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Special Issue: Moving People Moving Forward. Papers from the AIESEP 2011 International Conference

Guest Editor:

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Guest Editorial: Introduction to the Special Issue

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Guest Editorial

The papers presented in this special issue are those that were successful in being shortlisted through the peer review process following an open call for submission of all papers delivered at the International Association for Physical Education in Higher Education / Association Internationale des Ecoles Superieures d’Education Physique (AIESEP) 2011 International Conference held at the University of Limerick, Ireland 22-25 June, 2011. The conference attracted upwards of 340 international delegates from over 35 countries and five continents with the international contributions to this special issue spanning this breadth including research carried out in Ireland, New Zealand, Spain, Turkey, United Kingdom and USA. The AIESEP 2011 Book of Proceedings can be accessed on the Physical Education Physical Activity and Youth Sport (PEPAYS) Research Centre web page at www.ul.ie/pepays. These proceedings are a result of an open call for submitted research papers presented by delegates at the conference. The journal Quest (volume 64, number 2) has recently published a special edition of the Keynote Lectures from the AIESEP 2011 International Conference.

The main theme of the conference, *Moving People, Moving Forward*, focused on a) sharing contemporary theory, b) discussing cutting edge research, c) conferring about national and international policies and best practices around motivating people to engage in school physical education and in healthy lifestyles beyond school and into adulthood, and d) understanding how to sustain engagement over time. Five sub-themes contributed to the main theme and ran throughout the conference programme, (i) Educating Professionals who Promote Physical Education, Sport and Physical Activity, (ii) Impact of Physical Education, Sport & Physical Activity on the Individual and Society, (iii) Engaging Diverse Populations in Physical Education, Physical Activity and Sport, (iv) Physical Activity & Health Policies: Implementation and Implications within and beyond School and (v) Technologies in support of Physical Education, Sport and Physical Activity. The papers presented in this special issue were each attached to a sub-theme of the conference.

In *Effects of peer-assessed feedback, goal setting and a group contingency on performance and learning by 10-12 year old academy soccer players* Holt, Kinchin and Clarke contextualize their
interest in the lack of research assessing any causal link between specific coach behaviours or practice activities and improvement in performance, as well as the need to examine interventions on performance in real life sport learning contexts. Within the context of an English professional soccer club academy, the authors set out to measure the effects of a coaching intervention on performance and learning during a group technical practice and measure the reliability of peer-assessment as an immediate source of objective feedback. A single subject, multiple baseline designed study was used with five 10 to 12 year old boys. The authors report results of their application of assessment practices in the coaching context and the impact of feedback on performance development in soccer. Implications for future talent development coaching and coach education are shared.

The proposed merging of health and physical education teacher education practices (in a college of education) into a university department of sport and exercise science (in a faculty of science) is the focus of Smith’s *Changing the logic of practice: (Re)drawing boundaries, (re)defining fields*. Bourdieu’s theory of practice is used to interpret the dynamics that arose when teacher educators resisted institutional pressures to merge with a department of sport and exercise science and relocate to a faculty of science. The research employed ethnographic case study methods to follow a group of five health and physical education teacher educators over three and a half years as their New Zealand institutional home was disbanded and reconstituted within a new academic environment. Smith reports in what ways the teacher educators’ stance during the amalgamation has, at the time of writing, ensured that the previous ‘logic of practice’ that differentiates the professional fields of health and physical education and sport and exercise science remains.

Hill and Azzarito set out to explore varying ways British Asian girls visualise and make sense of themselves as active bodies within their school physical culture, and what this means for their engagement in physical activity. *Researching valued bodies: A visual inquiry with British Asian girls* contributes to new knowledge and understandings in relation to young people’s ‘valued’ bodies in physical education and physical activity. The paper provides a succinct yet considerable range of literature that frames a feminist poststructuralist approach. Data draws from a one-year collaborative visual ethnography conducted with 25 students aged 13-14 in a
predominantly British Asian urban secondary school in the UK. Photographs, and accompanying explanations, have been selected from two girls’ photo diaries to consider how some girls articulate their embodied identities as active or inactive as they negotiate and challenge dominant constructions of valued sporting and racialised feminine bodies.

Saraç, the author of *The relationships between homophobic attitudes and religiosity among Turkish physical education teacher majors*, was a recipient of the Young Scholar Award at the AIESEP 2011 International Conference. Saraç draws widely on literature on homophobia outside of physical education and physical education teacher education. Saraç’s paper analyses 173 Turkish physical education teacher education candidates’ attitudes toward lesbian and gay men as well as exploring any possible relationships between their level of religiousness and these attitudes. While Saraç reminds the reader that homosexuality is not illegal in Turkey, it is important to note that participants were never asked to note their sexual orientation. The paper reports findings that support previous patterns of responses as regards physical education teacher majors’ attitudes toward homosexuals, more negative attitudes toward gay men than lesbians, and the extent to which religion influences attitudes toward both lesbians and gay men.

The intent of Gutierrez and García López in *Boys and girls, how do they play together?* is to ascertain if there were gender differences in game behaviour in invasion games with mixed teams, conscious of the limited research on the way girls and boys behave tactically when they play together in the same team. The game behaviour of seventy-four Spanish boys and girls ranging in age from seven to 14 years was evaluated through participation and tactical intention during a modified invasion game adapted to the developmental characteristics of the students and with mixed teams. Gender differences were found in the playing behaviour and the authors examine these differences with respect to age groupings. The authors provide a number of issues for consideration, including the extent to which the forming of groups determines game behaviour and potentially game performance, the role of interventions in modifying and minimizing gender stereotypes and the debate on mixed-sex or single-sex activities.

The paper by Bowles and O’Sullivan, *Rhetoric and reality: The role of the teacher in shaping a school sport programme* adds to our knowledge and understanding of the field of primary school extra-curricular activities, specifically in relation to the Irish context. Aspects of figurational
sociology are used as a conceptual framework for the study to explain the role played by primary teachers in the selection of particular models of school sport. The seven teachers involved in the study were deemed to be typical of the large cohort of teachers involved in the delivery of Gaelic games in Irish primary schools. The authors discuss three main themes that arose from interviews with teachers; the influence of personal biography on extra-curricular sport provision, aligning school sport policy and practice and teachers’ differing attitudes toward the role of competition. They consider the extent to which teachers have a significant impact on the mediation of national physical education and sport policy at the local level.

Sanchez, Byra and Wallhead examine students’ perceptions of involvement in physical activity lessons conducted in specific styles of teaching and student preference for different teaching styles in *Students’ perceptions of the command, practice and inclusions styles of teaching*. Their concern is in understanding the students’ perspective of Mosston and Ashworth’s Spectrum teaching styles, with a view to broaden our understanding of the ways students learn, the perceived relationships between the styles and learning domains, and student style preferences. Seventy-seven students between the ages of 18 and 24 years participated in four Pilates classes over a four week period. While the first class was an introduction to the study, the remaining three classes allowed the students to participate in classes that were taught within the command, practice and inclusion teaching styles respectively. Data was collected through completion of the ‘Developmental Channels Questionnaire’ and ‘Rating of Perceived Exertion form’, as well as four participants from each class being interviewed. The authors report the styles to which students attributed more physical, cognitive and / or social involvement as well as style preference.

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