Abnormal operation of school sports team.' Second, 'the teacher's efforts for physical education class' was categorized as 'Student-centered online physical education class', 'Physical education class strategy based on social distancing', and 'School-wide physical activity program promotion.' **Conclusions:** The four future task was suggested: 'Flexible reconstruction of the document-based curriculum', 'Improving quality of distant physical education class through collective intelligence', 'Administrational support for future society', and 'Long term plan for school sports team.'

Keywords : COVID-19, elementary school physical education, administrative support for physical education, case study

Speaker (3):

Dr. Deockki Hong

Associate Prof., Gyeongsang National University, Korea

E-mail: deockkihong@gnu.ac.kr



Personal profile

- Deockki Hong is an Associate Professor at the Department of Physical Education at Geyongsang National University in South Korea. Dr. Hong received his Ph. D. at the University of North Carolina at Greensboro concentrate on Physical Education Pedagogy.
- He was an Assistant Professor at the Department of Kinesiology at the University of Northern Iowa between 2013 and 2018.
- His research interests are physical education curriculum, human rights in sports, and qualitative research in physical education. He published more than 35 research articles in peer-reviewed journals, wrote 5 book chapters, and funded several grants as a principal investigator. Currently, Dr. Hong is served as an international executive member at Korean Associatoin of Sport Pedagogy.
- Jongmun Cheon is a teacher at the Sancheong elementary school in South Korea. He received his Ph.D at the Gyeongsang National University under Dr. Deockki Hong' s guidance. His research interests are physical education class, physical education teacher education, and qualitative research in physical education. He published more than 10 research articles in peer-reviewed journals

Moderator:

Dr. Ching-Ping Lin

Professor, National Taiwan Normal University

E-mail: t08009@ntnu.edu.tw



Personal profile

- Chairman of the Sports Association of the Republic of China (2017.1~present)/ Secretary General (2013. 1~2016. 12)
- Executive Director of Taiwan Sports Education Association (2017.1-present), Vice Chairman (2014.1-2016.12), Secretary General (2008.1~2013. 12)
- Standing Supervisor and Supervisor of Taiwan Body Culture Association (99. 1.so far)
- The host of the research program of the Ministry of Science and Technology (presided over 11 projects over the years, a total of co-host 3 pieces)
- Host of QPE development plan for school physical education curriculum and teaching (2014-present)
- Department of Teacher Training and Arts Education "Health and Physical Education" Teaching and Research Center" Project Host (2020)
- The Education University of Hong Kong Professional Development Programme Teaching Assessment External Reviewer (2020)
- Field Editor of National Taiwan University Sports Journal (2016.~present)
- The Ministry of Education's 12-year state education in the field of "Health and Physical Education" Member of the Standing Committee of the Guiding Group (2015~present)
- Ministry of Education National Primary and Secondary Schools Nine-Year Consistent Curriculum Promotion Work Group 1 Curriculum and Teaching Deep Cultivation Counseling Group 1 Health and Physical Education Learning Area Committee (2004~2014), Standing Committee(2015~present)
- Review of textbooks in the field of health and physical education in primary and secondary schools Member (2005~2009)
- Advisory Committee Member of the Physical Education Subject Center of the High School Curriculum Network(2005~present)



Lecture
專題講座

Cognitively engaging exercise may provide extra benefits for improving executive functions

Keynote speaker: Dr. Tsung-Min Hung

Chairperson: Dr. Li-Kang Chi

Despite the benefits of exercise for improving cognitive function, executive functions in particular, have been studied extensively, the moderating effect of exercise parameters including mode, intensity, duration, and number of sessions in exercise prescription, were still inconclusive. Of these possible exercise moderators, mode of exercise represents the qualitative part of the exercise prescription consideration. Although aerobic and resistance exercise have received most attention in the past, coordinative exercise and other forms of cognitive engaging exercise, which may impose more cognitive demand on the exercisers, have become a new focus in this endeavor. This presentation intends to provide the theoretical background along with some supporting evidences for the extra benefits of cognitively engaging exercise for improving executive functions.

Keyword: Open skill and closed skill, adaptive capacity model, Cognitive Stimulation Hypothesis

Keynote speaker:

Dr. Tsung-Min Hung

Fellow, National Academy of Kinesiology, US

Research Chair Professor, National Taiwan Normal University

E-mail: tmh@ntnu.edu.tw



Personal profile

Tsung-Min Hung (Ernest) received his Ph.D. from University of Maryland, US. He is a Research Chair Professor at the Department of Physical Education and Sport Sciences, National Taiwan Normal University, Taiwan. Ernest is a fellow for the National Academy of Kinesiology (US) and International Society of Sport Psychology, as well as a member for the Sport Science and Medical Committee at the International Table Tennis Federation. His research interests are in the sport and exercise psychology and cognitive neuroscience. Ernest has published more than 180 peer-reviewed articles in international and local journals, three books, and 20 book chapters. In addition to presentation in local and international conferences, Ernest has given more than 30 keynote speeches in academic conference, more than 300 speeches in coaching seminars, and more than 500 speeches for audiences such as athletes, parents, students, teachers, and business managers. He is in editorial board for PSE, Scientific Reports, IJSEP, and Peerj, and also serves as reviewer for more than 30 high impact journals in sport science and neuroscience. In addition to the scholarly work, Ernest has been serving as a sport psychology consultant for the elite and pre-elite athletes for more than 20 years.

Chairperson:

Dr. Li-Kang Chi

Distinguished Professor, National Taiwan Normal University

E-mail: lchi@ntnu.edu.tw



Personal profile

Academic Degree

- Ph. D., Purdue University, USA

Academic Field

- Sport and exercise psychology

Experience

- Managing council member, International Society of Sport Psychology (ISSP)
- Vice president, Asian and South-Pacific Association of Sport Psychology (ASPASP)
- President, Society of Sport and Exercise Psychology Taiwan
- Chair, Deputy chair, sport science committee of Chinese Taipei Olympic teams
- Sport psychology consultant, China Trust Brother Professional Baseball Team, CPBL

Current Job

- Professor, Department of PE & Sport Sciences, National Taiwan Normal University
- Fellow, International Society of Sport Psychology
- President, Taiwan Sports Coach Association
- Council member, Chinese Taipei Basketball Association
- Council member, Chinese Taipei Golf Association



Closing Speech

閉幕演講

Sport for SDGs- Achieving Sustainable Development Goals through Sport

Keynote speaker: Dr. Chin-Hsung Kao

Chairperson: Dr. Kuo-I Chen

This presentation is aimed at exploring why United Nations choose sport and what IOC has contributed to MDGs and SDGs since 2000. To promote the world peace, MDGs and SDGs, United Nations General Assembly has adopted 5 resolutions related to sport since 1993 and introduced United Nations Office on Sport for Development and Peace in 2001. Just because people in every nation love sport. The values of sport, such as fitness, fair play, teamwork, and the pursuit of excellence are universal. It brings people together, no matter what their origin, background, religious beliefs or economic status. When young people participate in sports or school physical education, they can build up their health and self-esteem, use their talents to the fullest, learn the ideals of teamwork and tolerance, and be drawn away from the dangers of drugs and crime. That is reasons why Mandela said “sport has the power to change the world and sport can create hope where once there was only despair”. By using sport as a tool, IOC and its partners has implemented various activities across the globe in fields such as humanitarian assistance, peace-building, education, gender equality, environment and fight against HIV/AIDS since 2003. IOC is granted as UN permanent observer status in 2009 just because the concrete contribution of IOC is outstanding and the potential are great. By Olympic Agenda 2020 and 2020+5, IOC has been working closely with UN to realize “Building a peaceful and better world through sport and the Olympic ideal” since 2014. The IOC Sustainability Reports show evidences that “Sport as an important enabler of sustainable development.”, such as IOC Climate Positive Commitment to follow Paris Agreement reducing emission 50% and compensating residual emission by 2030. This commitment has been applied to all Olympic Games being organized and the Olympic Forest Plan is on the way. Unexpectedly, due to the effects of Covid-19 pandemic and Russia invade Ukraine, the performance of SDGs is not as well as planned so far. In SDG Moment 2022, world leaders urge the children to lead the resolution, and call upon all of us, taking actions right now to rescue SDGs, leaving no one behind, and to re-dedicate ourselves as the world falls behind. It is time, again, sport takes the leading role for promoting SDGs. Just like Tokyo Olympic Games re-open in July 2021 and bring the whole world get out from the COVID-19 threat. Just as the UN Secretary-General reported in the General Assembly, “Sport as a global accelerator of peace and sustainable development for all”.

Keywords: IOC, MDGs, SDG Moment, UN General Assembly

Keynote speaker:

Dr. Chin-Hsung Kao

Distinguished Professor, National Taiwan Sport University

President, Taiwan Health and Sport Alliance

President, Asia Pacific Tchoukball Federation

E-mail: kch@ntsu.edu.tw



Personal profile

Professor Dr. Kao majors in sport and recreation management. He enjoys various recreational sport, such as open water swimming, jogging, kayaking, keelboat sailing, biking, table tennis, TaiChi et al.

Professional Career

Director-General of Sport Administration, MOE, Taiwan. July 13, 2018- July 12, 2020.

President of National Taiwan Sport University. August 1, 2010- July 12, 2018.

Member of Organizing Committee, 2017 Taipei Universiade. 2015-2017.

President of Asian Association of Sport Management (AASM). 2008-2012.

President of Taiwan Association of Sport Management (TASSM). 2004-2008.

Director of Ceremony, 2001 World Cup Baseball.

Executive director, 1999 International Soft Tennis Championship.

Ph.D. Indiana University, Bloomington. 1990-1993.

MBA. Chinese Culture University. 1984-1986. BBA. Fu Jen Catholic University. 1980-1984.

Recent publications

Kao, Chin-hsung, Ming-Chao Yeh (2022) ◦ Resolving International Incidents against Taiwan Sports Affairs from Crisis Management Perspectives. TJSSR(accepted)

Yeh, Ming-Chao, Chin-Hsung Kao (2021) ◦ Good Governance and Autonomy of Specified Sports Associations in Taiwan. Journal of TASSM , 21(2), 209-236 ◦ DOI:10.6547/tassm.202112_21(2).0004

Ian Henry, Chin-Hsung Kao & Ling-Mei Ko (2021) Stakeholder Engagement in Sport Policy Decision Making in Taiwan during the COVID-19 Pandemic, The International Journal Of the History of Sport, 38:7, 728-750, DOI:10.1080/09523367.2021.1898379 ◦

Kao, Chin-Hsung (2020) ◦ Coping Strategies and Policies of Taiwan Physical Education and Sports During the COVID-19 Pandemic ◦ Journal of TASSM , 20(2) , 113-132 ◦

DOI:6547/tassm.202012_20(2).0001

Chairperson:

Kuo-I Chen

Vice President, National Taiwan Sport University

Advisor, Chinese Taipei Olympic Committee (CTOC)

Executive Board Member and Chairman of Finance Committee,
Olympic Council of Asia (OCA)

President, Taiwan Society for Sport and Entertainment Law

E-mail: kichen@ntsu.edu.tw



Personal profile

Education

National Taiwan University, Department of Law	1975 - 1979
London School of Economics and Political Science, UK	1980 - 1981
Tulane University, School of Law, USA, Master of Law in Admiralty	1983
New York University, School of Law, USA, Master of Law	1985

Career Experience

Specialist, Ministry of Transportation and Communication	1985 - 1986
Secretary to the Vice Premier	1986 - 1987
Secretary to the Minister of Foreign Affairs	1987 - 1989
Director, Research and Development Division, Republic of China Sports Federation	1989 - 1990
Director of Secretariat, Republic of China Sports Federation	1990 - 1991
Director of Secretariat, Chinese Taipei Olympic Committee (CTOC)	1990 - 1993
Deputy Secretary General, Chinese Taipei Olympic Committee (CTOC)	1994 - 2000
Executive Board Member, Chinese Taipei Olympic Committee (CTOC)	2002 - 2006
Secretary General, Chinese Taipei Olympic Committee (CTOC)	2001 - 2003, 2006 - 2015
Member, Chinese Taipei Olympic Committee (CTOC)	2006 - 2010
Vice President, Chinese Taipei Netball Association	2009 -
Member of Board Directors, Taiwan Society for Sport and Entertainment Law (TASSEL)	2014 -
Member of Board Directors, International Association of Sport Law (IASL)	1998 - 2002

Academic Experience

Adjunct Professor, Graduate Institute of Sport Pedagogy, City University of Taipei	2016 -
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Oral Presentation

口頭發表

Oral Presentation 1.1

03 Dec, 2022 16:20-17:40

(Lecture Room: 國際會議廳 Conference Hall)

Moderator: Prof. Hsien-Yang Liu 劉仙湧

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O1.1-1	Erlin Eriska Chih-Hao Kao Yun-Long Huang	Inquiry Study of Some Sustainability Issues in Olympic Games
O1.1-4	Mao-Chang Ti	A case study on Internet and sports empowered technology- Take Keep app, for example
O1.1-3	Yi-hung Liao Jui-Hsing Lin	Acting like Shohei Ohtani: The EMI Goal Matrix for Sustainable EMI teaching and learning in Sports in Higher Education
O1.1-2	Min Pan Wei-Ting Hsu	Development and Validation of Measurement for Students' Perceived Constraint Support in Physical Education
O1.1-5	Zhao-hong Wu Hui-lian Wu Jie Li Yi-Hsiang Pan4	Life skill development and transfer through rope skipping of national elementary school children

Inquiry Study of Some Sustainability Issues in Olympic Games

Erlin Eriska¹, Chih-Hao Kao², Yun-Long Huang³

¹Master Program of International Sport Affairs, National Taiwan Sport University, R.O.C.

²Department of Recreation and Leisure Industry Management, National Taiwan Sport University, R.O.C.

³College of Management, National Taiwan Sport University, R.O.C

Abstract

One of the ways to achieve the Sustainable Development Goals (SDGs) created by the United Nations is through sport. As discussed in many pieces of research, the sport has values, contributions, and potential as a means of reaching the 17 goals. International Olympic Committee (IOC) as one of the global organizations in sport originated the "IOC Sustainability Strategy", which consists of five aspects: infrastructure and natural sites, sourcing and resource management, mobility, workforce, and climate. The initiatives started in 1992, then progressed over time from an agenda in candidature questions, a study commission, publications, until they officially introduces the 2018-2021 "IOC Sustainable Report". The author discussed examples related to SDGs number 5, "Gender Equality and Empower All Women and Girls". The UN Indicators are related to legal instruments, gender-based sport participation, and research. The solutions, for instance, are balanced policy, engaging all stakeholders, and developing skills and involvement in the sport from an early age. SDGs 11 Sustainable Cities and Communities, public facilities including sports facilities considering diversities of the community. Planning considers all stakeholders, national, local, users, and young people. IOC Sustainability Objectives, consist of IOC as an organization, IOC as the owner of the Olympic Games, and IOCs role in the Olympic Movement. Besides, some cities that hosted the Olympic Games have played a role in fostering sustainable legacies. Yet, research has shown that the sustainability of the Olympic Games from 1992-2020 is medium. These inquiries have summarized some suggestions about how Olympic Games and sports organizations can participate to actualize Gender Equality and Sustainability in the ecological, economical, and social sectors by sport as the medium.

Keywords : SDGs through Sport, Olympic Games, Sustainability, Gender Equality

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Development and Validation of Measurement for Students' Perceived Constraint Support in Physical Education

Min Pan¹, Wei-Ting Hsu²

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Abstract

Purpose: Constraint-led Approach (CLA) is one of the trendy learning models in physical education. More and more researchers started to implement CLA in PE and pay attention to the outcomes of CLA-implemented PE. Nonetheless, most studies regarding CLA in PE stopped at developing CLA-based lesson plans for skill learning without trying to examine its alleged outcomes empirically. A reliable and valid measurement for students' perceived constraint support in PE would greatly benefit the examination of the effectiveness and outcomes of CLA-implemented PE. The study aimed to develop a conceptually sound and psychometrically robust measurement of perceived constraint support in physical education. **Methods:** In this three-phased study, interviews were conducted first to form initial items, and experts were then invited to further refine initial items. Exploratory factor analysis, confirmatory factor analysis, cross-validation, criterion-related validity, and test-retest reliability analysis were executed to test the validity and reliability of this measurement with samples of 866 and 792 middle and high school students respectively. **Results:** A psychometrically appropriate instrument titled the "Constraint Support Scale in Physical Education (CSS-PE) comprises one factor and five items. **Conclusions:** This study furthered our knowledge of students' perceived constraint support and identified several constraint-supporting behavior from PE teachers, such as changing the difficulty of activities, representativeness learning design, and focusing on the movement outcomes rather than the movement itself. The study provides preliminary evidence of the reliability and validity of CSS-PE. Researchers and practitioners may use CSS-PE to evaluate students' perceived constraint support when adopting CLA teaching strategies. Furthermore, it would benefit researchers exploring the possibility of combining non-linear pedagogy or CLA with other non-skill learning models by conceptualizing constraint support and connecting it with other learning theories

Keywords : constraint-led approach, non-linear teaching, inventory.

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Acting like Shohei Ohtani: The EMI Goal Matrix for Sustainable EMI Teaching and Learning in Sports in Higher Education

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Abstract

In response to the Bilingual 2030 Policy, many universities in Taiwan are now implementing a comprehensive decade-long project with the active promoter of English medium instruction (EMI) as part of an internationalization drive in higher education. A quick call for university-wide EMI teaching creates the need for hierarchical communication among institutional management supports as well as vertical collaboration among disciplinary specialists (such as physical education professors, athletics & recreation professors, and applied physics professors) and English professors (English for specific purposes, English for workplace purposes). This study examines the experiences and perspectives of an EMI teacher and an English professor working together at a local national university on EMI teaching to Physical Education major students for the purpose of increasing students' global competitiveness and exploring sustainability in teaching in higher education. By uncovering the discursive practices and strategies in promoting EMI teaching in sports and physical education in Taiwan, this paper proposes a Sport EMI Goal Matrix with the framework of the Harada method adopted by Shohei Ohtani, the MLB two-way super player, in which sport EMI practitioners and English educators can become co-dependent but self-sufficient that in turn facilitates interdisciplinary collaboration in professional development, promotes the quality assurance of EMI teaching and learning, and achieves the sustainability of quality teaching in higher education.

Keywords : sustainability, global competitiveness, English as a medium of instruction, co-teaching

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A case study on Internet and sports empowered technology-**Take Keep app, for example**

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Abstract

With the rapid development and popularization of today's "Internet +" and cloud technology, the training monitoring, performance analysis and class schedule design of various types of sports are becoming more and more scientific, how to use the big data database platform integration, intelligent monitoring of sports training, and the use of artificial intelligence, data exploration analysis and the establishment of models for sports training information digital integration, to promote the balanced development of sports training is an important way to improve the level of sports training and event performance is an important topic and challenge. purpose: faced by current sports coaches. To put it bluntly, the combination of sports and technology is to apply knowledge and intelligent products in various sports science and technology fields to provide training technology and work evaluation intelligent services for sports training management, and to provide training safety warnings and injury protection for sports coaches, the ultimate purpose of which is to improve the overall sports training performance. methods: This study focuses on the related topics developed by the Keep app combined with sports intelligent technology Mainly through the summary and analysis of the latest literature, supplemented by the actual sports training cycle and competitive events, experimental techniques and methods, the effect of sports training of athletes is evaluated, and their ability to withstand training load and function status are monitored. conclusions: It is believed that the conclusion of this study will promote the empirical research on this important topic in the future, with the development and progress of science and technology, new scientific and technological elements are continuously injected, so that the sports training performance has repeatedly reached new pages, and will improve the viewing, fairness and accuracy of various sports, and is expected to have a positive co-prosperity and positive impact on the sports technology industry chain and the sports world.

Keywords : Internet + , APP smart service, sports technology, technology empowerment

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Life skill development and transfer through rope skipping of national elementary school children

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Abstract

Purpose: The purpose of this study is to explore the impact of national elementary school children's participation in rope skipping on the development and transfer of their life skills. **Methods:** Select the participants by intentional sampling, take the schoolchildren who participated in the rope skipping and won the award, their coaches and parents as the research objects, adopt a qualitative research method of interview narrative orientation for multiple cases, collect the interview data of 6 school children, 6 parents of students and 2 coaches, analyze the data with thematic analysis method, and continuously compare, analyze and summarize the collected data to form meaningful conceptual themes. **Results:** Schoolchildren developed a variety of life skills while skipping rope and transfer them to the field of daily life; moreover, good life skills cognition is an important factor affecting the development and transfer of life skills, and during this process, students can recognize the importance of life skills, actively apply and transfer them. **Conclusions:** After participating in rope skipping, schoolchildren can effectively develop life skills and transfer them to life; therefore, it is worthwhile to carry out life skills teaching activities in school physical education courses and extracurricular athletics in order to develop students' inner quality in facing the challenges of the living environment.

Keywords : positive development, core quality, physical education, physical activity

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Oral Presentation 1.2

03 Dec, 2022 16:20-17:40

(Lecture Room: Teaching and Research Building 413 On-Line)

Microsoft Teams URL : <https://reurl.cc/ymk9y6>

Moderator: Prof. Ching-Wei Chang 掌慶維

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O1.2-1	Sotaro Honda	Practice and effectiveness of inclusive kendo classes in secondary physical education: With focus on students changes in attitude toward inclusion
O1.2-2	Shahzad Hossain Takahiro Kitamura Mohammad Monirul Islam Masaki Nakagaichi, Nobuo Takeshima Kristine A. Mulhorn	Efficacy of combined online and onsite balance trainings on a remote island-dwelling older adults in Japan
O1.2-3	Tomabechi Rika Sasaki Yusuke Kondo Yuta Sakita Yoshihiro Matsuda Naoyoshi	Reproduction of observed movements using a Multi-Joint Human Model (MJHM)
O1.2-4	FUJII Kazuki OTOMO Satoshi NISHIDA Junichi FUKADA Naohiro YOSHII Takehito KOBAYASHI Misaki	Fundamental study on developing a Japanese physical education scale for first and second grade junior high school
O1.2-5	Michelle Flemons Joanne Hill Toni Odonovan Angel Chater	Recycling and Resistance to Change in PE: The informal recruitment of PE teachers in schools

Practice and effectiveness of inclusive kendo class in secondary physical education: With focus on students' change in attitudes towards inclusion

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Abstract

Background: The Japanese Course of Study for health and physical education at junior high schools was revised in 2017. One of the main points of the revision is the enhancement of guidance that emphasises on inclusive education. In PE there is a demand how classes should be planned and developed in order for students to share how to enjoy exercise and sports while there are many diverse types of students. **Purpose:** This study aimed to plan and practise in general classes of kendo, one-on-one combat activity with bamboo swords and one of the Japanese martial arts, that students enjoy and cultivate attitudes towards inclusion overcoming differences such as gender, physique, physical strength and skills. **Methods:** The subjects were 92 third-year junior high school students (age-14-15) who previously learned kendo in their first and second-years. A unit of 12 classes was planned and practised from November to December in 2021 with introduction of sponge swords instead of using bamboo swords, co-operative learning in improving basic techniques, and adaptation games in mixed genders. **Results:** As results of questionnaire survey using 'Inclusive Physical Education Attitude Scale developed by Umezawa et al. (2021), a significant increase of the score was observed in the factor of 'acceptance of differences' which consists of questionnaire items such as "it's fun to co-operate with others who are not good at exercise" and "it's fun to exercise together with others with different physical strength". A significant increase of score was also observed in the factor of 'excessive winning-oriented factor' which consists of questionnaire items of "winning is more important than anything else" and "it's fun to win in any way". **Conclusion:** From the above results, it was suggested that the planned and practised kendo classes are effective in cultivating students' attitudes towards inclusion and this could provide a new insight into how to plan, practise and develop one-on-one activity classes in term of inclusive education in general PE.

Keywords : inclusive education, kendo , adaptation games

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Efficacy of Combined Online and Onsite Balance Trainings on a Remote Island-dwelling Older Adults in Japan

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Abstract

Purpose: Unintentional falls are common in old age and loss of balance is a major risk factor of falls (Narita et al., 2015). However, balance training is effective in controlling age associated decline of balance (Islam et al., 2015). Conduct of onsite exercise sessions became difficult recently because of COVID-19 outbreak and feasibility of online exercise instruction is becoming a major concern in the field of exercise gerontology. However, methodical performance of exercise by older adults and training related risk-management during online sessions are difficult for these population. These issues may be addressed well by conducting exercise sessions alternately in online and onsite format. Thus, the purpose of this study was to evaluate the efficacy of combined online and onsite balance trainings (performed alternately) on a remote island-dwelling older adults in Japan. **Methods:** Thirteen older adults (Age: 71.1±4.3 years; Female 6, Male 7) from U village of Amami-Oshima Island volunteered to participate into this six-month long intervention study which included community-based supervised balance exercises (CBE) and home-based unsupervised balance exercises (performed as much as possible). CBE was performed twice a month, half of the CBE sessions were conducted onsite and remaining half online. Each CBE session (60 min) consisted of general warm-up exercises for 15 min, balance exercises (Islam et al., 2004) for 30 min, and cool-down exercises for 15 min. Balance performance was evaluated by conducting single stance eyes-closed test (Rogers et al., 2003) for static balance; and functional reach test (Rikli & Jones, 1999) for dynamic balance before and after intervention in all participants. Paired sample t-test was used to assess the efficacy of the training program. **Results:** After completion of the exercise intervention, significant (P=0.007) improvement was noted in functional reach test (pre: 28.8±4.7cm, post: 35.1±5.4cm; improved by 22%), however, no significant (P=0.726) improvement was noted in single stance eyes-closed test (pre: 4.2±2.5sec, post: 4.3±2.8sec; improved by 2.4%). **Conclusions:** As the unsupervised training performed by participants at

home was mainly at sitting position, naturally movements that challenged solely the standing static balance were inadequate which might cause inadequate stimulus to improve static balance. However, the noted improvement at least in dynamic balance may contribute to the reduction of falls in these people. The results of this study indicate that combined online and onsite balance training is effective in improving dynamic balance but not the static balance in remote island-dwelling older adults.

Keywords: balance exercises, online training, older adults, remote island dwellers

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Reproduction of observed movements using a Multi-Joint Human Model (MJHM)

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Abstract

During sports or other physical activities, observation skills are important for both learners and instructors. The present study investigated how sports movements are observed using a Multi-Joint Human Model (MJHM) and evaluated observation characteristics and skills considering participants' experience playing and teaching sports. Participants observed a video or still photograph of a specific sports movement and reproduced a moment of the movement by posing the MJHM. The participants sporting backgrounds were as follows: five in track and field, three in soccer, two in volleyball, and five in other sports. Six participants had physical education teaching licenses, and two were current physical education teachers. The movements observed were skillful and unskilled examples of underhand passing (volleyball), juggling (soccer), and hurdling (track and field). These movements were filmed from both forward and lateral directions, and both directions were presented simultaneously. Following familiarization with the MJHM (3 minutes), the experiment was conducted as follows: (1) Participants observed a movement and simultaneously reproduced the movement using the MJHM (5 minutes), (2) The completed MJHM was photographed from the side and the front, (3) Participants were interviewed about what they focused on when posing the MJHM. Each participant reproduced 12 movements, observing 6 videos (random order) and then 6 still images (random order). Seven judges evaluated the MJHM reproductions. They assessed the similarity between still images of each movement and photographs of the MJHMs from the forward and lateral directions and ranked them from 1-15. Worthy of special mention was that those with track and field experience ranked highly when reproducing hurdling movements and current teachers ranked highly when reproducing movements based on observation from a lateral direction. In addition, interviews revealed that highly ranked participants often focused on the body's core and center of gravity, while those with lower rankings tended to focus on details such as fingertips, hands, and soles of feet. The present study suggests that the observation of sports movements reflects playing and teaching experience in that sport and that appropriate observation of movements may be difficult for those with limited athletic experience. Current physical education teachers, who have many opportunities to observe movements, were good at observing from a lateral direction. This might be caused by being biased towards observing the movements of students from the side. We propose that to improve observation skills, instructors should actively create opportunities to observe movements from multiple directions.

Keywords : action observation, movement reproduction, sport movement

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Fundamental study on developing a Japanese physical education scale for first and second grade junior high school students: Focused on “cultivating the motivation to learn and humanity”

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Abstract

The purpose of this study was to develop a Japanese physical education scale known as “cultivating the motivation to learn and humanity” for first and second grade junior high school students in Japan and clarify the characteristic of the students related to “cultivating the motivation to learn and humanity” according to their grade and gender. The preliminary study aimed to develop question items and examine their efficacy. Question items in this study were established with reference to the description of “cultivating the motivation to learn and humanity” in the Course of Study. A questionnaire survey was conducted for first and second grade junior high school students (N=97). Consequently, the developed question items in the research were found to be items that were understood by these students. The main study aimed to clarify the structure of the factors related to “Cultivating the motivation to learn and humanity” for first and second grade junior high school students. The next aim was developing the “Japanese physical education scale - Cultivating the motivation to learn and humanity” (hereinafter, referred to as JPES-MH). Furthermore, the reliability, validity, and factors, such as gender and grade differences, were verified. A questionnaire survey was conducted for first and second grade junior high school students (N=185). Factor analysis indicated a total of six factors. However, certain inaccurate factors were identified. Therefore, we reconsidered the factors and conducted the factor analysis again. Consequently, the second factor analysis indicated a total of four factors. The reliability was confirmed by Cronbach’s alpha coefficient and test–retest correlations. Validity was confirmed by criterion-related validity and structural validity. The comparison by grade revealed that the second graders ranked significantly higher in “safety of physical activity” than the first graders. In addition, the comparison by gender revealed that the girls ranked significantly higher in “responsibility of physical activity” than the boys. The scale developed in this study can be used in class evaluations regarding “cultivating the motivation to learn and humanity” in first and second grade junior high schools.

Keywords : Course of Study, pedagogy of physical education, attitude

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Recycling and Resistance to Change in PE: The informal recruitment of PE teachers in schools

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Abstract

Background: PE in the UK is resistant to the pedagogical change necessary to meet the needs of today's society and promote sustainable physical activity habits for life. Previous studies have noted that during school, students form limited and often misinformed thoughts, feelings, beliefs and perceptions (the subjective warrant) surrounding the ease of entry (permissiveness) into PE teaching, based on considerable time observing their own teachers (apprenticeship of observation). As result, a group habitus (practical mastery) based on shared beliefs and practices that have been recycled from one generation of teachers to the next is inherent within the PE field. These shared beliefs and practices within the profession have contribute to the resistance to change within the profession. What is less known is how the intergenerational interactions between in service PE teachers and their students contribute towards the students' process of self- elimination/ self -selection when considering PE teaching as a career option. Without fully understanding how the profession announces itself to potential recruits, the informal recruitment process in schools and the role of in service PE teachers as gatekeepers for the profession, PE's resistance to pedagogical change will perpetuate, contributing to physical inactivity in adulthood. **Purpose:** This paper examines the extent to which in- service teacher beliefs influence recruitment by exploring how the intergenerational interactions between PE teachers and their school students shape self -selection/ self- elimination for PE teaching as a potential career route. **Methods:** In depth semi-structured life story interviews were conducted with 29 PE teachers at different career points: pre-PETE, 1 year and 5 years+ into teaching. **Data analysis:** Thematic analysis using Bourdieu's habitus, field, practice and capital as a thinking tool was adopted. **Findings:** In service PE teachers foster informal recruitment processes during school limited to students who demonstrate effort, enthusiasm and physical competence within the traditional curriculum. Students who emulate the PE group habitus are actively drawn towards the centre of the 'inner sanctum' and given exclusive support to enter the profession; cementing socialised behaviours inherent in the field into future practice. **Conclusion:** PE teachers provide opportunities to only those who they perceive as potential PE recruits by accepting them into the 'inner sanctum' of the PE field and prepare students whose strengths lie within the traditional PE curriculum for career entry. Independent careers advice could diversify exposure of the profession, adding variety to the collective beliefs held within PE, thus endorsing opportunity for change.

Keywords : teacher habitus, symbolic capital, inner sanctum, subjective warrant, acculturation, PETE recruitment

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Oral Presentation 1.3

03 Dec, 2022 16:20-17:40

(Lecture Room: Teaching and Research Building 101)

Moderator: Prof. Chun-Chieh Lee 李俊杰

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O1.3-1	謝孟均 潘正宸	應用視覺支持於大專生自閉症者的休閒活動參與 - 以 YouBike 租還車訓練性活動為例
O1.3-2	張寶方 薛名淳 黃光獻	挖掘適應體育統計數據背後的深層意義
O1.3-3	謝孟均 吳怡慧	國中體育教師提供肢體障礙學生適應體育課程調整之現況、困境及因應策略之初探
O1.3-4	陳映君	資源班學生在一般體育課程中學習阻礙之調查分析
O1.3-5	方圓 黃光獻	傾聽乒乓聲的交響樂

應用視覺支持於大專生自閉症者的休閒活動參與 —以 YouBike 租還車訓練性活動為例

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摘要

隨著高等教育普及化，身心障礙者就讀大學的機會也因此提高，2021 年台灣身心障礙者自閉症學生占大專生人數 22.24%，高居第二。自閉症是一種發育障礙，除了社交和溝通障礙以及限制性和重複性行為之外，通常也表現出較差的運動技能，缺乏運動的動機，休閒活動頻率普遍偏低。休閒活動參與有助於提升自閉症者的休閒技能與休閒滿意度。本文透過自閉症者實證教學法之視覺支持 (visual support) 策略於一名自閉症類群障礙大專生，配合其生態環境支持，以 YouBike 租還車訓練之通勤任務導向，短時程平緩路線自捷運站騎乘到校，規劃一週五次，一次 10 分鐘，共 8 週之訓練時間。本研究預期結果能以視覺支持介入發展規律休閒運動的行為，以支持個案選擇騎乘單車的意願，藉此增進身體適能，並提升參與身體活動之動機，並促進正向身心健康之發展。本文建議重要他人的參與，除增進家庭關係外，亦能使自閉症者能有更佳的休閒參與及生活品質。

關鍵詞：實證本位、休閒教育、單車運動、健康促進

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挖掘適應體育統計數據背後的深層意義

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摘要

聯合國對人權重視，我國規劃學校體育十年期發展重要政策之一為落實適應體育。目的：適應體育面臨困境及對應策略。方法：根據 106~108 學年度《特殊教育統計年報》及《學校體育統計年報》，文獻探討適應體育的深層意涵。結果：一、身心障礙學生有 88.94%安置於非集中式特教班之普通班級內，其中有 98%與普通班學生一起上體育課，說明在融合教育下，適應體育之課程規劃、教學程度與範圍設計需更加多元。二、國小階段屬動作發展關鍵期，約 18%的身心障礙學生需有教師助理協助參與體育課。三、適應體育課優先考量身心障礙學生的特殊需求後，才提供符合需求之場地，若場地器材不如預期則再考量調整教學進度與課程內容。四、在各教育階段，普通班身心障礙學生之適應體育教學計畫，會根據學生個別化教育計畫內容進行編制之情形已逐年提升。結論：適應體育的各主管機關應積極推動融合，以提升身心障礙學生之身體素質、建立安全及方便的教學環境、落實適應體育資源整合及行政支持措施。

關鍵詞：身心障礙學生、學校體育、特殊教育、個別化教育計畫

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國中體育教師提供肢體障礙學生 適應體育課程調整之現況、困境及因應策略之初探

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摘要

近年融合式教學蔚為風氣，而教育部在適應體育的推展上也不遺餘力。本研究旨在探討國中體育教師在普通班教導肢體障礙學生體育課之現況、在課程調整上所面臨的困難與阻礙，以及探討體育教師所採用的解決方法與策略應用，以及對於進行課程調整後，對個人教學品質、專業知能，以及心理狀況之變化。本研究採便利取樣，以新北市一所國中為研究場域，對兩位曾教過肢體障礙學生的普通班體育教師進行半結構式訪談。研究結果發現，針對肌力不斷退化的肢體障礙學生所進行學習內容的調整以「減量、替代」為主要方式，且課程多以遊戲的方式進行，肢體障礙生在教學場地的外圍獨立進行活動，因此容易形成肢體障礙學生落單在旁的情形產生。研究建議：體育行政機關及學校單位定期提供教師融合式適應體育相關專業知能的培訓，以利適應體育的執行。另建議以系統合作的方式進行課程設計，整合各方觀點相互協作，達到提升教學的品質。

關鍵詞：肢體障礙、國中、課程調整、適應體育、體育教師

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資源班學生在一般體育課程中學習阻礙之調查分析

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臺北市立大學運動教育研究所在職專班

摘要

本研究目的在探討資源班學生在一般體育課程中，所面臨的學習阻礙。研究對象採便利取樣，以台北市某國中之資源班之學生為研究對象，共計 11 名。在問卷調查後，以立意取樣的方式，選取各構面阻礙分數最高的學生進行深入訪談，探究在各構面出現的實際阻礙。研究工具使用張顯馨 (2011) 高中職身心障礙生體育課現況與學習動機及阻礙因素之研究問卷，並根據研究者自行編製的半結構式問卷，進行訪談。研究結果在問卷結果顯示，在個人阻礙上程度最高，平均分數為 2.16；在結構阻礙上程度次之，平均分數為 1.95；在人際阻礙程度最低，平均分數為 1.31。可看出，主要的阻礙在個人阻礙。研究結果顯示在教師、家長及普通班同學間，對於資源班學生進行一般體育課程，採取接納及平等對待的態度；而身心障礙學生參與一般體育課程的主要的問題在於身心障礙學生運動技能相較一般學生不足。因此體育課教師應思考，如何設計讓技巧程度不同的學生都能參與的課程。

關鍵詞：學習困難、資源班、適應體育

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傾聽乒乓聲的交響樂

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摘要

身為教練帶領整個球隊實屬不易，專注教學時，可透過桌球的乒乓聲覺查學生打球的樣態。本研究以自我敘說探究國小學生運用聲音與節奏提升技術跟戰術的可行性。從自身教學、觀察，及訓練的歷程反思建構故事文本，以沉浸－結晶式分析，發現：一、從過去文獻資料中顯示，動作節奏是反映技術完成質量的一個間接指標。二、在教學上輔以聲音讓學生自我回饋擊球方式是否達到目標，例如：殺球時要有清脆的擊球聲（狀聲詞：ㄉㄩ•），拉球時要有摩擦聲（狀聲詞：ㄉㄨ•）。三、從聲音、攻防、快慢等發現節奏的變形，學生能警覺到自己主動控制節奏還是被對手控制，並進而開始關注自己與對手的打球習慣。聲音與節奏不管是對初學者還是代表隊選手，都有不可忽視的貢獻，本研究發現節奏是學生的學習跟比賽致勝的關鍵，期望能開拓桌球教練不同的教學訓練視域。

關鍵詞：節奏、自我敘說、沉浸－結晶式分析

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Oral Presentation 1.4

03 Dec, 2022 16:20-17:40

(Lecture Room: Teaching and Research Building 102)

Moderator: Prof. Lien-Kuei Shen 曾沈連魁

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O1.4-1	陳頌茶 林靜萍	體育課師生互動中的教師生存策略
O1.4-2	陳菽慈 掌慶維	初任體育師資培育者參與實務社群之探究
O1.4-3	胡子航 徐珊惠	初探健身氣功八段錦網路知識建構模式: 以個人 Blog 為例
O1.4-4	何婉瑜 黃美瑤	個人化系統教學融入體適能課程對大學生自信心、身體意象之影響
O1.4-5	李奕 周建智	學生身體活動量與身體素養之探討

體育課師生互動中的教師生存策略

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摘要

許多研究表示師生互動的關係會影響教師的教與學生的學習及發展(元玉慧, 2009; 簡馨瑩, 2010), 體育課相較於其他科目師生互動更為頻繁, 是故, 也容易產生師生間的互動問題, 若師生互動間產生了問題不僅是學生學習會受到影響, 教師在體育課堂中的生存也會受到威脅。本文先分析體育課師生互動間的問題, 再以 Woods 提出的八項教師教學生存策略, 包括: 管理、社會化、統治、協商、合流、缺席、儀式常規、鼓舞士氣, 與做連結, 提出教師在體育課中解決與學生的互動問題並增進師生良好互動關係的作法, 以提升教學的有效性以及學生的學習成效。未來建議體育教師應多加關注與學生間的互動情形, 並引導學生與教師之間能有著良好的互動關係。

關鍵詞: 生存策略、師生互動、體育課

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初任體育師資培育者參與實務社群之探究

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摘要

國際自 1990 年代開始特別重視師資培育議題，師資培育者藉由師資培育自我研究（self-study of teaching and teacher education practices, S-STEP）的途徑，促進教師素養的提升。臺灣體育教材教法課程，體育師資培育者出現世代斷層，未受到具體經驗的傳承情況下，初任體育師資培育者如何藉由實務社群（Communities of Practice, CoP）的參與，促進專業成長為本。研究者為師資培育者，具備中學體育教師、初任體育教材教法課程講師、博士班候選人之多重身份，採用 S-STEP 實際參與 6 次實務社群以探討初任師資培育者如何朝向素養導向體育教材教法課程規劃與安排。資料蒐集採焦點團體訪談、文件分析、參與觀察、持續比較和歸納分析資料。結果顯示：體育師資培育者在參與實務社群的歷程，與資深體育師資培育者持續對話與經驗分享，進一步地探究與釐清素養導向的體育教材教法課程的核心價值，最終回到身為初任師資培育者的信念、教學實踐和專業認同等層面，試圖改變與重構原有的體育教材教法課堂，精進自身專業成長，以提供其他師資培育啟發與參考。

關鍵詞：體育師資培育、體育教材教法、自我研究

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初探健身氣功八段錦網路知識建構模式:以個人 Blog 為例

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摘要

網路媒體興起，運動健身相關知識已不再限於傳統課堂學習方式，而是經由多元網路媒介傳播取得。其中「健身氣功八段錦」近年在媒體傳播下成為全球熱門的養生運動。Scardamaliar 等學者(2013)建議學習模式要經由線上協作的知識建構途徑產生，如部落格。本研究借此為切入點，企圖探討健身氣功八段錦 Blog 經營者建構運動健身知識之發展趨勢。研究方法採用質性研究之內容分析法，透過 Google 瀏覽器鎖定中文介面之相關健身氣功八段錦部落格，共 13 個網站，44 篇文章。研究結果發現知識敘事與三大主題扣連: 1) 中西醫學的「身體調節」理論; 2) 以「呼吸吐納」調節情緒與生理機能之表現; 以及 3) 「心理調節」之方法。結果發現 Blog 經營者通常將「中醫」的「經絡」、「臟腑」概念，結合現代醫學研究發現的「預防疾病」、「緩解慢性疾病」作用，來談論健身氣功八段錦。Blog 經營者的知識建構途徑，是以身體調節理論，內化為一種健康養生之道的知識發展。

關鍵詞：網路知識、運動知識建構、部落格經營者、氣功

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個人化系統教學融入體適能課程 對大學生自信心、身體意象之影響

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摘要

本研究目的旨在於探討個人化系統教學融入體適能課程，對大學生自信心以及其身體意象之影響。以北部地區某國立大學兩個班級之學生為研究對象，將其分為對照組 (n=25) 採用一般傳統教學法、實驗組 (n=25) 實施個人化系統教學法，教學實驗為期六週。研究工具使用身體活動自我呈現自信心量表，其量表構面分為身體吸引力、體重控制及能力展現和體型滿意度量表，所有受試對象在教學實驗前、後均施以兩量表填寫，根據所得資料數據進行二因子混合設計變異數分析，研究結果：一、使用個人化系統教學在六週後對學生整體之身體活動自我呈現自信心有顯著進步 ($F=17.98, p=.01 < .05$)，其中又以身體吸引力構面之自信心程度表現提升最為顯著 ($F=28.7, p=.01 < .05$)，在體重控制及能力展現之構面則皆無顯著。二、使用一般傳統教學法之學生對於體型滿意度沒有顯著提升，在個人化系統教學法對學生之體型滿意度則是有達顯著進步之情形 ($F=17.98, p=.01 < .05$)。結論：實施個人化系統教學融入體適能課程能夠有效提升學生自信心程度以及改善增進自我之身體意象。

關鍵詞：凱勒教學法、身體活動自我呈現自信心、體型滿意度

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學生身體活動量與身體素養之探討

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摘要

由於科技業的發達，使得現代人的生活型態趨近於靜態久坐行為，而衍生出各種疾病，例如代謝不良及心血管疾病等。如何增加國人的身體活動量，提升國人的身體素養，養成終身運動的習慣，已然成為體育教育的最終目標。本文目的：欲了解學生的身體活動量與身體素養之關聯性。使用文獻探討的方法彙整中外相關研究做討論，研究對象為五至九年級學生，研究工具為問卷調查或客觀儀器(加速規)，使用 R 統計軟體等進行資料分析。結果：顯示輕度身體活動不因性別而產生顯著性差異，在各時間段男生的中等至費力身體活動都顯著高於女生，且年級越高身體活動量越低。身體素養測量可做跨年級和性別類別之間轉移的有力預測指標，潛在的類別歸屬可預測青少年至少 12 個月的 BMI 和自我概念。結論：透過加速規測量身體活動量，檢視青少年除體育課時數外，每週在校運動 150 分鐘方案的達成率偏低。另有研究表示提高身體素養與青少年增加參與體育活動有關。

關鍵詞：身體素養、身體活動量、加速規

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Oral Presentation 1.5

03 Dec, 2022 16:20-17:40

(Lecture Room: Teaching and Research Building 103)

Moderator: Prof. Yu-Chih Chen 陳玉枝

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O1.5-1	潘思穎 黃崇儒 薛名淳	教練-選手同盟關係對運動倦怠之影響:以基本心理需求為中介變項
O1.5-2	王振吉 黃崇儒	台灣男子籃球聯盟發展之觀察及分析
O1.5-3	陳宛吟 黃崇儒	運動員完美主義、特質焦慮與運動倦怠之關係：文獻回顧
O1.5-4	鄭伊倫 黃崇儒 薛名淳	教練仁慈領導與運動員運動動機的關係:同儕動機氣候的中介效果

教練-選手同盟關係對運動倦怠之影響:

以基本心理需求為中介變項

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摘要

運動體育領域中，教練與選手彼此都扮演重要的角色，選手在運動訓練當中也可能會扮演被動者或積極主動的角色，來影響自己的成績表現或是對於運動訓練的滿意度等，而過去國內探討教練與選手之間的關係，多以教練—選手關係問卷測量教練與選手之間的承諾感、互補性、親密性，承諾感，而這些研究中選手似乎是比較屬於被動的角色。目的：探討教練選手同盟關係及運動倦怠與基本心理需求的關係，並檢驗基本心理需求在教練選手同盟關係預測運動倦怠的中介效果。方法：採問卷調查法，參與者為國內國中、高中競技運動選手共 177 名(男生 128 名，女生 52 名)，平均參與專項訓練經驗為 6.22 年±2.71，平均與教練相處年數 2.77 年±2.14。經教練及參與者同意後，請同學填寫運動領域同盟關係量表、運動倦怠量表及基本心理需求量表。本研究將所得資料分析採用 Baron 與 Kenny 提供的中介迴歸分析模型說明中介效果，並以 MacKinnon 與 Dwyer 提出的 Sobel test 檢測中介路徑是否顯著。結果：教練—選手同盟關係負向預測運動倦怠，正向預測基本心理需求，基本心理需求對運動倦怠呈負相關。在檢驗基本心理需求的中介效果方面，顯示教練—選手同盟關係在運動倦怠上呈現中介效果。結論：教練與選手互相配合，一起共同努力朝向約定好的目標前進，教練與選手彼此間擁有良好的互動關係，則可以減低選手運動倦怠的影響，本文提供往後研究方向與建議，期望有助於未來相關研究發展。

關鍵詞：同盟關係、基本心理需求、運動倦怠

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台灣男子籃球聯盟發展之觀察及分析

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摘要

目的：近年來國內男籃因 P.League 的成立，再次將原先較低迷的籃球觀賞風氣進行翻轉。從進場觀賞的球迷人數便可明顯感受差異，PLG 元年僅透過 34 場賽事便吸引 195,644 人進場，已超越 SBL 超級籃球聯賽的巔峰—第四季進場觀賞人數 184,386 人。方法：本研究以文獻回顧、網路專欄蒐集及 SWOT 分析法，針對 SBL 與 PLG 兩個聯盟的經營策略進行探究，想了解雙方經營之差異。本研究從華藝資料庫、Google 搜尋引擎中找出 15 篇相關專欄與 6 篇文獻，進行歸納分析。結果：研究發現 9 篇專欄及 6 篇文獻皆指出 SBL 較缺乏行銷包裝，以籃協為窗口的經營模式，球團及聯盟間缺乏專業的行銷，影響球迷進場觀看比賽的意願。再透過 SWOT 分析，PLG 與 SBL 經營上的差異除聯盟規格外，正是主客場制度，其中 9 篇專欄均提及此特點，PLG 透過落實屬地主義，吸引當地球迷進場應援，進而提升營運成效。結論：SBL 得重新思考賣點及定位，強化行銷策略，以提升觀賽品質；PLG 得精緻化其經營、深根在地化發展及維持聯盟話題性，才能持續抓住球迷胃口。

關鍵詞：P.League、SBL 超級籃球聯賽、行銷包裝、屬地主義

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運動員完美主義、特質焦慮與運動倦怠之關係：文獻回顧

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摘要

運動員非適應性完美主義被發現與焦慮和運動倦怠有所關聯，目的：本文透過文獻回顧的方式統整運動員完美主義、焦慮及運動倦怠之實證研究，並依據結果提出未來研究方向。方法：本文透過對過去文獻進行系統性的分析整理，利用華藝線上圖書館、google 學術引擎、SPORT Discus 等資訊平臺，以關鍵字「Perfectionism」與「Athlete」、「Athlete burnout」交叉進行檢索，查詢年限為 2005 至 2018 年，找出 132、834、及 560 篇文獻。透過排除不符合主題及非競技運動員等篩選條件後，最終所採取之相關實證研究共 6 篇。結果：根據文獻統整結果顯示完美主義的擔憂與運動倦怠之間有正向和直接的關聯；對於青少年至大學運動員和業餘運動員而言，完美主義不僅影響到運動表現和心理技能，也影響自我效能，並產生焦慮感，而長時間的影響會導致運動倦怠的發生。結論：在回顧運動員完美主義、焦慮及運動倦怠之相關文獻後，本文提供幾個未來研究建議：一、探討完美主義與狀態焦慮的關係；二、探討不同年齡層運動員在完美主義與狀態和特質焦慮關係的差異性；三、探討完美主義、運動倦怠與運動員退出意圖之間的關係，希望有助於未來研究發展。

關鍵詞：完美主義、運動員、運動倦怠、焦慮

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教練仁慈領導與運動員運動動機的關係:同儕動機氣候的中介效果

鄭伊倫¹、黃崇儒²、薛名淳³

臺北市立大學

摘要

過去國內探討教練領導與運動動機的關係，多以採用運動壓力、運動態度等面項為探討變項，國內尚未有學者將同儕動機氣候的概念運用在於教練仁慈領導與運動動機之中。在運動領域，同儕之間的影響是相當重要的角色，故本研究認為有其更深入研究探討之必要性。基於上述，本研究主要目的：探討教練仁慈領導行為在運動員運動動機之關係，並探討同儕動機氣候在教練仁慈領導行為與運動員運動動機之中介效果。方法：以問卷調查法，研究對象為大專體育院校之現役運動選手，共 153 名，男生 51 位，女生 102 位，平均年齡為 20.56 歲(SD=1.64)，平均跟隨教練訓練年數為 3.50 年(SD=2.40)。所有研究參與者皆需填寫教練仁慈領導量表、自我決定動機量表與同儕動機氣候量表。本研究所蒐集到的資料採用 Baron 與 Kenny 提供的中介迴歸分析模型說明中介效果，並以 MacKinnon 與 Dwyer 提出的 Sobel test 檢測中介路徑是否顯著。結果：顯示教練的仁慈領導行為正向預測運動員運動動機，正向預測同儕動機氣候，同儕動機氣候預測運動員運動動機達顯著相關。在檢驗同儕動機氣候的中介效果方面，結果顯示，教練的仁慈領導在運動員運動動機上是完全中介之效果。本研究結果可提供教練與選手作為訓練時的參考方式，也希望有助於未來相關研究之發展。

關鍵詞：仁慈領導、家長式領導、運動動機、同儕動機氣候

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Oral Presentation 1.6

03 Dec, 2022 16:20-17:40

(Lecture Room: Teaching and Research Building 104)

Moderator: Prof. Hai-Chu Wu 吳海助

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O1.6-1	許惠婷 陳伯儀	「跳」出活力，幼兒身體動作教學實踐反思
O1.6-2	戴宜君 柯天路	家長參與親子休閒運動阻礙因素之調查：系統性文獻回顧
O1.6-3	王巧雯 黃于庭 張芮語	COVID-19 疫情時代臺灣幼兒園線上大肌肉活動教學困擾與實施現況研究
O1.6-4	朱育萱 王文宜	特殊幼兒大肌肉活動學習成效之策略執行追蹤
O1.6-5	羅婉軒 王文宜	運動對提升幼兒專注成效評估及教學運用之探討 -系統性文獻回顧

「跳」出活力

幼兒身體動作教學實踐反思

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臺北市立大學運動教育研究所

摘要

目的：幼兒期是身心發展的黃金時期，學習力強、可塑性高、更是動作發展的關鍵期，然而，幼兒動作常因家庭、園方提供資源不足而造成未達該年齡發展標準。方法：本研究採用實踐研究方法，以台北市某幼兒園混齡班幼兒為對象，系統觀察幼兒每日出汗性大肌肉活動時之身體動作能力表現。透過每周三次「跳躍」體能遊戲教學並持續進行二個月，在提升幼兒「跳躍」動作能力表現上，有顯著進步。結果：一、能完成雙腳合併向前跳45公分以上，且能連續雙腳跳15公尺以上距離；二、能完成連續單腳跳5次以上，且能單腳跳平穩的移動5公尺以上距離；三、依循指令搭配器材進行雙腳、單腳混合跳及跳躍障礙物。結論：研究發現受試者在參與課程前，其協調性、敏捷性、平衡性、肌耐力等皆有落後常模現象。本研究另外發現良好引導及陪伴可讓幼兒學習動機持續並維持。從設計運動課程、陪伴幼兒運動、落實大肌肉活動並以「運動為主體，遊戲為方法」可讓幼兒愛運動增進身體動作均衡發展。

關鍵詞：幼兒體能教學、陪伴運動、跳躍能力

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家長參與親子休閒運動阻礙因素之調查：系統性文獻回顧

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摘要

目的：本研究為探討親子休閒運動，家長參與之阻礙因素概況，提供未來研究參考。方法：以親子休閒及家長參與為關鍵詞，在華藝線上圖書館及臺灣博碩士知識論文加值系統搜尋相關文獻，篩選後以八篇實證研究為分析對象，對家長參與阻礙之調查結果進行編碼、分析。結果：一、家長參與的阻礙類型，依現有文獻，可分內在個體因素及外在結構因素兩大類型；二、各類因素阻礙程度比較，其中五篇指出內在個體因素與家長參與動機有關，另三篇研究顯示兩大類型因素均有相關；三、不同地區家長參與阻礙因素的差異，文獻資料來源分布臺灣的大台北、中部與東部區域，結果顯示都會地區與城鄉地區略有差異；四、不同社經背景家長參與阻礙因素差異，文獻中四篇提及受調查家長學歷與阻礙因素有關；有三篇結果顯示家長職業別有影響。結論：對於家長參與阻礙以內在個體因素為主，顯示現代社會型態下，家長參與動機受工作、心理因素影響；不同地區的發展尚有外在結構因素的干擾。

關鍵詞：家長參與、親子休閒運動、阻礙因素類型

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COVID-19 疫情時代臺灣幼兒園線上大肌肉活動教學困擾 與實施現況研究

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摘要

目的：本研究旨在探討 COVID-19 疫情時代臺灣幼兒園大肌肉活動教學之困擾與實施現況。方法：本研究工具以教育部幼兒園名單之幼兒園教師(N=355)為研究對象進行問卷調查。經描述性統計、信效度檢驗、探索性因素分析、卡方檢定、獨立樣本 t 檢定及單因子變異數分析進行結果分析。結果：1. 臺灣幼兒園教師的線上大肌肉活動教學困擾問卷分為三大向度，包含場器人力資源、個別教學指導及教學氣氛感受，其中教學氣氛感受因素的教學困擾最高。2. 進一步分析發現，若幼兒園教師的背景為男性、年齡 51 歲以上、公立幼兒園、班級數四班以上、服務年資在十至十九年、或無行政職的教師，其在實施線上大肌肉教學時的困擾相對比其他背景變項的組別高。結論：臺灣幼兒園教師在 COVID-19 疫情時代下進行線上大肌肉活動教學的困擾頗多，其中以教學氣氛感受教學困擾最高，教學氣氛與互動不佳是線上教學的主要困擾；未來提升幼兒園教師營造良好教學氣氛感受將有助於線上大肌肉教學與落實。

關鍵詞：身體活動、學前教育、線上教學

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特殊幼兒大肌肉活動學習成效之策略執行追蹤

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摘要

目的：適應體育教學相關研究近年有漸多的趨勢，然多數研究對象皆為中小學，針對學前特幼的實證性研究相對偏少；現場教師發現特幼生於大肌肉活動參與度偏低，在策略執行運用下仍面臨困境。方法：本研究蒐集 2004 至 2022 年，在華藝及台灣博碩士論文知識加值系統分別找出 185 及 194 篇文獻。透過 PRISMA 準則共篩出 7 篇符合條件的文獻進行歸納分析，並與 5 位教師訪談。結果：一、近年將多媒體教材融入課程，透過影片與教師輔助教學，在特幼生學習動機及教學成效多能達顯著影響。二、融合式體能活動使特殊幼兒動作技能提升，同時也增進同儕互動的正向關係。三、於教育現場發現，因特幼生障礙類別不同及個別差異大；活動協助人員有限，且教師對於專業的體能技巧輔助知識不足，以至於在實際執行上仍面臨挑戰與困境。結論：教師應對融合有深層的理解，因應特幼生的學習能力與需求，發展適切的教學策略並有效執行適應體育教學；也讓教育相關從業人員能更加重視學前適應體育專業的重要性。

關鍵詞：課程調整、教學策略、學前適應體育、融合式體能活動

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運動對提升幼兒專注成效評估及教學運用之探討-系統性文獻回顧

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摘要

目的：多項研究證實運動對於提升專注力具有促進效果，但對於幼兒族群運動與專注力成效及相關教學運用之研究仍未知。方法：藉由系統性的回顧調查，方法使用以「幼兒、專注力、運動遊戲」為關鍵詞，欄位設為 Title/Abstract，收集國內相關文獻。並搜尋隨機對照試驗 Randomized Controlled Trial (RCT) 等研究，限定年限為 2017 至 2022 年，分別在華藝、google 學術引擎、臺灣博碩士論文知識加值系統資料庫找出 16、2570、及 32 篇文獻。透過 PRISMA 準則共篩選出 5 篇符合條件的文獻。結果：目前已從研究中顯示運動對提升專注度之成效，但對幼兒運動與專注力相關之研究仍較少數，期望未來能多以幼兒為研究對象，提供教師了解各項運動、活動方案對專注力之影響及專注度持續時間等，期落實建議於教學現場中。結論：一、在主題、團課前進行 30 分鐘以上輕/中等以上強度大肌肉運動課程。二、大肌肉課程融入情境式運動遊戲。三、以結構式的方式進行體能活動。四、以多元活動遊戲型態進行大肌肉運動。

關鍵詞：學齡前、出汗性大肌肉活動、專注力

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Oral Presentation 2.1

04 Dec, 2022 09:00-10:20

(Lecture Room: 國際會議廳 Conference Hall)

Moderator: Prof. Ping-Chao Lee 李炳昭

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O2.1-1	Yi-Ya Zhang Yi-Hsiang Pan	Construction of Life Skills Index in Physical Education Classes for College Students
O2.1-2	永屋弘惠	Horticultural Therapy to Improve the Quality of Life in children with Cancer and Their Caregivers: A Literature Review
O2.1-3	Yan-Zhen Chen Jackie Yu-Lin Shao Tzu-Yin Kuo	COVID-19 Perceived Risks, Social Motivation, and Disabled People's Social-Distancing and Exercise Behaviors: An Exploratory Study
O2.1-4	Ming-Sheng Tseng Feng-Min Wei	The reification of "learning for assessment" in a modern dance course in higher education

Construction of Life Skills Index in Physical Education Classes for College Students

Yi-Ya Zhang¹, Yi-Hsiang Pan²
National Taiwan Sport University

Abstract

Purpose: Based on Life Skills Ability Scale by Cronin, Allen, Ellison, Marchant, Levy & Harwood(2019) and related literature, and use focus group interviews. this study aimed to construct indicators of Life Skills Ability for use in college physical education classes. **Methods:** In this Study, use qualitative approach to establish indicators. First, 8 college physical education teachers and professor of Sports Education were invited to two focus group interviews. Afterwards, 2 physical education doctors examined the study's content validity. **Results:** The results indicated 6 dimensions (teamwork, goal setting, time management, emotional skills, interpersonal communication, decision-making and problem-solving) with 29 index. **Conclusions:** This study has constructed a Life Skills Ability index for college students physical education class that is suitable for Taiwanese culture, which can be used as a reference for domestic college physical education teachers when teaching life skills.

Keywords : focus group interviews, emotional skills, positive youth development

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Improve the Quality of Life in children with Cancer and Their Caregivers: A Literature Review

永屋弘惠

身心障礙者轉銜及休閒教育碩士學位

Abstract

Horticultural therapy is a time-tested practice, that have been documented since the ancient times. Horticultural therapy is first documented to be effective in the 19th century, by an individual with mental illness, working in the garden. Horticultural therapy is accepted as a beneficial and effective therapeutic modality. It is widely used within a broad range of rehabilitative, vocational, and community settings. The literature review was used in this study, and literatures with keywords including “horticultural therapy”, “hospitalization”, “physiological”, “psychological”, “well-being”, “cancer”, “caregiver”, and “burden” were taken into research from “google scholars” to conduct systematic literature review analysis. All the articles were published from 2010 to 2021. Results found that horticultural therapy promotes improve memory, cognitive abilities, task initiation, language skills, and socialization. According to many research studies, children with cancer is at risk of developing physiological, emotional, psychological problems. This is the same to the family and the main caregiver to the young cancer patients. Cancer symptoms among the child patients can be serious and negatively affect caregivers. Previous studies have revealed that horticultural therapy is a beneficial support for the well-being of those with chronic disease, sick children and their families. Horticultural therapy, brings patients and their family closer to nature, it is an educational activity that provides socialization and calming environment that can help the healing process. Horticultural therapy intervention is a systematic treatment that uses natural features, plant care, and gardening activities to increase the physical and psychological health of participants. The intervention could incorporate a wide number of activities, such as indoor and outdoor gardening, passive interaction with nature, collection of natural elements, craft and even cooking. Finally, participants in the intervention was involved in all phases of gardening, from propagation to selling products, as a means of bringing about improvement in their life.

Keywords : Horticultural therapy, hospitalization, physiological, psychological, well-being, cancer, caregiver, and burden.

COVID-19 Perceived Risks, Social Motivation, and Disabled People's Social-Distancing and Exercise Behaviors: An Exploratory Study

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Abstract

Covid-19 poses an unprecedented health threat to the world. Governments roll out preventive measures to minimize the spread. Despite being effective, these measures have led to social isolation and interrupted people's daily routines, including sports/exercise participation. Researchers have discussed general public's perceived risk, preventive behaviors (e.g., Yildirim et al., 2021), and reduced physical activities (e.g., Ammar et al., 2020; Schnitzer et al., 2020). However, little is known about disabled people's perceptions and behaviors during COVID-19. Our study aims to fill this gap by examining the effects of COVID-19 perceived risks on disabled people's practice of social distancing and changes in their exercise behaviors in Taiwan. As social contact is one facilitator for disabled people's sports participation, we also investigate whether social motivation attenuates the implications of COVID-19 on disabled people's preventive and exercise behaviors. Method: We randomly invited disabled people to answer an online Qualtrics survey for gift vouchers. Respondents reported their COVID-19 perceived cognitive and emotional risks (4 items, respectively; Yildirim & Güler, 2022), social sports motivation (4 items; adapted from Beard & Ragheb, 1983), social-distancing behavior (i.e., staying home & avoiding mass activities; adapted from Yildirim et al., 2021), and exercise participation pre- and post-outbreak (in terms of frequency, activities, and venues). Out of the 178 returned surveys, 24 were incomplete or invalid, yielding 159 usable responses. Confirmatory factor analysis showed the data fitted the 3-scales measurement model acceptably ($\chi^2/df = 2.06$; RMSEA = .082; CFI = .95; TFI = .94; SRMR = .076). The three scales also demonstrated good reliability (all CRs > .82). Based on respondents' input, we also computed the change in exercise frequency and coded the risk level change (-1, 0, 1) in exercise activities and venues for subsequent analysis. Results and Discussion: Generally, disabled respondents exercised less frequently, opted for lower-risk activities/venues, and practiced social distancing after the COVID-19 outbreak. Participants with severe/profound disabilities (vs. those with mild/moderate disabilities) reported a significantly smaller decrease in exercise frequency (-0.09 vs. -0.47; $p = .002$). No significant difference was observed in their social-distancing behaviors and choices of exercise activities and venues. Surprisingly, perceived COVID-19 risks did not explain the changes in exercise frequency, activities, and venues. The only exception is that perceived emotional risk, but not perceived cognitive risk, predicted respondents' social-distancing behavior ($B = .20, p = .03$). Moreover, social sports motivation moderated the observed relationship. As perceived emotional risk increased, the disabled with lower social motivation engaged in more social distancing ($B = .35, p = .007$), but those with higher social motivation did not ($B = .06, ns$). Conclusion: The results offer preliminary insights into disabled people's preventive and exercise behaviors. People with mild/moderate disabilities reduce exercise frequency more than their counterparts. Higher perceived emotional risk leads to more practices of social distancing behavior only among disabled people with low social motivation. Nevertheless, more research is needed to uncover the impacts of COVID-19 on disabled people's exercise behaviors. We hope our study could stimulate more investigation into this topic.

Keywords : people with physical disabilities, COVID-19 perceived risk, COVID-19 and exercise behavior, social distancing

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The reification of “learning for assessment” in a modern dance course in higher education

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Abstract

Background: As a university lecture, with 37 years of teaching experience, I had developed and examined a systematic strategy of assessment that, in my opinion, possesses enough credibility and validity to identify students' learning. Recent curriculum innovation of competency, both foreign and domestic, has accelerated the transformation of how teachers interact with and assess their students. Assessment for learning (AfL) has been a prominent and influential assessment concept in physical education and its practice plays a crucial role in identifying the subjectivities of teacher and student and defining their relationships (Tolgfors, 2018). Purpose: This action research aimed to develop and implement an AfL system for the university modern dance course in realizing how it can affect students' movement learning, direct the teachers' teaching practices, and define the implied relationship between the teacher and students. Method: The typical action research procedure in terms of planning, acting, observing, and reflecting (Kuhne & Quigley, 1997) was followed to respond to proposed teaching problems. Participants of this study included 19 university students (2 males and 17 females) taking a beginning modern dance course taught by me, a co-investigator who knows action research well and has sufficient experience of conducting academic data collection and analysis, and myself as the instructor. This study collected primarily qualitative data during an entire semester, including classroom videotapes, students' videos of personal choreography, after-class interviews with the instructor, learning portfolios, et al. The movement learning of individual students was assessed through an observational assessment instrument developed to capture their progression concerning specific objectives of the course, and the other data were transcribed and analyzed adopting thematic analysis and constant comparison. Results: The average score of students' choreography performances was 10.39 out of 15 and the inter-rater reliability between two observers was 0.785 ($p < 0.001$). Participating in the learning experiences of modern dance, students claimed they progressively knew more about the capabilities of their bodies and how to express and demonstrate creativity with body movements. Moreover, benefiting from the utilization of the AfL system, the instructor could provide adequate feedback to advance students' movement learning and reconsider the ways of deliveries of pedagogy and material at proper timing, according to individual students' varied feelings, questions, and needs of learning. Conclusions: The inter-dependent and inter-constituted relationship between teaching and learning was strengthened while the AfL system was taking place in the classroom. The assessment system of this action research embodied the concept of AfL, and meanwhile enhanced my understandings of those students and the profession of physical education.

Keywords : movement education, Laban movement analysis, choreography, formative assessment, action research

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Oral Presentation 2.2

04 Dec, 2022 09:00-10:20

(Lecture Room: Teaching and Research Building 101)

Moderator: Prof. Che-Chun Kuo 郭哲君

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O2.2-2	王文忠 潘義祥	運動教育與永續發展 SDGs 關係之探究
O2.2-3	林佳煌	中學生對雙語體育課中教師行為之知覺
O2.2-4	陳柏豪 王文宜	大專院校體育課教學品質與學生運動參與動機影響之文獻綜述
O2.2-5	劉嘉致	中國大陸雙減政策對學校體育發展之探討

運動教育與永續發展 SDGs 關係之探究

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摘要

目的：永續發展領域當中，主要在了解運動與永續發展的關係，並透過近年國內外永續發展在運動領域相關發展情況，深度剖析比較出兩者的不同。方法：本文旨在瞭解運動與永續發展關係探討，回顧過去和近年相關研究文獻，以文獻評論方式，論述運動與永續發展之研究發展及成果。結果：研究結果顯示出三個重要發現：一、在永續發展相關期刊研究探討下，永續發展對運動教育領域都有達到顯著性的水準，顯示永續發展確實有助於教育的發展和提倡。二、在研究過程當中，我們也發現永續發展在不同地區也不同，須要考量到地區和國與國之間的差異，適度彈性安排永續發展計畫進入教學課程。三、相關研究指出永續發展對於團隊合作學習發展影響最大，並能增進人際互動表現。結論：本文指出運動與永續發展關係融入課程、教育、聯合國倡議目標以及奧林匹克計畫等相關議題，對於永續發展介入運動等相關議題有影響，並且是國內教育可參考範疇。

關鍵詞：師資培育課程、聯合國永續發展目標、奧林匹克計畫

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中學生對雙語體育課中教師行為之知覺

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摘要

目的：本研究旨在探討雙語體育課中教師行為及其思考，以及學生對於教師行為的知覺情形，藉以瞭解雙語體育課中教師行為的有效性。方法：立意取樣選取某臺北市國中雙語體育教師，透過 ORRPETB (Observing Recording Record of Physical Educator's Teaching Behaviors) 系統觀察工具分析該教師所任教之 9 年級普通班 10 節課，並輔以刺激回憶訪談法，訪談教師及其所任教學生。結果：(一) 教師與學生皆知覺到較高的英語使用比例。(二) 教師與學生皆認為雙語課中相較於中文授課使用較多的指導時間與管理時間。(三) 教師能透過候答時間判斷學生是否有立即性反應來確認學生理解程度，但理解與執行仍有落差。(四) 學生語言程度會影響其理解與行為，而多元教學策略可促進其理解與技能發展。(五) 學生不認同體育課以雙語進行教學。結論：雙語體育課中教師行為能夠被學生有效知覺，但學生理解程度與外在行為並無一致性，仍可能受到學生語言及技能發展程度所影響，教師可透過多元的教學策略以提升學生學習動機及理解程度。

關鍵詞：師生互動、教師知覺、ORRPETB 系統觀察工具

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大專院校體育課教學品質與學生運動參與動機影響之文獻綜述

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摘 要

目的：針對體育教師的教學品質對於學生運動參與動機影響因素進行綜述分析。方法：將研究限定年限在 2010 至 2022 年之間，透過華藝、google 學術引擎、PubMed 等資料庫篩選，以”教學品質、運動參與動機、大專體育”等關鍵詞，透過 PRISMA 準則共篩選出 8 篇符合條件的文獻進行綜合評論。結果：歸納出 4 個研究發現：一、研究發現，教師教學品質越高，學生能夠在體育課程當中獲得預期感受越好，且在有效率的體育課程規劃下，能藉由體育教師的課程發展來結合健康觀念，增促進選修體育課之動機；二、大專學生運動參與動機會影響他們對運動實際參與行為及能力需求動機影響最為明顯；三、體育教師可以透過學生喜歡的教學方式幫助學生學習與了解、學生是否因技能學習的份量過多、學生對體育教師所提供的教學內容艱深、教學進度過快等去改進教學品質。；四、體育課是學生最喜歡且最有意願選擇的，但多數體育課程不但沒有結構且學習目標不明確，導致學生缺乏成就動機。結論：研究中可以發現體育教師的教導方式與學生的學習動機有關，然而針對教師教學品質優異與學生學習動機因素之探討並未多件。

關鍵詞：內在需求、運動能力、教學方式

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中國大陸雙減政策對學校體育發展之探討

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摘要

學校體育是國民健康重要基礎，發展好學校體育一直受到中國大陸黨和政府高度重視。2021年7月，大陸中共中央辦公廳、國務院辦公廳印發《關於進一步減輕義務教育階段學生作業負擔和校外培訓負擔的意見》（簡稱雙減政策），旨在促進學生全面發展、健康成長。本文通過內容分析法，從大陸學校體育發展脈絡與現狀、雙減政策背景與意涵、雙減與學校體育的關係切入，探究大陸雙減政策對發展學校體育的意義。研究發現，長期以來大陸學校體育發展存在“體育價值固化”、“學生體質狀況愈下”、“體育課程缺乏設計”和“學校體育供給失衡”問題；雙減政策從“限制校內作業量”、“限制校外學科類培訓”、“提高學校教學質量”、“提高課後服務品質”方面，為大陸學校體育推展創造時間空間，各地各部門推出一系列行動方案，落實學校體育推展。研究認為，大陸雙減政策提出，從重樹體育教育理念，優化體育課程體系，體育活動品質提升，強化體育設施與師資力量，完善體育考核與評價機制等方面，對學校體育發展有重要價值與意義。

關鍵詞：中國大陸、體育教育、雙減政策、學校體育

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Oral Presentation 2.3

04 Dec, 2022 09:00-10:20

(Lecture Room: Teaching and Research Building 102)

Moderator: Prof. Kuo-Chin Lin 林國欽

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O2.3-1	陳淑媛 黃光獻	孩子，你為什麼下課不去玩？
O2.3-2	王岑方 黃光獻	2020 東京奧運主視覺設計，原來如此
O2.3-3	洪紫玲 黃光獻	探查臺灣「共融式遊戲場」的應然與實然
O2.3-4	黃育菁	以文獻回顧法探討園藝治療的應用

孩子，你為什麼下課不去玩？

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臺北市立大學運動教育研究所

摘 要

目的：為達成 SH150 運動目標，讓學生有更多身體活動時間，因此本研究聚焦在探討影響國小學生在校課間休息時，不願意離開教室從事身體活動的因素。方法：以 111 學年度就讀臺北市某國小四年級 202 位學生為對象，透過六個上課日的下課觀察記錄，取課間休息時都待在教室比例超過 90% 的學生總共二十五位，進行焦點團體訪談和半結構式面對面訪談，所蒐集的資料以持續比較法的開放編碼、聚焦編碼及主題編碼等三步驟進行分析。結果：研究發現如下：一、天氣、環境、同儕互動等三大因素會降低學生在課間休息時離開教室從事身體活動的意願。二、增長課間休息時間、有室內的活動場所與舉辦班際體育活動等三大因素能提升學生在課間休息時離開教室從事身體活動的意願。結論：要提昇學生在課間休息時從事身體活動的意願，可就天氣、環境、同儕、課間休息時間及學校活動等影響因素，設計最符合學校與學生需求之方式，促進學生在校的身體活動量。

關鍵詞：身體活動、課間休息、國小學生

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2020 東京奧運主視覺設計，原來如此

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摘要

目的：剛落幕的 2020 東京奧運主視覺設計其用色簡潔、未來感十足的 Logo(標誌設計)至今仍讓人印象深刻，不禁好奇為什麼每屆奧運都會設計獨有的 Logo？此次東京奧運 Logo 是如何脫穎而出？是否與本屆奧運主軸相契合？方法：本研究以文獻回顧、文件分析及圖像分析等方法，針對 2020 東京奧運主視覺設計進行探究。結果：研究發現，甫自 1924 年巴黎奧運 Logo 的第一次初現，奧運主視覺設計由海報形式轉型為 Logo 圖像，自此之後每屆的奧運都會設計出其獨有的 Logo。顯著易識別的 Logo 打破語言的隔閡、吸引眾人的目光，讓人留下強烈的記憶連結，達到宣傳奧運的效果。結論：一個好的標誌設計除了活動識別及宣傳外更能衍生出許多周邊商品與企業行銷合作進而為國家帶來可觀的經濟效益。此次研究更發現 2020 東京奧運 Logo 設計潛藏日本文化意涵(組市松紋、阿波藍)及有趣的數學幾何原理的巧思，讓此 Logo 更具內涵與意義，希望藉此研究能供臺灣未來在辦理國際性運動賽事時借鏡。

關鍵詞：Logo、文化意涵、組市松紋、阿波藍

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探查臺灣「共融式遊戲場」的應然與實然

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摘要

目的：聯合國大會通過《身心障礙者權利公約》，社會大眾對“共融”的概念有更進一步的認識及瞭解，臺灣也於 105 年起逐步建置「共融式遊戲場」來滿足所有幼兒的遊戲權需求。方法：因此本研究以文獻回顧、文件分析、參與式觀察與訪談的方法，探討臺灣共融式遊戲場設置規範、推動沿革、共融式遊戲場運作現況與使用者經驗。結果：分析結果發現：一、目前未有全國統一的設置法源，僅遵照國外的設置原則，以致各縣市改建、新建的共融式遊戲場質量不一。二、台灣腹地相較國外狹小，遊戲場場域規模小，其中遊具種類擺設相似及重複性高，且多為通用年齡以致挑戰度低。三、共融式遊戲場的遊具安全使用告示牌設置不周全，且周邊無障礙設施未落實，欠缺完善設施維護之法規。結論：反思現階段台灣共融式遊戲場法規、理論與落實之探討，期望能有更周全之共融式遊戲場設置原則及政策方向，提供不同能力的幼兒一起玩樂，於社會中落實真正的共融精神 (Play for All)。

關鍵詞：身心障礙者權利公約、遊戲權、訪談、參與式觀察

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以文獻回顧法探討園藝治療的應用

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摘 要

本研究目的以文獻分析彙整園藝治療應用的相關策略研究概況。研究方法以 EBSCO/host, Google Scholar, PubMed, Web of Science 及華藝線上圖書館等資料庫；關鍵字為「Horticultural Therapy、園藝治療、園藝療法」或相關字詞，蒐集近 10 年的文獻共計 10 篇做統整比較分析。本研究結果發現園藝治療對身心障礙者、高齡者、主要照顧者、及工作壓力者等對象，在社會技巧、情緒、睡眠、社會支持、人際、降低焦慮及壓力等有幫助。本研究結論認為園藝治療可達到紓解壓力，促進身心靈健康；建議可進一步藉由園藝治療的各類活動創造學習情境與機會，提供身心障礙者、照顧者或工作壓力者職業技能訓練或另類斜槓發展的機會。

關鍵詞：園藝治療、文獻回顧

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Oral Presentation 2.4

04 Dec, 2022 09:00-10:20

(Lecture Room: Teaching and Research Building 103)

Moderator: Prof. Hsien-Hsiang Liu 劉先翔

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O2.4-1	林孟毓 鄭麗媛	代間課程介入對高齡者自我價值與生活滿意度之影響
O2.4-2	蘇正嘉 王文宜	台北市高中體育班畢業學生生涯轉換之因素研究
O2.4-3	邱奕銓 曾秋美 辛麗華 王素君	疫情干擾下大學桌球課程之行動研究
O2.4-4	范曉羽 薛名淳 王文宜	射擊選手人格特質、心理堅韌性與運動表現之相關
O2.4-5	黃郁淇 王文宜	職業運動球迷球隊認同與身體活動之探討

代間課程介入對高齡者自我價值與生活滿意度之影響

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摘要

近年，伴隨著醫療服務的進步與生活型態的改變，高齡人口比例不斷地增加。為了減緩高齡化社會的壓力並活躍高齡者的生活，「代間課程」隨即應運而生。目的：本研究旨在探討高齡社會下，參與青銀共學的代間課程對高齡者自我價值及生活滿意度之影響。方法：本研究以新竹市某國立大學為研究場域，採立意取樣方式，招募 35 位 55 歲以上高齡者，參與 7 堂每堂 3 小時共計 21 小時的代間課程。研究設計採單組前後測，實驗前高齡者先接受「自我價值」與「生活滿意度」量表前測，之後進行 7 堂代間課程教學，實驗結束後隨即實施「自我價值」與「生活滿意度」量表後測與團體焦點訪談。資料處理：以相依樣本 t 檢定及皮爾森積差相關進行統計處理。結果：(一) 高齡者參與代間課程對自我價值有顯著性提升。(二) 高齡者參與代間課程對生活滿意度有顯著性提升。(三) 自我價值和生活滿意度之間有顯著正相關。建議：面對 2025 年超高齡化社會的來臨，教育主管單位可開設更多的代間課程，不僅可以讓高齡者瞭解與年輕人溝通的技巧與行為方式，促進社會的良性互動，同時，也可增進代間之共融。

關鍵詞：高齡化社會、青銀共學、代間共融

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台北市高中體育班畢業學生生涯轉換之因素研究

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摘要

目的：研究者發現，高中時期參與體育班之學生，畢業後除順利深學繼續專精技能外，多數學生面臨轉折，毅然轉換跑道。本研究將針對影響台北市體育班畢業學生生涯轉換之因素進行探討，目的是了解台北市體育班學生選擇轉換跑道的動機與原因。方法：研究採質性研究方法，以半結構式深度訪談法針對四位經由生涯轉換的台北市體育班畢業學生進行蒐集資料，蒐集過程除原訂題目外，訪談過程中延伸引導其它提問，並皆透過錄音方式蒐集資料。依據 Carney (1990)「抽象五階梯」，進一步概念化此因素，透過階段一文字化，二階概念化，三階命題化，四階圖表化，五階理論化等歸納結果。結果：研究結果發現：一、轉換因素常因比賽成績不如預期，對於自己的生涯發展不樂觀。二、無法獲得家人的支持與鼓勵，對於自己的生涯自我效能產生疑慮。三、因長年操勞和運動傷勢影響，對於自己的生涯決定有新的想法。結論：本研究結論發現低正念思考與低社會支持皆不利於學生運動生涯之維持。

關鍵詞：學生運動員、生涯轉換、抽象五階梯

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疫情干擾下大學桌球課程之行動研究

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摘要

目的：研究旨在探討大學桌球課程在疫情干擾下所進行之行動研究，了解學生在一學期課程變動下的學習情形，包含性別差異與各項成績之教學成效。方法：以 110-2 學期龍華科大選修「桌球」課程二個班級共 101 名學生為研究對象，研究採用一學期之實驗與行動研究法進行，其中男生 63 名女生 38 名，同時採量化與質性並行之研究方式。研究工具為桌球課期中與期末認知測驗試卷、桌球術科測驗(反手推擋、正手擊球與左推右攻三項)與體育課學習反思問卷、教師教學滿意度線上問卷系統，教學內容包含八週桌球實體教學、期中測驗、八週桌球線上課程與期末測驗及學習反思問卷，以了解學生在桌球學習上之性別差異，以及各項測驗的進步情形。結果：經過一學期之課程後，學生在認知學習之結果未達顯著($p > .05$; $p = .06$)，技能測驗中之反手推擋、正手擊球與左推右攻均有進步，達到顯著水準($p < .01$)，教師教學滿意度達到 91 分之評分等級；至於男女性別差異上，期中成績(實體)與期末測驗成績(停課改線上授課)均有顯著差異且是女高於男，而術科成績有顯著差異則是男高於女。另外，從術科量化成績與質性之問卷發現，整體而言男生術科成績較好，但是有關認知學習、線上上課與作業情形則女生普遍上均較男生專心認真學習。結論：經過一學期之行動研究課程後學生在桌球技能方面有顯著之進步，對於桌球課的教學滿意度亦佳，而男女性別上的各項學習差異，以及採取先實體後線上之教學應變策略，對於大學體育課程之實踐，應值得參考與持續探討。

關鍵詞：反手推擋、正手擊球、左推右攻

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射擊選手人格特質、心理堅韌性與運動表現之相關

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摘 要

目的：研究指出，具備較優異心理韌性之選手，在競賽、訓練或生活形態等情境要求下，被認為會有較佳的因應能力與表現 (Sheard, 2009; Weissensteiner, Abernethy, Farrow, & Gross, 2012)，同時不同人格特質選手在運動表現上亦有國際研究之探討，綜觀過去有關此議題，在國內射擊選手圈鮮少針對該議題進行分析，有鑑於此，本研究目的為探討台灣射擊選手五大人格特質、心理堅韌性與運動表現之相關性，研究對象為全臺各區 16 歲以上之射擊選手。方法：研究方法為便利取樣方式之問卷調查，問卷發放 200 份，回收率 100%，有效問卷為 186 份。透過皮爾遜積差相關分析進行資料統計處理。結果：研究結果發現：(一)手槍選手五大人格特質與運動表現並無相關。(二)手槍選手心理堅韌性之抗壓性與運動表現呈正相關。(三)步槍選手心理堅韌性之忍受傷痛與運動表現呈正相關。結論：本研究發現射擊選手抗壓性與運動表現之間關聯性較大，此發現可提供射擊選手訓練上一大重點，就選手訓練階段，若能透過壓力訓練方案，似乎能提升其比賽期間運動表現，惟壓力強度多寡與壓力時機之安排，仍需後續研究持續探究。

關鍵詞：心理素質、優秀運動員、準確性運動

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職業運動球迷球隊認同與身體活動之探討

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摘要

目的：有研究指出，棒球球迷對球隊的認同與自身身體活動行為有關連性。然臺灣並未對此議題進行探討。有鑒於此，本研究主要想探討球隊認同與球迷支持行為是否會影響球迷自身身體活動量的增減。方法：透過文獻分析與蒐集的方式，在華藝線上圖書館的資訊平臺與 Google Scholar（Google 學術搜尋）資訊平台搜尋，以關鍵字「球隊認同、球迷認同、身體活動」「sports fans」與「physical activity」關鍵交叉進行檢索查詢。透過 PRISMA 準則，篩選排除不符合主題等條件後，共篩選出 7 篇符合條件的文獻。結果：高運動參與的人（平時有運動習慣）在觀賞動機、認同度、滿意度以及忠誠度的分數明顯較高，也說明平時有高度參與運動者，給予運動比賽是較高的肯定，並且較熱愛於運動相關事務的參與，進而對運動參與有比較高的忠誠度。結論：過去研究指出，球隊認同程度較高的體育迷，會傾向於自己所支持的球隊與聯盟賽事，不管是出於任何動機，高球隊認同的體育迷（粉絲）都會高於低球隊認同的體育迷（粉絲）。

關鍵詞：體育迷、球隊認同、粉絲認同、身體活動量

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Oral Presentation 2.5

04 Dec, 2022 09:00-10:20

(Lecture Room: Teaching and Research Building 104)

Moderator: Prof. Guang-Yuh Duh 杜光玉

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O2.5-1	鄭林在	台灣社會女子棒球運動發展困境與挑戰
O2.5-2	吳芳儀 黃啟煌	運動相關性腦震盪恢復時間之探討
O2.5-3	周威志 林晉利	不同負荷的離心加重訓練對肌力、爆發力、肌肥大之影響
O2.5-4	羅好芊 薛名淳	自由潛水在臺灣發展的契機與困境
O2.5-5	林郁汶 薛名淳	推展教師參與休閒運動之有效策略

台灣社會女子棒球運動發展困境與挑戰

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摘要

台灣最早女子棒球賽事記錄是在 1956 年，真正興起於 2001 年。筆者於 2021 年開始該擔任社會女子棒球隊教練，在參與過程中深刻了解國內社會女子棒球所面臨之困境與挑戰。目的:本研究以發現女子棒球所面臨之困境並研擬對應策略。方法:是以自身參與之現況，透過對國內現有十三支女子棒球隊的教練團、球員及目前積極推動女子棒球運動的台灣女子棒球運動推廣協會的訪談，綜合整理訪談資料並加以分析。結果:發現國內對女子棒球運動持有負面刻板印象、家庭支持力度、球員職場與訓練難兼顧、訓練場地及經費取得不易、國內賽事不普及與體育政策不友善等原因，都是造成女子棒球運動推展的阻力。基於研究結果提出可行的發展策略。結論:一、翻轉女性參與棒球運動的刻板印象。二、提供場域供球隊訓練。三、嚴格落實女子棒球運動政策。四、健全民間女子棒球隊非營利組織。五、落實企業贊助及推廣聯賽制度。藉此反思台灣女子棒球運動的現況與發展困境，研析未來的挑戰並提出對應策略。

關鍵詞:女子棒球、刻板印象、運動歷程與現況

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運動相關性腦震盪恢復時間之探討

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摘要

根據流行病理學顯示，美國大專運動相關性腦震盪(Sport-related concussion;SRC)比率有所增加，腦震盪所造成的傷害不容小覷，接觸性和非接觸性運動造成腦震盪的恢復時間、重返學校時間和回場時間皆有所不同，而性別也可能是造成恢復時間不同之原因。目的：探討運動相關性腦震盪之恢復時間、重返學校時間和回場時間，並了解相關之解決方式。方法：在PubMed上搜尋關鍵字，以運動相關性腦震盪、大專運動和回場測試為關鍵字，篩選2017年後出版文獻選讀並探討其內容。結果：依照運動接觸分層中，男性運動員在非接觸運動中的恢復時間比女性運動員長，而女性運動員在接觸運動中的恢復時間比男性運動員長，女性運動員在運動中面臨更高的SRC風險，SRC症狀的頻率和嚴重程度更高。結論：將運動中各種SRC恢復時間、重返學校時間和回場時間相結合，可作為大專運動員在SRC管理提供有效的數據。

關鍵詞：腦震盪、大專運動、回場測試

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不同負荷的離心加重訓練對肌力、爆發力、肌肥大之影響

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摘 要

目的：探討健康的大學學生進行不同負荷的離心加重訓練或傳統肌力訓練，四週後對於最大肌力、爆發力、肌肥大的效益，並且比較兩種訓練的效果是否有差異。方法：本研究以 24 名健康大學生為受試者，隨機分為離心加重重負荷組與離心加重輕負荷組及傳統阻力訓練組，進行四週訓練、每週 2 次、每次約為 30 分鐘。實施肌力檢測最大肌力、爆發力及測量下肢骨骼肌質量，比較前測與後測三組是否有顯著差異。結果：四週離心加重訓練介入後顯著提升背蹲舉 1RM、反向跳測驗之最大高度，且達統計上的顯著差異，離心加重高負荷組提升蹲踞跳測驗表現達顯著差異，但在下肢骨骼肌質量三組皆未達顯著差異。結論：四週離心加重訓練的介入可有效提升下肢的肌力及爆發力，而蹲踞跳則在離心加重高負荷組觀察到顯著差異，但在肌肥大方面則未觀察出效果，在短期想提升下肢肌力及爆發力時，可作為傳統重量訓練的另一種替代選擇以提供不同的訓練刺激，且若短期想增加向心爆發力則可使用較高負荷(大於 100%1RM 的離心加重訓練介入或許有效。

關鍵詞：超負荷、特殊訓練法、可變式阻力阻力

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自由潛水在臺灣發展的契機與困境

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摘要

近年來極限運動開始受到人們的關注，參與極限運動的人數也逐漸地成長中，本研究目的在探討極限運動在臺灣發展的契機與困境，以文獻探討、訪談與參與觀察等搜集資料，並以融入結晶式方法進行資料分析。結果發現：一、臺灣自由潛水者之基本背景大多為喜愛海洋的年輕人，在水下不帶氧進行潛水，在這個過程中，除了探索海洋世界之外，也有人會開始嘗試著挑戰自己身體的極限，進行深度的訓練，開始選擇參與比賽，成為各大潛水比賽的潛水選手。二、因疫情關係，失去了許多出國旅遊的機會，國人漸漸開始前往臺灣景點以及離島的觀光性旅遊，而其中大受歡迎的便是水上活動，臺灣四面環海，得天獨厚的自然環境，讓自由潛水者在臺灣參與的人越來越多，也因此更了解海洋的條件下，提升了人們的海洋環保意識。三、在臺灣自由潛水所面臨的最大困境是場地、設備以及自身安全，在臺灣要能夠在泳池訓練的場地，但能夠安全合法練習與參與活動的場地卻很有限，而且大多有許多能力上的限制，例如需要有證照才可進入，或是需要特定教練陪同等等，再加上推廣的不足，讓一般大眾常對潛水員有誤解，或認為潛水員惡意占用泳池，讓許多優秀的選手及教練，沒辦法在鄰近的場地訓練或培訓，若是能夠多一些練習場地與課程，也讓更多人認識這項極限運動，勢必能讓自由潛水員們在安全與訓練中達到平衡。

關鍵詞：極限運動、潛水運動、海洋活動

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推展教師參與休閒運動之有效策略

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摘要

目的：探討國內教師參與休閒運動之有效策略。方法：以文獻分析探討國內教師休閒阻礙、休閒參與及休閒運動行為改變技術之相關論點。結果：首先，在休閒運動阻礙方面多數研究指出，教師休閒阻礙最高為「結構性阻礙」，如工作負荷大、家事繁忙、場地設備不足等。再者，多數研究顯示休閒參與動機與阻礙之間呈低度負相關，意旨兩者互相影響不大，降低休閒阻礙不一定能夠提升休閒參與。本研究進一步探討運動行為改變理論，如跨理論模式、計畫行為理論、社會認知理論，從正向態度、社會支持、自我效能、增強行為之觀點，提出教師參與休閒運動之可行策略，包含：(一) 辦理相關研習建立正確的休閒運動觀念；(二) 成立教師休閒運動校際聯盟；(三) 推廣校園運動諮詢建立運動處方；(四) 落實運動平權；(五) 活化校園閒置空間；(六) 舉辦教師休閒運動競賽；(七) 善用科技自我監督。結論：本文之相關休閒運動行為策略可提供教育主管機關及學校規劃教師休閒運動之參考。

關鍵詞：教師、休閒運動、阻礙因素、運動行為改變理論

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Oral Presentation 2.6

04 Dec, 2022 09:00-10:20

(Lecture Room: Teaching and Research Building 113)

Moderator: Prof. Ming-Chun Hsueh 薛名淳

編號 No.	發表者 Presenter	論文題目 Title of the Paper
O2.6-1	陳祐翔	企業贊助台灣職業高爾夫協會運動賽事現況
O2.6-2	張漢傑	台灣基層足球推廣阻礙因素之調查研究-教練觀點
O2.6-3	李岳霖 黃永旺	促參可行性評估作業與實際營運績效差異分析-以桃園市桃園國民運動中心為例
O2.6-4	黃怡茹 陳伯儀	臺灣滑輪溜冰運動推動現況及未來發展分析
O2.6-5	戴源廷 陳伯儀	職業棒球開放高中生選秀影響之探究

企業贊助台灣職業高爾夫協會運動賽事現況

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摘要

近年來全球運動產業、風氣發展很迅速。各大運動賽事皆有廣告的架設、冠名，「運動企業贊助」更是成為一大趨勢。運動贊助行為早已是一體兩面、密不可分的。運動贊助是透過利益交換的過程，維持運動組織與供應者之間的商業關係，達成彼此之目標。龐大支出對高爾夫賽事是一種負擔，如何尋求財源是舉辦單位重大的問題，方法：本研究以個案研究法針對台灣職業高爾夫協會的成員；包含：賽務人員、協會秘書進行訪談，分析協會之賽事贊助現況。結果：贊助廠商多為運動品牌，金融業、製造業大部分不願意贊助職業高球賽事，因賽事規模過小；且缺少門票收益來源。觀眾到場看球參與職業運動賽事對於賽事有正向幫助；現場周邊活動冷清。無廠商到場擺攤進行活動，民眾對於到現場看球意願不高。結論：1. 注重整體包裝，聘請專業運動行銷公司進行賽事包裝。2. 爭取大型企業贊助，聘請專業人員規劃企劃，向企業提出詳盡的比賽企劃書、合作內容等相關之細節。3. 透過收取門票提升選手福利與賽事品質，進而增加現場看球人數。4. 賽事周邊招商規劃、行銷活動提高流量與收益。

關鍵字：男子職業高爾夫、運動贊助、運動賽事

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台灣基層足球推廣阻礙因素之調查研究-教練觀點

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摘要

目的：曾經身為專業足球選手的我，至今退居幕後當教練，才發現台灣的基層足球推廣，有很大的進步空間；其中偏鄉與縣市政府發展基層足球的差異政策，再到學校推廣的力道，最終父母們的鼓勵與支持，都是密不可分的因素。本研究目的在探討推廣基層足球時教練所面臨的困境。方法：研究採半結構式的訪談，以便利取樣的方式，訪問三位台北市國小基層教練在推廣足球時面臨的阻礙。結果：根據逐字稿的分析結果，教練所面臨的困難主要為；缺乏專業的足球場地、學習的經費問題、因少子化導致參與人數的減少、以及國家缺乏有效的推廣政策。結論：根據3位基層教練認為最重要的困境，來自政府的政策不明確且缺少有效的推廣措施，導致教練們對基層足球的推廣上，嚴重受阻。

關鍵詞：偏鄉、基層、半結構式

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促參可行性評估作業與實際營運績效差異分析-以桃園市桃園國民運動中心為例

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摘要

研究背景：民眾的運動習慣逐漸養成，運動設施的品質和運動場域的服務提供也日漸重要，政府為了在有限的資源下提供友善的運動設施環境及更有品質的運動場館營運管理機制，運動場館透過促參法 OT 委外已然成為政策發展主要方向。研究目的：以文獻分析法探討運動中心可行性評估與實際營運績效成果差異，以桃園市桃園國民運動中心之可行性評估報告及 110 年度營運績效報告書進行比對，提出運動中心促參可行性評估階段可加強或補充之評估資料內容。研究結論：一、桃園國民運動中心之可行性評估內容符合促參法之規範，惟施工廠商之施工品質不良，造成游泳池設備損壞無法開放使用影響營運績效；二、市場可行性及財務可行性部分，營運成本之預估合理，惟來客數及營運收入預估數據過於樂觀。建議：一、執行運動設施之規劃設計及工程招標作業期間，聘任具體育設施專業知能之評選委員，協助遴選具運動設施興建經驗及實績之優良廠商。二、可行性評估作業期間召開地方說明會、公聽會或招商座談會確實蒐集地方意見及潛在營運廠商建議。三、納入風險評估章節，依據個案性質及類似案件之執行案例預估運動設施 OT 委外案件可能產生之風險，並提出可行之因應對策。

關鍵詞：促進民間參與公共建設、可行性評估、運動中心

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臺灣滑輪溜冰運動推動現況及未來發展分析

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摘要

目的：本研究旨在探討臺灣滑輪溜冰運動推動現況及未來展望分析。一、臺灣滑輪溜冰發展歷程；二、臺灣滑輪溜冰阻礙因素；三、臺灣滑輪溜冰未來發展。方法：本研究以內容分析法對過去歷史文獻進行彙整，同時以深度訪談法針對現役選手進行研究。結果：(一)發展歷程：滑輪溜冰運動在 50 年代臺灣漸漸盛行，1978 年中華民國滑輪溜冰協會成立並於 1984 首次派出選手，尤其 2017 臺北世大運獲得嘉績致使本運動廣受關注。2016 巴西里約奧運結束即宣布滑輪板將以正式項目進入奧運會賽事，為本運動唯一奧運項目。(二)阻礙因素：民眾對直排輪並不陌生，但鮮少了解滑輪溜冰，且場地普及性低，維護管理都需要人力跟花費，至今未能發展職業賽事，更未能全數進入奧運項目。(三)未來發展：滑輪溜冰國內曝光及關注度不及其它運動，建議建構完整升學與訓練體系。結論：本研究針對問題提出有效策略，期提升本運動能見度將來抑能成為賽事中重點項目。

關鍵詞：滑輪溜冰、文獻探討、國際賽事

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職業棒球開放高中生選秀影響之探究

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摘要

目的：中華職業棒球聯盟自 2013 年起開放高中生參與選秀以來，至今經過了近十年的時間，在這期間被選入中華職業棒球聯盟球隊的高中畢業選手已超過百位，但能夠在一軍穩定出賽的卻寥寥無幾，儘管高中球員不適應或是遭淘汰的比例甚高，然而近年來投入選秀的高中生卻日益增加，其中現象值得探究。方法：本研究將以深度訪談的方式，從中了解高中生參與選秀的考量為何，以及棒球專業人士，對於開放高中生選秀的想法與近十年來的成效。訪談對象以現役職業選手、高中生選手，以及職棒及高中球隊的教練，從中蒐集訪談資料後加以整理、編碼、歸納與分析，期待藉由本研究了解高中棒球選手，參與職業棒球選秀的考量為何？本研究之結果將可針對中華職業棒球聯盟開放高中生選秀這十年來的成效，以及遇到的問題與解決方式，同時整體社會氛圍，建構出完整之生態環境，可以做為未來高中畢業棒球選手職涯選擇之重要參考。

關鍵詞：中華職業棒球聯盟、職業棒球選秀、高中生選秀

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Poster Presentation

海報發表

Poster Presentation 1

03 Dec, 2022 08:10-08:55 (Conference Hallway 1F)

編號 No.	發表者 Presenter	論文題目 Title of the Paper	Moderator 主持人
P1-2	Ya-Chi Yang Hsin-Chuan Chen Seiichi SAKUNO	Analyzing Development Predicament of Japan Budo Tourism from the Business Operation perspective	Prof. Wen-Yi Wang 王文宜
P1-3	Meng-Ling Chung Cen-yi Lin Wan-Jun Hsiung	Yoga Practice on the Physical and Mental Health and the Health-Related Quality of Life of Breast Cancer Patients and Survivors	
P1-4	Meng-Ling Chung Wan-Jun Hsiung Cen-yi Lin	English-Medium Instruction (EMI) in College Physical Education: A Preliminary Study on Yoga Courses	
P1-5	Min-Hsin Chen Yi-Hsiang Pan	Design of group exercise teaching units for Senior elders in community	
P1-6	TANG Hui-Yuan WANG Chieh-Ling	A study of the promotion and implementation of the FISU Healthy Campus program at universities	
P1-7	RUI-WEN FANG WAN-TING LIN	Discussion on the Application of New Media in "2019 The National Games Taoyuan"	
P1-8	Yu Lei Ping-Kun Chiu Tzu-Hsuan Chen	Media Representation of Sun Yang's Suspension Incident and Patriotism of China	
P1-9	Tzong-Ming Ou	The study of the instructional module program for physical literacy in junior college	
P1-10	Shiau-Yin Lin Mei-Yao Huang	A Review of Problem-Based Learning in Physical Education Curriculum in Taiwan	
P1-11	Tai-Yen Yang Wen-Yi Wang Ning-Yu Lin	A Comprehensive Analysis of Early Specialized Training on Youth Future Sports Development	
P1-12	Wei-Chen Hung Jon-Chao Hong Ching-Ping Lin	The Differences in Exercise Health Belief, Exergame Interest, Anxiety, Attitude, and Exercise Performance between Fifth and Sixth Grade Students	
P1-13	HUI-JU WU	The Pros and Cons of Community-based Group Exercise for	

	CHU-MIN LIAO	Old Adults	
P1-14	Chen-Hui Huang Wen-Yi Chen Chang-Pang Lin Yi-Ya Zhang Yi-Hsiang Pan	Teachers Practical Experience of Life Skills Transfer Teaching in Physical Education	
P1-15	黃明甘 向薇潔	多元性運動介入社區對高齡者體適能影響之研究	Prof. Kuen-Peir Lee 李坤培
P1-16	方圓 薛名淳	休閒運動對學童健康體適能影響之文獻探討	
P1-17	林展敬 寧玉麟 薛名淳	技擊運動對學生體適能效果之文獻探討	
P1-18	黃俐嘉 寧玉麟 薛名淳	青少年身體活動量對體適能影響之文獻回顧	
P1-19	潘昊佑 薛名淳	球類運動參與對體適能指標之文獻探討	
P1-20	楊廣銓 施登堯	臺北市高中職學校體育班課程規劃探究	
P1-21	劉雅文 杜光玉	健走×SDGs: 提升大學生環境永續的責任與行動力的影響	
P1-22	謝文偉 施惠方	STEAM 教育概念之大學籃球課個人與社會責任遷移效果探究	
P1-23	杜光玉 劉雅文	大專校院學生瑜珈課程目標量表之編製	
P1-24	郭麗芬 劉先翔	新竹市國民小學健康與體育教師資訊素養與資訊科技融入教學之研究	
P1-25	黃正杰 林靜萍	實習輔導教師角色轉換之探討	
P1-27	梁宜芬 張維綱	中學校運動會傷害調查分析	
P1-28	李奕 黃崇儒	運動員之運動熱情與主觀幸福感之探討	

Analyzing Development Predicament of Japan Budo Tourism from the Business Operation perspective

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Abstract

Japanese government emphasized more on developing the tourism industry after Tokyo was selected as 2020 Olympics host city in 2013. By focusing on the specific Japanese "Bushido culture", the government has proposed a guideline to promote Bushido-themed tourism in 2019 assuming that would attract foreign Budo aficionados effectively. However, the Japan Sports Agency's instructions for the promotion of Bushido-themed travel only offered advice on who to target as customers and what Bushido-related activities to provide without any execution plan to the Japanese Budo business operators. Therefore, this study attempts to understand the perceptions and obstacles to the growth of Budo tourism in Japan from the perspective of Budo business operators. This study will present the situation and predicament of Japan Budo tourism via analyzing the information gathered from Budo business operators themselves. According to the method by using an anonymous semi-open questionnaire survey conducted by the Japan Sport Tourism Alliance (JSTA) in 2020 among Japanese Budo business operators, there was an open field for respondents to freely answer their opinions on the current situation and predicament of Japan Budo tourism. After coding, summarizing, analyzing, and compiling the responses which were collected from 112 Budo business operators, the reliability of the analysis was confirmed by triangulation. The result comes out the definition of "Budo tourism" and the direction of its development fall short; the customer targeting, and experience requirements are ambiguous due to a lack of an effective integration between government departments and regional Budo tourism-related businesses, and the professional terms in communication as well, according to this study. In conclusion, it is highly recommended that further research should be geared toward foreign Budo enthusiasts; the researchers could conduct in-depth research on the motivation and demands of foreign Budo enthusiasts for Budo tourism discussions in the coming future.

Keywords : Business operators, Japan Budo Tourism

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Yoga Practice on the Physical and Mental Health and the Health-Related Quality of Life of Breast Cancer Patients and Survivors

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Abstract

Breast cancer patients may face physical and psychological symptoms, such as depression, anxiety, emotional distress, social impact, fatigue, and chronic pain at various stages of treatment, which could affect the efficacy of treatment and their life adaptation during post-treatment rehabilitation. It has been suggested that compared to other types of fitness exercises, “gentler” physical activities such as yoga may help promote regular participation, especially for patients with chronic disease, who have to face additional barriers while engaging in an active lifestyle (Johnson and Heller, 1998; Brawley et al., 2002). purpose: The purpose of the research involves exploring yoga practice on the physical and mental health and the health-related quality of Life of breast cancer patients and survivors. methods: Researcher discussed three aspects through literature review: First, it explored post-treatment survivors’ physiological conditions, psychological distress, and the problems related to social adaptation after chemotherapy for breast cancer. Second, it studied how yoga practice affects breast cancer patients and survivors’ physical and mental health and their quality of life. Finally, guidelines and teaching suggestions were proposed, which aimed at the special physical and mental conditions of breast cancer patients and survivors. results: Breast cancer patients and survivors could gain physical benefits (including improving insomnia, increasing vitality, reducing fatigue, and improving anemia), reap mental benefits (including reducing symptoms from anxiety, depression, and stress, increasing emotional stability and well-being, and improving interpersonal relationships), and promote their health-related quality of life (HRQOL) by practicing yoga at least once a week and continuously for more than eight weeks. According to previous studies, they also have to actively adjust their daily routine, control their weight, implement a healthy diet, take nutritional supplements, engage in more outdoor physical activities, learn stress coping strategies, etc. conclusions: It is suggested that yoga instructors design a suitable course for breast cancer patients and survivors. The yoga asanas (or postures) need to be modified for people who are immobile, injured, ill, under extreme stress, or have muscle stiffness. As the course continues, learners shift from the modified asanas to complete ones, gradually establishing body flexibility, strength, and balance. More studies would be needed in the future to verify the effects of the intervention of yoga, which includes Restorative Yoga, Hatha Yoga, Mindful Yoga, Iyengar Yoga, Ashtanga Yoga, Bikram Yoga, etc., and to see whether such intervention could affect breast cancer patients and survivors during different stages of recovery and treatments, and improve their physical health, mental health, and quality of life.

Keywords : yoga, breast cancer, physical activity, well-being, quality of life.

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English-Medium Instruction (EMI) in College Physical Education: A Preliminary Study on Yoga Courses

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Abstract

The Bilingual 2030 policy has made it imperative to develop bilingual instructional models in professional fields. Users of English-Medium Instruction (EMI) need to combine the disciplinary literacy in English (DLE) with English for General Purposes (EGP) and English for Specific Purposes (ESP) to achieve the global competence of adding bilingualism to professionalism (Zhou, 2022). purpose: This study follows the educational framework of ODIR 3+ to create an EMI teaching model in yoga courses for college physical education. methods: ODIR 3+ can be defined respectively. First, the ODIR teaching procedure includes: Orientation (review concepts, give an overview of the lessons, etc.), Delivery (present text, explain data and concepts, etc.), Interaction (socialize, elicit response, give feedback, facilitate discussion, etc.), and Recap (summarize, highlight key concepts, assign homework, etc.). Second, 3+ means the usage of three pedagogies, which are: 3R—Revisit, Review, and Redesign, three aspects of English—EGP, ESP, and DLE, and three effective strategies—AI support, Translanguaging, and Multimodality. results: The instructional content and process of yoga courses were based on the ODIR 3+ teaching structure. It could be served as a guide for teachers interested in college EMI yoga courses. Unlike the common yoga pedagogy, the ODIR 3+ curriculum framework has several important characteristics: (1) Multimodal design diversifies and enriches the course content. (2) Translanguaging strategies for communication alleviates students' anxiety in an English "only" classroom, which uses intelligible and comprehensible language to achieve the goal of effective communication. (3) AI-supported scaffolding and student-centered instruction help trigger students' interest to increase their learning motivation and understanding. (4) Evaluation design ensures the quality of instruction and students' learning effectiveness. (5) DLE is used to learn the professional knowledge of yoga and relaxation techniques are employed to attain the global competence of adding bilingualism to professionalism. (6) Problem-based learning encourage students to think critically about the meaning of yoga and redefine it. (7) Yoga mind mapping demonstrates students' creativity and uniqueness. conclusions: The ODIR 3+ curriculum framework could be applied in the future to design PE-related EMI courses, such as aerobic dance, Pilates, jazz dance, ball sports, swimming, etc. Moreover, it could be used to train teachers and evaluate students' learning effectiveness.

Keywords : global competence, Translanguaging, bilingualism, yoga, physical education.

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Design of group exercise teaching units for Senior elders in community

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Abstract

The purpose of this study was to design a group exercise program that is accessible to senior elders in the general community. The basic consideration is to use the characteristics of aerobic exercise and group exercise courses. Based on the physiological characteristics of middle-aged and elderly people, the use of large muscle groups used in daily life is the main focus. Following the warm-up of general group sports, basic movements of aerobic dance, and a moderate teaching structure, based on free-hand weight training, incorporating the elements of muscle fitness, the curriculum is arranged. The research method adopts the literature discussion and analysis in the arrangement principle and principle. This study proposes three training units: aerobic fitness, muscle strength training for muscle fitness, and aerobic mixed strength training. The movements are choreographed and combined in series to achieve the goal of strengthening health fitness. By incorporating functional fitness into the curriculum design of this study, through group exercise courses, the sustainability of community senior elder participation in sports, health promotion and self-activity benefits can be effectively improved.

Keywords : Middle and old age, Sports design, Physical fitness, Team sports

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A study of the promotion and implementation of the FISU Healthy Campus program at universities

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Abstract

In May 2020, the International University Sports Federation (FISU) launched a global program entitled Healthy Campus. According to FISU, this program is designed to help universities embed health into campus culture and enhance university students' well-being. The present study applied documentary analysis using secondary data to examine the current development of the FISU Healthy Campus program. Specifically, seven domains of the Healthy Campus approach and the certification process of requirements for registered universities to gain Label Status are described. This study indicated that two years after the program launch, the number of registered universities reached 93 spread across 31 countries on five continents. Overall, this study is a reminder of the crucial role of all tertiary education institutions in promoting healthy lifestyles and well-being on campus. Therefore, the result of the study is expected to provide practical information to help practitioners and stakeholders in obtaining a better understanding of the ideals and actions of the FISU health campus program.

Keywords: healthy promotion, certification process, university campus

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Discussion on the Application of New Media in "2019 The National Games Taoyuan"

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Abstract

Purpose: With the rise of "new media" and "social media", people in modern society can exchange ideas and experiences through software tools such as blogs, Twitter, and Facebook. This phenomenon reveals the advent of the era of new media. To what extent has the Internet or new media been applied to individual sports or multi-sport events? Its a topic worthy of exploration. **Objects:** This study discusses the application of new media in 2019 The National Games held by the Taoyuan City Government. The research object has been divided into two parts. The first part is the live streaming run by the MOE Sports platform; the second part is a series of promotional videos for the National Games produced by the preparatory office. **Methods:** Statistical analysis was conducted based on the viewing traffic of YouTube videos, and interviews were conducted with senior executives of the organizer. **Results:** The biennial National Games which allows important events to be seen shows a declaration of cultural citizenship; the research shows: 1. Live Streaming: (1) The peculiar phenomenon of reverse operations between broadcast rights buyers and sellers during the National Games; (2) MOE Sports only broadcast 6 games, which is far less than expected; (3) The number of live streaming viewers of the opening ceremony is not as high as expected; (4) MOE Sports should choose the type of broadcast media carefully; (5) The games held in advance should also be considered including live broadcast; (6) MOE Sports should join hands with various sports communication departments to conduct and expand talent development training programs. 2. Publicity activities and short films of the National Games: (1) Boost cross-field cooperation to create sports fashion; (2) Conduct cross-border cooperation to connect counties and cities; (3) Create a brand-new and distinguished image advertising for Taoyuan team; (4) Combine mascots from other sporting events to build momentum; (5) Players are the best spokespersons; (6) Make image films meticulously to evoke topics. **Conclusions:** In planning and organizing large-scale comprehensive sports events in the future, it's necessary for Sports Administration, Ministry of Education and the host counties and cities to not only specially consider the application of live broadcast in the opening and closing ceremonies, related activities of the National Games and many other events, but also integrate the use of new media into the overall planning.

Keywords : National Games, social media, Cultural Citizenship

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Media Representation of Sun Yang's Suspension Incident and Patriotism of China

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Abstract

served. On the contrary, Chinese medias sympathy and support for Sun Yang is determined to shape a positive image of Sun Yang as a "sunshine boy". Conclusion: Under the guidance of different political. In February 2020, Chinese swimmer Sun Yang was banned for eight years by the International Court of Arbitration for Sport (CAS) for violating anti-doping regulations. Purpose: It carries out a theoretical discussion on the connection and distinction between Chinese competitive sport and patriotism, competitive sport and sport drug, and using these to explain how the relationship between competitive sport and patriotism in Chinese society is constructed. Describing the media reproduction of the beginning and the end of "Sun Yangs suspension" and discussing the ideology to be expressed behind the media text. Methods: Based on six Chinese print medias and six western print medias from the United States, the United Kingdom, and Australia relatively from February to June, 2020 for text analysis, using the backgrounds, ideologies and public opinion orientation between China and the West, the occurrence of "Sun Yangs Suspension" has reinterpreted the cognition and interpretation of Chinese competitive sports and patriotism, and arouse peoples reflection and reconstruction of the relationship between competitive sports and patriotism.

Keyword : competitive sport, sport drug, media representation, patriotism

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The study of the instructional module program for physical literacy in junior college

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Abstract

Purpose: The interests of the study were to plan an instructional module program in PE, to teaching the program and to evaluate the learning effectiveness of students. **Methods:** The action research approach was used in the study. There were 2 set output of 6 week instructional module, PLAY module of ball-game and GBODY module of gymnastics. The freshmen of junior college would participate in this program. The items of data-gathering were as following: thought of teaching planning, note of teaching reflection, report of students' learning, and questionnaire for students' learning experience. **Results:** After the implementation of the program, the effectiveness of learning was shown in the cognitive, affective, psychomotor and behavioral dimensions. The teaching reflection was focus on the limitation and assignment of the teaching space, the concept-building of the discussion and presentation of students, and the limitation of instruments. Through the participation of lessons, the students increased the cognition of physical competency, personal confidence and active learning behavior. **Conclusions:** The program of the instructional module could positively increase the cognitive, affective and behavioral domains of students' physical literacy.

Keywords : instructional module, physical literacy, literacy-based curriculum, action research

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A Review of Problem-Based Learning in Physical Education Curriculum in Taiwan

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Abstract

Nowadays, Ministry of Education in Taiwan promotes STEM education and integrated it in the Master Framework for the 12-year Basic Education Curriculum Guidelines. Problem-based learning (PBL), a student-centered approach, is able to foster the ability of teamwork and problem solving, and meets the philosophy of STEM. Purpose: Discuss the possibility of applying PBL in physical education curriculum. Methods: We introduced the background theories and four different learning situations of PBL, and reviewed relevant empirical research. Results: Integrating PBL in physical education curriculum in Taiwan had positive impact on physical activity, problem solving, motor skills, and health related physical fitness knowledge. Conclusions: Students considered that applying PBL in physical education curriculum made learning more efficient and absorbed knowledge more widely. PBL starts from a non-structured problem, with the stimulation and guidance of teachers' questions, students gradually meet the core of the course. In contrast with those teacher-centered approach, PBL makes more chances for students to reach their full potential and elevate the ability of problem solving in physical education curriculum.

Keywords : Problem Solving, Physical Education, Student-Centered Approach

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A Comprehensive Analysis of Early Specialized Training on Youth Future Sports Development

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Abstract

Previous studies found that premature single long-term specialization in childhood and adolescence is not necessarily beneficial for their future sports development. Purpose: This study investigates the development of students who have received long-term professional training through a literature review and conducts a comprehensive analysis of empirical research. In addition to exploring the beneficial opportunities for professionals, the proportion and association of injuries among athletes who train relatively lately training also find out if teenagers who have undergone long-term special training, proportion, and association of injuries among athletes who train relatively late. At the same time, to understand the relevance and psychological state of the elite players in their adulthood. Method: According to the above objectives, the study period was limited from 2010 to 2022; in Airiti Library, Google Academic Engine, PubMed, and other database screening use the keywords of "Sports specialization, longtime athlete development, early specialization, and early diversification," a total of 11 eligible literatures were screened through PRISMA criteria for the comprehensive review. Results: The results summarize five research findings. (1) Risk of early sports specialization has higher injury rates; (2) Early specialization will increase their psychological stress; (3) Early specialization training will cause players to withdraw from sports at a young age; (4) Premature specialization will lead to too much or too little training of fixed muscles; (5) Premature professional training will not have a direct bearing on becoming a professional player in the future. Through the above findings, this study believes that the importance of this issue cannot be ignored. Conclusion: It is recommended that the training time and sports diversity of childrens training should be considered before special training in the future to achieve better sports development and cultivate better exceptional players.

Keywords : Sports specialization, sports development, long-term athlete development

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探究國小學童運動健康信念、運動遊戲的興趣、焦慮、 態度與仰臥起坐表現之差異

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摘 要

目的：本研究透過實境式電子運動遊戲進行仰臥起坐練習，藉以瞭解國小高年級學童的運動健康信念、情境興趣、競爭焦慮、參與態度及運動表現之差異。方法：採準實驗設計和問卷調查法進行，研究對象以新竹縣某國民小學高年級學童實施為期 8 週共 10 次的仰臥起坐運動遊戲，有效問卷回收 228 份，其中包含 56 名五年級學童及 172 名六年級學童。本研究以 SPSS 23.0 執行獨立樣本 t 檢定檢驗年級、性別和參加學校體育社團之學童的運動健康信念、情境興趣、競爭焦慮、參與態度和運動表現之差異。本研究透過 Fit-Fun App 連線來自嵌入運動腰帶的壓力感測器信號並觸發遊戲情境中之兔子跳躍，使學童可以相互進行仰臥起坐練習與多人組合競賽。結果：年級和參加學校體育社團之學童在運動健康信念、情境興趣、參與態度和運動表現方面存有差異，但不存在性別上之差異。結論：以實境式電子運動遊戲鼓勵國小學童加強仰臥起坐的鍛煉。建議體育教學中視情況加入運動遊戲裝置，用於遠程練習或遊戲比賽以鼓勵參與者增加運動情境興趣與運動表現。

關鍵詞：運動遊戲、運動健康信念、情境興趣、競爭焦慮、參與態度

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The Pros and Cons of Community-based Group Exercise for Old Adults

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Abstract

Purpose: Physical activity has physical, psychological and social benefits, but most of the elderly do not meet the recommended amount of sufficient physical activity. Community-based exercise program is one of the most common policies for elderly health promotion and group exercise is the most popular form of exercise for the elderly. Unlike individual exercise, in which people exercise alone at random times, group exercise gathers people to exercise as a group at regular times and places. In addition to the benefits of exercise itself, there are several advantages of group-based exercise. The purpose of this study was to examine the pros and cons of community-based group exercise for old adults. **Methods:** Qualitative, quantitative, and systematic review articles in the literature were reviewed based on the social ecological perspective. **Results:** The group dynamics and organizational norms of a group increase the opportunity of social interaction, create closer interpersonal relationships, enhance the elderly's self-efficacy and exercise attachment, and help to form a habit to exercise. However, there are also several potential barriers in group-based exercise, including interpersonal, social-psychological, and organizational and environmental factors. **Interpersonal factors:** elderly's individual differences in physical functions may hinder their participation; instructors struggle to provide effective individual advices; elderly tend to have negative feelings of being mentored. **Social-psychological factors:** social comparisons in the group may result in low self-efficacy and low self-esteem; imbalance in gender (high ratio of female participation) may prevent elderly male from participating. **Organizational and environmental factors:** time and venues are constrained and not as free as individual exercise; effectiveness of recruitment depends on promotion and recommendations from group members and medical professionals. **Conclusions:** In sum, group exercise is popular to elderly people, however, to maximize its benefits, the characteristics of the elderly should be taken into consideration at all time in planning and implementing community-based group exercise.

Keywords : Group dynamic, Social interaction, Health promote, Policy

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Teachers Practical Experience of Life Skills Transfer Teaching in Physical Education

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Abstract

It is important research issue for youth life skill development though sport in sport pedagogy, but research on teaching strategies that help with learning transfer is scarce. The purpose of this study was to integrate life skills transfer teaching into physical education, and to explore the practical experience from a teachers perspective. A middle school physical education teacher was invited to implement a 16 -week 32-session "life skills transfer teaching into the sports education" for 69 students in two classes. Data was collected through teacher interviews and teaching journals, and the findings were summarized through Thematic Analysis. This study found that there are four themes in the practical experience, including "dynamic adjustment of teaching strategies and tools", "time management ability", "multiple classroom management ability", "construction adaptability game". Therefore, "life skills transfer teaching into the sports education" is an innovative teaching model that conforms to the educational trend. The teaching model requires teachers not only to have basic knowledge of theories, but also to have relevant professional skills such as "dynamic adjustment", "time management", and "classroom management".

Keywords : Positive youth development, Affective behavior, Competency-based curriculum

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多元性運動介入社區對高齡者體適能影響之研究

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摘要

背景：台灣人口老化是界嚴重，65 歲以上人口快速成長且比例急速攀升。目前世界主要國家的老人照護政策，均以在地老化為最重要指導原則。因此，以樂齡指導員促進高齡者培養良好的運動習慣顯得極為重要。目的：本研究結合 2021 年大學社會責任實踐計畫，探討多元性運動（伸展、阻力、有氧及平衡運動）對社區高齡者功能性體適能之影響。方法：採實驗設計，規劃 9 週的活動，對象為新竹縣某社區發展協會之高齡者共計 16 人。受試者在第 1 週、第 9 週接受功能性體適能測驗。資料分析：以 SPSS26.0 版統計軟體進行 t 檢定 $p < 0.05$ ，比較體能檢測前後測的結果。結果：上肢肌力、下肢肌力、心肺耐力與動態平衡前後測皆達顯著差異。結論：一、多元性運動訓練，可有效提升社區高齡者的功能性體適能表現。二、社區推動健康運動方案，可改善高齡者運動習慣和體能狀況，促進在地老化。

關鍵詞：在地老化、多元性運動、樂齡指導員

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休閒運動對學童健康體適能影響之文獻探討

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摘要

目的：本研究以過往文獻為基礎，探討本研究以過往文獻為基礎，探討休閒運動對於學童健康體適能的影響，透過搜集與分析進行文獻回顧，並據以提出未來可研究之方向。方法：本文透過對過去文獻進行系統性的分析整理，利用華藝線上圖書館等資訊平臺，以關鍵字「休閒運動」與「健康體適能」交叉進行檢索查詢。結果：綜觀休閒運動對學童健康體適能影響的相關研究，本文統整過去休閒運動對於學童健康體適能的影響共 6 篇實證性研究，分析整理內容包括研究對象、運動表現、介入方式等。整體研究結果顯示：1.新式健康操在學童體適能項目中有顯著提升效果，但對於身體組成及肌力則無顯著效果。2.跑走休閒運動在學童體適能項目中有顯著提升的效果，但對於柔軟度則沒有顯著效果。3.樂趣化跳繩運動對於健康體適能無顯著影響，但在瞬發力與心肺適能上有顯著影響。結論：兒童休閒運動對體適能表現相關研究仍以在校活動居多，未來研究可進一步了解非在校期間，兒童參與休閒運動之情形與體適能之關聯性。

關鍵詞：休閒運動、健康體適能、文獻回顧

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技擊運動對學生體適能效果之文獻探討

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摘要

近年來技擊運動逐漸成為全民運動之趨勢，其對健康的幫助逐漸被看見。目前已有許多研究指出規律運動可有效改善學生的健康體適能，不過較少研究探討技擊運動參與對學生體適能之影響。本研究目的針對參與技擊運動相關文獻進行資料蒐集，查找其有關體適能指標之相關研究證據。透過華藝線上圖書館、Google scholar 資料庫及國家圖書館碩博士論文網進行文獻搜尋，以關鍵字「技擊運動」、「體適能」、「空手道」、「拳擊」、「武術」、「太極拳」、「柔道」及「跆拳道」進行交叉檢索，共有 6 篇文獻納入後續分析。結果顯示參與技擊運動對於提升學生健康體適能可達到顯著影響，且相較於其他類型運動在柔軟度及平衡感上有更顯著提升表現。目前文獻所涵蓋的技擊運動種類較少，仍有許多技擊運動未被探究其對體適能的效益，如：空手道、跆拳道及拳擊等，因此，建議未來可納入更多不同的技擊運動，探討參與技擊運動對健康之益處，及不同種類技擊運動特質對不同體適能指標之效果。

關鍵詞：綜合格鬥、泰拳、肌肉適能、健康指標

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青少年身體活動量對體適能影響之文獻回顧

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摘要

背景：根據研究指出提高青少年中高強度身體活動量且一天進行至少 60 分鐘，可有效促進其健康體適能表現，但因科技進步與生活便利性大幅減少青少年族群的身體活動量。本研究旨在探討有關青少年身體活動量與健康體適能影響之綜論。方法：本研究採文獻回顧方法搜尋華藝線上圖書館 2022 年 10 月底之前相關文獻，經搜尋與排除條件檢核後，共計 6 篇文章符合篩選標準。結果：一、身體活動量越高者體適能越佳；二、目前研究顯示不同身體活動量在身體質量與柔軟度之間無明顯差異；三、年級數越高身體活動量越低；四、青少年因性別不同在身體活動量具有明顯差異；五、身體活動量降低會影響肌肉適能與心肺適能表現。結論：健康體適能是影響各種疾病結果的重要因素之一，學校及家長們應多注重青少年的身體活動量及強度，以促進健康體適能。目前研究證據品質仍較歧異，未來研究可透過大樣本及追蹤研究進一步了解不同強度身體活動量對青少年健康體適能指標之影響。

關鍵詞：身體質量、肌肉適能、心肺適能、健康體適能

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球類運動參與對體適能指標之文獻探討

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摘要

目的：過去研究大多以多元運動方式探討健康體適能之情形較少文獻以一般學生進行球類運動課程介入或球類運動員為主題，探討其健康體適能之情形。方法：透過文獻回顧的方式，探討球類運動和體適能相關指標在一般大學生與競技運動員學生健康體適能之影響情形。結果：本文透過文獻回顧彙整出一般學生球類運動介入文獻共有 5 篇；而競技運動員為對象探討體適能差異之相關文獻共有 7 篇。(一) 在一般學生的相關文獻是以高爾夫球、排球、桌球、籃球、足球，在身體質量指數有不一致的說法，但是在柔軟度、瞬發力、心肺功能與有氧適能都有顯著差異(二) 在競技運動員的相關文獻多是以比較不同競技運動水平或是不同球類運動型態，探討體適能的差異情形。結論：本文透過文獻探討了解球類運動對於體適能是具有正面影響的，未來的研究可以研究出更多不同球類運動的課程，讓學生培養出良好的規律運動習慣，遠離肥胖，打造出自我認同的完美體態，有助於提升自信心。

關鍵詞：體育、肥胖、身體質量指數、過重、體脂肪

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臺北市高中職學校體育班課程規劃探究

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摘要

本文研究目的旨在瞭解臺北市設有體育班之高中職學校課程規劃現況，及教育現場實務運作的具體情形，以作為後續研究的基礎。研究方法是透過全國高級中等學校課程計畫平臺，收集臺北市設有體育班之高中職學校課程計畫資料，採文件分析法及訪談法進行分析。研究結果如下：一、各校體育班課程均能遵循共同性的課程系統法規，落實學科、術科的學習平衡；二、考量不同運動種類專項訓練之特殊要求，規劃一般科目以外，同時兼顧體育專業課程存在與實務操作的特殊性；三、技術型及綜合型學校能對應各運動種類的升學進路與區域發展的考量，選擇並規劃各式豐富多元的課程，做為引導學生學習及職涯發展的可操作性決定。研究結論及建議：後續能導入課程評鑑方案，包含內部評鑑：自評表及規準檢視；外部評鑑：專家檢核及評鑑尺規檢驗。以作為追蹤實施成效與建構修訂課程的依據。

關鍵詞：政策執行、課程改革、職涯發展

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健走×SDGs:提升大學生環境永續的責任與行動力的影響

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摘要

目的：健走運動近年來在台灣廣受學生喜歡,這堂課特別將健走運動與 SDGs 永續發展結合,創造一堂不一樣的體育課,除了增加身體活動量之外,還可以探索學校周邊環境與 SDGs 目標永續發展。本研究的目的是為了提升大學生對於環境永續發展的認識。方法：本研究採用行動研究法，研究對象是以選修健走課 35 名大學生。課程中我們舉辦演講活動、實地走訪、線上教學、創立 FB 社團_【健走×SDGs】、Zuvio_IRS 課堂即時互動、雲端編輯與分享、專家諮詢與建議等，利用各種科技輔助、分享與討論，讓學生更能快速認識 SDGs 與實踐於生活中。結果：(一)學生對於 SDGs 有更多的理解；(二)了解要珍惜資源，環境永續。(三)學生願意友善環境永續發展並轉化為具體行動。結論：課程中融入 SDGs 的教學，讓學生不僅對於身體活動量留意之外，也可以進一步了解什麼是 SDGs，也可以將環境永續發展應用在生活中，對社會有所貢獻。

關鍵詞：體育課、休閒運動、ESDGs、高等教育、行動研究

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STEAM 教育概念之大學籃球課個人與社會責任遷移效果探究

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摘要

本研究在探究 STEAM 教育概念之大學籃球課對學生個人與社會責任之學習情形。STEAM 教育概念之教學策略，主要目的在引導學生融入現代生活，建立團隊合作精神，培養做中學的態度。研究方法採問卷調查，以某國立大學選修籃球課之學生為對象，共 170 位，包含大一生 51 人；大二生 47 人；大三生 59 人以及大四生 13 人。經過 8 週 16 小時的 STEAM 教育概念之籃球課程學習後，以「大學生體育課學習情形量表」之研究工具，測量學生個人與社會責任模式之差異，藉此瞭解不同年級學生在學習後，個人與社會責任之知覺發展情形。更進一步瞭解第一次與再次選修籃球課之學生行為認知上差異。本研究採獨立樣本 t 檢定及單因子共變數分析，作為資料統計分析之方法。其結果如下：一、STEAM 教育概念之籃球課程安排，能有效提升學生學習效能。二、STEAM 教育概念之籃球課程，在個人與社會責任中之「尊重」與「努力」構面，具有明顯遷移效果。結論：做中學的教學策略，有助於學生在體育課中學習尊重對手，有讓學生可以更努力去面對課題，對個人與社會責任認知方面也有所幫助。

關鍵詞：責任感、合作、自我導向、領導

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大專校院學生瑜珈課程目標量表之編製

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摘要

目的：基於瑜珈課程目標有別於普通體育課 (Tu, Liu & Chien, 2018)，因此擬編製適合探討大學生之瑜珈課程目標量表。方法：先以文獻探討搜集與本研究相關之基礎資料，加入以 Jewett and Mullan (1977) 所創之體育課程目標架構 (PPCF) 做為依據，再以訪談法搜集專家意見(師生共計 10 人)，修訂後改編成「大專校院學生瑜珈課程目標量表-預試量表初稿」，較原 PPCF 架構新增 8 題，調整後之量表共計 31 題。繼以修習瑜珈課程之學生為研究對象，進行量表施測，發出量表 1,564 份，回收 1,169 份，得有效量表共計 1,009 份，有效回收率 64.5%。所得資料以描述性統計、因素分析、獨立樣本單因子變異數分析、皮爾森積差相關、逐步多元迴歸分析及結構方程式進行假設考驗。結果：從大專校院學生瑜珈課程目標量表的信度、內容效度、專家效度、建構效度及穩定性等四方面做解析，本量表具有高度之信度、效度，據上述分析本量表可提供做為臺灣大學生瑜珈課程目標調查之工具。結論：瑜珈課程目標量表為適合臺灣大學生使用的量表。

關鍵詞：體育課程目標架構、瑜珈、大學體育課、量表編製

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新竹市國民小學健康與體育教師資訊素養與資訊科技融入教學之研究

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摘要

本研究旨在探討新竹市國民小學健康與體育教師資訊素養與資訊科技融入教學現況與需求。以問卷調查方式收集資料，研究對象為新竹市國小健體領域現任 139 位教師，採自編「新竹市國民小學健康與體育領域教師資訊素養與資訊科技融入教學調查問卷」為研究工具。所得資料以描述性統計、t 考驗、單因子變異數分析進行考驗，並輔以「訪談法」訪談北區、東區、香山區共 6 位教師，深入探討調查所得結果。本研究的結論如下：一、不同背景變項在國小健體領域教師資訊素養各向度中沒有顯著差異；然目前有使用資訊科技融入以及未來會融入健體課程則有顯著差異存在。二、在資訊科技融入健體學習領域的認知及態度上，目前有使用資訊科技融入以及未來會融入健體課程教師，在認知、態度及相關配合三向度中，有使用教師高於沒有使用教師。三、不同背景變項在國小健體領域教師資訊科技融入教學需求各向度中沒有顯著差異；未來是否將資訊科技融入健體課程之需求，在資訊科技研習需求、軟硬體需求、行政相關配合三向度中，有使用教師高於未使用的教師。本研究結果可提供教育行政單位及健體領域教師未來實施資訊科技融入教學之參考。

關鍵詞：體育教學、資訊融入、素養導向、十二年國教

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實習輔導教師角色轉換之探討

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摘要

教育實習的教學經驗對教師整個教職生涯教學實務與態度有重大的影響，實習輔導教師是實習學生實習時期的重要關鍵人物。然而，並非所有的教師皆能成功的扮演好實習輔導教師的角色，給予實習學生適當的指導。因此，一般教師如何在一般教師與實習輔導教師角色之間進行成功的轉換是本研究關注的重點，本研究以教師社會化為基礎對實習輔導教師角色轉換進行探討，並提供調適策略與建議，探討結果為：一、政府、師資培育單位及實習學校應提供充足的資源與支持；二、實習輔導教師角色轉換成功關鍵在於教師本身；三、持續地教師專業發展是關鍵。

關鍵詞：實習輔導教師、角色轉換、教師社會化

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中學校運動會傷害調查分析

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摘要

目的：學生運動會是各級學校的重要活動之一，賽事過程可能增加學生遭遇運動傷害的可能，本文期望探討運動會賽事過程之運動傷害的情形。方法：本研究採用某中學校舉辦之運動會，參賽選手約 1294 人，進行項目為：100 公尺、200 公尺、400 公尺接力、800 公尺混和接力、大隊接力等。由合格護理師 2 人進行急性創傷、非創傷、運動傷害評估，並進行紀錄，再透過描述性統計分別進行比較。結果：總計 85 人使用救護站(男生 50 人，女生 35 人)；受傷部位以大腿最多 (30.3%)，膝蓋次之 (12.1%)；傷病類別以肌肉痠痛最多 (42.3%)，擦傷次之 (20.2%)；處置以肌樂噴劑最為多 (31.9%)，伸展指導次之 (29.6%)；其中有 65 人都只有 1 處受傷，有 18 人 2 處受傷；10/29 運動會當日有 10 人重覆到救護站 2 次此上。結論：校園運動會比較不會發生嚴重性傷害，但仍有少數機會引發創傷與非創傷不同類別運動傷害，可增強伸展指導、按摩、貼紮和傷口處理，運動傷害防護站設置有其必要性。

關鍵詞：學校運動會、運動傷害、救護站

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運動員之運動熱情與主觀幸福感之探討

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摘要

2021年東京奧運會中，台灣的舉重、羽球、桌球、跆拳道等運動項目戰績輝煌。從各國的頂尖奧運選手在比賽中的表現，或賽後獲獎的感受，可隱約看出該運動員投入該項運動是否有其正向情意之運動熱情及主觀幸福感。本文目的：欲了解台灣的大專院校之運動員對於運動熱情與主觀幸福感之間的關聯。使用文獻探討的方法：以華藝線上圖書館及 Google Scholar 為搜尋平臺，共檢索 1009 篇，最後彙整實證研究 6 篇加以討論。研究對象為大專院校運動員，研究工具為問卷調查，以 SPSS 做統計分析。結果：顯示具有調和式熱情的運動員，有較高的正向情意經驗，而正向情感在運動過後增加了主觀幸福感。結論：統整過去研究發現調和式熱情能提升主觀幸福感。因此在運動訓練過程中，應加強教練與選手的互動關係，塑造一個調和式熱情的訓練方式及學習環境，讓運動選手擁有較高的正向情意，保有運動熱情及主觀幸福感，永續發展其所熱愛的運動。

關鍵詞：運動熱情、調和式熱情、主觀幸福感、正向情意

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Poster Presentation 2.1

03 Dec, 2022 16:20-17:40

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編號 No.	發表者 Presenter	論文題目 Title of the Paper
P1-29	Choi, Seungwoo Do, Jisung Lee, Ansu	Validation Study on the Questionnaire Scale for Measuring the Motivation and Confidence Domain of CAPL-2 in Korean Elementary Students
P1-30	Jin-Kyu Shin Jun-Hyung Baek	Exploring effective ways to integrate technology in physical education setting
P1-31	Noriko Nakashima Tetsuya Kurokawa Junichi Kanegae	To physical education classes so that no one is left behind/Year-to-year comparison of learning product in PE classes in Japan and Republic of Korea
P1-32	Jong mun Cheon Deock ki Hong	The Perception of Task Restructuring in the Innovative Elementary School Teachers in South Korea
P1-33	Hisashi Kobayashi Etsushi Hasegawa Takuma Saito Chang Cao	A practical examination of effective teaching strategies in coeducational physical education at high schools in Japan

Validation Study on the Questionnaire Scale for Measuring the Motivation and Confidence Domain of CAPL-2 in Korean Elementary Students

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Abstract

The Canadian Assessment of Physical Literacy- Second Edition (CPAL-2), which is drawing keen attention in the physical education and sports fields as an alternative to solve the decline in youth physical activity, was developed to evaluate physical literacy levels in Canadian children aged 8 to 12 years through a comprehensive evaluation of the four domains; daily activity behavior, physical competence, motivation and confidence to participate in physical activity, and physical activity-related knowledge and understanding. Therefore, the purpose of this study was to investigate the validation for measuring the motivation and confidence domain of the CAPL-2 in a sample of Korean elementary students. The subjects consisted of 163 students (91 boys; 72 girls) ranging 3rd to 6th grade from a public elementary school in D city of Korea. The CAPL-2 questionnaire was translated into Korean and consisted of a total 12 questions in four sub-scales of predilection, adequacy, intrinsic motivation and physical activity competence. Data analysis for descriptive statistic and confirmatory factor analysis were conducted by SPSS 26 and AMOS 27 programs. Confirmatory factor analysis for the Korean version of the CAPL-2 questionnaire consisting of the four sub-factors showed an acceptable model fit (CFI = .976, TLI = .976, IFI = .976, RMSEA = .058). Positive significant correlations between the sub-factors were varied from .466 to .650. High internal consistency of the questionnaire used to measure motivation and confidence domain were found, and Cronbach α was above .7 in all four sub-factors (predilection = .748, adequacy = .724, intrinsic motivation = .906, physical activity competence = .862). The Korean version of the CAPL-2 questionnaire is a valid and reliable scale with psychometric properties for motivation and confidence domain similar to the original scale. Based on this study, it is possible that the Korean version of the CAPL-2 measures physical literacy of elementary school students in Korea.

Keywords: Physical Literacy, CAPL-2 Questionnaire, Confirmatory Factor Analysis

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Exploring effective ways to integrate technology in physical education setting

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Abstract

Technology has made remarkable progress since the 3rd industrial revolution. As known, smartphones, wireless internet, and various technologies, which were unfamiliar to use even in the early 2000s, made it easy and fast for us to search for the information we wanted at anytime and anywhere. The development of technologies brought about a big change in society where we currently live in. Along with the technology' advancement in society, the educational paradigm of Korea has changed, and the use of technology in teaching has been stressed and encouraged due to a variety of educational benefits. For example, according to scholars in the field of physical education(PE) (Jones, Bulger, & Wyant, 2012), the use of technology in PE can lead to students' active participation in learning and increase interaction between teacher-students, and student-student. Jones et al. (2012) also stated that the use of technology in teaching can promote learners' understanding, critical thinking, and student-centered learning. As such, the meaningful way of technology integration in education can bring about positive effects on teaching-learning which in turn, it encourages field teachers' technology integration in education. However, due to the characteristics of PE subjects (e.g., movement education in an open space) and lack of knowledge about technology and its possible way to integrate in PE setting, many PE teachers are hesitant to develop and apply PE classes that infuse technology. Therefore, the purpose of this study was to investigate various technologies that can be utilized in PE setting. For this study, we utilized the internet and literature to find out technologies and their possible ways to use in PE setting. The collected data was analyzed by using document analysis. As a result, five types of technologies that can be used in PE setting emerged: 1) Information collecting device, 2) communication device, 3) simulation device, 4) movement analysis device, and 5) performance supporting device. In conclusion, if these technologies were meaningfully utilized in teaching, these technologies can be useful tools to supplement the deficiencies in the existing traditional teaching-learning methods.

Keywords : Technology, Technology Integration, Physical Education

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To physical education classes so that no one is left behind: Year-to-year comparison of learning product in PE classes in Japan and Republic of Korea

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Abstract

1. Background and Purpose

The problem of national curriculum management of PE is that revisions, not based on actual learning, have been repeated (Kurokawa et. al.2020). The N.C. revised at intervals of about one decade requires elaborate realities grasp concerning the implementation condition and the achievement level of a present curriculum. We have worked on the decision of a basic procedure for the development of method "*LCAS: Learning Career-Assess Scale*" concerning the curriculum evaluation and assuming that the validity of a present PE curriculum is presumed overall. Article 26 of the 1948 Universal Declaration of Human Rights stipulated that all children in the world, not just Japan and Asia, "Everyone has the right to education". In brief, Schools are meant to give all children equal opportunities to learn. However, there is a hidden curriculum such as students who dislike PE can't actively participate in PE class, or different contents in what male and female to learn. Therefore, in this research, we conducted a year-to-year comparison of past surveys and new surveys in order to find out whether the reformed curriculum matches the actual condition of students, whether some gaps have been created further. And, we referred to the characteristics of curriculum reform in each country and verified whether or not the ideal form of curriculum reform is moving toward an educational curriculum in which no one is left behind.

2. Methods

The dates and participants of the survey are shown in Table 1. In addition, 2018's Republic of Korea conducted survey was web questionnaires, other than other survey was paper questionnaires.

Table 1. Survey participants and Period

School Grade	JAPAN		Republic of KOREA	
	Year	Students	Year	Students
Primary PE. (7 th Grade Stu.)	2018	1,293	2018	621
	2007	789	2013	265
Junior high PE. (10 th Grade Stu.)	2018	415	2018	787
	2010	759	2013	284
High school PE. (Freshmen of Uni.)	2018	751	2018	441
	2010	1,084	2013	354

3. Results and Conclusions (Only similarities between Japan and Republic of Korea)

(1)The dislikes students increased in High school PE class. (2) The dislikes male primary students decreased Learning Product from previous survey to 2018's survey. (3) In terms of average for "Learning Product," gender gap has become smaller than previous survey. (4) Regarding "Motor competency," the gap that existed between groups of students who like and dislike students widened

significantly. (5) It is imagine that PE Curriculum reform doesn't take the perspective of all students.

Keywords:Curriculum reform, physical education, affective attitude to PE, gender gap, LCAS

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The Perception of Task Restructuring in the Innovative Elementary School Teachers in South Korea

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Abstract

Purpose: Recently, the Ministry of Education in South Korea adopted innovative school system. The goal of innovative school system is to teach students with autonomous and self-directed learning skills. Physical education class is one of the most difficult class to teach for elementary school teachers because of the lack of specialty. Therefore, the government adopted ‘sports instructor system’ to support elementary school teachers’ physical education class. However, there is a controversy whether sports instructors have right to teach official physical education class or not(Cheon & Hong, 2022). Therefore, there is a need to examine how elementary physical education tasks are restructured in innovative schools. The purpose of this study is to examine actual conditions of elementary school physical education class and find relevant direction for task reconstruction in innovative school. **Methods:** This study used a case study method to examine elementary school teachers perceptions of physical education related task restructuring in innovative school. There are a total of 10 participants in the study, including five teachers who participated in the task restructuring process and another five teachers who in charge of elementary school physical education classes. The data were collected using observations, interviews, and documents. The collected data were analyzed through general process of qualitative data analysis(Kim, 2013). **Results:** Two themes emerged as a result of this study. First, the ‘elementary physical education field that is separated from the task regulations’ was categorized into the ‘ineffective School Sports Promotion Act’ and the ‘underrated physical education task in the task restructuring manual’. Second, the ‘elementary school teachers’ lack of professionalism regarding physical education task’ was categorized into the ‘relevancy issue for physical education task in division of tasks’ and the ‘apathy to physical education task’. **Conclusions:** The implications are as follows. First, it is necessary to develop a clear manual for physical education task in the task restructuring process in innovative elementary school. Second, innovative elementary school teachers need to experience various tasks, including physical education tasks to maintain a balanced perspective on elementary school task restructuring. Third, there is a need to strengthen a connection between the elementary school field and regulation regarding physical education task.

Keywords : innovative school, task restructuring, elementary physical education, case study

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A practical examination of effective teaching strategies in coeducational physical education at high schools in Japan

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Abstract

With the 2018 revision of the high school course of study, all content in health and physical education should be studied by both genders, and the emphasis in teaching should be on "Kyosei", living harmoniously. Therefore, from 2022, the physical education field, as well as the health field, will be required, in principle, to be coeducational for both genders. However, many schools have traditionally conducted separate classes for boys and girls in physical education, and it has been a challenge to examine and propose what kind of coeducational classes are feasible. The purpose of this study was to conduct a survey on effective strategies for teaching ball games (goal type), which are often practiced by boys and girls separately in high school physical education, and to provide practical suggestions to alleviate teachers anxiety and confusion about teaching ball games to coeducational classes. First, we conducted an attitude survey of teachers to clarify the characteristics of teachers who were resistant to coeducational classes (e.g., years of experience, gender, whether or not they had experience with coeducational classes, etc.) and the reasons for their resistance. In addition, their opinions and perceptions of four teaching strategies that are considered effective in coeducational classes, that is, the "game-question/practice-game" learning process, the sibling team system, the armband scoring system, and the class points system, were collected and analyzed. The subjects were 333 high school physical education teachers and 166 high school students from one prefecture in the Tokyo metropolitan area. Second, a Ultimate unit of coeducational classes were planned and implemented in a high school using these four teaching strategies, and the changes in the teachers and students attitudes toward coeducational classes before and after the implementation of the classes were examined by questionnaires and interviews. The coeducational classes were a unit (8 lessons) in the third grade at a high school in the same prefecture. The subjects were a 32-year-old male teacher (10 years of teaching experience) and 32 students (18 boys and 14 girls). The survey results showed that the preference for coeducational teaching varied depending on the teaching career and experience with coeducational classes of the teachers. In particular, younger teachers were more receptive to the coeducational classes than older teachers. A comparison of the teachers and students responses revealed that the teachers showed greater resistance than the students, and the students rated the classes as more enjoyable than the teachers. The results of the lesson practice showed a change in perceptions of coeducational classes before and after the implementation of the lessons, and that the four teaching strategies were accepted by the students and the teachers.

Keywords : coeducational classes, kyosei, attitude survey, lesson study research

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Poster Presentation 2.2

03 Dec, 2022 16:20-17:40

(Lecture Room: Teaching and Research Building 412 On-Line 2)

Microsoft Teams URL : <https://reurl.cc/GXe2Vd>

Moderator: Prof. Yi-Che Tao 陶以哲

編號 No.	發表者 Presenter	論文題目 Title of the Paper
P1-34	Takuma Sasaki Etsushi Hasegawa Takuma Saito Chang Cao	Development and validation of the "digital catalogue for making lessons on judo" in teacher education
P1-35	Chang Cao Etsushi Hasegawa Takuma Saito	Development of digital teaching materials to promote understanding of skills and tactics in basketball lessons
P1-36	TANAKA Shinichiro DEGUCHI Tatsuya SAKITA Yoshihiro	Practical case studies on running exercise for children with intellectual disabilities -Focusing on the issue and effectiveness of tactical learning-
P1-37	Ken Nagamine Osamu Aoyagi	Knowledge for decision-making in basketball games in University PE classes: Influence from athletic experience in elementary, junior high, and high school

Development and validation of the "digital catalogue for making lessons on Judo" in teacher education

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Abstract

Since the 1989 revision of the Courses of Study for Junior High Schools in Japan, martial arts, like dance, has been a compulsory field of physical education for both men and women. According to the results of the survey by Japan Sports Agency (2018), the most frequently selected martial art was judo, which was practiced in 63% of junior high schools. But, only about 30% of the teachers had Dan ranks and about 60% had academic credits related to judo at their universities (Tokyo Womens College of Physical Education, 2015), so the percentage of teachers with specialized knowledge and skills related to judo was not necessarily high. Therefore, it is important for students who will teach in the future to acquire the teaching knowledge and skills to properly implement the teaching of judo at the stage of teacher education. With the recent demand for the promotion of digital education, we have been working on the development of a "digital catalog for making lessons," which includes not only conventional videos and explanations of techniques, but also digital contents such as lesson plans, class videos, and comprehension tests, for the purpose of providing aid to teaching. For example, Sato (2021) created a digital catalogue for making lessons on hurdle running in track and field for students in the teacher education stage. The effectiveness of the catalog was verified through evaluations by students who used the catalog, and through comparisons of teaching behaviors between students who used the catalog and those who did not use the catalog in a simulated class. It was found that the use of the catalog was effective in helping students acquire specific knowledge and skills that would be useful in teaching. The purpose of this study was to develop a digital catalogue for making lessons on judo in teacher education that can be utilized for specific and effective teaching in judo lessons, and to validate the effectiveness of this digital catalog. The digital catalog was developed with the judo skills and exercises described in the junior high school curriculum guidelines. A knowledge test on judo consisting of 14 items was created to validate the catalog. The test was administered to undergraduate and graduate students enrolled in teacher education programs, and 65 and 52 students responded before and after class, respectively. For the 16 undergraduates and 26 graduate students who practiced judo simulation lessons as teachers using the catalog, their teaching performance was compared to previous judo simulation lessons that did not use the catalog. The group that used the catalog scored higher on the test than the group that did not use the catalog. The analysis of teaching performance suggested the effectiveness of using the catalog. Issues related to the content and use of the catalog were also discussed.

Keywords : knowledge test of judo, simulation lesson, analysis of teaching

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Development of digital teaching materials to promote understanding of skills and tactics in basketball lessons

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Abstract

In the Japanese course of study for Junior High School (2017) and High School (2018), the contents of knowledge and skills for ball game have been described the basic motor skills and tactics. But specific on-the-ball skills and off-the-ball movements for individual ball games are not clearly described in those. On the other hand, the Tactical Game Model for Basketball, which is spreading internationally, presents a structure for understanding the tactics and techniques of basketball and other ball games, and practices based on this model have also been conducted. In addition, the recent digitalization in education has been promoted to develop digital contents and to incorporate into the texts of the Tactical Game Model to facilitate learning. The purpose of this study was to develop and validate digital teaching materials (DTMs) utilizing ICT to promote the understanding of basketball skills and tactics by applying the tactical structures of Basketball of the Tactical Game Model. The DTMs are posted on a website created by Google Site. The website consists of two main sections of skills and tactics. The skills section includes nine videos containing ball handling, defense and cutting skills, while the tactics section consists of six videos in two categories: "on-the-ball screen" and "off-the-ball screen". Each of the skills and tactics videos was accompanied by step-by-step explanations created in GIFs and examples of typical errors to enhance the learners understanding. A cognitive testing of basketball skills and tactics with video was created in MS Forms to validate the effectiveness of the DTMs. The test consisted of 12 questions in total. The subjects were 52 graduate students who had taken a teacher education class. During basketball simulation lessons conducted in the class, the teacher presented the DTMs via projector to the learners to help them understand the learning tasks of the lesson. The cognitive tests were administrated three times before, middle and after those classes. Half of the subjects first took basketball lessons using the DTMs, followed by judo lessons. The other half of the subjects first took judo lessons followed by basketball lessons using the DTMs. Analysis of the cognitive test scores of the two groups showed that the learners who took the basketball lessons using DTMs scored higher than those who had not yet experienced DTMs. This suggested that DTMs had the effect of promoting understanding of skills and tactics. Issues regarding the content and use of DTMs were discussed in this study.

Keywords : cognitive test of skills and tactics, simulation lesson, teacher education

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Practical case studies on running exercise for children with intellectual disabilities -Focusing on the issue and effectiveness of tactical learning-

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Abstract

Purpose: The authors have been studying strategies for motivating children with intellectual disabilities to perform running exercises. In the process of this studying, we devised a 20-meter round-trip run that combines elements of ball manipulation and gameplay by moving the ball from the opponents territory to each other, which we named "PLAY RUNNING" and put into practice. The results of this practice confirm that increased competitiveness derives meaning and value from running, and that exercise intensity and endurance running records were increased. Therefore, it was assumed that the running pace would be controlled, as opposed to running at a steady pace, suggesting its potential as tactical learning in running exercises of children with intellectual disabilities. The purpose of this study was to re-examine the effectiveness of PLAY RUNNING from a tactical learning perspective. **Methods:** The subjects of the study were two boys in the fifth grade with intellectual disabilities. The practice consisted of a round-trip run with a ball for one person at a time (Phase I), PLAY RUNNING for two target children (Phase II), and PLAY RUNNING as a group competition for four people including the target children (Phase III). In addition, in Phase II, the children practiced controlling their running speeds and thought how to plan tactics using these speeds. To examine the practices, all practices were recorded with a video camera, and heart rate, number of steps, and subjective exercise intensity were measured. **Results:** Based on the childrens reflections, in Phase II, we were able to elicit the childrens thinking about their tactics , such as " Yesterday I ran fast at the beginning and lost, so today Ill run slow at the beginning". On the other hand, due t o the difference in running ability, his tactics was to run slower in the first half and faster in the second half, but he was unable to catch up in the second half and lacked the endurance to run faster. **Conclusions:** The effectiveness of tactical learning in PLAY RUNNING was confirmed to a certain extent. On the other hand, we found that tactical learning in running exercise has an issue in that it is not established by individual running ability. In order to make PLAY RUNNING an educational material that enables children with intellectual disabilities to enjoy exercise and learn tactics, it will be necessary to devise ways to compensate for differences in individual running ability.

Keywords : children with intellectual disabilities, running exercise, PLAY RUNNING, tactical learning

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Knowledge for decision-making in basketball games in University PE classes: Influence from athletic experience in elementary, junior high, and high school

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Abstract

Decision-making in basketball games in University PE classes is important. Nagamine et al. (2022) reported that some basketball players judge their plays based on the standings of their own and opponent players, while others on the ball or basket to be shot. This difference indicates that we need to give instructions about what to base judgments about their plays on. Also, it can be easily inferred that knowledge for decision-making is influenced by past athletic experience. Thus, this study aimed to examine the relationship between knowledge for decision-making and past athletic experience. Methods 346 university students including 37 basketball players and 309 other sports players who took basketball classes in F-university were asked to take original decision-making tests, which included the four test areas of offensive, defensive, transition, and rebounding plays, each of which had four test items, making 16 in total. Coaches with an official license graded them and the data obtained were analyzed using Quantification Theory Type Two to discriminate between basketball players and others, and this was conducted separately from their athletic experience in elementary, junior high, and high school. Results Correlation ratios of discrimination functions removing the four areas that showed contradiction of signs were squared eta (se) = 0.376; correct discrimination ratio (cdr) = 88.4% in elementary school days; se = 0.463, cdr = 87.8% in junior high school; and se = 0.516, cdr = 91.6% in high school, indicating that the highest correct discrimination was found in high school. Three shooting decision-making test items out of four for rebounding plays indicated significant partial correlation coefficients, as shown by Nagamine et al. (2022) which found the same high contribution of rebounding. In particular, in high school significant partial correlations were found in “Q3 What do you watch for in your decision-making when shooting? ($t=4.35$, $df=334$, $p<0.01$)” and “Q16 How do you move when the opponent who has the ball and stands far away shoots? ($t=6.48$, $df=334$, $p<0.01$),” showing a remarkable difference with category weights for elementary and junior high school. The fact that the latest athletic experience for high school indicated the highest contribution to decision-making knowledge in university PE classes among elementary, junior high, and high school convinces us of the importance of teaching decision-making knowledge in high school PE classes.

Keywords : Physical education instruction, situational judgment, decision-making knowledge,

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Poster Presentation 3

04 Dec, 2022 09:00-10:20 (Conference Hallway 1F)

編號 No.	發表者 Presenter	論文題目 Title of the Paper	主持人 Moderator
P2-1	Ching-Wei Huang	Discussion on the Recognition of Plogging Activities from College Students and Their Willingness to Participate – a Case Study of the National Central University	Prof. Deng-Yau Shy 施登堯
P2-2	WEI-REN CHEN CHU-MIN LIAO	The influence of exercise on quality of life and physical self-concept for people with disabilities	
P2-3	Hung-Wen Lin Wen-Yi Wang	The relationship between objectively measured physical activity and fundamental motor skills in kindergarten students in Taiwan	
P2-4	Chen-Hui Wang Wen-Yi Wang	The impact of family literacy with preschool students' screen time using: Review	
P2-5	Ya-Chi Hsieh Wen-Yi Wang	The influence of parental modelling in PA behavior on 3-6 years old students PA and screen time after the COVID-19 pandemic in Taipei	
P2-6	Chi-Chen Tsai	The historical development of Chinese kites	
P2-7	MING-CHIA YEH	The historical evolution and social memory of Taiwan aboriginal baseball	
P2-24	Sheng-Nian Chang Chun-Fei Lin	A Preliminary Study on the Development and Trends of Sport Classes Research in Taiwan	
P2-8	王彥邦 程瑞福 陳履賢	體育運動與霸凌之關係	Prof. Han-Wu Cheng 鄭漢吾
P2-9	林慧敏 王彥邦 程瑞福	探析疫情下國小體育教師線上體育教學困境與對策	
P2-10	王彥邦 林慧敏 程瑞福	線上體育合作學習模式之探究	
P2-11	陳善提	生活技能教育融入排球教學之創意課程方案	
P2-12	陳柏豪 王文宜	健體領域該教導誰的知識?以國小學習階段之探討	

P2-13	陳文宜 黃承暉 林章榜 張怡雅 潘義祥	體育課生活技能遷移教學之學生學習歷程	
P2-14	楊琇惟 施登堯	分離或相融：臺灣體育師資培育中的評量實踐	
P2-15	陳冠妤 潘義祥	戶外冒險教育相關研究文獻之探討分析	
P2-16	張辰嘉 鄭麗媛	情境式運動遊戲對幼兒創造力之影響	
P2-17	鄭伊倫 張淑玲 黃崇儒	技擊運動員體重控制壓力對運動倦怠與運動表現的影響	Prof. Li-Yuan Cheng 鄭麗媛
P2-18	唐皓威	身體活動與兒童肥胖相關研究之回顧	
P2-19	唐皓威 許菁卉	體適能對睡眠品質影響之文獻回顧	
P2-20	謝雅婷 張嘉澤	不同氧氣濃度對中高年齡血壓調節之急性效果-個案探討	
P2-21	謝雅婷 張嘉澤	低氧與震動運動負荷對中高年齡血壓調節之效果-個案探討	
P2-22	李璇	低氧反覆衝刺訓練與間歇低氧訓練對自行車運動員運動表現之探討	
P2-23	王家閔 許惠英	新北市國中運動代表隊自我概念與挫折容忍力影響之研究	

Discussion on the Recognition of Plogging Activities from College Students and Their Willingness to Participate – a Case Study of the National Central University

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Abstract

The purpose of this study is to investigate the recognition of plogging activities from college students and their willingness to participate. The survey was targeting the students of the National Central University. Two sets of questionnaires representing the levels of recognition and the willingness respectively were applied in the survey, and 386 valid questionnaires were obtained among all the collected results. The data were analyzed by utilizing statistical methods, such as the single factor multivariate analysis and the multiple regression analysis.

The main findings of this study are:

1. For comparing the level of recognition of a plogging activity from the students, only the gender variable among all of the demographic variables has a significant impact on the result.
2. For the willingness to participate in the activity, only the gender variable has a significant impact on the result as well.
3. The recognition of an activity has predictive power on the willingness to participate.

Keywords : Marathon, environmental protection, plogging

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The influence of exercise on quality of life and physical self-concept for people with disabilities

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Abstract

In 2006, The United Nations announced the Convention on the Rights of Persons with Disabilities (CRPD). In 2013, Taiwan also promulgates several laws to protect the rights of persons with disabilities and ‘rights to exercise’ was one of them. This article was an attempt to review exercise participation and quality of life among people with disabilities and discussed the possible mechanisms of the influence of exercise on quality of life for people with disabilities. Past research mainly focused on the improvement of physical fitness and individual mental health. To have a better understanding of the benefits of exercise for people with disabilities, the concept of “Quality of Life (QOL)” proposed by the World Health Organization (WHO) could be a useful theoretical framework. There are six comprehensive aspects of life in WHOQOL, including physical health, mental state, independence, social relationships, personal beliefs, and the environment. Previous studies conducted based on WHOQOL found that the quality of life of people with disabilities was significantly lower than that of people without disabilities, and the quality of life of people with disabilities who exercised was significantly higher than those who did not exercise. Studies consistently found a positive effect of exercise on WHOQOL, however, there are few studies, if any, worked on the mechanism of exercise on the quality of life of people with disabilities. Past research in elderly people have found that exercise increased quality of life via an enhancement of physical self-concept. Specifically, exercise promoted a unique aspect “perceived ability to live independently” of the physical self-concept of the elderly. Elderly people with physical impairment due to aging tend to have a lower level of perceived ability to live independently. Their struggle is similar to the situation of persons with disabilities. The findings in elderly people may shed some lights in the understanding of the mechanism of the effects of exercise on the quality of life of people with disabilities, and more work in the future is warranted.

Keywords : physical active, health, well-being

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The relationship between objectively measured physical activity and fundamental motor skills in kindergarten students in Taiwan

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Abstract

Purpose: In Taiwan, there is no report to explore the relationship between student physical activity levels and gross motor skills using objective measures since the government policy holding "gross motor activities for 30 minutes daily program" (is still at the initial stage). **Purpose:** This study aimed to understand the relationship between objectively measured physical activity and fundamental motor skills in kindergarten students. **Method:** There are 47 public kindergarten children(3-5age) involved in the study. Children in this study need to be measured for their light physical activity (LPA) and moderate to vigorous physical activity (MVPA) during "30-minute daily gross motor activities "a total of 17 times. And we also measure their motor skill through the TGMD-2. **Results:** The studys results found that: 1) The higher scores from the mobility skills of the children, the higher MVPA; 2)In terms of the age difference, as in previous studies, there is a significant age gap between mobility skills and operant skills (5>4>3 years old) ; 3) Regarding gender, there is no difference in physical activity or motor skills. **The following, Conclusion:** conclusions are drawn from the above study: The better mobility skills, the higher the physical activity of children. However, at different ages, there may be a gap in receiving and understanding instructions, which affects the level of physical activity; gender does not affect the operation of physical activities of young children, so the implementation of the relevant gross motor skills improvement plan can be designed simultaneously in the early childhood stage.

Keywords : physical activity for young children, 30-minute daily gross motor activities, accelerometers

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The impact of family literacy with preschool students' screen time using: Review

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Abstract

Purpose: Early childhood is a crucial stage for childrens physical and mental development. However, the excessive use of screen products can lead to cognitive and social/emotional delays, reduction of physical activity, and course of obesity. Also, family is the most critical factor affecting childrens education.**Method:** Using keywords like screen time, family parenting, physical activity, and preschool children, we collected a total of 12 literatures published from 2017 to 2022 from Airiti Library Huayi online library, and PubMed Central ® (PMC) database.**Results:** The results summarize three research findings. Firstly, higher-education parents have stricter rules for their childrens screen time. They do not use screen products frequently in front of their children and pay more attention to controlling their childrens screen time. Secondly, physical activities contribute to preschool childrens physical and mental development. Play is one of the daily occupation activities of preschool children. The more screen time used, the more hours of sedentary behavior the family would have. Thirdly, a family with higher socioeconomic status can provide richer sources of family environment (e.g., giving toys, traveling, etc.) and increase parent-child interaction time (e.g., playing games, reading, etc.).**Conclusion:** Through the above findings, the study believes that the importance of this issue cannot be ignored and that parents positive attitudes play an essential role in influencing childrens screen time. Therefore, future intervention strategies should aim to develop parents correct attitudes towards young childrens screen time activities.

Keywords : screen time, parenting literacy, physical activity, school age student

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The influence of parental modelling in PA behavior on 3-6 years old students PA and screen time after the COVID-19 pandemic in Taipei

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Abstract

COVID-19 public health protocols have altered childrens daily routines, limiting their physical activity (PA) opportunities. This study explored the influence of parents modelling PA on kindergarten students PA and screen time used at home after COVID -19. We collected aged 3 to 6 (n=31) via three public preschools in Taipei City. Online surveys were disseminated to parents for parents demographic background, family environmental factors, PA hours a day, and their kids weekend and weekdays PA. The results found that 1) 87% of parents limit childrens screen time, and 80% of family members will stay around with children and interact with each other; 2) The length the child uses screen time on weekdays, the longer the use time on holidays; 3) Restraint screen time using is positively correlated with parents willingness to accompany exercise; 4) Whether weekdays or weekends, the parent parental exercise time is positively correlated with childrens exercise time. The findings contribute to the development of family-promoting physical activity benefits and against screen time in children.

Keywords : children' s screen time; early childhood development

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The Historical Development of Chinese Kites

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Abstract

The purpose of this study is to examine the history and development of Chinese kites in the field of traditional physical activities. This study raises two questions: What is the historical evolution of the Chinese kite? What are the characteristics of kite flying customs in modern China? A textual analysis was conducted to investigate the history, characteristics, and distribution of kites in China. The results of this study show that the development and uses of kites in China over the ages are as follows. In the Spring and Autumn period (770-476 BC), kites were used for military surveillances; in the Wei, Jin, Southern and Northern dynasties (220-589 AD), they were utilized for communication; in the Tang and Song dynasties (618- 279 AD), they changed from military to folk entertainment; the Ming dynasty installed whistles on kites; and the Ching dynasty was the peak of the diversified development of kite culture, technology, and decoration. The following is a summary of the customs and characteristics of Chinese kites from different regions in modern times. In the north, kites are mostly flown in early spring during the Qingming Festival, when the climate and wind are most suitable for flying kites. In the south, they are mostly flown before and after the Double Ninth Festival in the ninth month of the lunar calendar. As for the characteristics of each region, they can be divided into kites that make a sound in the air, or kites with lights at night, also known as "paper kite lanterns", or kite flying as a means of releasing bad luck, or kites that emphasize competition, with customs such as flying high, flying far, or fighting kites. Modern stunt kites (manipulation of kite lines) have long been a feature of the historical customs in some regions of China.

Keywords: Chinese kites, paper kites, historical development

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The historical evolution and social memory of Taiwan aboriginal baseball

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Abstract

The purpose of this study was to investigate historical evolution of Taiwans Indigenous baseball and social memory issues, especially to explore the history endowed by Taiwans Indigenous baseball and social memory, and to recognize the profound national identity implications of Taiwans Indigenous baseball. The Qualitative research as the primary method, by using "Historical Document Analysis" method and "In-depth Interview" methods to interview five interviewees in total, government officials of Ministry of education, department of Physical Education and the Secretary-General of the ROC Baseball Association, baseball educators in Taitung County, officials from the Council of Indigenous Peoples, both officials and secretary-general of the Taiwan Indigenous Baseball Development Association, exhibit to build the relationship between Taiwan Indigenous baseball and social memory. The results of the study found: from the education policy and domination relationship experienced by Taiwans Indigenous people, Base ball played as an significant role in the critical stage - Japanese occupation period ; how to preserve the baseball social memory of different generations in Taiwan, the turning point for the Taiwans Indigenous baseball. Conclusion: The importance of this study lies in a observation to the historical baseball development of Taiwans Indigenous people since 1921, also discover more crucial processes between the development and evolution of Taiwanese baseball and Indigenous people.

Keywords : baseball, Indigenous peoples, social memory, collective memory

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A Preliminary Study on the Development and Trends of Sports Classes Research in Taiwan

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Abstract

Purpose: The main purpose of this study was to explore the development and trends of Sports Classes research in Taiwan. This study examined the research within the Sports Classes related thesis and dissertation sample of academic literature to identify areas of under-emphasis and recommend directions for future research. **Methods:** The investigation involved a total of Sports Classes related to academic theses from the “National Digital Library of Theses and Dissertations in Taiwan”, which included 303 articles. First, the data collection and analysis followed a content analysis framework. Then, using Integrating Study explored the contents of the present situations in the Sports Classes Dissertations. “The analysis category table”, which was made by the researcher, was used as the research tool. To realize the correlative issues, it is divided into the categories of the paper publishing year, research subject, and method. **Results:** According to the background variable of the paper publishing year, the researcher analyzed categories of connotation including research subjects and research methods to realize the correlative issues. 303 articles were reviewed and examined. Of those articles, there were fewer than 6 publishing papers before 2008. Since 2009, the number of articles each year was more than 12 publishing papers. From 2014 to 2015, there were 31 papers each year, with the highest publishing paper. In terms of the ratio between the number of Sports Classes papers and the number of doctoral and masters graduates, the number of Sports Classes papers accounted for 0.01% of the number of doctoral and masters graduates in 2001. In 2009, the ratio was 0.02%. After 2010, the ratio increased slightly. The ratios in 2014 and 2015 were the highest, both at 0.05%. In terms of research subject items, the research subject of " Mental State, Attitude, Stress, and Adaptation" had the highest number of research articles (81 out of 303 papers). As for "Curriculum Evaluation " and "Sports Injury and Injury Prevention", they were the least with only 1 paper each. **Conclusions:** "Curriculum Evaluation " and "Sports Injury and Injury Prevention", were the least subject items that can be considered to research in the future. " Experimental Research", " Mixed methods Research" and "analytical Research" are all rare, and these research methods can be considered to research in the future.

Keywords: Sports Classes, Content Analysis, Theses

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體育運動與霸凌之關係

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摘要

目的：校園霸凌事件層出不窮，且體育運動在課程實施或是競賽中存在著類霸凌現象產生，進而產生參與者身心受創。方法：本研究蒐集體育、運動與霸凌之相關文獻，並經歸納分析後提出結果及影響。結果：一、體育運動組織中，存在著學長學弟制的關係，且為了管理與績效而產生不平等的支配行為，產生霸凌的現象；二、競技團隊中，身體能力較好的選手為維持自身地位，會運用言語、肢體動作、人際關係的操控去霸凌對手與隊友，來提升自我的話語權及團體地位。結論：看似合理的體育運動場欲，卻有默認的霸凌行為，甚至於體育課堂上也會出現排擠弱勢群體或性別上的歧視，將其邊緣化之霸凌現象，若能透過體育教學針對品格教育進行課程內容的設計，建立學生良好尊重、友善的基礎，降低因體育運動所帶來的霸凌現象與影響。

關鍵詞：校園霸凌、個人與社會責任模式、體育課

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探析疫情下國小體育教師線上體育教學困境與對策

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摘要

目的：疫情下各校期望轉為線上教學，本研究為探討將體育課程轉變之困境。方法：以半結構式訪談6位國小以下實施線上體育教學之教師，經分析歸納後得到實施線上體育教學之困境與因應對策。結果：國小教師實施線上體育教學時，主要困境為一、設備較缺乏；二、輔助教學平台不熟悉；三、器材設備與場地問題；四、教學目標難達成等困境。結論：教師操作線上體育課程時可依照學生資訊能力，提供影片網址或圖片等資源供學生課前預習及課後複習之用，並透過教師有系統之編排課程進度，讓學生能提前瞭解與準備，並利用網路上之教學平台引起學生動機，有效地進行線上體育教學，希冀本研究結果能提供教學單位或現場教師參考，進而增進學生學習效益。

關鍵詞：新型冠狀病毒(COVID-19)、線上課程、體育課、教師專業、學習效益

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線上體育合作學習模式之探究

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摘要

目的：疫情爆發後世界各國教育單位、學校皆受到新型冠狀病毒 (COVID-19) 的影響，啟動線上課程等情況相繼發生，然線上體育教學卻缺乏線上教學模式供參，原本研究之目的為介紹線上體育教學模式。方法：本研究以合作學習理論與其他相關文獻進行綜整，提出線上學習的模式—「家庭+學校社群學習模式」。結果：一、此模式主要以教師、學生與家長為核心角色所組成的學習模式；二、教師、學生與家長互動的過程，經四個階段的磨合逐漸成熟，讓該模式符合每個學生的學習需求；三、藉由教師結合家長共同參與學生學習，並從中體現身體素養與建立學生之運動習慣。結論：本研究透過說明此模式在遠距教學之探討與應用，希冀能協助教師與學生克服線上體育教學的困境，提供體育教師未來遠距課程之備課與授課參考。

關鍵詞：新冠病毒(COVID-19)、合作學習、身體素養、體育課、線上課程模式

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生活技能教育融入排球教學之創意課程方案

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摘要

本研究為培育學生規律運動習慣，訂定以排球為導向的生活技能教育課程，藉由趣味化以及排球運動之操作，提升其生活技能技巧。本研究目的為將生活技能教育課程融排球運動，運用趣味化的課程安排與小組合作，規劃以排球為主題之生活技能教育課程。本研究方法採質性研究方式，由研究者針對國小高年級學生設計課程內容，再透過與三位體育專長教師及六位學童，以深入訪談的方式進行研討、檢核及修正，最後透過觀察與分析學生的課後日記，做最後的檢討以及修正，最終完成八週之「生活技能教育融入排球教學之創意課程方案」。本研究結果為所設計之創意課程方案：「拋高出擊」-排球遊戲、「擲擊黑洞」-擊球遊戲、「兩角之練」-連續擊球遊戲以及「一手掌握」-包球遊戲等課程具有趣味及可執行性，並能透過合作學習精進學生之生活技能表現以及培養增進團隊與人際的能力。本研究結論，所設計之生活技能教育融入排球教學之創意課程，增進了學童之生活技能及運動習慣。

關鍵詞：合作學習、生活技能教育融入排球教學之創意課程、生活技能教育

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健體領域該教導誰的知識?以國小學習階段之探討

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摘要

目的：台灣歷經3波體育課程改革，現階段以素養導向建構體育課程為目標。如何養成學生主動積極參與運動的習慣，藉由運動行為培養國小學童認識多方面運動知識，為改革目標。然而，由於目前教改教科書版本之差異，各版本對教學內容知識的提供不一，並未有相關研究進行分析，有鑑於此，本研究擬透過文獻綜述了解此狀況。方法：限定年限從2010至2022年，分別在華藝、google學術引擎、PubMed等資料庫篩選，以健康與體育關鍵詞，透過PRISMA準則共篩選出7篇符合條件的文獻進行綜合評論。結果：歸納出4個研究發現：一、現階段各校並無一致的體育教科書選用標準，未來應建立一套體育教科書之參考；二、體育教科書在使用情形、教材難度、教材內容及輔助措施上有改善空間；三、授課教師以自己國小體育學習的經驗進行教學，或是依據常視為「理所當然」的體育教學方式實施；四、體育教學的成效影響學童日後是否繼續從事運動的重要因素，在教育過程中，如無法養成學生的運動習慣，日後要學童繼續從事運動，勢必事倍功半。結論：透過上述發現，本研究認為該議題重要性不容忽視。

關鍵詞：健康與體育、教科書、健康促進

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體育課生活技能遷移教學之學生學習經驗

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摘要

目的：培養生活技能(life skill)是素養導向教學之目標，以利將學習成果遷移至日常生活中。而運動教育模式的賽季結構較能建構完整的運動經驗，因此本研究目的為探討實施生活技能遷移教學融入運動教育模式時，對學生生活技能遷移至日常生活中的影響。方法：本研究邀請一位中學體育教師，並從其任教班級隨機選取兩班共 69 位學生，進行 16 週 32 節的「生活技能遷移教學融入運動教育模式」，採用質性方式以學習單及訪談進行資料蒐集，並透過主題分析法歸納研究發現。結果：本研究發現可分為課程經驗與日常遷移，課程經驗中，運動教育模式有助於生活技能的學習與運用；日常遷移面，學生在生活技能「目標管理」、「時間管理」、「情緒管理」、「人際互動」、「團隊合作」、「問題解決」、「內省反思」面向產生遷移，並且在「團隊合作」、「內省反思」、「目標管理」中有較多正向的感知與陳述。結論：實施生活技能體育課程對學生生活技能的運用及場域轉移具有正向引導作用。

關鍵字:學習遷移、情意行為、素養導向教學、情境教學

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分離或相融：臺灣體育師資培育中的評量實踐

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摘要

近年全球的教育趨勢從過去教師中心轉往以學生為中心，社會建構主義的思潮引領整個教育脈絡更趨向在學生學習上，隨之評量概念出現很大的轉變，從過去僅是作為課程教學後幫助學生打分的工具，轉而與課程教學有更多交融，甚至是一種促進學習的工具，也因此有「以學習為取向的評量」的出現，包含學習的評量、促進學習的評量及評量即學習，然如今若讓體育老師能夠使用，師資培育扮演著重要的角色。目的：本研究探討臺灣體育師資培育課程中評量的實踐。方法：採個案研究法，選擇1位以社會建構取向設計體育測驗與評量課程的師資培育教師，蒐集其課堂文件、課堂影像及非正式訪談之資料，以主題分析的方式形成研究結果。結果：教師所設計的學習任務同時也是評量的任務，而學生參與學習任務的同時教師會提供立即性且前瞻性的回饋，不過，整學期中，鮮少實際看到學生參與自評與互評的部分，因此對回到教師在評量的實施上，AoL在課堂並沒有佔有太多的比重，整個課程的設計教師實施一系列的AfL，然也因為學生參與評量的機會並不多，因此未能看到AaL。結論：若要使課程教學與評量產生交融，教師需要以評量任務作為學習任務、在課堂提供適當的回饋並給予學生參與評量的機會，如此才可能得以實施以「學習為取向的評量」。綜合上述發現，本研究建議未來得近一步在探討AaL如何實踐在課堂中，另外由於此次研究仍屬學科課程，未來須從術科課程加以進行概念上的驗證。

關鍵詞：學習取向的評量、學生中心、體育師資培育

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戶外冒險教育相關研究文獻之探討分析

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摘要

近年來台灣蓬勃發展戶外冒險教育的興盛下，諸多學校機關與社會團體都非常喜愛使用戶外教育方案，不管是在提升自我效能、身心靈上皆有巨大的助益及復原機制，然而，隨著教育制度的改革素養導向，戶外教育議題亦被廣泛使用至其他領域，藉此本文以文獻搜尋的方式探討及整理。經由文獻分析歸納如下：一、研究主題：有關青少年內在復原治療有 14 篇，個人內在的成長有 4 篇，二、研究對象：國小至高中階段為主，三、研究結果：發現在受過重創的青少年在參與過後，具有良好的成效提升，但針對其他場域的相關研究較少，大部分皆是融入在活動冒險方案裡以利整個活動的進行，因此透過文獻探討的方式，瞭解戶外教育相關研究之脈絡，提供未來研究方向並提升學生社會互動與情緒智商的正面成長和發展以及建立個人的運動生活型態為主之建議。

關鍵詞：戶外教育、復原治療、青少年

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情境式運動遊戲對幼兒創造力之影響

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摘要

現今幼兒教育理念已從知識灌輸的論述，逐步轉向自由遊戲或是引導式學習，教育部創造力教育白皮書中指出創造力是知識經濟發展一項重要指標，如何透過合宜的情境設計以培養幼兒創造思考解決問題的能力以適應未來多變的社會，是幼兒教育工作者急需努力的目標。目的：旨在探討情境式運動遊戲教學法對幼兒創造力之影響。方法：本研究採單組前、後測設計，以立意取樣選取新竹市某公立幼兒園 12 位大班幼兒為研究對象，以每週 1 次實施六週情境式運動遊戲教學，實驗前、後皆以行動與動作創造思考測驗量表(TCAM)施測，以相依樣本 t 考驗進行統計分析。結果：六週情境式運動遊戲教學對幼兒整體創造力(流暢性、獨創性、想像性)有顯著提升的效果。本研究六週實驗結束後逢 COVID-19 疫情嚴峻，幼兒園改採線上教學，導致無法立即實施後測，實驗後測時間比原訂晚三週，幼兒創造力後測成績仍顯著優於前測，顯示情境式運動遊戲教學對幼兒創造力的提升具有學習保留效果。此結果呼應班度拉社會學習理論的學習延宕效果。

關鍵詞：情境模式、學齡前、流暢性、獨創性、想像性

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技擊運動員體重控制壓力對運動倦怠與運動表現的影響

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摘要

技擊類運動項目包括跆拳道、空手道、柔道、拳擊、武術散打、角力等，近年來逐漸成為世界上受關注的運動項目，這些項目競賽會以體重來做分級。大多的運動員為了獲得競技場上的優勢而減輕體重降低量級參賽，追求更好的成績表現，但平時都是超過比賽時的體重狀態下進行練習，在比賽過磅之前才以快速降體重方式達到參賽量級的體重標準，過磅後再以補充能量上場比賽。這樣快速減重不僅會傷害健康或許會降低運動表現。目的：探討技擊運動員在體重控制壓力對運動倦怠與運動表現的影響，並了解三者變項間相關性。方法：採問卷調查法，參與者為大學技擊運動項目選手共 59 名(男生 34 位，女生 25 位)，平均訓練年資為 3.59 年 \pm 0.69，每週訓練天數為 5.14 天 \pm 0.54。經參與者同意後，請參與者填寫體重壓力量表、運動倦怠量表及運動表現自評量表。本研究所得資料分析以描述性統計、Pearson 積差相關方法。結果：體重控制壓力與運動倦怠呈現中度的負相關；體重控制壓力與運動表現相關性未達顯著；運動倦怠與運動表現呈現中度的負相關。結論：此研究結果也引發許多研究議題，如：體重控制壓力與運動倦怠關係是否包含其他面項而造成倦怠感低？若對象為全國大專院校運動員結果亦會如此嗎？本文提供往後研究方向與建議，期望有助於未來相關研究發展。

關鍵詞：體重控制壓力、運動倦怠、運動員表現、技擊運動員

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身體活動與兒童肥胖相關研究之回顧

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摘要

前言：肥胖問題日益嚴重，身體活動不足、精緻飲食帶來的健康問題、生活型態改變等，讓肥胖問題延燒至兒童，成為學校、家庭、政府極需重視的議題。目的：回顧過去 2000 至 2022 年間，身體活動與兒童肥胖之研究文獻，系統性文獻回顧及統合分析身體活動介入之策略，及身體活動對肥胖兒童之影響，並提供未來研究的方向。方法：以「身體活動」、「兒童肥胖」等關鍵字搜得中文文獻 163 篇、英文文獻 176 篇，依摘要剔除 6 篇未提及身體活動或運動介入以及兒童肥胖問題之文獻，再從內文挑出提及身體活動之策略與國小階段兒童肥胖問題之文獻，共計中文 14 篇、英文 4 篇。結論：一、改善肥胖需搭配多重策略，如飲食、營養知識等。二、發現兒童發生肥胖問題影響層面多元，不僅是體重上升，還有血壓血脂、自信心、認知功能等變化。三、應重視學校、家庭、政策的三方合作，才能有效執行改善策略，提升我國兒童之健康。

關鍵詞：身體活動量、運動介入、兒童肥胖

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體適能與睡眠品質關聯之文獻回顧

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摘要

目的：本文以文獻探討方式回顧與體適能與睡眠品質關聯的研究成果，了解與其相關的變項，並據以提出未來研究展望。方法：本研究利用華藝線上圖書館，以關鍵字「體適能」與「睡眠品質」進行檢索查詢過去 20 年的文獻，共計 14 篇，閱讀摘要及內文後，以 6 篇文獻為基礎，進行系統性文獻回顧及統合分析，將「體適能」與「睡眠品質」之關聯進行整理。結果：睡眠品質測量皆以匹茲堡睡眠品質量表作為研究工具，而體適能的測量方式並無統一標準。針對功能性體適能對睡眠品質的影響研究結果不一，但皆有提到伸展運動對長者提升睡眠品質具有幫助。優秀體適能對睡眠品質沒有益處，而規律運動能有效提升睡眠品質。睡眠品質較差者心肺耐力也不佳。結論：未來研究可針對不同學習階段之學生進行研究，確立體適能與睡眠品質之關聯性。對於長者睡眠品質與功能性體適能之關聯性，未來仍可以進一步釐清，亦可就健康體適能與功能性體適能與睡眠品質之關聯進行研究。

關鍵詞：體適能、健康體適能、功能性體適能、睡眠品質

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不同氧氣濃度對中高年齡血壓調節之急性效果-個案探討

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摘要

目的：旨在探討低氧運動負荷對血壓調節之效果。方法：研究測試參與者為 60 歲男性一名，每週運動 3-4 天，運動強度介於心跳率 120 - 162 min⁻¹。運動測試包含常氧、低氧與高氧三項，三項運動強度皆為 2.5 m/s (Treadmill)，持續時間 5 min。結果：運動前 (R) 收縮壓 (Systolic) 與舒張壓 (Diastolic) 分別為 116 / 78 mmHg。在低氧運動負荷 (O₂ - 10.8 %) 收縮壓 (Systolic) 達 140 mmHg，舒張壓則為 67 mmHg。與運動前 (R) 收縮壓差異 + 24 mmHg，舒張壓則差異 -11 mmHg。運動期間呼吸高濃度氧氣 (O₂ - 70%) 收縮壓與舒張壓則為 144 / 66 mmHg，與低氧運動負荷收縮壓與舒張壓則差異 - 2 (Systolic)、- 8 mmHg (Diastolic)。血液乳酸堆積在常氧 (O₂ - 20.9 %) 為 1.67 mmol / l，高氧與低氧運動負荷則分別為 1.16 mmol / l (O₂ - 70 %)、3.08 mmol / l (O₂ - 10.8 %)。低氧運動乳酸濃度高於高氧 + 1.92 mmol / l，高於常氧則為 + 1.41 mmol / l。結論：結果分析發現低氧運動負荷呈現快速的舒張壓調節反應機制。

關鍵詞：低氧運動、常氧運動、高氧運動、血壓

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低氧與震動運動負荷對中高年齡血壓調節之效果個案探討

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摘要

目的：探討不同運動型態對血壓急性調節之效果。方法：研究對象為 60 歲男性一名 (身高 170 cm、體重 67 kg)，無慢性疾病。運動型態跑步與阻力方式，運動期間心跳率介於 120-162 min⁻¹ 之間。研究測試分為低氧 (O₂-13%) 與震動刺激 (40 Hz) 兩項，兩項運動間隔 20 min。結果：血壓在運動前與運動後 (Hypoxie) 差異 +20 mmHg (Systolic)、-10 mmHg (Diastolic)。血液乳酸 (La) 堆積濃度在運動後第一分鐘 (E1) 為 3.98 mmol/l，血氧飽和濃度 (SpO₂) 則為 84 %。震動 (Vibration) 刺激結束 (E1) 血壓分析則分別為 108 mmHg (Systolic)、74 mmHg (Diastolic)，La 堆積濃度則為 1.59 mmol/l，SpO₂ 為 97 %。低氧運動心跳率介於 124-134 min⁻¹ 之間，震動心跳率則為 90-91 min⁻¹。結論：結果分析發現在低氧運動後，舒張壓呈現下降反應。震動刺激後血壓與運動前比較，並未呈現明顯差異。此現象顯示低氧對舒張壓的急性調節反應具有正面的效果。

關鍵詞：低氧運動、震動運動、血壓

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低氧反覆衝刺訓練與間歇低氧訓練對自行車運動員運動表現之探討

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摘要

背景:高山訓練已經被證實可用來提高耐力型運動員之運動表現,但花費成本較高,近期常以人工模擬低氧環境進行訓練,因此比較兩種常見低氧訓練方式帶來的訓練效益極為重要。方法:在 Google Scholar 以 repeated sprint training in hypoxia 和 interval hypoxic training 為關鍵詞,搜尋 11 篇文獻做綜合評析。結果:(一)經短期 IHT (10 - 28 天)訓練,在 VO₂max、PPO、LA 及 TT 各運動表現指標上皆有進步。(二)經過 10 天至 6 週的 RSH 訓練,在力竭測驗所花費的時間、反覆衝次測驗的功率和漸增負荷測試中的乳酸濃度皆有進步的效益,部分研究也發現 RSH 對 VO₂max 有正面效果。(三)不論是 IHT 或 RSH,若暴露低氧環境時間過短(每週少於 114 分鐘),無法獲得改善。結論:常壓低氧環境的低氧訓練相較過去的高地訓練較容易實行,不論是 IHT 或 RSH 皆對競技運動員有正面的訓練效益,根據運動員的弱項及週期化訓練適當安排訓練方式,低氧訓練可成為提升運動表現的重要武器。

關鍵詞:高地訓練、功能性閾值、有氧能力

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新北市國中運動代表隊自我概念與挫折容忍力影響之研究

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摘要

本研究旨在探討新北市國中運動代表隊自我概念與挫折容忍力之現況及各因素間之差異情形，分析不同背景變項之新北市國中運動代表隊自我概念與挫折容忍力之差異情形，並進一步探究彼此之間的相關情形。研究者以問卷調查方式進行，共發出問卷 480 份，回收有效問卷 432 份。問卷回收後使用統計軟體進行資料處理分析，所得資料以描述性統計、重複量數單因子變異數分析、獨立樣本 t 檢定、單因子變異數分析、Pearson 積差相關，進行統計分析。研究主要發現如下：

一、自我概念共可萃取出四個因素構面，依平均得分由高至低分別為「心理自我」、「成就自我」、「生活自我」及「學校自我」。二、挫折容忍力共可萃取出三個因素構面，依平均得分由高至低分別為「挫折後行動反應」、「困難任務嘗試」與「挫折後情緒反應」。三、不同年級、代表隊年資之運動代表隊在自我概念因素上，有顯著差異。四、不同年級、代表隊項目之運動代表隊在挫折容忍力因素上，有顯著差異。五、臺北市國中運動代表隊自我概念及挫折容忍力各構面皆呈現正相關。

關鍵詞：運動代表隊、自我概念、挫折容忍力

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Map

地圖

National Taiwan Sport University Campus Map

國立體育大學校園平面圖

- ① 大門 Main Entrance
- ② 綜合體育館 Multi-purpose Gym
- ③ 樸園 Pu-Yuan Hostel
- ④ 志清湖 Zhi-Ching Lake
- ⑤ 行政教學大樓 Admin. & Teaching Bldg.
- ⑥ 綜合科技大樓 Sports Training Science Bldg.
(1F-國際會議廳 Conference Hall、海報發表 Poster Presentation)
- ⑦ 教學研究大樓 Teaching & Researching Bldg.
(1F、3F-口頭發表 Oral Presentation)





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13	Deockki Hong	42	洪聰敏	71	黃永旺		
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23	牟鍾福	52	許志文	81	鄭世忠		
24	何金山	53	許瓊云	82	鄭漢吾		
25	吳海助	54	郭哲君	83	鄭麗媛		
26	呂景義	55	陳子軒	84	薛名淳		
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108	Mika Yamada	137	王彥邦	166	李曉沅	195	洪乾德
109	Naoyoshi Matsuda	138	王家閔	167	杜光玉	196	洪莉雅
110	NORIKO NAKASHIMA	139	王振吉	168	沈亭萱	197	洪紫玲
111	Sanga Yun	140	王真慧	169	周威志	198	洪嘉鏞
112	Seungbae Lee	141	王淞模	170	林千綺	199	胡子航
113	Sotaro HONDA	142	王舒妍	171	林佳煌	200	胡宇彤
114	Takuma SASAKI	143	王逸詩	172	林坤彥	201	范芸熙
115	TANAKA Shinichiro	144	王愷琳	173	林孟毓	202	范曉羽
116	Tomabechi Rika	145	王潔玲	174	林宗佑	203	唐皓威
117	Wei, Feng-Min	146	古竣丞	175	林宜蓁	204	唐慧媛

No.	姓名	No.	姓名	No.	姓名	No.	姓名
205	徐欣資	234	陳映君	263	楊岱諺	292	鄭誠諒
206	祝鼎倫	235	陳柏豪	264	楊淮羽	293	戴宜君
207	翁綺	236	陳柏豪	265	楊琇惟	294	戴源廷
208	高睦傑	237	陳祐翔	266	楊廣銓	295	謝文偉
209	張玉麒	238	陳淑媛	267	葉曉含	296	謝孟均
210	張佑誠	239	陳善提	268	詹恩華	297	謝政諭
211	張辰嘉	240	陳雅萱	269	廖宜虹	298	謝雅婷
212	張怡雅	241	陳菡慈	270	廖柏勳	299	羅好芊
213	張芸睿	242	陳頌茶	271	廖柏寬	300	羅婉軒
214	張家維	243	陳漁珊	272	廖偉成	301	羅嘉綺
215	張茹婷	244	陳履賢	273	劉子廷	302	蘇正嘉
216	張漢傑	245	彭宸緯	274	劉怡君		
217	張寶方	246	曾聖貽	275	劉威呈		
218	戚又仁	247	溫羅詠薇	276	劉柏彥		
219	梁宜芬	248	游荏茲	277	劉雅文		
220	梁宜芬	249	程冠仁	278	劉嘉宜		
221	莊瑄亞	250	馮寶儀	279	劉嘉致		
222	許惠婷	251	黃巧雯	280	劉睿紘		
223	許維驛	252	黃正杰	281	潘昊佑		
224	郭家馨	253	黃成閔	282	潘思穎		
225	郭德臨	254	黃育菁	283	蔡佳妤		
226	郭麗芬	255	黃怡茹	284	蔡宛庭		
227	陳文宜	256	黃明甘	285	蔣汶谷		
228	陳辰	257	黃俐嘉	286	鄧羅少均		
229	陳宛吟	258	黃彥蓁	287	鄭亦翔		
230	陳念昕	259	黃郁淇	288	鄭仲原		
231	陳念慈	260	黃偉柔	289	鄭伊倫		
232	陳冠好	261	黃湘鈞	290	鄭林在		
233	陳思羽	262	楊士慶	291	鄭家興		



Appendix

附錄

The 2022 International Conference for the 10th East Asian Alliance of Sport Pedagogy

~ ~ ~ SPORT for SDGs ~ ~ ~

Sport, Education and Sustainable Development

1. Mission: the 2022 international conference aims to connect with theory and practice in sport pedagogy, as well as to enhance academic exchanges and collaborations in East Asian Alliance of Sport Pedagogy (EAASP). The executive organization of 2022 EAASP Conference invites outstanding scholars and experts from Taiwan, Japan, Korea, Europe, the United States and other countries. In order to promote the 2030 Sustainable development Goals (SDGs) through Sport, the conference theme is "Sport for SDGs: Sport, Education and Sustainable Development" and will feature special talks from invited keynotes.
2. Technical Advisor/Sponsor: Sports Administration, Ministry of Education, Taiwan (R.O.C.)
National Science and Technology Council
3. Organizers: Taiwan Society for Sport Pedagogy (TASSP), East Asian Alliance for Sport Pedagogy (EAASP), National Taiwan Sport University (NTSU).
4. Co-organizers: Japan Society for Sport Pedagogy (JSSP), Korea Association of Sport Pedagogy (KASP)
5. Date: 3rd December to 4th December, 2022
6. Venue: Virtual conference website
7. Theme: Sport, Education and Sustainable Development: Challenge and Response in Post-Pandemic Era
 - A. Sport, education and sustainable development: Promote 17 Indicators of the 2030 SDGs Sustainable Development through sport, includes sustainable development indicators such as promoting health and well-being, quality education, gender equality, and diverse partnerships, as well as theoretical connotations, concepts, strategies, and action practices.
 - B. The sustainable development of physical literacy and core competences in sport: Integrate physical activity, self-confidence, knowledge, motor skills, physical fitness, social and emotional learning, life skills, and values in sport pedagogy.
 - C. The cultivation of PE teacher/coach preparation and continuing professional development: Enhance professional development of PE teachers/ coaches.
 - D. Remote Learning in PE: Conduct effective teaching in curriculum and assessment in physical education.
 - E. Other related topics: Include but not limited to Sport-related physiology, mechanics, psychology, leisure, management, society, history, philosophy and etc....
8. Types of Presentation:
 - A. Keynote speeches:
Invite both the national and international experts to engage with the main topic, deliver a keynote lecture and to present suggestions.

- B. Thematic Forum
- C. Oral Presentation
- D. Poster Presentation
- E. The Year Award for Excellent Thesis and Dissertation

9. Best Presentation Award: If abstract of the presentation were to be chosen, the presenter would be awarded a certificate of recognition.

10. Conference Agenda: (Please refer to attachment 1)

11. Participants: Approximately 200-250 people.

12. Registration (Online registration only):

A. Participate but not publish (Include published but not first author): Please register through the link below: <https://forms.gle/5F452ptC2jFjUV4E8> ,or register through Taiwan Society for Sport Pedagogy (<http://www.tassp.org.tw/>)



B. Participate and publish (Include Oral and poster presentations): Please register through the link below: <https://forms.gle/1sNnmC9Fvfyml1YD7>



13. Important Date:

A. Accept registration: From September 26, 2022

Abstract/Paper submission due: November 5, 2022

Notification of acceptance /rejection: November 15, 2022

The deadline for registration and payment: November 5, 2022

Announcement of Tentative Program: November 26, 2022

Conference registration fee:

Registration Category	Participate but not publish	Participate and publish
1. Student-Member (TASSP) (2022 membership fee payment has been completed)	Free	Free
2. Members (TASSP) (2022 membership fee payment has been completed)	Free	Free
3. Student - Non-member	NT 1,000	NT 1500
4. Non-member*	NT 2,000	NT 2500
5.The membership of JSSP and KASP**	Free	Free
* For Non-TASSP members, you can apply for TASSP membership via http://www.tassp.org.tw in order to waive the registration fee. ** The membership registration fee for JSSP and KASP are free.		

15. Payment :

A. Domestic: Please transfer the money from each financial institution to "Chunghwa Post Co., Ltd." (Code:700).

* Name of account: Chunghwa Post-Taiwan Society for Sport Pedagogy - Yi-Hsiang Pan

* Remittance Number: 000122-2, Bank Account Number 055265-5

B. Abroad: Please transfer the money with the following bank account information:

(1) Beneficiary's Bank Name and Add. : Bank SinoPac (SWIFT Code: SINOTWTP)

No.36, Sec. 3, Nanjing E. Rd., Taipei City 10489, Taiwan, R.O.C.

(2) Beneficiary's Name: Chunghwa Post-Taiwan Society for Sport Pedagogy- Yi-Hsiang Pan

(3) Beneficiary's A/C No. : 700-0001222-0552655

(4) Beneficiary's Tel No. : 03-3283201 Ext. 8532

(5) Correspondent/Intermediary Bank (USD) : Industrial and Commercial Bank of China, New York, USA 3 (SWIFT Code : ICBKUS33)

C. You can search for the latest news on the following websites:

(1) Taiwan Society for Sport Pedagogy (<http://www.tassp.org.tw/>)

(2) Contact information: office e-mail: tassptassp2022@gmail.com

16. Call for papers (Please refer to attachment 2)

17. Notes :

- A. Participants must seek approval or take level from their organization.
- B. Full-time participants will be issued a certificate of participation after the opening ceremony. All delegates who have presented will be issued a certification of appreciation/presentation.
- C. If publication of a full paper is required, please submit directly to "Journal of Taiwan Sport Pedagogy". Your paper will be published on the weekly journal after checking. For more information on submission, please refer to "Journal of Taiwan Sport Pedagogy Submission". <http://www.tassp.org.tw/modules/liaise/>
- D. If the epidemic situation is serious, the organizer has the right to make adjustments to the implementation method.
- E. If you have any questions, please feel free to email via tassptassp2022@gmail.com.

18. Sponsored by Sports Administration, Ministry of Education, Taiwan (R.O.C.) and National Science and Technology Council National Science and Technology Council

Attachment 1

Conference Agenda

December 3 rd , 2022 (Saturday)	
Time	Conference contents
08:00~08:55	Registration
08:10~08:55	Poster presentations (1)
09:00~09:20	Opening Ceremony /Conference Hall
09:20~10:20	<p>Opening speech: Sport, Education and Sustainability ~ a Global Perspectives Reconceptualizing Physical Education: A Curriculum Framework for Physical Literacy~~~Based on Perspectives of Sustainable Development Goals Keynote speaker: Dr. Ang Chen /Fellow, National Academy of Kinesiology, US/ Prof. University of North Carolina at Greensboro Chairperson: Dr. Ping-Kun Chiu /President, National Taiwan Sport University</p>
10:30~12:00	<p>Forum : Sport, Education and Sustainability ~ East Asian Perspectives Panelist/Invited speaker: 1. Sustainable development of sport pedagogy in Taiwan/ Dr. Yi-Hsiang Pan President, Taiwan Society of Sport Pedagogy/Prof., National Taiwan Sport University 2. Sustainable development of sport pedagogy in Japan / Dr. Yutaka Sato Japan Society of Sport Pedagogy/ Professor, Toin University of Yokohama, Japan 3. Sustainable development of sport pedagogy in Korea / Dr. Jun-Hyung Baek, Korea Association of Sport Pedagogy/Associate Prof., Gyeong-In National University of Education Chairperson: Dr. Nyit-Chin Keh/ Honorary President, Taiwan Society for Sport Pedagogy</p>
12:00~13:00	<p>Lunch Board of Supervisors & Membership Meeting of TASSP</p>
13:00~13:30	EAASP Board members meeting
13:30~15:00	<p>Forum: Online Teaching in Physical Education during Covid-19 Panelist/Invited speaker: 1. Dr. Shan-Hui Hsu /Associate Professor, National Cheng Kung University, Taiwan 2. Dr. Shinsuke Kihara/Associate Professor, Tokyo International University, Japan 3. Dr. Deockki Hong / Associate Professor, Gyeongsang National University, Korea Chairperson: Dr. Ching-Ping Lin /Professor, National Taiwan Normal University</p>
15:10-16:10	<p>Lecture : Sport, Scientific Research and Sustainability Exercise, brain and cognitive function Keynote speaker: Dr. Tsung-Min Hung /Fellow, National Academy of Kinesiology, US / Chair Professor. Professor, National Taiwan Normal University Chairperson: Dr. Li-Kang Chi/ Distinguished Professor, National Taiwan Normal University</p>
16:20~17:40	<p>Oral presentations (1) Poster presentations (2)</p>

December 4 th , 2022 (Sunday)	
Time	Conference contents
08:45~09:00	Registration
09:00~10:20	Oral presentations (2) Poster presentations (3)
10:30~11:30	Closing Speech : Sport for SDGs ~ Achieving Sustainable development Goals through Sport Keynote speaker: Dr. Chin-Hsung Kao /Distinguished Professor, NTSU /President, Taiwan Health Movement Alliance/former Director-General, Sport Administration, Ministry of Education Chairperson: Vice President, Kuo-I Chen/ National Taiwan Sport University/ President, Taiwan Society for Sport and Entertainment Law
11:40-12:10	Closing ceremony
12:30-13:30	Lunch
13:30~17:00	Academic exchange

Attachment 2

Guidelines for Abstract Submission

- A. The research conference has set up a review committee. This committee will review the academic papers to be presented, determine the presentation format, and decide the papers to go into the collection of publication. The review committee has the authority to change the format, layout and content of the academic papers to suit the requirements of the research conference and the collection of publication.
- B. Format of the abstract for academic paper

Abstract Submission Sample

Presenter detail	
First Author's Name	Ya-Wen Liu
Email	NTSU@gmail.com
Institution	National Taiwan Sport University
Department	Graduate Institute of Physical Education
Position	Professor/ Associate Professor/ Assistant Professor/ Lecture/ Student/ Other _____
Sub-themes	A. Sport, education and sustainable development B. The sustainable development of physical literacy and core competences in sport C. The cultivation of PE teacher/coach professional development D. Remote Learning in PE E. Other related topics
Title of the Paper	Development and Validation of Teaching Quality Scale for University Physical Education
Author's name	Ya-Wen Liu ¹ , Yi-Hsiang Pan ² , and Hung-Shih Chou ² ¹ Physical Education Office, National Taipei University of Business, Taipei 100, Taiwan and ² Graduate Institute of Physical Education, National Taiwan Sport University, Taoyuan 333, Taiwan
Country	Taiwan
email	
Abstract Text (Do not insert authors name)	No longer than 2,500 characters (About 400 words)
Keyword	physical education curriculum and teaching, classroom management, learning evaluation
Participant Format	<input type="checkbox"/> Presentation/ Forum <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Poster Presentation <input type="checkbox"/> Only Participate <input type="checkbox"/> Others _____

Guidelines for Oral Presentations :

1. Presentation time is limited to 10 minutes and 5 minutes discussion. The international delegates are required to present in English. The Domestic (host) group are allowed to give presentation in Chinese.

Presentation Certification:

1. Presentation Certification: the certification will be given after the presentation.
2. Seminar Certification: the certification will be given after the conference.

Guidelines for Poster Presentation :

1. The poster presenter needs to prepare 5 minutes oral presentation and 5 minutes discussion during the poster presentation.
2. Poster certification: The certification will be given after the presentation.

2022 第十屆東亞運動教育聯盟國際學術研討會

~~~ SPORT for SDGs: 以運動成就永續 ~~~

- 一、宗旨：為促進台灣、日本與韓國共同建立的東亞運動教育聯盟之學術交流，發展運動教育之理論與實踐，特舉辦此國際研討會；邀請台、日、韓、歐美及其他國家之學者專家及人士，共同參與學術盛會。本次研討會乃是在後疫情時代，以運動促進聯合國 2030 永續發展目標 (Sustainable development Goals, SDGs)，並以「Sport for SDGs: 以運動成就永續」為理念，以期帶動體育運動與社會福祉之永續發展。
- 二、指導單位：教育部體育署、國科會
- 三、主辦單位：台灣運動教育學會 (Taiwan Society for Sport Pedagogy, TASSP)
East Asian Alliance for Sport Pedagogy (東亞運動教育聯盟, EAASP)
國立體育大學 (National Taiwan Sport University, NTSU)
- 四、協辦單位：Japan Society for Sport Pedagogy (日本運動教育學會, JSSP)
Korea Association of Sport Pedagogy (韓國運動教育學會, KASP)
- 五、時間：2022 年 12 月 3 - 4 日(星期六、日)
- 六、舉辦方式：實體、線上或混成平台 (屆時以疫情作調整)
- 七、地點：國立體育大學國際會議廳、線上平台
- 八、研討主題：運動、教育與永續發展~後疫情時代的挑戰與回應
Sport, Education and Sustainable Development~~~
Challenge and Response in Post-Pandemic Era
 - (一)運動、教育與永續發展：以運動促進 2030SDGs 永續發展指標之面面觀，指標與運動相關連之 17 項指標，包含促進健康與福祉、優質教育、性別平權、多元夥伴關係…等永續發展指標，理論內涵、理念策略與行動實踐。
 - (二)運動中促進身體素養與核心素養之發展：身體活動的動機／自信心／知識／動作技能／體適能／社會與情緒學習／生活技能／價值
 - (三)體育師資/教練之培育之發展：體育教師/教練之培育與專業發展。
 - (四)疫情下線上體育教學：體育線上遠距課程、教學與評量。
 - (五)其他體育運動相關議題：體育運動學術領域之自然科學、運動人文社會科學 (含生理學、力學、心理學、休閒、管理、社會、文史、哲學…)
- 九、舉辦方式：以英語為大會主要語言，相關活動如下所示
 - (一) 專題演講：邀請國內外學者，以英語進行專題講座演講。
 - (二) 專題論壇：邀請國內外學者，以英語進行專題論壇演講。
 - (三) 口頭論文發表：接受英文或中文稿件，分英文與中文場次進行口頭發表。
 - (四) 海報論文發表：接受英文或中文稿件，分英文與中文場次進行海報發表。
 - (五) 運動教育學優秀博碩士論文獎勵／歡迎運動教育學相關領域的博碩士論文研究者投件，擇優頒發獎牌、獎勵金，詳辦法請參閱台灣運動教育學會網站

<http://www.tassp.org.tw/page/news/show.aspx?num=160&kind=8>

十、獎勵：評選若干口頭與海報發表優選論文，頒發獎狀、獎勵金。

十一、 研討內容議程：如附件一。

十二、 參加對象與人數：國內外學者專家、各級學校教師、教練、學生及社會人士，預計 200-250 人。

十三、 報名方式：

(一)未投稿發表報名(僅參與研討會及第二作者以後發表者)：一律採網路線上報名作業
網址：<https://forms.gle/sgovPDkqx6ZA58M29> 或參閱台灣運動教育學會網站
(<http://www.tassp.org.tw/>)。填寫基本資料及轉帳帳號末 5 碼。



(二)學術論文投稿報名：參加口頭及海報發表者，需至學術論文投稿系統完成報名作業
網址：<https://forms.gle/gXpRPrkiVza67PE29> 填寫基本資料及轉帳帳號末 5 碼，並上傳摘要，第一作者毋須再到未投稿發表報名。



十四、 重要日程：

(一) 註冊報名：本研討會自即日起接受稿件報名，一律採用網路報名
(<https://forms.gle/hZc6w8JAcadvqyc1p8>) 費用如表 1 繳費標準所示。

(二) 摘要上傳截止日期：2022 年 11 月 05 日

(三) 摘要接受函寄送日程：2022 年 11 月 15 日

(四) 網路註冊截止日期：2022 年 11 月 05 日

(五) 暫定公告日程：2022 年 11 月 26 日

表 1 繳費標準

繳費類別	參加/未投稿發表	投稿發表
1.會員~全職學生(台灣運動教育學會) 2022 年已繳年會之全職學生會員	0	0
2.會員~一般人士(台灣運動教育學會) 2022 年已繳年會之一般會員	0	0
3.非會員~全職學生	1,000	1500
4.非會員~一般人士	2,000	2500
5.日本、韓國等運動教育學會會員	依 EAASP 依規範處理	依 EAASP 依規範處理

備註：非會員之研討會報名者，請填寫入會申請表後，可同時取得會員資格。會員申請
網址：<http://www.tassp.org.tw>

十五、 繳費方式：

(一)國內人士：

1. 請至金融機構匯款「中華郵政」(代碼 700)，戶名：台灣運動教育學會潘義祥，
匯款局號：000122-2 帳號：055265-5

(二)國外人士：請以「電匯」方式繳款 (如下)：

1. 受款銀行名稱及地址(Beneficiary's Bank Name and Add.)：
Bank SinoPac (SWIFT Code：SINOTWTP)
No.36, Sec. 3, Nanjing E. Rd., Taipei City 10489, Taiwan, R.O.C.
2. 受款人姓名 (Beneficiary's Name)
Chunghwa Post-Taiwan Society for Sport Pedagogy- Yi-Hsiang Pan
3. 受款人帳號號 (Beneficiary's A/C No.)：
700-0001222-0552655 (共 17 位數字)
4. 受款人電話(Beneficiary's Tel No.)：
03-3283201 txt 8532
5. 國外通匯(中間)行 (Correspondent/Intermediary Bank)
幣別美元 USD
Industrial and Commercial Bank of China, New York, USA
(SWIFT Code：ICBKUS33)

(三)有關研討會最新訊息，可上臺灣運動教育學會網站(<http://www.tassp.org.tw>)網站查閱。
或以電子郵件寄至本研討會專屬信箱 tassptassp2022@gmail.com，所有意見或詢問將會儘快回覆。

十六、 徵稿須知：如附件二

十七、 附則：

- (一) 參加人員得向所屬單位申請公(差)假。
- (二) 凡全程參與研討會者核發證書；完成發表者始頒予發表證書。
- (三) 若需要全文發表者，請直接投稿到「臺灣運動教育學報」，經審查通過後，將刊載於本期刊，投稿資訊請至「臺灣運動教育學報線上投稿系統」(Journal of Taiwan Sport Pedagogy Submission) <http://www.tassp.org.tw/modules/liaise/>
- (四) 因應嚴重特殊傳染性肺炎 (COVID-19) 防疫，需管制入場人數以保持社交距離。
- (五) 為避免群聚感染，更為了確保自身及他人健康，敬請依中央流行疫情指揮中心發佈辦法處理，並請自備口罩參與活動。
- (六) 若疫情嚴重，主辦單位有權作因應調整，改成線上學術研討會，或是以實體與線上兼具的學術研討會。
- (七) 如有任何問題，投稿與註冊部份，請 mail 至專屬信箱詢問：tassptassp2022@gmail.com

十八、本計畫由教育部體育署與國科會經費補助; Sponsored by Sports Administration, Ministry of Education, Taiwan (R.O.C.) and National Science and Technology Council National Science and Technology Council

附件一 2022 第十屆東亞運動教育聯盟國際學術研討會日程表 Program Schedule

Time	會議內容/ 2022.12.03
08:00~08:55	報到
08:10~08:55	海報發表(一)
09:00~09:20	開幕典禮
09:20~10:20	<p>Opening speech 1: Sport, Education and Sustainability ~ a Global Perspectives Reconceptualizing Physical Education: A Curriculum Framework for Physical Literacy ~ ~Based on Perspectives of Sustainable Development Goals Keynote speaker: Dr. Ang Chen /Fellow, National Academy of Kinesiology, US/ Prof. University of North Carolina at Greensboro Chairperson: Dr. Ping-Kun Chiu /President, National Taiwan Sport University 開幕演講: 運動、教育與永續發展~全球視野 主題: 學校體育之解構與重構/身體素養為導向的課程構架~永續發展觀點談起 主講人: 陳昂博士/美國國家人體運動學院院士/北卡羅萊納大學教授 主持人: 邱炳坤博士/國立體育大學校長</p>
10:30~12:00	<p>Forum1 : Sport, Education and Sustainability ~ East Asian Perspectives 1. Sustainable development of sport pedagogy in Taiwan/ Dr. Yi-Hsiang Pan President, Taiwan Society of Sport Pedagogy/Prof., National Taiwan Sport University 2. Sustainable development of sport pedagogy in Japan / Dr. Yutaka Sato Japan Society of Sport Pedagogy/ Professor, Toin University of Yokohama, Japan 3. Sustainable development of sport pedagogy in South Korea / Dr. Jun-Hyung Baek, Korea Association of Sport Pedagogy/Associate Prof., Gyeong-In National University of Education Chairperson: Dr. Nyit-Chin Keh/ Honorary President, Taiwan Society for Sport Pedagogy 主題論壇 1 : 運動、教育與永續發展~東亞視角 主講人: 1. 台灣運動教育之永續發展/潘義祥博士 台灣運動教育學會理事長/國立體育大學教授 2. 日本運動教育之永續發展/ Dr. Yutaka Sato 日本運動教育學會理事/ Professor, Toin University of Yokohama 3. 韓國運動教育之永續發展/ Dr. Jun-Hyung Baek 韓國運動教育學會/ Associate Prof., Gyeong-In National University of Education 主持人: 闕月清博士/台灣運動教育學會榮譽理事長</p>
12:00~13:00	午餐/臺灣運動教育學會理監事會議暨會員大會
13:00-13:30	東亞運動教育聯盟理事長會議
13:30~15:00	<p>Forum 2: Online Teaching in Physical Education during Covid-19 1. Dr. Shan-Hui Hsu /Associate Professor, National Cheng Kung University, Taiwan 2. Dr. Shinsuke Kihara /Associate Prof., Tokyo International University, Japan 3. Dr. Deockki Hong/ Associate Professor, Gyeongsang National University, Korea Chairperson: Dr. Ching-Ping Lin /Professor, National Taiwan Normal University 主題論壇 2: Covid-19 疫情下的遠距體育教學 主講人: 1. 徐珊惠博士/國立成功大學副教授 2. Dr. Shinsuke Kihara /Associate Prof., Tokyo International University, Japan 3. Dr. Deockki Hong/ Associate Prof., Gyeongsang National University, Korea 主持人: 林靜萍博士/國立台灣師範大學教授/中華民國體育學會(前)理事長</p>
15:10-16:10	<p>Lecture : Sport, Scientific Research and Sustainability Exercise, brain and cognitive function Keynote speaker: Dr. Tsung-Min Hung /Fellow, National Academy of Kinesiology, US / Chair Professor. Professor, National Taiwan Normal University Chairperson: Dr. Li-Kang Chi/ Distinguished Professor, National Taiwan Normal University 專題講座: 運動、科研與永續發展 SDGs 主題: 運動與大腦認知研究~大腦可以這樣練 主講人: 洪聰敏博士/美國國家人體運動學院院士/國立台灣師範大學講座教授 主持人: 季力康博士/國立台灣師範大學優聘教授/國科會總計畫主持人</p>
16:20~17:40	口頭發表(一)、海報發表(二)

Time	會議內容/ 2022.12.04
08:45~09:00	報到
09:00~10:20	口頭發表(二)、海報發表(三)
10:30~11:30	<p>閉幕演講：體育、運動與永續發展～Sport for SDGs 主講人：高俊雄博士/國立體育大學特聘教授/亞洲巧固球總會會長/ 台灣健康運動聯盟理事長/教育部體育署(前)署長 主持人：陳國儀副校長/國立體育大學/台灣體育運動暨娛樂法學會理事長/ 亞洲奧會執行委員兼財務委員會主席 Closing Speech : Sport for SDGs ~ Achieving Sustainable development Goals through Sport Keynote speaker: Dr. Chin-Hsung Kao/ Distinguished Professor, NTSU/ Former Director-General, Sport Administration, Ministry of Education, ROC. Chairperson: Vice President, Kuo-I Chen/ National Taiwan Sport University/ President, Taiwan Society for Sport and Entertainment Law</p>
11:40-12:10	閉幕典禮
12:30-13:30	午休
13:30~17:00	學術交流暨執行團隊活動辦理經驗傳承與分享

一、本研討會設有論文審核小組，審核研討會發表之論文、發表方式以及論文及收錄之文章。審核小組有權更改論文格式與內容，以符合研討會或論文集之需要。

二、學術論文摘要格式如下所示(網路登入項目)

摘要投稿範例

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論文主題	體育課社會與情緒學習之研究
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關鍵詞	體育課程與教學、課室經營、學習評量

三、口頭發表注意事項：

- (一) 每篇文章發表 10 分鐘討論 5 分鐘，分英語場次與中文場次。
- (二) 發表者請事先準備 Power Point 簡報檔案，並於每階段發表前 10 分鐘前，由工作人員協助確認簡報電子檔播放正常。
- (三) 會後頒發發表證明或以電子檔形式傳送。

四、海報發表注意事項：

- (一) 海報發表時間：以海報型式發表，每篇文章發表 5 分鐘討論 5 分鐘，分英語場次與中文場次。
- (二) 會後頒發發表證明或以電子檔形式傳送。

五、其它：

- (一) 完成口頭及海報論文發表者始頒予發表證書
- (二) 錄取名單及相關訊息請至臺灣運動教育學會網站(<http://www.tassp.org.tw>)查詢
- (三) 若需要全文發表者，請直接投稿到「臺灣運動教育學報」，經審查通過後，將刊載於本期刊，投稿資訊請至「臺灣運動教育學報線上投稿系統」(Journal of Taiwan Sport Pedagogy Submission) <http://www.tassp.org.tw/modules/liaise/>

International Conference for
the 10th East Asian Alliance of Sport Pedagogy
~ SPORT for SDGs:以運動成就永續~
第十屆東亞運動教育聯盟國際學術研討會

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臺灣運動教育學會 編印



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