

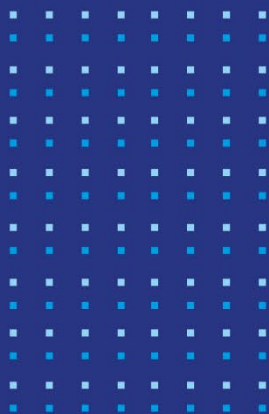


Book of Abstracts AIESEP 2023

**AIESEP
INTERNATIONAL CONFERENCE 2023**

**Emerging Horizons:
Bridging the borders between
Physical Education Research and Practice**

Santiago de Chile
4th - 7th July 2023



Host University:



Organized by:



Greetings from AIESEP

Dear AIESEP Family,

This is a special publication as it emanates from our very first conference in Latin America - in Santiago de Chile. This book of abstracts represents some of the current exciting, high quality and innovative research conducted by AIESEP members in the field of physical education and sport pedagogy on every continent and time zone across the globe. In the spirit of the theme of the conference, this collection of research clearly identifies emerging horizons and bridges the borders between physical education research and practice. We see this collection of work as a powerful opportunity for knowledge transfer across our AIESEP ecosystem of stakeholders, disciplines, generations and cultures. At the heart of the research presented here is our consistent drive to encourage citizens across the world to embrace the joy of human movement for life for people and planet wellbeing. In this way, we believe that this research has the potential to ignite collective action in both policy and praxis to promote effective and sustainable physical and health education, physical activity and sport participation across the lifespan for all.

Fiona Chambers
AIESEP President



Greetings from the Local Organizing Committee

For the Pontifical Universidad Católica it has been a pleasure to receive the AIESEP 2023 International Conference from July 4 to 7. We made every effort to ensure that it was fulfilled with the conferences, parallel sessions, symposiums and papers. We hope that everyone who participated, whether face-to-face or online, has met their learning expectations.

The people of Chile are very friendly, for the same reason at the Conference, they wanted to show our culture and what we do in the university so that Physical Education in the world has a better impact on children and youth.

Jorge Silva
Sports Director
Pontifical Catholic University of Chile

For me, as a career and university, it has been very important to be and be part of the AIESEP 2023 organization.

Speaking the same language called Physical Education, is for each of the students and teachers who are part of this dream, the most important thing that AIESEP gives us.

Constanza Kameid Zapata
Directora Pedagogía en Educación Física y Salud
Pontifical Catholic University of Chile



PONTIFICIA
UNIVERSIDAD
CATÓLICA
DE CHILE

135
años
Comprometidos
con Chile

Greetings from the Scientific Committee

¡Hola participantes y bienvenidos a la Conferencia Internacional AIESEP 2023 en Santiago de Chile!

Welcome delegates to the 2023 AIESEP International Conference in Santiago, Chile.

Our time together will offer many opportunities to take in all the Emerging Horizons as we bridge the borders between physical education research and practice with colleagues from across the globe.

Nuestro tiempo juntos ofrecerá muchas oportunidades para asimilar todos los Emerging Horizons a medida que unimos las fronteras entre la investigación y la práctica de la educación física con colegas de todo el mundo.

Ha sido un absoluto placer para mí presidir el Comité Científico de la conferencia de este año y trabajar con un equipo excepcional para armar el programa de este año. Un agradecimiento especial a Tara Blackshear, Jaime Caracamo, lisahunter, Heidi Jancer y Carla Luguetti por todo su tiempo y trabajo. Disfrute de la variedad de simposios, presentaciones orales, presentaciones de carteles y también tómese un tiempo para ver las sesiones pregrabadas (a las que se puede acceder a través de ConfTool).

It has been my absolute pleasure to chair the Scientific Committee for this year's conference and to work with an exceptional team to put together this year's program. Special thanks to Tara Blackshear, lisahunter, Heidi Jancer, Carla Luguetti, & Jaime Caracamo for all your time and work. Enjoy the variety of symposia, oral presentations, poster presentations and please also make some time to check out the pre recorded sessions (which can be accessed via ConfTool).

Thank you to the steering committee members Gerardo Bielons and Jorge Silva for all the time and effort you've put into making this conference possible. Thank you also to the AIESEP Board for supporting our conference planning. Have a wonderful conference!

Gracias a los miembros del comité directivo Gerardo Bielons y Jorge Silva por todo el tiempo y esfuerzo que han puesto para hacer posible esta conferencia. Gracias también a la Junta de AIESEP por apoyar nuestra planificación de conferencias. ¡Que tengas una maravillosa conferencia!

Jodi Harding-Kuriger, PhD
University of Alberta
Scientific Committee Chair

KEYNOTE SPEAKERS

Elisa Adriana Araya Cortez

Professor of Physical Education, Psychomotricist, Doctor in Educational Sciences, by the Catholic University of Leuven, Belgium, with training in Pikler Pedagogy at the Pikler-Lòczy Institute in Budapest, Hungary.

She has taught undergraduate and graduate courses at different universities in Chile: Universidad Metropolitana de Ciencias de la Educación, Universidad de Santiago de Chile, Universidad del Desarrollo, Universidad Central, and Universidad Católica Silva Henríquez.

Author of several papers and book chapters, as well as educational materials on play and the importance of movement in child development for the Ministry of Education and the National Board of Kindergartens (JUNJI). She has also published materials for the prevention of drug and alcohol abuse in schoolchildren for the National Service for the Prevention and Rehabilitation of Drug and Alcohol Consumption (SENDA).

She developed and taught at the Training Program for Educational Directors and Supervisors in the Republic of Angola, as a consultant associated with the BUREAU INTERNATIONAL EN EDUCATION ET FORMATION (BIEFOR-Belgium). She also participated in the Capitalization Program for the competency-based reform of the post-fundamental education system in Burundi (2022), in the on line training of physical education teacher trainers.

She was the coordinator of the Department of Extracurricular Education of the Ministry of Education, dealing with school physical education policies in the country. She was Director of the Department of Physical Education, Sports and Recreation of the Universidad Metropolitana de Ciencias de la Educación, and is currently its Rector.

Research topics: Play and psychomotricity; educational innovation; school coexistence and classroom climate.

About her lecture: Playing and joy in Physical Education: the will to keep moving

The conference “Playing and joy in Physical Education: the will to keep moving”, addresses the role of adherence to physical activity produced by playing and freely chosen activities. From a gender perspective, it reviews the participation of girls in sports classes and states that the feeling of competition helps to enjoy the practice of physical activity, which in turn produces enjoyment and intrinsic motivation to continue practicing. The fundamental tool of this practice that produces adherence would be the game.

Brian Culp

Brian Culp is a Professor at Kennesaw State University who has published on topics related to youth physical activity and climate, racism, spatial justice, and leadership in higher education. In addition to creating and facilitating opportunities for research and civic engagement, he has helped design funded movement-based community intergenerational programs. A recipient of numerous awards for distinguished contributions to the field of kinesiology, Dr. Culp is a Fellow of the National Association of Kinesiology in Higher Education and has been a Fulbright Scholar in Montreal, Canada. Among his collaborations are organizations such as SHAPE America, Physical Education Health Education Canada, The Centers for Disease Control, the National Board for Professional Teaching Standards, and the National Center for Civil and Human Rights. A member of AIESEP for 17 years, he has recently completed a successful term as Chair of the Department of Health Promotion and Physical Education at KSU. Brian's most recent projects consider the viability of public pedagogy for racial justice based on concepts presented in the recent book *Critical Race Studies in Physical Education*, co-authored with Dr. Tara Blackshear.

About his lecture: The Articulation of Place and Public Pedagogy for Enhancing Global Associations

There has been much discussion about the purpose of place and space over the past decade due to a host of global trends. In thinking of placemaking, we are tasked to understand that endeavors and interactions transcend the material dimension and involves aspects such as sociability, uses, activities, access, connections, comfort, and image, to create bonds between people and a sense of place. Specific topics will include:
Expanding the spatial imaginary in the "new city"

Contemplating public pedagogies and learning opportunities "outside the walls"

Confronting childism for the purpose of improving humanity and justice

The presentation will conclude with implications for professionals to consider placemaking approaches as a means for inquiry, disruption, and reconciliation.

Carolina Kürüf Poblete Gálvez

Carolina Kürüf Poblete Gálvez is a woman indigenous Mapuche, mother and player of the ancient game palin. Academic at the University of Santiago, Chile and associate at the Catholic University of Temuco. She is a Professor of Physical Education and a Doctor in Education. Member of the Pan American Association of Ancestral Games and Sports, Member of the Latin American Council of Games, Sports and Corporal Practices of Indigenous Peoples, and Member of the Indigenous Games Network of the Mercosur Forum.

Her work is focused on indigenous games and sports in contemporary society within formal and informal education, diversity, gender and initial teacher education. She has worked in the curricular development of pedagogical training in physical education at the University of Santiago de Chile and has collaborated in the creation of the new career of Pedagogy in Language and Culture of the Catholic University of Temuco. She has been an evaluator of the National Accreditation Commission for Chilean universities and has recently won an international award of the American Association for Applied Linguistics for their participation in the Congress of Languages 2023, through the Fund to Support Indigenous Language Scholarships.

The academic work carried out by Carolina tries to broaden the look at what are the corporal practices in physical education attending to diversity and history. Beyond innovation plans to improve health status, consider the collective imaginary and meaning that society is giving to body practices under the questions: Have we detached ourselves from the pleasure and territorial identity of games and physical activities by an excess of globality? Do we copy parameters from other latitudes to solve local issues? Or what sense do we give to what we are doing? And therefore, what are we teaching to give meaning and appropriation to bodily practices for the well-being of the people we educate?

About her lecture:

Motricity in tension: The nationalist monoculture, sports globalization and post-colonization for the debate in question.

The objective of this presentation is to share the knowledge of the ancestral games of the southern cone of America. It is a living and revitalizing cultural heritage which demonstrates the cultural tensions within today's society. Specifically, it will talk about the meaning of ancestral corporal practices, the colonial legacies of their circulation and the trappings of sports, recreational monoculture and pedagogical measurement standards of physical education.

Javier Fernández-Río

Javier Fernandez-Rio is currently a Professor in the Educational Sciences Department of the University of Oviedo (Spain). B.S. from the University of Wisconsin-Madison (USA), M.S. from Universidad Autónoma de Madrid-Spanish Olympic Committee (Spain), Ph.D. from Universidad de Oviedo (Spain). His lines of research include pedagogical models, motivation and health. He has co-authored more than 120 articles published in journals included in the Journal Citation Report (JCR) and more than 30 books/chapters. Keynote speaker in more than 40 international scientific conferences. He has participated in more than 50 initial and/or continuous professional training seminars/courses for primary and secondary teachers.

About his lecture: Models-based Practice, Basic Psychological Needs and Meaningful Physical Education. Bright and Dark Sides

The use of pedagogical models has evolved from single-model implementation to a models-based approach. moving away from a content-based physical education (Casey & Kirk, 2021). Its student-centred character has been linked to positive outcomes in the four learning domains (Casey & Goodyear, 2015). However, depending on how pedagogical models are implemented, they can promote or thwart, for example, students' basic psychological needs (Burgueño et al., 2022; Fernandez-Rio & Iglesias, 2021). Therefore, there are bright and dark sides of Models-based Practice that need to be acknowledged to make physical education truly meaningful for all children (Fletcher & Ní Chróinín, 2022).

PRE CONFERENCE SESSIONS

Mapuche Visit with Carolina Küruf Poblete Gálvez

Global perspectives and developments in Game-Based Approaches: Enhancing the games teaching practices of educators and coaches

The TGfU Special Interest Group is a globally representative group of associations and individuals committed to the promotion and dissemination of scholarly inquiry around game-based approaches to knowing, learning and teaching. The SIG is involved with the organization of international conferences every four years, as well as a one-day symposium prior to AIESEP International Conference. This opportunity is a great time to connect with our own professional learning community!

Early Career Network Workshop

Introduction and context: Academia can have a variety of meanings across contexts and phases of scholars' careers. The purpose of the session is to provide a space for conversation among scholars from diverse countries about the complexities, intricacies, and possibilities of multiple roles in an academic career. We would invite previous Early Career Scholar award winners (formally Young Scholar Award) to participate in and run some of the workshops. The intention is to cultivate a learning community of Early Career Scholars and turn the workshop into a SIG in the future.

Also, the session seeks to offer a basis for networking, especially for welcoming scholars from Latin American countries who are attending the AIESEP conference for the first time. The workshops will be designed as an interactive friendly space where translation to Portuguese and Spanish will be available informally. In this workshop, attendees will have an opportunity to discuss with international scholars about challenges, opportunities, and strategies used to develop academic roles.

Early Years Special Interest Group Pre-conference workshop

Early years SIG published a Special Issue in JECER (Journal of Early Childhood Education Research) focusing on Physical Education in Early Childhood Education in February 2023. In Chile Early Years Special Interest Group will be hosting a celebration (part 2) of this publication, where 43 authors from 13 countries and in 11 articles shared their research.

Part 1 of this celebration was the AIESEP Connect in May, and this Part 2 concludes with 4 more presentations from authors of the Special Issue who are all members of the EY SIG. After presentations also time will be allocated to discuss the next steps of the SIG and how we continue to take the voice of Early Years forwards.

Abstracts

Symposia

Symposium 1 The role of Indigenous knowledges with (HPE) teacher education, schooling and AIESEP:

a

window to reconciliation or?

{li} lisahunter¹, Carolina Poblete Gálvez², Fiona Chambers³, & Carla Luguetti⁴

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³University College Cork, Eire;

⁴Victoria University, Australia;

The place of Indigenous games and honouring Indigenous knowledge in HPE ranges from absent to tokenistic to culturally generative and imperative for reconciliation between Indigenous and settler/colonial/invasion populations.

Engagement by Indigenous and nonindigenous people has revealed enablers and constraints for inclusion in HPE and related peak bodies like AIESEP. From her work with Indigenous Mapuche knowledges in Chile, our lead Carolina Poblete Gálvez has asked ‘Can we move towards a decolonization, de-patriarchalization and deracialization of physical education? The path does not seem easy, but it is possible and necessary.’ (2021).

Symposium 2 Social and Emotional Learning in physical education, teacher education and service-learning youth activity programs

Students’ Perspectives of social and emotional learning in a high school physical education program

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Introduction: Students’ perspectives have rarely been asked for by school-based researchers. Even though more studies have recently begun to explore what students think, believe, and feel about Physical Education (PE) at secondary level (Enright & O’Sullivan, 2010, Howley et al 2022, Dyson et al, 2009), still there has been limited amount of empirical evidence on students’ viewpoints and experiences in real-time school contexts.

Objective: The purpose of this study was to explore students’ understandings and experiences of SEL during PE high school classes.

Methods: SEL can be defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2015, p. 5). This study is grounded in the social constructivists’ view of knowledge. In social constructivism, it is highly important to provide interactive opportunities with students where they can continuously communicate with their peers and teachers and engage their existing knowledge in this process to generate new understandings (Koekoek et al., 2009).

Using a qualitative case study design (Merriam, 1998; Stake, 2013), this study was implemented in an alternative high school setting over one school semester for five months. It was conducted as part of a larger study exploring teachers’ and students’ understandings and experiences of SEL. Forty-two students participated in focus group interviews (N=16) and individual interviews, (N=5) after the PE course, lasting approximately 45–70 min each. During these interviews, students were asked to reflect on their experiences and understandings of SEL prior to and during their physical education course. Inductive and deductive data analysis with constant comparisons were implemented in this study (Saldaña, 2013). Peer debriefing with code and re-code strategies were constantly conducted to establish trustworthiness in this study.

Results: Four themes were generated from data analysis: *Think about it more in depth; You can say how you feel; Care and support; and Different levels of buy-in.*

Conclusion: These findings suggest that students’ perspectives can make a significant contribution to our understanding of SEL in PE. This research represented students voice of 42 high school students, which provides a unique insight into students’ knowledge and experiences of SEL during PE high school classes.

Keywords: social and emotional learning; high school, physical education

References:

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Social and emotional learning of multi-semester volunteers in a co-curricular, physical activity-based service-learning program

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Introduction: Co-curricular service-learning opportunities, including those integrated into physical activity environments (PACCSL), can enhance college students' civic engagement and commitment to service (Carson & Raguse, 2014; Richards et al., 2015). Less is known about their influence on university students' social and emotional learning (SEL), which is increasingly considered important to enhance students' experience of academy (Corcoran et al., 2018).

Objective: We sought to understand how participating in PACCSL influenced the SEL of university student who engaged for at least two semesters.

Methods: Across five semesters, 14 university students volunteered to participate in the PACCSL two to four times. The PACCSL engaged volunteers in the implementation of an 11 week sport for development program (Lyras & Welty Peachey, 2011) that taught youth social and emotional learning skills through physical activity. Data sources included interviews conducted each semester, participant reflection journals, and program observations. A multiphase, collaborative approach to qualitative analysis was used (Richards & Hemphill, 2018).

Results: The volunteers' SEL was examined through the Collaborative for Academic, Social, and Emotional Learning (CASEL; Collaborative for Academic, Social, and Emotional Learning, 2019) framework. Self-awareness was facilitated through activities prompting reflection, such as regular journaling. These activities also fostered self-management as participants applied strategies learned intentionally outside the program. Relationship skills were developed through reflection in a social environment that supported mutual SEL. Debriefing conversations also focused on responsible decision-making and fostered social awareness as participants discussed programming for youth and sociocultural differences and similarities present.

Conclusion: Aligned with previous research (Carson & Raguse, 2014; Richards et al., 2015), engaging in prolonged PACCSL appears to have advantages relative to developmental skill acquisition. As identified in this study, that includes

SEL. This is significant as the COVID-19 pandemic and other social challenges have highlighted the need to better support university student SEL (Healthy Minds Network, 2020).

Keywords: social and emotional learning; civic engagement; higher education

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Lessons learned teaching about and through social and emotional learning in physical education teacher education: a self-study

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Introduction: The majority of SEL research to date has been on students; however, Teachers are pivotal in the SEL process (Schonert-Reichl et al., 2015). Students' SEL is directly influenced by their teachers' own social emotional competence (Jones & Bouffard, 2012). Students acquire SEL skills more readily when teachers can model them effectively (Bridgeland et al., 2018). Yet, teaching by example can be a difficult ask for teachers who have not consciously engaged with their own education on SEL (Talvio, 2014). Unfortunately, little attention is given to the social and emotional development of teachers. Teachers often receive no formal training in the importance of social and emotional competencies and pedagogies (Onchwari, 2010) nor is SEL consistently included in initial teacher education programs (State, et al., 2011; Schonert-Reichl, et al., 2015).

Objective: This study explored lessons learned from one teacher educator's first experience teaching SEL in a health and physical education teacher education program.

Methods: Drawing on self-study methodology informed by LaBoskey's five characteristics (2004), this project explores one teacher educator's first experience teaching SEL in a PETE context across one extended academic term. Data were collected through reflective journals, critical friend discussions and teaching materials.

Results: Results indicate three main lessons learned which include: (1) *the importance of SEL being taught not caught*. This theme captures an emphasis on how I was *actually* teaching SEL beyond providing experiences where SEL skills are required. (2) *students lacked content knowledge*. PSTs' ability to plan for SEL was limited by their SEL knowledge, and (3) *SEL requires a programmatic approach*. Once is not enough; PSTs were just beginning to catch on to some of the concepts and approaches.

Conclusion: This research highlights the need for SEL to be incorporated as a part of PETE programs in ways that support pre-service teachers in the development of their own SEL competencies and knowledge as well as strategies for teaching SEL in movement contexts. We offer practical suggestions to support teacher educators' enactment of SEL.

Keywords: social and emotional learning; pedagogy of teacher education; teacher education.

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“Jumping into the dark”: A teacher educator's self-study of enacting social and emotional learning in physical education teacher education

Dylan Scanlon^{§1}; Cassandra Iannucci¹; Kevin Patton²; Melissa Parker³

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Introduction: The importance social and emotional learning (SEL) plays in contributing to young peoples' developmental outcomes is well established in the research. Physical education may be a space to support the teaching of/for SEL. Despite this, there appears to be little to no research conducted on the teaching of SEL in preparing pre-service teachers for the teaching of/for SEL.

Objective: This research aims to explore how one teacher educator, who has little experience in the teaching of/for SEL, engaged in developing a pedagogy for teacher education informing the practice of teaching the teaching of SEL.

Methods: Self-study of teacher education practice guided this research (Loughran, 2006). Dylan's self-study was supported and challenged using critical friends in a community of learners. Data was collected over a 10-week period and included weekly reflective diaries and recorded critical friend meetings. Data was analysed through a 'live' coding technique which allowed for the capturing of emotions and feelings. We drew on the framework of emotionality (Ahmed, 2009) to validate emotions and feelings as meaningful data in shaping a pedagogy of teacher education.

Results: The findings were captured in three categories: (i) The emotional work of developing a pedagogy of teacher education; (ii) The importance of content knowledge in pedagogical content knowledge of SEL; and (iii) Becoming comfortable in the uncomfortable of teaching the teaching of SEL.

Conclusion: Loughran (2006) argues the importance of understanding one's own professional identity and recognising one's emotions and feelings in the process of learning and teaching about teaching. While this was challenging and uncomfortable, the 'jump in the dark' (i.e., teaching something new – SEL – while in the process of learning and teaching about teaching) was supported by the community of learners. This presentation provides considerations for teacher educators who want to embark on their own journey of developing a pedagogy of teacher education.

Keywords: social and emotional learning; self-study; teacher education; higher education.

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Symposium 3 Reimagining Internationalisation of Research: Insights from a collaborative project rooted in solidarity education, schooling and AIESEP:

a window to reconciliation or?

Carla Luguetti¹, Ann MacPhail², Carla Vidoni³, Cassandra Iannucci⁴, Cecília Borges⁵, Deniz Hunuk⁶, Heidi Jancer Ferreira⁷, Luiz Gustavo Bonatto Rufino⁸, Luiza Lana Gonçalves⁹, Paula Batista¹⁰, Tim Fletcher¹¹

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⁵University of Montreal, Canada; ⁶Hacettepe University, Turkey;

⁷UF Sul de Minas, Brazil; ⁸Unieduk, Brazil;

⁹Monash University, Australia;

¹⁰University of Porto, Portugal; ¹¹Brock University, Canada;

There is a body of research that highlights the importance of the internationalisation of research (Antelo, 2012; Woldegiyorgis et al., 2018). However, this body of research described that there are diverse economic and political challenges when working toward the internationalisation of research activities (e.g., Knight, 2012; Rumbley et al., 2012; Taylor, 2004). In the neoliberal context, the main drivers for internationalisation have been viewed as disruptive and insensitive to the less privileged contexts (e.g., Global South countries), and as a consequence seen to nurture inequities (MacPhail & Luguetti, 2021). We believe there is a need to critique this neoliberal view of internationalisation of research as market-driven, profit maximisation and control (Khoo et al., 2019; Romani-Dias et al., 2019). We argue that internationalisation should be viewed as a 'moral practice' (MacPhail & Luguetti, 2021) where the notion of solidarity could be a way to cultivate communities of researchers, engaging together in struggles and opportunities (Fine, 1994; Freire, 1987; Zembylas, 2017).

This interactive symposium aims to provoke the audience to reflect on the value of the internationalisation of research in the Physical Education (PE)

field. For this purpose, we bring together experienced researchers from Global South and Global North to share experiences of co-designing a program of research published as a special issue in a Brazilian Journal. The symposium will start with an interactive discussion guided by provoking questions to the audience related to their intentions, tensions and experiences with the internationalisation of research. We will then share our experience through four paper presentations. The first paper is about the conceptualisation of the internationalisation of research. The second paper will describe how we co-design our Special Issue which we believe can be an inspiring template for colleagues who wish to work together across nationalities. Finally, the two final papers will emphasise some of the empirical data we collected and collectively analysed around the process (e.g., challenges and facilitators) and the outcomes (e.g., what academics learned). We will then conclude the session with an interactive discussion based on what emerged in our collaborative project. This symposium will contribute to the theme of Equity, Diversity and Inclusion at AIESEP by rethinking/reimagining how PE scholars understand research internationalisation.

Symposium 4 Embodiment in/and/for health, physical education and sport

Paper 1: Using creative and embodied pedagogies to transform learning and PE

Robyne Garrett

University of South Australia

Introduction: While global education systems have been overwhelmed with neoliberal practices of teacher accountability and high stakes testing, the academic underachievement and lack of wellbeing of students from disadvantaged backgrounds is scarcely considered. Where teacher agency continues to be compromised, teachers are still left with the overwhelming task of addressing structural

inequity that is lived, embodied and felt. This research draws on new theoretical movements in affect and embodiment to argue for an embodied, affective and creative pedagogy for young people who experience poverty and adversity. In looking beyond traditional forms of PE there is scope for understandings of embodiment that entail sense making 'in' and 'through' movement (Arnold, 1979, Lambert et al., 2022). In bringing this into dialogue with Arts-based, creative practices that utilise the body to feel, think, respond and imagine, new kinds of pedagogical movements can emerge that bring 'affect' seriously into play (Hickey-Moody, 2009).

Objective: This paper outlines empirical research that investigated how teachers utilised PE/ARTs strategies in a *Creative and Body-based Learning* (CBL) initiative to redesign curriculum for disadvantaged students

Methods: In utilising the analysis of narrative portraits, I highlight examples of bodily affectivity as well as affective pedagogical practices that impacted on students' capacity to learn and teachers' capacity to teach.

Results: Analysis suggests that embodied and creative approaches enabled new forms of communication and learner identities through bodies, senses and imaginings. These approaches provided conditions that 'hooked' students in, encouraged dialogue and helped them to find joy in moving and learning.

Conclusion: Outcomes signal an epistemological and pedagogical shift toward understanding bodies and creativity as agents of learning that push the boundaries of traditional PE practices as well as classroom learning. They advance understandings of a learning, sensing body that has potential to foster more powerful engagement, hope and imagination.

Keywords: creative, embodied, disadvantage.

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Paper 2: Embodiment in Meaningful Physical Education

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Introduction: In a review of embodiment research in physical education, Aartun et al. (2022) suggest that pedagogies of embodiment empower students by engaging in critical reflection which can create vibrant spaces for learning and meaningful experiences. To achieve this, student-centred and activist approaches have been recognized as supporting positive experiences in movement. The Meaningful Physical Education approach is a pedagogical innovation that prioritizes the quality of the student experience in physical education. Like pedagogies of embodiment, pedagogies that support the meaningfulness of students' experiences tend to be those that involve reflective and democratic principles (Fletcher & Ní Chróinín, 2022).

Objective: To review the literature and ask two reciprocal questions: How can pedagogies of embodiment inform and enhance pedagogies of Meaningful PE? How can pedagogies of Meaningful PE inform or enhance pedagogies of embodiment?

Methods: Peer-reviewed literature on Meaningful PE and embodiment in physical education will be analyzed from the years 2015-2023.

Results: Despite the clear overlap, we expect to show that embodiment is central to notions of meaningfulness in physical education, yet it has existed more or less under the surface of conceptualizations and enactment of Meaningful PE. In a similar way, we anticipate finding that meaningfulness has remained an implicit dimension of embodiment in physical education.

Conclusion: The literature analysis will lead us to identify ways that: (a) embodiment might take on a more explicit and central role in conceptual and pedagogical descriptions of Meaningful PE, and (b) explicit consideration of the personal meaningfulness of physical education experiences might be more pronounced in future articulations of pedagogies of embodiment.

Keywords: meaning, meaningful PE, meaningfulness, literature review, physical education.

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Symposium 5a: Symposia Basic Motor Competencies and Physical Activity

Paper 1: Development of basic motor competencies and connections with sports participation

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Introduction: During childhood, children develop their motor competencies. Basic motor competencies (BMC) are a central prerequisite for participation in sport activities (1) and form the basis for sport-specific skills (2). In school, children have a choice of formal (e.g. sports club) and informal (free play) settings in which they can engage in sports activities (3) and increase their BMC (4).

Objective: The purpose of this study was to investigate the relationship between BMC and sport participation.

Methods: As part of the longitudinal study "Development of basic motor competencies in childhood", funded by the Swiss National Science Foundation (SNSF), the BMC of N=659 preschool children (51% boys) and N=393 first and second grade children (49.4% boys) were assessed at two measurement points. Parent questionnaires were used to assess the children's sport participation. In initial analyses, the development of BMC was calculated using ANCOVA, with age as a covariate. **Results:** Differences between girls and boys could be observed in preschool as well as in first and second grade. Boys showed better performance in "object-movement" whereas girls were better in "self-movement". From first to second grade, sports club participation increased ($F(1,467)=28.546$, $p<.001$, $\eta^2=.058$). First and second graders who were active in a sports club performed significantly better in both competence areas than children who were not.

Conclusion: Children who were active in club sports show a higher level of BMC, which seems to persist in the longitudinal section. This indicates an early

selection effect and the importance of BMC for club sport.

Keywords: motor skills, development, physical activity, physical education

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Paper 2: Motor competence and compliance of the physical activity recommendations in Chilean schoolchildren

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Introduction: Despite the benefits of physical activity (PA) for child development, the proportion of children who comply with the PA recommendations is very low, and it is necessary to seek strategies for the promotion of active lifestyles. One of the relevant factors for the promotion of PA is motor competence (MC), since its development is associated with the physical-sports participation. In this context, the aims of this study focus on the analysis of MC according to sex and compliance with physical activity recommendations in Chilean schoolchildren. **Methods:** 368 schoolchildren (M=11.10 years; 54.3% girls) in 5th and 6th grade of primary school participated. We assessed MC through the

MOBAK-5-6 test and the amount of physical activity through ActiGraph wGT3X-BT accelerometers.

Results: Boys (M=3.65 SD=2.14) showed a better performance than girls (M=2.39 SD=1.80) in Object Control ($p \leq 0.001$; $P_{\text{Sest}}=0.67$); while no significant differences were found in Self-movement. Boys (M=48.4 SD=22.8) presented more daily minutes of moderate and vigorous physical activity than girls (M=35.9 SD=16.9), differing significantly ($p \leq 0.001$; $P_{\text{Sest}} = 0.67$). Only 18.2% of the schoolchildren comply with the daily physical activity recommendations and present a better a performance in Object Control (M=4.28 SD=2.12) than the schoolchildren who do not comply with the recommendations (M=2.67 SD=1.29), differing significantly ($p \leq 0.001$; $P_{\text{Sest}} = 0.29$), while in Self-movement there are no differences between the two groups.

Discussion: It is necessary to implement strategies that develop MC and promote PA programs both in school and out of school, offering greater participation alternatives that can generate an adherence to the regular practice of PA

Paper 3: MOBAK assessment in primary schools in Frankfurt, Germany: The program “Schoolkids in Motion”

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Within the program “Schoolkids in Motion”, the city of Frankfurt am Main aims to further enhance cooperation between elementary schools and sports clubs in order to encourage children’s lasting club sports activities. The program includes a sports and motor skills test for first graders using – amongst other items – the MOBAK (basic motor competencies) test battery (Herrmann, 2018). Since the program was launched in 2014, approximately 1,200 to 1,600 children from around 30 different elementary schools in Frankfurt have been tested each year.

In the presentation, we will give an overview of the content, implementation and evaluation of this test, as well as the challenges associated with its implementation. The MOBAK tests are conducted by students trained by university staff. All children get a certificate and the children’s test results are then used as a door opener to make parents aware of the activities offered by local sports clubs. We will illustrate how the cooperation between the Sportkreis Frankfurt (the umbrella organisation of all sports clubs in Frankfurt), the Goethe University Frankfurt and the developers of the MOBAK test battery leads to synergistic effects for all partners.

We will also show how such a regularly conducted test with large samples can form the basis for accompanying scientific research. For example, data from the “Schoolkids in motion” project contributed to the generation of norm values for the MOBAK-1 and MOBAK-3 tests (Herrmann, 2018). Also, our data helped to confirm correlates of basic motor competencies found in previous studies (Herrmann et al., 2019), e.g. effects of sex and BMI. Another example is the association between actual and parent-assessed motor competencies (Ennigkeit et al., 2019). Correlations were low to moderate, indicating that parental report may be considered as a screening instrument, but cannot substitute objective assessment on an individual level.

Keywords: Basic motor competencies, primary school children, movement promotion.

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Symposium 5b: Symposia Basic Motor Competencies from an integral approach

Paper 4: Profiles of actual and perceived motor competence, motivation and enjoyment in physical education among schoolchildren and

the relation with BMI and physical activity behaviors

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Introduction: Active lifestyles are influenced by multiple factors, so their study should consider an integral perspective. Following a person-centered approach, the present study aims 1) to examine profiles of Chilean children according to Actual Motor Competence (AMC), Perceived Motor Competence (PMC), intrinsic motivation and enjoyment of Physical Education (PE), and 2) to analyze how these profiles behave in relation to BMI and Physical Activity.

Methods: 730 schoolchildren (46.3% girls, age M=11.22 SD=0.70) in 5th and 6th grade of primary school participated. The instruments used for assessment were: MOBAK 5-6 test (AMC); SEMOK questionnaire (PMC); Questionnaire of Motivation in PE in Primary Education (intrinsic motivation); Physical Activity Enjoyment Scale (enjoyment); and ActiGraph wGT3X-BT accelerometers (PA). Latent class analysis (LCA) was conducted to identify homogeneous groups of schoolchildren with respect to AMC, PMC, intrinsic motivation and enjoyment of PE classes.

Results: Three-class solution was the best fit for the data. Profile 1 (aligned high) represents 21.9% of the sample, with high levels of AMC, PMC, motivation and enjoyment of PE classes. Profile 2 (non-aligned) represents 67.5% of the sample, with low levels of AMC, medium levels of PMC, and high motivation and enjoyment. Profile 3 (aligned low) represents 10.5% of the sample, with low levels of AMC and PMC, motivation and enjoyment. Schoolchildren of profile 1 were more active, with more daily minutes of MVPA, compared to schoolchildren of profile 2 or 3. The schoolchildren of profile 1 have a lower BMI than the schoolchildren of profile 2 or profile 3.

Discussion: For PE classes and PA programs, it is important giving the same importance to psychological and affective factors as to purely physical ones. The teaching methodologies should put an emphasis on the development of AMC and PMC, through didactic strategies that encourage autonomous motivation and provide pleasant experiences for the schoolchildren.

Paper 5: Self-perception of basic motor competencies in first and second grade children: The SEMOK-1-2 instrument

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Introduction: A positive-realistic self-perception is considered as an important prerequisite for learning. Moreover, the promotion of this is an educational goal of PE (1). Basic motor competencies (BMC) are a prerequisite for participation in the culture of sport and movement and the acquisition of sport-specific skills (2). Currently, correlations between the constructs are increasingly being investigated and discussed (3).

Objective: Based on the MOBAK-instrument for 1st and 2nd grade (4) an illustrated instrument for the assessment of perceived BMC was validated.

Methods: As part of a validation study (N=409 children, M=7.8 years, SD=.78, 48% boys) the construct and criteria validity of the SEMOK instrument were evaluated. Using the eight SEMOK test items, a confirmatory factor analysis (CFA) was calculated. Correlations with the covariates BMI, age and sex were investigated and level components between actual and perceived BMC were calculated.

Results: CFA confirmed a two-factor structure of the SEMOK test instrument with the factor self-perception object movement and self-perception self-movement, which is consistent with the structure of the MOBAK test instrument. The latent correlation of the SEMOK factors with the corresponding MOBAK factors was $r=.78$ for object movement and $r=.75$ for self-movement. Moreover, the level components were calculated. The children overestimated themselves in both object movement ($d=-.33$) and self-movement ($d=-.87$), whereas the boys overestimated themselves higher in object movement than girls.

Conclusion: The SEMOK-1-2 instrument can be used economically in class. The present study could show that the perceived BMC are cognitively represented in children in 1st and 2nd grade.

Keywords: self-perception, motor development, self concept, motor skills, childhood

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Paper 6 : Relación entre competencia motriz, disfrute e índice de masa corporal en clases de educación física y salud en estudiantes de 5to y 6to básico

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Introducción, El objetivo del estudio fue identificar la relación entre competencia motriz, disfrute e índice de masa corporal en clases de Educación Física y Salud en estudiantes de 5to y 6to grado. Método: La investigación es de tipo no experimental con diseño transeccional descriptivo. La muestra corresponde a 82 estudiantes para recoger las variables de competencia motriz percibida y disfrute, medidas por los cuestionarios SEMOK y PACES respectivamente e índice de masa corporal a través de la relación entre peso y talla al cuadrado. Resultados: Los datos evidencian una correlación y asociación significativa ($p<0,05$) entre la Competencia Motriz Percibida y disfrute ($p=0,015$; $R^2=0,08$ y $p=0,026$; $R^2=0,07$, respectivamente) e índice de masa corporal y disfrute ($p<0,004$, $R^2=0,12$ y $p=0,004$; $R^2=0,15$, respectivamente). Conclusión: Los resultados sugieren que la percepción del disfrute en la clase de Educación Física podría estar mediada por la percepción de la competencia motriz y el índice de masa corporal de los estudiantes de 5to y 6to grado.

Paper 7: Teachers make the difference? - Influence of the professional qualification and goal orientation of physical education teachers on the development of basic

motor competencies of primary school pupils

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Introduction: The qualification of teachers, their beliefs and values and goals are aspects of professional competence. Their influence on the competence development of primary school pupils has already been studied in several school subjects. The results are inconsistent. So far, there are hardly any findings for physical education.

Objective: This study examines the extent to which the qualifications of teachers and their goal orientation influence the development of basic motor competencies in primary school pupils.

Methods: The basic motor competencies (object-movement, self-movement) and age, sex, body-mass-index of 398 pupils (51,8% male) were surveyed longitudinally and 24 physical education teachers (20,8% male) were questioned at the first measurement point regarding their qualification and goal orientation.

Results & Conclusion: Several models were calculated to explain the development of basic motor competencies. The teachers' goal orientation is decisive for the development of basic motor competencies, not the qualification.

Keywords: BMC, longitudinal, non-specialist, physical education, primary school.

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Symposium 6: Physical Education Teacher Education (PETE)

signatures pedagogies: An international perspective

Physical Education Teacher Education (PETE) signatures pedagogies: An international perspective

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A pedagogy of teacher education ‘can be viewed as the theory and practice of teaching and learning about teaching’ (Loughran, 2013, p. 129). While there have been an increased number of studies in the field the last couple of decades, a pedagogy of teacher education, and particularly a pedagogy of physical education teacher education (PETE), is in its infancy (Korthagen, 2016; McEvoy, MacPhail & Heikinaro-Johansson, 2015). Furthermore, Loughran (2006) pointed to the paradox that despite the obvious complexity of developing a pedagogy of teacher education, it is difficult to find studies that examine the interrelated relationship between teaching and learning about teaching. According to Shulman (2005), we (should) all intuitively know what signature pedagogies are in our field as they are the forms of teaching that leap to mind when we first think about the preparation of members of particular professions (e.g., physical education teacher education). He further argued that signature pedagogies are both pervasive and routine, cutting across topics and courses, programs, and institutions (Shulman, 2005). In defining what a signature pedagogy entails, Shulman (2005) proposed that a signature pedagogy can be described through three structures (surface, deep, and implicit). In this symposium proposal, we aim to present the main findings of the “PhysEd Academy” project, by identifying, and sharing a set of signature pedagogies that are used across three PE teacher education institutions in Europe. In particular, we will provide an example of PETE signature pedagogies from Ireland, Spain and Turkey. Additionally, and as an introductory paper and framework, a scoping review of the current literature will be shared (Word count=260).

Presentation 1) Pedagogies of PETE and continuous professional development: A scoping review

In recent decades, there have been calls in the literature to identify a coherent (cross-national, cross-institutional) pedagogy of teacher education (Korthagen, 2016). In particular, authors have highlighted the need for the analysis and development of ‘signature pedagogies’ (Schulman, 2005) – those which are commonplace for preparation of members of a profession – across a number of physical education teacher education (PETE) programs (e.g., O’Sullivan, 2014; Tannehill et al., 2021). Building on Parker et al (2016), the purpose of this research was to conduct a scoping review of literature on pedagogies of PETE and continuous professional development (CPD) to identify signature pedagogies in the field. An initial search in 3 databases using the terms “physical education teacher education” OR PETE OR “physical education” AND “teacher education” and/or “professional development” OR “continuing education” AND “physical education” published between 2015-2022 in English, Norwegian, Swedish, Danish, German, Turkish, Spanish and French yielded 2550 unique articles. After screening for inclusion criteria, 266 articles were included and read in full – 211 related to PETE and 55 related to CPD. PETE/CPD pedagogies described in each paper were identified and categorized into groups of signature pedagogies. Three overarching categories of signature PETE/CPD pedagogies were identified including: a) (auto)biographical pedagogies (e.g., narrative, vision, vignettes); b) experiential pedagogies (e.g., living the curriculum, peer teaching, school placement, service learning), and c) pedagogies of professional learning (e.g., community of learners, practitioner inquiry). Each category of signature pedagogy is identified and discussed in relation to the surface, deep and implicit structure of signature pedagogies (Shulman, 2005). This research provides important insights for defining a pedagogy of PETE, which might improve equitable PETE practice across locations and holds key implications for the professionalization of PE teacher educators. Further research is required to test the identified signature pedagogies over time and across contexts (Word count=296)

Presentation 2) PETE signature pedagogies in Ireland

In Ireland, initial teacher education is structured as a four-year undergraduate program or a two-year postgraduate program. The Teaching Council is responsible for the registration, accreditation, and professional development of teachers in Ireland. It sets standards for teacher education and conducts

evaluations to ensure that programs meet these standards. In terms of PETE programmes, there are three major teacher education providers. The University of Limerick is one of them, based on the Bachelor of Science in Physical Education and the Professional Master of Physical Education. Both programmes are characterised for a strong and evidence-based pedagogical approach for teaching and learning. One of the signature pedagogies aim to promote students’ voice and agency through a pre-class submission (ticket-to-class) and small group discussions. Before class: every week students have to complete and submit a learning task, related to the content being taught. The learning task could vary, and it normally involves the engagement with a relevant resource (e.g., a research paper, a podcast, a video, etc.). Then, in-class, the teacher educator will start by sharing general feedback and considerations based on the students’ submissions and students will be assigned to different break-out rooms (or a physical space if on campus teaching) to discuss their task following different prompts. In looking at the identified signature pedagogies and based on Shulman’s (2005), the Irish example would reside under pedagogies for professional learning that advocate for the use of communities of learning where a group of preservice teachers with a shared vision working together (in-person, online or hybrid) (surface structure) are encouraged to reflect on their individual pedagogical practices and underlying beliefs and assumptions about teaching/learning (implicit structure). The deep structure of this ticket-to-class pedagogy also aims to facilitates professional discourse, and the sharing of ideas to growth as part of the suggested learning community (Word count=300)

Presentation 3) PETE signature pedagogies in Spain

In Spain, specialist Primary PE teachers are trained at the Faculties of Teacher Training and Education in a 4-year undergraduate program, while specialists Secondary PE teachers are trained “initially” at the Faculties of Sport and Physical Activity (also in a 4-year undergraduate program), and later in a one-year Master Teacher Training program. In both, there is a collision between the drag of traditional, outdated educators (teacher-centred) and novel ones (student-centred). In their teacher training classes for future, both, primary and secondary PE teachers, the second ones always use one signature pedagogy: “Living the curriculum”. The future PE teachers experience, as students, new approaches like pedagogical models, new contents like Parkour or new goals like social responsibility delivered by the university educator. This selects specific tasks and games and sets-up lessons that convey the essentials of these new frameworks. Novel educators believe that future teachers should experience, as students, the

pedagogies they want them to use. It is important that pre-service teachers start thinking differently about PE to promote a true change in primary and secondary education classes. Following Shulman (2005), at the Surface structure, these pre-service teachers experience the different teaching frameworks as a student, fostering discussions on the “new” experiences (they are used to the teacher-centred pedagogies they faced in schools). At the Deep structure, it helps them understand better what has been previously explained “theoretically”, bridging the gap between theory and practice. At the Implicit structure, it helps confront previous PE experiences and start seeing PE with a new lens. The Physed-Academy signature pedagogies can help teacher educators “speak a similar language”, even if they are based in different countries. They are all student-centred frameworks that promote active learning and critical thinking skills to develop teachers that care about their own professional practice and their students’ development.

Presentation 4) PETE signature pedagogies in Turkey

In Türkiye, PETE programme content is determined by the Council of Higher Education, which is the 21ignatura211 body for teaching higher education, with a 4-year undergraduate program. Although the contents of the PETE curriculum are standard in Türkiye, there are several variations in the application of the contents of the curricula in different universities. In our PETE program, we are interested to promote the pre-service teachers (PSTs) as ‘practitioner-researcher’ and address the increasing interest in research-informed teaching. Therefore, we used experiential pedagogies (living the curriculum, school placement) and pedagogies of 21ignatura211 learning (action research, community of learners) as 21ignatura pedagogies in our program. Here, we 21ign share about PSTs experiences on action research in a school placement as 21ignatura pedagogy. By framing this with the notion of Shulman’s (2005) 21ignatu structure of the 21ignatura pedagogy, PSTs engage in a study of their own practice with the 21ignatu improvement and support from teacher educators. At the 21ign structure, action research allows PSTs to think, act, and 21ignatura21 their school practice with an aim to improve their (understanding of) practice. At the implicit structure, PSTs develop their teacher identity and challenge their 21ignatura211 beliefs and values by pushing their thinking about what it entails to become a teacher. Signature pedagogies are constructed 21ignatur beliefs that learning to teach physical education should be 21ignatur the individual PST’s beliefs and experiences, practical experiences, and lifelong collaborative learning. Therefore, 21ignatura pedagogies such as action

research and experiential pedagogies not only help PSTs to investigate and learn from their own practice, understand school culture, develop their teaching identity, modify instruction to meet students’ needs and enhance their teaching as future physical education teachers as researchers but also it encourages PSTs to participate in different learning communities.

General discusión; The aim of the signature pedagogies and related examples is not to develop a prescription on how to teach teachers about teaching physical education but rather, and in line with Parker et al. (2016), to propose a preliminary common language of signature pedagogies that individual teacher educators, groups of teacher educators or departments can use as a starting point to further develop a pedagogy of physical education teacher education (Loughran, 2006). Given that teacher educators are responsible for preparing future teachers, supporting in-service and preservice teachers and facilitating their own professional learning and development, the proposed signature pedagogies give attention to and hold implications for all three aspects of physical education teacher educators’ practice. Interestingly, the three different examples from Ireland, Spain and Turkey, show how experiential pedagogies (e.g., living the curriculum, peer teaching, school placement, service learning), and pedagogies of professional learning are the most prominent in those countries. There is no evidence of autobiographical pedagogies such as narratives or vignettes. With this symposium, we would envisage PETE colleagues from other countries to share their own signature pedagogies and create a safe space for discussion and collegiality to explore the PETE signature pedagogies all over the world (Word count=199)

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Symposium 7: Investigating Physical Education Teachers' Pedagogies in Singapore's Primary Classrooms

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Introduction: Teachers' diagnostic ability, intellectual quality, and instructional logic are critical to their effective pedagogies in the classroom. It helps them to observe critical elements in the ongoing lesson, understand what is happening in-the-moment, and decide to act in the very instance of instruction. It is anticipated that such expertise creates a conducive environment to enhance student engagement and learning.

Aims of the papers: This symposium offers an innovative methodological approach to understanding the unique pedagogies of primary school physical education (PE) teachers. Specifically, the opening paper introduces the *professional noticing* theoretical framework that includes attention, reasoning, and action (Jacobs, et al., 2010), and a system-wide observation methodology developed to understand the nature of PE teachers' pedagogical repertoire in Singapore schools. The next two papers focus on the eye-tracking glasses technology to represent from the teachers' perspectives, information-visual

processing, and knowledge-based reasoning experiences during teaching. The final paper describes what goes on in the PE primary classrooms, specific to general and PE-specific instructional domains related to teachers' effectiveness.

Contribution to the Field: Due to the lack of studies specific to PE teachers' use of wearable technology and systematic observation methodology in the Singapore context, the eye-tracking data offers insights into primary PE teachers' information processing, cognitive processes, and behavioral patterns that might or might not occur during teaching. The results could highlight how educational researchers use the eye-tracking technology to extend the knowledge that is responsive, relevant, and rigorous for policy, practitioners, teacher education, and other researchers.

Relevance to AIESEP 2023 theme: This symposium fits aptly the theme "Bridging the borders between PE research and practice" as the different papers focus on deepening our understanding of the logic of PE teaching and enhancing the vehicles for bridging the evidence-practice gap.

Keywords: professional noticing, knowledge-based reasoning, systematic observation..

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Symposium 8: Physical Literacy in Ibero-America: Towards a contextualized development

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Introduction: In recent years, the study of Physical Literacy (PL) has generated much interest, due to the holistic approach it promotes, being considered as a guide for public policies in education, sport and health. Despite its fast dissemination in different countries, it is not that known in Ibero-America, yet. In Spain and Portugal, it is just emerging as a topic of study, while in Latin America there is still no evidence of it as a subject of study in the field of Physical Education. In Chile, the work began with a consensus process on PL, starting with the definition of this approach. In this context, the purpose of this symposium is to describe and update the knowledge about PL in Ibero-America, presenting both emerging experiences (Spain and Portugal) and exploratory studies (Chile); as well as to discuss whether it is possible to contextualize this approach within the Ibero-American reality.

Objective: This symposium seeks to share diverse and novel approaches of PL; it will consist of four papers that aim to present what PL means in Ibero-America.

Methods: 1) a systematic review of the literature and 2) the beliefs of physical education teachers. Furthermore, the speakers will present experiences of the development of PL in the educational context, both 3) conceptually in Portugal and 4) empirically in Spain.

Conclusion: This symposium will provide an opportunity to discuss the study of PL in Ibero-America in a contextualized manner. We will invite the participants to reflect their own country and research perspective together with the international multidisciplinary panel, to identify opportunities for collaboration and to reflect on how this symposium can influence their own work.

Keywords: physical literacy, physical education, physical activity, Spanish, Portuguese, Iberoamerica.

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Paper 1: Conceptualization and structure of Physical Literacy. A systematic review for its understanding in Spanish-speaking populations

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Introduction: The study of the concept and structure of Physical Literacy (PL) has been characterized by a wide heterogeneity and lack of consensus in its description and interpretation. Despite the necessity of an adapted definition to the culture and context, evidence of Spanish-speaking literature referring to PL is also lacking. Therefore, the aim of this study was to conduct a systematic review (registration code 202230074 and doi 10.37766/inplasy2022.3.0074) to analyze the concept of PL, as well as the terms that comprise its explanation in order to categorize them according to the PL domains or trends. **Method:** In December 2021, a literature search was conducted in four databases (i.e., EBSCOhost, ProQuest, Web of Science and Scopus), adopting the following string of terms: "Physical litera*" AND "defin*" OR "model" OR "concept" OR "concept*" OR "theor*" OR "structur*". After applying the inclusion and exclusion criteria, an analysis of the dynamics of the words over time was carried out. The network of connections between terms in the definitions of the PL was also analyzed. **Results:** The electronic search strategy retrieved 534 records from which 43 articles were finally included. A total of 3191 terms were identified and grouped into 11 domains. The dynamics of the terms showed that some of them have been disappearing (e.g., "non-verbal communication") and others have gained relevance (e.g., "take responsibility" or "physical education curriculum") over time.

Conclusion: A potential definition of PL in Spanish-speaking countries could be: The motivation, knowledge, confidence, physical competence and understanding to value and take responsibility for PA participation and maintaining a healthy lifestyle throughout life. In turn, a physical literate person should be an individual with the ability to move in a wide variety of ways, as well as discover new ones that allow them to develop their potential.

Paper 2: Physical Literacy from the teacher's point of view. A qualitative analysis of its representation.

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Introduction: The psychological, social and physical development and well-being of people becomes relevant in today's society, and Physical Literacy (PL) is presented as a theoretical approach

that allows progress in this direction. This work is placed in consideration of the PL, as it focuses on the physical competence, motivation, confidence, value and participation in physical activities lifelong (IPLA, 2017). The PL approach is under construction in Chile, so this paper proposes to analyze the representation of the teaching staff on the concept of PL.

Method: Data collection was carried out through a questionnaire, the knowledge about the concept of PL, and meaning attributed was consulted. Fifty-eight open answers were analyzed, which were worked from a qualitative interpretative approach, by means of a content analysis (Cáceres, 2003). A coding, categorization and interpretation process was applied to the data.

Results: Of the 58 participants, 27 stated that they knew about MA, attributing meanings to it from three dimensions: classical vision, instrumental vision, and integral vision. In the second group, 31 people indicated that they did not know about MA, projecting its meaning in 2 dimensions: a classical vision and one linked to traditional schooling. The results show that both groups coincide in relating PL to a classical perspective of Physical Education.

Discussion: The concept of PL in both groups is linked to a traditional perspective of the body and physical education (Rivera and Henríquez-Alvear, 2019; Rivera, 2020), this evidences the importance of disseminating in the teaching staff a greater precision about PL, in addition to the representational dimension of the concept in the educational-school setting.

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Paper 3: Physical Literacy In Portugal: Initiatives of the University of Lisbon research group.

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Introduction: Physical Literacy is a holistic construct that provides information for policies and practices in the areas of physical education, sport and public health to promote more active, healthy and sustainable lifestyles. In this paper we present the initiatives for the development of PL in Portugal, promoted by the team of the Faculty of Human Motricity (FMH-UL).

Method: By considering diverse sources of knowledge and information (e.g., scientific papers, communications, didactic materials, books, projects, courses, seminars) the authors examined the work developed at FMH-UL through an inductive analysis.

Results: Since 2016, the FMH-UL research group has developed PhD projects (n = 3, one of them concluded - Mota, 2022), participated in European projects (e.g. PhyLit, PL4L, EUROPLIT), and the implementation of national and international scientific events. In research, relevant advances on the definition and characterization of PA (Carl et al., 2023; Martins et al., 2021) and the study of PA assessment provided by the creation and validation of the PPLA instrument (Mota et al., 2022, 2023) stand out. There is a lack of studies on the characterization of MA in the Portuguese population and specific interventions to promote it. In this regard, it stands out, a PhD work where an intervention to promote MA in aquatic environments is developed and evaluated (Carolo, 2022). It has been implemented in continuing professional development initiatives and at the level of initial and advanced training.

Conclusion: In sum, the study of AM in Portugal is just emerging, but several strategies have been implemented to promote its development. This work may inspire action around PL to increase the effectiveness of promoting healthy and sustainable lifestyles.

Paper 4: The role of perceived motor competence and physical literacy in secondary school children's physical activity.

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Introduction: Youth's physical activity (PA) participation has declined alarmingly. Actual and perceived motor competence (AMC and PMC, respectively) are considered as precursors of PA participation. In addition, the analysis of physical literacy might provide an insight in understanding PA participation in adolescence. Thus, the purpose of this study is twofold: (1) to analyze the influence of PMC on the relationship between AMC and PA

and, (2) to analyze the mediating role of perceived PPL (PPL) in this relationship.

Methods: A sample of 222 students (112 girls, 50.5%) aged 12-14 years (12.31 ± 0.57) from four different secondary schools participated voluntarily. The PAQ-A, the PMSC, the PPLI and the CAMSA test were used to measure PA, PMC, PPL and AMC, respectively. Structural equation modelling controlled for gender was conducted.

Results: Regarding the first purpose, the results exhibited a positive association between AMC and PA both in the direct and in the PMC-mediated pathway. Regarding the second purpose, PPL mediated the AMC-PA relationship.

Conclusion: Consequently, there are psychosocial factors related to adolescents' self-perception (PMC and PPL) that impact their PA practice. Secondary school physical education teachers and practitioners should maintain a holistic approach by promoting not only physical, but also psychological, social and cognitive aspects, as this is associated with the multicomponent perspective of PA. Finally, the promotion of physical literacy could be a main goal in the school environment to encourage active lifestyles in adolescents.

Symposium 9: Engaging in an International Conversation about the Impacts of Artificial Intelligence in Higher Education

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Artificial intelligence (AI) chat bots, including ChatGPT, have recently been released raising a variety of questions and ethical considerations. This session will provide a forum to discuss these considerations and begin a conversation about how to ethically and appropriately integrate AI into teaching, learning, research, and other spaces in higher education. Participants will engage in small and large group conversations with the goal of critically analyzing AI to identify pitfalls and possibilities of these innovative tools. This will lead to the development of initial guidelines for ethical use that could be further elaborated in the future.

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Symposium 10: Debating Olympic Education in Latin America. Research data and theoretical reflections

Debating Olympic Education in Latin America. Research data and theoretical reflections

Otávio Guimarães Tavares da Silva¹, Nelson Todt², Daniel Gustavo De La Cueva³, Pedro Danilo Ponciano Nuñez⁴, Flavio Valdir Kirst¹, Fernando Fontoura², Alessandra Scarton², Diego Bittencourt², Artur Cardozo²

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Panel Proposal

Introduction: In Western civilization, sport as a pedagogical means is as old as education itself (DaCOSTA, 2009). It is not surprising then that in the modern world the practice of sports is identified as a privileged educational tool (MANDELL, 1986). In this context, the values attributed to modern sport are largely influenced by the Olympic Movement and its values (RUBIO, 2011; TAVARES, 2006). A growing number of values education initiatives through sport are based on the values, symbols and rituals of the Olympic Movement (Olympic education) (NAUL et al. 2017). However, there is no consensus on the intellectual foundations of Olympic education. Likewise, evaluations of the impacts of its programs are scarce, especially in Latin America (CAMARGO; TAVARES, 2019)

Objectives: The objectives of this symposium are: [1] to present and discuss research data and theoretical investigations in Latin America in order to produce a clearer picture of Olympic education's theory and practice in the region; [2] Stimulate new empirical and theoretical research work on the topic in the global south.

Contributions to the field: This symposium meets the interdisciplinary and complex character of research in physical education and sport pedagogy proposed by the congress by giving shared space to empirical research and theoretical reflection. Another point to be highlighted is the condition of bringing together scholars from three different countries in the region, which will allow for a

deeper interaction with local participants due to the cultural specificity, which may give rise to interesting debates with the congress participants. Finally, we argue that Olympic education can be one of the most promising approaches to education in values through sport due to its multidisciplinary, transcultural character and didactic development already achieved.

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Paper 1: Philosophical Perspectives Of Olympism

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INTRODUCTION: The writings of Pierre de Coubertin on the Olympic philosophy, also known as Olympism, support in a plural and non-systematic way the ideals of human development

that the creator of the modern Olympic Games conceived for the sport. Scholars of the subject claim that Coubertin produced a work of eclectic characteristics, incorporating political, ethical and philosophical perspectives as the foundation of Olympism. Within this perspective, the general objective of the research is to define a philosophical perspective of unity for Olympism based on three steps: (i) to identify the ethical proposal of the Olympic philosophy; (ii) to verify which philosophical theories support the goals and proposals of Olympism; (iii) to analyze which political theory is present in the conceptions of Olympism. METHOD: The methodology implemented is document analysis and hermeneutic analysis, both from the original writings of Pierre de Coubertin and of researchers on Olympism. The analyzed documents have their sources on the official websites of the International Pierre de Coubertin Committee, the National Pierre de Coubertin Committees and the Olympic World Library. RESULTS: As partial results, we have (I) identified the ethical proposal of Olympism according to "virtue ethics", above all, in Aristotle; (II) an analysis of Coubertin's Education for Peace is proposed in relation to the philosophies of education that aim at character education, especially with Seneca, as well as Stoic Cosmopolitanism; (III) as a political vision of peace and harmony, a comparative analysis is proposed between the writings of Coubertin and 'Perpetual Peace', by Immanuel Kant. CONCLUSION: Despite the eclectic and non-systematic character of Olympism, it seems to be possible to identify the intellectual foundations of Coubertin's work, broaden the understanding of the Olympic philosophy and to increase the understanding of its educational potential.

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Paper 2: A Site Of Universal Human Values: A Curricular Analysis Of Physical Education In Secondary School In Different Countries

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INTRODUCTION: The school ecosystem allows the dissemination of social values and physical education (PE) can serve as a tool to achieve this goal (Frías & Isidori, 2018; Milani & Darido, 2016). There are few studies that have analyzed the content of social values in a curriculum. The aim of this study was to analyze the secondary school curriculum of six different countries (Aguilar González et al., 2021; Department of Education, 2014; Direção-Geral da Educação (DGE), 2018; Ministério Da Educação, 2016; Ministerio de Educação Pública, 2009; Ministerio de Educação e Formação Vocacional, 2022). **METHOD:** An in-depth analysis was used using a qualitative and interpretative methodology by means of documentary analysis techniques (Bowen, 2009; Kayesa; Shung-King, 2021; Morgan, 2022) of six official decrees that regulate the contents of the subject of physical education at the secondary level. The content analysis was performed by means of Atlas.ti22 to extract the data of the variables analyzed within the study in a methodical, objective and systematic way (Ñaupás Paitán et al., 2014) and their positions in each physical education curriculum. **RESULTS:** The results showed that the values most taught in the physical education class are respect, tolerance, fair play, teamwork and cooperation. These values are introduced in the curricular elements, objectives, contents and evaluation, which varies from one country to another. **CONCLUSION:** We conclude

that most countries have not introduced sport values in the school curriculum and there is a great disparity and difference between countries. It would be important to create networks of constant improvement with physical education teachers to consider which values are most important to work on in the curriculum for the prevention of undesirable social behaviors through the physical education class.

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Paper 3: Defining The Olympic Education Proposals, Foundations And Objectives

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INTRODUCTION: The existing definitions allow us to suppose that there are different meanings of the term Olympic Education, which make it polysemic. Values and education highlight the multifaceted aspects of this field.

PEDAGOGICAL PROPOSALS FOR OLYMPIC EDUCATION: Education in Olympism Values is identified, demonstrated and structured. Therefore, there are reasons to develop Pedagogy, give them a purpose, an explanation and make them concrete. The Olympic Education, Orientation and Didactics model is presented. With the values of Olympism, it is possible to assume this task from the specific, useful and complementary from the perspective of education, which needs to be proposed as an objective, to be explained and to give it intention, to define the path, and set of strategies aimed at development. human.

METHODS

Bibliographic search

Speech análisis

Conceptual interpretation of the empirical data found

Construction and theoretical development

RESULTS: Since Olympic Education is broad and is based on the values of Olympism, it is possible to assume this task from the specific point of view, to adjust it to the current normative hypotheses. The institutional dynamics of Education makes the common subject more feasible. The results could be improved by reinforcing the idea that Olympic Education is an Education in Values, and that it is necessary to give it a purpose, applicable to the structure of educational services, in the curricular and extracurricular spheres to define the path to follow.

CONCLUSION: The selection of professional roles for educational transformation through Olympic Education in Values is crucial. It is

possible to add objectives and attitudinal contents in the training of trainers: Olympism. A set of strategies based on the management of Olympism should be developed to establish close contact with Institutes and Universities of Physical Education and an analysis should be carried out from the Local perspective, with the intention of establishing fields, studies and focus and transfer.

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Paper 4: Olympic Education At Rio 2016 Games: Between Knowledge And Life World

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INTRODUCTION: In 2016, for the first time, the Olympic and Paralympic Games took place in Latin America. One of the commitments of the host city is to offer an educational program in years prior to the beginning of the Games (NAUL et al., 2017). Transforma, the educational program of the Rio 2016 Organizing Committee for the Olympic and Paralympic Games, was developed from 2013 to 2016, reaching 16,000 schools in more than 3,000 municipalities throughout Brazil. Seeking to face the lack of evaluations in this kind of program (GRAVER et al., 2010; NIKOLAUS, 2013), also a concern of the IOC (INTERNATIONAL OLYMPIC COMMITTEE, 2014), we aimed to measure the reach of Transforma, considering: official data, managers' reports and perception of multiplier teachers.

METHOD: This is an ex-post facto, pre-experimental research, who used questionnaire, interview, document analysis and geoprocessing as analytical tools.

RESULTS: The quality, the dynamic, fluid and objective format of the material produced and the training carried out, the diversification of means for the delivery of its educational content and the

ability to articulate with various public and private agencies stand out. The activities were oriented more towards 'knowledge' and 'experience' than towards 'competition' and the 'life world' Olympic education approaches (NAUL, 2008). It was observed that the formal generality of its objectives (creating opportunities for primary and secondary school students to get in touch with the Games, try new sports and live the Olympic and Paralympic values) had impacted both knowledge acquired and actions of the multipliers teachers.

CONCLUSION: The main beneficiaries were students from schools with a high level of educational development, located in urban centers in the southeastern region of the country. The main weaknesses observed concern the lack of action by government spheres, discontinuity of the program and lack of consistent evaluation.

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Symposium 11: International Stage Setting & A Call to Action for a Global Workforce Research and Development Agenda

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Historically, the physical education (PE) profession has been somewhat passive in the recruitment and retention of new members (Richards & Templin, 2019), at least in the USA. This has contributed to a disjointed and disconnected approach to developing the workforce. The PE workforce, broadly conceived consists of teachers, teacher educators, doctoral program faculty, and leaders of professional associations. Research designs and improvement proposals typically focus on one priority or perhaps two. Relations among all of them rarely are emphasized. Systems perspectives are rare and new (Meadows, 2008; Yurkosfsky et al., 2020), yet they have import for research, development, and continuous improvement. Drawing on a systems perspective and emphasizing collective action formations (Lawson et al., 2021), scholars are reconceptualizing how stronger connections can be made across system components to establish a PE workforce research and development agenda (Jones et al., in press; Lawson, 2018; Lawson et al., in press; MacPhail & Lawson, 2020). Implications are present for individual countries and across geopolitical borders.

This symposium will be structured into four segments. Starting with an overview of workforce research and development as a multi-component agenda with justifications and implications for policy research and practice. The second segment offers a robust, contextualize case example of the workforce dilemma and response within Australia. The third will operationalize the workforce agenda by illuminating a systems framework that acknowledges dynamic and interrelated relationships, contextual variables, and accountability structures influencing each system component. The final section will offer an international response to the claims made and broaden the conversation of workforce development as a global priority that cannot be achieved without a robust understanding of contextual nuance and national comparatives. The

symposium will (re)introduce participants to critical and complex issues of a PE workforce research and development agenda and invite constructive discourse towards more favorable workforce outcomes.

Abstract 1: Overviewing a workforce research and development agenda

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The physical education profession has, traditionally, neglected a comprehensive, strategic dedicated workforce development agenda. Mindful of exceptions, one tendency has been to passively rely on new recruits to enter and remained engaged in teacher careers (Richards & Templin, 2019). This perspective no longer is tenable or justifiable. External societal developments have shaped how society sees teaching and teachers (e.g., COVID-19, racial reckoning). Alongside these developments, intra-professional needs, challenges, and opportunities recommend a more intentional workforce research and development agenda focused on leading the field toward a more favorable future (Lawson, 2018). New models for schools that better meet the needs of contemporary learners necessitate customized, evidence-based curricula and school/community partnerships and programs (Brusseu et al., 2015). The effectiveness of every curriculum and program depends, however, on workforce readiness, commitments, competency, adaptability, and retention. The workforce thus is a social determinant for pediatric experiences and outcomes (Lawson et al., in press). Further, performance-based accountability requirements for evidence-based and data-informed programs and practices expose workforce-related gaps and illuminate needs for better designs. Given that one size does not fit all, justifiable variability is essential for physical education to meet the varied needs of learned across social, political, and geographic contexts (Lawson, 2018).

Strategic differentiation among teacher education programs to prepare teachers to implement programming with justifiable variability, in tandem with specialized school offerings, necessitate a more coordinated effort with better quality assurance mechanisms informed by state and national professional associations and accrediting bodies (Lawson et al., in press). This presentation will overview the physical education workforce and offer initial recommendations for place-based, collective action formation toward collaborative approaches to defining, understanding, and motivating the field into the future (Lawson et al., 2021). This agenda will be presented with reference to the authors' initial and planned future works with reference to both national and international imperatives and the relevance and importance of place and context.

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Abstract 2: An international perspective on a workforce under pressure

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In his endeavours to explore the forces of an “endemic uncertainty”, Bauman (2007) claimed that the collapse of long term thinking, planning and acting, results in a series of short projects and episodes which “do not combine into the kinds of sequences to which concepts like ‘development’, ‘maturation’, ‘career’ or ‘progress’, ... could be meaningfully applied” (p. 3). The last decade has exacerbated the fluid, far-reaching and unpredictable work teachers perform and the ever-expanding responsibilities of schools aligned to the needs of children and their families, needs starkly captured during the pandemic (Ball, 2021; Gallop, 2023). In this paper we draw on our research exploring Australian teachers’ health work, and the intersecting role of external providers, to explore what is to be made of work and workforce development in an age of global precarity. In the Australian context, we noted how schools were increasingly positioned on the health promotion front line and subsequently explored the notion of teachers as health workers (McCuaig et al., 2021). Blurred boundaries in PE are not limited to those of health and education but current policy and research would suggest that digital technologies, elite and community sport, mental health and social equity have resulted in dramatic shifts in the PE assemblage (Varea, González-Calvo & García-Monge, 2022). Research on outsourcing of PE likewise revealed not only the diversity of agents delivering health-related expertise, programs and products in schools but also the business skills required by teachers who must navigate this complex edu-business

landscape. This foundational understanding of what is PE teachers’ work, and who should perform it, raises how PE teachers can be best prepared and developed for the workforce? Do we need to advocate for a re-visioning of the policies that define teacher’s work and initial teacher education? Is it appropriate for teachers to rely on out-of-field professional support or should they be ready to take on hybridized roles thereby disrupting professional boundaries and attributions of expertise?

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Oral Presentations

Theme 1: Physical Activity, Health Promotion, Policy & Education

Opportunities for student physical activity in elementary schools: effect of governmental measure 15023 « À l'école on bouge! ».

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The benefits of regular physical activity (PA) are well known (World Health Organization [WHO], 2020; ParticipACTION, 2022) and studies show that school is an environment often favored to integrate opportunities for young people to be physically active (Government of Quebec, 2022; McMullen & al., 2015). In this context, the Government of Quebec has implemented measure 15023 « À l'école, on bouge! ». This measure aims to support schools so that they can offer all elementary students a minimum of 60 minutes of opportunities to be physically active every day. To our knowledge, the literature is scarce regarding the minutes of opportunities to be physically active offered during school hours and the PA intensities associated with it. Therefore, the objective of our study was to document the PA opportunities associated with measure 15023 and examine the relationship with the moderate to vigorous physical activity (MVPA) cumulated by students. Overall, 255 students aged 6-12 years (126 girls and 129 boys) from five elementary schools participated in the study. Schools were selected from four different regions in Quebec with different socioeconomic index. PA opportunities, such as physical education and health classes or recess, were documented for one week using time grids. PA intensities were measured using accelerometers (Actigraph, GT3X+). Results showed that schools offered 152 to 203 minutes of opportunities to be physically active, and on average students accumulated 35 minutes of MPVA per day. The regression analysis showed that number of minutes of opportunities was positively associated with MPVA ($r = 0.21$). This relationship, however, also highlights that 79% of the MVPA is explained by other factors such as PA nature or context. Those findings lead us to question the characteristics of

the PA opportunities offered, as well as the context in which they take place.

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Physical exercise as a regulator of NCDs

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Introduction: Non-communicable chronic diseases (NCDs) have become the main cause of death in the world and also in Chile. Under the premise that systematic physical exercise has benefits for health, it is intended to verify its effectiveness as a protective factor and/or treatment of NCDs. Methods: Using a quantitative, longitudinal approach, the effect of a targeted exercise program on the control of cardiometabolic risk conditions was studied in a population of 37 adults with NCDs (hypertension and obesity), aged between 18 and 54 years old. An intervention program with combined HIIT exercise (80-100% RHR) plus strength training with resistance (30-40% 1RM) was applied, with a frequency of 3 times a week, in 35-minute sessions, for a period of 16 weeks. Results: Inferential analysis was applied to determine effects on the associated risk condition, identifying

significant changes in waist circumference and height waist index (HWI), although changes in blood pressure, triglyceride levels, and resting heart rate were not significant. Conclusion: It is concluded that high-intensity aerobic interval training improves the hemodynamic response in submaximal exercise in patients with NCDs.

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A comprehensive evaluation to measure the impact of a legislated physical education pilot program

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Introduction: Colorado is one of only four U.S. states without physical education (PE) requirements at any level of schooling. This was the impetus for a coalition to pursue the development of legislation that established a pilot for the implementation of a 15-requirement Model PE Policy by selected schools. The legislation mandated that an evaluation be undertaken to determine the impacts of the pilot.

Objective: The purpose of this paper is to overview the development of a multi-component evaluation being used to evaluate the implementation of the Model PE Policy.

Methods: The evaluation plan was developed in several stages; first, the research team conducted searches of literature to determine existing tools being used to assess each measure; next, each measure was listed in a spreadsheet which included details such as previous studies that had used the methodology; and finally, discussions within the team resulted in consensus of which tools to use based on research-team capacity and evidentiary rigor. The resulting data collection plan for the evaluation included 22 measures within the categories of student demographics, school outcomes, PE outcomes, implementation, and participant perceptions.

Results: Developing a comprehensive evaluation based on legislation was not without its challenges. However, the research team was able to take advantage of the vagueness evident in the legislation to include additional measures of improvement in PE and to check for fidelity of implementation.

Conclusion: Others initiating PE policy initiatives can utilize similar strategies to collect high quality data on process and outcomes.

Keywords: policy, physical education, evaluation.

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The lifestyle of the students of Pedagogy in Physical Education of the Catholic University of the Santísima Concepción

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Introduction: The lifestyles of university students in Chile are usually unhealthy, presenting physical inactivity, consumption of junk food, tobacco and alcohol (Durán et al., 2014). On the other hand, the experiences of the subject of Physical Education and Health (PEH) and the teacher's thinking that they project for their future practice in the classroom are important for initial teacher training (Duda, 2001). The objective was to determine the lifestyles, the experiences in the PEH classes on the formation of healthy lifestyles, and the teaching thinking on the formation of healthy styles from the PEH.

Method: Non-experimental design study, descriptive in scope and cross-sectional (Hernández Sampieri, 2014). The sample was stratified, considering from the first to the fourth year of the Physical Education Pedagogy career (n=108). The ESTIPENDO questionnaire, based on the FANTASTICO questionnaire, was used for lifestyles (Betancurth Loaiza et al., 2015); and the CIAFHVS, for teaching thought (Garrido-Méndez, 2014).

Results: Students perform physical activity (PA) 3 or more times a week (89.8%), walk to work or study almost always (81.5%) and have not smoked during the last 5 years (61.1%), On the other hand, 69% almost always consume few fruits and vegetables on a daily basis and 65% consume some junk food and 64.4% do not sleep well at times. As an experience in the PEH subject, the most frequent content was sports (80.6%), the most learned content on health care was the regular practice of PA (87%), the most important objective in PEH was to know the benefits of PA (67.7%) and 49.1% point to PEH as an effective reference for healthy styles.

Conclusion: The students have an active and generally healthy lifestyle, but report inappropriate behaviors regarding food and rest.

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The ripple effect of COVID-19 pandemic on young, preschool-aged children's physical and socio-emotional development

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Introduction: The COVID-19 pandemic had an immediate, negative impact on children's physical activity (PA). Nonetheless, the extended impact on young children's development associated with the pandemic should also be studied.

Objective: To examine how the pandemic might have affected young children's physical development and PA.

Methods: A mixed-method approach was employed for this study. Children (aged 3 to 6 years) and parents from 168 families took part in the study. Parents were asked to complete the Strength and

Difficulties Questionnaire (SDQ) to assess their children's socio-emotional status. Physical activity was measured using ActiGraph accelerometers to determine whether children met physical activity guidelines set by the World Health Organization (i.e., 180 minutes of total physical activity and 60 minutes of moderate-to-vigorous physical activity [MVPA]). Qualitative data was also collected via interviews with parents from 16 families.

Results: Accelerometer data showed that 18.4% of children met PA guidelines, while their grade level was associated with their MVPA ($r=0.20$, $p=.012$) and SDQ scores ($r=-0.15$, $p=.030$). Through interviews, parents expressed that their children had not been able to go outdoors frequently due to pandemic-related restrictions. Limitations to PA, consequently, may have led to more physical and emotional problems in children.

Conclusion: Kindergarten children have spent a large part of their school lives under pandemic-related restrictions, which negatively impacted their PA. Collateral effects were not limited to physical aspects, such as underdeveloped motor skills, but also children's socio-emotional developments. Special attention and intervention are imperative to lessen the long-term influence on children's growth and well-being.

Keywords: physical activity; parent; motor skills.

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Parent's physical literacy empowers intergenerational transmission of positive values towards physical activity in the family context

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Introduction: Physical literacy refers to the affective, physical, cognitive, and behavioural aspects of physical activity (PA). Previous studies supported its important role in fostering PA participation in the school setting¹, yet its potential effect in the family context remains unknown.

Objective: To examine whether parents' physical literacy empowers the intergenerational transmission of positive values towards PA and its potential mechanism.

Methods: 946 participating families (6-13y children and their parents) from 30 Hong Kong

primary schools who participated in the Fun to Move@JC project completed an online survey from September 2020 to January 2021. Measures included parents' physical literacy and PA values; children's perceived autonomy support and PA values.

Results: Two significant mediation effects from parents' physical literacy to children's values towards PA were found: via parents' PA values ($\beta=0.13$, 95% CI [0.07, 0.19]), and via parents' PA values to children's perceived autonomy support ($\beta=0.05$, 95% CI [0.02, 0.08]). That is, parents' physical literacy predicted parents' positive values towards PA, which linked to more children's perceived parental autonomy support for PA, and eventually fostered children's positive values towards PA.

Conclusion: Parent's physical literacy empowered the intergenerational transmission of positive PA values in the family context. Parental autonomy support serves as one possible mechanism of this link between parents and children. Practitioners may conduct interventions to elevate parents' physical literacy level, which would allow parents to create a supportive family environment for children. These measures could cultivate positive values towards PA among parents and children.

Keywords: physical activity; parent; motor skills.

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Obstacle courses to improve motor competence and physical activity during PE: an intervention study in 2000 elementary school children.

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Introduction: Physical Education (PE) in school provides an optimal gateway for improving motor competence (MC) and promoting physical activity (PA). To increase MC and PA, current insights on motor learning should be given a central place

within PE curricula. The aim of this study was to investigate whether a PE program, consisting of a series of 12 lessons including an obstacle course, has a positive impact on the MC and PA of Flemish elementary school children.

Methods: 39 primary schools were randomly allocated to intervention (program with obstacle course) or control (own program) groups. The Körperkoordinationstest für Kinder 3 (KTK3+) was used in the sample of 1007 boys and 915 girls to evaluate the MC at the start (pre), after 12 lessons (post) and 5 months after the total PE program (follow-up), between September 2021 and December 2022. To determine PA during PE lesson, Actigraph GT3x accelerometer data of 381 children were used and expressed as % time spent in mild to vigorous PA (MVPA).

Results: A age-adjusted 3 (pre-post-follow-up) x 2 (gender) x 2 (conditions) ANOVA on KTK3+ scores was used to determine whether the intervention resulted in a different impact on MC compared to the control group. To compare PA levels between conditions, % MVPA was submitted to a 2 (conditions) x 2 (gender) x 3 (age groups) ANOVA. Results of a similar analysis on the MVPA data will be discussed also. These results will be communicated in detail during the conference.

Conclusion: The results of this intervention study will be discussed from the perspective of expected impact on elementary school children's MC and the potential to achieve sufficient PA levels during each PE lesson. It is expected that this study will provide valuable information to optimize current elementary school PE content and design in the near future.

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A case study: Impact of assessment for learning on skill acquisition and engagement in a badminton unit in a secondary school in Singapore

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Introduction: Assessment for learning (AfL) provides feedback to learners, regarding the learners' progress towards the learning objectives, and allow students to take ownership of their own learning (Chng & Lund, 2018; Tannehill, Van der Mars, & MacPhail, 2013). Recent literature review on assessment in PE showed a shift from assessment of learning (AoL) to Assessment for Learning (AfL) (Moura, Graça, MacPhail & Batista (2021). However, there are still limited studies on the impact of assessment for learning on students' learning.

Objective: The purpose of this study is to examine the impact of using AfL tools on teaching and learning in physical education on students' skill acquisition and student engagement.

Methods: A quasi-experimental group design method was used and one class had AfL tools incorporated in the teaching and learning over 8 lessons, while the other class did not. The acquisitions of skills were measured by an analytical rubric by two independent raters, while the response rate was measured by the number of times the students contacted the shuttlecock (birdie) during gameplay.

Results: Results showed that the class with AfL tools incorporated into the lessons had a significantly higher response rate than the class without. Both classes experienced almost similar improvement of skills even though the class with AfL tools incorporated had less game play time.

Conclusion: This study concluded that assessment for learning when incorporated into lessons can increase engagement and motivation, but with no significant conclusion on the impact on skill improvement and psychomotor learning.

Keywords: formative assessment, game play assessment, middle school physical education

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Qualitative Analysis Of Children's Motor, Social And Nature-Related Behaviour During Outdoor Physical Activities

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Introduction and objectives: The natural outdoor environment is recognised to be stimulating for children's global development with critical impact on their physical health outcomes (1,2). Furthermore, outdoor educational activities have been associated with connectedness with nature which may play an important role in education for sustainable development and empathy towards nature. The purpose of this study was to explore qualitatively children's motor, social and nature-related behaviour during outdoor physical activities, with the aim to understand better why and how such context is very relevant for children education.

Method: Children aged from 4 to 5 participated in an outdoor physical activity organised by a teacher specialised in motor education of preschool children. The activity was carried out in five different and complementary environments. Behavior of 12 children was recorded through a portable GoPro, a focal and a group camera. An inductive qualitative approach was conducted in order to identify relevant physical, social, and nature-oriented behaviors.

Results: The previous exploratory qualitative analysis enabled us to obtain an overview of children's motor, social and toward-nature behaviour during outdoor physical activities. Categories have been identified for type of

behavior. The analysis also highlighted the importance of socio-motor, naturo-social and naturo-motor interactions.

For each item, we selected relevant grids from the literature and compared them with our observations in order to highlight the main behaviours.

Discussion: Results of this qualitative analysis confirm the relevance of outdoor physical activities for children global development. Such qualitative approach seems complementary to quantitative researches (3) usefull to understand why and how outdoor play is so relevant for children education.

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Descripción experiencia

Promoción de hábitos saludables a través de la innovación pedagógica y uso de las TIC: Experiencia de la implementación de un curso virtual sobre alimentación saludable y actividad física en la Universidad de los Andes, Colombia.

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Introducción: Existe amplia evidencia científica sobre el impacto positivo a nivel social y económico de los países al hacer inversión en actividad física, sin embargo los altos niveles de inactividad física, el crecimiento de las enfermedades crónicas no transmisibles y las enfermedades que afectan la salud mental como la depresión y la ansiedad, especialmente después de la pandemia del COVID-19, son muestra que es necesario aumentar los esfuerzos e impulsar la creación de proyectos que promuevan hábitos de vida saludable como la práctica regular de actividad física y una alimentación saludable.

Objetivo: Relatar la experiencia de la Decanatura de Estudiantes de la Universidad de los Andes, en el diseño y ejecución de un curso virtual alineado con el proyecto educativo institucional y que tiene como objetivo, sensibilizar y promover hábitos de alimentación saludable y actividad física además de generar una cultura de cuidado en la universidad.

Metodos: El curso inició en el año 2021, en modalidad virtual y de libre acceso para estudiantes de pregrado, posgrado, docentes y funcionarios de la universidad. Los temas se distribuyeron en 7 módulos, cada uno con actividades interactivas que motivaran a la persona a reflexionar no solamente de sus hábitos actuales en actividad física y alimentación, sino también de su disposición al cambio de comportamiento, esto último basado en el

modelo transteórico. Además, de implementar un plan de cambio utilizando la herramienta WOOP.

Resultados: El curso ha contado con la inscripción de 1823 personas, siendo los estudiantes de pregrado y funcionarios los de mayor participación, sin embargo, el 12% de los inscritos han obtenido el certificado. Los comentarios finales de los participantes sobre la experiencia del curso, indican una contribución a la mejora de su calidad de vida.

Conclusion: El curso tiene un impacto inmediato sobre el estilo de vida de los participantes, pues se evidencia proceso de reflexión y cambio sobre los hábitos actuales de actividad física y alimentación. Sin embargo, la tasa de deserción es alta, además es necesario implementar un proceso de evaluación que permita identificar si el proceso de cambio que inicia el estudiante se mantiene a largo plazo.

Keywords: Actividad Física, Alimentación saludable, Educación Virtual, Estilo de Vida.

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The Relationship Between Teachers' Physical Activity Promotion and Children's Physical Activity and voluntary Participation in Invasion Games Recess

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Introduction: Physical activity (PA) promotion of physical education teachers affects children's moderate-to-vigorous physical activity (MVPA)¹. In class PA promotion by teachers ranges between 19% and 55% of class time^{2,3,4}. In addition, studies report that teachers rarely promote PA beyond the physical education lesson^{5,6}. The purpose of this study was to investigate teacher PA promotion, and its relationship to children's MVPA and voluntary participation in invasion games recess.

Methods: Six physical education teachers (two women) from six different schools taught a 10-lesson sport education season in invasion games to elementary school children (n=120, 9-10y). During (n=5) and after (n=5) this season, the teacher

organized 20-minute invasion games recess sessions in which children could voluntarily participate. Both PE and invasion games recess sessions took place in the school's gymnasium. Systematic observation (SOFIT7) was used to measure children's MVPA and teachers' classwide and individual in- and out of class PA promotion during PE and invasion games recess.

Results: Across schools, 55% of children voluntarily participated in invasion games recess. There was a significant correlation between individual in-class PA promotion and MVPA in both PE (r=0.55; p<.001) and invasion games recess (r=0.37; p=.009). Participation did not correlate with MVPA or PA promotion during PE. Children's MVPA was significantly higher during invasion games recess compared to PE (51% vs. 32%, p<.001). The same trend was observed for individual in-class PA promotion (30% vs. 5%, p<.001) and classwide in-class PA promotion (4% vs. 2%, p<.001). Teachers did not promote PA out of class in both settings.

Conclusions: Teachers' overall PA promotion was predominantly focused on individual children in both PE and invasion games recess. Teachers did not provide out-of-class PA promotion and consequently did not affect children's participation in invasion games recess. Future research could investigate the effect of individual and classwide PA promotion, both in -and out of class, on children's participation in organized recess sessions.

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Parental and family factors of physical activity participation in a national sample of 9-year-old Irish children

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Introduction: The family and parent setting provide contexts where socialisation of children's physical activity (PA) behaviour occur (Pate et al., 2019).

Objective: The purpose of the study was to identify family and parent factors associated with physical activity (PA) participation in Irish children (aged 9 years) using the Growing Up in Ireland (GUI) national longitudinal study.

Methods: Regression analysis was used to examine 36 family and parent variables for a potential relationship with children's self-reported PA behaviour.

Results: Significant associations were found for nineteen family and parent factors examined in the sample (n=4,894). Regression models explained between 14-18% of PA behaviour variance for boys and between 7-10% for girls. Family and parent factors that discriminated between physically active and physically inactive children were different to the factors that influenced duration of PA in active children. Similarities and differences were found for associations related to boys and girls PA behaviour. Factors that were found to have significant associations (p<0.05) with PA behaviour for both boys and girls were household income, alcohol consumption by mother and child-parent relationships. Unique factors associated with boys PA behaviour included: not getting on with siblings, having a dog, mother's health, mother's education, mother's BMI, mother's age, and mother's work-life

balance. Unique factors associated with girls PA behaviour included: mother's opinion of child's body weight, mother's co-participation in PA with child, hours mother works each week, total people in the household, and mother's depression.

Conclusion: Study findings contribute to the literature on understanding factors that are associated with children's PA behaviour.

Keywords: children; physical activity; correlates; social ecological model; family, parent

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Understanding transitions into and out of orienteering coaching in the United Kingdom

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Introduction: The character, structure, and culture of orienteering encourages former elite athletes to maintain lifelong participation in the sport, however, little is known about why individuals transition into and out of coaching roles within orienteering. Research exploring coaching 'journeys' tends to focus on high-performance contexts within mainstream team sports, overlooking such transitions in adventure sports and within participation/development domains.

Objective: To understand orienteering coaches' perceptions and experiences of, and reasons for, transitioning into and out of coaching roles.

Methods: Eighty-four orienteering coaches from across the United Kingdom completed an online qualitative survey. Data were analysed via a *reflexive* thematic analysis process (Braun, Clarke & Weate, 2016), resulting in the development of four primary themes; two themes will be discussed.

Results: Individuals 'become' orienteering coaches for a variety of reasons. The athlete-to-coach transition was seen as a natural progression by many, while others described a desire to 'give back' to the sport, incidental events (i.e., 'right place, right time'), or passive entries into coaching (i.e., encouraged to coach), as a catalyst for their coaching careers. In contrast, time, family commitments, age, health, and internal club struggles were considered significant factors behind the need to transition out

of coaching. Challenges associated with obtaining and maintaining coaching qualifications, a lack of paid coaching positions, and limited promotion of the sport were also reported as reasons to stop coaching.

Conclusion: The findings highlight the multifaceted, idiosyncratic, and complex nature of transitions in and out of orienteering coaching. Recommendations for orienteering governing bodies are provided.

Keywords: orienteering, transitions, coaching.

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Effects of mindfulness on psychological barriers to physical activity practice of teenage girls

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Introduction: 6% of Canadian girls meet the physical activity (PA) recommendations (Colley et al., 2017; Statistique Canada, 2015). It is crucial to design PA interventions targeting teenage girls carefully, mainly due to perceived barriers to PA (Rosselli et al., 2020; Harvey et al., 2018).

Objective: This study aimed to evaluate:

- a) The effects of mindfulness on PA practice.
- b) The effects of mindfulness on psychological variables related to PA.
- c) Participants' perceptions of their PA practice.

Methods: A quasi-experimental study with mixed-methods approach was used. 5 PA sessions were conducted with one group involving a mindfulness practice (n=12) and another including health vignettes (n=5). The participants could not be randomly assigned because of the pandemic context. Accelerometers, standardized questionnaires, and logbooks were used for data collection.

Results: No significant differences were observed in PA practice and in variables targeted by the questionnaires. The mindfulness group perceived a change in self-judgment, self-efficacy, motivation, well-being, and a reinvestment in activities. The health vignettes group perceptions did not show any change, except for an improvement in their knowledge of healthy habits.

Conclusion: The results are consistent with literature (Schneider et al., 2019; Yang & Conroy, 2019). Two reviews explain this relationship by the effects of awareness to the present moment and mindful attitudes on psychological variables related to PA. Because psychological variables change with repeated exposure, these perceived changes are based on the beginnings of behavior change, rather than a paradigm shift. The direct effects of mindfulness on PA could benefit from further research.

Keywords: mindfulness, physical activity, psychological barriers.

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Meaningful Physical Activity Experiences in the Home Environment

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Introduction: The concept of meaningful PE is gaining ground within the context of education, children and youth. This paper extends the meaningful PE framework by exploring its feasibility for application in health promotion, through meaningful recreational physical activity (PA) and exercise experiences for adults and older adults. We use an empirical study as the basis for exploring conceptualisations of meaningful PA.

Method: This paper draws from a visual ethnography in the UK with women regarding their PA at home when emerging from pandemic restrictions. Eleven women aged 36-72 engaged in one-to-one video interviews and photo diaries during summer/autumn 2021. The six features of meaningful PE (fun, social interaction, competence, the right challenge, personal relevance, and joy, Beni et al., 2017; Kretchmar, 2006) were used as a theoretical lens to explore PA experiences.

Results: The participants had meaningful PA at home: convenience and adaptability were part of finding PA personally relevant and having control to do the right challenge for oneself. There was joy in a purpose related to increased strength, age-related functionality and motor competence. Community and support from instructors and peers were valuable elements of social interaction. There was little mention of fun, but participants stressed the importance of access to nature and adventure for truly meaningful PA.

Conclusion: This analysis supports both the value of the concept and features of meaningful PA, and calls for attention to explore relevant meaningful features of recreational PA and exercise (Wintle, 2022). Meaningful features may develop across the lifespan, in line with the ecological physical

literacy perspective (O'Sullivan et al., 2020; Whitehead, 2010), which may urge future research to explore meaningful experiences according to age and other factors of functionality. For enhanced understanding of personally relevant PA, individuals and communities can find value in reflection on movement and lived experience.

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Well, I can show you, here's the video' Playing football in primary school: synergies of TGfU and digitally enhanced learning processes

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Introduction: The use of digital technology in physical education (PE) is widely debated. PE is influenced by children's everyday lives and by changes in society, including the powerful presence of digital technology. In Germany, media education is not an independent school subject but a cross-curricular educational mandate that needs to be discussed within different subjects, including PE. However, there is little research on using digital technology in the context of invasion games in primary school PE (Jastrow et al., 2022). The possibility of combining video tagging and the didactic-methodical staging of PE to cover the

content of football is investigated in the present study.

Objective: The objectives of the study were to (1) ascertain how students perceive the implementation of video tagging during student-led debates and (2) explore which action rules from these debates the students reconstruct during the interview. The study focused on the communication and interaction processes among the students, considering the aspects of movement education, general education, and media education.

Methods: In six Grade 4 classes in Germany, a football unit was taught over three lessons of 90 minutes each using the Teaching Games for Understanding method, preceded by one 90-minute media education lesson on various media pedagogical topics. In the lessons, the students were divided into teams of four and presented with football in the context of three-versus-three games. The fourth child on each team took on the camera-child role and tagged important game situations with an app on a tablet. The lessons were then evaluated based on the research approach of focusing on the students' perspectives. For this purpose, 104 guided interviews with students were conducted and analysed using grounded theory methodology (Corbin and Strauss, 2008).

Results: Based on the interview analysis, the phenomena that students experienced in video-supported debates were classified as: 1) the facilitation of student-led debates through visualization (with the subcategories assessment and management of game performance and facilitating images for the discussion of (certain) game situations), and 2) action rules (with the subcategories of tactical considerations and technical elements). The results showed that physical activity was more important to students than using tablets.

Conclusion: The use of digital media offers a greater variety of methods and allows children new and expanded access to invasion games like football. In the process, (sports) pedagogical and didactic goals also change and are expanded to include media pedagogical aims. Social learning is also important in this context. In orchestrating digitally enhanced instruction, new opportunities open up in terms of learning and experiencing movement and learning about media and the media products created.

Keywords: videotagging, digital technology, primary school.

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Why some 10-18 year-old volleyball players did not renew their membership after 2019-2020 season?

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Introduction: Adolescents' dropout represents one serious concern for sport organizations as well as for public authorities. In their systematic review, Moulds et al. (2022) underlined the diversity of the factors that contribute to that phenomenon while Back et al. (2022)'s meta-analysis confirmed the central role of motivation.

Objective: The study is focused on (1) the reasons for dropout among young volleyball players and (2) the identification of potential player profiles affected by dropout.

Methods: In January 2021, with the support of the Wallonia-Brussels Volleyball Federation, 971 10–18-year-old players who did not renew their membership between 2019-2020 and 2020-2021 seasons were invited to complete an online survey (Lickert scales).

Results: Descriptive statistics showed that only two factors were considered as important/very important by at least one half of the former 172 players who answered: (1) Relationships with teammates, (2) Lack of enjoyment. The profile of the factors corresponds largely to previous data from the literature. According to model-based clustering and Bayesian Information Criterion, subjects were divided into two clusters. Subjects of the second cluster (n=87) were significantly younger and had less experience playing volleyball. Furthermore, Rules, Autonomy, Teammates, Expenses, Health, Enjoyment, Skill-, Skill+, and Coach were significantly more important. However, Organization was significantly important for cluster 1 (n=81). It seems that when organizational aspects are not involved, the origin of the dropout stems from a combination of factors that coaches and clubs should take into consideration.

Conclusion: To fight against dropout, federation/clubs could focus on coaches' education

to promote a positive motivational climate, mainly with beginners.

Keywords: dropout, youth, volleyball, Wallonia-Brussels federation, cluster analysis.

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Exploration of the psychosocial needs necessary for a successful physical activity transition in young adolescents

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Introduction: The transition from childhood to adolescence is a developmental period characterized by an overall decline in physical activity (Nader et al., 2021). Several studies highlighted the relevance to understand the needs of youths to provide tailored interventions (Luiggi et al., 2019; Teixeira et al., 2012). Nader et al. (2021) emphasized that physical activity can be increased by developing interventions focused on the needs of adolescents. The purpose of our study is to shed light on young adolescents' perceptions of their psychological status, psychosocial needs during this transition period, and physical abilities.

Method: In order to collect information on this transition period, we created a composite questionnaire including 10 validated measurement tools. These questionnaires address various themes such as the psychological state of the adolescent (stress, self-esteem), his psychosocial needs (autonomy, social, competence, pleasure), and the perception of his physical capacity (level of physical activity, strength, endurance). These will be related to general motivation, motivation for the PE course and physical activity level. This protocol will be assessed through a pilot phase to make the

necessary final adjustments. Finally, it will be distributed to several schools in the Wallonia-Brussels federation.

Results: Data collection will be organized from February to April 2023. Therefore, we cannot report results yet. However, different hypotheses can be identified. Relying on the previous literature, we believe that this questionnaire will highlight the importance of peers and of perceived competence in the decision to adopt an active lifestyle during this life transition.

Conclusion: Depending on the outcomes of our survey, perspectives will help to guide further development of interventions focused on the needs of the students. The aim is to fill unmet needs, to encourage motivation during the PE course and to encourage continuous practice of physical activity.

Determining Best Practices for Hockey Teams Following Team Tragedy

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Introduction: The topic of athletes' mental health is one that has recently gained considerable attention. For a sport such as ice hockey, displays of emotional vulnerability have long been discouraged and the historically perpetuated ideals of hegemonic masculinity that glorify those able to push through pain remain intact (3, 6). But what happens when tragedy strikes? How can the well-being of athletes be protected? Recently, there has been a greater call for accountability and progress towards more favourable player experiences in Canadian ice hockey (2, 5, 7).

Objective: This study's objective is to determine the best practices for athlete care following team tragedy and to assist organizations facilitate those outcomes.

Methods: Our methods utilize semi-structured interviews with appropriate stakeholders to collaboratively identify best practices and resources for teams in crisis, as well as identifying organizational capacity for support. This consultation process informed policy recommendations that can be implemented across multiple levels of sport and can help guide athletes through the recovery process (1, 4).

Results: Numerous participants mentioned an increased awareness in caring for athletes' mental health and preparing for tragic situations, although planning on this front was limited. In blueprinting a potential response, participants emphasized the

need for mental health resources, though their capacities to acquire these resources varied considerably.

Conclusion: It can be concluded that most organizations are unprepared to handle the response to a team tragedy, while resources vary significantly from one organization to another. Due to this, it became evident that responses should be tailored to individual organizations and adjusted based on organizational capacity.

Keywords: mental health, policy, tragedy response, resources

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Aerobic gymnastics with a service-learning methodology: Before, after, and during the pandemic, an experience of impact and contribution to students

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Throughout 2014, 2015, and 2016, students of the general formation course "Aerobic Gymnastics" put into practice the A+S service-learning methodology, assisting the Women's Penitentiary Center of Santiago (Centro Penitenciario Femenino de Santiago) as a response to the needs raised by the inmates and detected by the PuentesUC program.

This methodology was implemented due to the inmates' need to have a program of "physical exercise directed by a specialist". In this way, it was possible to bring a professor from the area, students from different degrees, and assistants, and to promote healthy lifestyle habits through interactive talks and practical aerobic gymnastics classes reflecting on integral health.

Because of the pandemic, during the year 2020 the course faced a new challenge since it had to be carried out online. Furthermore, support and reassurance were given to the students, who were senior citizens from the municipality of San Miguel, so that they could overcome that difficult period.

Given the improvement in health conditions that allowed the return to face-to-face classes, this methodology was put back into practice in 2022, in the semi-open gendarmerie center, Talita kum.

In this activity, students and community members have the opportunity to share experiences with a variety of people, developing communication links, improving their empathy, and learning significant lessons. The students describe this experience as innovative, an encounter between two extremely different realities that has positively impacted their lives.

Professionally speaking, the students highlight the importance of community service, and

realize that multidisciplinary teamwork is essential for the reintegration of these women. In addition, they become aware of the empathy needed to treat and comprehend senior citizens. This experience creates a sense of future social compromise in students, that highlights the importance of the skills learned with sports in terms of social work, professional growth and personal development.

Policy process case learnings from physical education stakeholders: What we wished we had known...

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Introduction: Physical education [PE] professionals report desiring guidance to inform their policy work (e.g., advocating, designing, and/or enacting curriculum)¹. While some guidance for revising national PE policy exists², there remains a need for guidance on policy engagement at all levels³.

Objective: What practical lessons can be drawn through a process of collaboratively and reflexively interrogating our policy work experiences in relation to policy process theory(ies)?

Methods: Our international group of PE stakeholders (i.e., provincial/state-level curriculum leads [2], department head [1], and policy researcher [1]) engaged in a proposed method we are terming ‘policy process cases’. Over ~one year: the practitioners shared lived policy experiences; the researcher/critical friend identified relevant policy process theories as lenses to consider those experiences/cases; all members interrogated the experiences/cases in written and online forums in relation to theory and ‘what we wished we had known’; and, finally, all members collaboratively analyzed the interrogations for potential lessons learned.

Results: All specific learnings relate to the overarching notion that we wished we had known more about the reality of policy processes as messy, unpredictable, and

multidirectional (i.e., a ‘complex’ perspective), rather than idealized depictions of these processes as ordered, rational, and top-down (i.e., a ‘traditional’ perspective)⁴.

Conclusion: We suggest the policy process case method helps unpack policy experiences into practice-based insights, but moreover helps shift one’s policy perspective towards a greater appreciation of complexity, allowing for an expanded view of how all PE stakeholders engage in policy processes⁵.

Keywords: policy, participatory, policy process cases, policy perspective

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Changes in Motor Competence of 4–8-year-old children: a longitudinal study

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Introduction: The development of children's motor competence (MC) from early- to middle childhood can follow different patterns. Longitudinal study designs enhance our understanding of motor competence development of an individual child.

Objective: The purpose of this longitudinal study was to describe and quantify patterns of MC development from early childhood (2-5 years) to middle childhood (6-9 years).

Methods: Data were collected in three consecutive years, between February 2020 (T0) and May 2022 (T2). A total of 1131 typically developing Dutch children (50.2% male) between 4 and 6 years old at baseline ($M = 5.35 \pm 0.69$ years) participated in this study. MC was measured with the Athletic Skills Track (AST) and converted into Motor Quotient (MQ) scores. To convert all individual MQ scores into patterns of MC development, changes in MQ subcategories were analyzed between T0 and T1 and between T1 and T2.

Results: A total of 11 different developmental patterns were found. When grouping the different patterns, 18.2% of the children showed an undesirable pattern of MC development between T0 and T2. These children showed a continuous low- or a decreasing course in MC over time. The patterns of motor development of the other children showed no worrying course.

Conclusion: There is a lot of variation in motor competence in early- and middle childhood. A substantial percentage of young children showed

unhealthy MC developmental patterns emphasizing the need for early and targeted interventions.

Keywords: early childhood, middle childhood, motor competence development, longitudinal, undesirable patterns.

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A transdisciplinary approach to the Determinants of Physical Activities in Settings (DEPASS): A COST EU Action that bridges the knowledge – practice gap

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Introduction: Though regular physical activity (PA) is recognised as a means to increase and

preserve the health of individuals and to reduce the risk of chronic diseases and mortality¹, European and global society is largely physically inactive².

Methods: A European Cooperation in Science and Technology (COST) Action called ‘Determinants of Physical Activities in Settings’ (DE-PASS; <https://depass.eu>) was set up in 2020 to examine and understand the associations between PA determinants.

Objective: Through collaboration amongst established researchers, policy makers, and early career investigators, the objective of the Action is to facilitate and guide the identification and greater understanding of determinants of life course physical activity behaviours (PABs) and translate this knowledge into outputs which will assist policy makers and practitioners to achieve more effective health promoting settings.

Results: Research capacity of DE-PASS has grown since its founding and includes 37 European countries, 8 international partners and 300+ participants. A network of multidisciplinary stakeholders collaborate in four work groups (1) overall management, capacity building, dissemination, and exploitation; (2) evidence translation; (3) PABs determinant profile measurement toolkit; and (4) European harmonisation of data collection, which have 19 deliverables due for completion at the end of 2024. Through a knowledge transfer platform (KTP), DE-PASS continues to achieve the completion of work group deliverables through its networking activities, e.g. Training Schools (n=3), Short-Term Scientific Missions (n=15), Virtual Mobility Activities (n=42) and numerous dissemination activities.

Conclusion: DE-PASS has made an excellent start in setting up a complex, multidisciplinary, cross-country, cross-sectoral organizational structure to collaborate in the field of determinants of behavioral PA research.

Keywords: Physical activity, settings, determinants, COST Action

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The Global Design Challenge for Sport and Physical Activity and its Impact: An evaluation

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Introduction: The university-led Global Design Challenge for Sport and Physical Activity (GDC), under UNESCO patronage, is an international, trisectoral, online innovation competition for diverse teams who use design thinking to crowdsource ideas that enable people of all ages and abilities to lead active healthy lives, as aligned with the Kazan Action Plan (2017). The GDC theoretical framework comprises: a human-centred approach to Innovation (Brown, 2008); the paradigm of design thinking (Laursen & Tollestrup, 2018); and the Social Innovation Ecosystem Model (Audretsch, Eichler & Schwarz 2022, p.234, adapted from Isenberg, 2011).

Objective: To evaluate the attainment of the GDC goals.

Methods: The GDC uses a mixed methodology framed by an indicator-based evaluation approach called the Theory of Change Logic Model (TOCLM) (Weiss, 1995) to ascertain attainment of the eight GDC goals.

Results: The findings show the attainment of all eight GDC goals, e.g.,

GDC Goal 4: *Establish a global competition and platform for new ideas in sport and physical activity to emerge.* Strong evidence of *Engagement and Attributions* and *Reach and Significance*:

- (i) GDC 2020 -187 participants from 40 countries; 38 projects from 25 countries.
- (ii) GDC 2021 - 256 participants from 53 countries; 58 team submissions from 16 countries.
- (iii) GDC 2022 -136 participants from countries; 36 team submissions from 14 countries.

GDC Goal 5 *Support the progression, piloting, and scaling of new ideas in sport and physical activity that can be tailored to local*

contexts. Over 20 GDC team ideas have entered the incubator programme (five are being tested and scaled in a university incubator, one in an international accelerator, and two within our international partner organisations).

Conclusion: The GDC is a social innovation ecosystem promoting policy and praxis for inclusive sport and physical activity. It embraces diversity in team composition and mindset and through its trisectoral management team. It embodies the theme of AIESEP2023: Physical Activity, Health Promotion, Policy, & Education.

Keywords: design thinking, sustainable development goals

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Implementation of the CATCH P.E. program in Colombian schools

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Introduction: In 2021, CATCH Global Foundation adapted its evidence-based CATCH P.E. program for use in Colombian schools to increase the amount of physical activity students receive during the school day. Most schools in Colombia do not have a physical education teacher; classroom teachers are relied upon to engage students in physical activity during free play periods.

Objective: In alliance with the national Colombian Ministry of Education, as well as more than 15 Regional Secretariats of Education, CATCH Global Foundation has been providing training for classroom and P.E. teachers across the country on strategies related to increasing moderate-to-vigorous physical activity (MVPA) during the school day, as well as strengthening social and emotional competencies necessary to achieve academic goals, develop cognitive skills, and benefit mental health.

Methods: From 2021-2023, CATCH P.E. has been implemented in more than 300 Colombian schools. System for Observing Fitness Instruction Time (SOFIT) observations were conducted in a sample of 12 P.E. classes in 5 schools before CATCH P.E. implementation training and in 10 P.E. classes in the same 5 schools several months after training.

Results: The CATCH P.E. program and implementation training increased the portion of P.E. class time during which students engaged in MVPA from 37% to 48%.

Conclusion: This intervention demonstrates how schools in Colombia and across South America can utilize physical activity that involves play, fun, healthy competition, equity, inclusion, and reinforcement of social-emotional skills to improve student health and wellness and overall academic performance.

Keywords: physical education, physical activity, child health. [§]Corresponding author: Sarah Andrews - e-mail: sarah@catch.org

School Administrators' Efforts to Maintain and Improve School Wellness Environments: A School-University Partnership Monitoring Factors Affecting School Wellness

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Introduction: Utilizing Whole School, Whole Community, Whole Child (WSCC) model as a framework, a university-school partnership was created centering on school wellness and healthy environments (Eberline, et al., 2021). Formal evaluations provided context and provided opportunities to build and address wellness goals (Jones et al., 2022). However, the pandemic forced the school district to revise and redefine wellness throughout their buildings, particularly as it impacted students and staff alike. **Method:** Semi-structured interviews occurred with each school administrator throughout the entire district (N=12). Discussion topics included: 1) reflections on school wellness changes, 2) inventory of current wellness-related efforts, and 3) future opportunities for growth to increase the wellness climate. Data were analyzed using inductive qualitative methods. **Results:** Qualitative findings reveal two overarching themes related to perceived changes in the School Wellness Context. Specifically, administrators described Exacerbated Mental, Emotional, and Behavioral Health Concerns and Elevated Workforce and Infrastructure Instability. Participants also reported Wellness Vision and Goals considering the changes to their context. Qualitative analysis of these data reveals two primary themes, Establishing Community Linked Partnerships and Services and Prioritizing School Climate and Infrastructure Enhancements. **Conclusion:** Critical features of the wellness context themes broadly defined implicate systems-level influencers on variables associated with school climate, learner readiness, workforce preparedness, and school-linked programming and services (Jones et al., 2022; Jones et al., in press;

Lawson et al., in press). Further, the vision and goals for school wellness reported by administrators have import for developing capacity and competencies in those committed to providing new (necessary and re-designed) interdisciplinary systems of support for the well-being of students, staff, and families (MacPhail & Lawson 2020). This work aligns with the AIESEP 2023 Conference Theme: Physical Activity, Health Promotion, Policy & Education. **References:**

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Sand play for children's health and development: a systematic review

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Introduction: Sand play (SP) may be associated with children's health and development (Jarret 2010), but more evidence is needed.

Objective: This systematic review aimed to 1) aggregate studies examining 0–8-year-old children’s SP, and 2) explore outcomes of child health and development associated with sand play.

Methods: The systematic review based on the protocol (Iivonen et al. 2021) was conducted according to the PRISMA (Page et al. 2021). Searches were conducted in eight databases. Inclusion criteria were: a) children’s age 0–8 years, b) exposure to sand environments and/or materials, c) child-level outcomes related to health or development. Two reviewers independently screened full-texts and assessed study quality with tools (NHLBI 2022). The included studies were grouped by SP exposure context, outcomes were themed by child health or development domain, and effect direction was determined.

Results: Screening yielded 17 included studies (n = 684 children). Studies were at low (n = 2), moderate (n = 14) or high (n = 1) risk of bias. *Eight studies in education-context* included sandboxes and assessed physical activity and play (n = 12), cognitive (n = 7), and social-emotional (n = 4) outcomes and found non-significant negative or mixed associations between sandboxes and physical activity. *Two studies in leisure-context* included playground sand, assessed physical outcomes (n = 4) and found negative associations between playgrounds containing substances and physical health. *Seven studies in rehabilitation-context* included sand play tables, assessed physical (n = 2), cognitive (n = 10), and social-emotional (n = 33) outcomes, and found significant positive associations between SP therapy and lower social-emotional behavioural problems among children with special needs.

Conclusion: Based on low-quality evidence, educational studies described the SP as not promoting children’s physical activity, while rehabilitational SP positively impacted on children’s social-emotional development. More high-quality studies are needed to understand the associations between SP and children’s health and development.

Keywords: sand play, children, health, development, systematic review.

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Findings from the AIESEP Specialist Seminar on Motor Competence Assessment in Educational Settings, Brixen-Bressanone, September 2022

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On September 2022 the AIESEP Specialist Seminar 2022 “Motor competence assessment in educational settings” (aiesep-specialistseminar-2022.events.unibz.it) was organized in Italy by the Universities of Bozen-Bolzano (Italy), Hamburg (Germany) and Jyväskylä (Finland). The event was attended by 47 experts in the fields of motor competences and physical fitness assessment and monitoring, and 23 posters were presented during the seminar. Experts were from 14 countries, including: Australia, Belgium, Canada, Finland, Germany, Italy, Luxembourg, the Netherlands, the Republic of Ireland, Slovenia, Spain, Switzerland, the United Kingdom, and the United States. The aim was to create a space for reflection and discussion on the specific topic, analysing the pros and cons of the diverse approaches to this very sensitive educational issue.

Four keynote speakers introduced the discussion held in four working groups, looking at diverse educational settings: kindergarten, primary school, secondary school and youth grassroots sport. Inclusiveness was discussed as a transversal

topic across all the four groups. In particular, the discussion focused on how to conduct, analyse, interpret and use motor skills and physical fitness measures in diverse settings, and with diverse actors/users (i.e., students, teachers, parents, young athletes, coaches, ...), while ensuring quality education and respectful approaches to children and adolescents. In addition, the Specialist Seminar provided the opportunity to present the state of the art of motor competence assessment in the participants' countries and/or regions, and to explore possibilities for joint collaborations and research agenda.

The symposium aims to present the main results of the seminar, to introduce some key-open questions and to stimulate participants to critically discuss the topic.

A second objective is to introduce the new AIESEP position statement on best practice in youth motor competence assessment and receive feedback from the conference participants.

Examining correlates of primary school children's physical activity: a motor competence and physical literacy approach

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Introduction: Motor competence (MC) is associated with physical activity (PA) in childhood. This relationship seems to be reciprocal and mediated by motivation, perceived competence and physical literacy (PMC and PPL, respectively). Thus, the purpose of this study was twofold: (1) to examine whether compliance with WHO PA recommendations is associated with motivation, PMC, PPL and MC; and (2) to analyze the relationship between the level of PA and PPL in PMC and MC in primary school children.

Method: A sample of 710 students (48.9% girls) from 4th-6th grade (10.16±1.06 years) from six schools in Valencia (Spain) participated in the study voluntarily. The PAQ-C, PMSC, PL-C Quest and the CAMSA test were used to measure PA, PMC, PPL and MC, respectively. Mann-Whitney non-parametric statistics, logistic binary regression and MANOVA with PA and PAM as main factors, and gender and age as covariates were computed.

Results: Children who complied with the WHO PA recommendations exhibited higher autonomous motivation (but not controlled motivation), PMC, PPL and MC compared to those who did not ($R^2_{\text{Nagelkerke}}=0.29$), with PPL as the main predictor variable. In addition, those who maintained recommended levels of PA and showed high levels of PPL exhibited higher autonomous motivation, PMC and MC than those with low PA levels and physical literacy.

Conclusion: Compliance with PA recommendations is associated with a greater predisposition to maintain healthy behaviors. Thus, by maintaining a holistic approach, Physical Education teachers should empower students' physical literacy as it is associated with active and healthy lifestyles.

EUMOVE project: Educative resources developed for a school-based promotion of healthy and active lifestyles

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Introduction: Most adolescents fail to meet the recommended 60 minutes of daily physical activity (PA) (Guthold et al., 2020). The school has been identified as a critical context to promote PA among all children and adolescents (WHO, 2018), with a multicomponent school PA program approach holding the potential to be more effective (Milton et al., 2021). The EUMOVE (<https://eumoveproject.eu/>) is a funded project by the Erasmus+ Sport (ref 622242-EPP-1-2020-1-ES-SPO-SCP) and its main goal is to design and implement a comprehensive set of strategies and resources to enable the school community to promote healthy lifestyles.

Objective: We aim to present the resources developed by the EUMOVE consortium to promote healthy lifestyles in and through schools.

Methods: The EUMOVE project is a 3-year project and involves academic and non-governmental institutions from Spain, Portugal, France, Italy, and the United Kingdom. During the initial 18 months, diverse strategies (e.g. literature review; problem-solving; software development and testing) were adopted to develop the resources.

Results: The following educative resources were developed in 5 different languages (Spanish,

English, Portuguese, French, Italian): Physically Active Lessons Toolkit, Real-Time Active Breaks Platform, Active School Commuting Toolkit, Learning Units about healthy lifestyles promotion, School Leaders Toolkit, Parents Toolkit about promoting healthy lifestyles, and an APP to connect researchers, teachers, students, and their families. The resources are ready to be used by the school community to promote active lifestyles.

Conclusion: The EUMOVE project developed and offers evidence-based and innovative resources to be easily applied in a whole-of-a-school approach to promoting healthy lifestyles.

Keywords: physical activity, sedentary behaviour, sleep, dietary habits, physical education, school.

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Evaluation of the promotion of physical activity in Beninese secondary schools and the level of physical activity of Beninese youth.

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Introduction: Physical inactivity is the 4th leading cause of death in the world. Many studies focus on the youth population in developed countries but what about the situation in developing countries such as Benin? This study aims to analyse the level of physical activity (PA) of school children and the promotion of PA in secondary schools in Benin.

Methodology: For the analysis of active lifestyle promotion, this research drew on the study by Mouton et al. in 2015 and Snyers et al. in 2014. We considered 6 dimensions: official school policy - physical education (PE) classes - active transport policies - school sport - promotion of PA as an interdisciplinary process - facilities used by the school for PE and sport. To collect the data, different interviews were conducted in 23 Beninese schools: with the school headmaster, with a class teacher (randomly selected), with a PE teacher (randomly selected). Two students (one girl and one boy) per secondary year (randomly selected) were asked to answer a questionnaire to determine their PA level. The 23 schools evaluated were located in the south of Benin in rural areas and 312 students participated.

Results and conclusion: The schools analysed do not really promote PA. Young people in rural schools have a good level of PA. However, there was no evidence that the school was the cause of this good level of physical activity among these young people. The sedentary lifestyle rate has been seriously increasing in recent years in Benin, and differences in PA that may exist between young people in and out of school, in rural and urban areas, or in the general population should not be overlooked. Therefore, further studies should explore correlates of PA in developing countries and take into account sociodemographic differences.

Do as I Say Do, Not as I Do: Physical Education Pedagogy without Praxis

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Introduction: Physical education (PE) is a marginalized field from Pre-K through higher education in the United States. The lack of practical K-12 teaching experience of prospective faculty in teacher education programs is concerning, as the goal is to prepare future teachers. “Those who can’t do, teach. Those who can’t teach, teach [PE]” is becoming apparent and embarrassingly true in the higher education landscape. **Methods:** Descriptive analyses of five years of Physical Education Teacher Education faculty application data, including the doctoral-

granting institutions and the number of K-12 physical education teaching experiences among candidates. Results: Physical Education Teacher Education applicants can theorize about teaching physical education but lack the lived experiences of teaching physical education yet want consideration for lifelong faculty positions in Physical Education Teacher Education programs. Conclusion: Rather than promote the research postdoc, doctoral programs in Physical Education Teacher Education should advise candidates seeking faculty positions in Physical Education Teacher Education without K-12 teaching experience to engage in a teaching postdoc before applying. Furthermore, some doctoral programs appear to further aid in the marginalization of physical education.

What might be a salutogenic approach to physical education? A self-study on developing a health-oriented learning unit at high school

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Introduction: Despite curricular nuances worldwide regarding the understandings of physical education (PE) and its role in health, it has been argued that there is a need for the development of health pedagogies to support students' learning (Harris & Cale, 2022). Salutogenesis theory (Antonovsky, 1979) has been suggested as a potential framework for supporting a comprehensive view to health in PE, and for addressing both sociocultural and individual/community dimensions in relation to health (Quennerstedt, 2008; McCuaig & Quennerstedt, 2018). Yet, the enactment of a salutogenic approach to PE requires further investigation. This study sought to investigate the development of a health-oriented learning unit at high school framed by salutogenesis. **Methods:** Self-study methodology was employed as a reflexive inquiry into the pedagogical practices of a teacher who designed and led a health-oriented learning unit related to the PE context (duration of 18 weeks) at a vocational public high school in Brazil. One PE teacher and two critical friends participated in the study. Data were generated through the teacher's reflexive journal about

teaching the unit over five semesters, and critical friend conversations. Results: Thematic analysis resulted in three main reflections: (a) uncertainty about the mobilization of salutogenesis into practice, questioning the possibilities of using it both as a theoretical lens and methodological approach; (b) a need to confront and deconstruct a biomedical comprehension of health, recognising the influence and resistance posed by students' discourses of health on the unit development; (c) humanization of pedagogical practices, emphasising the importance of getting to know students and establishing caring relationships with/among them. Conclusion: Rather than a single model to be implemented by teachers, the findings provided insights about some possibilities in which salutogenesis might be enacted in practice including a focus on listening to students' life stories, developing students' self-awareness, and questioning the meanings of health.

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Relationships between student motivational/social beliefs, emotions, and fitness performances using Sport Education in Chinese college physical education

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Background. Teaching fitness and the use of fitness tests in physical education and how it influences student motivation to be physically active has received extensive scrutiny in the past decade. Findings from previous research has shown that pedagogical models such as Sport Education (SE) can elicit positive student emotions such as enjoyment (Wallhead et al., 2014) but there remains limited understanding of the influence of SE on student emotions and motivation for fitness content. Grounded in Control-Value Theory, the purpose of this study was to explore how student emotions, emotional antecedents (control-value beliefs), and achievement outcomes changed over one SE fitness season and how these changes influenced student fitness achievement. **Methods:** Chinese college students (N=88; 100% male; Mage= 21.05) completed pre-post surveys (self-efficacy, value, personal/social skills, enjoyment, boredom, pride, and shame), cognitive exams, and fitness tests (flexibility, agility, shuttle run, reaction time, muscular strength, and endurance) during one semester of fitness taught using SE. Repeated measures multivariate analysis of covariance and regression was utilized to explore relationships.

Results: Significant increases were identified within students overtime within the motivational beliefs of self-efficacy and intrinsic value for content (Wilk's $\Lambda = .810$, $F(3, 78) = 6.081$, $p < .001$), emotions of enjoyment and pride (Wilk's $\Lambda = .826$, $F(4, 77) = 4.058$, $p = .005$) and personal/social skills (Wilk's $\Lambda = .750$, $F(2, 79) = 13.194$, $p < .001$). Fitness tests only revealed improvements in the shuttle run ($p < .001$). Regressions did not reveal significant relationships between motivational beliefs, personal/social skills, and fitness performance. **Conclusions:** Study findings supports previous research on the limited relationship between student motivation and emotion with fitness performance (Simonton et al. 2018). SE facilitated improvements in motivation, emotion, and personal skills but were disconnected to fitness test values. Students may have viewed the individual fitness tests as being disparate from goals of the team-based season.

Theme 2: Teacher Preparation & Professional Development

Preservice Teachers' Practice in Developing Adaptive Competence in Lesson Plans During a Secondary Methods Class

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Introduction: Adaptive competence is the ability of teachers to adapt their planning and instruction to the needs of the students. It is a key outcome of practice-based teacher education and is facilitated through pedagogies such as deliberate practice, teaching rehearsals and ongoing reflection. There is some evidence that preservice teachers (PSTs) make most adaptations in lesson plans on their task presentations. The aim of this study was to analyze the adaptations made by PSTs to core practices in their lesson plans during a methods class.

Method: Lesson plans (LPs) from 71 PSTs (33 males, 38 females) in a physical education teacher education methods course were analyzed. LPs were standardized and each PST taught a small group of approximately 10 peers for 20 minutes in a microteaching setting on campus. Reflection on action⁴ was facilitated by a university supervisor through classwide feedback discussions on core teaching practices⁵ following each episode. Following this discussion PSTs made adaptations to their lesson plans using track changes in MS Word. Data were collected by two trained coders. Data were analyzed descriptively.

Results: In total, 498 adaptations were coded with a mean of seven (range: 1 – 15) adaptations per LP. Of all adaptations, 33% were focused on task presentation, 24% on active supervision and monitoring, 21% on content development, 16% on management, 3% on rules and routines, and 2% on goals and assessment. Overall

53% were modifications (changes) to core practices, and 43% were refinements (preciseness).

Conclusion: Faculty editing of LPs represents a significant amount of their time during methods classes. These data show that PSTs can make modifications and refinements to their lessons that improves their ability to adapt to the instructional demands of teaching and their students.

Pedagogical Discussion Cards (PDC)-one way of enhancing teaching-centered issues and preparing PSTs (Pre-Service Teachers) for their future profession.

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Introduction: Research points to challenges for Physical Education and Health (PEH) as well as Physical Education Teacher Education (PETE). PSTs have a strong background in sports that affect how educational content during their PETE is received and developed. PETE programs are ineffective in challenging initial perceptions. Studies also point out that PSTs feel unprepared for the complex reality they face in practicum and the first years of their profession. On the other hand, reflective conversations and reflection at different levels on both the subject and the profession have been shown to be important during PETE in preparing students for their future professional life.

Based on results from earlier studies of what type of practical knowledge PSTs believe to be important in their future work research indicates a need for increased reflection, especially regarding critical perspectives. From a joint project among teacher educators involved in PETE, the concept of PDC was created. Six themes of importance have emerged: adapted physical activity, knowledge and learning, the health perspective, assessing

and grading, frame factors, and norm criticism. For each theme, six different questions were created to challenge the PSTs' belief system.

Method: Tentative results from using PDC for three semesters during subject didactic courses with data from group interviews with three student groups (PSTs) and interviews with five PE teacher educators will be presented.

Results and contribution to the field: PSTs were overall satisfied by using PDC. Among the positive comments: increased reflection, new perspectives, collaboration in groups, and 'forcing' everyone to reflect were prominent. Constraints with time, lack of their own experiences, and demanding difficult questions and themes with no answer could be found on the negative side. Similar views came from the teachers adding the importance of timing and planning for the cards from the beginning of a module and selecting the right cards depending on content.

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Fostering students' professional vision of pedagogical quality in sports. Implementation and evaluation of an observer training for PE/sport and exercise science students

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Fostering a professional vision of pedagogical quality contributes to teachers' and coaches' pedagogical competence development (1). Focused attention and categorical understanding of quality features at the level of the deep structure of teaching-learning processes are central elements (2).

In this project, we evaluate a video-based observation training seminar for students to promote professional vision on aspects of pedagogical quality in sports. The training consists of 11 sessions on six dimensions of pedagogical quality and its corresponding theoretical concepts based on a sport-specific adaption of the Classroom Assessment Scoring System (3). Various materials have been developed: 1) A manual conveys core concepts, directs attention, and guides quality assessment. 2) Short video examples from everyday teaching-learning-practice situations in sports focusing on specific quality dimensions and indicators facilitate the first steps from knowing to observing. 3) Longer training videos require complex observational and assessment skills. Master codes with detailed justifications enable the comparison of one's own observation results with standard specifications. 4) Examination videos finally serve to test observer reliability.

Observation training was conducted in sports education seminars with 243 students from 2020-2023 at four different universities in Germany. In a quasi-experimental design, students from the intervention group and two control groups assessed video examples in terms of pedagogical quality in six dimensions at the beginning and the end of one semester (pre-post-test). To date, data collection from 170 students is complete. Further assessments will be completed by the end of February 2023.

Preliminary results of the intervention group show significant increases in observational agreement from before to after the seminar regarding the focus of attention and quality assessment (agreement-within-one 54% vs. 85%). Further results including statistical comparisons with the control group will be presented.

Keywords: PE teacher training; video; university students; intervention

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A 12 year study of coach learning in situ: Implications for design, practice, and sustainability

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The last two decades has seen an increasing focus on the social conditions and characteristics of professional development (PD) that facilitate change in practitioner's practices. Moving beyond passive and intermittent notions of learning, evidence suggests that quality PD involves active learning, consistent learning opportunities, linked to practice and supported through learning communities (Desimone & Pak, 2017). This in turn has led to a greater focus on

the workplace as a legitimate site for professional learning, and specifically, the processes of knowledge construction and change as they occur in the day-to-day activities of organisational work.

The purpose of this presentation is to report findings from a unique longitudinal study (2010 – 2022) that examined how a National Governing Body of Sport (NGB) in the UK attempted to use existing research evidence on ‘effective’ PD to underpin new approaches to their professional education programmes. Drawing from the education literature, the NGB was cognisant of how knowing is situated in the practices of a specific context (Fenwick & Nerland, 2014), and therefore developed a new and innovative PD programme delivering professional knowledge in situ. The study offered researchers a chance to examine the opportunities, challenges and barriers to coach learning when delivered in situ, and to consider the coherency of the PD message across very different learning settings.

Findings are presented that address clear implications for learning design, practice, evaluation and sustainability, and in this regard, seeks to map and analyse the empirical features of a novel professional development programme. The study presents a unique opportunity (certainly in coaching) to track the journey of a PD programme over 12 years, and acknowledges a need for a greater understanding of the wider structural factors (political/cultural) that mediate sustained learning impact, and it is here that this presentation contributes to existing knowledge on practitioner PD.

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Learning by doing during the PETE programme: Preparing physical education preservice teachers to design instructional aligned practices

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In an era of quick changes and new demands (MacPhail & Lawson, 2020), physical education teacher education (PETE) programmes have come across calls to embrace new ways of delivering/developing curricula. School physical education (PE) curriculum also changed emphasising the importance of empowering future teachers with decision-making skills (e.g. to make curricular decisions) (Walsh et al., 2022). The main aim of this study was to understand the value and meaning ascribed by PE master’s students involved in the renewal process of the Curriculum Development in PE module taught under the umbrella of instructional alignment. The study took place in a Portuguese University during the first of a two-years master’s degree in a PETE programme in basic and secondary education. Participated in this study, a PE teacher educator, a PhD student, simultaneously teaching PE in a secondary school and in a teacher education programme, and 130 master’s students. The module renewal was around the instructional alignment process: sharing learning goals and assessment criteria with students, using self and peer assessment to engage students in the teaching-learning process, and planning for and embedding assessment in the learning experience. Data were collected through teacher educator’s and PhD student’s diaries, meeting discussions, informal conversations with students, and students’ ongoing and final work, and analysed through thematic analysis. Main findings show that students a) valued the practice-based teaching and research-informed-practice approach used in classes; b) considered the hands-on work approach more transferable and relevant for their future teaching; c) valued the ongoing constructive feedback and module alignment; and d) appreciated having the opportunity to experience assessment embedded in curriculum and pedagogy. Teacher educators believe that students experiencing instructional alignment practices have access to a deeper

understanding of the process and allowed them to put into practice a student-centred teaching.

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QualiTePE – A cross cultural consensus study on quality in PE teaching in Europe

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Introduction: Teaching quality has a clear impact on student success. Accordingly, determining characteristics of good PE teaching and systematically analyzing their importance for successful learning has thus far-reaching significance for PE ¹. But up until now, there is no general consensus in Europe on what constitutes good PE teaching.

Objective: The purpose of the study in the context of the Erasmus+-funded QualiTePE project is to reach a common understanding of high-quality PE teaching and to develop the so-called QualiTePE framework concept. This framework can promote European standardization and enables evaluations of the quality and verifiable improvements.

Methods: A three-round Delphi study ^{2,3} involving a group of 324 European experts was carried out to articulate shared expert opinions on the main research question: what are the most effective characteristics of teaching quality in PE? In 3 rounds of data-gathering, participants with different levels of expertise on the quality of teaching in PE were asked to assess specific dimensions by rating and ranking 28 sub-dimensions via online questionnaires.

Results: High consensus with only slight differences (threshold of 90%) was reached on a

final ranked list of 20 sub-dimensions which in turn are assigned to 6 overarching dimensions. The highest levels of agreement were achieved in the sub-dimensions “Promotion of a Positive Learning Climate”, “Teacher’s Empathy”, as well as “Student-centered Teaching Climate” which all are subordinated to the main dimension “Social Emotional Support & Social Climate”. These being closely followed by “Clear Definition of Objectives” and “Clarity of Rules, Routines, and Expectations”. Of particular note is that one of the key sub-dimensions of PE “promotion of students’ motor activity” has just managed to cross the threshold at 90,4%.

Conclusion: Cautious of overly generalizing from the results, we suggest the findings offer empirically based and content related information for standardized evaluation of the quality in PE with relevance within Europe and beyond.

Keywords: quality in PE teaching, Delphi study, cross cultural consensus.

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Students planning, peer teaching and designing embedded assessment during their PETE programme

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Loughran (2014) suggested teacher education programmes have two roles: teaching about teaching and teaching how to teach (use contents in practice). Teaching student teachers how to teach is difficult but seems necessary if we are looking for future teachers capable of maximising their students’ learning. Physical Education Teacher Education

programmes need to consider ways to address the need of creating opportunities for student teachers to teach throughout their education, and to research the impact on their own practice (MacPhail & Lawson, 2020).

The purpose of this study was to understand the impact on learning (as future teachers) of student teachers' planning, peer teaching and designing embedded assessment. The study took place in an Irish University with first year students from an undergraduate programme which qualifies physical education teachers. Participated in this study one teacher educator and 72 students. Students participated in a unit named 'Competitive Team and Individual Game-based Activities'. The teaching-learning process encompassed share learning outcomes and rubric with students, engaging students in self and peer assessment throughout the classes, ongoing opportunities for peer teaching, use of critical friend sheet to peer assessment. Data were collected taking in consideration, the teacher educator's reflections, students' post peer teaching reflections, 'exit passes' feedback, students' final year feedback (open-ended questionnaire), students' progress and performance at final teaching experience. Main findings show that students a) got comfortable talking in front of, and teaching, peers; b) were able to plan, teach, assess, and provide feedback aligned with learning outcomes; and c) learnt the importance of ongoing assessment to adapt the content to students' needs. The practice-based teaching approach helped student teachers' growth, but more research is needed to understand how best to prepare and develop the new generation of teachers.

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Becoming a PE teacher - pre-service teachers' understanding of their learning process in a subject didactics course and the practicum

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Introduction: Meaningful experiences for preservice teachers (PSTs) have been recognized as key for PETE to contribute to sustainable transformation (1). This study takes an inductive research approach, however guided by the ideas of John Dewey on meaning-making (2).

Objective: The aim was to explore how the PSTs make meaning of their participation in a subject didactics course and subsequent practicum. Following this aim, the endeavour has been to illustrate if, how, and why the PSTs' learning processes take on different directions when moving between the university-based context and the school context.

Methods: Purposive sampling (3) resulted in three female students and four male students at one PETE institution in Sweden. The empirical material resulted in 28 individual interviews, and two group interviews. Lesson observations were done for contextualization. A reflexive thematic analysis was conducted (4, 5).

Results: The analysis shows four themes in the PSTs' meaning-making processes: developing a PE teacher perspective through learning PE teaching as (a) practical knowledge, (b) advocacy for movement and health (c) didactical knowledge, and (d) embodied knowledge. While the first two themes almost exclusively appeared in the PSTs talk about learning in the subject didactics course, the two latter themes constituted a silver thread running through the learning process in both courses.

Conclusion: From a PST perspective, meaningful educational events in PETE involve emotional and direct experience. To support the PSTs' learning processes, the organization of PETE needs to be cumulative. The importance of teacher educators and practicum supervisors as role models is highlighted.

Keywords: physical education teacher education, teacher learning, meaning-making, Dewey, experience, end-in-view

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Breaking the mould: Aspiring PE teachers from a Bangladeshi background

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Introduction: Working with the Teacher Education Department (TED) at a university in the United Kingdom, this study uses Interpretative Phenomenological Analysis (IPA) to examine the motivations behind three participants' Bangladeshi background and their desires to become Secondary School PE teachers. from primary or secondary school teacher to a lecturer in Higher Education (HE).

Methods: To undertake this study IPA was implemented to draw upon the meaningful experiences of three PGCE trainees. Interviews were used to examine the lived experience of participants and how they made sense of these. This study involves the systematic qualitative analysis of transcripts of semi-structured interviews conducted with participants, and themes are drawn from the data to help contribute to the still emerging domain of teacher motivation (Kaplan, 2014).

Results: The study highlights the cultural barriers young Bangladeshi men may face when wishing to pursue a career in Secondary Education PE teaching. This

study found that the prospective PE teachers from a Bangladeshi background had family responsibilities that potentially hindered their individual career aspirations. This study discovered how the identity of these teachers had changed as they fought to break free of cultural expectations and seek new career paths away from parental expectations and cultural norms.

Conclusion: Teaching in the UK is statistically a white British occupation with figures (Gov workforce, 2018) identifying over 85% of teachers in state schools being from this ethnic group. In contrast only 0.6% of teachers were from the Bangladeshi communities.

The implication of this study reflects that HE institutions need to consider their recruitment programmes for new trainee teachers to ensure successful transition into an underrepresented profession and to consider the ongoing role of an assigned mentor to support individuals as they find themselves in a new workplace (Flintoff 2008).

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Teaching physical education in the pandemic: Perspectives from Singapore pre-service teachers

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Introduction: Although Singapore schools did not experience the imposition of lockdown during the Covid pandemic, they have to deal with constantly evolving safety management measures (SMMs) imposed by the government. Given the physical and social constructs of physical education (PE), teachers had to adapt their pedagogical approaches,

and at the same time deliver purposeful lessons for their students.

Objective: The present study aims to understand the challenges faced by a group of Singapore pre-service PE teachers during their school practicums and to propose relevant strategies to support future PE teachers in this important journey of their career..

Methods: The participants were pre-service teachers ($N = 12$, aged between 22 to 35 years old) enrolled in the National PE teacher education programme in Singapore. They have undertaken both their first (TP1) and second (TP2) teaching practicum, as part of the programme requirement. Data were obtained through individual online interviews comprising of 15 open-ended questions, relating to participants' teaching challenges, coping strategies and emotions experienced during their two practicums. These data were analysed using an inductive thematic analysis.

Results: Although similar themes like challenges in lesson planning were identified for both practicums, their responses were unique due to the evolving SMMs implemented during that specific period, for example there were stricter group sizes during TP1, while there were more students being excused from Covid vaccinations during TP2. In terms of emotional state, most participants ($n = 8$) felt less stressed in TP2 when group sizes were eased.

Conclusion: While participants in this study struggled to adapt to the new norm of teaching amidst the pandemic, it has provided them with opportunities to explore more effective teaching strategies. Recommendations include designing lesson plans for varying group sizes based on the same activity, as well as assigning roles for excused students to keep them involved.

Keywords: pandemic, physical education, teacher education, pre-service teachers, teaching practice

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Physical Education Teacher Educator: A systematic literature review 2018-2022

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The quality of teachers depends strongly on the teaching they acquired from their educators (Gómez, 2019). This group of professionals demands specific knowledge and skills to teach how to teach (Ping et al., 2018). During the last few years, there has been a proliferation of studies on Physical Education teacher educator, highlighting their role and the scope of their work (McEvoy et al., 2015). The purpose of this paper is to examine the research reach around the Physical Education teacher educator, connecting and discussing the findings between the years 2018 and 2022. The methodology employed corresponds to a secondary-level analysis, following the recommendations of the PRISMA statement. The keywords used are: "teacher educators", "physical education" and "higher education", in the WoS, Scopus, Scielo, and ERIC databases. A final sample of 25 articles was selected. A thematic analysis was developed through a process of inductive and exhaustive examination of their content, generating three categories; "learning and professional development", "teaching practices", and "perspectives on the discipline". The results indicate that the study of physical education teacher educators has been developed mostly in the English language, particularly in the European and North American contexts. Their insertion and professional development happen autonomously and intuitively, however, peer support is fundamental (Dania, 2021; McEvoy et al., 2018). Their teaching practices are influenced by pedagogical principles and a critical perspective (Clark,

2019; Walton-Fisette et al., 2018). Finally, the same trainers raise suggestions for improving initial training (O'Neil & Krause, 2019; O'Sullivan, 2021). Considering the limits and scope of this work, it seems pertinent to broaden the discussion on the figure of the physical education teacher trainer and to recognize the scope of his or her work.

Novice Teachers' Challenges of Teaching Physical Education in Urban Schools

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Novice physical education (PE) teachers often report feeling overwhelmed (Banville & Rickard, 2009), and encounter specific challenges as they embark on their teaching careers (Gordon, 2016). These challenges often increase when teachers are hired in urban districts due to urban schools usually having fewer resources available to schools, teachers, students, and communities (Bottiani et al., 2019). Previous studies have examined challenges of urban physical education teachers (McCaughtry et al., 2006; Flory et al., 2022), challenges of novice PE teachers (Banville & Rikard, 2009), and professional socialization experiences of early career urban PE teachers (Flory, 2016). What is not as well understood are the challenges novice urban PE teachers experience.

Guided by occupational socialization (Lawson, 1983a; Lawson, 1983b; Lortie, 1975) and culturally relevant physical education (CRPE) (Flory and McCaughtry, 2011), our purpose was to examine challenges of 2 novice physical educators in urban schools. Two participants completed four journal entries, one free write, and five individual video interviews lasting between 45-90 minutes each, which were recorded and transcribed. Two authors independently coded the data using open and axial coding and followed the collaborative qualitative analysis procedures suggested by Richards and Hemphill (2018).

Two main themes were conceptualized based on the data, including lack of support, and issues with implementation of curriculum. This research is significant as multitudes of

challenges are present for novice urban physical education teachers. If schools and teacher preparation programs are to help reduce or prevent attrition occurring in urban schools, exposure to mentoring programs, meaningful professional development, curriculum moving beyond team sports, and culturally relevant pedagogy are necessary.

***deportigualízate*: exploring an intersectional critical feminist curriculum in a Spanish PESTE programme**

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Introduction: Physical education has a historical role in reproducing inequities (e.g., Blackshear & Culp, 2022; Fitzgerald & Stride, 2012; Hokowhitu, 2008), especially in relation to gender (e.g., Dewar, 1986; Flintoff & Scraton, 2006; Kirk & Oliver, 2014). However, research exploring how to teach about equity as ways to address social issues in physical education teacher education is extensive and promising (e.g., Devís-Devís et al., 2018; Kirk, 2020; Oliver & Kirk, 2014; Philpot et al., 2020; Tinning, 2017). Within Spain, despite there being legislation that requires educators to teach about equity, topics around gender in Physical Education-Sport Tertiary Education (PESTE) programmes are marginalised (Serra Payeras et al., 2018).

Objective: The purpose of this study is to explore how students from a Spanish PESTE programme engaged with, and how they reported being affected by, *deportigualízate*, an intersectional critical feminist curriculum.

Methods: We present a single case study that is part of a larger participatory action research project exploring equity in physical education. We use qualitative data generation methods (interviews, evaluations, field notes, amongst others) as well as data analysis (narrative analysis, descriptive coding, and concept coding) to present the findings.

Findings: We explore two teaching moments from *deportigualízate* that resonated with students the most. In so doing, specific factors are examined as most affecting the way students think about equity in physical education. Students reported that *deportigualízate* can 'jar'

preconceived ideas about femininities and masculinities in sport, having the opportunity to (re-)think knowledge. By being culturally relevant, students can raise their critical consciousness. Finally, students felt empowered, empowering others.

Conclusion: Our findings suggest that deportigualízate is an intersectional critical feminist approach to physical education that, by drawing on embodied pedagogies and emplaced criticality, can build empowering relationships. By doing so, it could potentially sow seeds of change amongst future physical education professionals, through embedded transformative praxis.

Keywords: social justice, gender, physical education teacher education, curriculum

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Hokowhitu B. Understanding the Māori and Pacific body: Towards a critical physical education

Didactic planning during professional practice: analysis of the actions of its protagonists.

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Pedagogical practice is a determining process in teacher training (Gilli et al., 2012), it involves approaching teaching in the company of an experienced teacher. It is a process in which several actions are performed, one of them is to prepare teaching (Viciano, 2002). Knowing the actions that practitioners perform to prepare for teaching allows understanding their training needs and how future Physical Education teachers face the disciplinary content to adapt it according to the characteristics of their students.

An interpretative qualitative research is presented (Sandín, 2003), with a case study design (Verd and Lozares, 2016), the data were collected through the use of the episodic interview (Flick, 2002). For the processing of the information, a qualitative analysis of the content was performed, which resulted in the generation of codes and categories (Cáceres, 2003).

The results show a central category, called "actions when planning", in which three thematic nuclei are distinguished: a) Didactic Transposition (Chevallard, 2013), b) Pilots of the planned classes, c) hierarchization of the content (Viciano, 2002). These cores are declared by the practitioners during the preparation of teaching, and coincide with the theoretical proposals of referent authors in the area of didactics and teacher training.

It is concluded that the practice process allows students to develop non-explicit didactic transposition, to search for exploratory strategies to improve their teaching, and to make decisions about the content to be taught, actions that are based on the demands of their tutors and the school environment.

Teaching invasion games for equity, diversity and inclusion: a study with pre-service teachers

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Introduction: The UNESCO (2015) Guidelines for Quality Physical Education highlights the inclusive potential of PE, focused on allowing access, participation, and achievement in the domains of physical literacy and civic engagement, academic achievement, social inclusion and gender equity, and health and well-being. But, despite the efforts of pedagogy and didactic courses to change PE towards meaningful participation and learning, student teachers remain unprepared to solve problems of marginalization, exclusion, and underachievement (Fisette, 2013; Graça, 2015; Kirk, 2020), namely in invasion games.

Objective: The purpose of this study is to examine student teachers' experiences and reflections about their teaching of invasion games, supported by a research project on inclusive PE.

Methods: The study took place in the context of school placement in four secondary schools and involved twelve pre-service PE teachers in a PETE programme of a University in northern Portugal, scaffolded by university PE teacher educators and school PE cooperating teachers. Each PST designs and teaches a unit on invasion team games informed by game-based and sport education models, with close assistance from TE specific didactics. Data collection includes PSTs' board diaries, teaching artefacts, such as unit and lesson plans and didactic tools, and focus groups during the process. Qualitative data analysis with an inductive lens was used to generate emergent themes related to inclusive PE practices in team games.

Results & Conclusion: Dealing with student diversity, answering their learning needs, participation and inclusion of students with different performance levels are major challenges for the PSTs. Lack of game and pedagogical knowledge was perceived as limiting factors to adapt the game rules, action boundaries, and scoring goals to accommodate gender, physical and other characteristics that impact game play interaction.

Keywords: PE teaching, Handball, Soccer and Basketball.

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“So do you always travel in packs?” The influence of a community of learners on the experiences of seven PhD candidates

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Introduction: While there is a range of research conducted on the communities of practice and learners of teachers (Parker, Patton, & Tannehill, 2012) and teacher educators (MacPhail, Patton, Parker, & Tannehill, 2014), there seems to be little research published on PhD researchers' communities of practice and learners. This paper is guided by the overarching research question, 'what was the influence of a community of learners on the experiences of PhD researchers?'

Methods: Through qualitative measures, the first stage of data collection involved each of the seven PhD researchers providing a narrative reflection highlighting the highs, lows, pros, and cons of the community of learning. This data informed the interview schedule and lead to intentional

discussions with the researchers (Merriam & Associates, 2002). Through semi-structured interviews, the researchers were encouraged to reflect on their individual emotions, professional learning, and challenges that arose through their participation in a community of learning. The interview was conducted by an experienced third party researcher, were audio recorded, and transcribed verbatim. Data analysis occurred in a combined inductive and deductive manner (Charmaz, 2014)

Results: This paper highlights the influence of a community of learning in an encouraging and discouraging manner with regard to student motivation, a sense of comradery, and the opportunities and challenges that were presented to the PhD researchers by such prolonged engagement. Findings uncovered the vulnerabilities, the pressures of performance while completing the PhD on a part-time basis, and the impact of the timing at which the community of learning commenced for each individual PhD researcher in their stage of study.

Conclusion: A constructed learning environment with a peer group, i.e., in this case, the community of learners, can promote the development of discipline-specific and generic research skills, act as a support network (both professionally and personally and potentially improve academics' wellbeing and productivity.

What and how much do our physical education teachers know about Physical Literacy?

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Introduction: Physical literacy is a brand-new model that is emerging in the world; which can help people get a healthier life. This study wants to determine the knowledge level of physical education teachers have about the physical literacy concept and its application in a school environment. **Method:** In a descriptive cross-sectional study, where data collection was gathered by an electronic survey of 20 physical education teachers in professional practice. A quantitative analysis was performed using means and standard deviation for demographic variables, while thematic analysis was applied for qualitative variables. **Results:** Those surveyed are mostly in the initial stage of their teaching career, working

mostly in subsidized establishments in the urban sector, and attending a low volume of courses. Seventy per cent declare they have a notion of the concept and only 10% of those surveyed declare that they know the concept widely. However, the didactic strategies reported consider the four pillars of physical literacy, as well as the evaluation criteria used. **Conclusion:** The teachers surveyed claim to have initial knowledge of the concept of physical literacy, but they do not use it consciously in their pedagogical practices.

Relationship between physical literacy level and sense of belonging and emotionality in physical education classes

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Introduction: For the researchers, physical literacy is the objective to be achieved in Physical Education for seeking competent subjects, capable of adhering to physical activity throughout their lives, with continuous personal, social, affective, and physical development. **Method:** A quantitative, descriptive-correlational research was carried out, with a non-experimental design and a non-probabilistic sample of 322 subjects, students from 12 to 18 years old from private, public, and subsidized schools in the city of Talca, Chile. The aim was to relate the level of AFi, engagement and perceived emotionality. Data were collected by the Perceived Physical Literacy Instrument (PPLI), Behavioral Engagement Test (BEG) and Scale for Mood Assessment (EVEA). **Results:** A positive relationship was identified with a higher level of physical literacy, higher levels of happiness ($r=0.37$) and emotional engagement ($r=0.54$), decreasing the indexes of hostility ($r=-0.25$) and the private establishments reach the highest levels of anxiety ($\bar{X}=3.2$). **Conclusion:** It is concluded that the higher the level of Physical Literacy, the greater the commitment and the greater the regulation of emotional factors.

Japanese elementary teachers' learning experiences in online professional development for teaching physical education with Japanese language learners

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Introduction: In Japan, the discussion about education for Japanese language learners (JLL) children and its quality are ongoing (Ministry of Education, Culture, Sport, Science, and Technology (MEXT), 2022). As the children's needs become diverse (e.g., linguistical support, religious and cultural understandings), teachers must take responsibility for securing children's physical and emotional safety and well-being to achieve their academic performance in PE (ICCSPE, 2012; UNESCO, 2013; MEXT, 2018). In order to develop quality PE and provide a social environment that addresses diversity and social justice, Japanese teachers should improve their professional knowledge and ability for teaching inclusive PE with JLL children (Furuta et al., 2022). The purpose of this study was to explore Japanese elementary school teachers' learning experiences in the professional development (PD) program for teaching PE with JLL children in public elementary schools. **Methods:** Framed in andragogy theory, which explains the learning experiences of teachers, the original PD program was developed through case studies and self-evaluation by authors (Knowles, 1988). The PD program consisted of ten modules of sixty minutes per session. The modules include cultural awareness; diversity and inclusion; culturally relevant; cross-curriculum teaching of health and PE; parental involvement; and practical cases for the problem-solving application. Participants were eight public elementary school teachers who taught PE that includes JLL children. Data sources included a demographic questionnaire, online semi-structured individual interviews, and lesson plans. **Results:** Analyzed by the constant comparative analysis (Boeije, 2010), three main themes were identified: a) gaining basic knowledge helped the teachers develop cultural awareness, b) PD motivated the teacher's further learning, c) the teachers need fellows to overcome the diverse needs. **Conclusion:** In conclusion, this online PD program showed that andragogy-based teacher education as problem-solving is needed, which can accommodate teachers' individual optimized learning.

Designing a teacher professional development tool to optimize the motivational learning climate in secondary school PE

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Introduction: Secondary school PE teachers are continuously challenged to find ways to support students learning and motivate them for an active lifestyle. Continuing teacher professional development (TPD) is key to addressing this complexity and enables teachers to enhance their teaching practice (Parker & Patton, 2017). Technological tools can facilitate the effective delivery of TPD in the complex teaching practice (Hennessy et al., 2022). Successful implementation of technology within PE, however, is not self-evident. Based on the general aim of effectively integrating technologies in the educational process, this study examined how the evidence-based theoretical TARGET framework (Ames, 1992) for optimizing the motivating PE climate might be embedded into a TPD tool, useful in everyday practice.

Method: This study presents a case study in which a team of researchers, designers, and end-users iteratively went through several phases of need identification, idea generation, designing, development, and testing, during a fourteen-month period. We used a participatory approach including co-design methods to gain insights into end-users' preferences, requirements, and ideas for designing and engaging with the tool, and subsequently to prototype, design, develop and test the tool.

Results: In the first phases, insights into PE teachers' needs, ideas, and requirements for the design and successful implementation of the tool were collected. Subsequently, drawing upon these insights in the following phases an online and interactive TPD tool was iteratively prototyped, designed, developed, and tested.

Discussion/ conclusión: By using a participatory design approach, we were able to embed the TARGET framework into the online and interactive TPD TARGET-tool, useful in PE practice. To establish a successful implementation of technology it is important to address the end-users' needs and professional context (Grimshaw et al., 2012). Indeed, we experienced the active involvement of end-users in the design process as very valuable and by which the context awareness was ensured.

Transformers: An involuntary voyage into digital transformation and its consequences for teaching Physical Education and Sport

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Introduction: Despite the academicisation of Sport as a university subject teaching physical education (PE) and sport in schools as well as Higher Education (HE) has continued to be perceived to be a practical subject at its core. This well-established and consolidated mode of delivery was disrupted harshly with the advent of COVID19, forcing an involuntary shift in delivery methods upon HE educators worldwide O'Brien et al. (2020).

Method: The research setting and focus This study was an international cooperation between three Universities situated in Germany, the UK and Palestine and is an exploration of the experiences of the educators who were forced to engage in a paradigm shift that challenged their existing philosophies of teaching and forced them to reconsider what was at the core of their subject and how this could be translated.

Main research question: How did the experiences of enforced teaching during COVID19 shape educators' perception of previously established teaching philosophies and practices to create new knowledge and pedagogical approaches?

Data collection and analysis: The participants were all lecturers on higher education teaching programmes that prepare in sport pedagogy related fields. All interviews were conducted online via Zoom and then transcribed. Data analysis was carried out using a thematic approach as outlined originally by Braun & Clarke (2006).

Results and Conclusion: Preliminary findings indicate that the participants developed a range of diverse strategies and solutions to adapt their teaching to the specific demands and challenges posed through the pandemic and the resultant lack of face to face interactions and embodied forms teaching sport-practical subject matter. Findings also indicate a complex inter-relationship between teacher philosophies and their personal perception of the nature of the subject and the solutions they developed to translate this through the alternative media they had to available to them. The enforced exposure to online teaching resulted in a (digital) transformation of teaching practices and a realignment of beliefs about the subject. Implications from this for the future practice of teacher education in schools and higher education will be explored during the conference presentation.

Do relationships and differences exist between physical educators' goal orientations and emotional experiences in the profession?

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Background and purpose: Teacher goal orientations influence class goal structures and effectiveness, but less is understood regarding relationships among goals, teacher well-being, and emotional experience- although theoretically intertwined. Grounded in the Teacher Achievement Goal Theory and the Teacher Emotion model, this study explored the relationships and differences in teacher goal orientations and emotions from a U.S. national sample. **Methods:** Physical educators (N = 364; Male = 54%; Mage = 42.44; Myears = 16.21) completed a survey of their goal orientations, emotions, and demographics. **Multivariate analysis of covariance and path analysis** were used to analyze data. **Results:** Significant main effects between teacher emotions were identified by gender, context, and grades taught (accounting for years of teaching), with no effects in goal orientation differences. Male teachers reported more anger than females ($p < .01$). Elementary teachers reported more enjoyment ($p = .01$) and less anxiety ($p < .01$) than secondary. Suburban teachers reported more enjoyment than urban ($p < .05$) and rural ($p < .01$) teachers. Path analysis showed mastery ($\beta = .21$), ability-approach ($\beta = .11$), and social goals ($\beta = .20$) positively predicted enjoyment, while ability-avoidance ($\beta = -.14$) and work avoidance ($\beta = -.19$) goals were negatively related. For anger, mastery ($\beta = -.18$) and social goals ($\beta = -.20$) were negative predictors, while ability-avoidance ($\beta = .23$), was positively related. Similarly, ability-avoidance ($\beta = .10$) and work-avoidance ($\beta = .24$) predicted anxiety, while ability-approach ($\beta = -.12$) was negatively related. **Conclusions:** Teacher goal orientations significantly relate to physical educator emotional well-being. A clear link between context, grades taught, and teacher gender exists within their professional emotional experience. Social goal beliefs have not previously been explored with physical educators but seems related to well-being. Understanding the psychological resources that impact teacher goal structures, emotions,

and subsequent motivation in their unique teaching environment is needed.

Formation of ethical values through sport

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The National Common Curricular Base (BNCC), the guiding document of Brazilian education, privileges the integral education of students. Assuming that the school is aware of its role in training and instruction, there is not the slightest possibility that it does not work with positive values. It is inherent to the school its responsibility to provide the best choices and opportunities so that they can interact in a reflective way and with the practice of values in which justice, integrality and citizenship are linked to this practice. Sport can emerge as an interdisciplinary pedagogical possibility, since it is a cultural and social practice in which different attitudes valued in society are manifested. The spirit of sport requires the practitioner to be an active subject in the construction of valuable attitudes. As an intervention, the class assembly was used, which is a pedagogical space organized so that students can reflect and seek solutions to the problems and conflicts that occur in the school routine. The intervention was carried out during the months of April and August 2022, totaling 18 weekly sessions of 45 minutes each, divided alternately into: Week 1, classes on sports values; Week 2: the class assembly. During the sessions of the assemblies, the discussions dealt mainly with coexistence, respect for the rules and bullying, manifesting relationships with sport. The assembly influenced the way students relate to each other and resolve their conflicts and sport was a facilitator in processes involving respect, friendship and solidarity

Keywords: ethical, sport, values, school.

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Pre-Service Teachers & primary school students first experience with Teaching Games for Understanding

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Introduction: Despite the growth in academic research, Teaching Games for Understanding (TGfU) still remain as an uncommon practice for most physical education (PE) teachers (Wang & Ha, 2013) and limited research has been provided to investigate how pre-service teachers (PST) are being prepared to use TGfU.

Methods: Following a particularist case study methodology (Willis, 2007) the study analyze how PST and their students experienced the TGfU model for the first time in the northern of England. The study included three PST that were attending their last year in the university and 90 students (three cohorts) of primary school. Each PST taught one TGfU unit during five to seven weeks. The study included four methods of data collection: lesson plans, PST journal, fieldnote observations, post-intervention interviews with students and PST. A systematic process of inductive analysis and comparison (Denzin & Lincoln, 1994) was conducted to formulate common themes while considering all sources of data.

Results: The study presented two separate set of results. Regarding the PST overall teaching experience: i) PST reported to enjoy this format of teaching, but found it more challenging to plan their lessons; ii) PST reported difficulty in engaging students in critical thinking discussions; iii) some PST reported difficulty in creating modified games; iv) Some PST found it challenging to promote inclusiveness in all activities. Regarding students' overall experience, the following themes emerged: i) students reported to have a higher engagement and motivation when comparing their TGfU lessons to their traditional PE lessons; ii) some students struggled to engage in the discussions that followed game-play.

Conclusion: Both PST and their students enjoyed their first TGfU experience and have

expressed a desire to continue with this approach, however, both have acknowledged that it may require some adaptations that can be challenging at times.

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Bridging borders between physical and virtual movement? Conditions for the successful reflective integration of virtual reality in schools and physical education.

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Introduction: Students must learn to navigate increasingly prevalent immersive technologies, such as virtual reality (VR). Yet, VR's potential especially for process- and experience-oriented learning remains underexplored, mainly due to a lack of opportunities to test and reflect on its possible uses (Radianti et al. 2020). This lack of evidence and the resulting uncertainty extends to medical, pedagogical, and ethical implications (Zender et al. 2022; Southgate, 2018). PE-teachers and future teachers operate within this ambiguity alike. The competence-oriented teaching and learning concept of service-learning (Mason & Dunens, 2019) enable active cross-phase cooperation, via which those working in schools and the wider education system can address overarching challenges, such as this lacuna.

Objective: On that basis, this higher education project investigates conditions for successful incorporation of VR in schools and the potential contribution of service-learning. Of particular interest are the didactic possibilities for the use of VR in physical education (PE). To this end, postgraduate students and teachers from partner

schools jointly develop a needs-oriented educational approach using VR, implement it, and reflect on it in terms of service-learning.

Methods: Three rating conferences (Hascher et al. 2020), in which (PE) teachers and students discuss and determine grades for students, and ten guideline interviews with teachers were analysed via Qualitative Content Analysis (Kuckartz, 2018), using deductive and inductive category systems.

Results: The personal experience of VR is of central importance. PE teachers exhibit a fundamental willingness to include VR in schools but also profess residual uncertainty. And whereas service-learning is considered purposeful, actors nonetheless request VR experts to be involved alongside the general curriculum. Didactic application possibilities in PE lessons include the training of coordination, among others.

Conclusion: This presentation provides an evidence base for the design of digitisation-related PE teacher training and for pathways to further address remaining knowledge gaps.

Keywords: Teacher Preparation, Professional Development, Virtual Reality, Physical Education.

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Knowing better the students to improve the quality of PE teaching: A study with pre-service teachers

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Introduction: Dealing with students' diversity can be challenging for any teacher and even more for pre-service teachers (Kirk, 2020). Additionally, getting to know the students and understanding their background, interests, motivation and engagement in learning is crucial to teachers potentially provide students with a sense of belonging (Dyson, 2006).

Objective: The aim of this study was to gain insights about how knowing students' thoughts, feelings and experiences can help PE pre-service teachers (PST) to improve their teaching.

Methods: The study took place in the school placement of six pre-service PE teachers of master's degree in a PETE programme of a University in North Portugal. The PST teach six classes with approximately 28 students each one. The methodology of Fisetto (2010) was adapted to know the students, specifically three strategies were used: personal profiles, picture-identification, and participation-identification. Personal profiles allow gathering general information (e.g., favorite hobbies and food, likes and dislikes, future goals) and PE and sporting specific information (e.g., level of competence in different sports; interactions with schoolmates; special needs; timeline of sports memories). Picture-identification activity allows exploring the body image and the concept of "What is to be Fit". Participation-identification activity allows exploring the engagement in team sports and the students' perception about skill level, level of involvement and social interactions. Class observation was also used. The artifacts produced by the students, PTS teaching artifacts, board diary, and class observation notes are analysed using an inductive thematic analysis.

Results: The first results showed that the PST progressively learn to use the knowledge of their students to design units and lessons better aligned with students' feelings, interests and perceived competence. The class management and instructional strategies also were adapted according

to students' performance, motivations and social relationships.

Conclusion: Knowing better the students helped pre-service PE teachers to design more inclusive practices for all students.

Keywords: inclusive PE, students, teachers, students' diversity.

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The role of a Boundary Spanner in Physical Education Teacher Education (PETE) during a time of curriculum change'

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Introduction: This presentation examines the first author's experiences as a boundary spanner in Physical Education Teacher Education (PETE) during a time of school physical education curriculum reform in Ireland. Over a four-year period, the lead presenter occupied four roles; a physical education teacher, a teacher educator in initial teacher education (ITE), a professional development provider and a PhD researcher. The term 'boundary spanner' is used to conceptualise this type of work that spans across different spaces, roles, and/or settings.

Method: Using autoethnography as a method of inquiry, this study draws on critical incidents to explore the author's experiences in these (multiple) roles and demonstrates the how and the extent to which boundary spanning occurred throughout this time of curriculum reform. Data was collected over a four-year period through researcher diary entries, voice recordings, field notes, and reflections. Data were analysed under three headings (i) PETE change, (ii) National curriculum change, and (iii) Other (Braun and Clarke 2006). The focus of this presentation is on PETE change.

Results: Analysis of the data produced four themes related to PETE change; (1) the realities of implementation in PETE, (2) stakeholder relationships, (3) viewed as a resource by others and (4) personal and professional development as a teacher educator.

Conclusions: This research provides an example of how boundary spanning can increase collaboration opportunities across the continuum of teacher education (European Commission 2013) and provide learning opportunities for teacher educators who occupy these types of boundary spanning roles.

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Original article type

Narrative inquiry as a mean to promote physical education preservice teachers' awareness about intergenerational learning and professional development

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Introduction: The potential of intergenerational learning among teachers is gaining ground in teachers' professional development. Teacher education researchers intend to address the question about what and how do teachers learn from older and younger colleagues (Geeraerts, Tynjala, & Heikkinen, 2018). Some researchers minded to extend the initial teacher education programs by including the dialogue of preservice teachers with retired teachers (Pardy & Reimer, 2018; Santoro, Pietsch, & Borg, 2012), or experienced in-service teachers (Kiviniemi et al., 2021). According to Kelchtermans (2014) narratives are powerful tools to engage preservice teachers in reflection further than the technical aspects of teaching, bringing attention to emotional, moral, and political views.

Objective: The purpose of this study is to investigate the educational inspiration of intergenerational narratives constructed by physical education preservice teachers.

Methods: Within the course of Educational Research of the Master on Teaching Physical Education, twenty-four preservice teachers, divided per eight groups were assigned to develop a narrative based in interviews of teachers that began their teacher career in the decade of 1980s (more than 30 years of teaching experience). Each group invited one or two teachers to share the personal account of their professional history from their initial teacher education. They were also assisted in preparing and refining the interview script they intended to follow.

Results: The challenge of preservice narrative production was to recount in their own words and interpretation the main ideas they brought of the interviews. The narratives produced by the preservice teachers in a whole cover different aspects and perspectives related to the teacher profession, the school, the relation with the students, the subject matter.

Conclusion: In general, preservice teachers underscore the challenge and positive outcome of their narrative construction.

Keywords: Teacher Education; Intergenerational Dialogue; Learning; Narrative.

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The effect of specialized content knowledge on quality of practice and retention in reciprocal peer learning.

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Introduction: Reciprocal peer tutoring is an instructional model where students take turns serving as tutor and tutee to maximize their learning (Metzler, 2017; Mosston & Ashworth, 2008). According to Metzler (2017), effective tutors identify mistakes and provide appropriate guidance for improvement. Knowing how to detect and address common errors is considered knowledge needed to teach and has been defined as specialized content knowledge (SCK)(Ward & Ayvazo, 2016). This study investigated the impact of online SCK-training

with undergraduate students on the quality of Basic Life Support (BLS) practice during reciprocal peer tutoring and the individual BLS-performance at retention. Additionally, the relationship between quality of practice and performance was examined.

Method: Seventy-seven undergraduate students in Kinesiology were randomly assigned to one of two online training modules for learning BLS. The first training focused on learning BLS according to international guidelines. The second training additionally included the detection and correction of four common errors in chest compressions (i.e., SCK). After successfully completing their assigned online training, students participated in a 45-minute BLS lesson using reciprocal peer tutoring with a peer from the same condition. The quality of chest compressions during practice was recorded for all participants using wireless manikins. At retention, individual BLS-performance was assessed using a validated protocol.

Results: Students who were trained to detect and correct errors practiced without errors for 38% of the time vs. 24% for those who were not. SCK-trained students showed less unique errors during practice (Mdn=1 vs. Mdn=2, $p<0.05$) and more chest compressions with adequate rate (Mdn=90% vs. Mdn=69%, $p<0.05$) and adequate release (Mdn=80% vs. Mdn=35%, $p<0.05$) at retention. Overall, the amount of compressions with incomplete release during practice and at assessment were positively correlated, $r(64)=.50$ $p<.001$.

Conclusion: Online SCK-training prior to reciprocal peer tutoring positively impacted the quality of practice and performance at retention.

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Assessing the implementation and immediate outcomes of a sport for development training program based in the teaching personal and social responsibility model

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Introduction: Sport for Development (SfD) programs promote individual development and positive social change (Kidd, 2008). However, such outcomes are mediated by program implementation (Gordon et al., 2021).

Drawing upon implementation science and social learning theories, this study examined a coach training program based in the Teaching Personal and Social Responsibility (TPSR; Hellison, 2011) model. The purpose of this study was to assess the training program's implementation and immediate outcomes.

Method: Participants (n=25) from four youth sport organizations in and around Sri Lanka were diverse in terms of religion, ethnicity, gender, and age. They traveled to the U.S. for a week of training and action planning followed by virtual support until the training team traveled to Sri Lanka for additional training, site visits, and evaluation activities.

Data sources included surveys, focus groups, artifacts, and observations. Trustworthiness was enhanced by data triangulation, peer debriefing, member checks, reflexivity journals, and cultural consultants. Quantitative analysis involved descriptive statistics and paired samples t-tests. Qualitative analysis utilized inductive and deductive approaches.

Results: Findings indicate participants were satisfied with the training and that key learning objectives were met. Paired samples t-tests indicate significant increases in participants' self-efficacy for teaching personal and social skills ($p < .001$, $t = 7.120$, $d = 1.49$). Upon follow up, three of four organizations engaged with ongoing support and implemented action plans to some extent.

Conclusion: This study contributes to the SfD literature by describing and interpreting concrete training strategies to support program implementation (Whitley et al., 2022). Results provide further evidence that TPSR can offer an effective program framework in SfD programs (Wright et al., 2016; Wright et al., 2018). Limitations and challenges will be discussed.

Pre-service teachers' perceptions of learning and using the spectrum of teaching styles in early field teaching placements

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Background and purpose: Understanding the Spectrum of Teaching Styles as a physical education (PE) teacher is critical for many reasons including the diversity of learners and array of learning goals within PE (i.e., physical, cognitive, and affective). Despite research on the effectiveness of using the Spectrum, a more traditional, didactic approach with limited instructional diversity remains popular. Researchers suggest more dynamic learning experiences with the Spectrum is needed during pre-service teacher (PST) training to provide the skills and dispositions needed to use them once in the profession. The purpose of this study was to explore PSTs experiences learning and using several spectrum styles within their early field teaching experiences and how it impacted their beliefs. **Methods:** PSTs (N=11; Female= 7; Male= 4) from one university completed a semester course with multiple spectrum training workshops. Data was collected using video recordings of implementing styles in schools, written reflections, and end of semester individual interviews. **Results:** Using inductive and deductive analysis, data was coded and triangulated identifying three themes. First, early and frequent experiences learning and using the spectrum styles in field placements was essential for building comfortability and future use. PSTs showed anxiety/uncertainty when planning for styles but showed surprise at student success in use. Secondly, PSTs reported wanting more opportunities to implement styles with K-12 students and more support with creating alignment between style choice and learning

objectives. Lastly, variability existed between 4th year and 3rd year PSTs. Subthemes within this theme included developmental stages of comfortability in styles, excitement in success and fear in failure, and struggles with planning. Conclusions: Several core instructional steps are needed to develop PSTs knowledge, ability, and use of teaching styles in field placements. Considerations for PSTs and the developmental appropriateness of their pedagogical skills in adoption of certain styles in sequence is needed.

Learning to integrate STEM into physical education through asynchronous professional development modules

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Introduction: A strong foundation in science, technology, engineering, and math (STEM) has become increasingly important as it continues to play an important role in education. Physical education (PE) provides a unique avenue for the integration of STEM that other disciplines cannot offer.

Method: Nine PE teachers participated in asynchronous professional development modules focused on the integration of STEM into PE. Data sources included semi-structured interviews, pre and post open ended questionnaires about the participants' perceptions of STEM and PE, and discussion board posts. Data were analyzed through a collaborative coding process (Richards & Hemphill 2018). Trustworthiness was increased by using a peer debriefer, multiple coders, negative case checks, and data triangulation.

Results: Four themes are used to describe the experiences of PE teachers learning to integrate STEM into PE: Theme 1: Teacher's knowledge about technology and STEM; Theme 2: Barriers of PE teachers in integrating STEM; Theme 3: "We're already integrating STEM"; and Theme 4: Issues in professional development.

Discussion: Most teachers were comfortable with technology but their content knowledge of science, engineering and math varied. Many believed that focusing on STEM would take away from PE content but the modules made them realize that a number of concepts were already embedded into what they were doing. Teachers indicated a willingness to modify their lessons to better integrate STEM concepts as long as it did not take away from what they wanted to accomplish in PE, and if they had the support of the classroom teacher, especially if they taught at the secondary level.

Conclusion: Integrating STEM and PE is possible if PE teachers are provided the time and opportunities to work with content experts to help them understand the concepts and have STEM be a by-product of the PE lesson rather than the sole focus of the lesson.

Creating a culture of Meaningful Physical Education: A secondary school case study

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Introduction: An enduring goal of physical education (PE) is to impart a lifelong commitment to physical activity (Kilborn, et al., 2015) which has led to an increase in the need for educators to prioritize meaningfulness in PE (Fletcher, et al., 2021; Fletcher & Ní Chróinín, 2021; Harding-Kuriger, 2021).

Objective: The purpose of this research was to examine the experiences of secondary physical education teachers implementing a Meaningful PE (Fletcher, et al., 2021) approach in rural Alberta.

Methods: We used case study methodology within a community of practice (CoP) (Armour, et al., 2017) to enable PE teachers to explore the features of Meaningful PE (Beni, et al., 2017). Two PE teachers in a rural secondary school in Alberta were members of the CoP (Armour, et al., 2017) supported by the primary researcher and a graduate student. In line with key recommendations in professional development (PD) (Parker & Patton, 2017), we introduced the blueprint of the Meaningful PE (Fletcher, et al., 2021) approach and features (Beni et al., 2017) to the CoP using freely accessible online resources and a variety of communication methods. Both participants focused on Meaningful PE features (Beni et al., 2017) with several secondary classes in grades seven, eight, and nine. Multiple forms of qualitative data were gathered and analyzed to gain a deeper understanding of participants' experiences including journals, observations, and interviews.

Results: Data analysis produced a number of themes including the value of support (internal and external), the contextual adaptation of the features (Beni et al., 2017), and the importance of both reflective and reflexive practice.

Conclusion: The themes illustrated the value of the CoP (Armour, et al., 2017) for teachers implementing innovative pedagogical principles as well as the need for contextual flexibility. The results are impactful for professional development and implementation of quality PE in secondary schools.

Keywords: body image, visual impairment, body dissatisfaction.

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Theme 3: Pedagogy, Curriculum & Assessment

Guiding Principles for Generating Life-centric, Supersmart Threshold Concepts for Quality Physical Education in Society 5.0

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Introduction; This paper addresses: 'How might Health/Physical Educators (H/PE) engage trans-nationally across disciplines and sectors to generate and employ new Threshold Concepts (TCs) for H/PE praxis in Society 5.0?' Deguchi (2020) defined Society 5.0 as a 'people-centric and supersmart society', where the purpose of technology is to improve peoples' lives. Therefore, Society 5.0 calls for reimagining of Quality PE (QPE) (McLennan & Thompson, 2015). Faced with this dilemma, H/PE educators may, as is typical, reach for an eclectic range of conceptual and pedagogical ideas (Evans, Davies & Penney, 2012; Tinning, 2008), historically built across knowledge structures (Bernstein, 2000) from a range of disciplines particular to their own cultural locations. What does this mean for QPE?

Methodology: We used a life-centred design approach (Borthwick & al, 2022). Stimulated by existing TCs for PE (Author, 2021), H/PE educators in three countries engaged in two workshops, attempting to create a framework of principles for generating and employing TCs for QPE in Society 5.0. Transcriptions were analysed using theoretical, empirical, and dialogic research approaches (Löhr et al., 2020), where (i) each participant first coded the ideas individually from workshop 1, and then (ii) participants collectively critiqued and challenged each other's and the three-nation consensus from workshop 2.

Findings: A framework of principles was created, delocated from the original sites of this work so it can be re-located into local cultural enactments of H/PE. Thus, the principles offer both a diagnostic framework and generative approach that H/PE educators can employ for a life-centred, super-smart pivot for TCs for QPE in Society 5.0.

Conclusions: This paper offers a suggested theoretical-empirical-dialogical-generative framework, using life-centred design, that can be used in the pursuit of new TCs for the H/PE profession. We assert that current and future TCs for H/PE must be 'life-centric' to deliver on the ambition of QPE in Society 5.0.

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Historical analysis of the curricular influence in the subject of Physical Education in Chile.

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The disciplinary construction of Physical Education in Chile has been little studied, especially from educational and pedagogical perspectives, so its evolution currently lacks a critical perspective on its work (Rivera & Henríquez-Alvear, 2019) and reproductive perspectives in the school system and society (Rivera & Henríquez, 2018).

Therefore, the objective of this work is the historical analysis of the curricular influence developed in the subject of Physical Education in Chile, taking the work of Murillo (1872) up to the present as an initial milestone.

The research methodology is qualitative interpretive, and a content analysis is used, with the use of Atlas.ti software. Where the information present in databases, files, books or photographs, were taken as textualities, that is, data to be analyzed. The data reduction process was developed through coding and categorization, the latter being proposed as a reference framework to analyze and contrast

the results with theory, historical facts, and political-educational processes (Banks, 2010; Bardin, 2002; Cáceres, 2003).

The results show that the curricular programmatic influence in the current curriculum from the past is evident, this from the interests and purposes pursued by Physical Education to its contents. The data analyzed show that the genesis of Physical Education in Chile, rooted in the consolidation of the Nation-State, cultural homogeneity, sports competitiveness and the biomedical-eugenic perspective remain as pillars of the development of the subject. Through the data, the need to study and create the disciplinary code of pedagogy in Chile is concluded, in order to generate a critical perspective that allows promoting new educational paradigms, different from those present in the country during the 19th and 20th centuries.

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Assessment practices of Quebec physical education teachers: interpretation and grading

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Introduction: Among the set of tasks specific to the teaching profession in Physical Education and Health (PEH), quality assessment is considered essential to foster optimal student learning (Leirhaug & Annerstedt, 2016). Despite numerous definitions, findings shared by different authors and guidelines in official documents, assessment remains one of the main challenges faced by PEH teachers (López-Pastor et al., 2013). Teachers particularly struggle with justifying the grades given to students (Svennberg et al., 2014), particularly because of an assessment process they perceive to be highly subjective (Williams et al., 2020). To our knowledge, few studies have focused on the process by which PEH teachers move from observations to a grade.

Objective: The purpose of this paper is to describe the assessment practices of PEH teachers with respect to the interpretation and grading steps.

Methods: An exploratory sequential mixed-method design was conducted (Creswell, 2014) with PEH teachers in Quebec (Canada) and the results presented come from interviews (n=16) and questionnaires (n=164).

Results: Our results show that participants use different strategies to interpret what they observe

from students. When assigning a grade, the main strategy identified is to combine a mathematical approach with their professional judgment. They often take into consideration all the marks taken during an instructional sequence to assign a grade to students. The main finding of this study is consistent with the scientific literature: the interpretation and grading steps are highly subjective in PEH (Marmeleira et al., 2020; Williams et al., 2020).

Conclusion: Future research interested in assessment in PEH should go beyond describing current assessment practices and their challenges to develop strategies that truly address teachers' assessment needs.

Keywords: physical education and health, assessment, teachers practices, interpretation, grading.

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The Impact of Riding for Focus (R4F) on Middle School Student Motivation in Physical Education and Participation in Extracurricular Biking Opportunities

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Introduction: To maximize student participation within school-based physical activity opportunities requires purposeful collaboration among teachers and other community professionals. Teachers using R4F in their physical education programs reported students showing interest in biking opportunities outside of physical education (Blevins, 2019). **Objective:** The purpose of this study was to examine the effect of the R4F program on middle school students' motivation in physical education and to participate in extracurricular biking opportunities. The trans-contextual model of motivation (TCM: Hagger et al, 2003) was used as a theoretical model to examine this relationship. **Methods:** Twelve intact classes (N = 195) of middle school students experienced a 3-week R4F outdoor biking program in their required physical education class and were provided the opportunity to participate in a bi-weekly after-school biking club. All students completed two waves of survey data collection connected to the latent variables embedded in the TCM. A path analysis was conducted to examine the predictive relationships within the TCM. **Results:** Analyses revealed the R4F program elicited significant increases in students' autonomous motivation in physical education that predicted autonomous motivation for biking during leisure time ($\beta = .43, p < .001$). Subjective norm expectation, or the perceived importance significant others (peers) placed on biking provided the strongest predictor of students intention ($\beta = .41, p < .001$) and actual biking behavior ($\beta = .510, p < .001$) within the extra-curricular context. **Conclusion:** Findings of the study suggest that students who experience the R4F program in physical education transfer their autonomous

motivation for biking in physical education to extra-curricular biking participation.

Keywords: Transcontextual Model of Motivation, Mountain Biking, Middle School Physical education

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Introduction: It was noticed an evolution of the discussion of “olympic education” values since the first writings of Coubertin, its different phases, the creation of the term by Norbert Muller, many discussions of different approaches by Roland Naul, and varied perceptions, contributions and criticisms, shaping the called “educational themes of Olympism” that Canadian researcher Deanna Binder had with her work in 2012, considered as a milestone of this conception Method: The review of international scientific references took place through the “Connected Papers” software, which presents works of “origin and derivation”, creation of bibliography for thesis and presents an overview of an academic field Results: After studying the antecedent texts and those derived from the field of studies on Olympism's educational themes, it was able to highlight categories that would deserve greater emphasis. The first would be about Coubertin's considerations about a certain integral education, which would educate youth in a physical, mental and social way. The second would be about Olympic education as a pedagogical methodology: would it in fact

be an ideological inscription with pseudo-religious characteristics with the objective of social neocolonization and inclination to capitalist consumerism? Or would it be an opportunity to express critical pedagogies based on values that, before being Olympic, are human, and have in the Olympic history, an immense arsenal of facts and examples. Finally, the category of analysis of programs of Olympic education in practice. The production and dissemination of empirical studies on the results of these programs. Conclusion: There is a need for new insights into the themes of “holistic education”; the pedagogical methodology hanging between the “capitalist ideological inscription” and the critical possibility based on examples of historical facts; and finally, on the empirical work produced in identifying changes in the “world of life” of participants in Olympic education programs.

Gender differences in study satisfaction of physical education students – a mixed-methods-design

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Introduction: Study satisfaction represents an important construct in empirical higher education research. A high level of study satisfaction is predictive for academic achievement, career opportunities and students' physical and mental health and is therefore considered an indicator of successful higher education. At the same time, gender has an influence on study satisfaction, with males often having shown higher levels of study satisfaction (1). Especially coping with stress is associated with gender differences since women seem to perceive stress more strongly. In this regard, physical education students are exposed to additional subject-specific stresses such as physical demands or study delays due to injuries. Although appropriate instruments are available, study satisfaction is rarely analyzed in the context of physical education students.

Objective: The present study aims to investigate gender differences in study satisfaction in physical education students.

Methods: Based on the person-environment-fit-model (2) the study satisfaction – operationalized according to Westermann et al. (3) – of physical education students at a German university is investigated in a sequential, explanatory mixed-methods design from a gender perspective. For that

purpose, the results of an online survey ($n = 553$) are integrated with the findings of episodic interviews ($n = 18$). The evaluation of the survey was performed by multivariate analyses of variance, while the interviews were analyzed via content analysis.

Results: Quantitative results show slight gender differences in one subdimension of general study satisfaction, coping with study stress, in favor of male students. Consistently, in the qualitative phase of the study, female students report more stress caused by practical examinations, study organizational requirements and restrictions due to the pandemic.

Conclusion: The study reveals gender differences in study satisfaction of physical education teacher students thereby contributing to the understanding of influences on student satisfaction in higher education.

Keywords: study satisfaction, gender differences, teacher education, mixed methods.

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Factors influencing PE teachers' subjective warrant changes over time: Facilitators and barriers to innovation for curriculum and pedagogical reform

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Introduction: Physical Education (PE) teachers enter the profession with a subjective warrant (thoughts, feelings and beliefs towards teaching PE) influenced by the group habitus (shared dispositions) valued within the field(1,2,3). Understanding how PE teachers' subjective warrants change over time provides insight into disrupting the group habitus away

from sport as technique, traditional curriculum that arguably does not lead to learners valuing a physically active life beyond school(4,5,6).

Aim: Explore PE teachers' subjective warrants' (thoughts, feelings and beliefs) changes over time to highlight the facilitators and barriers to innovation for curriculum/ pedagogical reform conducive to 21st century learners valuing physical activity for life.

Methods: Informed by the interpretivist paradigm, semi – structured life story interviews were conducted with 29 PE teachers at different career stages for this cross – sectional, qualitative study. Complementing Occupational Socialisation Theory (OST) framework, Bourdieu's habitus, capital, field and practice were adopted as thinking tools to inform thematic analysis of personal, situational and societal factors influencing changes to the subjective warrant over time.

Results: Five themes were identified: 1) Feelings of accountability, affirmation and acceptance within the profession changed over time. 2) Imbalance between pedagogical content knowledge (PCK) taught during Physical Education Teacher Education (PETE) and Subject Content Knowledge (SCK) valued in school leads to washout. 3) Impact of changes in examination PE on perceived competence to teach. 4) Increased administration/ pastoral responsibilities' impact on teaching innovation. 5) Factors influencing innovative orientated teachers to pursue other roles in school.

Conclusion: Traditional curriculum SCK is exchanged as capital for acceptance and affirmation within the PE field. When traditional SCK and innovative PCK are equal, innovative orientated teachers are empowered to promote curriculum and pedagogical reform, consequently broadening the group habitus. Consideration needs to be given to the role, responsibility and value of teachers to ensure high quality, innovative teaching.

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Understanding PE teachers’ opinions about physical fitness assessment in children aged 10-11 years

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Introduction: Physical fitness assessments for children, aged 10-11 years were performed in the province of Luxembourg. Children went to sports centres with their teachers to achieve a battery of 8 tests, evaluating different parameters of their physical fitness. However, this assessment campaign was restricted to the evaluation physical fitness and was focused on performances. Moreover, PE teacher’s involvement in this campaign seemed

limited. From October 2023, the framework of the campaign will be modified following recommendations of the new curriculum for health and physical education. (1)

Objective: The aim of this study was to collect PE teachers’ opinions about the objectives of the campaign, their role and how the campaign fitted into their PE lessons.

Methods: Interviews were conducted to meet forty-five PE teachers involved in the 2022-campaign. Discussions were recorded. Ideas discussed in each interview were transcribed. This procedure was used to create an online survey.

Results: Thirty-seven PE teachers completed the online survey. Very few PE teachers were involved in projects regarding the new curriculum. Ninety-two percent of PE teachers prepared their students for the tests. Ninety-two percent of PE teachers informed their students about their results. Results were not discussed with parents. Three-quarters of PE teachers wanted to further integrate the campaign.

Conclusion: This survey analysed the impact of this campaign on teachers’ interventions, as well as the barriers encountered. This study could allow a better collaboration between PE teachers, parents, researchers, and members of the sports service for the development of future campaigns.

Keywords: physical fitness, assessment, survey, PE teachers.

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A concept analysis of embodiment in physical education

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Introduction: Interest in and debates around meaningful movement and embodiment in physical education (EPE) have grown over the last ten years. These discussions centre on a degree of conceptual clarity for talking pedagogically about embodiment, and consideration of ways of applying it in practice in meaningful ways. The aim of this study is to systematically analyse the theoretical concept of embodiment presented within physical education (PE) literature, in order to support a conceptual clarity upon which to build well-grounded pedagogical insights and practices for school-teachers and their students, as well as PE teacher educators.

Method: A narrative literature review methodology was used to identify twenty-three (23) papers from peer-reviewed literature between 2010 and 2021 that had some focus on embodiment. These were analysed using Rodgers (2000) theoretical evolutionary concept analysis method to systematically identify characteristics associated with the concept in published literature. Data analysis involved the systematic extraction and analysis of the literature for surrogate terms, related concepts, attributes, antecedents, consequences, and references to the concept.

Results: Despite conceptual variances across the articles analysed, a set of common attributes that included intentionality, affect, meaning, sharing, and unity were identified. The review identified potential consequences of EPE including deeply transformative and meaningful change in the learner, the context, and the teacher. Events, situations or phenomena that precede EPE are broadly linked to the teacher, the learner, and the context.

Conclusions: The concept of embodiment as it pertains to its theoretical/ philosophical deployment in PE, is both complex and varied, limiting its potential to inform the pedagogical practices of teachers and therefore realise the consequences espoused. To temper this disconnect, the paper provides accessible, yet provisional guidance for teachers via clusters of familiar characteristics with accompanying descriptions of what the literature suggests as important for embodied approaches.

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Primary school teachers and emotionality in the physical education classroom in a post-pandemic setting

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The pandemic has caused different consequences in the education and health of schoolchildren, being the psychological effects one of the most worrying. The school and especially Physical Education teachers are called to play an important role in the emotional containment of schoolchildren (Filiz and Konukman, 2020; González-Calvo et al., 2022). On the other hand, evidence shows that the psychological consequences caused by the pandemic have a negative impact on the mental health of children and young people at school, causing stress, distress and episodes of depression, among other symptoms (Ravens-Sieberer et al., 2022; Sifat et al., 2021). The objective of this study is to analyze the perception of Physical Education teachers in the context of the return to face-to-face teaching, with respect to learning and emotional aspects within the school classroom. This study is inscribed under the interpretative phenomenological paradigm, through a qualitative methodology (Flick, 2018). The data for this research were collected during the months of May and June 2022 and 12 elementary school Physical Education teachers participated. Semi-structured interviews were used for data collection intentional gender equity and years of experience. In terms of results of the data analysis, associated categories emerge emotionality in the classroom, learning gap, the importance of teacher-student interaction, specialized emotional support, effective communication and emotional regulation. As for the conclusions, the teachers highlight the commitment in the containment and evaluation of the socioemotional and psychological state of the students, in addition to ensuring the incorporation of methodologies that consider emotional work. Inside the

classroom, teachers recognize the importance of affectivity and motivation in their didactic deployment, promoting learning through a healthy classroom climate.

La evaluación formativa en la formación del profesor de educación física en la UM Chile: Saberes y percepciones que evidencian estudiantes de educación física en su práctica

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La presente investigación se enmarca en el ámbito de la Formación Inicial Docente en Pedagogía en Educación Física. Se presentan los resultados de la indagación respecto a lo que conocen y perciben de la evaluación formativa los estudiantes en práctica profesional de la carrera de EF y como aplican ésta en sus intervenciones durante el proceso de E-A en clases. El método utilizado es mixto, descriptivo, no experimental y de corte transversal. Se aplica un guion de observación, validado por expertos y una entrevista que considera 4 preguntas. La muestra fue conformada por 64 estudiantes de práctica profesional de la carrera Pedagogía en Educación Física Deportes y Recreación para Educación Básica y Media, de entre los cuales 42 fueron entrevistados. Los resultados dejan en evidencia que tienen aspectos confusos de la evaluación formativa y que no logran comprender a cabalidad la coevaluación y autoevaluación y cómo aplicarla. Pese a ello, se verifica que aplican retroalimentación, apoyo específico a los estudiantes que lo requieren y consideran el error como un recurso para el aprendizaje. También, se rescata la valoración que le atribuyen a la evaluación formativa en el proceso de E-A, aunque reconocen que en el contexto escolar tienen dificultades para aplicarla.

Abstract

Formative assessment in physical education teacher training at UM Chile: Knowledge and perceptions evidenced by physical education students in their teaching practice.

The present research is framed within the scope of the Initial Teacher Training in

Physical Education Pedagogy. The results of the investigation are presented with respect to what the students in professional practice of the PE career know and perceive about formative assessment and how they apply it in their interventions during the process of E-A in classes. The method used is mixed, descriptive, non-experimental and cross-sectional. An observation script, validated by experts, and an interview with 4 questions were applied. The sample was made up of 64 students of professional practice in Physical Education, Sports and Recreation for Primary and Secondary Education, 42 of whom were interviewed. The results show that there are confusing aspects about formative assessment and that they do not fully understand co-assessment and self-assessment and how to apply it. In spite of this, it is verified that they apply feedback, specific support to students who require it and consider error as a resource for learning. They also value formative assessment in the E-Learning process, although they recognise that in the school context they have difficulties in applying it.

Assessment of games from aligned and ecological perspectives in Physical Education

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Introduction: While teaching approaches within a tactical perspective (e.g., Teaching Games for Understanding) proliferate and their wide-ranging benefits are increasingly demonstrated, assessment within these approaches presents challenges, mainly relating to the assessment instruments (1, 2). Even though the available instruments represented an improvement in the collection of information, they face issues that make difficult an ecological and aligned assessment of games from a tactical perspective (3). For an aligned, ecological assessment, instruments should consider the teaching-learning elements that support learning outcomes, the concrete educational context, and the demands of learning (4, 5). As alignment and ecology are key criteria to enhance the teaching-

learning-assessment process in games (6), the proper development of the teaching-learning process could be affected by inaccurate results reported (7).

Objective: In this context, our purpose was to develop a new instrument that allow an aligned, ecological assessment in football from a tactical perspective.

Methods: First, in the development stage, criteria were: (a) identified through a literature review; (b) delimited through an exploratory observation; (c) determined by consulting experts. Second, in the validation stage, we obtained: (a) content and comprehension validity by consulting experts and through a systematic game observation; (b) construct validity by comparing the tactical outcomes from two different groups; (c) criterion validity by comparing the tactical outcome using another instrument, and (d) reliability through inter-rater reliability.

Results: A new instrument has been developed with information from multiple entry points and pathways across the various elements in a setting, what in games implies considering: (a) game phases, (b) learners' roles and (c) the interactions between the three tactical levels of play, nested in the unit of observation in real-game situations, attending to the institutional context and avoiding indexes.

Conclusion: A new 22 criteria instrument is provided that allows an aligned, ecological assessment in football from a tactical perspective.

Keywords: Assessment Instrument, Tactical outcomes, Tactical learning, teaching-learning process.

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Game-based approach for teaching martial arts: proposing the organization of contents

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Introduction: Martial Arts (MA) is a lifelong physical activity that has been growing in the number of practitioners around the world. Practiced in a variety of settings, by people of all ages, characteristics, and engagement objectives, MA are being included in physical education curricula in many countries, representing the values of the bodily culture of movement.

Objective: We propose a contents organization for the combat actions typically present in different MA, by which teachers and coaches can develop pedagogical objectives to teach MA through combat games.

Methods: A review and critical analysis of the main pedagogical approaches to teaching MA from Portuguese and Spanish literature supported our proposal.

Results: We first provide an explanation of combat actions, the fundamental characteristics that classify combative activities, and the different approaches to teaching and organizing MA pedagogical contents. Our proposal starts with a general organization of possible combat actions in two main groups: (a) actions with weapons (one category: implement

handling) and (b) actions without weapons (three categories: throws, groundwork, and striking). We then lay out a detailed description of the possible combat actions present in a variety of combat games organized into seven subcategories: (a) grapple/pull/push (overview of where a player can grapple or touch the opponent); (b) unbalance (possible directions to unbalance opponents); (c) body movement (possible body positions and movements performed in the different combat games); (d) falling techniques (impact absorption specific for throwing actions); (e) attack/counterattack (offensive possibilities in combat games); (f) defense (defensive possibilities in combat games); and (g) special movements (additional combat actions not organized in the previous categories).

Conclusion: This proposal aims to bring additional insights into the creation of safe and motivating environments for teaching MA to youth through a game-based approach and formally validating such activities in physical education curricula.

Keywords: sport pedagogy, physical education, combat sports.

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Competition in Physical Education and Mental Health and Wellbeing: working with students-as-researchers to explore student perceptions and experiences

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Competition in PE is a widely debated matter (Aggerholm et al., 2018). To our knowledge, there is no previous research exploring pupils' perceptions and experiences of competition and how this is related to and affects students' mental health and wellbeing (MHW). Debates about the importance of MHW have burgeoned in recent years (WHO, 2020) and developing a robust evidence base on PE practices that promote positive MHW is required (OECD, 2019). To address this gap, we report evidence from a research project designed to answer the following research question: What are the students' views and perceptions about the effect of competition on their mental health and wellbeing? Adopting a participatory research approach, the study consisted of two phases: 1) working in

partnership with six year 8 pupils (aged 12-13) from one school to co-construct a pupil questionnaire on PE, competition and MHW (pupils-as-researchers); and 2) distributing this questionnaire to a large number (n=300) of year 8 pupils from three secondary schools. The rationale for phase one was that children are social actors and subjects-with-voice (Nind et al., 2012) and that researchers need to value the 'insider' knowledge they bring to the inquiry (Horgan, 2017). From this perspective, working with children to co-construct a questionnaire on a topic largely unexplored had the potential to empower children to exercise their rights for social action on issues that concern their lives (Wilkinson and Wilkinson, 2018), and to subsequently produce an output of relevance and meaning to them. In the presentation, reflections on this novel methodological aspect of the project will be offered (e.g., understanding student-researchers' rationale for each questionnaire item offered insights on what they value), followed by the content of the constructed questionnaire and results from its distribution to three schools (data collection is not yet complete at the time of writing).

Structures and experiences of postdoctoral fellowships for fellows and supervisors in PE

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Introduction: While postdoctoral fellowships (PDFs) have long been commonplace in natural sciences, they are becoming increasingly prevalent in other areas, including social sciences disciplines, such as physical education (PE) (Jadavji et al., 2016). Despite this growth, understandings of PDFs remain nebulous to many (Woolston, 2020).

Objective: The purpose of this research is to examine the structures of PDFs in PE internationally and the experiences of fellows and supervisors.

Methods: Fourteen fellows and five supervisors participated in a one-on-one semi-structured interview. We conducted a thematic analysis of the data, conceptualized through Dewey's (1938) theory of experience.

Results: We found PDFs in PE to be extremely diverse in terms of structure, funding, supervision, length, composition and of fellows' and supervisors' perceptions of what fellowships are and what purposes they serve. Results point to a wide array of objective conditions (e.g., family/relationship status,

location), rather than internal conditions (e.g., career aspirations), that influence fellows' decisions to engage in, and their experiences of, these positions, ranging from extremely positive to extremely negative. Lack of institutional support is a key condition influencing the quality of such experiences.

Conclusion: This research holds key implications for understanding and supporting postdoctoral roles in PE – both at the supervisory level and more broadly - as they become increasingly prevalent. There is a need for greater clarity in defining the role of PDFs and where/how they fit within institutional structures, along with stronger advocacy for access to supports and fair salaries.

Keywords: early career, research, supervision, academia

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Perceived water competence of 6-year-old children in Finland

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Introduction: Appropriate aquatic skills could protect young children from drowning. Children's perceived motor competence may have an important role in children's understanding of water safety issues and learning to swim.

Objective: The aim of this pilot study was to measure the level of 6-year-old children's perceived water competence in Finland.

Methods: Participants were 222 preschool children from different parts of Finland. Children answered with parents' help to the digital questionnaire modified from the Pictorial Scale of Perceived Water Competence (PSPWC) measure (Morgado et al.

2020). Ten tasks representing competence areas were included: (1) Lying down in a prone position, (2) standing in the water, (3) catching an object, (4) Back and (5) Front stars, (6) Water entry by slide, (7) Leg propulsion on the back and (8) front, (9) Jump into the water and (10) Longitudinal rotation). Descriptive statistics (%) were used to describe children's perceived competence.

Results: Preschoolers perceived their water competence mainly positively. Almost all (92%) children perceived themselves being able to lie down in shallow water. More than 70% of the children perceived that standing in submersion at the shoulder level and catching an object under water is easy. Approximately 40% of the children perceived themselves being able to do Back and Front star, 41% to enter water by sliding and 55% by jumping and 43% to turn from the front to the back.

Conclusion: The main results of the study showed that approximately 40% of children perceived their water competence to a level in which basic swimming skills could be easy to learn. On the other hand, 5% of the children perceived fear towards water entry in shallow water. Six years of age could be a good period to encourage children to play in the water, and little by little to start learning basic swimming skills.

Keywords: self-perception, water competence, children.

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Transforming teaching and learning in physical education (PE) and physical education teacher education (PETE): A critical narrative review of remote teaching during COVID-19

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Introduction: The shift to remote learning as a result of the COVID-19 pandemic took physical education (PE) and PE teacher education (PETE) educators by surprise. An increasing amount of research has explored how teachers found/experienced the shift to remote learning. This critical narrative review draws on bell hooks' engaged pedagogy to examine the pedagogies deployed by PE teachers and PETE educators in response to COVID-19.

Method: Full-text, empirical studies between 2020 and 2022 were accessed through Academic Search Complete, Education Database (ProQuest), Education Research Complete (EBSCO), ERIC (EBSCO), Scopus, and SPORTDiscus. In total, 86 articles were considered for full-text review, with 38 articles moving to data extraction after having met the study's inclusion criteria. We used inductive and deductive methods of data analysis.

Results: Findings are reported and discussed according to (a) the inductive identification of pedagogies deployed by PE teachers and PETE educators during COVID-19; and (b) the deductive analysis of the literature using bell hooks' engaged pedagogy as a theoretical lens. This review determined that whilst the COVID-19 pandemic may have signalled an opportunity to advance an engaged pedagogical approach in PE and PETE, there was scant evidence of teachers or researchers choosing this path. Instead, innovation, criticality, creativity, mutuality, engagement and meaningful learning was suspended in favour of day-to-day survival.

Conclusion: Most papers focused on remote learning enablers rather than engaged pedagogy; that is, they focused on the communication technologies required to connect to online spaces and then to teach within them. We outline directions and critical challenges for PE teachers and PETE educators to develop equitable, inclusive, and empathetic classroom spaces which seek to create learning that is transformative, dynamic and holistic.

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Physical Education Teacher Education in Brazil: challenges in the transformation of the habitus of pre-service teachers according to teacher educators

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Introduction: Pierre Bourdieu's sociological approach, as well as his conceptual tools, has been used and recognized as potential analytical framework in Physical Education field (Lisahunter & Smith & Esmerald, 2015). In teacher education field, there are many problems and challenges that Bourdieu sociological approach can be helpful such as the reproduction of Doxa through practice (Hunter, 2004) or the comprehension of social fields and the habitus of the agents who participated in teacher education process, like teacher educators, pre-service teachers, and others (Hilgers & Mangez, 2015).

Objective: In this way, the aim of the study was to investigate the challenges in the transformation of pre-service teacher's habitus according to the considerations of six well experienced teacher educators and researchers of four well recognized Brazilian Universities at Sao Paulo State through semi-structured interviews.

Methods: We analyzed the results with content analysis (Bardin, 1991).

Results: The main results were divided in two categories: 1) Possible reasons for the inability of the university and professional education field in the process of transforming the habitus; and 2) the role of agents inserted in this process (teacher educators, pre-service teachers, etc.) so that the transformation of habitus can be possible. In general, the participants recognized that the current curricula in the field of Physical Education Teacher Education have not contributed to this transformation process, so that pre-service teachers often conclude graduation with strong remnants of the student habitus. On the other hand, in the professional field, the teachers' habitus (or professional habitus) is a

fundamental condition for acting as a teacher in the perspective of professionalization.

Conclusion: In this sense, the study indicates that elements of curricular anachronism, structures that distance schools from universities and an increasingly shorter and disciplinary education process are elements that need to be rethought in the field of Physical Education Teacher Education.

Keywords: Teacher education, Teacher preparation, Professional development, Curriculum, Pierre Bourdieu.

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The fitness barometer, a tool for physical education teachers

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Introduction: Belgium has been working on physical fitness assessment since a couple of years (1994, 2004, 2013) (1) (2) (3). In the Province of Luxembourg, a physical fitness campaign was organised every year for children in grades 5 and 6 (10-11 years). In October 2023 this campaign will be modified to provide motor and physical assessment, and health promotion. Several fitness tests will be removed.

Objective: The aim of this study was to provide a complete fitness barometer with the results of the campaign 2022.

Methods: In 2022, 4,344 children aged 10 and 11 years performed 8 fitness tests, assessing upper and lower limbs explosive power, cardio-respiratory

endurance, speed, flexibility, and abdominal endurance. Tests were assessed by external assessors. Data were analysed by researchers. R software (Remdr) was used for statistical analysis. Four groups were categorized by gender and age. Descriptive statistical analysis of percentiles was conducted for each group.

Results: Percentiles divided statistical series into different categories that allowed each child to be placed in relation to usual values of children of his/her province, age, and gender. Results for each child highlight some qualities and weaknesses of his/her physical fitness, at the assessment time.

Conclusion: This barometer delivered to PE teachers an individualized profile for each student. Collective results were provided for the PE teacher showing strengths and weaknesses of their class. Physical fitness is one domain of competencies that a person must develop to be physically active. Other domains of competencies should be added to this campaign.

Keywords: physical fitness, assessment, barometer, PE teachers.

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PE & Health: exploration of students' perceptions of a new curriculum in the French Community of Belgium

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Purpose : French Community in Belgium reforms its education system by modifying its physical education (PE) curriculum, from traditional PE to PE and Health (PE&H). The new domains are: “Health and safety management”, “Motor skills and self-expression” and “Social-motor skills and citizenship”. This reform will take place in 2026 in secondary schools.

The aim of this study is to explore the perceptions of students about this upcoming curriculum change, particularly about the health-related matter.

Methods : The study was longitudinal. Third grade secondary school students (14-15 years old) received a presentation on the current PE system (2022) followed by a questionnaire. A second presentation was given about the PE&H, followed by a questionnaire with the same questions, but where students were asked to project themselves this future education program. Questionnaires were composed of themes related to the health matter (the place of PE in school, motivation, its importance, nutrition, self-confidence and self-esteem, safety and body awareness). Students were asked to give their opinion on a five-item Likert scale (1 = unfavorable to 5 = favorable).

Results : 107 participants took part in the study. Students seem to be in favor of the PE&H curriculum (global score= 4,01/5 ± 0,92), compared to the former one (3,55/5 ± 1,1). Perceived motivation (4.04/5 ± 1.05 for the current PE curriculum and 3.92/5 ± 1 for the new one) and the place of PE in the school environment (4,43/5 ± 0,75 for the current physical education curriculum and 4,48/5 ± 0,78 for the reform) are the only scores without a significant difference in favor of the PE&H curriculum.

Conclusions : The students seem to be in favour of the reform of the PE curriculum. Motivation about PE and perceptions of its role in the school environment remain however a challenge for future PE teachers and are discussed in this presentation.

Theme 4: Equity, Diversity & Inclusion and Honouring Indigenous Knowledges

Sports in prison: Inmates' perspectives on coaching effectiveness

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Introduction: Studies focusing on the providers of sport interventions in prisons are rare (Wicker et al., 2023). Given this research gap, the present study examines inmates' perceptions about effective coaches.

Objective: Which factors of coaching effectiveness do inmates perceive to be important for coaches working in prisons?

Methods: The theoretical framework is based on the definition of coaching effectiveness by Côte and Gilbert (2009): Effective coaches need (1) professional, interpersonal, and intrapersonal knowledge, and should (2) help athletes to achieve outcomes. Furthermore, it is important to consider (3) the specific coaching context. As part of a larger research project with four sport programs in an open German prison, this study performed qualitative and semi-structured interviews with five inmates who participated in at least three programs. The interview guide protocol as well as the categories for the deductive content analysis are based on Côté and Gilbert's (2009) model.

Results: Inmates judge the professional knowledge especially on language of the coaches. Interpersonal knowledge is perceived as important in regard to the specific prison culture. Notwithstanding, coaches' intrapersonal knowledge seems to be less important to inmates. The development of sport-specific competences is perceived as a motivational factor to further participate in sports. To connect with others is not particularly important for the inmates, as prisons are not seen as places to make friends. In the inmates' opinion, the prison requires coaches to have sensitivity for the group and situations.

Conclusion: The results illustrate the importance of context-specific coaching skills in prisons.

Keywords: coaching expertise, instructor, knowledge, athletes' outcomes, content analysis.

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Conducting a novel participatory, inclusive physical education research project in schools in England: research protocol and ethical considerations

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In this presentation, we will discuss the main assumptions underpinning the study protocol of a novel participatory research (PR) project and will reflect on the ethical considerations raised. A proof-of-concept study, the main research question of the study was: Can a novel PR approach be implemented in secondary schools, and does it offer a powerful way to understand the authentic voices and experiences of disabled students and their peers about inclusion in PE? Two case study secondary schools, and two PE teachers and eight Year 8/9 students from each school were recruited.

The novelty of the study was to bring together disabled and non-disabled students and a research facilitator to create a research community to better understand disabled students' lived experiences of inclusion/exclusion in PE. Students ('student-researchers') designed the purpose of their study, developed research skills, collected and analysed data from their peers, and carried out impact activities to inspire change in their school. Forming an inclusive research community was an intentional decision based on a number of premises, including: 1) perceiving individual differences as assets that enrich students' learning/development; 2) engaging student-researchers from various backgrounds/abilities to access the voices of diverse learners in ways that otherwise would not be achieved; and 3) promoting student agency, ownership and collaboration

throughout the research cycle, including authentic, student-led impact processes, to increase the impact and sustainability of the project (Nind et al., 2022; UNESCO, 2017). A number of ethical considerations were raised, including strategies in place to ensure accessibility of research methods employed, issues around confidentiality and anonymity when students are the researchers in a school environment, and reassurances that no child would be marginalised in the research community. Reflecting on the ways these considerations were addressed is important to advance methodological knowledge about ways to conduct school-based PR inclusively.

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Anti-Racist (Physical) Educator Course

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Introduction: Educators are failing Black youth in schools and physical education. Anti-racist pedagogies are needed to help educators teach Black students successfully. This study aimed to implement an anti-racist (physical) educator course to inform teachers about anti-Black societal practices that view Black bodies as expendable, interrogate hidden curriculum practices and the racialization of space, provide anti-racist teaching strategies that affirm the worth of Black students, and reflect and create measurable action plans that foster social justice. Methods: Participants engaged in a 10-week seminar course that met once a week for two hours using critical dialogue for eight case studies from the book *Critical Race Studies in Physical Education* (Blackshear & Culp, 2023). Participants submitted reflective responses to weekly prompts and created anti-racist projects (case study and action plan) using the case study formula (Gorski & Pothini, 2018) provided in *Critical Race Studies in Physical Education*. The PIs and preservice teacher-participant debriefed after each class for process evaluation. Participant data (e.g., weekly reflections, narrative statements, and final projects) were analyzed independently using Clarke & Braun's (2018) thematic analysis steps before analyzing collaboratively, looking for patterns and themes that aided in developing a pre- and post-assessment measure (e.g., survey) of course effectiveness. Results: Three themes were identified, including 1) a lack of awareness of many issues that affect Black youth, 2) acknowledgment and accountability for engaging in harmful pedagogical practices, and 3) commitment and actions of change. Conclusion: Intentional focus on and accountability for anti-

racist pedagogies in physical education must transpire to foster safe, equitable environments that ensure favorable academic and well-being outcomes for Black youth; However, educational leaders and teachers must have the courage to affect change.

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Scoring for the future? Social-educational outcomes of a soccer intervention in prison

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Introduction: Prisons can be characterized by an oppressive climate of social isolation (Müller & Mutz, 2019), social insecurity (Edgar et al., 2003), and individualism (Schliehe et al., 2022). Studies outside the prison indicate the potential of soccer to improve such aspects (Wikman et al., 2017), which are, however, not documented in prison.

Objectives: This study investigated social-educational outcomes of a soccer intervention in prison.

Methods: Data were collected in an experimental field study with inmates ($n = 21$) of a German open prison. Inmates participated in a six-week soccer training including three sessions per week following the concept "Scoring for the Future" (Schlenker & Braun, 2020). Before and after the intervention, social integration (Fend et al., 1984) and social self-efficacy expectation (Jerusalem & Klein-Heßling, 2002) were assessed with a questionnaire in the intervention ($n = 11$) and control group ($n = 10$). Within the intervention group, group cohesion (Kleinknecht et al., 2014) was assessed after the first and the last session.

Results: The results of analyses of variances (ANOVA) reveal a significant positive interaction effect of time \times group for social integration, indicating an increase in the intervention group in the post-test. For group cohesion, the dimension of social group integration increased significantly from pre- to post-test.

Conclusion: The soccer intervention yielded positive outcomes concerning social integration and social group integration after only six weeks. They illustrate the importance of offering sports in prison to facilitate positive social processes, which help to better cope with the side effects of imprisonment.

Keywords: sports, education, social integration, social self-efficacy expectation, group cohesion

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Socioeconomic Inequalities in Physical Activity among Chilean Women – A Mixed Method study

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Introduction: Socioeconomic inequalities in physical (in)activity contributes to a major burden for obesity and health inequalities¹. 39% of the women in Chile lives with obesity, with a larger gap across socioeconomic position (SEP) groups². Previous studies have identified some physical activity (PA) patterns across SEP^{3,4}, yet no study had systematically reviewed the available evidence for the Chilean population nor has deepened over the social determinants⁵ contributing to the PA inequalities among women.

Methods: A systematic review (SR) of observational studies comparing PA outcomes between at least two SEP groups in Chile⁶, and 30 qualitative interviews to Chilean female participants living in Santiago in 2019. Thematic analysis⁷ was performed for exploring their perceptions and experiences around PA and compare these according to their SEP.

Results: Findings from 16 articles included at the SR identified that women from the lower SEP groups engaged in less leisure-time PA and had higher physical inactivity, when compared to their higher SEP counterparts. However, no significant differences across SEP were identified for total, work and-transport-related PA. Qualitative findings identified that most participants, regardless their SEP, faced time restrictions due to family and work demands. However, higher SEP participants used their economic and psychosocial resources for engaging regularly in leisure-time PA: paid for classes, had strong social networks and support, and engaged with medicalised ideas of PA for preventing and/or managing health and aging. On the contrary, lower SEP women engaged less in regular leisure-time PA but spent more time in work and-transport-related PA.

Conclusion: Lower SEP Chilean women face several barriers for engaging in leisure-time PA, contributing to the obesity gradient. Further policies should focus on improving the built and physical environments at underserved neighbourhoods. Further structural economic, labour and care policies should also include an equity and gender component to promote healthy PA behaviours.

Cargos directivos y participación femenina en organizaciones deportivas chilenas

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Sports policies in the field of gender have recently been characterized by promoting the presence of women in management positions in sports organizations. In this sense and considering the data from three important surveys conducted in Chile, this research has set two objectives: to compare the presence of women and men in management positions in different types of sports organizations; and to analyze the differences in the profile of women and men in high-responsibility

positions in each organization. The organizations studied were: 150 sports clubs in 2013, 54 municipal sports services in 2016 and 38 extracurricular areas in 2017 in the Biobío region. The three studies had quantitative approaches, in which face-to-face questionnaires were applied. The positions analyzed in the clubs were those of the board of directors, and in the municipal sports services and extracurricular areas the positions of leadership, management, coordination and supervision. Descriptive statistics were used to analyze the data. The results show a significant under-representation of women in management and leadership positions in the three types of organizations. Only the positions of Secretary in the case of clubs and Coordinator in the extracurricular areas show gender balance or greater female participation. The study found that Chilean sports organizations have a vertical segregation, with few having a balance between women and men, and a male predominance. The research highlights the need to design and apply effective measures on gender policies in sports.

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Impact of gender and previous contact with people with disabilities on students' attitudes towards inclusion in Physical Education: a Chilean – Spanish experience

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Introduction: Inclusive education refers to the philosophy of supporting the educational needs of children with disabilities in mainstream school settings with their typically developing peers to ensure they all achieve the appropriate learning goals (Block & Obrusnikova, 2007). Attitudes towards students with disabilities (SWD) is a key factor to promote active participation of those with disability within Physical Education (PE) class (Hutzler et al., 2005), being gender and geographical contexts factors that can influence (Rojo-Ramos et al., 2022). However, the differences in attitudes towards peers with disabilities between different regions with their own education legislation have not yet been investigated. Methods: 3732 students (51.04% females and 48.95% males) from 40 secondary

schools participated voluntarily in this study (3 schools in Extremadura, 4 in Ibiza, 26 in Madrid – Spanish regions- and 7 in Santiago de Chile) answering to the “Students' Attitudes Towards Integration in Physical Education” (CAIPER-S) questionnaire (Ocete et al., 2017). All students took part in the Inclusive Sport at School (ISS; Pérez-Tejero et al., 2013) educational program during the 2021-2022 academic year. Ethical approval was obtained through the Universidad Politécnica de Madrid before data collection. Descriptive analysis and validation process were conducted in the regions through exploratory-confirmatory factor analysis. Significance level $p < 0.05$. Results: Differences between regions were found, Santiago presenting less values in all subscales (AG= 3.25 ± 0.65 , AS= 2.76 ± 0.62 , y Overall= 3.02 ± 0.49), being different from Madrid ($p = 0.006$; $d = 0.30$), Ibiza ($p = 0.005$; $d = 0.30$) and Extremadura ($p < 0.001$; $d = 0.57$). For gender, females presented a more positive attitude in a General subscale (AG = $p < .0001$; $d = 0.89$) while the male scores were higher in the Specific subscale and in the Overall (AS = $p < .0001$; $d = 0.24$, Overall= $p < .0001$; $d = 0.37$). No differences were found considering previous contact. Conclusions: regional differences appear when students' attitudes towards inclusion in (PE) are assessed: possible limitations and suggestions for future applications are presented.

Health, mountaineering, and the trans* experience: The case of Erin Parisi

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Introduction: Outdoor sports (e.g., mountaineering) are widely recognised as gendered; with recent increased interest on enhancing LGBTQ+ inclusion within such spaces. Research exploring LGBTQ+ experiences in ‘the outdoors’ has tended to conflate the experiences of trans* individuals with all LGBTQ+ ‘groups’ focusing on narrow aspects of health-related topics. Little, if any, research has focused solely on the broader health (i.e., physical, social, emotional, spiritual, and intellectual) of trans* individuals while they navigate these highly gendered outdoor spaces. This research focused on Erin Parisi, a trans* climber, as she attempts to become the first trans* person to ascend the Seven Summits. Erin commenced her physical and medical transition at 38 years and uses the pronouns she/her/hers.

Objective: To explore the multidimensional health experiences of Erin Parisi, as she attempts to become the first trans* person to summit the seven highest mountains on each continent.

Methods: Three in-depth semi-structured interviews were conducted with Erin to understand her experiences as a climber both before and after her transition, and in particular, her health during the Seven Summits expedition. To support the analytical process, Hjelm’s (2010) multidimensional model of health was adopted to understand Erin’s health experiences during this project.

Results: Data is currently being analysed and will report on the multidimensional health aspects of Erin’s experiences when navigating the gendered mountaineering space.

Conclusion: Erin’s story may act as a catalyst for change and be generalisable to other gendered contexts. More research is needed on the health of trans* individuals in outdoor sports settings.

Keywords: trans*, transgender, LGBTQ+, Erin Parisi, health, multidimensional, outdoor sports, mountaineering.

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Etnography

Tackling the COVID-19 pandemic social deprivation effects. Reconnecting youth through participation equality and positive interpersonal relationships in Physical Education

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Keywords: physical education teacher education, pedagogical equity, students’ social development, preservice teachers.

Introduction: Physical education teacher education (PETE) programs that train Preservice Teachers (PSTs) to apply a Physical Education curriculum based on student-centred pedagogies can be a particularly well-tailored site of educational transformation by providing students with more equitable learning opportunities and

enhancing the quality of their social skills and interactions.

Objective: To examine the effect of the implementation of a learner-oriented PETE program on PSTs' ability to promote equitable and inclusive learning experiences and to assess students' perceived accomplishment of Basic Pedagogical Needs (BPN) and Social Cohesion (SC).

Methods: Qualitative methods (e.g., participant observation) provided an in-depth exploration (thematic analysis) of the abilities of four PSTs to promote equitable and inclusive learning experiences and students' social development. Questionnaires assessed students' perceptions of BPN and SC. Gender and pre/post-test comparisons were performed using one-way and repeated measures ANOVAs.

Results: The PSTs struggled to design developmentally appropriate learning tasks and promote equitable participation of students in learning tasks. An overall progress was noted in every student perception of fulfilment of BPN and SC, however, significant impact was found only in the BPN (competence and autonomy).

Conclusion: The PETE program mechanisms put in place to mediate and support the PSTs' ability to develop equity-based teaching showed to efficiently scaffold their professional development towards the enactment of more equitable practices that allow for positive outcomes in students social development. At odds with the main findings in prior research, effect sizes suggest a higher impact of the preservice teachers' pedagogical practices amongst boys.

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Creencias y prácticas sobre la perspectiva de género en la Formación del Profesorado de Educación Física(PETE). El caso de los formadores de docentes chilenos

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Physical Education has been characterized by the reproduction of gender stereotypes and by presenting situations of inequality and discrimination. Likewise, initial teacher training has historically been a very masculinized area. In Chile, there are few studies that have delved into the beliefs and practices of teachers in relation to the gender perspective, which could be a factor that affects the participation of female students (low female enrollment). By considering this context, this research had the following objectives: to analyze the beliefs and pedagogical practices on the gender perspective used by PETE lecturers; and to identify pedagogical practices with a gender perspective that could be used by PETE lecturers for the training of teachers in this career. The study was qualitative, using discourse content analysis to process information from six focus groups with the participation of teacher educators from six Chilean public and private universities. The research made it possible to determine two predominant discursive lines in the teaching staff, the first of which was characterized by a greater sensitivity, awareness and openness to gender issues, both at the conceptual level and in pedagogical practices, and on the contrary, discourses were also identified that showed resistance and rejection of gender issues, both at the conceptual and methodological levels. The recommendations put forward by the teaching staff to incorporate the gender perspective focused on the design of the curricula and the contents of the subjects.

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From ethnography to activist research: Ways of building a football learning environment for girls

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Introduction: In Brazil, there are still few spaces for girls play football. However, the visibility obtained in recent years has contributed to awaken their interest and participation (Martins & Silva, 2020), leading us to reflect on this phenomenon.

Objective: In light of this, we sought to explore the possibilities, discomforts, and learnings of an activist approach to girls' football practice.

Methods: Activist research focuses on responding to social problems, making it possible to involve

participants in the co-creation of new practice spaces (Kirk & Oliver, 2014). The research was conducted in a football school in Vitória/ES, with girls from 6 to 10 years old. Data was produced from field diaries, conversations, interviews and meetings with the second author.

Results: For them, playing involved family relationships, friendship, and safe spaces, as well as enabling knowledge to be juxtaposed and produce new meanings. In the same way, the activist action faced challenges (Luguetti & Oliver, 2018). Among them: to stop being an observer and intervene as an activist researcher; the discomfort of acting, being a woman, in a space integrated only by men; the strangeness of the students, family members and managers with a new methodology.

Conclusion: This research allowed us to understand the meanings that circulated and that mobilized the girls to practice soccer, and to act with them to produce new learning experiences. It is worth mentioning that this process caused discomfort for all of them, demonstrating that the activist approach demands patience, a support network, commitment, and time.

Keywords: Gender. Football. Girls.

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LGBT+ young people and school physical education

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Introduction: This work focuses on the issues of normalization of LGBTQIA+ bodies that cross the school environment and physical education (PE) classes. These classes are identified by these young people as spaces that are not receptive to their corporeality (Associação Brasileira de Lésbicas, Gays, Bissexuais, Travestis e Transexuais, 2016; Denison and Kitchen, 2020). In the wake of a sporting tradition, PE is influenced by discourses that naturalize bodies, classifying some as more “fit” to perform physical activities than others. Although overcoming this excluding normativity is imperative for inclusion, research with non-normative young people in school PE, especially regarding sexuality and gender boundaries, are recent and run into challenges of investigating this public (Landi et al., 2020).

Objective: Aiming to contribute to this scenario of scarce investigations, our objective was to describe different experiences of LGBTQIA+ young people with PE.

Methods: Narrative interviews (Neto, 1999) were conducted with two young high school graduates – a trans boy and a gay boy.

Results: We narrate their perceptions about the barriers that possibly lead them to marginalization in the school environment, as well as their resistance strategies and negotiations. Both young boys narrate episodes of discrimination at school, mainly connected to actions of teachers and school counsellors. In addition, there is low institutional support. They describe their PE classes over the years as a standard model lacking elaboration. School sports tournaments also cause tension, by bringing to the forefront the exclusion linked to gender-norming views intertwined with ability and by highlighting gender as binary and excluding bodies that transgress boundaries. **Conclusion:** Classes can be differentiated in order to include other contents, methods, objectives and sport must be recreated in classes and school competitions in order to become inclusive for all bodies types.

Keywords: Sexuality. School. School Physical Education..

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Exploratory study of homophobia in Wallonia-Brussels Federation male amateur football

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Introduction: Despite the implementation of some campaigns to fight against the phenomenon, in professional football stadiums, manifestations of homophobia are still regularly making headlines. Moreover, several French and Anglo-Saxon studies conducted within grassroots football report greater hostility towards homosexuality in this context than in other contexts of everyday life (Denison & Kitchen, 2016; Mette et al., 2012).

Objective: The aim of this study was to find out how homophobia expresses itself in WBF men's amateur football; to question different stakeholders in grassroots football about the role they might play regarding this problematic, and; analyze the actions that are currently being taken to tackle it.

Methods: A total of 511 male amateur football stakeholders completed an online questionnaire. Based on their experiences or feelings, they answered questions regarding manhood, insults

related to homosexuality, the role of each person in dealing with homophobia, and the positions taken by the football federation and the football clubs in relation to this issue. Afterwards, nine other people were interviewed in order to discuss the results of the questionnaire and to provide more details.

Results: Although acceptance of homosexuality is almost unanimous, the use of insults referring to homosexuality is common, and the belief that a homosexual person would not be masculine enough to play football is still widespread. The various stakeholders in grassroots football are poorly informed about the federation's anti-discrimination policy, while clubs rarely have a clear policy on discrimination.

Conclusion: At both federation and club levels, it is important to give more visibility to the efforts made in tackling homophobia and show acceptance of homosexuality.

Keywords: homophobia, amateur football, Wallonia-Brussels Federation.

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Habilidades Motrices, Creencias Parentales, Escolaridad Materna Y Frecuencia De Actividades En Infantes

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Introduction: Las habilidades motrices son factores elementales que establecen la capacidad, efectividad y eficacia de ejecución del movimiento que va desarrollando cada individuo, sin tomar en cuenta la herencia genética que posee, sin embargo, los estudios sobre parentalidad han ido en aumento desde los años setenta hasta el día de hoy, a causa del gran impacto que tiene el contexto familiar y escolaridad de la madre sobre el aspecto personal y

social, teniendo influencia en el desarrollo del infante. **Objetivo:** El objetivo de ésta investigación fue analizar la relación entre las habilidades motrices, creencias parentales, escolaridad materna y frecuencia de actividades en infantes de 3 a 5 años.

Metodología: En el estudio participaron 158 sujetos (76 niñas y 82 niños), con un rango de edad de 35 a 71 meses, una media de 54.77 y una desviación estándar de 9.148 meses; se propuso un modelo el cual fue analizado mediante ecuaciones estructurales, donde previamente se comprobaron los supuestos subyacentes de esta técnica mediante el análisis de valores por asimetría, curtosis y los gráficos de dispersión matricial de las distintas variables contempladas en cada modelo.

Resultados: Los resultados obtenidos fueron en relación a la habilidad motriz, específicamente la motricidad gruesa con la frecuencia de actividades, donde el mayor efecto es el que produce la importancia que dan los padres a la motricidad gruesa sobre la frecuencia de actividades de esta misma motricidad ($\beta = .63$, $p < .001$); también, se muestra que la escolaridad de la madre influye indirectamente de forma significativa en la frecuencia de actividades de motricidad gruesa.

Conclusión: En conclusión, la escolaridad de la madre impacta tanto en creencias parentales como en frecuencia de actividades de motricidad fina y gruesa, además las creencias parentales sobre la importancia de las actividades motrices se relacionan positivamente con la frecuencia de actividades motrices fina y gruesa.

Keywords: Habilidades Motrices, Infantes, Creencias parentales.

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“We Are Not Going To Stop Skating!”: Skate And Gender Relations In The Process Of Sports Participation

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Skateboarding is a sport practice developed in public spaces such as streets, squares and skateparks. However, these spaces are for everyone, when we frequent them we notice that the majority of practitioners are men, so that, although there are women who practice this sport, they are configured as a minority, often invisible in this culture.

The invisibility of women in skateboarding makes it seen as a masculine sport. There is a considerable influence of the gender marker (SCOTT, 1995) since, more than the differences justified by biophysiological aspects, what we see is inequalities in the opportunities of access and permanence in the modality (FIGUEIRAS; GOELLNER, 2013).

Considering this scenario, we sought to understand how gender relations occur in the teaching-learning process and practice of skateboarding. Through a multi-situated ethnography (MARCUS, 1995), the implications of gender relations were also observed. It is carried out in the skateparks of the city of Vitória, between the years 2019 and 2021, accompanying the community of women skaters in their interactions through the digital platforms of Whatsapp and Instagram.

They face participation situations in different ways, negotiating their space from different perspectives, having a common factor: passion. Gender relations also interfere in the learning process, some marker crossings shape expectations and difficulties in integration, such as having to compete for space with men in the skatepark, learning despite fear, having the courage to take risks and mark your place in the sport. The expansion of the presence of women in the skatepark contributes to the

involvement of other women and it is not so much about pitting women against men within the space, but about allowing more plural forms of integration, learning and occupation of the space to circulate.

Reflecting on 'Coming back': Using CREATE as a framework to unpack relational research alongside Indigenous communities

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Introduction: Researchers have historically treated Indigenous peoples in dehumanizing ways with limited accountability and reciprocity behind their work, leading to research being considered a dirty word in many communities. Participants within our mitho waskawīwin: Moving Well Together Partnership drew attention to the conflicted relationship between Indigenous communities and us as researchers who ‘don’t come back’. Shifts in research ethics and heightened focus on ethical research methodologies inspired our group to work alongside Indigenous participants and community in ways to promote community self-determination. This presentation documents our co-composed research project’s creation, adoption of an ethical framework, and attempts to move towards research for reconciliation. This informs our field about honouring Indigenous knowledges and decolonizing research and practice.

Method: Drawing from literature of national and international scholars (Indigenous and non-Indigenous), academic institutions, funding agencies, and Indigenous health associations (providing ethical guidance to researchers working with Indigenous communities) we employed a grounding framework alongside community in building our research partnership. This framework, CREATE, facilitated important reflection cycles to underpin and inform project research and programming.

Results: CREATE embodied methodological approaches that catered to decolonizing

frameworks, allowed communities to express their concerns and desires through ownership of the research; meaningfully guided research; challenges traditional western ways of doing research; and, equalizes the power structure within the research. At the same time, CREATE revealed deeper conflicts and tensions in doing such research or using such frameworks.

Conclusion: Honoring Indigenous knowledge, decolonizing research and practice in universities and organisations such as AIESEP is an important goal for enhancing understandings of knowing, being, doing and valuing beyond what has traditionally dominated research- our work. CREATE demonstrates one attempt to reflect on research that fosters relationships that allow researchers to keep coming back ethically but is not enough for decolonisation and honouring Indigenous knowledges.

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Case Study

Positive emotions of immigrant students in Physical Education in a Chilean school: a qualitative study

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Introduction: The present study will address the social phenomenon of immigration, which will be approached from the emotional perspective of the student body (1).

Objective: Its objective is to understand the positive emotions of migrant students in Physical Education and Health classes in a Chilean school.

Methods: The research responds to the qualitative methodological approach. In addition, it is a single case study of community type, since it investigates a school group that has as a common element the immigrant condition. The dimensions of the study are the following: a) positive emotions for the subjective well-being: joy, enthusiasm, security, fun and satisfaction; b) school immigration; and c)

Physical Education. The student body participating in the study corresponds to ten in total, including six female and four male students, with a mean age of 13.5 years (SD= 0.6). Of the ten students, seven are from Venezuela, one from Ecuador, one from Colombia and one from Peru. Data were collected using the semi-structured interview technique (2). These were subjected to a deductive-inductive content analysis in the ATLAS.ti 22 program.

Results: The results show ten categories where motor learning, confidence, motor success, didactic innovation, socio-motor play, patience, sports practice, responsibility, socialization and teamwork stand out. As a discussion, the presence of the ethical factor associated with teachers and peers stands out (3).

Conclusion: It is concluded that students recognize multiple meanings to their positive emotions by BS, highlighting a pedagogical environment where relevant ethical values are present.

Keywords: emotions, ethical education, physical education, immigrant students.

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Case Study

Handball teaching: teamwork as key learning and inclusion strategy to address student diversity

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Introduction: Dealing with students' heterogeneity, different motor abilities and game skills, and learning needs is a major challenge in team sports teaching, especially for a PE student teacher.

Objective: The study intends to analyze the perception of students, identified with different game play skills, about the handball learning experience, when being clustered into homogenous or heterogeneous ability groups. Additionally, it is also aimed to capture students' opinions about the inclusion work done with a student with specific educational needs through cooperative learning. It should be noted that, prior to the handball unit, this student was always working separately from her classmates.

Methods: A class of 24 students from the 10th grade was involved, with 9 females and 15 males ranging in age from 14 to 16 years, and a student teacher, who used an action research approach to improve her own practice. During the handball unit (Estriga, 2019), the students experienced the two types of grouping during the learning task and game play activities. Data collection was carried out after the pedagogical experience through group interviews with the involved students. The qualitative data were analyzed using the assumptions of thematic analysis, resulting in three categories defined a priori: experiences in classes, work by homogenous or heterogeneous groups, and inclusion.

Results & Conclusion: The results show that there were perceived advantages and disadvantages when comparing the two different grouping criteria (homogenous and heterogeneous game play ability). The strategies used to promote game play inclusion and active participation by all the student-players was highly valued by the participants.

Keywords: Equity, Game-Based Approach, Cooperative Learning.

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Tackling youth discomfort with sport and bodily practices: an Italian case study

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The research concerns the relationship between bodily-physical practices, sport, and youth discomfort.

The main research question has been to understand if and how sport, physical activities and bodily practices can be considered educational experiences, and effective in dealing with youth discomfort to improve their wellbeing, quality of life, and capabilities.

Literature highlights two main tendencies: the first is giving for granted the beneficial effects of sport practices in vulnerable youth; the second presents a more critical approach highlighting the lack of longitudinal studies and evidence. Starting from these considerations, valuable references can be found in pedagogical and sociological literature.

From 2019 until 2021, the research group monitored two programs, started immediately before the pandemic, carried out in Bergamo (Italy) by two sport organizations running educational services involving disadvantaged young people in sport-based projects. Youths have practiced different activities also becoming members of sports teams. The aim of the programs was to empower them through and towards sport and physical activity.

The research group have monitored and evaluated the progress and results of the two programs through field observations (n=35), meeting observation (n=23), interviews (n=3) and focus groups (n=6).

The purpose has been to identify success criteria and limits of the interventions in the perspective of the sustainability, in terms of duration of sport practice, of the outcomes.

The research conclusions highlight that, to be successful, an intervention should be durable, integrated with the opportunities given by the welfare system, managed by social educators and sport operators with shared competences. One of the most remarkable actions of one intervention has been the organization of a joint training for educators and coaches assessed as prodromal to the success of the project.

Early Career Scholar Presentations

An international investigation on how teachers make sense of the Meaningful PE approach

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Introduction: While PE has arguably changed little since the 1960s (Kirk, 2009), the last several decades have seen the development of numerous innovations in PE pedagogy. Researchers have sought to understand how/to what extent teachers implement innovations over time. The study of how teachers make sense of innovations in relation to an array of personal and situational factors can provide insights into the implementation process (Stollmen et al., 2022).

Objective: While much research to date on teachers' sensemaking has centred on innovations mandated through policy, in this research we take a different approach, beginning with an international group of teachers who have voluntarily adopted the Meaningful PE innovation into their regular teaching practice and seeking to understand how they have made sense of the innovation in their local contexts.

Methods: Six teachers from five countries (Canada, USA, Cambodia, Vietnam, China) participated. Data collection included a) individual semi-structured teacher interviews, b) teacher-generated artifacts (e.g. blogs, social media posts), and c) analysis of teachers' local curriculum documents.

Results: Results illustrate how each teacher's sensemaking influenced their implementation of Meaningful PE, including making sense through: a) attributes of the innovation, b) personal characteristics, experiences and beliefs, and c) local curriculum. The impact of these sensemaking processes upon teachers' practice is explored.

Conclusion: Results provide insight into personal frames of reference and situational demands that influenced the implementation process as well as

supports by which teachers resolved ambiguities and uncertainties (Allen & Penuel, 2015), leading to sustained implementation of Meaningful PE across time.

Keywords:

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Antecedents of need-supportive and need-thwarting styles among Japanese secondary school physical education teachers: The influence of basic psychological need satisfaction and frustration at work

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Introduction: Existing literature emphasises the importance of need-supportive and need-thwarting teaching styles for legitimate learning outcomes, as outlined by self-determination theory (SDT: Ryan & Deci, 2017). However, there remains a knowledge gap regarding the motivational factors influencing the adoption of these teaching styles, specifically within the context of physical education.

Objective: This study explored the influence of teachers' basic psychological need satisfaction and frustration (BPNSF) at work on their teaching styles, in line with SDT.

Methods: Employing a pragmatic mixed methods approach, the quantitative phase involved a web-based questionnaire that utilised the Japanese versions of the Situations-in-School-PE and BPNSF Scales. Valid responses were obtained from 302 teachers (231 men and 71 women). Furthermore, qualitative interview data were collected from six teachers (four men and two women) selected from the quantitative survey. The interview data were deductively coded to generate themes related to BPNSF.

Results: Regression analysis demonstrated that relatedness satisfaction and autonomy frustration

predicted need-supportive styles, and there was a statistically significant and positive correlation between need-thwarting styles and relatedness frustration. The results also indicated that the quality of interpersonal relationships with colleagues significantly affected teaching styles. Moreover, we found that need-supportive teachers often experienced frustration with their autonomy at work, potentially due to prevalent hierarchical structures in the Japanese work environment.

Conclusion: The findings affirm that the sufficient fulfilment and hindrance of basic psychological needs in the workplace are essential factors that drive appropriate teaching styles in physical education.

Keywords: self-determination theory, mixed-method, pedagogy.

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A conceptualisation and (re)development of a pedagogy of vulnerability for physical education teacher education

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Introduction: Education scholars (e.g., Paulo Freire, Nel Noddings, bell hooks) have argued the importance of valuing vulnerability in teaching and learning. Despite this, the pedagogical implications of ‘vulnerability’ or ‘being vulnerable’ is largely unknown: “the pedagogical imperatives of vulnerability are both undertheorized in mainstream educational discourse and underexplored in practice” (Brantmeier & McKenna, 2020, p.4). In physical education teacher education (PETE), we have argued the need to be vulnerable when teaching, for example, about/for social justice (Scanlon et al., Forthcoming). The purpose of this research is to explore vulnerability in teacher educator practice and to consider what and how this looks in PETE practice. The research questions were: (i) How do physical education teacher educators understand vulnerability in

their practice?; (ii) What does the practice of vulnerability and/or pedagogy of vulnerability look like, feel like, and/or sound like when enacted in PETE?; and (iii) How does teacher educators’ enactment of vulnerability in practice inform the (re)development of a pedagogy of vulnerability in PETE?

Methods: Through purposive and snowball sampling, 20 physical education teacher educators were recruited. The teacher educators were interviewed in focus groups on their understanding of vulnerability and/or pedagogy of vulnerability, and the possibilities and potentialities of such. Data were analysed through a ‘live’ coding technique (Parameswaran et al., 2020) to capture the emotions and feelings of the participants as well as traditional coding techniques.

Findings: The findings were captured in three categories: (i) The complexity in ‘being vulnerable’ in teacher education; (ii) Being vulnerable while preparing pre-service teachers for the teaching of vulnerability; and (iii) A pedagogy of vulnerability for PETE

Conclusion: In this presentation, we share the conceptualisations and (re)development of a pedagogy of vulnerability for PETE. We will provide considerations for teacher educators in adopting and adapting a pedagogy of vulnerability to their practice.

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Toward a “coaching as a joint endeavour”: an analysis of a Gymnastics training centre

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Introduction: The Gymnastics’ environment has been criticised for normalizing and reproducing non-accidental types of violence. Thus, understand the effects of power within gymnastics coaching reality is essential to purpose policy and pedagogical implications in attempt to ensure the health and well-being for young gymnasts.

Objective: Therefore, drawing on a Foucauldian theoretical framework, the aim of this study was to analyze how power affects the micro-coaching reality of a Gymnastics training centre in Brazil, an the pedagogical and policy implications.

Methods: This study was designed as a case study and 4 coaches, 15 gymnasts and 12 parents participated in the research. Data were produced from participant observation and semi-structured interviews. To analyze the data we used the Reflexive Thematic Analysis Method.

Results: From the analysis we found four themes: (1) “The reproduction of coaching practices in the socialization of coaches”, in which we explored how discourse, power relations and coaching practices that take place in the context of Gymnastics in Brazil emerges and are reproduced in the socialization of the coaches; (2) “How disciplinary power operates within the gym”, in which we explored the coach-gymnast power relationship, from both gymnasts’ and coaches’ perspectives; (3) “How power operates around the gym: the perspective an the role of parents”, in which we analyze the interconnections of the socialization between “gymnastics parents”, the coach- parent power relationship and the parent-gymnast power relationship; (4) “Towards more effective and less coercive coaching practices”, in which we explored the active role of coaches in problematizing the dominant discourses and practices that circulate within and around Gymnastics coaching environment.

Conclusion: In so doing, we consider that the challenges to ensure the balance between performance, health and well-being of the gymnasts depend of a joint endeavour, a co-responsibility and a co-surveillance of the main agents, which circulate in Gymnastics coaching reality.

Keywords: vWomen’s Artistic Gymnastics, Foucault, sports coaching, youth sport. **References:**

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Poster Presentations

Active methodologies in initial training in physical education: a pilot study

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Introduction: The aim of this pilot study was to carry out an analysis exercise on the perceptions of a physical education student about his experience while taking a course on team sports, which adopted active learning methodologies as a pedagogical resource.

Objective: Identify a student's perception of the method used during the course.

Methods: Anchored in a qualitative research approach, the project proposed conducting interviews, which were recorded and transcribed and later analyzed according to Yin's (2016).

Results: The data analyzed here refer to the interview of a physical education student, aged 24 at the time. Two broad categories emerge from this initial analysis: (1) approaches developed during the course and (2) being part of the learning process. In the first category, the interview reveals that two approaches seem to have marked the student's experience more forcefully, citing several challenges, difficulties and discoveries in dealing with TGfU and Sport Education. In the second category, the student reveals the intensity of the learning process by being part of the gear of the methodology adopted during the course, which demanded constant active involvement, whether in planning, intervention, analysis or reflection activities. Despite pointing out that at times the process is a little tiring due to the demand, the student seems to understand that such immersion was important for their training and understanding of the content studied. Another highlight was the relevance of the practical activities and experimentation opportunities offered during the course.

Conclusion: This preliminary analysis in this specific context indicates that active methodologies for teaching collective modalities seem to promote meaningful experiences for students.

Keywords: sport, team sports, qualitative research.

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Adventure Education as a vehicle to promote social emotional learning outcomes of K-12 students

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Introduction: Physical education (PE) curriculums should include all three learning domains, but it's acknowledged that it can be difficult for educators to assess within all domains, specifically in the affective domain. Scholars have identified Social and Emotional Learning (SEL) in PE to help facilitate personal and social learning in the affective domain. The Adventure Education (AE) curriculum model has long been acknowledged as helping students grow in personal and social development, making it a seamless way to embed SEL components in teaching practices and student learning outcomes.

Objective: This study aimed to analyze AE and its use as a vehicle for promoting SEL outcomes of K-12 students within PE.

Methods: Purposive sampling was employed to recruit the 150 12-13 year old students in a 7th grade PE class located in a Midwest state in the United States of America. Data collection was executed in a five-day AE unit through four formative, one summative assessment, informal observation and questioning. Data were analyzed through thematic analysis utilizing deductive and inductive methodology.

Results: Three main themes (and six sub-themes) were found regarding student outcomes in three specific SEL competencies and the associated taxonomies: a) development of social awareness, b) development of self-management, and c) development of relationship skills.

Conclusion: This study demonstrates the ability of the AE model to serve as a vehicle to help students reach targeted SEL outcomes. Students in this study were able to understand, apply and analyze SEL skills to both their experience in and out of PE.

Keywords: assessment, physical education curriculum, affective domain

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Complementarity of video recording methods to analyze children's behaviour during outdoor play

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Introduction: When we want to study children's behavior in educational situations, the most appropriate recording method should be chosen according to the context and research objectives. Currently, there are several tools for observing the children preschool behaviors in outdoor settings. Among these, a group camera, a focal camera and a wearable camera seem to be relevant (1, 2, 3).

Objective: The objective of this study was to analyze, on the basis of those three tools, the advantages and disadvantages of each and establishing the most effective one for analyzing children's behavior in an outdoor environment.

Methods: Children aged from 4 to 5 participated in an outdoor physical activity organized by a teacher specialised in motor education of preschool children. The activity was carried out in five different environments 12 children were filmed throughout the session with 3 different video recording methods : an wearable camera, a focal camera and a group camera.

Results: Our results highlighted the relevance of the wearable camera for assessing social and nature-related behaviors. However, this tool was not adapted to the analyse of motor behavior, whereas it was the case for the focal camera. This recording method can also be very useful for the social component provided that the practitioner is close enough to the child. The group camera gives us information on the dynamics group and on interactions with nature, that were obtained less well with the two previous ones.

Conclusion: Our results confirm the complementarity of video recording methods to analyze children's behavior during outdoor play. Coupling these three tools seems particularly interesting to analyze in depth the behaviors of preschool children during outdoor play.

Keywords: Children, outdoor play, onboard camera, focal camera, group camera

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Conceptualization of assessment during PETE methods courses

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Introduction: Despite international advances in assessment literacy (Moura et al., 2023), preservice teachers (PTs) in the United States (US) continue to struggle when implementing assessment (Goc Karp & Woods, 2008; Killian & Mays Woods, 2021; Lund & Veal, 2008). The appropriate use of assessment has been characterized as “the missing ingredient” due to the need for deeper pedagogic action in many physical education teacher education programs (PETE; Dinan-Thompson, 2013). Coupled with PTs own K-12 socialization where assessment often isn't prioritized, PETE programs are tasked with developing PTs assessment literacy to navigate technical and sociopolitical issues (Starck et al., 2018).

Objective: Using occupational socialization theory (Richards et al., 2014), the purpose of this study was to explore PTs perceptions and implementation of assessment during a methods course. Specifically, the research question was: How do PT's initial beliefs regarding assessment impact their perceptions and use of assessment during a methods course.

Methods: 21 PTs at a Midwest university in the US participated in this study while enrolled in a methods course. Data collection included: formal and informal interviews, focus groups, and teaching

reflections. Data analysis was grounded in inductive and deductive analysis using a collaborative process open, axial, and final coding (Richards et al., 2022). Trustworthiness was enhanced through triangulation, member checking, and a search for negative and discrepant cases.

Results: Themes included: (1) Effective management afforded a focus on student learning, (2) Cooperating teacher modeling and support promoted assessment use, and (3) PETE programming increased assessment literacy, however more accountability was needed.

Conclusion: Preparing PTs with proactive management tools before entering field afforded them to focus more on student learning as opposed to a focus on self. In this study, the PTs practiced and explored with effective instructional and management strategies. This allowed them to navigate technical concerns with while providing feedback informally and utilizing formal assessment (Hay and Penney, 2013; Starck, O'Neil, & Richards, in press). In addition, the PTs feelings of support and modeling from cooperating teachers helped them buy into assessment value. Although formal CT modeling promoted more buy in (Macken et al, 2020), with feelings of supports, PTs seemed to buy in to perceptions of assessment value learned in PETE. Although the PTs assessment literacy increased during PETE, more accountability is needed from faculty given the limitations to the field design. PETE faculty may consider designing field where students are able to gather assessments, analyze data, and implement changes into a continuous teaching-learning to promote more use and buy in (Starck, Richards, O'Neil, 2018).

Keywords: occupational socialization, teaching-learning, preservice teachers.

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Corona - what now? The consequences of the pandemic for (school) sports.

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Introduction: Due to changing living conditions, the daily physical activity time of children and adolescents, but also of adults, has measurably decreased. This development has obvious consequences for mental, physical and social health, so that important work-life balance factors are conspicuously absent.

The currently subsiding Corona pandemic has led to a dynamization of the observed negative side effects of distance learning in schools and home offices. How these currently present themselves in the school context and how they are perceived by teachers is the subject of this study.

Objective: To what extent are the consequences of the Corona pandemic visible in the students' state of mind in everyday school life and to what extent do these correlate with existing current studies?

Method: The qualitative content analysis according to Mayring is a method for data evaluation in the field of empirical social research. The aim is to order and structure manifest and latent contents. In the present case, teachers of different school types were interviewed and their answers transcribed, structured and presented with the help of a category system. In a synergetic procedure, the results obtained here are correlated with current studies on the corona pandemic (COPSY study, Momo study, Sprint study ...) and both strands of analysis are combined into a summative deficit listing. From this, guidelines for school sports in terms of deficit remediation are formulated.

Results: The results of the teacher survey according to Mayring's qualitative content analysis can be divided into the categories "life circumstances", "physical", "psychological" and "social". The reported

circumstances paint a picture of a very low-stimulation and one-sided living environment for children and adolescents during the Corona pandemic. In particular, high levels of media use and a decreasing influence of parental education were reported. The "Physique" category showed a general decline in physical activity, reflected in limitations and declines in mobility and general fitness, as well as weight gain. The survey results in the "Psyche" category indicate an increase in the number of children with abnormalities in the social, emotional and cognitive areas. These are manifested, for example, in a reduced willingness to compromise and lower self-confidence, as well as poor handling of failures. The "social" category includes changes in the area of social compatibility.

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Exercise professionals' responses to a weight stigma intervention: A pilot study

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Introduction: To address widespread weight stigma across the physical activity landscape, scholars have emphasized the need for educational interventions targeting exercise professionals. This is important as weight stigma is associated with negative health consequences and lower physical activity participation and enjoyment (Souza & Ebbeck, 2018; Rote et al., 2018).

Objective: The purpose of this pilot study, which was part of a larger research project, was to examine exercise professionals' responses to a new weight stigma intervention.

Methods: The weight stigma intervention was a two-hour, self-paced, interactive online course titled Weight Inclusive Thinking for Fitness Spaces (WIT FITS).

The course was designed upon the Health at Every Size® (HAES®; Association for Size Diversity and Health, n.d.) paradigm, attribution theory, and research-based strategies for creating weight-inclusive climates within fitness settings.

Participants were 36 employees at recreation centers from three public universities in the United States. Data were collected post-intervention using the Recommended Training Effectiveness Questions for Postcourse Evaluations (Centers for Disease Control and Prevention [CDC], 2019)

Results: Findings showed participants' perceived ability to create a more weight-inclusive climate in their fitness spaces increased. Participants admitted to having limited knowledge about weight inclusivity before completing the course but reported that their knowledge increased after the intervention. Most exercise professionals (72%) also indicated that they understood the importance of weight-inclusive training for professionals working in fitness spaces. Through their open-ended responses, participants reported that the relevant content, as well as the instructional design, were the most valuable components of the course.

Conclusion: Findings from this pilot study suggest that the WIT FITS course offers a possible practical, low-cost, and scalable way to introduce an essential yet debated subject matter (Rich & Mansfield, 2019) to a population previously known to be particularly biased toward larger-bodies people (Carmona-Márquez et al., 2021). Future studies should continue to make their interventions evidence-based, interactive, and practical.

Keywords: weight stigma, body size diversity, weight inclusivity

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Factors that favor adherence to extracurricular physical exercise during the school years and the transition to college

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In Chile, research on physical activity and sports has identified a large proportion of the population as physically inactive and that a decrease in activity levels occurs as age increases (MINDEP, 2018, 2021). One of the possible explanations for the decrease in these levels would be the activities during free time (World Health Organization, 2022) or, in other words, involvement in extracurricular activities.

A qualitative study was designed to distinguish the factors favoring and hindering adherence to extracurricular physical exercise in elementary, middle, and university education, from the perspective of college students of the Pontificia Universidad Católica de Chile.

The sample was selected using a two-stage design: first, general information was collected from 88 college students; then, 8 participants were selected based on physical activity background and interviewed in depth. Analyses followed the procedures of Grounded Theory.

Based on the interviews, 6 central categories were identified: (a) contextual aspects, (b) personal aspects, (c) perceived value of the activity, (d) interpersonal relationships, (e) characteristics of the activity, and (f) reasons for remaining in the activity.

In addition, 3 key axes were identified to visualize the articulation of the categories over time, denominated as: (1) value attributed to the activity, (2) sense of belonging and, (3) prioritization of the sports context.

Results show that educational institutions and mentors would be key in generating a diversity of sports alternatives and experiences that allow the exploration of different activities, but also the construction of a sense of belonging.

In addition, it was found that the pleasure and enjoyment in practicing a certain activity would be one of the main reasons for permanence over the years. Moreover, such permanence could not be attributed solely to the will or motivation of the participants but would imply the interaction of a wide variety of factors.

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Feasibility and efficacy of a pre-surgery physical exercise program on upper limb function and adverse effects in women newly diagnosed with breast cancer.

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Introduction: Breast cancer (BC) is commonly treated with surgery, which can lead to decreased upper limb (UL) function and adverse effects. Previous reports have suggested that pre-surgery education and exercise can help to mitigate the loss of UL function. However, implementing pre-surgery exercise programs in BC patients can be challenging due to adherence and waiting times between diagnosis and surgery.

Objective: we aimed to assess the feasibility of a pre-surgery exercise program for BC compared to usual care. Additionally, we assessed UL function, adverse effects, and quality of life.

Methods: it was a quasi-experimental pre-post pilot study. Eighteen patients were recruited and assigned to an intervention group receiving a multimodal pre-surgery exercise program three times per week or a control group receiving usual care without exercise. The feasibility was assessed through retention, adherence, and safety. The instruments assessments were UL by questionnaire, manual grip by a hydraulic hand dynamometer, pain perception with numeric rating scale of pain

intensity, axillary web syndrome by clinical assessment after surgery, and quality of life by a questionnaire. The outcomes were assessed before the exercise program (baseline) and four weeks after surgery.

Results: the results showed there was a median of 23 days between surgical indication and date of operation. The exercise program was found to be feasible in terms of recruitment (70%), adherence, and retention (100%). Furthermore, no adverse effects were reported.

Conclusion: the study concluded that a pre-surgery exercise program for patients with BC is feasible and future research in this area is warranted.

Keywords: breast neoplasia, physical activity, prehabilitation, adverse effects.

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Interpretations of fair play across education and sports settings

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Introduction: Fair play is an essential part of successful participation and development of sport and life. Fair play in sport can give hope, identity, and a chance to unite nationalities, politics, religions, and cultures (Ellis, 2012). Fair play in physical education (PE) is associated with desirable behaviors such as cooperation, respect, responsibility, and effort that should be taught and reinforced in schools and sports settings (Vidoni, 2020).

Objective: The purpose of this presentation is to analyze interpretations of fair play in PE and sport through immersive learning initiatives of college students.

Methods: Three different immersive learning experiences with college students in PE and SPAD have been analyzed. Data were collected through: (a) field notes, (b) interview with students, (c) observation logs, and (d) students' presentations. Students completed observations in PE and youth sports' settings. From these observations, they reported their perceptions through individual and group work. Data were analyzed through a systematic process of inductive analysis (Lincoln and Guba, 1985). Accumulated data confirmed similar findings, and themes were generated.

Results: Three themes emerged from data analysis: (a) pragmatism and idealism, (b) promise and reality of fair play, and (c) rules and consequences. The results showed that some students believe that opportunities to teach and motivate fair play behaviors are imperative throughout practices, while others reported that the pace of games or activities is so important that it should not be interrupted unless misbehaviors occur. It was found that the positive effects of fair play are easier said than done.

Conclusion: Data from three different projects show that fair play is still a valued concept among college students. However, fair play has different interpretations in schools, youth sports, and professional sports. In conclusion, the results of these projects generated more enquiries about the role of fair play in education and sports settings.

Keywords: body image, visual impairment, body dissatisfaction.

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Motor competence and nutritional status in schoolchildren from Chilean Patagonia

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Introduction: Considering high levels of overweight and obesity in Chilean scholars, especially from extreme regions of the Chilean Patagonia; it is needed to promote strategies to reverse this problem. One of them is the promotion of physical activity (PA), being the motor competence (MC) a fundamental factor for its development. The objectives of this study were: 1) determine the MC and weight status of Chilean scholars from Patagonia; 2) analyze the differences in MC according to the sex and IN; 3) analyze the association between the body mass index (BMI) and the MC of these children.

Methodology: 295 schoolchildren participated (age: 11.2 DE=0.94) from the fifth and sixth year of primary education of the Chilean Patagonia. To evaluate the MC the test MOBAK 5-6 was used, considering 2 dimensions: Object Control and Self-movement. The weight status was determined through the BMI according to the WHO standards.

Results: According to the sex, only in Object control significant differences were found ($p < 0.001$), where boys ($M=3.7$) present higher values than girls ($M=2.3$); while in Self-movement there are no relevant differences between both groups. Conforming to the weight status, in Object Control no differences were found between the group, while in Self-movement the schoolchildren with a normal Nutritional Status ($M=3.1$) present higher values than schoolchildren with overweight ($M=2.7$) and obesity ($M=1.7$) all groups differed significantly ($p < 0,001$). A negative relationship was found between the BMI and the Self-movement ($\rho = -0,320$, $p < 0,000$); not like that between the BMI and the Object Control.

Conclusions: Programs must be created to encourage the development of motor competence, especially for girls. It is relevant to promote activities related to the locomotion and balance. Physical Education classes are an opportunity to develop motor competence, recommending to focus didactic strategies on the schoolchildren's needs.

Research on Teacher Education: A Call to Strengthen Academic Language

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Introduction: Since the 1960's, there have been calls for new research agendas in physical education (Rarick, 1967, Siedentop, 1983, Schempp, 1987, Rovegno, 2008, Castelli & van der Mars, 2018). Rovegno (2008) asserted that within research on teacher education (RTE) examining what undergraduates learn in courses and can transfer into professional practice impacts student learning and physical activity in K-12 settings. Similarly, Bernstein's framework showed that undergraduate students must reconceptualize academic terms and concepts within university coursework to be transferred to students (Kirk & Macdonald, 2001). One of the largest factors in this learning process is academic language. A deeper understanding of academic language and its application within PE certainly impacts students. Therefore, the purpose of this metaanalysis was to better understand the frameworks of academic language in order to locate areas of research that will aid in the education of teacher candidates.

Method: Researchers conducted a literature search for manuscripts that investigated, evaluated, or purported a specific model, conception, or framework addressing academic language. Searches of online databases and print indexes supplied more than 50 manuscripts that met these criteria. Texts were then evaluated based upon their relevance to physical education. Manuscripts from various fields of education were then selected and qualitatively analyzed for emergent themes.

Results: Results showed that academic language was used to address student equity, teacher assessment, language-deficient students, and classroom application. These themes located the need for defining and aligning academic terms used within PE and teaching methods. Also, specific pedagogical methods that assist undergraduates in transferring their academic language into instruction within the K-12 setting needs greater investigation.

Conclusion: Academic language impacts the learning and transferring of physical education concepts through the undergraduate student to the students in K-12 settings. Future research will assist in making that process more effective.

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School Physical Activity Policy Assessment (S-PAPA) in Elementary Schools in Flanders

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Introduction: Physical activity is crucial in children's current and future health¹. However, most children do not comply with the 60 minutes of daily moderate to vigorous physical activity

(MVPA) guideline². Aligned with the Comprehensive School Physical Activity Program (CSPAP), policy strategies in elementary schools can address physical education, recess, classroom physical activity breaks, and before, during and after school programs. The purpose of this study was to investigate school policies in Flanders (Belgium) concerning physical education, recess and before-during-after school programs.

Methods: A convenience sample of 10 physical education teachers, representing 10 elementary schools comprising a total of 2564 children in Flanders (Belgium), were interviewed with a Dutch translation of the School Physical Activity Policy Assessment (S-PAPA)³. Trained interviewers conducted the interviews and data were reported descriptively.

Results: Two out of 10 schools had a written policy for physical education. Eight schools had a different assessment policy for physical education compared to core subject areas. All schools reported to assess good behavior, effort, and appropriate attire for physical education. Recess time varied between 60-100 minutes per day across schools and half of the schools organized physical activities during recess. In all schools there was loose equipment available during recess and most schools had a specific budget for play equipment during recess ranging between 150-1500 euros per year. Six schools reported to organize competitive sports games during recess and seven participated in schoolwide competitions after school.

Conclusion: This study demonstrated that few schools have a written policy for physical education and that student learning was not a main focus of assessment in physical education. Furthermore, physical activity policies in schools are not driven by the state/region/national level, as shown by the variability between schools. Policies can be strengthened to increase physical activity promotion in schools.

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The SWOLF-index: a tool for assessment and prediction of breaststroke swimming performance.

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Introduction: The SWOLF-index is the sum of the number of strokes and the time needed to swim a specific distance. A lower SWOLF-index indicates better swimming performance, as it reflects improved technique and/or higher swimming speed. Research with university students showed that the SWOLF-index is an easy-to-use tool to assess and predict front crawl swimming performance (Madou et al., 2021). This study investigated the use of the SWOLF-index as a tool for measuring and predicting breaststroke performance. Also, SWOLF-charts were produced visualizing expected performance improvements following a breaststroke unit based on the students' initial level of performance.

Method: This study involved 206 first-year university students in Movement Sciences (131 male, 75 female, mean age 19 years) who participated in a 16-lesson breaststroke swimming unit. The goal of the unit was to improve students' swimming performance and to learn to analyze the breaststroke technique. All lessons were taught by two certified teachers using direct instruction and peer learning. Students' SWOLF-index was measured before and after the unit using a 50-meter breaststroke sprint test.

Results: Paired samples T-test showed a significant decrease in the SWOLF index from pre-test to post-test for both female (85.4 to 82.3 $p < .001$) and male (79.7 to 75.0 $p < .001$) students. Further analysis revealed the SWOLF-reduction was mainly due to increased swimming speed. Using the collected data SWOLF-charts were constructed which visualize the expected performance improvement based on each student's initial level of performance.

Conclusion: The SWOLF-index is a valuable tool for assessing breaststroke performance and is easy to implement by practitioners for

formative and summative assessment purposes. SWOLF-index charts can be used to target individual performance following educational interventions. Further research is needed to determine the generalizability and applicability of the SWOLF index to other settings.

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Value, Content, and Implementation Strategies of Health Education in Chinese Physical Education and Health Curriculum

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Introduction: In the Physical Education (PE) and Health Curriculum Standards for Compulsory Education (2022 Edition), health education (HE) was included in the curriculum content of the PE and health curriculum for the first time.

Objective: The purpose of this study was to analyze the important value and the content of health education in the curriculum standards, and then to propose specific strategies for implementing health education.

Methods: The literature was collected on CNKI through the documentation method. The text analysis method was used to interpret the content of HE in the curriculum standards.

Results: It is important to improve the public health system; a key grasp to cultivate students' health literacy; a fundamental guarantee to carry out the overall education of PE. In the curriculum standards, (1) The curriculum objectives of HE is oriented to the core literacy of PE and health. (2) Based on a public health perspective, the curriculum covers five areas: healthy behavior and lifestyle, growth and development and adolescent health, mental health, prevention of infectious diseases and public health emergencies, and responding to safety emergencies and risk avoidance. (3) In terms of learning assessment, academic quality was mapped to portray students' academic achievement.

Conclusion: (1) Focus on cultivating students' health literacy; (2) Achieve a high degree of integration of "PE and health > PE + health"; (3) Implement core literacy in the whole process of teaching implementation; (4) develop a comprehensive evaluation model of HE based on performance; (5) improving PE teachers' teaching skills and ability of HE in PETE.

Keywords: health education, health literacy, physical education and health curriculum.

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What elementary students' acquire in peer support netball skill learning? : An Analysis of Children's Drawings

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In constructivist perspective, it has been pointed out that, during learning experiences, students construct their own new knowledge based on prior knowledge and principles (Piaget and Inhelder, 1969). The Constructivist perspective adds value regarding the importance of studying student conceptions. Studies on student conceptions (Hare and Graber, 2000) have suggested that such conceptions stand apart from curriculum planning and thought, particularly through findings about students' misconceptions and naïve conceptions. Therefore, the focus of this study was, from searching student conception in elementary netball skill learning lessons in physical education, to know what students learn, what is relationship that student focused

on peer learning in views on students acquired knowledges and cognition.

This study used the method of analyzing children's drawings. This method is regarded as important and useful, and is also, similar to the art visual method in sociology studies. For decades, drawing analysis has been used as a research method in health education and sports pedagogy (MacPhail and Kinchin, 2004). In this study, a total of 31 third-grade elementary school students (17 boys, 14 girls) participated in four-week ball skill units consisting of eight 45-minute lessons. In response to open questions, data were collected through drawings and explanation writing after each lesson. In addition, group and personal semi-structured interviews, with and without drawings, were conducted immediately after every class. Drawing(n=216) and interview data were coded thematically. Trustworthiness was established through triangulation of data and member checks.

The resultant themes that emerged were: Success, achievement, movement points to achieve efficiency skill, social interaction of friends and teacher (friend's advice), failure, difficulty, next goal.

As conclusion it suggested that students did comprehensive balanced learning not only gain ball game skill think deeply how to improve and what is points to do efficient with friend's advice and support by drawing and interview analysis.

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Why is varied practice strategy important for teaching in physical education?

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Introduction: It is well established that variability in motor skill practice facilitates learning. Findings from previous studies have converged on superior retention- and/or transfer-test performance after varied practice but not fixed practice. Few studies have investigated the neural underpinnings of the behavioural observation.

Objective: In this study, we used functional near-infrared spectroscopy to measure brain activity during an overarm bean bag throwing task.

Methods: 18 participants took part in the study. A pre-test measurement was recorded for throws to a 4m target. The participants were then randomly assigned to 2 groups: FT - fixed target at 4m; VT - varied targets at 3m, 4m, and 5m. Each participant performed 120 trials over 2 practice sessions separated 24 hours apart. Immediately after the second session, post-test scores were recorded for targets at 4m. After a 48-hour interval, the same procedure was repeated to obtain the retention-test scores. Shortly after, the transfer-test scores were recorded by constraining the participants' throw to a novel 3.5m target.

Results: Although the results showed no significant group differences in the post-test ($p = 0.60$) and retention-test ($p = 0.82$) scores, there was a trend towards significance in the transfer-test ($p = 0.07$). Differences in brain activity during FT and VT practice marginally missed significance ($p = 0.06$).

Conclusion: Future studies should increase the sample size to attain statistical power. The current findings suggest that VT practice enhances, to a greater extent, the transference of motor skill. The underlying mechanisms may be related to additional

neural resources dedicated to solving the movement problems in the VT context. This study has important implications for the inclusion of varied practice strategies in Physical Education.

Keywords: varied practice, fixed practice, motor learning, functional near-infrared spectroscopy, brain activity.

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Cambios en las propiedades mecánicas del perfil fuerza velocidad horizontal durante una prueba de sprint repetidos en futbolistas profesionales

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Objetivo. Analizar los cambios en el perfil fuerza velocidad horizontal (PFVH) durante la ejecución de sprint repetidos. **Método.** 18 jugadores de primera división del fútbol chileno completaron un protocolo de esprint repetidos consistente en 8 esprint de 30 m. con pausas de 25 segundos entre repeticiones. Se registró el comportamiento de las variables del PFVH en cada intento a partir de registros de video y análisis en la aplicación MySprint®. **Resultados.** Se encontraron diferencias ($p < 0.05$) entre sprints en; T ($F=35.6$; $\eta^2p=0.69$), V0 ($F=29.3$; $\eta^2p=0.51$), PM ($F=17$; $\eta^2p=0.52$), DRF ($F=3.20$; $\eta^2p=0.17$), FV ($F=8.94$; $\eta^2p=0.36$) y RF10 ($F=15.5$; $\eta^2p=0.49$). Mientras que para F0 y RF peak no presentaron diferencias ($p > 0.05$) **Conclusión.** las variables del PFVH más sensibles a los efectos de la fatiga inducida por un protocolo HRS son aquellas que se asocian a la producción de fuerza en altas velocidades, siendo; V0, DRF y Pmáx, mientras que aquellas que tributan a la generación de fuerza al inicio del esprint; F0 y RFpeak no presentan variaciones importantes

Accreditation for Sport Management Programs: Perceptions of Educators

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This study examined accreditation and the role it plays in higher education, specific to the academic field of sport management. The process and role of accreditation are outlined, along with the motivators for seeking accreditation. The formation and requirements of the only accreditation body for sport management- the Commission on Sport Management Accreditation (COSMA), are detailed, as well as COSMA's structure.

COSMA accreditation requires institutions to use both direct and indirect measures of

student learning. Direct measures include comprehensive exams, standardized national exams, pre- and post-test assessments, required structured internship, portfolios (electronic or traditional), capstone project assessment, and a thesis or dissertation. Indirect measures include surveys of graduating students, alumni, and employers, exit interviews, advisory boards, student focus groups, and other anecdotal evidence (Commission on Sport Management Accreditation, 2021). These measures have potential influence on curriculums and programs, as well as the development of professional competencies in sport management programs. However, whether sport management educators support this accreditation is unknown. Therefore, a study was conducted to examine sport management educators' perceptions of COSMA accreditation.

The study was conducted with sport management educators from COSMA's 57 accredited programs. Ninety-eight faculty members were emailed a survey and asked to describe the influence and effects of COSMA accreditation on curriculum, particularly in the area of global aspects of the sport industry. In addition, survey participants were asked to indicate perceived advantages and disadvantages to COSMA accreditation.

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Analysis of Hispanic student-athlete participation at Hispanic serving institutions in NCAA Division I athletic programs

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Introduction: Athletics are an important part of the university experience for many students. Hispanic Serving Institutions (HSIs) support accessibility for undergraduate Hispanic students and must have a minimum 25% full-time undergraduate Hispanic enrollment to qualify for an HSI status. There are currently 539 HSI universities in the United States.

These institutions educate two-thirds of undergraduate Hispanic students. Nineteen of the top 25 institutions awarding bachelor's degrees to Hispanic students were HSIs. Hispanic participation in NCAA athletics is rising, but still accounts for only 5% of the 200,000 NCAA athletes in the US. Hispanics are 19% of the US population and accounted for over half of the US population growth in 2020. Hispanic Serving Institutions (HSIs) support greater university accessibility for Hispanic students. HSI universities must maintain the 25% full-time undergraduate Hispanic enrollment.

Objective: This pilot study wanted to determine if there were significantly higher levels of participation of Hispanic student-athletes at an HSI NCAA Division I athletic program?

Methods: Data were collected from 872 student-athletes (542 Hispanic/ 330 non-Hispanic) in 2015, and 727 respondents (443 Hispanic/ 284 non-Hispanic) in 2018. The dependent variable was participation in intercollegiate sports and the independent variable was student-athletes that identified as Hispanic. A Chi-Square analysis was used to determine significant differences and level of significance with $p < .05$.

Results: Overall Hispanic participation in NCAA Division I sports were significantly lower than with non-Hispanic student-athletes ($\chi^2 = 17.902$, $df = 1$, $p < .001$).

Conclusion: The NCAA reported approximately 5% Hispanic student-athlete participation in Division I programs from 2015- 2018. Hispanic student-athlete participation in NCAA athletics at the HSI was approximately 10% in 2015 and 12% in 2018. This finding suggested HSIs had significantly higher rates of Hispanic participation in NCAA Division I programs. Researchers found growing rates of Hispanic student-athlete representation and rates of participation 2.5 times higher at the HSI than at NCAA Division I universities on average. However, the number of Hispanic student-athletes at the university was significantly lower than the 51% Hispanic student enrollment. Researchers concluded that Hispanic athletes were underrepresented nationally and within Hispanic Serving Institutions.

Keywords: Hispanic athlete, student-athlete, athletic participation, sports, equity

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Review on the Application of teaching situations in Physical Education

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Background/ Purpose: A vital component of today's high-quality education is the physical education. It is vital to innovate physical education classroom instruction and to strengthen the empirical research of situational teaching techniques in physical education classrooms in order to further increase the effectiveness of physical education classroom instruction. The aim of this study is to create a theoretical groundwork for increasing the efficacy of physical education teaching in Chinese schools and developing students' physical and mental health. It also aims to give resources for further research in this area.

Methods: We followed these three stages in order to conduct the study: (a) We utilized the keywords "teaching situation" or "sports situation" and/or "sports teaching" and/or "situation" while employing the resources of a large university in Shanghai, China. (b) A report from the Chinese government on curriculum and instruction-related situational learning. (c) An expert interview was also done in order to gain a deeper understanding of the existing situation.

Results: (a) The research can be divided into two stages: The first stage (1997-2004) is the starting and exploration stage; The second stage (2005-2023) is the rapid development stage. (b) The research on PE situational teaching mainly focuses on the basic understanding of PE teaching situation (including connotation, characteristics, types, creation principles, etc.), the scientific principle analysis of PE situational teaching theory, the design of PE teaching situation, and the discussion of the advantages of PE situational teaching.

Conclusions: (a) The role of situational teaching in improving learning effect has been widely recognized; (b) The level of research and application of physical education teaching

situation is low and the quality is not high. (c) teachers and researchers should pay more attention to situational teaching; According to the actual needs, create appropriate physical education teaching situations.

Coach Education Program For Life Skills Teaching Through Sport: Focus On Coach Behavior

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Introduction: Coaches are more likely to adopt behaviors favorable to the teaching of Life Skills (LS) when involved in a Coach Education Program (CEP) developed specifically for this purpose (MacDonald et al., 2020). The Behavior Change Wheel (BCW) is a model capable of guiding the evaluation of the effectiveness of the CEP (Allan et al., 2018). The model evaluates how the intervention provides Capacity, Opportunity and Motivation to assume a target behavior (Michie et al., 2011). This research aimed to evaluate the impact of a CEP for LS teaching on the behavior of coaches of a Brazilian multi-sport club. **Method:** The program lasted four years and included different intervention strategies. 23 coaches involved in the program participated in the research. Coaches provided their conception about the program through interviews and their behaviors were analyzed through the PQAYS systematic observation instrument (Bean et al., 2018). BCW guided the analysis of qualitative data. **Results:** In the coaches' conception, workshops and support meetings provided specific knowledge that gave them the Capacity to teach LS. A pilot phase of implementation allowed the application of the acquired knowledge and perception about the performance, representing to the coaches the Opportunity to teach LS. Involving them in program decisions awakened a sense of belonging and engagement with the club's proposal, providing the Motivation to teach LS. The observation of the coaches' practice showed a higher frequency of behaviors favorable to teaching LS during the program ($\Delta = 2.72$). **Conclusion:** A CEP established over a long term and supported by a set of intervention strategies provided capacity, opportunity and motivation for coaches to teach LS.

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Collaborative coach development initiative in a multisport club: The sports leaders' perceptions

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Introduction: In an increasingly complex and globalized society, the development of new skills and knowledge is a constant need in the routine of 21st-century professionals (Kegan & Lahey, 2016). Coach Education is viewed as an essential route for coaches' development, however, the impact of formal education is still limited.

Objective: The aim of this study was to explore multiple perspectives from sports leaders concerning the implementation of a professional development initiative for coaches in a multisport club – “The Learning in Action”.

Methods: Three Sports managers and eight head coaches participated in this qualitative study. Semi-structured interviews were divided into three phases with each participant at the beginning, during and at the end of the development initiative. The data was interpreted through thematic analysis(Braun & Clark, 2016).

Results: Findings reported the importance of collaboration between professionals and researchers, developing the program's content contextualized to the club's reality. The multiple learning strategies were positively perceived, encouraging lifelong

learning and being useful to sports leaders in the club's routine.

Conclusion: Bringing together different actors from different sports and experiences provided important exchanges among coaches and with researchers who can be more assertive and effective in developing learning strategies through shared goals, language and vision. This planning process was not simple, it took a long time for different coaches and sports leaders to understand and gain enough confidence to take an active role in their own development. Despite the inherent learning challenges, when coaches and sports leaders demonstrated a sense of belonging, engaged in the initiative and assumed a shared role, the accumulated experience of the participants nurtured, contributing to the practices of their peers.

Keywords: *Head coaches; sports managers; coach development; coach learning; sports.*

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Global Experiential Learning in Kinesiology Programs

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Introduction: International partnerships are critical to the success of international programs. This type of cooperative relationship can support faculty and students to mutually meet their own goals through support of common activities with shared outcomes (Parkes, et al., 2021). An international partnership between two universities illustrate opportunities for students, through high impact educational practices, for developing global awareness, citizenship (Sherman, et al., 2020; Mandigo, et al., 2021), and intercultural competence.

Objective: Two experiences are highlighted here: faculty-led, study abroad programs over several summers and a virtual course experience during the pandemic.

Methods: A mixed-method, descriptive study of two international experiences was conducted.

Data were collected from administration of the Cross Cultural Adaptability Inventory (Kelley & Meyers, 1995) for the study abroad experiences and student written reflections and focus group interviews following both experiences.

Results: Data on the study abroad and virtual international course project showed a high degree of positivity among all participants. Students showed a readiness for study abroad through CCAI scores. Additionally, learning about education, culture, and physical activity were themes that emerged from focus group interviews, written reflections and debriefings. Learning about the technical and logistical difficulties of conducting a virtual international course project was an important lesson for faculty. However, students on both sides of the partnership illustrated the willingness to problem-solve and use different technology to communicate with their peers. Further, a student perspective emerged that was centered around learning through intercultural and comparative exchange and interaction with students abroad and was an important feature for the German students. Students were favorable to this virtual teaching and learning collaboration.

Conclusion: The activities of a strong partnership can help to universities meet their strategic goals in inclusive excellence (Russell, 2019), which align with the development of global awareness, citizenship (Sherman, et al., 2020; Mandigo, et al., 2021), and intercultural competence.

Keywords: high impact practices, study abroad, pandemic, intercultural competence, inclusive excellence

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Institucionalidad de la actividad física y factores ambientales en las políticas sudamericanas

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One of the biggest problems worldwide is physical inactivity. Moreover, it is one of the most complex risk factors for noncommunicable diseases in the 21st century (WHO, 2020). There are several elements that attempt to explain these behavioral patterns, being environmental factors one of the most overlooked. For these specific purposes, we will define environmental factors to all of those conditions of the living environment that influence the use, for example, of public space. Hence, the analysis of these factors in South American physical activity policy and institutions is the objective of this research.

From a methodological point of view and through a documentary analysis, a review and categorization of the institutional level of each country was carried out. Allusions to environmental factors present in current physical activity policies in the region were also searched for and codified, which were finally subjected to a content analysis to define patterns and behavioral matrices.

The results show that, of the 11 countries analyzed, 3 of them have a "high" level of institutionalization, since they have a

dedicated ministry and a public policy in force (as of 2022). Regarding the allusions to environmental factors in the policies in force (5), it was possible to observe that Chile is the country that makes the most allusions to such factors and Ecuador the least, with the concepts of "territory" and "intersectoriality" being the most repeated at the regional level. However, words such as "climate change", "pollution" and "environmental health" are scarcely mentioned.

From this research we conclude the need to address the phenomenon of physical inactivity considering the levels of decision making on this issue and taking into account the environmental factors that are fundamental in a context of climate change.

Meaningful learning from sports: the representation of knowledge of future physical education teacher

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Introduction: In recent years, new teaching trends have pointed to the need to train creative and intelligent players, capable of solving problems quickly. In this sense, the cognitive domain is emphasized and tactical understanding becomes the focus in sports learning¹. To achieve this objective, the teacher must carry out a pedagogical intervention that prioritizes the assimilation of tactical concepts or principles, promoted by meaningful learning². Despite the large number of evidences that point to the need to structure the teaching and learning process centered on the game or on the apprentices, it is still possible to observe the predominance of the reproduction of pedagogical behaviors based on the coaches' previous experiences with the sport³.

Objective: to represent the organization of knowledge of future Physical Education teachers regarding the meaningful learning of sports through conceptual maps.

Methods: The qualitative, descriptive and interpretative approach is part of the constructivist research paradigm⁴. The selection of participants was intentional and not probabilistic. Three future Physical Education teachers participated in the study. The representation of the organization of knowledge was carried out through retrospective conceptual mapping⁵, consisting of the steps: interview, transcription, codification and construction of the map.

Results: The investigated undergraduates have concepts about meaningful learning acquired before graduation. However, the conceptual maps

demonstrate that the cognitive structure of the undergraduates is partially consistent with a scientifically accepted conceptual proposal.

Conclusion: Future physical education teachers build knowledge to promote meaningful learning from significant experiences prior to the undergraduate course.

Keywords: Meaningful learning; sports pedagogy, knowledge

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Promoting significant experiences through swimming: a self-study

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Introduction: Providing meaningful experiences is recognized as a fundamental objective that physical education teachers must achieve¹. Especially in teaching sports to children and young people, the practice of activities that have a personal meaning for the practitioner increases motivation, commitment, pleasure and adherence to the practice². In recent years, although there has been an increase in the number of studies on the pedagogical practice of teachers aimed at promoting meaningful

experiences in Physical Education, there seems to be no studies on swimming teaching.

Objective: Explore the experiences of a future Physical Education teacher using the "Meaningful Physical Education" approach.

Methods: A self-study^{3,4} was carried out by a future academic teacher of Physical Education. A master teacher with extensive experience in teaching swimming participated as a critical friend. Multiple sources were used for data collection: reflective diary, WhatsApp messages, emails, planning documents and informal conversations. Data analysis was performed using the content analysis technique, with categories determined a posteriori.

Results: The future teacher's experiences were categorized into three categories: comparison between the traditional approach and the promotion of meaningful experience approach, intervention experiences in classes and final reflections. It should be noted that the main challenge was the inclusion of social aspects in swimming lessons.

Conclusion: future teacher did not resist the change in her professional practice and that self-study proved to be an excellent research technique and professional training tool.

Keywords: Swimming, Meaningful experiences, self-study

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Preservice Physical Education Teachers' Use of Technologies during Student Teaching: A Case Study

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Introduction: Student teaching is one of the most critical stages of preservice physical education teacher (PPET) preparation (Browne, 2015). Emerging instructional technology has provided teacher and students with innovative ways for teaching and learning (Oliveira et al., 2019), that is changing the entire landscape of education. To date, however, few studies have examined how PPETs have used technologies (Phelps et al., 2021) throughout their preparation. Therefore, the purpose of the study was to qualitatively explore PPETs' use of technology during their student teaching.

Method: Four PPETs (three males and one female) from a large state university participated in the study. Three of them were Latinos and one African American. They conducted their student teaching in underserved local schools (8 weeks in an elementary placement and 8 weeks in secondary). Qualitative methods were used. Participants answered open-ended questions online, focusing on what/how technologies have been utilized or available for use during their student teaching. Additionally, a required written assignment was employed to collect data on what/how technologies were used for data triangulation. Data were analyzed using constant comparative methods (Kolb, 2012) to generate themes.

Results: Three themes were emerged: (a) only basic technologies have been used/available as the participants only reported the use of projectors and computers for playing videos and music, and wireless microphone; (b) advanced new technologies such as virtual reality or wearables have not been available for the PPETs in local schools; and (c) personal smart phones have not been viewed as a technology that can be used to enhance teaching and learning because students were not allowed to bring their phone to the gym.

Conclusion: Only basic technologies have been used in teaching physical education. School technology policy played an important role in

how mobile phone can be used for teaching and learning.

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Socially just?! Exploring PE teaching practices across PE teachers and their students

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Introduction: Diversity and the accompanying demand for more social justice have become an integral part of modern societies (1). Meeting students' diversity and promoting social justice are both requirements and challenges for physical education (PE) (2, 3). Social justice pedagogies address these two requirements and serve as a theoretical framework for the research project (4, 5). In contrast to the vision of social justice itself, concrete teaching practices concerning social justice are still rarely covered within scientific literature. Little is known about what PE teachers actually do to address their students' diversity and foster social justice (6, 7).

Objective: The aim of this study is to identify the actual teaching practices PE teachers conduct to meet the above-mentioned requirements.

Methods: Therefore, an exploratory qualitative interview study is realized (8). Using semi-

structured, narrative-generating interview guidelines, PE teachers and students are interviewed concerning two main aspects: (a) What do PE teachers do to meet their students' diversity and teach for social justice? and (b) To what extent does PE already meet students' diversity and contribute to social justice? By combining the two perspectives (PE teachers and their students), the study allows an evaluation of the teaching practices. This is important when thinking about possible suggestions for the future development of teaching practices in PE (2).

Results: First results will be presented at the conference.

Conclusion: The results of the study contribute to the state of research on teaching practices in PE concerning meeting students' diversity and social justice. In addition, the results are relevant for the further development and improvement of PE.

Keywords: social justice pedagogies, diversity, physical education, teachers' and students' perspectives.

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Motor competence pre and post lockdown due to COVID-19 in Chilean schoolchildren

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Introduction: The COVID-19 lockdowns have had adverse impacts on motor competence in schoolchildren (Pombo et al. 2021; Wessely et al., 2022), which could potentially hinder the uptake of healthy and active lifestyles. The objective of this study is to assess and compare the motor competence of Chilean schoolchildren in 5th and 6th grade, using data from two different cohorts - one from before the lockdowns (2018-2019) and another one from after the lockdowns (2022).

Method: We conducted an analysis of data collected from 1,179 students (46.8% girls, age M=11.11 SD=0.66) in 5th and 6th grade of elementary school, 588 corresponding to data collected in 2018-2019 (Cohort A: 52.2% girls, age M=11.15 SD=0.62), and 591 to data collected in 2022 (Cohort B: 47.8% girls, age M=11.07 SD=0.69). The MOBAC-5-6 test was used for the evaluation of motor competence.

Results: The analysis revealed that the level of motor competence has a significant negative trend regarding the post-lockdown cohort. Cohort A presented a motor competence in object control of M=2.96 (SD=1.98), a value that decreases in cohort B

to $M=2.57$ ($SD=1.98$), with significant differences ($p=0.001$; $d=0.19$). Regarding the motor competence in self-movement, cohort A presented a value of $M=2.49$ ($SD=1.99$), while cohort B $M=1.96$ ($SD=1.86$), with both groups differing significantly ($p<0.001$; $d=0.27$).

Discussion: The results confirm a decreased motor competence in Chilean schoolchildren after two years without face-to-face classes, which is consistent with both follow-up studies (Pombo et al. 2021) and cohort studies (Wessely et al., 2022). Considering that Chilean schoolchildren already had a high prevalence of overweight and poor motor performance before the outbreak of the pandemic, these results affirm the urgent need to take measures to counteract this problem exacerbated by the Covid-19 pandemic.

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Actual and perceived motor competence in a rural context according to gender and extracurricular sports participation

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Introduction: The purpose of this study is to determine if there are differences in actual and

perceived motor competence in rural schoolchildren, according to gender and participation in extracurricular sports; and if there is a relationship between actual motor competence, perceived motor competence, participation in extracurricular sports activities and the type of sports.

Methods: A total of 120 primary school students (60.0% girls, age $M=11.05$ $SD=1.05$ years) from the commune of Perquenco in the La Araucanía Region, Chile, participated. The MOBAK Test was used for the assessment of actual motor competence and the SEMOK Questionnaire for the assessment of perceived motor competence.

Results: Boys performed better than girls in the object control of actual motor competence, with a significant difference ($p<.001$; $PS_{est}=.69$); while no significant differences were found in perceived motor competence according to gender. Students who participate in extracurricular sports show higher values in actual (object control: $p<.001$; $PS_{est}=.27$; selfmovement: $p<.001$; $PS_{est}=.23$) and perceived motor competence (object control: $p=.005$; $PS_{est}=.35$; self-movement: $p<.001$; $PS_{est}=.31$), with significant differences compared to those who do not participate in any extracurricular sports activity. Significant relationships were found between actual and perceived motor competence and participation in sports. The type of extracurricular sports was only associated with actual motor competence, where group sports were related to the object control ($r=.378$) and individual sports to the self-movement ($r=-.350$).

Conclusion: The results suggest that gender and extracurricular sports play a relevant role in the motor competence of students from rural areas.

Investigation and research on the influence of PE reform of high school entrance Examination on PE teaching of Junior three in Kaifeng City

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Research Background: With the increase of PE scores and adjustment of examination items in Kaifeng high school entrance

examination, many drawbacks such as teaching by examination, high score and low ability have been exposed in PE teaching practice, which need to be solved urgently.

Research methods: This paper mainly adopts questionnaire survey, interview and other research methods to deeply analyze the influence factors of Kaifeng high school entrance examination reform on physical education classroom teaching quality. A total of 627 questionnaires were distributed and 10 front-line PE teachers were interviewed in depth.

Results: 1. One-sided learning objectives tend to improve students' physical education scores. 2. Limited teaching content, mainly in the middle school examination content. 3. Repeated exercises are usually adopted in teaching methods, and students' interest in sports learning has decreased significantly.

Conclusions: 1. The study goal is to improve the sports ability, ignore the healthy behavior and sports morality, which is not conducive to the cultivation of students' core quality; 2. The phenomenon of "what to test" and "what to teach" is serious, the teaching content is solidified, and the physical education class is changed into the test class. 3. Monotonous teaching methods and lack of situational teaching lead to students' preference for sports rather than physical education.

Case study of effects of KDL sports games on gross motor development-tal delay in children

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Background/Purpose:In recent years, the tendency that the level of our country child gross movement development ability drops gradually appears.Based on KDL sports games, this study designed diversified teaching contents to explore the effects of KDL sports games on gross motor development-tal delay in children.

Methods/Design:In this study, a child with gross motor development-tal delay was

selected by single subject experiment, interview and mathematical statistics, and a multi-topic individualized exercise intervention design including“Walk, run, Jump” was carried out, a 1-year follow-up intervention of KDL sports games was carried out. The intervention was conducted 3 times a week for 30 minutes each time. The behavioral changes, including motor development, emotion regulation and language expression, were observed and recorded.

Results: There were significant differences in the children's gross motor scores before and after the experiment ($t = -3.542$, $P < 0.01$), and the level of motor development changed from "delay" to "moderate". At the same time, the interview found that after the intervention, case K had increased the time of daily exercise participation, increased the willingness to express language, and the number of separation anxiety with parents decreased.

Conclusion:KDL sports games start from children's physical and mental health, take the improvement of movement development as the main line, and are structured to create gamified and situational teaching scenes, which can not only effectively improve children's slow movement development, but also promote their positive development of language and cognition.

Pre-competitive functional physical assessment in field hockey players

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Introduction: it has been seen that some alterations may represent a risk factor for sport-specific injuries (1–3).

Objective: characterize the physical condition of Chilean field hockey players in order to determine risk factors for the sport.

Methods: all field hockey players from Club Deportivo Universidad Católica of Chile of the 2022 season were invited to participate in the study. The evaluations carried out were; hip rotation ROMs, Thomas, Ely's, AKE and Ober tests, lunge test, Y Balance test (4), Biering-Sorensen (5), Hop test battery (6) sport specific endurance plank test (7) and SLBT (8). Statistical analyses were performed with STATA 15.0

Results: 121 participants were included (age 17.76 ± 5.27 years), where 109 were female. Decreased hip

rotation ROM was observed (right hip: IR $35.6^{\circ} \pm 8.1^{\circ}$ and ER $27.8^{\circ} \pm 7.4^{\circ}$; left hip IR $34.6^{\circ} \pm 7.8^{\circ}$ and ER $26.8^{\circ} \pm 6.2^{\circ}$). 36%, 30.6%, 61.2% and 47.1 % showed a decreased hip flexors', TFL, knee extensors and flexors' flexibility respectively in their right leg, along with 29.7%, 33.9%, 68.6% and 46.3% decreased flexibility on their left leg, respectively. A lack of endurance of the CORE musculature was observed in the sports specific plank test and in the Biering-Sorensen test, with an average of 92 ± 35.4 and 118.3 ± 47.5 seconds respectively. 50.4% and 49.6% showed a poor performance in SLBT test (<20 rep) on their right and left leg, respectively.

Conclusion: participants have low flexibility and ROM, along with poor CORE and hamstrings endurance.

Keywords: risk factors, sports, field hockey

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Pre Recorded Oral & Poster Presentations

Review on the Socialization Development of Physical Education Teachers in China

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Background: Compared with teachers of other subjects, physical education (PE) teachers show the characteristics of marginalization, so their socialization development is also faced with multiple difficulties. The purpose of this paper is to systematically review the relevant researches on the socialization of PE teachers and provide reference for the construction of high-quality PE teachers in China.

Methods: Using qualitative research methods, A total of 56 articles were selected through CNKI and Wanfang database with "socialization of PE teachers" and "PE teachers" as keywords. The selection was based on the following criteria: (1) Socialization research focusing on PE teachers themselves; (2) Research needs to analyze the socialization dilemmas and provide potential solutions.

Results: (1) Achievement: Scholars believe that the socialization development of PE teachers needs to go through three stages: acculturation, professional socialization and organizational socialization (Lawson, 1983), and explore the influencing factors of the socialization process from other perspectives. (2) Deficiencies: Lack of case studies on the failure of PE teachers' socialization experience; Lack of concrete PE teachers socialization evaluation mechanism; It neglects the socialization progress analysis which takes doctors of PE as the research object; The study on the acculturation stage of PE teachers is not paid enough attention. (3) Prospect: The normal school students who are not engaged in PE teachers should be researched; To develop a post-entry socialization evaluation scale; Pay more attention to the socialization development of doctors of PE; Pay attention to the role of acculturation stage in shaping "future potential PE teachers" and further study.

Conclusion: The socialization process of PE teachers is related to whether they can truly obtain professional happiness and sense of identity. Chinese scholars should continue to strengthen their research efforts to promote the realization of the long-term goal of "fully equipped PE teachers" in China.

ExternalResource:

https://www.iqiyi.com/v_1rsmwvrn3bk.html

Repetition and difference: Exploring the practical logics and experiences in repetitive practice

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Introduction: Repetitive practice is essential for skill/sense acquisition in high-performance sports. Extant literature focused on verifying the effectiveness of repetition training in controlled settings based on the assumption that repetition enables players to reach the level of unconsciousness so they can perform certain movements without paying special attention. However, little exploration has been conducted on how such repetitive practice proceeds in the messy reality of sport coaching. **Aim:** The purpose of this study was to comprehend repetitive practice in actual coaching milieu. Drawing on Deleuze's difference and repetition, two research questions were addressed: (a) What are individuals' practical logics underlying their repetitive practice; and (b) Which experiences do individuals encounter in each logic? **Methodology:** Empirical data were collected from observations with body-mounted-camcorders and stimulated-recall-interviews conducted on eight coaches and eight athletes in four elite sports. The data were analysed through Pink's sensory ethnography.

Results and discussion: First, our participant engaged in repetitive practices under two logics; one was 'pursuing sameness', and the other was 'finding difference'. While the former logic seeks to copy the normative body schema that is defined by coaches, the latter aims to optimise players' own movement by focusing on a difference itself. Second, the logic of pursuing sameness induced athletes to experience the agony of tediousness, which often led them to conduct purposeless practices. In contrast, the logic of finding differences was closely related to purposeful practices in flow. However, most of our participants engaged in repetitive practices for copying purposes.

Conclusion: Our findings imply the lack of players' agency in repetitive practices. Therefore, coaches need to adopt the logic of finding differences together to facilitate athletes' active participation and meaningful experiences in repetitive practices.

External Resource:
https://drive.google.com/file/d/1WaUsqS0FYierarbrtELwG5qVf7CIZNu8/view?usp=drive_link

Application of machine learning and clustering techniques in Sports talent selection

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Talent selection decisions are currently based on youth performance to predict prosperity in adulthood, implicit coach preferences, and subjective criteria. Athletes in different sports have different anthropometry features, body composition, and body types. Also, there is a similar body size and body type pattern at high skill levels. Today, Artificial intelligence (AI) has entered sports science and created new opportunities for multivariate data analysis in this field. Machine learning (ML) techniques, as part of AI, now allow us to classify athletes. Clustering provides a new perspective on sports specialization, and K-means clustering is a powerful tool. Method: One hundred and fifty (N=150) male cyclists were selected. The anthropometric measurements (ISAK protocol) were taken. The Heath-Carter model is employed to estimate Somatotypes. k-means++ algorithm and the Principal Component Analysis (PCA) were applied. Result: novel machine learning technique provides attitudes on anthropometry-dependent sports specialization, for example, High mesomorph and low ectomorph assigned MTB, Track, and Road, respectively. There were significant differences between MTB and Road in three body types; endomorph: (p = .000), mesomorph: (p = .025) and ectomorph: (p = .003), and between MTB and Track (p = .000) in endomorph. The MTBs had mostly distinct anthropometric features. However, Track and Road cyclists were intertwined, and splitting them into two groups was difficult. Conclusion: This study implies that competition within a sports environment relates to different anthropometric features. Clustering and ML may help discover how athletes match their sports discipline with individual anthropometry.

Elementary School Children's Physical Activity in Organized Recess Connected To Physical Education

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Introduction: Physical education and recess are two of the core components of the Comprehensive School Physical Activity Program (SHAPE America, 2015). Previous research has demonstrated positive outcomes of connecting the content of physical education with physical activity programs during recess (Cheng et al., 2021). This study investigated children's physical activity in parkour recess tied to physical education lessons compared to traditional lunch recess in elementary schools.

Method: Nineteen (5 girls and 14 boys, 8-9 years) children from one 2nd grade class voluntarily participated in eight 20-min parkour recess sessions tied to a parkour unit taught in physical education. Twenty children (10 boys, 10 girls, 2nd grade) from three different elementary schools were randomly selected for observation during traditional lunch recess. Moderate (MPA), vigorous (VPA), and moderate-to-vigorous physical activity (MVPA) data were collected in both parkour and traditional recess using systematic observation by trained observers. Mann-Whitney U was used to investigate the difference in MPA, VPA and MVPA between both settings.

Results: Results indicated significantly higher MVPA in parkour recess (88.9%) compared to traditional recess (48.1%) ($U=380.00$, $p<.001$). In addition, significantly higher VPA was reported in parkour compared to traditional recess (77.2% vs 22.9%, $U=380.00$, $p<.001$). The MPA was significantly lower in parkour versus traditional recess (11.6% vs 25.4%, $U=31.00$, $p<.001$).

Conclusion: Parkour recess tied to physical education is a promising strategy to increase children's daily MVPA. Children demonstrated higher MVPA, especially VPA, when they voluntarily participated in content that they learned in physical education. Since recess is offered daily, it can be an important setting to promote physical activities learned in physical education.

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External Resource: <https://youtu.be/L5QixUBEhEI>

Physical Literacy and Bildung: A Comparative Study

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Introduction The concept of physical literacy (PL) is increasingly finding its way into educational policies and curricula for physical education (PE) in many countries (Carl et al., 2022). Nevertheless, attempts to operationalize PL have fostered the neglect of certain aspects that Whitehead (2001) originally used to develop the concept, such as embodiment and experience. This development as well as the philosophical foundations of the concept (e.g.,

phenomenology) seem to show parallels with the discussion about the concept of Bildung in the context of PE in Germany (Wibowo et al., 2022). The study aims to identify similarities and differences between these two concepts and their discourses to examine whether they are compatible with each other, and whether constructive connections are possible.

Method Using a discourse-analytical approach (Taylor, 2013), the discourses on the concepts were traced based on scientific publications that contribute to the academic discussions about PL and Bildung in the context of PE. Similarities and differences were identified and categorized to enable a systematic comparison of the concepts.

Results The results show commonalities, particularly in the philosophical foundation of the concepts (e.g., conception of human nature, corporeality), which have led to difficulties in operationalizing the concepts. However, the discussion about Bildung in Germany seems to be a bit more advanced regarding the practical implementation of the concept in PE, whereas, at the moment, more attempts are made to operationalize PL.

Conclusion The study confirms initial assumptions about the relation between the two concepts (Aggerholm & Giese, 2023). It provides constructive impulses for both discourses regarding issues of operationalization and practical implementation. Thus, the results open up opportunity for international connectivity of the German discourse on Bildung in PE.

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External Resource:
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Development of Digital Teaching Competencies in Physical Education Teacher Educators

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One consequence of the COVID-19 pandemic has been a rapid increase in networked digital technologies in many areas of daily living. Yet, it cannot be assumed that young people have a responsible handling and profound understanding of digital media. The concept of digital literacy thus highlights the need for teachers to have appropriate teaching skills. This underpins the necessity to adequately prepare future teachers and to modernize teacher education programs (Eickelmann et al. 2021). Besides curricula considering digital competencies, one should also pay attention to teacher educators' abilities to enhance digital teaching skills. Therefore, the status of one of Germany's largest P.E. teacher training programs at GSU Cologne was analyzed to identify strengths and weaknesses among P.E. teacher educators.

Method Based on the framework "Teachers in a Digitalized World" (Medienberatung NRW, 2020) and select scientific models (a.o. Herzig & Martin, 2018; Tulodziecki, 2012) a seven-dimensional structure of digital competencies in teacher education was derived. To identify developmental needs among teacher educators, each dimension was standardized by three to six items. Prior to the survey, the questionnaire was subject to communicative validation based on expert advice. Eventually, a full survey was conducted among teacher training staff at GSU Cologne in 2022 (n=106).

Results With respect to a return ratio of 41.3 % (n=45), several strengths and weaknesses in teacher educators' competencies could be identified. In all seven dimensions a substantial part (30-50%) of the teaching staff feels uncomfortable teaching digital

skills. The general discomfort is also reflected in university courses, in which digital competencies are taken up only to a small extent.

Conclusion Regarding comprehensive digital transformation in school and beyond, the results show the need for professional development among teacher educators at university level as a prerequisite to put curricular learning objectives into practice.

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External Resource:
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Using didactic variable (DV) in badminton : differences between an expert PE teacher and a novice PE teacher

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Introduction Teachers are confronted to an ever-growing heterogeneity between each student. Experts and novices have different ways of teaching and adapting to students. Adaptability in teaching is expressed through the use of didactic variables (DV). DV are a task parameters that can be changed in a situation in order to learn, like the time needed to do a drill. By changing DV, teachers can focus on different knowledge to adapt to students. Our purpose is to analyse the differences between expert and novice PE teachers using DV in badminton.

Methodology We have selected a teaching expert and a novice. We filmed them during their lessons. We ran 20 minutes interviews before and after each of the 3 consecutive lessons (Amade-Escot, 2014) with their classes of 14 years old students. We asked about their use of DV during “auto-confrontation”(Brière et Musard, 2012) interviews to understand how they use DV so that that students learn . We registered each DV by nature : with general DV existing in every teaching situation like space or the use of pedagogic tools or with specific to badminton DV like technics and strategies. Then we compared both of them.

Results The expert uses 70% less DV than the novice, he tries to be more accurate with what he already uses to be adequate with the student learning stage. The expert aims at badminton specific knowledges whereas the novice teacher bases his intervention on general DV. For example, the expert will regulate on the shuttle trajectory when the novice changes space, time or the adversity level. When these teachers feel that they failed in their choice of DV, it motivates them to chose a better DV to help each student to learn.

Conclusion These teachers use different kind of DV. The expert uses more specific to badminton knowledges based DV dealing with technics and strategies. The novice uses more general DV showing that he uses different DV than the expert. For both of them, DV is a key factor of choice in the making of their lesson to help each student to succeed. To learn to adapt is a modern goal for teachers and a real competence to build (Xie et al. 2021)

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Physical Activity, Npb Satisfaction And Motivation Towards Physical Activity In Primary Education. An Interdisciplinary Intervention Proposal Under The Abp Model.

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Abstract

At present, Due to the importance of carrying out physical activity in society due to the multitude of physical and psychological benefits it provides, it is essential to work at school, in an interdisciplinary way, to motivate students towards physical-sports practice (Zueck et al.,2020). The main target of this work was to know the levels of physical activity, satisfaction of basic psychological needs (BPN) and the motivation of the students in 6° of primary education in physical education to create an interdisciplinary educational proposal under the methodology “project based learning (PBL)” and to promote these variables. The sample was composed for 58 students from 6° grade of primary (6°A,6°B y 6°C). In order to know the levels of physical activity, it was used the questionnaire Assessment of Physical Activity Levels (APALQ) (Ledent et al., 1997; Telama et al., 1985; Zaragoza et al., 2012); so as to know the motivation it was used the motivation in the physical education questionnaire (CMEF) (Sánchez- Oliva et al., 2012). Fynally, to know the (BPN) it was used the Vlachopououlos and Michailidou (2006) questionnaire, which was adapted by Moreno et al. (2008). Finally, once it was known and it was verified that the average of the levels of physical activity of the three groups (6°A=9.94;6°B=9.39 and 6°C=11), autonomy (6°A=3.76; 6°B=4.31 and 6°C=4.24), competence (6°A=4.08; 6°B=4.29 and 6°C=4.34), social relationships (6°A=4.43; 6°B=4.61 and 6°C=4.70) and intrinsic motivation (6°A=4.64; 6°B=4.51 and 6°C=4.73) could be improved, it was created an interdiscilinary educational Project (music, art and physical education) under the model PBL for fomentting the motivation of the students for the physical activity. Finally, we consider it essential to create programs in this line because, if the students' basic psychological needs are met and they are motivated towards physical activity from an early age, high levels of sedentary lifestyle and associated diseases can be avoided.

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Impact of Secondary Organizational Socialization on Early Career Faculty Members' Delivery of PETE

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In the last decade, a group of sport pedagogy scholars have begun to investigate how sport pedagogy faculty members' (FMs) beliefs and actions regarding physical education teacher education (PETE) are influenced by secondary

organizational socialization (i.e., the impact of the university conditions and culture). This study's purpose, therefore, was to add to this small body of work by describing the impact of secondary organizational socialization on early career FMs' delivery of PETE. The specific research questions we attempted to answer were: (a) How did FMs deliver PETE? and (b) What factors undermined and supported FMs as they delivered PETE?

Participants were five early career sport pedagogy FMs who had worked in universities in North America. They were purposefully selected because the universities at which they worked varied in terms of location, focus, and size. The FMs completed formal semi-structured interviews, supplied documents that illustrated the type of PETE they implemented, completed critical incident reports, and provided film of themselves engaging in PETE. Data were analyzed using thematic analysis.

This study revealed that the FMs delivered PETE based on the behavioristic, traditional/craft, and critical-inquiry orientations to teacher education. The key cultural components that shaped the FMs' delivery of PETE were sport pedagogy colleagues, preservice teachers, administrators, and the focus of the university. The main conditions that supported or undermined the FMs' implementation of PETE were the quality of mentor teachers and practicums, resources, and the influence of national and state standards for teacher education. Most of the FMs experienced a form of institutional pull (as opposed to the institutional press), although they were required to employ coping strategies when faced with negative and unfavorable cultures and conditions. The study has practical implications for those training sport pedagogy doctoral students, the doctoral students themselves, senior sport pedagogy FMs, and administrators.

External Resource: <https://youtu.be/PjvWUaWk7MY>

Changes in Teachers' Content Development Following Professional Development

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Introduction Content development, the sequencing of developmentally appropriate tasks in a progressive way to promote student learning, is a critical skill for teachers (Iserbyt & Coolkens, 2018; Ward et al., 2017). Research has demonstrated the positive effect of professional development content knowledge workshops on teachers' pedagogical content knowledge and student learning (Ward et al., 2020; Iserbyt et al., 2020). This study investigated the impact of a content knowledge professional development workshop on teachers' task selection

and content development for teaching crawl swimming in middle schools.

Methods Three physical education teachers (one female, two male) each taught a 10-lesson crawl unit to one intact class in middle school. Next, they individually received a 3-hour standardized professional development workshop in crawl that focused on common (i.e., techniques) and specialized (i.e., task progressions and common errors) content knowledge. Following this workshop, they each again taught a 10-lesson crawl unit to a different class of the same age. Teachers' task selection and task appropriateness relative to crawl was coded live by trained observers. Inter observer agreement was 89% based on 65% of all data.

Results Following the workshop, the total number of tasks for the 10-lesson unit increased from 26 to 34, 41 to 59, and 43 to 53 for the three teachers respectively. Prior to the workshop, less than 20% (range 0%-20%) of tasks were aligned with the workshop, which increased to at least 79% (range 79%-92%) following the workshop. Finally, the proportion of appropriate tasks increased from a low of 7% (range 7%-31%) to 93% (range 93%-96%) after the workshop.

Conclusion This study demonstrated that a 3-hour professional development workshop substantially impacted middle school physical education teachers' task selection and task appropriateness. The workshop increased teachers' task repertoire and assisted them in selecting more appropriate tasks for teaching crawl.

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<https://youtu.be/MekOioTVWH8>

Resource:

I then jumped in and then it was inside a real experience'. Students' Experiences of Mastering Jumping Tasks in Physical Education

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Introduction Emotional experiences in physical education interact with motivational consequences. They are shaped by situational contexts, social conditions and subject matter (Ahns, & Amesberger, 2021). While empirical studies focus on general experience in PE and pay little attention to the specific content or task context (e.g., Leisterer, & Jekauc, 2019), the aim of the present study is to elaborate facets of emotional experience in close relation to a specific subject matter. We ask, how students experience specific jumping tasks emotionally.

Method We taught a didactic lesson at a sixth grade in an Austrian high school that focused on offering different open tasks of jumping down and over various obstacles to students with the aim of encouraging self-referential achievement goal setting to foster emotional experiencing (Deci, & Ryan, 2008). Subsequently, 12 (6m/6f) episodic narrative interviews (Mueller, 2019) were conducted. For analysis, the documentary interpretation (Nohl, 2010) is used to reconstruct orientation patterns of students, describing their emotional experience.

Results Initial analyses show that jumping in general spans a wide emotional range from aversive to joyful, while some students also experience it as unemotional. In particular, the experience of mastering a jumping task is emotionally charged: students explicitly and implicitly refer to fearful situations (e.g., height, unsafe tread, social pressure) or making the decision to jump as emotion-triggering moments (i); they describe the task-related action emotionally as states of clutch (Swann, et al., 2017) or as an intense perception of the emotion (e.g., trembling legs) (ii); and they emphasize the experiential qualities of fulfilling or mastering a jumping task (e.g., unexpectancy comes with pride or shock) (iii).

Discussion The results show that students differ in how they reference their emotional experience (i-iii). Didactical implications should consider ways of individual accompaniment of the experience, e.g., awareness of and reflecting on emotional triggers.

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Competencia aprender a aprender en relación con la edad, semestre cursado, promedio académico, sexo y experiencia deportiva: análisis en estudiantes universitarios colombianos

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Uno de los procesos más importantes en el estudiante universitario hace referencia a su competencia de aprendizaje. Por ello, se evaluó la competencia aprender a aprender en estudiantes universitarios de la Licenciatura en Deporte de la Universidad Pedagógica Nacional de Colombia. Participaron voluntariamente del estudio 182 estudiantes. Los participantes completaron el cuestionario CECAPEU y los resultados se analizaron en función de la edad, semestre cursado, promedio académico, sexo y experiencia deportiva. Los hallazgos demostraron que en respuesta a la edad agrupada existen diferencias significativas para la dimensión cognitiva ($p=0.03$), dimensión metacognitiva

($p=0.04$) dimensión afectiva y motivacional ($p=0.04$). Como respuesta al semestre cursado se encontraron diferencias para la dimensión cognitiva ($p=0.01$), dimensión metacognitiva ($p=0.04$) y afectiva y motivacional ($p=0.04$). En respuesta al sexo, la media ética de los estudiantes hombres es menor al de las mujeres ($p=0.01$). Por último, no se encontraron diferencias en respuesta a la experiencia deportiva. Los presentes hallazgos reafirman la importancia de evaluar la competencia de aprender a aprender del estudiante universitario a partir de las dimensiones: cognitiva, metacognitiva, afectiva y motivacional, social/relacional y ética. Por todo lo anterior, surge la necesidad de desarrollar nuevas investigaciones que evalúen la competencia de aprender a aprender en diversas carreras profesionales, buscando aportar desde dos perspectivas: una general centrada en la formación de maestros y otra específica apoyada en el desarrollo de investigaciones que focalicen el deporte como objeto de estudio en las instituciones de educación superior.

Student-Researchers and PE Curriculum Co-constructors - a case study from Malta

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In recent years there has been a shift in perceptions about students' voices and the students' functional role within the different contexts, both in and outside school. This new phenomenon, described as the new sociology of childhood, empowers students themselves in defining what constitutes a student's life with all the different experiences (Quennerstedt and Quennerstedt, 2014). Within this new scenario, that tries to readdress power imbalances and encourage empowerment (Papadopoulou and Sidorenko, 2021), it is natural that the aim becomes that of making leeway to more students' voices being heard when issues concerning students are being discussed and researched. The most valid approach in such a context is participatory research which allows participants to assume two roles, co-researchers and co-participants (Reason and Torbert, 2001).

In this study a group of 15-year-old PE students in a secondary school in Malta, assumed both roles by first designing a research tool to explore the perceptions of other students about wellbeing and subsequently, based on the data collected, co-constructed a set of PE sessions with the wellbeing of students as the outcome. Throughout this study, an inclusive inquiry approach was implemented with student-researchers involved throughout the whole planning, implementation and evaluation phases of the study. Evidence from this study confirms that

strengthening students' voices and engaging them in the whole pedagogical process contributes not only to their own flourishing (Keyes, 2002) but also results in an effective inclusive PE experience. Implementing such a democratic, flexible and inclusive approach in a school environment had its challenges too due to ethical concerns and in being flexible to accommodate uncooperative students until mutual trust was developed (Purdy and Spears, 2020). Although conflicting moments were expected, the more the students found their place at the core of the research, the narrower the knowledge-to-action gap became.

External Resource: https://1drv.ms/p/s!ApB2pUGV_EHu43QjwEHec_9d6O40?e=HpeeQR

We are the best! Getting to know athletes with intellectual disabilities: An intervention to develop positive attitudes towards disability in Physical Education

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Disability awareness programs have used strategies such as information and direct contact for the development of positive attitudes, being widely used in physical education due to the potential of sport activities as a driver of change (Felipe-Rello and Garoz, 2014). However, the design of many awareness-raising experiences has been close to the medical model, focused on the limitations of people with disabilities, or has not contemplated their participation in the programs design and implementation. Following the principles of social justice, this work shows an experience of sensitization towards intellectual disability through physical education. 30 students (10 pre-school, 20 elementary school) from a school participated. The intervention was structured in two stages: firstly, a theoretical presentation of Paralympic sport, which ended with the participation of two athletes with intellectual disabilities who narrated their sporting experience as a brief life story, focusing their speech on their capabilities. The second stage consisted of practicing the sport activities identified in the life stories (athletics and futsal), which were directed by the protagonists. The experience was evaluated through a motivated drawing by the students and a field diary filled out by one of the authors. The results show that the day was perceived as very positive by the students, without making any reference to the disability of the athletes who took part in the activity. Both the drawings and the diary entries show references to their sporting achievements and not to their limitations. It is concluded that the modification of the status of

athletes, and the idea of focusing on their abilities, have achieved the success of the day.

External Resource: <https://youtu.be/8pc9T9otQbs>

“We need to eliminate barriers”: Black and Latine PETE faculty in Predominantly White Institutions

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Physical Education Teacher Education (PETE) is a predominantly white field (Burden et al., 2005), reinforcing racial and ideological marginalization for Black and Latine PETE Faculty by reinscribing whiteness (Lisle-Johnson & Kohli, 2020). Faculty of Color in higher education are, however, sustained through counterspaces (Ong et al., 2018), recognizing the value of their cultural identities (Columna et al., 2018), developing an ethos of care (Clark, 2019), and transformational resistance (Solórzano & Bernal, 2001). The visual narrative research (Bach, 2007) engaged 11 Black and Latine PETE faculty at Predominantly White Institutions (PWIs) in two semi-structured and conversational interviews, along with participant-generated imagery (Drew & Guillermin, 2014). We analyzed the data inductively and deductively, establishing themes across interviews, and connecting to existing literature and the theoretical framework, Critical Race Theory. While racism was part of participants' narratives, their stories were more complex and multifaceted. Participants were empowered from their minoritized position (Rodríguez, 2011). In spite of racialized emotional burdens and systemic barriers, participants found meaning in their work through transformational resistance: making a difference and working for social change. From developing sustaining mentor relationships, to working with local, underserved schools, to promoting culturally relevant pedagogy, and developing physical/conceptual counterspaces, participants represented their marginality in a way that afforded empowerment and self-worthiness within predominantly white PETE contexts. Participants highlighted the importance of tiered levels of support from family, teachers, and fellow faculty. This reality begs for an emphasis on creating cultures of diversity and inclusion in higher education, without which Black and Latine faculty are more likely to experience traumatic racism and isolation in their PWIs. Counterspaces in which racialized PETE faculty members can be affirmed and supported are crucial to longevity in the field. Emphasizing, legitimizing, and valuing culturally relevant pedagogies in PETE may help to recruit and retain Black and Latine PETE Faculty.

External Resource: <https://youtu.be/tMQDoggtsoY>

“it’s about bringing people together”: One Middle School Physical Education Teacher’s Attempt at Deploying Character Education

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In response to rising levels of youth precarity several sport pedagogy scholars have begun to examine the role and purpose of school-based physical education in the modern age. While several critiques are available, this study sought to respond to the field’s lack of understanding about what affective learning is and does, and how to teach it. In response to this issue, scholars have urged pedagogues to revisit the affective domain and where appropriate, experiment with pedagogies of affect as a means to foster a shared, but situationally flexible, profession-wide technical culture. The purpose of this study, therefore, was to describe how one teacher deployed character education in the context of physical education.

Joseph, a 41-year-old teacher working at Flourishville Middle School in the United States was purposefully invited to participate because of his passion for teaching character through physical activity. At the time, Joseph identified as a white, able-bodied male and was in his first year of instruction. Subsequently, Joseph dedicated 99 lessons to the teaching of character education to three classes. To understand Joseph’s pedagogies of affect, data were collected with eight qualitative techniques (formal/informal interviews, documents/artifacts, observations, teaching film, field notes, and critical incident reports) and analyzed using thematic analysis.

In summary, Joseph deployed a “thematic approach” to teaching character education. Through this method, Joseph taught his students about 32 virtues through the content of human flourishing, handball, ultimate frisbee and practical wisdom that were framed around seven, Aristotelian inspired affective themes. Complementing Joseph’s pedagogies of affect were the school cultures, the content of physical education, the universality of affective pedagogy and teacher autonomy. Inhibiting Joseph’s efforts were factors that were outside of his control. The study has practical implications for those interested in researching and teaching the affective domain, and to those preparing future educators.

External Resource: <https://youtu.be/G0WydE3sy5o>

Application of flipped classroom for the improvement of motivation in learning and towards physical education and the

improvement of basic psychological needs. Proposal of an intervention program

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Introduction The flipped classroom makes students take a more active role in the learning process (Lai & Hwang, 2016). In this way, the teacher provides content with which the students work outside school hours to take advantage of the classes to resolve doubts and carry out practical exercises (Sohrabi & Iraj, 2016). Previous studies (Moreno & Cantos, 2017) show that the application of the Flipped Classroom makes students acquire new skills and knowledge, thus being in a continuous learning process. The aim of the research was to find out the levels of motivation towards physical education (PE) and learning and basic psychological needs (BPN) in order to make a proposal for an intervention programme using the Flipped Classroom to improve these variables in primary education.

Method Sample The study sample consisted of 45 children from C.E.I.P Marismas del Odiel, divided into group A (23 pupils) and group B (22 pupils).

Variables/instruments The research instruments were the "questionnaire of motivational evaluation of the learning process" (Quevedo-Blasco et al., 2016), to measure motivation towards learning; questionnaire "motivation in Physical Education in primary education" (Leo et al., 2012), to measure motivation towards PE and "scale of psychological needs based on physical education" (Méndez & Fernández-Río, 2018) to measure the NPB.

Results The results showed, in relation to learning motivation, that group A obtained a higher mean in intrinsic motivation (3.66), with extrinsic motivation (3.44) being the highest in group B. In terms of motivation towards PE, both groups had a higher value for intrinsic motivation (4.15 and 4.14, respectively). Finally, in relation to NPB, social relationships was the factor with the highest value in both groups (3.49 and 4.17, respectively).

Conclusion After obtaining the results, an intervention programme was created for the improvement/maintenance of the variables studied.

Acknowledgements This study is part of the TFG: "Proposal of an intervention programme through flipped classroom in primary education", carried out by Mr. Francisco José Sánchez Díaz, at the University of Huelva.

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The impact of typical school provision of physical education, physical activity and sports on adolescent physical activity behaviours. A systematic literature review.

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Regular engagement in physical activity is cited as a powerful predictor of future health among adolescents (Piercy & Trioiano, 2018). International guidelines recommend sixty-minutes of moderate-

to-vigorous-intensity PA daily for adolescents (World Health Organization, 2022). Physical Education is recognized as playing an integral role in the promotion of PA and health (Alijuhani & Sandercock, 2019). Despite the worldwide adoption of school physical education, physical activity and sports policies to promote physical activity and health, paralleled with significant investment, a gap in the literature exists that synthesizes the impact of school physical education, physical activity and sports on adolescent physical activity behaviours (Hardman et al., 2014).

Web of Science, SPORTDiscus, PsychINFO, ERIC and MEDLINE were searched for articles that examined the impact of regular school PE, PA and sport provision on adolescent aged 12-18 years, published between 2000-2020.

The relationship between typical school provision of physical education, physical activity and sports was found to be multifaceted. The provision of regular physical education class, extension of minutes dedicated to physical education (>90 min), maximizing opportunities for moderate to vigorous physical activity and minimizing opportunities for sedentary behaviour should be considered when strategizing to impact adolescent physical activity behaviour. In addition, for school physical activity and sports, active transport to school, extension of recess time (>60 min) and provision of a wide variety of sports was also deemed to be impactful. Overall, provision had the greatest impact on meeting physical activity guidelines with 62.5% significantly positive effects.

Future research should consider examining the additive impact of typical school provision of physical education, physical activity and sports as the included studies examined individual components of provision only.

External Resource: <https://www.mediafire.com/file/ziyh2zprkxbsn4f/vide01143330439.mp4/file>

“Writing is Not Like Doing”: Girls’ views and perceptions of Physical Education provision in Saudi Arabia

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In 2020, the Saudi Arabia (SA) government re-established Physical Education (PE) as a curriculum subject for girls (Alahmadi, 2021). Whilst PE was initially delivered online (due to the Covid-19 epidemic), in 2021-2022, girls in SA participated in face-to-face PE for the first time in their lives. The

aim of this study was to examine female students' views, experiences and perceptions of PE in this unique historical context, drawing upon the "didactical tringle" (Mong and Standal, 2019) as the theoretical framework. Between September-December 2022, three secondary, single-sex case study schools were recruited. A total of 30 girls (aged 12-14) across the three schools volunteered to participate in focus group interviews, each consisting of 4-5 girls and lasting 35-45 minutes. To facilitate interactive discussions, participatory research activities, such as drawing what they think about PE and ranking the most important school subjects to them, were utilised (Hooper, 2018). Grounded theory was utilised to analyse the data.

Preliminary analysis suggests that most of these girls expressed positive views about the importance of PE as a vehicle for health promotion (to "prevent diseases" or to "strengthen the heart") and for achieving an ideal body weight. Not all girls however found meaning and relevance in the way PE was offered in their schools. With most lessons taking place in the classroom (mainly through video analysis of skills or teacher demonstrations/explanations), the lack of practical PE was a significant limitation and one that appeared to contribute to a widespread concern of physical incompetency that prevented 'achievement' in PE and participation in physical activity (for some) more broadly. These findings shed light on some important dimensions about the prevailing discourses in the newly established PE curriculum in SA and underline the importance of critical engagement with student voice and theoretical advancements to inform curriculum development and implementation.

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External Resource: <https://youtu.be/A8P0R-onXYk>

Challenges in creating value in the Pre-service teachers' journey from learning to implementing Student-centred Approaches: an ethnographic study along a two-year PETE

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The present study's purpose was to comprehend the internal dynamics of the social learning interactions inside a Physical Education Teacher Education (PETE) programme where pre-service teachers (PST) were learning and implementing student-centered approaches (SCA). Specifically, this article draws on the Value creation cycles framework to unveil the education development challenges faced by PSTs inside of their PETE Social Learning Space.

The context was a two-year PETE programme in Portugal. In year one, the participants were three university teacher educators (TE) and 25 PSTs. In year two, the participants were 3 PSTs (from the original year one class) in their school placement, one university supervisor (US), and one cooperating teacher (CT). This study was an ethnography with a two-year longitudinal design. Data were collected through the ethnographer's participant-observations, meetings of the PSTs with the mentoring team (TEs, US, CT), and the ethnographer's field diary, reflexive log, and audio recordings. Data analysis involved the constant-comparative grounded theory method. The analysis resulted in understanding the challenges faced by PSTs while working in contexts of possible development of social learning spaces. Accordingly, findings explore the development of PSTs throughout the two years of the programme by analysing their involvement in each cycle of value creation: the PSTs' work group social dynamic; their experiences of peer-teaching SCAs before school placement; PSTs' intentions about implementing SCAs; the individualization of PSTs learning process; relationship dynamics with stakeholders (TEs, CTs, and US); and, the lack of practical examples of SCAs implementation in the host school. The analysis of the value creation cycles encourage PETE programmes to invest in understanding the development of social learning spaces, before introducing them in programme policy, by acknowledging the importance of developing a mechanism of analysis and follow-up of its development.

External Resource: <https://youtu.be/agZRbiS04as>

Preservice Teachers' Content Development in Lesson Plans for Teaching Net/Wall Games During School Placements

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Introduction. Selecting and sequencing (i.e., content development) appropriate instructional tasks to support student learning is an important skill for

physical education teachers (Iserbyt & Coolkens, 2018; Ward et al., 2017). This study investigated physical education preservice teachers' (PSTs) task selection and task patterns in lesson plans for teaching net/wall games.

Methods. A total of 18 lesson units consisting of 72 lesson plans from 18 PSTs (8 male, 10 female) from one physical education teacher education (PETE) program in Belgium were collected for data analysis. Units were developed for teaching volleyball (N=12), badminton (N=3), table tennis (N=2), or tennis (N=1) in middle or high school, and all contained four lesson plans. Task types and task patterns (i.e., the sequence of task types per lesson) were coded by trained coders.

Results. A total of 364 intertasks (i.e., tasks planned for the whole class) were coded. Mean number of tasks PSTs planned per lesson decreased from 5.9 tasks in lesson one to 3.7 in lesson four. Extending tasks were planned most frequently (27%), followed by informing tasks (24%). A proportion of 21% of tasks was planned more than once (i.e., repeated tasks). Overall, the planning of informing tasks decreased from lesson one (41%) to four (8%), while PSTs use of repeated tasks increased from lesson one (0%) to four (61%). In the 72 lesson plans, only three (4%) instructional task patterns occurred twice across all PSTs lesson plans.

Conclusion. This study shows that PSTs used no common instructional pattern for content development in net/wall games. The short duration of units (i.e., four lessons), the decrease of planned tasks per lesson throughout the units as well as the high proportion of repeated tasks highlight the need for PETE programs to support PSTs development of content knowledge.

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External Resource:
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Graduate studies as transformative growth: Experiences from the HPE MEd Cohort.

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Introduction Horn & Jang (2017) note that there has long been encouragement for teachers to pursue a graduate degree. Rationale for graduate education comes from a variety of levels and includes such diversity as: a desire for a higher salary; seeking to raise the status of the profession; meeting state level requirements for teacher licensure and; improvement of teacher effectiveness (professional development). We know much less about how graduate programs affect teachers themselves (status, professionalism, retention, etc.) and the impact on their learning on students and schools. While there is a well-established body of literature on professional development (PD) for teachers (e.g., Darling-Hammond & McLaughlin, 1995; Garet, et al., 2001), it is surprising that despite the proliferation of graduate programs directed towards in-service teachers, we still know very little about the impact of these programs on teachers, their contexts (schools) and their students. In the area of health and physical education (HPE), in the midst of an abundance and richness of research on PD (e.g., Armour, et al., 2017; Parker, Patton & Tannehill, 2012) we have yet to find a single study focused on the impact of a health and physical education graduate program.

Method This qualitative study, the first in a series, explores the experiences of students in our inaugural HPE MEd Cohort. Using Dewey's theory of experience (1938) as the theoretical framework and interpretive inquiry as the methodology (Ellis, 1998), we interviewed students after the first year and on the completion of the program.

Results Interviews were transcribed and analyzed thematically with resulting themes including: (a) theory to practice and back again; (b) multiple perspectives; (c) becoming a community, and; (d) transforming purpose.

Conclusion The results of this study will inform new cohorts and guide future work on a Deweyan framework for graduate studies as transformative PD.

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Toward Policy Literacy in Physical Education

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Variable combinations of physical education policies and related public policies influence the status of school programs worldwide (Penney, 2017). These context-specific policy clusters are social determinants of children's experiences, teachers' working conditions, school program resources, and teacher education programs (Lawson, 2019). Absent policy-related expertise, all physical education professionals will inherit sub-optimal working conditions, including those that constrain the achievement of desirable student outcomes (Lorusso et al., 2020). A dual strategy is needed: (1) Recognize the causes, correlates, and outcomes associated with policy neglect (van der Mars et al., 2021); and (2) Develop policy expertise. We refer to this grand agenda as "the development of policy literacy" and in our presentation set out a working vision of what the concept might, and might not, entail and how it might be developed. We suggest policy literacy starts with an awareness of the importance of policy and knowledge of key policy concepts/processes. Such literacy is further centered on know-how for engagement in interdependent policy development, advocacy, enactment, change, and/or analysis efforts. Furthermore, policy literacy depends upon motivation and confidence to

implement policy know-how within one's sphere of influence. Ultimately, being policy literate reflects a readiness to engage strategically with big and little 'p' policy appropriate to one's contexts and needs. This is critical given that policy influences all practice, and, at the same time, every practice action or inaction is a policy act. Thus, we claim that policy literacy is not a high-altitude attribute restricted to a few experts, but rather a core competency and priority for the entire physical education workforce, broadly defined. Policy literacy lays the foundation for collective action locally, regionally, nationally, and internationally. Our presentation provides salient details, including considerations for the development of policy literacy within pre-service education, graduate education, and continuing professional development.

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Task analysis skills as part of the professional competence of physical education teachers

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Teachers should adapt the tasks in physical education (PE) to the prerequisites of the students in the sense of individual support. Therefore, they need to be able to assess the demands of each task (Rieu et al., 2020). The ability to choose tasks according to the individual needs of the students is an important aspect of PE-teachers' professional competence but has rarely been investigated. This study aims to answer the questions if teachers can assess motor and cognitive task demands in PE and what factors may influence the quality of their assessments.

Methods Tasks were systematically developed and then assessed by experts (each n=6 of university professors, sports didactics PhDs, and PE subject

leaders) in terms of their motor and cognitive demands. Based on this, eight pairs of tasks differing in the level of motor and cognitive demands were formed. Finally, in a pairwise comparison, PE-teachers (N=62) rated the respective higher cognitive and motor demand level of the tasks.

Results The results show that PE-teachers are better at assessing cognitive (76,6% correct assessments) than motor demands (67,6% correct assessments). Furthermore, there is no correlation between the ability to assess cognitive and motor demands. These findings may indicate that the assessment is based on different abilities. The study also demonstrates that work experience has no influence on the quality of the assessments. The results and potential implications for teacher education will be discussed in consideration of the professional competence of PE-teachers.

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External Resource:
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Changing Organisational Structures in Skateboarding – Ethnography of a Subcultures' Learning Environment

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Theory In its genuine informal organizational structure Skateboarding stands as a breeding ground for competences concerning movement, spatial appropriation and style (Borden). However, its recent "sportification" (Kilberth and Schwier) contributes to an ongoing differentiation of the contexts of learning, e. g. as an olympic sport or as a subject in physical education. Of particular pedagogical interest are those settings that originate from the subculture itself, when experienced scene members pass on selected cultural content to beginners (Atencio et al.).

Method In the course of an "organizational ethnography" (Ybema et al.) a total of 45 field visits were carried out in such a learning environment in order to investigate its internal structures, rules and processes. A participant observation initially consisted of skateboarding with the group as well as the gradual immersion in its organizational and social forms. As familiarity increased, in-depth field interviews were conducted with participants as well as coaches. The data set of 250 pp. observation

protocols and 150 pp. interview transcripts was evaluated by means of a "Grounded Theory" (Corbin and Strauss) and was increasingly put into a praxeological perspective.

Results The open codings of ritualization, rule-making and sanctioning are illustrated by means of essayistically elaborated data-anchors. On the level of an axial category, the field-specific organizational structure is discussed with regard to its origin in skateboarding subculture as well as referential institutions of sports.

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Self-responsibly fit during the covid pandemic. How students are positioned in remote teaching of physical education

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Introduction In many countries, the coronavirus pandemic forced physical education (PE) in schools into remote forms of teaching and learning, leading to a surge in the use of digital resources and online spaces. Existing scholarship shows that these digital resources and online spaces need to be investigated as media and sites relevant for the social construction of PE (Bowles et al., 2022; Lambert et al., 2022; Schierz & Thiele, 2023). In a larger online-ethnographic project (Rode & Zander, 2022), we identified webpages created by PE teachers on the site Padlet.com as an important hub for the remote delivering of German-speaking PE during the pandemic. In this presentation, we follow a poststructuralist perspective to investigate how students are positioned as subjects of 'pandemic PE' through the discursive practices articulated on these webpages.

Method We conducted a discursive analysis (Wrana, 2015) of a sample of 14 German-speaking Padlet webpages with a combined number of 755 posts.

Results Our analysis revealed one largely uncontested discursive construction that positions students as (i) doing something during lockdown, (ii) using suggestions individually and self-responsibly, (iii) exercising, performing, fit, and (iv) predominantly able bodied, sporty, stereotypically gendered, and white.

Conclusion We critically discuss the narrow possibilities of becoming intelligible as an appropriate subject of 'pandemic PE' afforded by the positionings we found in the context of foregoing scholarship. Concluding, we argue that even – or especially – when PE has been returning to its traditional, co-present form, exploring how PE is socially constructed, how students are positioned, and which forms of subjectivity are privileged/marginalized in emerging PE-related online cultures is a crucial task for sport pedagogical research and practice.

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A National Audit into the Different Levels of Typical School Provision of Physical Education, Physical Activity and Sports in the Republic of Ireland.

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International guidelines recommend sixty-minutes of moderate-to-vigorous-intensity physical activity (PA) daily for adolescents (WHO, 2020). Prevalence of physical inactivity is high and is regarded as a leading risk factor for death worldwide, contributing to the onset of non-communicable diseases with just 20% of adolescents meeting the recommended PA guidelines (Guthold et al., 2020). Physical inactivity cost \$67.5 billion worldwide in 2013 and is estimated to reach over €110 billion in 2030 (WHO, 2022). Despite the worldwide adoption of school PE, PA and sport policies to promote PA and health, paralleled with significant investment, a gap in the literature exists that audits the different levels of typical school provision of PE, PA and sports.

Participating schools (n=112) completed the validated PE, PA and sports provision evaluation index. A One-way ANOVA with Tukey Kramer's Post-Hoc test was performed to examine variation in the demographic profile relative to the indicators of provision. A proposed grade for each indicator of provision was established using a standardized, international grading system.

Half of schools had no outdoor all-weather surface (54.5%). Two thirds had no facilities to accommodate active transport (66.1%). One in five felt the percentage of the budget given towards PE, PA and sports was inadequate (19.6%). Regarding indicators of provision, partnerships received the lowest grade (C-) while facilities and equipment received the highest grade (B-). Provision scores for personnel were significantly higher for mixed schools (girls/boys) in comparison to girls schools. Provision scores for budget and partnerships were significantly higher for larger schools (>800) than small schools (<300).

The evidence suggests that while there has been a significant shift in focus both in policy development and the availability of financial resources to enhance typical school provision of PE, PA and sports for

adolescent health, considerable modification of existing provision is required to potentiate positive impact.

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External Resource:
<https://www.mediafire.com/file/723fov6cjliarp7/vid eo1573543355.mp4/file>

Challenges Of Pe Teachers To Educational Technologies In New Normal: The Changing Role Of Teachers

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<p>Given that distance education has been primarily based on the use of digital technologies such as email, online courses and document-sharing platforms, the crisis has highlighted the need to develop teachers' digital literacy. This study explores the experiences of the tertiary Physical Education teacher's educational technology in new normal UM Tagum College and Cebu Doctors' University. Six college physical education teachers participated in this study. A qualitative case study method employing phenomenological procedures to collect and analyzed the data was used. The challenges encountered by the Physical Education teachers in educational technologies includes online teaching modalities/platforms used concerns, lack of access to internet and unavailability of technological tools and gadgets. meanwhile, the coping mechanisms of physical education teacher involves retooling on teachers, possess positive outlook and provide alternative means. This paper will serve as reference for future studies related to any pandemic that might come in the future specially in the educational sector of our country. Implementing agencies such as DepEd, TESDA and CHED should conduct studies related on the planning and implementation strategy, survey on online platforms to students and teachers, assessing online learning

systems to schools, project proposals and development of instructional materials and many more.

The Effect of Content Knowledge on Content Development and Children's Task Performance

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Introduction What teachers do in physical education and how they interact with the content and their students substantially affects student learning (Kyriakides et al., 2017). Research on teaching in elementary has received less attention although quality physical education experiences have the potential to contribute to children's development of fundamental psychomotor, cognitive, and social skills (Kirk, 2005).

Methods This case study was designed to investigate one physical education teacher's (male, 38 years) teaching of crawl in an elementary school in Flanders, Belgium. The teacher taught two 6-lesson units in crawl to two different 9th grade classes (class 1 n=21; class 2 n=23). Teacher's behavior in terms of task selection, task adaptations, feedback as well as students' behavior in terms of successful performance of the task and engaged time was coded live by trained observers. Interobserver agreement was 100% based on the full data set.

Results Over both units, the teacher taught 131 tasks, of which 46 were to the whole class and 85 to individual students. On average, he taught 4.4 tasks per lesson and adapted classwide tasks 10 times per lesson for individual students. The classwide tasks were adapted because of incorrect student performance in 86% of cases, in 14% of cases to increase the level of difficulty. Congruent feedback was given on average 5 times (range 0-16) per lesson. Per scheduled 40 minutes lesson time, children were on average 19min 35 seconds engaged in tasks and had an average task engagement of 4min 54 seconds. Overall, only 8% of tasks were successfully performed by 80% or more students.

Conclusion This case study highlights the need for teacher support in their challenging task of teaching swimming in elementary. On average, students received few feedback, had little practice time and a large proportion of them were not successfully engaged.

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External Resource:
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Zeichner's Paradigms of Teacher Education and its Relevance to Modern PETE

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All teaching and teacher education is a form of ideology. Indeed, there is no such thing as a value-free education. According to Zeichner (1983), to which this presentation is based, a paradigm to teacher education can be thought of as a matrix of beliefs and assumptions about the nature and purposes of schooling, teaching, teachers, and their education that gives shape to specific forms of practice in teacher education. For Physical Education Teacher Education (PETE) faculty in the modern day, this ideology or “paradigm” appears to be centered around cultivating teachers’ ability to prepare children for lifelong physical literacy (McEvoy et al., 2017). Despite this fact, it would appear that the field of physical education and sport pedagogy has yet to establish a situationally sensitive, profession-wide technical culture associated with how this ideology can be best enacted through formal PETE.

The purpose of this presentation, therefore, is to discuss Zeichner’s (1983) paradigms of teacher education and its relevance to the current ideology of PETE. To achieve this goal, this presentation will begin with an in-depth description of Zeichner’s (1983) behavioristic, traditional/craft, personalistic and critical-inquiry orientations to teacher education. Subsequently, we will then provide down-to-earth examples of these paradigms by drawing from the literature in the past decade before addressing their potential implications for PETE and its current ideology. This presentation hopes to strengthen teachers’ and teacher educators’ ability to (re)construct programs that are aligned with their disciplinary and programmatic paradigms. In addition, we hope to illuminate a potential paradigmatic language that could be used to help teachers and faculty members of all kinds to develop local, national and international technical cultures.

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Are physical education teachers able to take the perspective of their students? On the assessment of students' physical self-concept by their PE teachers

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Introduction Physical education teachers are expected to be able to assess, for example, their students' current level of performance (Position Statement on Physical Education Assessment, AIESEP 2020). In addition, they should be able to identify how their students assess themselves in terms of their physical abilities. The ability needed for both assessments is called diagnostic competence (Südkamp et al., 2012). It is an essential prerequisite for adaptive teaching.

Methods In the study, 43 physical education teachers were therefore investigated to what extent they can accurately assess how their 742 students evaluate their own physical abilities. For this purpose, 43 PE teachers rated the subjective ability self-perception of the children's physical performance for each child in their PE class on a scale of 1 to 5. In addition, the children's subjective self-perceptions of their abilities were assessed by means of a questionnaire. The quality of the assessment was determined using the rank, level and differentiation components (Schrader, 1989).

Results and conclusions The results show that physical education teachers have difficulties in putting themselves in the perspective of their students and correctly assessing the physical self-perceptions of their students. They underestimate the level and overestimate the heterogeneity of the students in their class. Furthermore, there are indications that inadequate assessments on the part of the teachers seem to be negatively related to the motivation in physical education and the anxiety experienced by the students. A degree in physical education has just as little influence on the quality of the assessment as the professional experience of the teachers.

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Flourishing Through The Spectrum: Toward an Affective-Oriented Composite Pedagogical Model

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If we have learnt anything from over 40-years of research, it is that there is no single best way to teach physical education. Based on this fact, there remains a need to explore how pedagogies of affect or otherwise might be anchored in ways that insist of the possibility of a good life and in the sense that all might flourish. Indeed, there remains a need to create new pedagogical models meant to serve youth in ever-growing pluralist societies. The purpose of this study, therefore, was to conceptualize a new, affective-oriented composite pedagogical model comprised of the Spectrum Theory (ST) and Aristotelian virtue ethics (VE). In joining two theories that are distinctively pedagogical (i.e., ST) and moral (i.e., VE), I will articulate and propose: The Spectrum Model.

To outline this model, I will begin by attending to the need to study ST and the concept of models-based practice more closely. I will then synthesize ST and VE before discussing the notion of models-based practice. Afterwards, I will describe a Spectrum Model that is driven by two broad main ideas, three critical elements, six intended learning aspirations, and a series of suggested pedagogies. Specifically, its main ideas include “human flourishing” and “practical wisdom.” Its critical elements include “virtue & character,” “flourishing friendships,” and “decision-making is shared between teachers and pupils across the landmark styles.” Its intended learning aspirations are grounded in ST and VE. Finally, its pedagogies of affect favor a range of teaching styles and value orientations, are progressive and transformative in nature, and act to compliment individual and societal flourishing. The

proposed model has implications for teachers and teacher educators and contributes to the ongoing debate surrounding ST and models-based practice. This research also contributes to the field’s discussion regarding how pedagogies of affect might be best employed.

External Resource: <https://youtu.be/3P4q7JVhYds>

A gender comparative study on off-task behavior: sedentary lessons versus physically active lessons

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Students spend more than 65% in sedentary time in school (Grao-Cruces et al., 2020). As result, Physically Active Learning is positioned as one of the most appropriate methodological resources to decrease sedentary time in this context. Among the strategies that are identified and included in the concept Physically Active Learning we find physically active lessons. Physically active lessons include physical activity in lessons while students continue to work on academic aims. The main aim of this study was to evaluate and compare off-task behavior based on gender in two different methodologies: sedentary and physically active classes. 22 primary school students (12 girls and 10 boys) from a state school in central Spain participated in the study. A program that integrated two methodologies was applied: sedentary classes (lessons 1-3) and physically active classes (lessons 4-6) in Spanish Language and Literature courses. Task behavior was assessed by observation, recording off-task behavior in an ad hoc list. Results showed that boys had significantly higher mean off-task behaviors than girls in both methodologies. When both methodologies were compared by gender, both boys and girls showed fewer off-task behaviors during physically active lessons, with these differences being significant only in boys. In conclusion, physically active lessons seem to have a positive effect on task behavior compared to sedentary classes, particularly in boys.

External Resource: <https://youtu.be/hLMfgANNQIE>

Social and affective domain with a hybrid Sport Education – Teaching Games for Understanding season: practical tips

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Introduction: on many occasions, sports education focuses almost exclusively on the physical and cognitive domains, through the development of tactical-technical aspects. However, sport is much more than techniques and tactics. Through sport it is possible to develop aspects related to the social and affective domains. In this sense, two models that have gained special relevance are the Sports Education model (Siedentop, 1994; Siedentop et al., 2020) and Teaching Games for Understanding (Bunker and Thorpe, 1982). Through these models it is intended to incorporate some strategies for the development of social and affective domains.

Method: this proposal proposes some strategies for the development of social domain through the proposed pedagogical models, creating a classroom climate where a healthy competition and respect among peers is generated (e.g., peer referee, discussion or ethical contracts). Regarding the affective domain, strategies are proposed so that each student gives the best of him/herself, showing autonomy and personal effort (e.g., use of roles, adaptation and modification of games, or record keeping).

Conclusion: it is expected that the use of specific strategies in a hybrid season between Sport Education and Teaching Games for Understanding will allow the development of the affective and social domains in primary school students.

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External Resource:
<https://www.youtube.com/watch?v=poCN-GAHH3s>

Teacher immersion programs as a catalyst for cultural competency development in HPE pre-service teachers.

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Introduction: In countries such as Australia, there has been an increased focus on graduate teachers to have the knowledge and be able to demonstrate their

understanding of the impact of culture and cultural identity on the educational outcomes of their students (AITSL, 2012). As such, cultural competence has become an integral component of exit requirements for all Preservice teachers (PSTs). While there is no one agreed way to integrate this into the training curriculum of preservice Health and Physical Education (HPE) teachers, immersion programs have been identified as one possible way. This presentation will demonstrate how an international cultural immersion program is effective in helping to develop cultural competency within preservice HPE teachers. It will also explore the need for authentic partnerships to be established to support the development of cultural competency of Australian HPE students participating in the program and provide benefits for schools and academic staff in the host country.

Method: Participants consisted of 18 HPE pre-service teachers and their supervising teachers from two Fijian Primary schools. The students spent three weeks immersed in a primary school setting, undertaking their first teaching practicum. The primary data source was semi-structured interviews.

Results: Initial results showed a significant increase in the preservice teachers' understanding and demonstration of cultural competency. Both schools and Fijian supervising teachers also expressed interest in creating ongoing, authentic partnerships to foster cultural competency.

Conclusions: The findings help to reinforce the concept of immersion programs as an effective method to develop cultural competency in preservice teachers while also providing benefits to both schools and supervising teachers, including (increased cultural awareness, and understanding of the importance of regular physical education lessons, and awareness of various pedagogical approaches for teaching physical education).

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"Nobody works alone here": Examining the socialization and social capital of physical

education teachers within a school-based professional learning community.

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Introduction: Professional learning communities ([PLCs]; DuFour et al., 2016) are increasingly utilized as an effective framework for continuous professional development. Within these structures, teacher teams focus intently on increasing student learning while engaging in a results-oriented, collaborative culture (DuFour et al., 2008). Though PLC schools ideally include all content areas, there is little research examining the socialization of physical education teachers within this space (Klatt et al., 2022). Emerging research suggests that physical educators who invest in PLCs experience decreased marginalization and enhanced perceived mattering in the school community (Beddoes et al., 2022). Using occupational socialization theory (Richards et al., 2014) and social capital theory (Bourdieu & Wacquant, 1992), the purpose of this study was to explore how physical education teachers are socialized into a school-based PLC during their induction years.

Method: Two physical education teachers and four school administrators at a nationally recognized elementary “PLC school” in the Eastern United States participated in this study. Using an instrumental case study design (Stake, 1995), data collection included: formal dyadic interviews, focus groups, informal interviews, documents, and formal observations. Data analysis was inductive and deductive, using open, axial, and final coding.

Results: Themes included: (1) Dispersed and Inclusive Leadership, (2) Teacher Empowerment, and (c) Culture of Belonging with associated subthemes.

Conclusion: The findings from this study carry three significant implications for the physical education profession: (1) meaningful and ongoing vertical collaboration between the physical education team and school administrators can be crucial for increasing local advocacy and reducing perceived marginalization, (2) physical educators must be willing and able to collaborate horizontally within and across content areas, and (3) meaningful PLC experiences are based on the cultivation of strong social capital. With intentional preparation for and engagement within PLCs, physical educators can experience empowerment and belonging within the school culture.

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The effects of the COVID-19 lockdown on motor skill development of 6- and 7-year old children in the Netherlands

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The closing of schools and sports clubs during the COVID-19 lockdown raised questions about the possible impact on children’s motor skill development. Therefore we compared motor competence development over a one-year period among four different cohorts of primary school children. A total of 992 children from 9 primary schools participated in this study (age 5 – 7; 47,5% boys) and were assessed two times, in grade 3 (T1) and in grade 4 (T2). Children in control group 1 and lockdown group 1 were assessed a third time after two years (T3). Motor competence was measured using the 4-Skills Test. The mixed factorial ANOVA

with post hoc tests shows no significant differences in motor development over the study period between the lockdown groups and control groups ($p > 0.05$), but does show a difference between the two lockdown groups from T1 to T2 ($p = 0.008$). While socioeconomic status (SES) was a modifier, sex and motor ability did not modify the effects of the lockdowns. Our data show that the COVID-19 lockdowns in the Netherlands did not generally affect motor development of young children. In contrast, many studies have confirmed clear effects of the pandemic lockdowns on physical activity^{1,2,3}. Our study highlights the complexity of both motor skill development and the factors related to the pandemic lockdowns. We therefore suggest that children's motor skill development should be closely monitored in the upcoming years. Specifically, we should pay attention to individual differences since it is still possible that certain children are impacted by the pandemic lockdowns. Moreover, long-term effects might emerge in the future.

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External Resource: <https://youtu.be/CHqIkt3mDGU>

The relationships between children's motor competence, physical activity, perceived motor competence, physical fitness and weight status in relation to age

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In their developmental model, Stodden et al. (2008) propose age-dependent relations between motor

competence, physical activity, perceived motor competence, physical fitness and weight status that can lead to a spiral of (dis)engagement. The goal of this study was to explore the strength and direction of these relations in a large sample of Dutch primary school children. Both cross-sectional ($n=2068$) and longitudinal ($n=1368$) data were collected in children aged 4 to 13. During PE classes, they completed the 4-Skills Test, a physical activity questionnaire, versions of the Self-Perception Profile for Children, Eurofit test and anthropometry measurements. Cross-sectional data was analyzed by a correlation analysis per age group. Longitudinal data is analyzed by the use of a SEM. The cross-sectional results show that all five factors are related to each other and that a tipping point exists at which relations emerge or strengthen. Our data showed that in young children, both motor competence and perceived motor competence had no relation with physical activity, while they were weakly related to each other. In middle childhood, both motor competence and perceived motor competence were related to physical activity. Our findings demonstrate that children in late childhood who have higher perceived motor competence are also more physically active, have higher physical fitness, higher motor competence and lower BMI. Our results indicate that targeting motor competence at a young age might be a feasible way to ensure continued participation in physical activities throughout childhood and adolescence. Our longitudinal analyses are currently being interpreted and will give us more insight in the direction of the proposed relationships. This insight in trajectories of healthy and unhealthy development will help us develop interventions to successfully build a positive spiral of engagement for our children, so that they will ultimately grow up as physically active people with a healthy weight.

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Teaching quality in prospective PE teachers' instructional beliefs

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Introduction: Classroom management, student support, and cognitive activation are considered generic dimensions of teaching quality that teachers are expected to address in a subject-specific manner (Praetorius et al., 2018). Prospective physical education teachers (PPTs) acquire instructional beliefs long before physical education teacher

education (PETE) begins, based significantly on socially shared experiences (Ferry, 2018). Collectively shared beliefs influence their further professional development (e.g., acceptance and perception of content knowledge). Therefore, we examine how dimensions of teaching quality are reflected in PPTs' shared beliefs at the beginning of PETE.

Method: Three group discussions were conducted with a total of 13 students (n = 4 male, n = 9 female; Mage = 19,4 years). To get insights into PPTs' shared and deeply embedded beliefs, participants were requested for joint lesson planning with content centred around playing basketball, utilizing various stimuli (e.g., open-ended question, video on curricular guidelines). Data was analysed by means of thematic analysis to identify patterns of shared meaning (Braun & Clark, 2022).

Results: PPTs believe that PE should qualify and motivate students for extracurricular sports. To this end, structuring the PE lesson (e.g., final game) and managing students' behaviour (e.g., clear announcements) are considered prerequisites for teaching. Starting from a deficit view of the students (e.g., cognitive deficits), they support students' learning through complexity reduction (e.g., strategies for simplification) and the generation of motivating experiences. Regarding cognitive activation, transmissive as well as constructivist approaches (e.g., reflection) are considered. The PPTs did this, first and foremost, by affirming their own experiences as students in PE classes.

Conclusion: These results have several implications for both researchers in the field of teaching quality and PETE (need for longitudinal studies) as well as for teacher educators (implementing reflective practice in PETE, focusing cognitive activation in PE).

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Motor test assessment instruments in children under 6 years of age validated in the Spanish population: a review.

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Background: movement is life, where development is a continuous process that starts at birth and ends at death. Development encompasses all aspects of human behavior, which can therefore only be separated into artificial domains, stages, or age periods, and each individual has their acquisition process. The condition characterized by a significant delay in the acquisition of gross and fine motor skills and impairment in the execution of coordinated motor skills that interferes in an individual's daily living activities is known as a developmental motor coordination disorder. This health condition has an estimated prevalence ranging from 2 to 20% in children, most of whom do not outgrow their problems when they reach adolescence and adulthood. It is more prevalent in boys than in girls.

Objective: To locate the instruments that exist to assess motor competence and to extract those that have been validated in the Spanish context in their whole or reduced version,

Methods: a review of articles on validated instruments for assessing motor competence in the Spanish population.

Results and conclusions: there are around 20 different tools to assess motor competence in childhood, of which only half can be used in children under six. Three tools have been previously validated in the Spanish population: the Movement Assessment Battery for Children second edition (MABC-2), the Test of Gross Motor Development third edition (TGMD-3), and the basic motor competencies in kindergarten (MOBAK-KG), in 2012, 2018 and 2020, respectively.

Conclusions: further validation is needed in order to be able to apply different instruments, depending on the context and needs. In addition, none of the instruments validated for the Spanish population had a short version. Using tests to assess motor competence could improve the early diagnosis and treatment of children with motor development problems.

External Resource: <https://drive.google.com/file/d/1psKEgzO9qU3uLq qfaHnctLTFXmfKILCp/view?usp=sharing>

The "walkthrough method" as a way to foster reflective competence as one facet of digital competences of preservice physical education teachers

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Introduction In the discussion about needed competencies of PE teachers to consider the developments of digitalization in their subject, the critical-reflective perspective on digital media takes on an important role, but has been taken into account marginally (e.g., Rode 2021). The re-search project to be presented addresses the question of how the critical-reflective examination of digital media in physical education can be concretized. Based on models of a.o. Aeppli and Lötscher (2016) it is conceptualized as digitalization-related reflective competence. Furthermore the aim is to create and evaluate a teaching concept for PE student teachers, that should foster this digitization-related reflective competence.

Method A teaching concept for higher education was designed in which the "walkthrough method" (Meister & Slunecko, 2021) seems to have a special potential to initiate reflection processes in students. In a design research project (Prediger et al., 2015) this teaching concept will be evolved based on empirical analyses. In a quasi-experimental pre-post design, written surveys with quantitative and qualitative questions (based a.o. on Rubach & Lazarides, 2019) will be conducted at the beginning and end of the course (first survey period: study group: n = 31; control group: n = 29). In addition, the "field notes" and documents taken during the seminar serve to analyze the learning processes.

Results and Conclusion First empirical results will be presented. It is of particular interest to what extent the digitization debate can be taken up not only by the PE teachers training and its disciplines of sport pedagogy and didactics. But rather we ask for impulses that can be feed back from the empirical analysis into the debate on the consideration of digitization processes in school and higher education. So in a sense with our focus on reflection and our teaching concept we are looking for emerging horizons in the digitalization debate.

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The importance of satisfying children's basic psychological needs in primary school physical education for PE-motivation, and its relations with fundamental motor and PE-related skills

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Introduction The importance of children's motivation for physical education (PE) for developing physical skills is widely recognized[1]. Following the Self-Determination Theory, in reaching high levels of autonomous and low levels of controlled motivation, satisfaction of the basic psychological needs of autonomy, relatedness, and competence is necessary[2]. The present study tested this 'motivational sequence'[3], i.e.,: whether satisfaction of the psychological needs is predictive of children's motor skills (fundamental motor skills, FMS, and PE-related skills), both directly, and indirectly via motivation. As PE-related skills are a more accurate reflection of skills being practiced during PE, we expected the strongest relations for these skills.

Method In total, 2224 primary school children (mean age = 11.8 years, 51.6% boys) of 89 schools filled out questionnaires on their basic psychological need satisfaction and motivation during PE. In a block design, FMS were assessed via the upper-limb subtest of the BOT-II[4] and three subtests of the KTK[5]. A set of PE-related skills commonly taught

during PE were examined with validated tests. Data was analyzed via multilevel structural equation models in Mplus.

Results Autonomous motivation was predicted by satisfaction of the needs for competence, peer-relatedness, and teacher-relatedness, whereas controlled motivation was only linked to controlled motivation. Relations of psychological needs and motivation differed for FMS and PE-related skills, with PE-related skills being predicted by autonomous and controlled motivation, whereas FMS were only predicted by controlled motivation, via direct and indirect paths. Additionally, competence was directly linked to FMS and PE-related skills; and peer-relatedness and teacher-relatedness with FMS specifically.

Conclusions Psychological needs satisfaction seems vital for children's motivation and skill development in PE. PE-teachers therefore play an important role in constructing a need-satisfying environment. The motivational sequence was more applicable when using PE-related skills than FMS, underlining the importance of choosing adequate outcome measures in examining PE-motivation.

External Resource: <https://youtu.be/hSyFTEh38hw>

Analysis of motor competence in non competitive sports practice versus federated practice

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Physical activity and sport are a very positive alternative for the younger population to have a physical, mental and social development both in their childhood and in the future for their adult life. The purpose of this research is to compare a model of non-competitive after-school sport practice with a model of competitive sport practice in the development of an adequate perception of motor competence. To this end, an evaluation of programmes with a model of educational and non-competitive sport practice and a model of federated sport practice was carried out. A questionnaire was administered to a sample of 203 after-school sport students, federated sport students and after-school sport families. The results indicate that there are no differences were found in the development of motor competence. It is concluded that the educational after-school program is not able to make a difference in the development of a positive perception of motor competence is developed in the schoolchildren.

External Resource: https://youtu.be/cX_XLFUPEeE

A Familial Investigation of Motor Behaviors in Children with Autism Spectrum Disorder with A Neurotypical Sibling at Home

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Introduction: Children with Autism Spectrum Disorder (ASD) can experience issues in motor skills and fall short of physical activity (PA) recommendations. Siblings may play important roles in influencing children's motor skills and PA, especially during the COVID-19 pandemic during which most children with ASD were staying at home with their neurotypical (NT) siblings. This study aimed to investigate and document motor behaviors in children with ASD. Methods: This cross-sectional study recruited 18 families (18 ASD-NT-Parent triads; 54 participants). Motor behaviors, including levels of PA, parental perceived motor competence, and family dynamics (i.e., parent-child interactions, NT-ASD interactions, parents' and NT siblings' self-efficacy in supporting PA) that could potentially affect motor behaviors in children with ASD were investigated and analyzed using descriptive statistics. Results: Results indicated children with ASD spent a greater amount of time in sedentary activities (2379.06±1480.10 minutes) than leisure time (316.88± 301.48 minutes) and sports activities (183.00±153.94 minutes) during a week. They also participated in sedentary activities more frequently and in more types. Parents generally perceived their child with ASD as having low levels of motor competence. Additionally, from the PA-related family dynamic surveys, parents reported themselves as having good levels of self-efficacy in supporting PA in children with ASD, while NT siblings perceived relatively lower levels. In terms of interactions with children with ASD, parents reported higher than NT siblings in almost all the aspects/statements in the survey. Conclusion: The findings of this study during the unique circumstances brought on by the pandemic indicated that motor behaviors were not adequately addressed at home, and NT siblings need support in using play at home to increase these behaviors in children with ASD. This study also informed future directions to influence motor behavior in children with ASD at the family level.

External Resource: <https://www.youtube.com/watch?v=MpIP6FJ85Oc>

Investigation on the current situation of PE teachers' Content Knowledge of Badminton Subject

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Background/Purpose: Since Shulman put forward "missing paradigm", researchers have begun to study teachers' pedagogical content knowledge (PCK). However, some studies have shown that improving teachers' content knowledge (CK) can contribute to their PCK, thus affecting teachers' teaching effectiveness. CK mainly includes CCK and SCK, CCK refers to teacher knowledge of rules, technique and tactics of sports (Ward, 2009). This study adopts the developed "Common Content Knowledge (CCK) Test of Badminton for PE Teachers" to investigate the CCK of pre-service PE teachers.

Method: 110 PE teachers (50 males and 60 females) were tested on badminton CCK, including three dimensions of badminton rules, technical and tactical knowledge. In order to analyze whether the educational background, gender, professional title and systematic study of badminton and different badminton years have any influence on the CCK. SPSS 26.0 was used to conduct descriptive statistics, independent sample T test and one-way ANOVA.

Analysis/Results: Descriptive statistics showed that a total of 64.8% of the test subjects achieved excellence in the overall score, among which 78.2% were qualified in rules and etiquette, 69.7% in technical knowledge, and 53.6% in tactics. Independent sample T-test found that the PE teachers' gender ($P=0.166>0.05$, $T=0.734$) and whether they had systematically learned badminton ($P=0.864>0.05$, $T=-1.684$) had no significant influence on PE teachers' CCK. One-Way ANOVA showed that different badminton years had a significant difference on CCK, while education ($P=0.254>0.05$) and professional title ($P=0.164>0.05$) had no significant effect on CCK.

Conclusions: The overall level of PE teachers' CCK is good, especially in rules and techniques, while tactical knowledge is weak. Systematic study of badminton, gender, educational background and professional title don't affect the development of CCK. Different badminton years have an impact on the development of teachers' CCK, so it needs to be paid attention to and strengthen the training of PE teachers in the study of badminton tactics.

External Resource:
[https://file:///C:/Users/Jiach/Desktop/Investigation%20on%20the%20current%20situation%20of%20PE%20teachers%20Content%20Knowledge%20of%20Badminton%20Subject%20\(CK\).mp4](https://file:///C:/Users/Jiach/Desktop/Investigation%20on%20the%20current%20situation%20of%20PE%20teachers%20Content%20Knowledge%20of%20Badminton%20Subject%20(CK).mp4)

Physical fitness level and intelligence of early childhood education students

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Introduction: The benefits derived from improved physical fitness, specifically in relation to cognition (Donnelly et al., 2016), are increasingly well known, although more evidence linked to intelligence (Quan et al., 2018) is needed, especially at younger ages.

Method: Thus, the aim of this research was to test the possible relationship between different components of health-oriented fitness (HRF) (body composition, musculoskeletal capacity, motor capacity and cardiorespiratory capacity) and intelligence. The sample consisted of 25 participants (13 boys and 12 girls) aged between 5 and 6 years, in the third year of Infant Education. Two assessment instruments were used; the PREFIT battery to measure the different components of the HRF and the Goodenough test to measure intelligence in terms of intelligence quotient (IQ).

Results: The results showed a significant correlation between intelligence and cardiorespiratory fitness, as well as musculoskeletal fitness (long jump with feet together) and their respective percentiles. In addition, participants in the high intelligence group showed better results in all components of the CFS than the rest.

Conclusion: Coinciding with some previous studies, higher levels of HRF are positively and significantly associated with intelligence in pre-school children (Mezcua-Hidalgo et al., 2020). Therefore, the relevance of promoting the practice of physical activity aimed at the development of HRF from a very early age, especially in the context of school Physical Education, is highlighted.

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External Resource:
<https://youtu.be/GuNTgbxm2AY>

Long-term consolidation differences between motor tasks with different cognitive engagement

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Executive Functions (EF) may play a critical role in most sports motor skills execution and learning (Wollesen et al., 2022). EF participation can vary depending on the sport context. For example, Volleyball requirements on cognitive control are different from those of Basketball or Football (Alarcón et al., 2017; Beavan et al., 2020; Lelis-Torres et al., 2017). Unfortunately, there are no studies that analyzed motor skill consolidation considering the EF moderator role. Previous studies that have analyzed consolidation processes have used simpler motor tasks with no sports transfer (Pereira et al., 2013). In the present study, the influence of the EFs involved in a sport's motor skill acquisition and long-term consolidation was analyzed. 26 young people (13 females; 22.53 ± 1.22 years; 21.72 ± 3.5 kg/m²) participated in the study. The subjects performed a golf-putting task to assess accuracy. Two practice conditions were differentiated based on EF participation in execution. To select the correct target to putt, the experimental group (EG) received incongruent word-color orders with temporal pressure to challenge EF during each performance (Pan et al., 2019) whereas the control group (CG) performed the same task with a predetermined order without temporal pressure. After seven days both groups returned to the laboratory to perform the same task. The results showed initial differences between groups that reached statistical significance ($F(1,24) = 28.36$; $p < .001$), with the CG performing better. However, the GE significantly improved its performance up to 7 days after initial learning ($p = .002$; $d = -1.061$), while the CG worsened ($p = .636$; $d = .135$). Although the movement required was the same in both tasks motor learning and long-term consolidation were superior in the EG. These results may suggest an impact of EF on both performance and motor consolidation.

External Resource: <https://youtu.be/C0Cnu74gklc>

Preservice Elementary School Teachers' Noticing Skills and Content Development in Physical Education

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Teaching is a complex process in which events occur simultaneously and teachers have to make several decisions about content and instruction. This requires that teachers have various effective skills in enhancing student learning. Among these are teacher noticing skills (Jacobs et al., 2020) and content development skills (Rink, 2014). Teacher noticing skills include teachers' attending to a teaching aspect, interpreting, and deciding accordingly. Content development skills refer to the skills needed for selecting and sequencing the content of the lesson. While research has advanced in investigating PE teachers' content development in general, little attention has been paid on preservice elementary classroom teachers' noticing skills about content development. This study aimed to describe preservice elementary teachers' noticing skills about PE content development. Three preservice teachers voluntarily participated in the study during student teaching. Data collection included semi-structured interviews, scenario interviews, and document analysis. Data were analyzed using the principles of individual-case and cross-case analysis. Each participant's data were first analyzed individually and then compared across data sources and participants. Particularly, a coding scheme was developed involving: (a) their ability to identify task types (b) their interpretation to use each task type, and (c) their decision-making about each task type.

Findings suggested that the participants were able to attend to four types of tasks (i.e., informing, refining, extending, and applying). In addition, they were able to adequately interpret the use of these task types. Moreover, in the scenarios' content development patterns that had missing task types, participants provided their decisions on how to respond to these. Findings provide insights that describe the teachers' noticing skills regarding content development in PE. Implications of findings are discussed in light of teacher education programs.

External Resource:
https://clipchamp.com/watch/mce9vdIsJiX?utm_source=share&utm_medium=social&utm_campaign=watch

Physical Education on Pandemic Times: PE Teachers Experiences During and After the Lockdown

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Introduction: On March 11, 2020 education worldwide switch to the distance learning mode to

prevent the spread of SARS-CoV-2 virus (Covid-19). Among all the academic disciplines, Physical Education (PE) faced a drastic change in the teaching and learning process from face to face to distance learning. The particular PE features of teaching content, developing competencies and achieving objectives through movement, was uncertain and as a result placed on hold. The new educational scenario raised unknown issues regarding the quality and contribution of PE as an academic discipline (Cuenca et al, 2021; Varea & Gonzalez-Calvo, 2021). The importance of identify barriers, effective educational strategies and usable contents are essential to the adaptation or transition of the PE discipline to the distance modality in the future. The purpose of this study was to explore the experiences of physical education teachers in Puerto Rico during and after the lockdown period as a result of the pandemic.

Method: A total of seven PE teachers (4 males and 3 females) participated in this qualitative study. The data collection methods used were semi-structured interviews, a focus group and drawings of participants experiences. The interviews and focus group were transcribed and cross-referenced by the participants.

Results: A total of five emerging themes were identified using the Nvivo program and thematic analysis: the lack of technological pedagogical knowledge, inclusive teaching strategies, the need for self-made materials, emocional fatigue, and the loss of identity of PE as an academic discipline.

Conclusions: PE teachers continues facing great challenges with distance teaching, synchronously and asynchronously as required. In actuality, there is no curriculum that attends to the needs of students after an major event as the pandemic.

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The impact of COVID-19 on the physical development. A focused case study of 4-5 year olds within one English primary school.

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According to O'Connor and Daly (2016, p.6), physical development (PD) is crucial for a child's "learning, behaviour, and emotional health" and serves as a foundation for the optimum development of their abilities such as language, emotional development, and well-being as well as overall health. Kay (2021) reported that there is a shortage of research on the impact that COVID-19 has had on children in the early years, with studies tending to focus on children's mental health rather than the impact on PD. The aim of this paper is to share the lessons learnt about the impact the COVID-19 pandemic has had on the PD of young children.

This case study research focused in on one rural village primary school located in the Southeast of England. 27 children, 13 were four years old and 15 were five years old were included in the research. This research is based entirely on observations as is normal practice within this age of children and the observations were completed by the class teacher. Structured observation sheets focusing on fine and gross motor skills early learning goals (DfE, 2021) were developed and completed.

The results found that overall children were behind the expected aged related levels of development. Children appeared clumsy in moving (n=7) and struggled to negotiate space effectively (n=10). They struggled to demonstrate fine motor skills e.g. pencil holding (n=18) or using cutlery correctly to stab food (n=9), indicating poor hand and eye coordination.

In conclusion the results indicated the need for a targeted action plan which is now currently being implemented within the class setting by the teacher, to address specific PD areas that were highlighted as being behind in. These include more activities to use tools effectively and more obstacle course to promote energetic movement, strength, balance, coordination and spatial awareness.

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External Resource: <https://youtu.be/0kKF1re3PWg>

Physical Activity and Happiness Levels of Primary Aged Children A Comparison of Beach vs Forest School Environment

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This paper presents data from two primary schools (one in a coastal beach setting, one near a forest setting), fourteen miles apart who have recently federated into one large school; sharing and delivering the same curriculum. Their curriculum pays specific attention to physical and mental to support and enhance children's happiness levels, self-esteem, social connectedness and physical activity (PA) levels. Sport England (2022) reported that children who were more active were also happier, this paper will investigate this potential connection.

Due to lockdown restrictions in England, pupils were only able to return to their diverse range of outdoor and group activities from May 2022. According to the Department for Education (2022), this had a significant, national impact on children's wellbeing and their feelings of connectedness. The aim of this research was to investigate the impact of both these environments (coastal, forest) on pupils' physical and mental health after returning to normal outdoor and group activities.

During the 2022/23 academic year, all children (n=630) in both schools in years 1–5 (ages 5–10) wore MOKI PA trackers during school hours (8.30am-3pm) to measure their steps and moderate to vigorous PA (MVPA) levels. Each class wore the MOKIs for one week per term (3 terms in total, winter, spring and summer) and completed a happiness questionnaire (Sport England 2022). All classes also participated in a variety of weekly PA interventions including: disco groove; squiggle whilst you wiggle; and walk and talk; designed and implemented by class teachers, to enhance / sustain PA levels for their class.

The paper will present the results from the ongoing data collection; comparing steps, MVPA and happiness levels of participants across the two schools. Data will be compared from both schools, as well as examining any potential differences across gender and age.

External Resource: <https://youtu.be/sQXHTmfc9U0>

'Itness' rather than Fitness. Building a sense of 'itness' through belonging, being and becoming.

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Children love to move, but what of our physical educators? Our physical educators should have the capacity to inspire and motivate children to find meaning and enjoyment in moving. Yet the National Foundation for Educational Research (2019) reported, that one in five teachers felt stressed and struggled to self-care. How then are our physical educators able to encourage children's life-long and life-wide participation in physical activity and sport? This paper focuses on the experiences of a group of primary-phase physical education student-trainees who were offered 'itness' classes. Therein resistance training through a spiral progression to help with physical activity, health promotion and wellbeing was delivered as part of the University wellbeing programme. The group does not readily identify themselves as 'sporty' and the classes are offered as activities that could support wellbeing with a focus on enjoying 'it', hence the phrase 'itness' was created. The spiral progression within the resistance training takes the group through basic body moves with resistance bands, tutor supported tutor directed static and dynamic movements focusing on the core, lower body, and upper body movements (Murray, 2023). The accessible resistance movement scope and sequence is informed by a developmental suspension training iteration (Murray and Murray, 2014). Tutor facilitation progresses the groups' self-direction in determining their 'itness' focus. The group's experiences will be examined through the lens of "Belonging, Being and Becoming", previously discussed by Meehan and Howells (2018), who looked at groups within higher education settings and posed the three questions of a) how do I fit in (belonging), b) who am I (being) and c) who will I be (becoming)? The application of this model to the designated 'itness' group is presented in this paper. This paper offers recommendations for future student teachers to ensure all can be efficaciously supported in their movement journeys.

External Resource: <https://youtu.be/UN4lcwyHyRE>

"It doesn't fit in here!" – Pre-service PE student teachers' perspectives on inquiry learning in school placement

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Inquiry learning (IL) in school placement is mandatory for pre-service student teachers (college students) in most states in Germany. The purpose of IL in teacher education is to develop inquiry stance (Cochran-Smith & Lytle, 2009) and ensure professional development. In PETE, IL challenges relating theory and practice variously. However, research into understandings, views and relevance of IL is scarce. Based upon relational Bildung-theory (Benner, 2012), this study explores a) understandings of IL in school placement, b) views on IL in school placement and c) the relevance of IL for professional development among pre-service PE student teachers.

In an explorative, longitudinal mixed-methods study a questionnaire was administered to pre-service student teachers (N = 221) before and after school placement. Qualitative data were gained from semi-structured interviews conducted 6-12 weeks (N = 15) and 1 ½ years (N = 12) after school placement. Qualitative content analysis was used to identify deductive and inductive categories.

Answers to open-ended questions show that understandings of IL remain incomplete before and after school placement. Referring to views on IL and its relevance for professional development, there are significant pre-post-changes, both becoming more critical ($d = .49$; $d = .54$). Preliminary results from the qualitative study exemplify understandings of IL as narrow (i.e. research-oriented). Considering views, circumstances of IL in school placement are criticized in terms of lack of time, autonomy and appreciation. The interviewees suggest a long-term implementation of IL into PETE and tailored guidance to improve IL in school placement. However, the relevance of IL for professional development seems ambivalent (i.e. relating theory and practice).

This study illustrates the need to introduce IL to pre-service student teachers in PETE in the long term and more deeply. It emphasizes challenging circumstances of IL in school placement particularly in view of Bildung-theoretical goals.

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External Resource: <https://youtu.be/ioU28uzb9p0>

Physical Education programmes to improve needs identified in Early Childhood Education

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There is a need to increase the quality and quantity of time devoted to physical education in early childhood because of its benefits (World Health Organization, 2021). Therefore, the objectives of this pilot study were to encourage future teachers to design and implement Physical Education (PE) programmes, based upon meaningful child centered assessment. Four trainee teachers during their internship period co-designed with children and school staff developmental outcomes that could be improved through the PE programme. These outcomes ranged from motor competence, development of core values, sleep habits, and language difficulties. An essential requirement was they chose at least one outcome related to the identified need and measure it pre and post the trainee teachers designed PE programme, under the supervision of two university tutors. Thus, four different programmes were proposed, using a repeated measures design in all of them, as well as a post implementation interview with each of the students to find out the perception about the study. The results, showed that the involvement of the participant in the detection and assessment of needs through specific measures stands out, as well as their work in the design and implementation of PE programmes, with satisfactory results in all of them, feeling competent in the use of tools and in the design and implementation of PE programmes. In terms of their perception, all of them emphasize the need for initial and adequate training related to PE at this stage and its importance for the proper development of schoolchildren (Solís et al., 2017). Despite being cautious, given that this is an exploratory study, it can be concluded that initial training is essential to equip future teachers with the necessary resources on assessment instruments and their use, as well as to develop PE programmes with methodologies adapted to the children's needs.

External Resource: <https://youtu.be/dx-PDlh0s8>

Examining Graduate Student's Models-based Teaching: Sport Education

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Purpose: Many graduate physical education teacher education programs in the United States include learning about models-based approach such as Sport Education (Hastie et al., 2021). While the understanding of Sport Education among physical educators varies (Sinelnikov & Hastie, 2016),

research on the perspectives of graduate students as they learn the model is limited. This study examines the perspectives and practices of a graduate student as they implement Sport Education in their collegiate teaching.

Methods: A 25-year-old male graduate student with limited college teaching experience was selected to participate in the study. The participant taught a 32-lesson basketball Sport Education season to 30 university students, meeting twice weekly for 50-minute classes. Formal interviews, reflection journals, critical incident reports, and document analysis informed the study. Analysis was performed using a constant comparison and analytic induction approach, and trustworthiness was ensured through data triangulation, member checking, and negative case analysis (Goetz & LeCompte, 1984).

Results: The participant's use of the Sport Education reflected three key themes: alignment with own educational philosophy, a comprehensive approach to Sport Education, and challenges in delivery. The participant implemented the model to foster physical, mental, social, and emotional growth for all students through affiliation and competition, which promotes positive relationships and teamwork. However, the biggest challenge was managing disputes related to officiating during formal competition.

Conclusion: The participant's use of Sport Education was guided by their educational philosophy with a focus on affiliation and competition, which is consistent with prior research on the importance of socialization in learning pedagogical models (Sinelnikov & Hastie, 2016). Despite high referee engagement and accuracy in collegiate Sport Education seasons (Wahl et al., 2019), conflict resolution seemed to be a challenge for someone who is learning to implement SE. Future research could explore professional development opportunities for graduate students learning models-based teaching.

External Resource:
<https://www.youtube.com/watch?v=URyNvnbVsqu>

Exploring teachers' perception of risks and benefits of competition in primary physical education: Development and validation of a new questionnaire

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Introduction: Competitive activities are recommended to be included in physical education (PE) programmes, as they can promote fair play, commitment, teamwork, respect, and enjoyment

among pupils (UNESCO, 2015; WHO, 2010). Despite this, primary school teachers are often reluctant to teach competitive activities, and this is often due to their beliefs (Bernstein et al., 2021). The paper presents the development and validation of a questionnaire to test teachers' beliefs about competition in PE.

Method: A systematic literature review allowed identifying 13 ad-hoc papers. A pool of 37 items was extracted and organised in two emerging themes: benefits and risks of competition. The sample consisted of 433 people (9.9% men), 76.0% (Mage=45.6±10.9) were in-service primary generalist teachers, 24.0% (Mage=23.5±3.52) education science students; 271 participants (62.6%) reported personal experience in competitive sports, 258 (59.6%) experience in teaching PE.

Results: A Confirmatory Factor Analysis was run to test a bidimensional model. Items were reduced in two steps: first, non-normally distributed items were removed; second, items were removed one at a time based on the lowest factor loading. The final model demonstrated excellent fit [$\chi^2(df)=276.04(126)$, $\chi^2/df=2.191$, $p<.001$; CFI=.96; TLI=.95; IFI=.96; RMSEA=.053 (CI: .044-.061)] with eight items accounting for each dimension. The two dimensions also demonstrated good reliability (benefits, $\alpha=.86$; risks, $\alpha=.88$). Differences between groups emerged: (1) in-service teachers perceived less risks than university students; (2) men perceived more benefits than women; (3) participants with experience in competitive sports perceived more benefits and less risks than those with no-experience; (4) participants with experience in teaching PE perceived less risks than those with no-experience.

Conclusions: The Competition in Primary Physical Education 16-item questionnaire demonstrated excellent validity and reliability. Findings suggest participants' gender and experiences to influence beliefs about competition in PE. Further studies should extend the validity of the questionnaire to other languages and cultures.

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External Resource:
<https://www.youtube.com/watch?v=WUc34uY-w-I>

Exploring Diverse Modes to Increase Motivation and Learning for Female students in the Context of Physical Activity: Multiliteracies perspective

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Engagement in physical education (PE) among female students remains disproportionately low compared to their male counterparts. To solve this problem, this study sought to explore the diverse modes beyond physicality that female students experience in the context of physical activity (PA) and to identify relationships with female students' interests, motivation, and learning in physical education. A Pedagogy of Multiliteracies (Cazden et al., 1996), which supports the improvement of female students' interest, motivation, and learning in physical education, was a guiding methodological framework. Interviews were conducted with three physical education teachers and six female students from secondary schools in South Korea. Artifacts and documents were also analyzed. A coding system of open, axial, and selective coding suggested by Corbin and Strauss (2008) was applied to create modes inductively. Five modes of meaning-making were found including (a) Gestural mode (e.g., students have bodily pleasure in PA), (b) Receptive mode (e.g., students acquire and understand knowledge about PA) (c) Expressive mode (e.g., students express their experiences from PA), (d) Rational mode (e.g., students learn life lessons through PA), and (e) Emotional mode (e.g., students develop more positive attitude toward participating in PA). Receptive mode and Expressive mode stimulated Rational mode and Emotional mode to improve female students' Gestural mode. In particular, the Expressive mode was the key to promoting motivation for participation and improving learning by facilitating the stimulation of Rational mode and Emotional mode. The modes of meaning-making identified support the Pedagogy of Multiliteracies and lend insight into ways that female students find meaning in PA. It is useful in the physical education field. Since multiliteracies is a field that has been rarely reported in the field of physical education, more attention to this topic may be useful in future studies.

External Resource: https://youtu.be/wQDsB3vHI_w

Predictors of Children's Voluntary Participation in Parkour Recess in Elementary Schools

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Introduction: Previous research has shown positive effects on moderate-to-vigorous physical activity (MVPA) when the content of physical education was offered in physical activity programs during recess^{1,2,3}. In one study, MVPA in parkour recess was 68% compared to 46% during traditional recess (68% vs 46%)². Our study investigated the predictors of children's voluntary participation in parkour recess in elementary schools. **Method:** A total of 58 children (26 girls, 2nd grade) from seven different elementary schools participated in this study. Children were taught a 10-lesson parkour unit in physical education and could voluntarily participate in five parkour recess sessions during lunch recess over ten weeks. Children's behavior was observed during parkour physical education, parkour and traditional recess using systematic observation. Traditional recess is the time that children spent on the playground on regular days or when they do not participate in parkour recess. Children's voluntary participation in parkour recess was recorded and the following predictors for participation investigated: sex, skill level, MVPA and skill trials during parkour physical education, as well as MVPA, physical activity type and social group size during traditional recess. Predictors were analyzed using exploratory factor analysis and the linear regression analysis. **Results:** The mean proportion of children's voluntary participation in parkour recess was 84%. The linear regression model of predictors was significant, $p = .004$. Children's correct skill trials per minute and the percentage of correct skill trials during parkour physical education were the primary predictors affecting participation in parkour recess ($B = -.1.190$). In addition, children's physical activity type during traditional recess ($B = -1.557$), as well as children's sex and MVPA affected their participation in parkour recess ($B = -3.808$). **Conclusion:** Children's quality of skill performance (i.e., correct skill trials) in parkour physical education is an important predictor for children's voluntary participation in parkour recess.

Keywords: MVPA, skill trials, activity type, group size, elementary school children

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External Resource: https://youtu.be/-r_JBZbrxgE

Caracterización de las intervenciones escolares para la promoción de actividad física en España

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Introducción Los centros escolares son considerados como los lugares más adecuados para implementar programas para la promoción de la salud (Fernández y Hoyos, 2015). Los motivos, según Harris y Cale (2019), son su influencia en el comportamiento diario de la mayoría de los infantes, su oferta de programas y servicios a cargo de profesionales y su incidencia en las familias. No obstante, ante la falta de un modelo de promoción de salud consolidado en el que sustentar las propuestas de promoción de salud en España, se ha realizado un análisis bibliográfico de las intervenciones y programas centrados en la actividad física (AF) llevados a cabo en centros educativos del contexto español.

2. Método Se realizó una búsqueda bibliográfica en cuatro bases de datos: SCOPUS, Dialnet, WOS y SportDiscus, en inglés y castellano, y siguiendo la metodología PRISMA. Un total de 22 artículos fueron seleccionados, sobre los que se realizó un análisis de contenido.

3. Resultados Existen intervenciones escolares para promocionar la AF en Educación Primaria y Secundaria, pero apenas se han realizado en Educación Infantil (de 0 a 6 años). Cabe resaltar que solo algunas intervenciones incluyen participación comunitaria. Por otro lado, se distinguen intervenciones que incorporan actividades como transporte activo, patios activos, descansos activos o actividades extraescolares.

4. Conclusiones Una visión global de todas las intervenciones analizadas muestra efectos positivos

de todas ellas en cuanto al incremento de la AF del alumnado, aunque resulta difícil su transferencia a otros contextos por la disparidad de instrumentos y valores de medición. En este sentido, sería interesante llevar a cabo estudios cualitativos, con el fin de conocer con más detalle el significado de las experiencias. Asimismo, desde una perspectiva holística de promoción de la salud, destacamos la conveniencia de incorporar intervenciones multicomponente que atiendan a diferentes niveles educativos.

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Actions of Physical Activity and Sports Promotion Schools: differences according to their characteristics

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Introduction The Physical Activity and Sport Promotion Schools (CEPAFE in Spanish) in the Comunidad Valenciana (Valencia, Spain) receive an annual grant to implement projects addressed to promoting healthy physical activities and sports actions. However, the characteristics of these schools are determinant for what type of actions they can develop (Mittelmark et al., 2008). This study compares some actions implemented by the CEPAFEs according to the following characteristics: sociodemographic environment (rural/urban), type of school (state/private) and education stage (primary/secondary).

Method 189 CEPAFE's coordinators (66.6% of the total in the region) completed an anonymized, ad-hoc questionnaire with 43 questions regarding the school and the actions carried out during 2018-19 academic year. Data were analysed using descriptive

analysis and Chi-square test of independence with SPSS 27.0 software.

Results Among 22 actions, the results showed significant differences for nine of them. Specifically, primary education schools promoted more actions related to sports practice (e.g., 'Esport a l'escola' program; $\chi(2)2=4.91$; $p=.027$) and interventions for the promotion of physical activity and sports in PE ($\chi(2)2=8.313$; $p=.004$) than Secondary Education schools. In addition, state schools employed more active recess ($\chi(2)2=9.17$; $p=.002$) and managed spaces and materials to promote cooperation and coeducation better than private schools ($\chi(2)2=5.83$; $p=.016$). Finally, the schools in rural environments, compared to their urban counterparts, seemed more conducive to the use of active recesses/classes ($\chi(2)2=8.19$; $p=.004$).

Conclusions There are actions that are more likely to be implemented by some CEPAFEs than by others depending on the educational stage, the sociodemographic environment, or the type of school. These results should be interpreted cautiously since significant differences were only observed in some of the actions analysed. Future studies should adopt a qualitative methodology to further evaluate the reasons behind the present findings.

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External Resource: <https://youtu.be/RMcDw-OTI-4>

Preservice Physical Education Teachers' Adaptive Competence in a Secondary Methods Class

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Introduction Adaptive competence is the ability of teachers to adapt their teaching to the needs of all students. It is an essential outcome for preservice teachers (PSTs) in practice-based teacher education (PBTE). Adaptive competence can be developed by reflecting on core teaching practices following their teaching (Ward & Snyder, 2022; Xie et al., 2021). The purpose of this study was to examine adaptive competence as a function of different levels of support in PSTs reflection.

Method 21 PSTs from one PETE program in Flanders (Belgium) participated in a 7-week secondary methods class. Adaptive competence was analyzed through adaptations PSTs made to core practices in their lesson plans by means of the track changes function in Word. Adaptations were coded as refining/modifying and appropriate/inappropriate. Following each class, all PSTs reflected on the lesson where they acted either as a participant, a student-teacher, or a student-teacher who received a reflective meeting (RM) with experts. All PSTs took on each role at least once throughout all methods classes. Data were analyzed using One-Way ANOVA.

Results 601 adaptations were made of which 423 (70.4%) were refinements and 178 (29.6%) were modifications. 580 (96.5%) adaptations were coded as appropriate and 21 were coded as inappropriate (3.5%). Mean number of adaptations per reflection for each group was 5.03 for participants, 7.90 for student-teachers without RM and 11.94 for student-teachers with RM. Significantly more adaptations were made in the student-teacher with RM group compared to the participant group for total adaptations ($p < .001$) and adaptations to management, task presentation, and active supervision ($p < .05$).

Conclusion PSTs' adaptive competence was enhanced through a reflective meeting with experts following their teaching. PSTs gained less from merely participating in a methods class without teaching peers and receiving expert feedback. Support in reflection following teaching is crucial to develop adaptive competence.

External Resource: <https://youtu.be/0sOs7jGsZ4k>

Analysis of Chinese College Students' Use of Sports and Fitness Apps in the Age of Social Media

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Background: Sport and fitness mobile applications (SFMA) subverts the traditional ways of fitness, making exercise content more diversified and methods more scientific and convenient. Under the influence of the COVID-19 epidemic, SFMAs have become popular among college students. Therefore, to understand the current situation and problems of college students' use of SFMAs, the purposes to promote students to participate in Physical activities (PAs) more scientifically and regularly.

Methods: Using mixed research methods. 250 undergraduate students (male=124, female=126) from East China Normal University in Shanghai were given questionnaires, 20 students were

randomly selected for semi-structural face-to-face interviews. Collected data were categorized for descriptive and inductive analysis by Nvivo12 and SPSS 23.

Results: Current situation: (a) Using SFMAs for the purpose of acquiring sports knowledge and skills (63.2%), supervising, and prompting fitness (58.8%), monitoring sports data (52.8%), making friends and interacting (49.2%). Men were motivated by hobbies, while girls focused on weight loss and body shaping. (b) 81.6% of college students prefer to participate in PAs alone by using SFMAs; 40.40% students use SFMAs to participate in PAs once or twice a week for less than 1 hour. (c) After using SFMAs, factors such as physical quality, exercise awareness, exercise habits and lifestyle will develop in a good trend. Problems: SFMAs have serious homogeneity, inaccurate data, privacy leakage and other problems. As an auxiliary tool for participating in PAs, it's necessary for the government, universities, and college students to pay attention to the importance of information technology in the reform of PAs, and jointly promote college students to participate in PAs actively and continuously.

Conclusion: SFMAs improve product quality, service breadth and depth; Schools and PE teachers develop a new teaching model combining SFMAs with college PE courses to jointly promote college students to develop lifelong sports habits.

Effects of Sport Education Model on Student Physical Fitness: A Meta-Analysis

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Introduction: The Sport Education Model (SEM) is one of the most widely studied instructional models in PE. Nevertheless, it started relatively late in China since it was introduced in 2003. After 20 years of development, the research on SEM in China has been deepening in both theoretical and empirical dimensions. At present, the majority of studies on SEM focus on sports competence and psychological outcomes, few studies discuss the influence on students' physical fitness. Consequently, the purpose of this study was to specifically synthesize the evidence for SEM for Chinese students' physical fitness

Method: An extensive internet search using the keywords 'Sport Education Model' 'Application effect' and 'Experimental study' was performed resulting in over 200 published studies within the past 20 years. The database used to search for relevant studies were CNKI, CQVIP, and WanFang database. Effect sizes were calculated with 95% confidence intervals in the Review Manager 5.4

software, the heterogeneity among effect sizes was assessed with I^2 statistics.

Results: A total of 255 studies and articles were considered for inclusion and 23 studies qualified for this review, 18 studies used 50-meter running to test the speed quality of students, had an effect size of -0.15, 95%CI[-0.22,-0.08], $Z=4.08$ ($p<0.00001$); 12 studies used sit and reach to test the flexibility quality of students, had an effect size of 0.30, 95%CI[-0.51,1.11], $Z=0.72$ ($p=0.47$); 18 studies used stand long jump to test the strength quality of students, had an effect size of 2.1, 95%CI[0.51,3.69], $Z=2.59$ ($p=0.01$); 11 studies tested the student's endurance quality with 1000-meter running for male students and 800-meter running for female students, had an effect of -0.6, 95%CI[-2.98,1.77], $Z=0.15$ ($p=0.62$).

Conclusion: This meta-analysis shows that the application of SEM had a significant effect on speed and strength of Chinese students, but the effects on flexibility and endurance is not significant.

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Seizing the Power of Racial Literacy and Indigenous Knowledges in H/PE

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Introduction Health and physical education (HPE) is discursively white (Azzarito & Solomon, 2005; Blackshear & Culp, 2021). Despite minor disruptions through radical scholarship in HPE research, and attempts at promoting inclusion in HPE teaching (Dinan Thompson, 2013; Wrench &

Garrett, 2021), more radical work to honour Indigenous knowledges is needed. Since all HPE curricular encounters in Australia occur upon stolen and unceded lands and waters (Moreton-Robinson, 2020), and ongoing possession is justified through racially constructed educational narratives of Western superiority, Indigenous knowledges have a fundamental role to play.

Theoretical Framework/ Method We draw from critical race theory (Milner, 2007) and critical Indigenous studies (Bargallie & Lentin, 2020) to reconfigure HPE research and learning encounters. Author 1 is an Indigenous teacher-educator and critical race scholar, descendant from the Kamilaroi peoples, known for developing and educating Australian HPE teachers through the Yulunga: Traditional Indigenous Games resource. Author 2 is an Indigenous critical race scholar, descendant from the Kamilaroi and Wonnarua peoples, known for researching systemic racism in the Australian public service. Author 3 is a non-Indigenous Australian HPE teacher-educator and critical Indigenous studies scholar living and working on the lands of the Kombumerri peoples, exploring critical race theory (CRT) to decolonise education.

Findings The use of these theoretical tools is not typical in HPE research and teacher education (PETE). We provide some examples of radical scholarship in HPE and PETE suggest what conditions are necessary to address the historical and recurring epistemic violence in Australian HPE. This include teaching inclusion via Australian Football (AFL 2022) and Marngrook, an Indigenous game often misrepresented as "Aboriginal AFL".

Conclusion Honouring IK in HPE means systematically developing racial literacy, to disrupt racialised hierarchies of knowledge, epistemic violence and silences in HPE research, and to expand our field to include IK in PETE. We urge all educators and researchers to acquire an initial criticality and to invest in ever-evolving racial literacies to assist the few Indigenous PETE educators to carry forward this work.

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Factores ambientales y su influencia en la inactividad física chilena

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One of the biggest problems worldwide is physical inactivity. Moreover, it is one of the most complex risk factors for noncommunicable diseases in the 21st century (WHO, 2020). There are several elements that attempt to explain these behavioral patterns, being environmental factors one of the most overlooked. For these specific purposes, we will define environmental factors to all of those conditions of the living environment that influence the use, for example, of public space. Hence, the analysis of these factors in Chilean physical activity policy and institutions is the objective of this research.

From a methodological perspective, added to the consultation of experts in the field, 13 semi-structured interviews were conducted with a subsequent content analysis was implemented. Participants were professionals from Academia related to preservice physical education teachers, and experts in the area of environmental sciences, geography, and urbanism. In addition, government authorities in the formulation and execution of national public policy were also interviewed.

The results show that the main difficulties are related to the lack of effective institutional bonds that

promote sense of belonging with a particular institution, as of the lack of adequate spaces for this matter, and healthy habits at a family-level. The importance of environmental factors such as geography, urban design, and access to natural environments, among others, is also highlighted. Finally, challenges defined a call for action for the need of an intersectoral and multilevel work with a high level of local participation that includes a significant focus on education.

This research demonstrates the need to incorporate other approaches to address the phenomenon of physical inactivity, especially considering the environmental factors that are critical in the current context of climate change requiring a powerful institutional articulation.

Trends in Physical Activity and Sedentary Behavior among Chinese Children and Adolescents (2017-2022)

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Introduction: This study aimed to analyze the status and trends of Physical Activity (PA) and Sedentary Time (ST) among Chinese children and adolescents from 2017 to 2022.

Methods: A total of 180,276 children and adolescent students from grades 4-12 in mainland China participated in this study. The Chinese version of the Physical Activity Questionnaire for Older Children and Adolescent Sedentary Activity Questionnaire was used to survey participants' PA (0-5 score) and ST (minutes/week) from September to November of each year. A total of 136,358 participants were included in the final analysis after excluding incomplete data. Of these, 49% were female, 58% were elementary school students, 30% were middle school students, and 12% were high school students. Independent samples t-test and ANOVA were used to examine the current status and trends of PA and ST.

Results: Males have significantly higher PA and less ST than females. Elementary school students had higher PA and lower ST compared to middle school students, and middle school students had higher PA and lower ST compared to high school students. PA among children and adolescents showed a significant downward trend from 2017 to 2020, a significant upward trend from 2020 to 2021, and a significant downward trend from 2021 to 2022, with the trend of ST changing in the opposite direction of PA.

Conclusions: There were significant differences in PA and ST among children and adolescents by gender and grade, showing a preference for males over females and lower grades over higher grades. Trends in PA and ST changes among children and adolescents show dramatic fluctuations. The dramatic changes in PA and ST in children and adolescents may be due to the pandemic, and we recommend continuous observation of changes in PA and ST in children and adolescents in the future.

External Resource:
<https://www.youtube.com/watch?v=p3CAsDqc3Es>

Students' perspectives of social and emotional learning in a high school physical education program

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Students' perspectives have rarely been asked for by school-based researchers. Even though more studies have recently begun to explore what students think, believe, and feel about Physical Education (PE) at secondary level (Enright & O'Sullivan, 2010, Howley et al 2022, Dyson et al, 2009), still there has been limited amount of empirical evidence on students' viewpoints and experiences in real-time school contexts. Therefore, the purpose of this study was to explore students' understandings and experiences of SEL during PE high school classes.

SEL can be defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2015, p. 5). This study is grounded in the social constructivists' view of knowledge. In social constructivism, it is highly important to provide interactive opportunities with students where they can continuously communicate with their peers and teachers and engage their existing knowledge in this process to generate new understandings (Koekoek et al., 2009).

Using a qualitative case study design (Merriam, 1998; Stake, 2013), this study was implemented in an alternative high school setting over one school semester for five months. It was conducted as part of a larger study exploring teachers' and students' understandings and experiences of SEL. Forty-two students participated in focus group interviews (N=16) and individual interviews, (N=5) after the PE course, lasting approximately 45-70 min each. During these interviews, students were asked to reflect on their experiences and understandings of SEL prior to and during their physical education

course. Inductive and deductive data analysis with constant comparisons were implemented in this study (Saldaña, 2013). Peer debriefing with code and re-code strategies were constantly conducted to establish trustworthiness in this study. Four themes were generated from data analysis: Think about it more in depth; you can say how you feel; care and support; and different levels of buy-in.

These findings suggest that students' perspectives can make a significant contribution to our understanding of SEL in PE. This research represented students voice of 42 high school students, which provides a unique insight into students' knowledge and experiences of SEL during PE high school classes.

Research Progress and Future Prospects of Health Literacy in China : Based on the Citespace Visual Analysis

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简介：健康素养对全面提高健康水平具有重要意义。本文旨在具体探讨我国健康素养的研究进展，并揭示其未来的发展趋势。

方法s：在本文综述中，我们使用以下关键词“健康素养”通过中国上海一所大型大学的图书馆资源进行文献检索。总共检索了1719篇文章，然后保存到数据处理计算机中。通过CiteSpace研究关键词共现、急词和时间线图的功能，分析了2005年以来中国健康素养的研究热点和演进趋势。

结果：（1）我国健康素养研究可分为相对不足期（2005-2013年）、高速发展期（2014-2020年）和稳定发展期（2021年至今）；（2）研究热点可归纳为五个知识群体：健康素养影响因素组、健康素养促进组、健康素养传播组、健康教育和运动健康素养；（3）未来研究应集中在四个方面：深刻认识健康素养的核心内涵，构建完整的健康素养评价体系，推动体育活动提高健康素养水平，拓展健康素养发展路径。

结论：目前，我国健康素养研究逐渐成熟，国民健康素养水平逐步提高。未来，通过体育活

动和健康教育促进健康素养的研究具有广阔的拓展发展空间。在“健康中国”和“运动与医学融合”政策的背景下，要充分发挥体育活动对促进人民健康生活方式和行为的作用，努力建设健康文化，提高健康素养。

External Resource:
http://www.iqiyi.com/v_24mupkp3e60.html

The Application Strategy of Sport Education into PE Interdisciplinary Teaching

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Background: Since “Physical Education (PE) and Health Curriculum (2022 version) for Compulsory Education” first included interdisciplinary teaching into the curriculum content in China, many PE teachers have tried to carry out interdisciplinary teaching in various teaching forms, but there are still many problems in practice. As a mature mode, sport education has some commonalities with PE interdisciplinary teaching. This paper aims to use sport education to carry out PE interdisciplinary teaching to solve the problem that interdisciplinary teaching is difficult to practice.

Methods: Using CNKI, Web Of Science, Scopus and other databases, a total of 20 articles were selected with "sport education", "interdisciplinary teaching of physical education" and "interdisciplinary teaching" as keywords, and the similarities between sports education model and PE interdisciplinary teaching were analyzed in depth.

Results: Common characteristics: (1) The sport education has the characteristics of situation and interest, and the interdisciplinary teaching also requires the setting of situations close to real life. (2) The sport education is to achieve common goals through teamwork, and interdisciplinary teaching emphasizes and encourages students to solve problems cooperatively. (3) The feature of sport education is that the unit is the season, while the interdisciplinary teaching is the subject. Strategies: (1) Arrange interesting situations from easy to complex to stimulate students' motivation for cooperative explore. (2) Divide the class into different teams to emphasize a learning atmosphere of division of labor and cooperation within the team and active competition among the teams. (3) Determine the theme according to the specific sports events as the season, and the divided subthemes can be used as mini-seasons.

Conclusion: PE teachers should pay attention to the deep integration of PE and other disciplines, improve

students' ability to solve problems cooperatively, improve the evaluation system of interdisciplinary teaching, so as to cultivate interdisciplinary talents.

The Corporal Adventure Practices and their application on Physical Education classes in Birigui/SP, Brazil

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Introduction: As Práticas Corporais de Aventura (PCAs), também conhecidas como Esportes de Aventura, têm ganhado espaço no meio das sociedades contemporâneas, sendo fruto de pesquisas ao decorrer da década de 1980 (BETRÁN, 2003; TEREZANI, 2004; MARINHO e BRUHNS, 2003; SILVA e DAMIANI, 2005; INACIO e MORAES, 2012), criticando a prática de ginástica desta época, focada no adestramento físico e disciplina. Essa categoria contempla toda vivência corporal relacionada à aventura, ao autoconhecimento, à qualidade de vida (SILVA e DAMIANI, 2005; PIMENTEL, 2006; INÁCIO e BAENA-EXTREMERA, 2020), exigindo uma integração entre corpo e mente e novas formas de reflexão individualizada (PIMENTEL, 2017, p. 181). Na atualidade, este conteúdo na Educação Física Escolar está presente, a nível nacional brasileiro, na Base Nacional Comum Curricular (BNCC) (BRASIL, 2017) e replicada em seus respectivos níveis de ensino. Nesta perspectiva, o problema se pautou em investigar as possibilidades de executar tais propostas de aventura nas escolas do Estado de São Paulo, na perspectiva dos professores, na adequação e contextualização das escolas.

Method: Metodologicamente, é realizado uma pesquisa qualitativa no currículo, a fim de elucidar a aparição das práticas corporais de aventura e uma entrevista semiestruturada com cada professor da escola estadual de ensino em Birigui/SP.

Results: Foi evidenciado a ausência de: espaço livre nas escolas, os materiais, da gestão escolar, formação das PCAs e formação profissional; dificuldade do currículo tratar sobre esse tema simbolicamente sem disponibilizar os métodos eficientes para executar as praticas corporais de aventura e falta de incentivo e desconhecimento do tema, para muitos estudantes.

Conclusion: O Estado, ao elaborar o currículo de Educação Física, não oferece suporte às Instituições de ensino. Os problemas estão ligados à formação profissional, ou seja, profissionais não querem sair da zona de conforto, falta de materiais e infraestrutura escolar. Por fim, muitos estudantes desconhecem as atividades de aventura.

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External Resource: <https://youtu.be/a40DPo9krio>

The Global Landscape of Adolescent Health Promotion : A Bibliometric Analysis

Jian Song

The Web of Science database was searched, and 4618 research literatures on "adolescent health promotion" in recent ten years from 2013 to 2023 were extracted, and the Biblioshiny program was used to assist CiteSpace software to draw the visual map of the trend of international research year, national cooperation network, core research hotspots and cutting-edge dynamic trend knowledge. In recent ten years, the number of international scientific research papers has shown a linear exponential trend as a whole. The United States, Australia, Britain and other countries occupy the core position in this research field, and Bangladesh, the United States, Australia and other countries have established a close cooperation network. The research focuses on the research on sports intervention and adolescent obesity, the promotion of physical exercise on adolescent physical health and the comprehensive impact of environment on adolescent physical and mental health. The research frontier mainly focuses on the whole process of school sports intervention, the refinement of physical education and exercise objects and the diversification of sports intervention means. Combined with the research status of adolescent sports health promotion, China should strengthen interdisciplinary and interdisciplinary scientific research exchange and cooperation, pay attention to cross regional and cross-border scientific research division and cooperation, and focus on the follow-up and continuation of diversified and long-term scientific research.

Preservice Elementary School Teachers' Noticing Skills and Content Development in Physical Education

Mikaela Pieroua, Niki Tsangaridou, Charalambos Y Charalambous

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Teaching is a complex process in which events occur simultaneously and teachers have to make several decisions about content and instruction. This requires that teachers have various effective skills in enhancing student learning. Among these are teacher noticing skills (Jacobs et al., 2020) and content development skills (Rink, 2014). Teacher noticing skills include teachers' attending to a teaching aspect, interpreting, and deciding accordingly. Content development skills refer to the skills needed for selecting and sequencing the content of the lesson. While research has advanced in investigating PE teachers' content development in general, little attention has been paid on preservice elementary classroom teachers' noticing skills about content development. This study aimed to describe

preservice elementary teachers' noticing skills about PE content development. Three preservice teachers voluntarily participated in the study during student teaching. Data collection included semi-structured interviews, scenario interviews, and document analysis. Data were analyzed using the principles of individual-case and cross-case analysis. Each participant's data were first analyzed individually and then compared across data sources and participants. Particularly, a coding scheme was developed involving: (a) their ability to identify task types (b) their interpretation to use each task type, and (c) their decision-making about each task type.

Findings suggested that the participants were able to attend to four types of tasks (i.e., informing, refining, extending, and applying). In addition, they were able to adequately interpret the use of these task types. Moreover, in the scenarios' content development patterns that had missing task types, participants provided their decisions on how to respond to these. Findings provide insights that describe the teachers' noticing skills regarding content development in PE. Implications of findings are discussed in light of teacher education programs.

External

Resource: https://clipchamp.com/watch/mce9vdIsJiX?utm_source=share&utm_medium=social&utm_campaign=watch

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Teaching is a complex process in which events occur simultaneously and teachers have to make several decisions about content and instruction. This requires that teachers have various effective skills in enhancing student learning. Among these are teacher noticing skills (Jacobs et al., 2020) and content development skills (Rink, 2014). Teacher noticing skills include teachers' attending to a teaching aspect, interpreting, and deciding accordingly. Content development skills refer to the skills needed for selecting and sequencing the content of the lesson. While research has advanced in investigating PE teachers' content development in general, little attention has been paid on preservice elementary classroom teachers' noticing skills about content development. This study aimed to describe preservice elementary teachers' noticing skills about PE content development. Three preservice teachers voluntarily participated in the study during student teaching. Data collection included semi-structured interviews, scenario interviews, and document

analysis. Data were analyzed using the principles of individual-case and cross-case analysis. Each participant's data were first analyzed individually and then compared across data sources and participants. Particularly, a coding scheme was developed involving: (a) their ability to identify task types (b) their interpretation to use each task type, and (c) their decision-making about each task type.

Findings suggested that the participants were able to attend to four types of tasks (i.e., informing, refining, extending, and applying). In addition, they were able to adequately interpret the use of these task types. Moreover, in the scenarios' content development patterns that had missing task types, participants provided their decisions on how to respond to these. Findings provide insights that describe the teachers' noticing skills regarding content development in PE. Implications of findings are discussed in light of teacher education programs.

External

Resource: https://clipchamp.com/watch/mce9vdIsJiX?utm_source=share&utm_medium=social&utm_campaign=watch

