



Sports at Crossroad in the Era of Digital Transformation

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Topic

Sports at Crossroad in the Era if Digital Transformation

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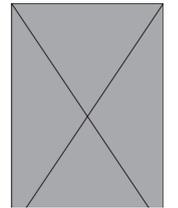
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Transforming Professional Practice in Physical Education with Digital Technologies

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Abstract

Digital technologies have become embedded in most dimensions of modern society. Technology and its effects are evident in entertainment, education, transportation, navigation, communication, and many other facets of our daily lives. Yet, the presence of digital technology in Physical Education and Physical Education Teacher Education settings has not kept pace with the different dimensions of society. While technology in and of itself does not predicate its value, the way digital tools are used to enhance, expand, or extend professional practices can transform a teaching and learning environment. Educators and educational researchers have guidance frameworks from the International Society for Technology in Education (ISTE) that outline standards for students' and teachers' technology use and proficiencies. ISTE Standards and research-to-practice frameworks such as Technological Pedagogical Content Knowledge (TPACK) and PICRAT, provide practitioners guidance for thinking about how technology could transform teaching functions (e.g., planning, instruction/delivery, assessment, expanding professional development and networking) and student engagement (e.g., with content, instructor, environment, and peers). As with many technologies, users can alter or modify the purpose for which it was designed to better meet their needs. Teachers sometimes have re- or multi-purposed digital technologies to enhance their practice. As Physical Educators develop knowledge and skills with digital tools, they can often examine technologies beyond their standard function, leading to instructional and professional transformation. It can seem daunting to think about integrating technology into practice. However, effective teachers and teacher leaders recognize that implementing change requires a heightened awareness of the dynamic and interrelated factors that influence the success of change efforts. Managing planned changes, such as adding new digital tools and educational technologies to Physical Education settings, requires increased capacity such as resources, skill and knowledge, systems and procedures, and organizational culture, values, and norms. Building capacity across these areas is needed to influence change efforts as one plans to integrate digital technology.

Exploring the educational values of Korean folk play and the revitalizing strategies in Elementary school

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Purpose: This study found that the importance and proportion of Korean folk play were decreasing in the 2015 revised curriculum, and tried to find ways to revitalize Korean folk play in school. For this, firstly, the Korean folk play's educational values which were reflected in the curriculum documents and reflection aspect were examined. and based on this, the strategies to revitalize Korean folk play in Elementary school were proposed.

Method: The data such as previous studies related to Korean folk play, curriculum documents, etc were collected, and as the research method, the literature analysis method was applied.

Result: The educational values of Korean folk play were categorized into traditionality, playfulness, enjoyment, and artistry. The aspect of reflecting the educational value of Korean folk play was presented as a content element of the related area without an independent area during the 1st to 3rd curriculum. In the 4th to 6th curriculum, an independent content area was newly established. In the 7th curriculum, the activities by area were divided into mandatory and optional activities, so the examples of physical activity in Korean folk play increased. In the revised curriculum of 2007 and 2009, which were represented as the value-oriented curriculum, the independent small and middle areas of Korean folk play were established. In the 2015 revised curriculum, Korean folk play was deeply related to ideas of an educated person and key competencies of curriculum revision. In addition, it had a close relationship with Expressive movement ability and Athletic performance competence, which were the competency of the Physical education competencies. Despite the organic relationship with the idea of an educated person and competencies, Korean folk play gradually was introduced as the content factor of the area, and the proportion of this decreased.

Conclusion The ways to revitalize Korean folk play in Elementary school were as follows. First, to enhance the status of Korean folk play, set the middle area or increase the proportion of examples of physical activity. Second, teach Korean folk play by integrating or linking between subjects. Third, expand the opportunities to participate in Korean folk play such as linking Korean folk play with the 4th industrial revolution technology, holding Korean folk play clubs in schools, holding Korean folk play competitions, etc.

Key words: Korean folk play, educational values, revitalizing strategy, Elementary school

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Cases of physical activity programs for vulnerable children and Exploring implications for children's physical education in China

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Purpose: The purpose of this study is to explore the implications for children's physical education in China through the case of physical activity programs for vulnerable children . In order to achieve the research purpose, the research question is first, what is the case of physical activity program for vulnerable children? Second, what are the characteristics of the physical activity program for vulnerable children? Third, what are the implications of children's physical activity programs from vulnerable groups for children's physical education in China?

Method: As a research method, a case study was conducted. The participants of the study were 20 students in grades 1-6 in each of the local children's centers and nurseries located in M-city, Y-gun, and S-gun located in the province of J, for a total of 60 people. Researchers who participate as assistants in physical activity programs are also research participants. Data collection was conducted through class observation and class log by the researcher, a research participant, participating as an assistant in physical activity programs. For data analysis, content analysis was conducted through the class log, photo data, lesson plan, and teacher log.

Result: First, the physical activity program for vulnerable children is to promote holistic development by stimulating the body, virtue, and emotion through understanding and practice of physical activity under the project name of 'Together with the body and mind'. The main learning contents were to understand and perform the value of physical activity, life skills, and motor skills. The learning activities to implement the learning contents were traditional games and new sports. In order to integrate skills, knowledge, and attitudes, a question-centered approach, small group activities, and a convergence approach were attempted. Second, the characteristic of the program for vulnerable children is that the classroom atmosphere is lively. Next, by making traditional play a physical activity, the skills, knowledge, and attitude were approached in an integrated way, and the traditional culture was made easy and enjoyable for students to experience. Because the learning activities were traditional games and new sports activities, I thought that some students would not be interested, but the teachers' flexible and systematic teaching methods made the class atmosphere flexible and lively. Traditional play, which combines structured lesson design and cooperative learning methods, breathes fresh vitality into the vulnerable children. Finally, at the end of the lesson, the teacher gave a question to the learner and has time to share the feeling of the lesson. Children shared their feelings in understanding functions, understanding and performing activities, and

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interacting with peers. Through this, reflection on respect for others, consideration, and cooperation was made. Third, the implications for children's physical education in China through the case of physical activity programs for vulnerable children are as follows. First of all, it is necessary to value an attitude of respect, consideration, and cooperation with others. In addition, it is necessary to present tasks by level according to the ability of the children. Lastly, it is necessary to actively introduce teaching and learning methods that can share physical activity experiences and foster creative thinking.

Conclusion: Summarizing the results of the above research, 'Together with the body and mind' program provides children with the knowledge, skills, and attitudes that they experience while performing physical activities by sharing experiences, respecting and considering others, understanding the value of physical activity, and developing practical skills. was found to be cultivated. These results give a lot of implications for attempting a holistic change in fun, education, and motor skill in Chinese children's physical education centered on motor skill and play.

Key words: physical activity programs, vulnerable children, physical education in China

What is focused on?: Ecology, Environment, Human and Sports

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Purpose: The purpose of this study was to identify perspectives on the relationship and interaction of ecology, environment, humans, and sports by understanding the categories and characteristics of ecology from a multidisciplinary perspective. And it was necessary to explore desirable directions in which to enable humans to continue to play sport and develop for a long time with positive and proactive attitudes in the context.

Method: The research method was to examine and review lots of domestic and foreign literatures deal with interrelationship among ecology, culture, environment, human and sport. And then, several implications could be deduced from based on the perspective of sports and physical education.

Result: Ecology can be interpreted very differently in its definition and scope depending on the times and field of study. Since the first appearance of the term 'ecology' by Haeckel (1866), it has been defined as the study of the interrelationship between organisms and surrounding environment under the influence of Krebs (1972) and Putman & Wratten (1984). And recent times, ecology has come to encompass the relationship between organisms and their surroundings, including their relationships with the physical and biological environment around them. Now 'environment' in ecology includes both biological and abiotic elements that affect the organism, 'relationship' means the interaction of the organism with its physical surroundings, and 'ecology' can be regarded as a recognizable culture in human life. From the point of view of cultural anthropology, it is also understood that the interaction between human and environment has led to the physical evolution of the human being and the development of culture as well, and human ecology in anthropology studies human behavior as an adaptation to the natural environment and sociocultural environment. On the other hand, architecture is also regarded ecology as a branch of 'biology that scientifically studies the relationship between many living things, including humans, the living condition of living organisms, and their relationship to the environment'. In the domestic physical education and sport field, there is a study that has emphasized the need for a transition from an 'anthropocentric' world view to an 'eco-centered' world view and ecological ethics in order to ensure that humans are part of nature and the preservation of ecosystems and the prosperity of sports culture. And there is another study on socio-ecological research trends in sport and a study on exploring the applicability of Bronfenbrenner's theory of human development ecology in sport. Besides, I need to make a reference to and follow in part the revised model 'Bioecological model of human development', which includes the main components of process, human, context and time.

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Conclusion: The conclusions of this study are three main things: (1) Ecology should be openly accepted in sports and physical education as well, with categories and physical activities newly created in the relationship among humans, social systems, cultures, environments and technologies from a human ecology or socio-ecological point of view. (2) In the era of the 4th Industrial Revolution, the meaning of ecology is understood not only in terms of the natural environment, but also at an extended level in relation to the artificial living environment and digital space. Most of all, it can be applied to the sports and physical education, too. (3) When considering the ecological, environmental, and human interactive aspects of sport and physical education, human should be regarded as more proactive and subjective beings who can lead their interrelationships, and to reconstruct and regulate the ecological educational environment. Ultimately, through these changes, the various educational experiences will be linked to everyday life and will serve as a basis for the development of physical activity skills or physical literacy by fusing them with life taking into account not only the scientific approach, but also the humanistic and emotional aspects.

Key words: ecology, sport, human, environment, bioecological model

The Structural Relations of Expectation-Value, Grit, Physical Education Attitude and Satisfaction for Physical Education Class of High School Students

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Purpose: This study aims to analyze the structural relationship between expectation-value perception and grit, physical education subject attitude, and physical education class satisfaction for high school students. Specific information on what educational interventions should be made to achieve the purpose of physical education classes more effectively can be obtained, and the purpose is to revitalize school sports and to present basic analysis data on the operation efficiency and basic analysis of the current physical education curriculum.

Method: High school students attending high schools operating specialized classes in physical education curriculum from August 15 to August 31, 2021 were sampled, and 434 out of 458 copies distributed were analyzed. Data analysis was conducted using SPSS 23.0 and AMOS 23.0 to verify the difference between groups of variables according to class type, and a structural relationship model between high school students' expectations-value and grit, physical education attitude and class satisfaction was established to verify the structural relationship between variables. Finally, find out whether there is a difference in the structural relationship between the class group and the general class group, the moderating effect was verified through the analysis of the multi-group structure model of the class type.

Result: First, there were significant differences in expectation-value, grit, physical education attitude, and physical education class satisfaction according to the class type of high school student, and the physical education curriculum specialized class was significantly higher in all variables than in general classes. Second, it was found that high school students' expectation-value had a significant effect on grit, physical education attitude and physical education class satisfaction and physical education attitude had a significant effect on physical education class satisfaction. Third, in result of multi-group analysis, there were direct effects of expectation-value on grit and physical education attitude, and only general classes had direct effects on physical education class satisfaction. In addition, there were direct effects of physical education attitudes on physical education class attitudes in both groups. In result of confirming the moderating effect of class types for each path, the effect of high school students' expectation-value on grit, the effect of expectation-value on physical education class satisfaction, and the effect of physical education attitude on physical education class satisfaction.

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Conclusion: It is believed that it is necessary to find a way to systematically design classes that can lay the foundation for lifelong physical education by promoting positive attitudes and active participation in physical education by cultivating the expectation that students can recognize and succeed in physical education classes as well.

Key words: expectation-value, grit, physical education attitude, satisfaction for physical education class, physical education curriculum

Analysis of Sport Biomechanics Questions in the Secondary Physical Education Teacher Recruitment Examination from 2016 through 2022

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Purpose: Teachers at public secondary schools in South Korea are selected through a “competitive examination for selection of candidates for appointment as educational officials.” Since teacher selection is a major factor in determining the success or failure of education, the development and analysis of selection examination items is very important for the improvement of teacher professionalism. However, studies that analyzed items in the physical education teacher recruitment examination are insufficient, and no study has been conducted on the appointment examination in relation to sport biomechanics, which can best verify the field professional competency of examinees. Therefore, the purpose of this study is to provide future improvements through an analysis of sport biomechanics questions in the written test of secondary physical education teacher recruitment examination.

Method: Questions in the field of sport biomechanics presented from 2016 through 2022 were classified based on the “Teacher qualification criteria for indicated subjects, evaluation areas, and evaluation content elements” and analyzed according to Bloom’s classification of educational evaluation. In addition, the tendency of questions was identified through field applicability analysis, analysis of utility in sports, and analysis of the range of questions and the inclusion of calculation formulas, and from the foregoing, the orientation of the sport biomechanics questions as an appointment examination subject was explored. A total of 21 questions were asked from 2016 through 2022 academic year, and the questions were divided into 49 detailed questions to analyze them.

Result: Analyzing the frequency of questions by “Evaluation content element”, it was found that questions in the “Definition and domain of sport biomechanics” section and “Understanding and application of work and power” section have not been presented for the last seven years, while questions in the “Contents and application of sport biomechanics” section and the “Concept and elements of movement” section were presented only in certain years. The ratios of presentation of questions in the “Kinetic understanding and application of linear motion” section and the “Kinetic understanding and application of angular motion” section were 24.5% and 20.4%, respectively, which were found to be very high. In certain years (2016, 2017, 2019, 2022), it was found that the questions were concentrated in the “Application of kinetics to sports” section. When the frequencies of questions according to levels in the cognitive domain in Bloom’s classification of educational evaluation were examined, questions asking about

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knowledge level, comprehension level, and application level were shown to account for 36.7%, 40.8%, and 22.4%, respectively. Among the 49 detailed questions, 34.7% were found to have been applied with sports or exercise, and 32.7% were found to have no sports or exercise presented as simple examples or applied. The proportion of questions applicable to the secondary physical education field was 22.4%, which is much lower than the proportion of questions that were difficult to apply at 77.6%. In particular, it was found that there were no questions applicable to the field of secondary physical education in the 2018, 2020, and 2021 school years.

Conclusion: It could be seen that over the last seven years in the written test of secondary physical education teacher recruitment examination, the sport biomechanics questions presented were concentrated in certain sections, and consisted of questions for memorizing and understanding the laws of physics rather than those related to the field knowledge. In the future, these written tests should be modified to assess examinee's field knowledge based on questions that could be asked by students in the class.

The influence of interest-based professor-learning method on the effect of physical education teaching

Wu lin Liu · Ooksang Cho* *Korea National Sport University*

Purpose: The purpose of this study is to analyze the influence of interest-based professor-learning methods on the effect of physical education from the perspective of interest.

Method: Eight in-depth interviews with in-service physical education teachers to collect research data. The interview content is the factors of interest to students in physical education class, the influence of physical education learning interest on students' physical education participation effect and the classification of the teaching methods of physical education teachers, which constitutes the interview content of this study.

Result: Firstly, increase the successful experience of the student competition, the students will have immediate interest in successful experience in the competition situation, and the long experience of successful experience will form a long-term interest. Secondly, teachers and students interact to form a good teacher-student relationship. In physical education class, teachers and students have interaction in language and behavior, emphasizing the dynamic process of teaching and learning. The characteristic of physical education is the strong interaction. The interaction between teachers and students provides favorable conditions for the cultivation of students' interest in sports. Thirdly, For different sports projects, physical education teachers should grasp the core fun elements of sports themselves in teaching, and arrange fun exercises around the fun elements of sports themselves. Meanwhile, the core fun elements of sports themselves are also the source and motivation for students to gain interest in the process of participating in sports. Finally, Physical education teachers should understand the interest points and concerns of students at different skills learning stages according to the regular and stages of students' physical education skills formation, and reasonably arrange the physical education skills teaching according to the skill needs of students at different stages.

Conclusion: The interaction between teachers and students, students' successful experience and the core interest elements of sports projects are one of the important factors affecting students' interest in learning. Physical education teachers should make full use of the core fun elements of sports projects, and actively interact with the students, and finally let the students experience the success of sports participation. In terms of the professionalism of the teaching methods of physical education teachers, the interesting professor learning methods should reflect different interesting elements when implementing them. From the perspective of the development process of individual students, students' cognition, emotion and skill level are a changing process, so the interests and preferences of learners are also a changing process.

Key words: elements of interest, professor-learning method, physical education teaching, physical education teachers

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A Comparison of Middle School Physical Education Teacher Entrance Exam between South Korea and China: Based on Gyeongsangnam-Do and Shandong Province

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Purpose: The purpose of this study was to compare the physical education teacher entrance exam system in Korea and China. Specifically, Gyeongsangnam-Do in South Korea and Shandong Province in China were compared to analyze the strengths and weaknesses of the secondary school physical education teacher recruitment systems in both countries to gain insight and provide suggestions.

Method: This study used a comparative research method with literature reviews and individual interviews. After completing the literature review, six in-service physical education teachers (three from Korea and three from China) were selected as participants in the study and were individually interviewed two times (12 times in total) each. The data were analyzed using domain analysis and categorical analysis.

Result: The findings of this study are as follows. First, Chinese college students, regardless of their major, can obtain a teaching certificate by passing the teacher certification exam, which qualifies them to take the teacher recruitment exam. Second, China's written exam consisted of 70% of education content and 30% of public basic knowledge. In addition, a mock lecture as well as interview was administered in China. Third, interviews with the research participants revealed that the participants believed that it was necessary to increase the percentage of pedagogical content (20%) on the first round of the written test in Korea. In addition, there is a need to develop a uniform standard for the second round of the Korean teacher skills test across the province and to adjust the difficulty of the test accordingly. In contrast, in China, research participants identified the need to reduce the proportion of pedagogical content (70%) in the written exam and to include expertise in physical education. Moreover, most areas in Shandong Province did not offer skills test, which was not conducive to judging the professional competence of physical education teachers. In this regard, it is necessary to improve the second round of exams in Shandong Province.

Conclusion: This study implies that the recruitment examination system for secondary school physical education teachers in Korea and China can be improved by considering the result of the study

Key words: secondary school physical education teachers, teacher recruitment test, comparative study

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Pedagogical Expertise of a Korean Skating Coach Master: A Life History Research

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Purpose: The purpose of this study was to analyze the life of an ice skating instructor who put Korea's short track and speed skating performance on a global level in terms of athlete guidance.

Method: Research data were collected through 11 in-depth interviews with researchers and research participants who formed a rapport as a full-time university professor for a long time. The questions prepared by the researcher for the in-depth interview consisted of contents about the pedagogical expertise that the research participants had as a leader in the aspect of player selection, player guidance, and competition preparation. In particular, we focused on questions about the passion and knowledge system, the source of execution, and the impact on the athletes' performance regarding athlete coaching of the research participants who trained many world-class ice skating athletes despite the poor coaching environment. Research data were collected through a total of in-depth interviews with research participants, and the collected research data were categorized and conceptualized through inductive analysis.

Result: As a result of the data analysis, the study participants actively applied their empirical knowledge and sports science to coaching athletes in the process of achieving world-wide remarkable performance in coaching athletes in various ice events ranging from short track to speed skating in Korea, which was a barren ice rink. It was analyzed that the coaching method that is utilized was adopted and pursued the cultivation of ice skaters in a creative way that was not even attempted in advanced countries.

Conclusion: This study conducted an academic discussion on the effect of coaching expertise on athletes in elite sports coaching, which is the qualification of the research participants as educators.

Key words: pedagogical expertise, sports coaching, coaching knowledge, coaching philosophy

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Investigation of Korean National Archery Team Coaches' Coaching Philosophies

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Purpose: The aim of this study was to investigate how the coaching philosophies of Korean archery coaches had been constructed and how their coaching philosophies had influenced athletes' performances. Four Korean archery coaches involved in the Korean national archery team participated in the study.

Method: Participants had coaching experiences training numerous Olympic medalists on the Korean national archery team. Researchers collected data through in-depth interviews with participants, conducted three times for each participant. Questions for the interviews centered on how the coaching philosophies of the Korean archery coaches had been constructed and how their coaching philosophies had influenced on athletes' performances.

Result: Study findings reveal that participants had consistently considered how to deeply communicate with athletes regarding their athletic performances. Participants emphasized the importance of athletes' beliefs regarding effective coaching. Since the participating coaches continuously studied new coaching approaches, researchers considered how athletes accepted their creative coaching styles. In addition, researchers found that participants had actively utilized positive feedback for correcting basic techniques and improving their players psychological skills. Their coaching philosophies highlighted how to support athletes in building confidence concerning competitions; therefore, the coaches made not to remove athletes' weaknesses but to maintain and maximize athletes' individual strengths.

Conclusion: Based on study results, researchers concluded that coaching philosophies that pursue defect-free coaching highly focus on understanding athletes' athletic situations and provide effective and practical coaching.

Key words: archery, sport coaching, coaching philosophy

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A case study of the target games experiences in elementary school using a tactical games approach

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Purpose: Elementary sports have been taught as a game level considering students' developmental stage. For instance, physical activities in competition category from the 2007 and the 2015 national physical education curricula were presented sports as a game level. In addition, modified games can be suitable in elementary school physical education considering students' developmental stage and various skill levels. Bunker, Thorpe, and Almond(1986) categorized game as target, field, net, and invasion types in which the game categories were influenced in the national physical education curriculum in South Korea.

However, the elementary target games are categorized as the challenge category, not the competition category in the national physical education curriculum. In the national physical education curriculum, the challenge category and the competition category have different objectives. Therefore, it is necessary to explore a teacher and students' physical education experiences in which the target games can be taught as a game level.

Method: The purpose of this study was to explore a teacher and students' physical education experiences regarding the target games in which the games were designed as a tactical games approach. The research participants were the teacher and 23 6th grade students(10 males and 13 females) from happy(pseudonym) elementary school in this case study. The key informant were four students who agreed to participate in this study. The data were collected from observations, interviews, and the documents. The data were analyzed using 'general process of qualitative data analysis'(Kim, 2013).

Result: The research result showed 'the teacher's physical education class execution experience' and 'the educational meaning of the students'experiences'. First, 'the teacher's physical education class execution experience' revealed 'changing the target category to a game level'and 'adopting tactical games approach in the target games'. Second, 'the educational meaning of the students' experiences' revealed 'the improvement of problem solving skills using a middle target' and 'the improvement of the accuracy and the direction in the target games'. The implications of this study are suggested based on the results.

Key words: target game, tactical game approach, elementary physical education, case study

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