



Book of Abstracts

AIIESEP 2011 International Conference

22-25 June 2011

University of Limerick, Ireland

Moving People, Moving Forward



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Welcome

As the Steering Committee, and on behalf of the conference organisers, we take great pleasure in welcoming you to the AIESEP 2011 International Conference at the University of Limerick, Ireland on 22-25 June, 2011.

The main theme of the conference *Moving People, People Moving* focuses on sharing contemporary theory and discussing cutting edge research, national and international policies and best practices around motivating people to engage in school physical education and in healthy lifestyles beyond school and into adulthood and understanding how to sustain engagement over time. Five sub-themes contribute to the main theme and run throughout the conference programme, (i) Educating Professionals who Promote Physical Education, Sport and Physical Activity, (ii) Impact of Physical Education, Sport & Physical Activity on the Individual and Society, (iii) Engaging Diverse Populations in Physical Education, Physical Activity and Sport, (iv) Physical Activity & Health Policies: Implementation and Implications within and beyond School and (v) Technologies in support of Physical Education, Sport and Physical Activity.

The programme includes opportunities for delegates to engage with keynotes, oral presentations, posters, symposia and workshops across all five sub-themes. To complement the scientific programme there are opportunities to observe and take part in Irish traditions demonstration sessions organised by the Physical Education Association of Ireland.

The social programme includes an opening reception on Wednesday, BBQ and traditional evening on Thursday, a tour and sightseeing trip to the Cliffs of Moher on Friday afternoon and the conference banquet at Thomand Park on Saturday evening.

We wish you an engaging and enjoyable conference that allows you to sample aspects of the Irish culture.



Ann MacPhail



Mary O'Sullivan



Deborah Tannehill

SCIENTIFIC COMMITTEE

| | |
|------------------------------|---|
| Co-chair, Ann MacPhail | <i>University of Limerick, Ireland</i> |
| Co-chair, Mary O'Sullivan | <i>University of Limerick, Ireland</i> |
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| Gary Kinchin | <i>University of Southampton, UK</i> |
| Ulla Klemola | <i>University of Jyväskylä, Finland</i> |
| Michał Lenartowicz | <i>The Josef Olsudski University of Physical Education in Warsaw, Poland</i> |
| Luthio Martinez-Alvarez | <i>University of Valladolid, Spain</i> |
| Bryan McCullick | <i>University of Georgia, USA</i> |
| Doune MacDonald | <i>University of Queensland, Australia</i> |
| Nanette Mutrie | <i>University of Strathclyde, Scotland</i> |
| Frances Murphy | <i>St Patrick's College, Dublin, Ireland</i> |
| Clive Pope | <i>Waikato University, Hamilton, New Zealand</i> |
| Uwe Pühse | <i>University of Basel, Switzerland</i> |
| Julia Walsh | <i>University College Cork, Ireland</i> |
| Catherine Woods | <i>Dublin City University, Dublin, Ireland</i> |
| Nathalie Wallian | <i>Institut Universitaire de Formation des Maîtres de Franche-Comté, France</i> |
| Peter Hay | <i>University of Queensland, Australia</i> |

AIESEP 2011 SCIENTIFIC PROGRAMME

| Wednesday 22 June 2011 | | Corresponding abstract number |
|-------------------------------|---|--------------------------------------|
| 16.00 – 17.50 | Visual Methodology Symposium (Pre-registration necessary) | 1 |
| 19.00 – 21.00 | Opening Ceremony and Keynotes Keynote Lecture: Mary Davis Keynote Lecture: Professor Scott Kretchmar | 2 & 3 |
| Thursday 23 June 2011 | | |
| 9.00 – 10.30 | Symposium | 4 |
| 9.00 – 10.30 | Oral communications (6 sessions of 5 papers) | 5 - 31 |
| 11.00 – 11.55 | Keynote Lecture: Dr Clive Pope | 32 |
| 11.55 – 12.55 | Workshop | 33 |
| 11.55 – 12.55 | Oral communications (6 sessions of 3 papers) | 34-50 |
| 14.00 – 15.15 | Workshop | 51 |
| 14.00 – 15.15 | Oral communications (6 sessions of 4 papers) | 52-76 |
| 15.15 – 16.30 | 2 Workshops | 77 & 78 |
| 15.15 – 16.30 | 3 Symposia | 79-81 |
| 16.45 – 17.40 | Posters (5 groups of poster sessions) | 82-115 |
| 17.45 – 19.00 | Workshop | 116 |
| 17.45 – 19.00 | 3 Symposia | 117-119 |
| Friday 24 June 2011 | | |
| 9.00 – 10.30 | Symposium | 120 |
| 9.00 – 10.30 | Oral communications (6 sessions of 5 papers) | 121-148 |
| 11.00 – 12.00 | Keynote Lecture: Dr Fred Korthagen Respondent: Professor Judy Oslin | 149 & 150 |
| 12.00 – 12.55 | Posters (5 groups of poster sessions) | 151 – 175 |

| Saturday 25 June 2011 | | |
|------------------------------|---|-----------|
| 9.00 – 10.30 | 2 Workshops | 176 & 177 |
| 9.00 – 10.30 | 4 Symposia | 178 - 181 |
| 11.00 – 12.00 | Keynote Lecture: Professor Nanette Mutrie Respondent: Dr Catherine Woods | 182 & 183 |
| 12.00 – 12.55 | Workshop | 184 |
| 12.00 – 12.55 | Posters (5 groups of poster sessions) | 185 – 215 |
| 14.15 – 15.00 | Keynote Lecture: Dr. Tony Hall | 216 |
| 15.00 – 16.15 | Workshop | 217 |
| 15.00 – 16.15 | Symposium | 218 |
| 15.00 – 16.15 | Oral Communications (5 sessions of 4 papers) | 219 – 238 |
| 16.30 – 18.00 | Final session with all delegates 'Moving People, Moving Forward: Future Directions' and Closing Ceremony | 239 |

VISUAL METHODOLOGY

Kimberly L. Oliver, New Mexico State University, USA; Clive C. Pope, University of Waikato, New Zealand; Eimear Enright, University of Limerick, Ireland

Visual methodologies are becoming more prominent in our pursuit to understand how culture influences people's physical activity and sporting participation in and beyond schools. Scholars from all over the world have sought new and interesting ways of seeking understanding and/or representing knowledge through visual methodologies (Enright, in press; Oliver & Lalik, 2000; 2004; Oliver & Hamzeh, 2010; Pope, 2010a; 2010b). This hands-on, discussion-based symposium will include three sections.

In the first section, Clive Pope from the University of Waikato will discuss examples of how ethnography of a selected social setting can be represented through the visual and perhaps create new meaning about the world as we see it. He will address the potentialities of visual ethnography based on a major high school sports event - Waka Ama [outrigger canoe racing]. He will discuss the challenges and revelations that arise from making the shift from 'traditional' to visual ethnography.

In the second section, Eimear Enright from the University of Limerick will explore with participants the potential of scrapbooking as a pedagogical and methodological tool which might facilitate physical education researchers, teachers and teachers as researchers to better understand, extend and challenge students' existing knowledge of, and critical engagement with popular physical culture. Each participant will be given a scrapbook and some popular media and engaged in a scrapbooking task that speaks to the relationship between popular physical culture and their engagement with physical education and/or physical activity.

In the final section, Kim Oliver from New Mexico State University will facilitate group discussion of using visual methodologies focusing on the challenges and possibilities of including various forms of visual images in the pursuit of understanding, knowledge, and representation.

Enright, E. & O'Sullivan, M. (In Press). Producing different knowledge and producing knowledge differently: Rethinking physical education research and practice through participatory methods. *Sport, Education and Society*.

Oliver, K. L., & Lalik, R. (2000). *Bodily Knowledge: Learning About Equity and Justice with Adolescent Girls*. New York: Peter Lang Publishing, Inc.

Oliver, K. L., & Lalik, R. (2004). Critical inquiry on the body in girls' physical education classes: A critical poststructural analysis. *Journal of Teaching in Physical Education*, 23(2), 162-195.

Oliver, K. L., & Hamzeh, M. (2010). "The boys won't let us play": 5th grade mestizas publicly challenge physical activity discourse at school. *Research Quarterly for Exercise and Sport*, 81(1), 39-51.

Pope, C. C. (2010a). Talking T Shirts: A visual exploration of youth material culture. *Qualitative Research in Sport* 2(2) 133-152.

Pope, C. C. (2010b). Got the picture? Exploring student sport experiences. Using Photography as voice In M. O' Sullivan, & A. MacPhail (Eds.). *Young people's voices in physical education and youth sport*. (pp. 186-210) Routledge: London

PRESENTATION OF THE RESEARCH PROJECT: GENDER DIMENSION IN INITIAL PHYSICAL EDUCATION TEACHER EDUCATION IN PORTUGAL

Telma Queirós, Polytechnic Institute of Bragança, Portugal; Paula Botelho-Gomes & Paula Silva, University of Porto, Portugal

Introduction

Gender dimension exists across societies and therefore education. Hence certain learning areas in particular (e.g. Physical Education (PE)) are embedded with powerful gendered practices. Recent international research has shown that physical activities within the school curriculum contribute to reinforce and development of “gender-appropriate” behaviour often considered socially and culturally legitimate. In Portugal, this is also particularly visible in some studies which argued that teachers of PE may claim that they espouse equality of opportunity for all children, but their teaching behaviours and practices reveal entrenched sex stereotyping, based on historical constructions of sport and sense ‘notions about what boys and girls must do, i.e., what is suitable for girls and boys in PE. The present study aims to investigate within initial physical education teacher education (IPETE) in public universities of Portugal, how teacher concepts, beliefs, programs and practices contribute do gender construction.

Methods

The sample consists of: (i) study plans and modules of Master Degree Programs on IPETE in all public universities in Portugal; (ii) directors of all this Master Degree Programs; (iii) teachers educators (supervisors and cooperative teachers (CT)) responsible for the supervision and orientation of the student teachers (ST) over the Supervised Teaching Practice in a university; (iv) ST who are attending the Supervised Teaching Practice in a university. The methodological option adopted is the qualitative approach. The data collected from different sources (i.e. observations, field notes, interviews with directors, teacher’s educators and ST) will be inductively analyzed using the QSR NVivo software for qualitative research.