



**2016 INTERNATIONAL CONFERENCE ON
SPORT PEDAGOGY, HEALTH AND WELLNESS**
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Branislav Antala is working in Comenius University in Bratislava, Slovakia. He is also Meritorius professor in University of Zagreb, Croatia. His area of specialization is Physical Education and Sport Pedagogy and Sport Management. He has been author of about 190 original scientific articles and reports published in 25 countries and 5 edited books. He delivered 28 invited keynote lectures and about 30 presentations in international conferences and congresses. He is a Member of the Editorial Boards of 14 international journals. He is FIEP World International Vice-president, FIEP Europe President, ICSSPE Executive Board Member, chair of International Committee of Sport Pedagogy. In Slovakia he is member of Curriculum Council of Ministry of Education, Science, Research and Sport, chair of PE commission. He is a recipient of many international awards eg. FIEP Gold Cross (Brazil), Águila de Oro (Mexico), Pico Bolivar Award (Venezuela), NSA "Vasily Levski" Award (Bulgaria), Gold Plaque of Montenegrin Sport Academy (Montenegro).

International Committee of Sport Pedagogy and its Contribution on Development of Physical and Sport Education in the World

International Committee of Sport Pedagogy (ICSP) was created in 1984 as a working group of International Council of Sport Science and Physical Education (ICSSPE). ICSP is composed from representatives of ICSSPE and 6 biggest world international organisations focused on physical education and sport education – FIEP, IAPESGW, AIESEP, ISCPES, IFAPA and ICCE. Organisations change in four years' period in position of ICSP chair, actually is ICSP chaired by FIEP. ICSP have two regular meetings every year. ICSP participated on preparation and realisation of different projects and documents – ICSSPE International Position Statement on Physical Education, Benchmarks of Physical Education, UNESCO Quality Physical Education Guideline for Policy Markers, Global Voices on Quality of Physical Education and Sport, and Development and Validation of a Support Methodology Aiming to Build/Improve Physical Education and Sport National/Regional Policies. ICSP representatives participated on preparation of different global events e.g. MINEPS V or ICSEMIS. ICSP member's organisations were integrated on different projects, e.g. Designed to Move.



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Assoc. Prof. Dr. Balasekaran obtained his PhD from the University of Pittsburgh in the USA through an overseas government scholarship. He has published approximately 150 research papers, abstracts, proceedings papers and book chapters in mostly first rated journals and books. He did his Post-Doctoral Fellowship in molecular genetics with a renowned genetics professor at the University of Pittsburgh, USA. He has taught Physical Education in Singapore schools for a number of years. At present he is an Associate Professor and Head with the Physical Education and Sports Science and Sports Science and Management, National Institute of Education, Nanyang Technological University, in Singapore. His research projects include physiological responses in exercise and adaptations to health and sports performance. The influence of genetic factors on exercise related outcomes are also investigated. He is also interested in collaborating with the schools in Singapore for best practices and conducting research in the area of Physical Education. He has collaborated with Principal Phua's former school North Vista primary and his current school Fuhua Primary. Dr. Bala is a Fellow and certified Health/Fitness Director of the American College of Sports Medicine. He is also a full member of Sigma Xi, the Scientific Research Society. As a keen runner and a former competitor, he had represented Singapore in long distance running events and had won medals in various international meets. He had also qualified and raced in the prestigious National Collegiate Athletic Association (NCAA) cross-country championships, USA.

Physical Education Best Practices in Singapore: A Model School with Integration of Instructional Technology

Singapore's Physical Education (PE) program's objectives inculcate students to develop physically and nurture students to acquire skills, knowledge and attitude to lead a sustained healthy lifestyle. The current PE practices, programs and curriculum in Singapore specially focuses on modifying and constructing PE programs which centers around a) holistic health, b) professional development of PE professionals, and c) ideal role and collaborative efforts of different organizations in Singapore. One such example is North Vista Primary (NVP) School which collaborates with organizations like the National Institute of Education, Physical Education and Sports Science in Singapore and utilizes creative and practical innovations at school level. In this way NVP School has set examples of many creative PE, physical activity and health programs chosen from the best practices carried out around the world. This school acts as a lab for physical educators in the country, an incubator of sort, for new ideas and pedagogy in field of PE.

Ever since its inception, NVP School has been prototyping the pervasive integration of cutting edge technology in delivering its physical education curriculum to its students. The use of netbooks, accelerometers, pedometers, heart rate monitors (hrm) and educational media such as HOPSports and Brain Breaks® and even exergaming have been integrated to ensure that physical education remains relevant and exciting for its students. Used as a "force-multiplier" in its PE program, they have produced positive results when measured quantitatively and qualitatively. Having gained invaluable experience in the integration of technology in PE and being increasingly recognized as a forerunner and leader in the integration of technology by various stakeholders, the school focused on raising the competency of the PE fraternity in Singapore. This was achieved through identifying a method of sharing its best practices to the PE practitioners in schools and NVP School has now embarked on sharing its best practices in PE by conducting a Public Research Lesson Study (LS). This is a professional development process that engages teachers to systematically examine teaching practices with the goal of becoming more effective teachers, to influence and encourage other PE teachers from around Singapore to adopt similar practice in their own schools.



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Assist Prof. Dr. Susilo Brojo completed his Master's Degree in Physical Education in 2001 and Doctoral degree from Central China Normal University 2014 is presently working as senior lecturer in Department of Physical Education Faculty of Sports Science State University of Jakarta, and foreign affair staff.

Since 2011, his is also as Executive Board Member ACCESS. He is now developing Sport in sport science faculty state University of Jakarta to be international standard and concern for Physical Education. On May 2015, he is as a host International Conference of Physical Education and Sport (ICPESS) as Organizing Committee.

Physical Education as a Tool to Improve the Movement of Children In Primary School

In the development of this present time there have been major changes in civilization with the influence of rapidly evolving technology to take part in a child's life. In this process, not all technological developments there is a positive influence. The fact this is happening now there is a major change to the children life's, playing with the pressure of the speed of technological progress. The existence of traditional games has been replaced by a new game that is very interesting is the game advanced and easy-paced technological developments that make children less physically active. So in the end, a lot of physical problems that arise for children. This issue has become a major obstacle to optimal growth for children, especially children whose developments motion causes motion activity becomes less as overweight and obese there have been problem in the world. Physical education is an alternative solution to the problem that occurred. Physical Education as a basis to stimulate child development movement, motivate and accommodate the needs of children's motor movements.



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Assoc. Prof. Dr. Elena Carrillo is a Dietitian-Nutritionist. She is PhD in Education and has performed research around a variety of topics mainly related to how socio-educational features can leverage health and educational inequalities. More specifically, she develops her research around healthy eating and youth obesity prevention using an ecological approach, and around educational governance networks, that connect social, health and educational organizations and empower communities to succeed in front of today's comprehensive challenges. She has been domain coordinator for the development of reference budgets for the food basket in a EU funded project involving institutions from the 28 member state countries. She is an associate professor at the FCS Blanquerna, teaching Sports Nutrition, Sociology of food and nutrition, and Nutrition in Social Exclusion. She has obtained several grants and recognition to her work, including grants from the Spanish Government, awards to several presentations made in international conferences and also to the development of teaching material to promote healthy eating habits in teenagers. She is a Visiting Scholar at the Harvard School of Public Health.

Social Capital As a Relevant Social Determinant of the Lifestyle, Eating Habits and Weight Status of a Sample of Catalan Adolescents

Social capital, described as the resources that can be accessed thanks to the membership in groups or networks, has been recognized as social determinant of health. However, its effect has been little investigated in relation to obesity and its health related behaviors and in adolescent population. The pathways through which it influences different health outcomes are not sufficiently described. Furthermore, one glaring gap in the social capital related literature is the family domain. Thus, the overall aim of this communication is to report the results of a research on the potential effect of social capital on the lifestyle, eating habits and weight status of a sample of Catalan adolescents from different socioeconomic contexts, with a specific focus on the family environment. Results show that the different constructs of social capital act separately and have allowed to characterize some of the several mechanisms through which they influence lifestyle and health behaviors in adolescents. In the framework of this research, higher levels of social capital in the family domain are the most protective factor for the health outcomes included in this investigation, and its influence on health outcomes surpasses socioeconomic status as the main social predictor of health in our study. Further research should contribute to refine the role of social capital in different domains, especially the family context, as a social determinant of health in adolescents and in relation to other determinants of health.



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Dr. Rungchai Chaunchaiyakul is currently a Chairperson of Post-Graduate Programme in Sports Science, College of Sports Sciences and Technology Mahidol University, Thailand. He involves in 3 main health-related promotion programs of the country: a) as the manager for “Exercise is medicine, Thailand”, sponsored by ACSM; b) as the manager for “Sports Science Professional Qualification”, supported by Thailand Professional Qualification Institute (TPQI, Thai Gov.Certified Body) and c) a former secretary for “Thai without big belly campaign”, supported by Thai Health Promotion Foundation. He was a lecturer in Medical Physiology at the Faculty of Science, Mahidol University from 1994-2001 before joining College of Sports Sciences and Technology as the Deputy Dean for Research and Academic Relations from 2001-2004 and 2008-2016. He obtained his B.Sc. (Physical Therapy, from Mahidol University), M.Sc. (Physiology, from Mahidol University); and PhD (Exercise Physiology from University of Wollongong, Australia). He has been awarded as “Mahidol University Ambassador” in 2013 and “An Outstanding Lecturer” in the same year. His research interests include adaptations from hypoxic training, thermoregulatory physiology, supplements and sports drinks on performance, and fitness promotion in elderly. His academic work has been published in international peer-reviewed journals and has been invited as speaker in both international and national conferences. He is the Deputy President, in academic, of The Sports Science Society of Thailand since 2009. He was the organizing committee of The International Conference for Sports and Exercise Science (ICSES) in 2009. He is a co-founder and the Executive Member of the Asian Nutrition Society for Sports and Health (ANSSH) since 2015.

Garlic supplements diminish exercise-induced oxidative stress

Strenuous aerobic exercise is associated with oxidative stress and cell damaged. This is due to increasing in oxygen demand during prolonged aerobic metabolism leading to productions or leakages of free radicals from repeated intense metabolic cycles. Two reactive substances from skeletal and liver damages, included thiobarbiturate acid (TBA) and malondialdehyde (MDA), are focused. Garlic, a natural plant root-containing sulfur compounds, has long been recognized as herbal medicine since the ancient times. Its biological actions and clinical benefits include hypolipidemia, antiatherogenic, antihypertensive, antithrombotic, anticarcinogenic and antioxidative properties. The most potent organosulfur constituent of Garlic is Diallyl Sulfide (DAS), which contains the ability to scavenge oxygen free radicals via modulation of antioxidant-related enzymes and non-enzymatic actions. Our results found that post-exhaustive exercise induces MDA in the greater extent from 6 to 72 hrs in lungs and livers but not in kidneys and heart. Daily oral feedings of DAS at 50 mg/kg body weights had significantly lower MDA, with higher levels of endogenous antioxidants, than untreated group. Overdose of DAS, of 200 mg/kg body weights, induced less protection. Garlic should be administered as food additive for those with high tendency of cell damaged.



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Dr. Chee Keong Chen is an Associate Professor in the Sports Science Unit, School of Health Sciences, Universiti Sains Malaysia (USM). He was the Head of the Sports Science Unit from 2006-2012 and currently the Head of the Sports Science Research Cluster, USM. He was a health and physical education lecturer before joining USM as a lecturer in 2005. He obtained his Bachelor of Education (Physical Education) from Universiti Pertanian Malaysia; Masters in Sports Science (Health & Fitness) from University of Essex, United Kingdom; and PhD in Sports Science from USM. He has been awarded a postgraduate prize for his PhD thesis by the Nutrition Society of Malaysia in 2005. His research interests include effects of exercise-induced oxidative stress, antioxidant supplementation on sports performance, health and fitness among sedentary population. His academic work has been published in international peer-reviewed journals and has been invited as a speaker in both international and national conferences. He was a former international volleyball referee. He was the President of the Sports Science Society of Kelantan from 2007-2014. He was the organizing chairman of 4 international sports science conferences held in Kota Bharu, Kelantan, Malaysia. He is the Past President of the Asian Council of Exercise & Sports Science (ACCESS). He was appointed as a visiting research fellow in the University of Essex, United Kingdom in 2013. He currently serves as an editorial board member and reviewer for several international and national journals.

Nutritional Requirements for Child and Adolescent Athletes

Adequate and proper nutrition is of utmost importance for the child and adolescent athletes. These young athletes require appropriate and adequate nutrition not only to maintain optimum health but also to optimize their sports performance. Thus, macronutrients, micronutrients and fluid intake for this category of athletes must also cater for their physical growth and development. On the other hand, it is also necessary for these young athletes to learn and practice what, when and how to eat and drink prior to, during and post physical activity in order to optimize their sports performance during competitions and for recovery purposes. Hence, a well-balanced diet consisting of adequate amount of macronutrients (carbohydrate, fat & protein) and micronutrients (various types of vitamins and minerals) is pertinent to provide sufficient energy for growth and sustaining physical activity. Similarly, adequate fluid consumption is just as important to ensure proper hydration to support physical growth and sports performance.



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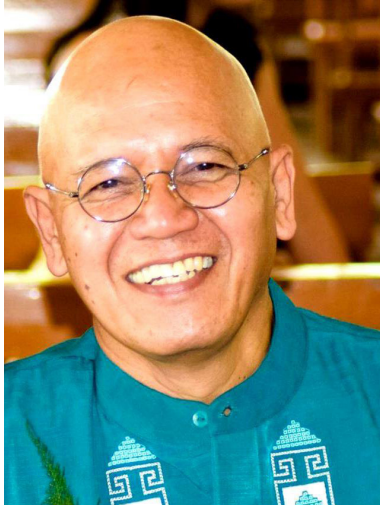
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Prof. Dr. Ian Culpan is the Director the New Zealand Centre for Olympic Studies and the former head of the School of Sport and Physical Education at the University of Canterbury, New Zealand. In 2013 he was a visiting professor

at Charles University in the Czech Republic, visiting academic at the German Sport University of Cologne, Germany and Kristainstad University, Sweden. His research interests are in physical education/teacher education (PETE), Curriculum Development, Physical Education Pedagogy, Olympism and its pedagogy, and the social and educative value of physical education and sport where he has published widely on these topics. He has led and directed many national initiatives in: physical education, including national curriculum and qualifications development, and Olympic related matters. Professor Culpan served three years as the vice-president of Physical Education New Zealand (PENZ). He has been the national Journal Editor and is on the editorial board of 4 international journals. He is the immediate Past President of the New Zealand Olympic Academy, is the President (Oceania) for the Federation Internationale d'Education Physique (FIEP) and is a member of the Global Forum for Physical Education Pedagogy. Professor Culpan has twice been awarded the International Olympic Committee Trophy for Education and Sport (2000) and 150 years Pierre de Coubertin, Sport a School of Life (2013). He was the 7th person to be awarded the Sir Alexander Gillies Medal for Physical Education in NZ (2001) and is a Life Member and National Fellow of Physical Education New Zealand (PENZ), and for four years he co-coordinated the All Blacks Leadership Training programme. Professor Culpan has served on UNESCO's 2013 expert advisory group for developing Policy on Quality Physical Education.

Saving Physical Education: Required Shifts in Conceptual Thinking and Pedagogies- Future Orientations

Physical education worldwide is under significant pressure and its future survival is by no means certain. If physical education is to survive this present crisis then serious and even radical reform is necessary. What configuration this reform might take will be a highly contested area. As David Kirk (2010) suggests; on one hand there will be a powerful voice from the profession, those who actual deliver programmes, will argue for more of the same so as to protect vested interests. On the other there is a call for radical reform to be led by academics collaborating and working with and alongside practitioners. This second option for reform will necessitate changes to school programmes, teacher education programmes and community service initiatives. This collaboration will require significant re-conceptualisations of the subject and necessitate visionary thinking which requires an entry into the realm of 'what is yet to come'. These presentations will exam possibilities for new directions and draw on some present attempts to plot a reformed future for physical education. It will highlight the importance of physical education: 1) needing to align itself with new ideas associated with contemporary transformation of schooling; 2) focussing on creating personal and collective meanings for its learners in order for them to transfer that learning to everyday life; 3) recognising and paying cognisance to society's perceptions of the valued aspects of physical culture; 4) collaborating with agencies and professional services in order to address emergent social problems. The presentation will provide argument for pedagogical shift in suggesting change and align itself with a criticality that takes physical education beyond traditional humanistic conceptualisations of the subject.



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Prof. Henry C. Daut completed his Master of Science Degree in Leadership and Management in Sport minor in Sport Psychology in 1990 from the University of Oregon, USA as a Fulbright Scholar (1988-1990). He obtained his Professional Diploma in Physical Education in 1986 from the College of Sports, Physical Education and Recreation and Bachelor of Science in Agriculture – Agronomy in 1982 at Mindanao State University in Marawi City. He completed the TAFISA Certified Leadership Course for Sports in 2008 and became a certified lecturer of the course in the succeeding years. In 1986, he completed a course in Sport Management from the University of Life-United States Sports Academy consortium. He was elected Dean of the College of Sports, Physical Education and Recreation for two (2) terms (1997-2000; 2006-2008). He served as Sport Consultant at the Philippine Sports Commission for the Philippine Sports Institute (2007-08). He is the Head of the Philippine –Pan Asian Society of sports and Physical Education (2013 – present) and was a Foreign Professor at the University of Suwon, South Korea (2012-13; 2015-16). He was appointed Philippine President and representative of the World Recreation Education association in 2015. A sports for peace advocate, founder and Director of Project H.O.P.E. through Sports - a psychosocial intervention program for natural and man-made disaster affected children and youth in Mindanao. A consultant on curriculum planning and development and coaching education. A physical educator and coach since 1981 and member of various professional societies and organizations in sports and physical education.

Framework for Sports Development in the Philippines

Philippines is one country where sport is as popular as the fiestas celebrated in almost every nook and cranny place in the country. Its passion for sport goes beyond the recreational play of basketball on the streets or under the shades of coconut trees in the barrios. It has become a national crusade to earn its very elusive first-ever Olympic gold in order to join other nations of gold winners in the most prestigious and highest level of sporting competition – the Olympic Games. While some countries who just started to participate in the Olympic Games have won at least one, the Philippines after more than 92 years, the pursuit for the Olympic Gold is still as elusive as ever. The question is not WHEN will we capture that first Gold but WHY have we not won one. It is not a question of time but the process of developing sports that will ultimately lead to sporting success. In a country where talent abounds, it seems that we have some problem on sport development. In a culture where sports is strongly attached to national pride and success, it looks like, we are getting nowhere in our pursuit for sports development that will ensure success not only in regional competition but more significantly the Olympic arena of sports. Can we learn from an old system of producing a golden harvest of plants and fruits and apply into sports? A closer look on how scientific farming can be applied into sports and sports development needs to be considered. The concept of Sports Farming System maybe the answer to how we can develop sports in the Philippines with better results. Following a scientific way of farming ensures productivity and good harvest. From soil selection, seed selection, fertilization, to harvesting and marketing we can use these principles and practices into sports. Applied in sports and sports development, we can develop and produce not just champions in sports but also winners in life.



Prof. Dr. J. Hans DE RIDDER

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Prof. Dr. J. Hans de Ridder is a full professor and director of the School of Biokinetics, Recreation and Sport Science at the North-West University in Potchefstroom, South Africa. He is the founder Secretary-General of the BRICS Council of Exercise and Sport Science (BRICSCESS). He is also the Immediate Past President of the International Society for the Advancement of Kinanthropometry (ISAK) and an ISAK-accredited Level 4 criterion

anthropometrist. He has been involved in the teaching of ISAK courses for many years which form part of the ISAK accreditation system that has operated worldwide since 1996. He was honored in 2014 with life membership from ISAK at the ISAK World Conference in Murcia, Spain. He is only the 5th person in the history of ISAK to receive this prestigious award. In 2002 and 2011 he was graced with awards by the S.A. Academy for Science and Art, namely the Stals prize and the Albert Strating prize for exceptional contribution to science and health. He was also the president of GoFPEP 2014 which was presented at the North-West University in Potchefstroom, South Africa. He is currently the Assistant Editor of the African Journal for Physical, Health Education, Recreation and Dance (AJPHRD). For the period 2004 to 2015 (last 11 years), he was an invited and/or keynote speaker on 16 occasions at conferences world wide.

Body Composition Measurement Related to PE and Sport Program in School

Anthropometric measurements and specifically skinfolds are the most appropriate for use in field settings to determine the body composition of children and adolescents. The major advantages of anthropometric techniques are, that they are non-invasive and the equipment is commonly portable and therefore suited to use in a wide range of settings. Over the last two decades, the prevalence of childhood overweight and obesity has increased at an alarming rate. A major concern is that children who are obese tend to become obese adults who have a relative high risk of developing diseases and disorders associated with excess body weight and body fatness. Because of these public health implications, the epidemic increase in childhood overweight and obesity has stimulated much interest in identifying accurate ways to assess the body composition of children in school, sport and clinical settings. Anthropometry is often the preferred approach, because it is relatively inexpensive and can be used as a field method in both urban and in rural situations. Field methods are commonly used in school, sport and clinical settings to estimate body composition of children for the purpose of monitoring changes during growth and development and classifying the levels of body fitness. Anthropometric measurements may also be used as markers of adiposity or of fat distribution in children and adolescents. However, anthropometry requires adequate training by an experienced professional and also quality control. The range of available with regard to body composition assessment methods is extensive and range from relatively simple and inexpensive field methods to more complex and expensive laboratory techniques requiring advanced equipment. The latter are therefore out of reach of most school teachers and coaches. It is also important to remember that BMI is only a crude index of body composition and/or obesity and should be used with care. It is therefore recommended that the BMI compilation table by Cole et al. (2000) that provides cut-off values for overweight and obesity up to 18 years of age is used. To determine the percentage body fat of children by means of skinfold equations, the Slaughter et al. (1988) equations are recommended.



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The Effect of Physical Activity on Positive Attitude, Academic Achievement and Cognitive Performance

Physical activity refers to all forms activity that require physical effort, from simple house tasks to performance sports. This article focuses on basic and specific movement skills, exercises, and sport skills. In this context, the purpose of our study is to evaluate the effect of physical activities such as sports, exercises and physical education on the academic achievement, the cognitive performance, and the positive attitudes of students. Individuals who regularly participate in these physical activities will, in time, begin to display increasingly more favorable attitudes towards them. As result, positive attitudes towards physical activity will become a habit (or the norm) for these individuals. In addition, physical activities have no negative effect on the academic achievement and cognitive performance of students. For example, according to the results of studies conducted by Koca and Demirhan (2004), Hünük and Demirhan (2010), and Cairney et al. (2012); children who regularly play sports and take part in physical activities have higher attitudes scores towards sports and physical education. According to the results of Tomik's (2007) study, children who are members of a sports club have comparatively higher attitude scores towards sports and physical activity. Furthermore, many previously conducted studies have demonstrated that all forms of physical activity – from physical education to passive exercise – have a positive effect on the academic success of children, and on the development of their cognitive characteristics. Reliable results from other studies have also indicated that physical activity has no negative effect on the academic success of children (Tompsonski et al., 2008).



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Prof. Dr. Kim Graber is a professor in the Department of Kinesiology and Community Health and Director of the Campus Honors Program at the University of Illinois. Dr. Graber completed her undergraduate degree at the University of Iowa, her master's at Columbia University Teachers College, and her doctorate at the University of Massachusetts at Amherst. Her research interests include children's wellness, legislative policy mandates, and the scholarship of teaching and learning. She has authored over 60 chapters/articles, presented at more than 100 national and international conferences, edited three monographs and two special features, co-authored three books as a member of the National Association for Sport and Physical Education (NASPE) Assessment Task Force, and co-authored a textbook on physical education and physical activity for elementary classroom teachers that was published by McGraw Hill. She wrote the invited chapter for the Handbook of Research on Teaching (4th ed.) and has also published in numerous journals including Medicine & Science in Sports & Exercise, Kinesiology Review, Journal of Allied Health, Journal of Teaching in Physical Education (JTPE), Research Quarterly for Exercise and Sport, Teaching and Teacher Education, and Elementary School Journal. Dr. Graber has been a member of the review boards for JTPE and Quest and is a reviewer for many additional journals. She is a Fellow in the National Academy of Kinesiology, and the Society of Health and Physical Educators (SHAPE America). Dr. Graber is a former President of the Research Council and the National Association for Sport and Physical Education. She also served as Chair of the Curriculum and Instruction Academy. She is a University of Illinois Distinguished Teacher/Scholar and has received the Campus Award for Excellence in Undergraduate Teaching.

Active Lifestyles Through Physical Education and Physical Activity at the Secondary Level in the United States

At the secondary level in the United States, it is recommended that students engage in 225 minutes per week of physical education class. Although 80.4% of states responding to a survey require middle school physical education and 86.3% of states require high school physical education, only three states mandate the national recommendation (NASPE & AHA, 2012). This is unfortunate because research has demonstrated that those who are exposed to a high quality physical education program will be more likely to engage in physical activity in the future (Le Masurier & Corbin, 2006), and physical education is perceived as an opportunity to address the current obesity epidemic. Physical education at the secondary level has traditionally involved offering students different units of instruction in sports, games, dance, gymnastics, and fitness-oriented activities. In response to the obesity epidemic, more recently physical education has emphasized units of instruction that engage students in high levels of physical activity. Whereas physical education at the elementary level is often praised, physical education at the secondary level is heavily criticized for multiple reasons. The purpose of this presentation will be to provide an overview of physical education at the secondary level. Different curricular models will be discussed, and the reasons for criticism of the subject matter at this level will be addressed. In addition recommendations for reform will be provided and current initiatives to increase the amount of physical activity students at the secondary level receive will be introduced.



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Geraldine “Dina” Go-Bernardo is a graduate of B.S. Physical Therapy from the University of the Philippines and holds a Master’s Degree in Business Management at the Asian Institute of Management (A.I.M). After graduation, Dina and husband Prof. Jay Bernardo formed a group of companies involved in manufacturing, logistics and services.

Her foray into sports began when she became a National Athlete and Team Captain of the Philippine Women’s Dragon Boat Team. Dina became the Chairperson of the Philippine Olympic Committee Athletes Commission and was also appointed as the first female Executive Director of the Philippine Sports Commission (PSC). After leaving public service, Dina was invited as Executive Board Member of the Asian Association of Sport Management (AASM) and the Asian Council of Exercise and Sports Science (ACCESS) and thus founded the local chapter, the Sport Management Council of the Philippines - SportPhil (www.sportphil.com). She currently teaches sport management at the De La Salle University, College of Business.

A recipient of various trainings from the Philippine Chamber of Commerce, International Labor Organization and the International Olympic Committee (IOC), Dina became the first Filipina, in 2012, to be accepted into the inaugural class of the Global Sports Mentoring Program for emerging women sports leaders -- under the auspices of the U.S. Department of State and espnW (<https://youtu.be/5dM2uBY5PrE>).

Since then she has created programs such as SWEEP - Sport for Women’s Empowerment and Employment Program, and RePLAY, ReLIVE and ReCreate - building Community Resilience Through Sports for Post-Disaster and Post-Conflict areas.

She completed her certification as a Mediator with the National Center for Mediation and was appointed Senior Vice President for Sport Mediation. Among her latest ventures are the creation of P.A.C.E. or Philippine Athletes and Coaches Empowerment – a website (www.pace.com.ph) combined with a digital magazine platform (www.freyo.com) that will promote, support and recognize sport “communities” online.



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Dr. Maria Luisa Guinto-Adviento is the research director and sport psychologist of the College of Human Kinetics of the University of the Philippines. As one of the pioneering sport psychologists in the country, she is a founding member of the Association of Sport and Exercise Psychology in the Philippines (ASEPP) and a forerunner of the Special Interest Group for Sport and Exercise Psychology at the Psychological Association of the Philippines (PAP). She also belongs to the Managing Council of Asian-South Pacific Association of Sport Psychology (ASPASP). Her extensive experience in providing psychological skills training and counselling to recreational and competitive athletes for more than two decades has made her a valuable resource person to a variety of teams, schools, and organizations. Her professional practice in the field of performance enhancement has further expanded her reach from the sporting arena to the corporate world where she mentors leaders and managers in developing the champion mindset in the work place. Her continuing research and practice in the development of the champion mindset has recognized her as a “Champion Scientist” and one of the Philippine’s eight “Heroes of Health and Fitness” in 2014.

Supporting Adherence for Good Exercise Behavior

Although evidence abounds in support of the health benefits of regular exercise, getting people to move more, start and maintain a regular exercise program, and ultimately choose an active lifestyle remain a significant public health challenge. As a form of physical activity, exercise is considered as a form of leisure-based physical activity that is planned, structured, and repetitive, with the ultimate goal of sustaining or improving physical health and fitness. However, health benefits from exercise require medium to long-term adherence. Strategies targeting exercise adherence draw from a variety of social psychology models that recognize the biological, social and psychological influences that affect individual exercise behaviors. One of the most popular models favored by trainers and instructors is the Transtheoretical Model of Behavior Change that acknowledges the needs of exercise participants based on their respective stages of change. Understanding a person’s ambivalence or resistance to change within this framework provides a window into his or her mindset so that interventions may be appropriately designed for increased exercise adherence. An examination of this model and its practical applications in designing exercise programs will be discussed in this session.



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Prof. Dr. Ivo Jirásek is Vice-Dean for Research at Faculty of Physical Culture, Palacky University Olomouc, the Czech Republic. He specializes in philosophical aspects of movement culture (game and play, experience, body, movement), is interested in experiential and outdoor education, and topic of spirituality and spiritual health. He has published in numerous journals including *Quest*, *Journal of the Philosophy of Sport*, *Sport, Education and Society*, *Sport in Society: Cultures, Commerce, Media, Politics*, *Implicit Religion*, and *Acta Gymnica*. He is a non-delegate member of executive committee of European Association for the Philosophy of Sport, vice-president of International Society for the Social Sciences of Sport, editorial boards' member of 11 journals and book series in the Czech Republic, Poland, Italy, Serbia and Taiwan. He used to cooperate for 20 years with the Vacation school of Lipnice – Outward Bound (nonprofit public courses in experiential education framework) and for 15 years with the Czech way – Outward Bound (company focused on outdoor management training). Some of his papers are available at researchgate.net, or academia.edu under name Ivo Jirásek.

Spiritual Health: Whose Business is It, in Physical Education?

PE teachers and sport coaches are interested firstly in sport students' full capacity and top performance – records, if possible, and their personal development, including character. Can these values be in harmony with a holistic understanding of health? Here, I do not mean the topic of pain and suffering, nor injuries or even death in sport. I mean health in its holistically understanding, which means in its physical, mental, social and spiritual dimensions. The latter is the case addressed in this paper. There is a major problem with the spiritual dimension of health because of the unclarity of its substance - of the idea of spirituality. Spirituality is seen in the literature as complementary/overlapping with religion, so that spiritual health should be grasped in terms of spirituality/religion. I shall argue that this is not a correct way to understand the matter, and shall argue for the following emphasis: spiritual health, in a non-religious approach, should be seen through five factors: an authentic mode of existence, a relationship with other people, a relationship with the world of nature, the question of the purpose and meaning of life, and transition and transcendence.

But now: whose business is it to care for this phenomenon and this dimension of health in physical education and leisure sport? Is it a problem for the student himself, or somebody else? While the ethical concept of paternalism should be evaluated as an approach which cancels personal freedom, the concepts of autonomy and individual responsibility raise difficult questions regarding personal decision-making, and knowledge and understanding of consequences. While perhaps it is true that physical health should be the business of sport doctors and physicians, and whilst mental and social health should be reflected by psychologists, there seems to be only one profession that concentrates on the spiritual health of students do sports: sport chaplains. However, this is mainly a religious, not strictly spiritual, discourse. And this is the problem in secularized society! There is a duty upon sport philosophers to continue in the Socratic way of 'care for soul' (*epimeleia tés psychés*) and to remind teachers and coaches about their responsibility for the spiritual health of their students, including through physical education. Just as spirituality may be seen as a moderator of health and sport performance (through fair play, for example), so philosophy should be seen as a moderator of the spiritual health of students (through the care of teachers and coaches for students' souls).



Prof. G L KHANNA

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Prof. G L Khanna is presently working as Professor and Dean Faculty of Applied Sciences, Manav Rachna International University, Faridabad, India and prior to this he worked as Senior Scientific Officer, in Sports Authority of India; He was the co-ordinator and Head Sports Sciences department. He also worked as Professor (M) Sports Science, in University of Science Malaysia. and has played an active role in promoting sports sciences in India. He was member of steering committee of the Government of India for preparation of Indian Team for Commonwealth Games 2010. He was the Organising Chairman of XIV th Commonwealth Interantional

Conference of Sports Sciences held at Inida. He was Chairman of the Organising committee of 7th APCESS 2015. He has guided number of PhD students. He has acted as resource person for number of courses for medical doctors and had organized many Indian and International workshops, seminars, symposiums and conferences. He has provided scientific backup to various sportspersons and prepared many Indian sports persons for International competitions like Asian Games/Commonwealth/Olympics since 1982. He has received many laurels, Oration Awards- S.R. Maitra oration award, B.B. Sarkar Memorial oration award and AOK Health best poster award –Australia. He is member of International Institute of Health promotion. He is President of Asian Council of Exercise and Sports and Vice President of BRICS Council of Exercise and Sports Sciences. He was member of New York academy of science, USA. He is the Editor in Chief of MR International Journal of Applied Health Sciences.

Current and future Direction of Physical Education and Sports in India

India has long tradition of Physical education. It is as old as Greece civilization. In ancient India Sports and Physical activity was a part of the development of Body. Its development was considered to be the means of the fulfilment of the religion. Body was also cultivated often with the conscious intention of sublimating the mind. The system of Yogasanas was also developed in ancient India for the well-being and balance of the physical body. In medieval India nearly every village school had a playground or two where sporting events such as 'wrestling, boxing, mallakhamba (pillar acrobatics), the shooting of arrows, and demonstrations of strength such as weight lifting' took place. Classical Dance forms were common forms of Physical activity. Martial arts as techniques meant for self-defence, building confidence, strength and stamina. had a place of prominence in ancient India. In the year 1882 for the first time it was the Indian Education Organization that recommended Physical Training be Promoted in the interest of youth in each class of School. In the year 1884 the question of making Physical Education as a compulsory subject was considered. Development of Physical education Institute started in the year 1914. Vidya Borthers founded Sir Hanuman Vyayam Prasarak Mandal, Amaravathi, basically to serve the course of Physical Education in India . The outstanding development of scientific Physical Education in India in Pre-Independence days goes to the Y.M.C.A. college of Physical Education, Madras founded in 1920 by H. C. Buck.

Since its inception this college has been working tirelessly and selflessly to promote and systematize Physical Education in India. In the post-independent era, a number of reforms were taken up to promote Physical Education and sports in the country. However scientific development in PE system were not introduced. National Council of Education and research training put formed a revised curriculum for school education under the title National Curriculum Framework for School Education. This curriculum includes Health and Physical Education as one of the core subjects in all levels of school educations. This curriculum has not been implemented in most of the schools. Both yoga and physical education have not been given the due importance in the school curriculum and neither has their contribution to the health and overall development of the child been adequately acknowledged.

continued– Prof. G L Khanna

With the passage of time the progress in physical education has not been able to keep a pace of the scientific and technological advancement. Due to the lack of Physical education in various Institutions the fitness level of India has been reported to be very low in all the age group. Indians have not been able to get the desired level of performance of sports in international competitions.

With the changing lifestyle and lack of physical education, the lifestyle diseases like obesity, diabetes, cardiovascular diseases are on the increasing trend. India is known as the “diabetic capital of the world”. There is a need to relook at the policies of India so that physical education can be incorporated as an integral part of education. In India, focus of physical education should be shifted towards promoting health and sports should be outcome of the improved health, India also should be able to develop traditional games and sports– yoga and dance activity to promote physical activity and health. A systematic programme of physical education should be included from elementary levels in all educational institutions across the country. Adequate steps are required to introduce the technological and scientific advances in physical education and sports. Beyond schools, also the sports and physical culture should be encompassed to revive the traditional and cultural values of India. These development will help Indians to curb the lifestyle disease, promote health and sports in India.



Assoc. Prof. Dr. Oleksandr KRASILSHCHIKOV

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Assoc. Prof. Dr. Oleksandr Krasilshchikov is an associate professor in the Exercise & Sports Science Program at Universiti Sains Malaysia since 2002. Teaching experience includes the Kiev State Institute of Physical Culture as a lecturer, senior lecturer, and associate professor from 1982 to 1993. His applied science experience, 1994 to 2002, involved work with the Sports Authority of India as a training methods expert in charge of talent identification schemes and developing scientific support to the national teams in more than 10 different sports. He has been a recipient of Teaching Excellence Award in USM in 2006, best paper awards at the International Conferences in 2008 and 2013. He has authored 70+ journal articles, four book chapters and two books on exercise and sports training methodology. He has served as a reviewer for the Asian Journal of Exercise & Sports Science, the European Journal of Sports Science, and the Lung International Journal. His membership in professional bodies includes the European College of Sports Sciences, the Asian Council of Exercise & Sports Science, and the National Association for Physical Education & Sports Science of India.

Enhancing the Efficiency of Talent Recognition by Improving School Physical Education

Talent Development is by default linked by many to the development of potentially talented children in sports-related organizations after promising individuals get involved in regular training, when the field is narrowed and talented children are retained in a sports specific environment. Such assumption completely leaves out the obvious development of a talent before it has been noticed (detected) by a scout or a coach. So the golden mine of opportunities existent and available through various types of physical activities before children get involved in sports, remains completely unutilized. Hence the questions on how the talent evolves, in what environment and through what structures remain largely unanswered. It sounds fair to say that talent development begins much earlier than talented children are detected by sport and training related observers. Hence the term Pre-Talent Detection Talent Development (Krasilshchikov, 2011) which covers the development of talented children before their involvement in sports, requires close attention. Typically, such development should happen through the means of PE within school environment. Pre-Detection Talent Development should be considered as talent activation and cater for increased number of children with unfolded movement potential through properly adjusted physical activities before they actually get exposed to Talent Detection. Eventually, as soon as the talent is detected by sports coaches and placed in the sports environment, Post-Talent Detection Talent Development begins. Post-Detection Talent Development ideally should cater for those successfully identified and linked to particular sports from that moment on. But it isn't always happening this way and un-successful or possibly not accurately talent identified children often quit originally chosen sports. For such situations, Post-Detection Talent Development should also cater for Talent Migration (transfer) in case original Talent Identification wasn't precise enough or growth and development pattern of identified children drifts away from the path expected during the time when Talent Identification was originally administered.



Dr. Jens OMLI

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Dr. Jens Omli has traveled the world learning from exceptional coaches and administrators in North America, Europe, South America, Asia, and Africa and has had the privilege to train and mentor more than a thousand sport coaches. In addition to serving on the Kinesiology faculty at Cal Poly, San Luis Obispo, Dr. Omli is the president and co-founded of the International Sport Connection, a 501(c)(3) non-profit organization based in California, which has used sport to connect hundreds of thousands of vulnerable children with caring adult mentors. Dr. Jens Omli earned Bachelor's degrees in psychology and philosophy from Westmont College, a Masters in Athletic Counseling from Springfield College, and a Ph.D. in Kinesiology with a Sport and Exercise Psychology emphasis from the University of Minnesota, where he stayed on as a postdoctoral fellow at the world-renowned Institute of Child Development. Dr. Omli has published sport psychology papers in international journals and has taught undergraduate and graduate classes in a variety of topics, including Sport and Exercise Psychology, Applied Sport Psychology, Sport Sociology, Motor Development, Social and Emotional Development, Youth Sport, Sport Coaching, and Sport Leadership; Youtube versions of his lectures have been viewed in more than 160 countries.

Physical Education and Sport Coaching: Making a Living Changing Lives

Exceptional sport leaders throughout the world have demonstrated that physical educators and coaches can leverage their positions to promote personal growth in children and adolescents—especially those coming from difficult circumstances—and can add value to sport and physical education experiences of participants and outcomes for communities. We will discuss how these extraordinary leaders in conflict-affected areas of Africa and South America use sport and physical education environments to promote community development as well as the mechanisms of change underlying these personal transformations. We will then consider the reasons why unusually influential leaders are those who start small and view the people they serve on an ideographic rather than nomothetic level. By prioritizing relationships, and putting people ahead of programs, coaches and physical educators can accelerate the development of motor skills and leadership skills, while increasing individual and group performance. And by aligning intended outcomes with appropriate time investments, coaches and physical educators can provide inclusive environments that provide value across age groups and skill levels.



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Dr. Sharon Phelan lectures in Performing Arts and Physical Education at the Institute of Technology, in Tralee, Co. Kerry. She has also worked as a professional performer with Siamsa Tire (national folk theatre of Ireland), as Physical Education teacher and as National Facilitator in Physical Education and Dance with the Department of Education. Sharon was commissioned to complete the first Dance Syllabus in second level education in Ireland by the National Council for Curriculum and Assessment. She has published internationally, focusing on dance from cultural and educational perspectives. In 2014, her book, 'Dance in Ireland: Steps, Stages and Stories' was launched by Cambridge Scholars Press. Current areas of interest include supervision of research at masters and at doctoral levels, the use of distance learning in Dance and Physical Education in third level and another book focusing on dance-in-education from an all-inclusive perspective.

Dance: A Tool through which Active Healthy Living can be Facilitated in Schools

Dance is part of Physical Education Curricula in Primary and Second Level Schools in Ireland. There, it is approached holistically, from physical and socio-emotional perspectives. This paper will explore dance as a tool through which students can learn the rudiments of active healthy living from psychological and physical perspectives. Initially, the paper will highlight the importance of dance from psychological perspectives. Through dance, students can explore inner emotions and feelings. Subsequently, they release these, through their bodies, as they perform unique dance compositions. From this perspective, students experience dance as a means through which they can reduce levels of stress and anxiety. Also, through dance, Physical Education teachers are provided with an opportunity through which they can equip students with anatomical and physiological knowledge. As the students dance, they recognise they must learn to maintain their bodies at optimum levels to facilitate maximum body expression and to avoid dance-related injuries. Thus, they learn to implement correct breathing techniques, body alignment and fitness principles. All these are transferable into their everyday life. Finally, the paper will conclude with a simple case study. This study will illustrate how students can benefit psychologically through Contemporary dance and physically through Irish dance. Inadvertently, this case study will emphasize the importance of Physical Education teachers employing a variety of dance forms to promote Active Healthy Living.



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Kia Wang Phua is the Principal of Fuhua Primary School, Singapore SMART School of the Future. With a 75-year history with humble beginnings, the school is the West Zone Centre of Excellence for Info-Comm Technology (ICT) in Teaching and Learning. The school is collaborating closely with National Institute of Education, Nanyang Technological University, Singapore, in researching pedagogies in various subjects, including Physical Education. Mr.

Phua's first appointment as Principal was at MacPherson Primary School where he led the school in achieving various coveted National Sustained Achievement Awards in Aesthetics, Sports and Physical Fitness and also the Character Development Award. The school was nominated for the National Education Lee Kuan Yew Award, having obtained the Outstanding Development Award in National Education. In addition, the school was also awarded the People Developer Standard, the National Arts Council's Arts Education Excellence Award and the Health Promotion Board's Cherish Gold Award. For his work in the education service, Mr. Phua was conferred the Public Administration Medal twice in 2007 and 2015 by the President of the Republic of Singapore. Mr. Phua has presented papers at several International Conferences and was invited as Distinguished Speaker at the Global Forum on Physical Health Pedagogy at USA, Germany and South Africa.



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Josephine Joy Reyes is presently a faculty of the Sports Science Department of the College of Rehabilitation Sciences at the University of Santo Tomas. Concurrently, holds a consultancy position as Head of the Sports Physiology Unit of the Sports Science Center of the Philippine Sports Commission. Formerly, the Chair of the Sports Science Department for the period 2002-2013; was a member of the research core group of the Center for Health Research and Movement Science from 2004-2013 and previously the Program Director of the

Loyola Schools Physical Education Program at the Ateneo de Manila University from 1999-2002. She finished her Masters in Physical Education at the University of the Philippines, Diliman. It is also in the same University where she acquired her Bachelors degree in Physical Education and Certificate in Sports. Recently, she was appointed as representative for the Philippines of the International Society of Performance Analysis of Sports Asia, a member of the following associations: Sport Management Council of the Philippines, Philippine Association for Sport and Exercise Science, Philippine Association for the Study of Overweight and Obesity Inc., National Research Council of the Philippines, Philippine Sports for All Association Inc. and Sports Medicine Association of the Philippines. She continually updates herself annually and has attended conventions and trainings locally and internationally. She has also presented oral and poster paper presentations in Hong Kong and Australia and published a number of completed researches in peer-reviewed journals. With her substantial input in research productivity, the University presented her an International Publication award on August 2012.

An Overview of Performance Analysis in Sports

One of the most difficult but important skills that should be acquired by a coach is the ability to see what is happening within a match and then be able to respond accordingly. Performance Analysis of Sport (PAS) is a relatively new discipline although very popular within professional sports across Europe and has become increasingly more accessible to coaches across many levels of sport. Essentially, performance analysis (PA) is about creating a valid and reliable record of performance by means of systematic observations that can be analyzed with a view to facilitating change. Authors define it as the investigation of actual sports performance, with the aim to develop an understanding of sports that can enlighten decision-making, improve performance and define the coaching process. In the same manner, it is widely accepted as enhancing a coach's ability to identify, diagnose and assist in the correction of technical and tactical problems.

Sports scientists, coaches, and athletes are continuously looking for ways to provide a slight, legal advantage in athletic performance. The use of performance indicators to code key behaviors from a match and assess the performance of an individual, a team or elements of a team statistically describes a combination of raw performance data, known as action variables, that describes performance.

The utilization of performance analysis could be considerably increased if its practitioners such as the coaches or analysts agree and implement such conventions in the future. With the rapid growth of PA as a discipline and career, there is a need for the International Society of Performance Analysis of Sports Asia (ISPAS) to assume more formal responsibilities, in particular its accreditation processes and professional training. Optimally, there is an acknowledged demand for further development of this discipline in an applied and cooperative way.



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Hanna Vehmas (Ph.D.) has worked since 1999 as a teacher and a researcher in Sport sociology and Sport Management in the Department of Sport Sciences. Since 2009 she has worked as Senior Lecturer of the International Master's Degree Programme in Sport Management and Health Promotion at the Faculty of Sport and Health Sciences. In addition to her teaching responsibilities at the University of Jyväskylä Dr. Vehmas has visited a number of foreign universities as a visiting lecturer. Her research interests and activities focus on sport participation and the societal role sport and physical activity, sport and health related tourism, sociology of sport and leisure.

Significance of School Sport and Physical Education in Finland – sociological interpretations

Finland is a small Northern European country which has over the years ranked high in both PISA studies and in international sport participation rates. A nation with only about 5.5 million inhabitants is often looked at as a model country in education and in having its citizens physically active. Nearly all children and youth participate in school sport despite their health, motivation and PA levels. School sport is defined in Finland relatively broadly including all physical activities during school days such as PE classes, breaks, club and other after school activities and sport events, and sometimes even ways to school by walking or bicycling.

Her presentation aims to describe and sociologically interpret to which aspects the assumptions about high level education and sport participation in Finland are based on, and how they can be sociologically interpreted. An application of Pierre Bourdieu's concept of habitus will be introduced as offering a model of approaching significance of school sport from four different angles. These are structural determinants, individual action and motives, cultural meaning structures and function of education, sport and physical activity in society. Bourdieu's application offers an interpretation of the so called sporting habitus, which contributes to understanding why educational systems and physical cultures are different in different societies. This then contributes to approximating the abilities and potential to benchmark good practices from other countries and societies.



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Prof. Lordinio A. Vergara is currently the Director of the Institute of Physical Education, Health, Recreation, Dance, and Sports and concurrent Head of the Center for Culture and Sports Development of Philippine Normal University. He holds the degrees Master of Arts in Sports and Recreation Management and Bachelor in Secondary Education major in Physical Education, both attained from Philippine Normal University in 1997 and 2004, respectively. At present he serves as Technical Committee Member for Physical Education and Sports and Wellness Management of the Commission on Higher Education (CHED) who is in charge of the development of Policies and Standards for the Physical Education Teacher Education Program in the country. He also served as Curriculum Writer and Trainer of the Department of Education K-12 Physical Education Curriculum. He is also currently an Executive Council Member and Secretary of the Dance Committee of the National Commission for Culture and the Arts.

Prof. Vergara's expertise includes Teacher Education Curriculum Development, Philippine Traditional Dances and Games, Leisure and Recreation Education, and Sports Pedagogy. In 2009 and 2015, he was the First Prize Winner for Oral Research Paper Presentation in the Pan Asian Society International Conference in Physical Education and Sports held in Nanjang China and International Conference in Physical Education and Sports sponsored by the Ministry of Sports in Tehran, Iran respectively. He co-authored various Physical Education textbooks used in the Basic Education and develop modules for Teachers in the K-12 PE Curriculum. In 2009, he received the Outstanding Young Leader Award for Culture and Arts given by the United Nations Association of the Philippines, the highest award given to Young Leader in promoting UN's programs and activities in the Philippines.

Prof. Vergara is also the President of Philippine Association of State Universities and Colleges Association of Cultural Directors and member of the Board of Sports Management of the State Colleges and Universities Athletic Association – National Capital Region. Currently, Prof. Vergara is finishing his Doktor Pendidikan Olahraga (Doctor of Physical Education and Sports) under the PNU Faculty Development Scholarship Program in Collaboration with the Universitas Negeri Jakarta, Indonesia.

The Development of Outcomes-based Physical Education Teacher Education Curriculum: The Philippine Normal University Model

The PNU Strategic Development Plan 2012-2022 of the university is the guidepost in the development of the Outcomes-Based Physical Education Teacher Education Curriculum of the Institute of Physical Education, Health, Recreation, Dance, and Sports. In Academic Year 2010-2011, the then Physical Education Department now known as the Institute of Physical Education, Health, Recreation, Dance, and Sports made a revision of the BSE-PE curriculum aligning to CHED Memorandum order No. 23 series of 2011 and the Enhanced Basic Education Program (K-12) of Department of Education. Following the university call to translate the curriculum into the demands of the current educational reforms like Outcomes-Based Education and the K-12, the Institute of Physical Education, Health, Recreation, Dance, and Sports went through the processes of developing an innovative curriculum called Outcomes-Based Physical Education Teacher Education Curriculum (OBPETEC).



Prof. Dr. Erika ZEMKOVA

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Prof. Dr. Erika Zemková completed her Masters Degree in Professional Coaching in 1994, and a Doctoral Degree in the scientific and academic branch of Sports Kinanthropology in 1999. In 2004, she received advanced Ila Scientific Qualification Degree at the Slovak Academy of Sciences. In 2007, she became associate professor of Sports Kinanthropology, and in 2013 full professor of Sports Kinanthropology. In 2008, she graduated at the Institute of International Relations and Law Approximation of the Faculty of Law at Comenius University in Bratislava. During the past 15 years, she has received fellowships for conducting research at foreign universities, including the Ronald and Eileen Weiser Professional Development Award (2009), Fulbright Award (2005–2006), Aktion Osterreich – Slowakei Stipendium (2005), NATO Expert Visit Award (2005), CIMO Fellowship (2003), as well as for teaching activities through the Erasmus Program (2004–2013) and visits based on bilateral agreements between Universities (2012 and 2013). Coventry University Research Committee awarded her a Visiting Professorship in Physical Education and Sport at the Faculty of Health and Life Sciences at Coventry University (2012–2015). Her scientific and academic work was noted for merit by the Faculty of Physical Education and Sports (2011 and 2012). For two and a half years (2012–2015) she was a vice-director of the Hamar Diagnostic Center at the Faculty of Physical Education and Sports. She has served on the grant review board of the Scientific Grant Agency of the Ministry of Education of the Slovak Republic and the Slovak Academy of Sciences (2005–2012). Since 2014 she has been an independent expert for the evaluation of research proposals for the European Commission under Horizon 2020. She is also a member of scientific council of the Faculty of Physical Education and Sports (2008–present) and a member of various professional societies (1997–present).

The Use of Technology in Physical Fitness Testing of School Age Children

Fitness testing is a common part of the curriculum in many schools. So far, several testing programs have been designed for school age children. In Europe, the standardized test battery was devised by the Council of Europe and has been used in many European schools since 1988. The Eurofit Physical Fitness Test Battery is a set of nine tests covering flexibility, speed, endurance and strength. However, after more than two decades its usage, the test battery should get a makeover. Despite many advantages of field tests, these do not sufficiently reflect different aspects of physical performance relevant to particular age and are not sensitive enough to developmental changes specific to gender. Physical fitness testing that uses computer based diagnostic systems provide more reliable data and standardized conditions allowing comparisons to be made for repeated measurements. Therefore, the move from assessing physical performance by means of a series of field tests to those based on objective measurement tools would be a crucial step forward. In doing so, we proposed a testing battery that uses current technological advances in physical fitness testing of school age children. This is supported by web-based access to test protocols, standards for testing, data management, reporting software and so forth. In comparison with former tests, the updated test battery is also designed to assess youth health related fitness with emphasis on their personal goals. Such a novel model of overall physical fitness testing of young population, that can be carried out in the playing field or gym using portable diagnostic systems, will be presented.