

國立體育大學

補助學生出國參加國際學術會議、競賽、訓練與研習活動返國報告書

(請於參加活動返國後填寫)

填表日期：101 年 03 月 26 日

報告人姓名	鄭家惠	任職或就讀系(所)	體育研究所
活動時間	1010312-1010321	活動地點	波士頓
活動名稱	中文：第 127 屆美國體育健康休閒舞蹈協會研討暨展覽會		
	英文：The 127 th AAHPERD National Convention & Exposition		

一、參加會議經過

美國體育健康休閒舞蹈協會研討暨展覽會是全美每年一次的大聖會(The AAHPERD National Convention & Exposition)，直至今今年2012年3月已邁入第127的年頭，本次研討會地點在麻州的波士頓 (Boston) 舉行。研討會期間一共有5天的時間，共進行的課程包含專題演講 (keynote)、小組討論 (symposium)、口頭發表 (oral)、海報發表 (poster) 等四種型式。3 月12 日早上9 點40 分在桃園中正機場搭乘全日空至成田機場轉機，隨後轉搭乘美國航空飛往洛杉磯機場轉搭乘飛機至波士頓。經過了20幾個小時終於抵達我們的目的地波士頓羅根國際機場。因為配合研討會時間的關係，隔天3/13日緊接著至研討會會場進行報到與課程的參與。報到拿取大會手冊後發現，今年的研討會雖然減少了很多關於舞蹈的實作教學，但在討論和口頭、海報的發表中多了很多社會學的趨勢方向，像是運動發展、女性主義、飲酒文化和倫理的討論。此外，學生於研討會3/15以海報發表的方式與其他發表者一同進行報告和討論。

二、與會心得

美國體育健康休閒舞蹈協會研討暨展覽會是運動學界領域中年度重要盛會，特別的是此研討會已有120幾年的歷史，本次舉辦的地點在麻州波士頓，很開心能再次有機會赴美一同參與此學術性的研討會。在會議期間也聽到了很多社會學者對社會學相關議題的觀點，也在發表的同時，促使了與其他國外研究者進一步對話，除了對不同研究給予更多更廣的空間與包容性外，特別是針對不同的研究法、教學法以及社會議題更是國外研究的趨勢，讓我留下了美好與豐收的知識和回憶。雖然研討會的議程很多，無法將每一個細細地聽個完整，但是我仍是挑選了幾個自己有興趣的議題，透過課程與發表的機會，可使我在研討會中重新思考加強自己未來的研究方向與發展。

三、建議

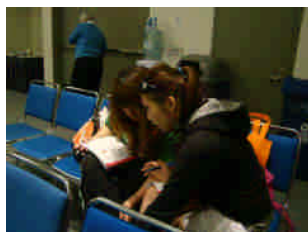
本次與會發現國外的體育相關研究之趨勢，特別在於研究趨勢、邏輯及方式的不同，相較於國內運動相關之研究仍有精進之空間。特別是台灣的研究領域與趨勢仍相較於亞洲其他國家佔有相當的優勢，期待未來能有更多機會參與國外學術類型的研討會，可加強學生之國際視野觀與加強邏輯之能力。

四、 攜回資料名稱及內容

1. 研討會手冊
2. 研討會論文集

五、 其他

相關成果照片



與其他與會同學一起討論課程



小組討論



課餘時間參觀哈佛大學(左圖)與麻省理工學院(右圖)



課餘時間參觀 三一教堂(左圖)與昆西市場(右圖)

申請人		負責老師		單位主管	
簽 章		教練簽章		簽 章	

AAHPERD

NATIONAL CONVENTION & EXPO

In partnership with Eastern District Association of AAHPERD / Massachusetts AHPERD

Boston, Massachusetts • March 13–17, 2012



Handwritten notes:
#35
A/B/C/D
Adm



356 CEU

10:15 AM-11:45 AM

Research Consortium**Research in Pedagogy**

This poster session features studies related to teaching and learning with themes around PETE, teaching methods, influencers and cognition. Dialogue and informal discussion between author(s) and conference attendees is encouraged.

Presider: Karen Weiller-Abels; Univ. of North Texas, Denton

Posters and Presenters:

1-1. The Integration of Technology Within Physical Education Teacher Education: Helena Baert; State Univ. of New York College at Cortland

1-2. Assessing Standard 2.1—Skill Assessment for Large PETE Programs: Margo M. Coleman, Skip M. Williams, Mary L. Henninger, and Kristin B. Carlson; Illinois State Univ., Normal

1-3. An Analysis of Pedagogy Programs Within Five Midwestern States: Gary A. Neist; Minnesota State Univ., Mankato

1-4. Preservice Teacher Knowledge Development in an Early Field Experience: Casey Ingersoll, Jayne Jenkins, and Karen M. Lux; Univ. of Wyoming, Laramie

1-5. Impact of a Methods Course on Preservice Classroom Teachers: Jenny Linker¹ and Amelia Mays Woods²; ¹North Dakota State Univ., Fargo, ²Univ. of Illinois at Urbana-Champaign

1-6. PETE Students' Perceptions About Mosston's Spectrum of Teaching Styles: Howard Z. Zeng; City Univ. of New York—Brooklyn College

1-7. Investigating Student Teachers' Experiences in an Urban Placement: Prithwi Raj Subramaniam; Ithaca College, NY

1-8. Letters to Teacher Candidates: Advice From Inservice Teachers: Jeremy Yeats¹, Mark A. Smith¹, Kevin Patton², and Melissa Parker¹; ¹Univ. of Northern Colorado, Greeley, ²California State Univ., Chico

1-9. Effect of Course Delivery on Physical Activity: Face-to-Face Versus Online: Chelsea S. Foster¹, Larry P. Nelson², Jean Ann Hargreaves², Christopher T. Ray², and John B. Buckwalter²; ¹The Ohio State Univ., Columbus, ²Univ. of Texas at Arlington

1-10. Adventure-Based Learning: I Know It When I See It: Sue Sutherland¹, Paul Stuhr², James Ressler¹, and Ali Brian¹; ¹The Ohio State Univ., Columbus, ²California State Univ., San Marcos

1-11. Preservice Physical Educators' Perceptions of Sport Education: Alisa R. James, Timothy A. Brusseau, and Douglas Collier; State Univ. of New York College at Brockport

1-12. Physical Activity Levels During Elementary Physical Education Utilizing Dynamic Physical Education: Jenna C. Schwartz, Aaron Beighle, Heather E. Erwin, and Mark Abel; Univ. of Kentucky, Lexington

1-13. Effectiveness of Physical Education Instruction Among Multiple-Subject Classroom Teachers: Ken Hansen and Laura Chase; California State Polytechnic Univ., Pomona

1-14. Predicting Intentions of Public School Principals Toward Physical Education: Terry L. Rizzo and Stephen J. Kinzey; California State Univ., San Bernardino

1-15. Adolescents Teased for Being Overweight by Family Members: Christy Greenleaf, Scott Martin, Trent Petrie, and Jacob Tucker; Univ. of North Texas, Denton

1-16. Leaders' Perspectives on Urban High School Physical Activity Clubs: Mark Little¹, Nate McCaughtry¹, Alex C. Garn², Jeffrey J. Martin¹, Bo Shen¹, and Mariane M. Fahlman¹; ¹Wayne State Univ., Detroit, MI, ²Louisiana State Univ., Baton Rouge

1-17. Biographical Factors Influencing Student Motivation, Content Relevance, and Affective Learning: Collin A. Webster, Diana Mindril, and R. Glenn Weaver; Univ. of South Carolina, Columbia

1-18. Employing Mock Broadcasting: Students' Applied Cognitive Learning Experience in Physical Education: Taekoo Lee¹, Kyu-Ri Kim², Han J. Lee³, Jounghwa Lee³, and Cheolhong Park³; ¹Won-Jong High School, Seoul, South Korea, ²Nagoh Middle School, Seoul, South Korea, ³Yonsei Univ., Seoul, South Korea

1-19. Tweens' Mental Models of Exercise-Induced Physiological Changes: Marina Bonello¹ and Catherine D. Ennis²; ¹Pennsylvania State Univ., Univ. Park, ²Univ. of North Carolina at Greensboro

1-20. Novice Students' Decision Making in Net/Wall Games: Heidi R. Bohler¹ and Linda L. Griffin²; ¹Westfield State Univ., MA, ²Univ. of Massachusetts Amherst

1-21. Effects of CPS on Tactical Cognition and Decision Making in Basketball: Chun-Yu Hsu¹, Ming Chen Yang¹, Tzu-En Chang¹, and Hsin-Hung Lin²; ¹Taipei Physical Education College, Taipei, Taiwan, ²Aletheia Univ., Taipei, Taiwan

1-22. Learning Muscular Fitness Concepts Using Science-Based Journals: Deockki Hong, Ang Chen, Jerry Loflin, Tan Zhang, and Catherine D. Ennis; Univ. of North Carolina at Greensboro

1-23. Writing Task Effectiveness During Physically Active Flexibility and Nutrition Lessons: Jerry Loflin, Ang Chen, Deockki Hong, Tan Zhang, and Catherine D. Ennis; Univ. of North Carolina at Greensboro

1-24. Relationship Between Health-Related Fitness Knowledge and Physical Fitness: David Stodden, L. Kent Griffin, and Rick Ferkel; Texas Tech Univ., Lubbock

1-25. Enhancing Physical Education Teacher Content Knowledge in Biomechanics: James C. Kao and Susan Wilkinson; San Jose State Univ., CA

1-26. Problem-Based Learning Integrated With Cooperative Learning on Students' Critical Thinking Abilities: Ta-Hsin Chiang¹, Chia Hui Cheng², Yi-Hsiang Chiu³, and Ming-Che Tsai³; ¹Banciao Elementary School, Taipei, Taiwan, ²National Taiwan Sport Univ., Taoyuan County, Taiwan, ³Taipei Physical Education College, Taipei, Taiwan

1-27. Using the CSP-TPECTS to Improve Critical Thinking Intention and Belief: Chia Hui Cheng¹, Ta-Hsin Chiang², Chun-Yu Hsu³, and Ya-Po Lin⁴; ¹National Taiwan Sport Univ., Taoyuan County, Taiwan, ²Banciao Elementary School, Taipei, Taiwan, ³Taipei Physical Education College, Taipei, Taiwan, ⁴Taipei Municipal Nanmen Elementary School, Taipei, Taiwan

1-28. Content Knowledge Differences Between Inservice and Preservice Physical Education Teachers: Jose A. Santiago¹, Julio Morales², and James Disch³; ¹Sam Houston State Univ., Huntsville, TX, ²Lamar Univ., Beaumont, TX, ³Rice Univ., Houston, TX

1-29. Physical Education Curricular Models and Student Outcomes: Tiffany A. Kloeppel¹, Pamela Hodges Kulinna², and Hans van der Mars²; ¹Montclair State Univ., NJ, ²Arizona State Univ., Mesa

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10:30 AM-11:30 AM

Sheraton Boston: Jefferson

AAHPERD Alliance Scholar Committee**358**

10:30 AM-12:00 PM

Convention Center: Room 101

AAPAR Bylaws Committee Meeting**359**

11:30 AM-12:30 PM

Sheraton Boston: Republic Ballroom

Eastern District AAHPERD President's Awards Reception

This reception honors all EDA award recipients.

By Invitation Only