

9th German – Japanese Symposium of Sport Science

Report

17th September – 19th September 2014

Keio University, Hiyoshi campus, JAPAN

This Year's Symposium

The 9th German – Japanese Symposium of Sport Science was held at Kieo University from 17th to 19th September based on the Agreement for an Academic Exchange between The Japan Society of Physical Education, Health and Sport Sciences (JSPEHSS) and the German Society of Sport Science (dvs).

The theme of this symposium was “Possibility of Sport for Social Development”. In the symposium, three key note speech were given by Prof.Dr. Maïke Tietjens(University of Muenster), Prof. Taku Yamaguchi(University of Tsukuba) and Prof.Dr. Makoto Chogahara(University of Kobe). Total of 33 colleagues including 7 German colleagues have participated in this Symposium. From German society, Prof.Dr.Bernd Stauss(former president) and Prof.Dr.Dorothee Alfermann(president before last) also participated.

In the warm atmosphere, participants have discussed actively and deepen understanding toward each other's culture and status of sport science. This symposium provided an opportunity for each participant to discuss over own research area. Comments from researchers in various areas made discussion much more interesting and stimulating not only for presenters, but also for other participants.

For the Future Symposium

On the other hand, most presentations were held in English in this year's symposium. Typically, the presentations were conducted in German in the past symposiums. Conducting presentations in English made it easier for people to participate in this symposium who have no knowledge in German and it is a global trend; however, how the future symposiums should be conducted including what languages should be used, need to be discussed further.

At the end of this year's symposium, we also discussed how to advance and continue this symposium based on agreement between both societies. Especially, we both agreed that making this symposium attractive for younger generation is an urgent task. Prof.Dr.Dorothee Alfermann has announced that the next symposium will be held in 2016 in Leipzig. For the success of the next symposium, we need to make announcement to both societies' members earlier than this year's symposium.



Opening Greeting by Prof.Dr. Yasuo Yamaguchi



Opening Greeting by Prof.Dr. Dorothee



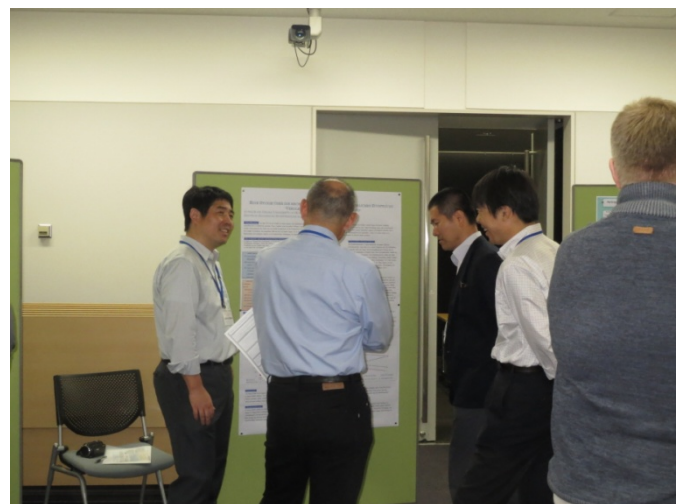
The Venue



Prof. Dr. Maïke Tietjens
(University of Muenster)



Prof. Taku Yamaguchi
(University of Tsukuba)



Prof.Dr. Makoto Chogahara
(University of Kobe)

Poster Presentation

Program

17th September (Wen)						
10	:	0 10 20 30 40 50				
11	:	0 10 20 30 40 50				
12	:	0 10 20 30 40 50				
13	:	0 10 20 30 40 50	Registration			
14	:	0 10 20 30 40 50	Opening Ceremony : Greeting from the Presidents in both Societies			
			Chair: Dieter Teipel (Institute of Sport Science Jena)	Keynote Speech 1 Physical Education and the development of the physical self- concept: What we know and what not.	Maïke Tietjens	University of Muenster
15	:	0 10 20 30 40 50	Coffee Break			
16	:	0 10 20 30 40 50	Chair: Bernd Strauss (University of Muenster)	Was verändert sich beim Erlernen motorischer Fertigkeit -am Beispiel des Trampolinspringens-	Toshiyuki Ichiba	Chuo University
				Cancelled Golf in 1908 London Olympics	Saichi Ichimura	University of Tsukuba
17	:	0 10 20 30 40 50	Chair: Moe Machida (Juntendo University)	A German- Japanese Perspective on Motivational States and In- Game Cognitions in Soccer	Geisler Guido	University of Tsukuba
				The Global Home Advantage in Soccer	Bernd Strauss	University of Muenster
18	:	0 10 20 30 40 50				
19	:	0 10 20 30 40 50	Wellcome Reception : Restaur antt VON			
20	:	0 10 20 30 40 50				

18th September (Thu)				
10:00-10:50	Char: Yasuo Yamaguchi (Kobe University)	Keynote Speech 2 Japanese Contribution to International Development through Sport	Taku Yamaguchi	University of Tsukuba
11:00-11:50	Coffee Break			
11:00-11:50	Char: Dorothee Alfermann (University of Leipzig)	Lern- und Lehreidee der Bewegung - auf Grund des Buches "Fushikaden" 風姿花伝 von "No" Meister; "Seami"	Shunichi Tazuke	Doshisha University
12:00-12:50		Chances and problems of recruitment of athletes with disabilities	Dieter Teipel	Institute of Sport Science Jena
13:00-13:50	Lunch at Faculty Lounge			
14:00-14:50	Poster Presentation			
15:00-15:50	Char: Guido Geisler (University of Tsukuba)	Longitudinal development of BMI, motor abilities, physical self concept and group climate of Dutch and German primary school children after 3- years of daily physical activities	Roland Naul	University of Münster/ Willibald Gebhardt Institute, Essen
16:00-16:50		Psychosocial determinants of premature career termination in sport: A prospective study with adolescent athletes in Saxony	Dorothee Alfermann	University of Leipzig
16:00-16:50	Coffee Break			
17:00-17:50	Char: Roland Naul (University of Muenster)	The need of risk assessment of heat summer and the prevention of heat stroke in Tokyo Olympic 2020	Masao Kanamori	Biwako Seikei Sport College
18:00-18:50				
19:00-19:50	Farewell Party : Japanese Restaurant HANAORI			
20:00-20:50				

19th September (Fri)				
10 : 00	Char: Hironi Miki (University of Tsukuba)	Keynote Speech 3 Hosting the World-class Sports Mega-events in Japan: What will be generated?	Makoto Chogahara	Kobe University
11 : 00	Coffee Break			
11 : 30	Char: Yoshinori Okabe (University of Tsukuba)	Collaborative Research Planning Program for International Students at the Tsukuba Summer Institute for Physical Education and Sport.	Miki Hironi	University of Tsukuba
12 : 00		Evaluation of physical activities and sports in all- day primary schools in the state of North-Rhine Westphalia	Roland Naul	University of Münster/ Willibald Gebhardt Institute, Essen
12 : 30	Closing Ceremony / Information about Next Congress			
13 : 00	<u>Poster session :</u>			
14 : 00	Practical Research on Development through Dance in Environmental Education Yuko Hatano : Kobe Shinwa Women's University			
14 : 30	Specific aspects of inclusion in school from the perspectives of teachers and pupils Dieter Teipel : Institute of Sport Science Jena			
15 : 00	Relationship between the motivational climate and motivation of participation for exercise in college physical education classes Naoya Nagata : Institute of Physical Education, Keio University			
16 : 00	Participation Motives of German Karateists Martin Meyer : Universität Vechta			
16 : 30	Eine Studie über die rechtliche Perspektive der Körperlichen Züchtigung - Vergleich von Japan und Deutschland Junya Sone : Osaka University of Health and Sport Sciences			
17 : 00	Heart Rate Variability as a Parameter of Mental & Physical condition Kisato Kano : Chuo University			
18 : 00				
19 : 00				
20 : 00				

KEYNOTE SPEECH

<Keynote Speech 1>

Physical Education and the development of the physical self-concept : What we know and what we don't know

Prof. Dr. Maike Tietjens : University of Muenster, Germany

<Keynote Speech 2>

Japanese Contribution to International Development through Sport - Value-creation in anticipation of beyond 2020 -

Taku Yamaguchi Ph.D : University of Tsukuba, Japan

<Keynote Speech 3>

Hosting the World-class Sports Mega-events in Japan : What Will Be Generated?

Makoto Chogahara : Kobe University, Japan

< Keynote 1 : 17th Sep. 14:30 – 15:30 >

**Physical Education and the development of the physical self-concept
: What we know and what we don't know
Prof. Dr. Maïke Tietjens : University of Muenster, Germany**

Developing a positive and healthy self-concept is regarded as one of the most important tasks in human development. Consequently, a main research area of developmental psychology is focused on the structure and development of self-concept in childhood, youth, and adolescence (Bracken & Lamprecht, 2003; Harter, 1999). At the same time, self-concept is regarded as an important predictor and as a consequence of behavior (Marsh, Gerlach, Trautwein, Lüdke, & Brettschneider, 2007). Shavelson, Hubner, and Stanton (1976) were the first to suggest a hierarchical model with self-esteem at the apex and several dimensions (similar to those of Bracken & Lamprecht, 2003) at the second level, which then received considerable attention in the psychological literature. From this perspective, self-concept is regarded as multidimensional and consisting of academic and non-academic domains, with the latter also including the physical self. These authors suggested a hierarchically organized, multidimensional self-concept, placing general self-concept at the first and several self-concept sub-domains at the second level. The sub-domains in turn are also assumed to be hierarchically structured.

For the physical self-concept, which in broad terms is defined as entailing all perceptions about one's own body, such as appearance, sports competence, or endurance (cf. Marsh & Redmayne, 1994; Fox & Corbin, 1989), self-related "perceptions are formed through experiences with [an individual's] environment [...], and are influenced by environmental reinforcement and significant others" (Shavelson et al., 1976, p.411).

Gender differences vary substantially in direction and magnitude in many domain specific self-esteem facets (Gentile et al., 2009). Nevertheless, the disparity between males' and females' self-perception does not necessarily describe actual differences in the given abilities (Syzmanowicz & Furnham, 2011). Concerning the physical self-concept, a reasonable amount of studies has shown differences between females' and males' self-perception, such that males score higher than females on most scales, except for appearance (e.g. Aşçi, 2002; Cağlar, 2009, Marsh, 1998, Stiller & Alfermann, 2007). These differences can be interpreted as a function of sport socialization in terms of amount and quality of sport activity: Males generally participate more often in sport activities (e.g. Biddle et al. 2011) and actually achieve higher scores in most of the motor tasks. But they can also be seen as a function of gender stereotypes. Sport is typically regarded as a male-dominated area associated with masculine codes and values. Consequently, females would rate themselves lower on such domain specific self-concepts (Dworkin & Messner, 2004; Messner, 2002).

General changes in the physical activity lifestyle in industrial nations such as Germany can lead to health physical problems like obesity or diabetes, and psychological problematic states, e.g. in the self-concept already in young age. Especially for the implementation of tailored intervention programs it is important to monitor systematically e.g. the physical self-concept of children and to be able to track until youth. Amongst others, developmental changes in cognitive, motor and social abilities as well as behavioral changes take place in this life period. E.g. Differences as well as changes in sport behavior can be observed.

Most of the studies on physical self-concept focus on youth and older age groups, there are only few studies which examine the development, structure and motivational factors of the physical self-concept in childhood (e.g. Harter, 1985; Marsh, 1996; Seyda, 2012; Lohbeck, Tietjens, & Bund 2013).

Focal point of my talk is therefore the investigation of the (physical) self-concept of children and the impact of sport activity, motor skills and various motivational factors in the context of physical education and other sport settings.

Literature : please ask the author

< Keynote 2 : 18th Sep. 10:00 – 11:00 >

**Japanese Contribution to International Development through Sport
- Value-creation in anticipation of beyond 2020 -**

Taku Yamaguchi Ph.D : University of Tsukuba, Japan

New sport development decade is coming to Japan. In 2011, “Sports law in Japan” was revised after an interval of 50 years, and new government sport initiative called “Sport For Tomorrow” (SFT) was launched in 2013, which conceived from a promise made by our leaders as a part of the Japan's bid to host in Tokyo Olympic and Paralympic Summer Games in 2020.

Internationally, the concept of International Development through Sport (IDS) and domestic Development Through Sport (DTS) has been spreading around the world very rapidly by three development framework in 1990's.

Multi-lateral assistances had been leading by UNESCO since 1960's but also many other special UN agencies with IOC families started to work on this field in 1990's, and finally “UN Office on Sport for Development and Peace” (UNOSDP) was established in 2003.

We made use of various effects of sports until now, not only uses as an educational tool in schools but also social development through traditional festival and mega sport events. Organizer of Olympic Games, International Olympic Committee (IOC) had created “Olympism” for their Philosophy. Olympism is a ... exalting and combining in a balanced whole the qualities of body, will and mind, blending sport with culture and education (IOC 2013). And the first legacy initiative ever linked to an Olympic and Paralympic Games, which was led by the London Organizing Committee of the Olympic and Paralympic Games (LOCOG). Those initiatives were completed in June 2014, and now Olympic Legacy will be handed down to Japanese government.

The idea of combining sport and development and its activities are not a new concept in Japan. Japanese government has been sending volunteers since 1965, include sport relate category over 3,000 volunteer to more than 80 developing countries. Those volunteers are not only working for sport development with many sport categories, as well as development of Physical Education, HIV/AIDS prevention or Youth development.

Japanese ODA is not only support human development as well as sending sport equipment and building sport facility in over 90 countries and Japanese Anti-Doping Agency has played a full role in the global fight against drugs in Sport. It has also been established Special NGO's for this DTS/ IDS activities in 1990's, and now other NGO's which take another issue of development studies, also begin to adopting this IDS method into their activities.

Now, Japanese government plan to go further by launching a new government initiative called “Sport For Tomorrow” to promote the Olympic Movement world-wide by Japanese style IDS. SFT has 3 different domain, 1) International Sport Academy, 2) International Sport Contribution, and 3) International Anti-Doping Activities and carry out a support programme to more than 1,000,000 athlete, global citizen, and future Olympian's in over 100 countries for tomorrow.

Focal point of my presentation is to share the possibility of Japanese contribution for International Development through Sport by the SFT programme.

< Keynote 3 : 19th Sep. 10:00 – 11:00 >

**Hosting the World-class Sports Mega-events in Japan
: What Will Be Generated?**

Makoto Chogahara : Kobe University, Japan

International sports mega-events that have been held in the past have left various benefits and legacies on their host cities and countries. Upon reviewing reports and research results regarding these mega-events, I have found that they have the potential to generate benefits that relate from the viewpoint of the activation of “individuals,” “interactions,” “economy,” “culture,” and “the future.” Benefits for individuals are influences on personal views on life and values, which can be seen in the development of a more active lifestyle through sports, cultivation of health improvements and meaningful life goals, self-fulfillment of objectives and obtaining life skills, and active aging. For benefits to interaction, without limiting interaction to event participants, these events may help promote and further relations between regions and countries, as well as family and friendship circles within the various sports activity spheres. They may also increase people’s feelings of commitment and belonging to the local area or the country. Direct and indirect benefits that are expected for economic revitalization may include increased tourism revenue for the municipality, increased profits in the sports industry, publicity for the host city, creation of jobs, revitalization of sports organizations, and an increase in gross domestic sport product (GDSP). People have also focused on possible cultural benefits that will contribute to the actualization of the sports for life culture, volunteering culture, sports tourism culture, a universalized society, and a lively aged society. Furthermore, the philosophy relayed through these events and the messages they send have the potential to spur new social and cultural movements. Benefits for the future mainly involve benefits pertaining to education that is aimed towards today’s youth, and focus on sports for life education, education on the humanities, global understanding, education regarding peace, positive outlooks on future society, views on life, inducing a change in thinking regarding aging and the elderly, effects on worldview, etc.

The issue of how to utilize these benefits and profits generated from these sports mega-events for the host cities and countries to grow and develop, which specifies and targets the legacy, as well as the issue of event plan formulation with the aim to fulfill such legacies, have grown in importance. This holds true especially for Japan, who will be consecutively hosting representative sports mega-events for both elite sporting and sports for life, with the Tokyo Olympics/Paralympics in 2020, and the Kansai World Masters Games in 2021. The expectation for a synchronized legacy generated from the synergy of these two events has been widely noted. The combination of the “spectating” and “cheering” elements of the Olympics/Paralympics events with the “participation” element of the World Masters Games brings about a prime opportunity for the development of a comprehensive sports culture promotion that fused various aspects of sport. The World Masters Games, which will be held in Asia for the first time, compared to the Olympics, is especially aimed more towards the general public and is directly linked to the intangible legacy (“soft” legacy) of increasing the number of those who participate in sports for life and of developing the sports for life culture. Due to this, it is important not to consider this event as a one-time occurrence, but rather to examine it with a long-term outlook for the creation of groundwork concepts for future, by thinking about how to expand the event’s preparation efforts and hosting results not only within Japan, but throughout Asia. During this presentation, I aim to introduce the impact and benefits that will be generated from the consecutive hosting of these international sports mega-events, and to present ideas and possibilities for them.

ORAL PRESENTATION

<Oral - 1 : 18th Sep. 17:00 — 17:30 >

Was verändert sich beim Erlernen motorischer Fertigkeit -am Beispiel des Trampolinspringens-

Toshiyuki Ichiba : Universität Chuo

<Oral - 2 : 17th Sep. 16:30 — 17:00 >

Cancelled Golf in 1908 London Olympics

Soichi Ichimura : University of Tsukuba, Professor emeritus

<Oral - 3 : 17th Sep. 17:00 — 17:30 >

A German-Japanese Perspective on Motivational States and In-Game Cognitions in Soccer

Guido Geisler : University of Tsukuba

<Oral - 4 : 17th Sep. 17:30 — 18:00 >

The Global Home Advantage in Soccer

Bernd Strauss, Dennis Riedl, Kathrin Staufenbiel, Andreas Heuer : University of Muenster, Germany

<Oral - 5 : 18th Sep. 11:30 — 12:00 >

Lern- und Lehreidee der Bewegung - auf Grund des Buches "Fushikaden" 「風姿花伝」 von "No" Meister: "Seami"

Shunichi Tazuke : Doshisha University

<Oral - 6 : 18th Sep. 12:00 — 12:30 >

Chances and problems of recruitment of athletes with disabilities

Reinhild Kemper, Dieter Teipel : Friedrich-Schiller-Universität Jena, Germany

<Oral - 7 : 18th Sep. 15:00 — 15:30 >

Longitudinal development of BMI, motor abilities, physical self concept and group climate of Dutch and German primary school children after 3-years of daily physical activities

Roland Naul & Dennis Dreiskaemper : University of Münster, Germany

<Oral - 8 : 18th Sep. 16:00 — 16:30 >

Psychosocial determinants of premature career termination in sport: A prospective study with adolescent athletes in Saxony

Anna Baron-Thiene : Technical University of Chemnitz, Dorothee Alfermann : Leipzig University, Germany

<Oral - 9 : 17th Sep. 16:00 — 16:30 >

The need of risk assessment of heat summer and the prevention of heat stroke in Tokyo Olympic 2020

Masao Kanamori : Biwako Seikei Sport College, Japan Wakana Matsuo, Yoshifumi Nagai, Seiichi Nakai,

<Oral - 11 : 19th Sep. 11:00 — 11:30 >

Collaborative Research Planning Program for International Students at the Tsukuba Summer Institute for Physical Education and Sport.

Miki, Hiromi : University of Tsukuba, JAPAN

<Oral - 12 : 19th Sep. 11:30 — 12:00 >

Evaluation of physical activities and sports in all-day primary schools in the state of North-Rhine Westphalia

Willibald Gebhardt : Research Institute, Essen, Germany

<Oral - 1 : 18th Sep. 17:00 – 17:30 >

**Was verändert sich beim Erlernen motorischer Fertigkeit
-am Beispiel des Trampolinspringens-**

Toshiyuki Ichiba : Universität Chuo

Das Trampolin gehört zu den kompositorischen Sportarten wie Gerät- bzw. Kunstturnen sowie Rhythmische Sportgymnastik usw., die scheinen einerseits, vom Alltag fernzuliegen, andererseits aber daher attraktiv zu sein. Das Trampolin ist in Japan heutzutage eine selbständige Sportart und das Gerät als ein Hilfsmittel beim Turntraining gebraucht. Die Universität Chuo bietet seit Jahren die Praxiskurse des Trampolins neben Ballspiele, Fitness u.a.m. an. Diese Sportkurse sind im Rahmen eines Hochschulsports betrieben, der für die Studierenden verpflichtend ist.

Es handelt sich nun um das Trampolinspringen. Genauer: wie lehrt und lernt man „Swivel Hips(1/2 Schraube in den Sitz aus der Sitzposition)“. Der Stundenplan der Trampolinpraxen während eines Semesters wird vorgestellt. Und es wird in Bezug auf den „Swivel Hips“-Sprung beschrieben, wie sich die Bewegungstechnik bei den Studierenden verbessert. Neben den äußerlich sichtbaren Veränderungen ist hervorzuheben und zu erörtern, ob und wie die Studierenden durch die Erfahrungen vom Trampolinspringen neue und/oder andere Erkenntnisse gewinnen.

< Oral – 2 : 17th Sep. 16:30 – 17:00 >

Cancelled Golf in 1908 London Olympics

Soichi Ichimura : University of Tsukuba, Professor emeritus

Golf was included in the programme of the Olympics in 1900 (Paris) and in 1904 (St. Louis). The next Olympics were scheduled to be hosted in Rome. However, when Vesuvius erupted in April 1906, Rome declined and London was invited by the IOC to step into the breach. It seemed quite natural that the London's Olympics included golf in the country in which this game was one of the most popular sports having the ancient and venerable tradition. The British Olympic Association (BOA), who was responsible for organizing London's Olympics in 1908, actually planned golf for them. However, the Olympic golf tournament in 1908 was not put into practice, it was abandoned just a few days before the scheduled date of the game.

It is the purpose of this article to examine how and why the scheduled golf came to result in cancellation.

To trace the process from the start through the finish of abandonment the mainly used historical materials were following. Those were American and British newspaper d stories including six stories from the London Times, and three volumes of the club history of the Royal and Ancient Golf Club of St. Andrews (R&A).

As early as 1906, Lord Desborough, a Chairman of the BOA, sent a letter to the R&A that was the controlling body of golf, and to other governing bodies of sports, stating that the BOA had been asked to hold the 1908 Olympics in England, asking each sporting body to lay the matter before its council and to nominate a representative to serve on the council of the BOA for the organizing of the Olympics.

The BOA received satisfactory replies except in the case of the R&A. Desborough decided, in 1907, to entrust the Royal St. George's GC with the organization of the golf competition in the Olympics. The R&A, that kept surprisingly silent at first, later tried to explain that the letter may had never arrived in St. Andrews. After the plan of the golf competition was announced official protest was raised by the chairman of the Green Committee of the R&A with regard to the legitimacy and administrative adequacy of the BOA to conduct golf competitions in the Olympics. This

attitude of the R&S caused British golfers to withdraw to make proper entry to golf. Due to the lack of participants, the golf competition had to be cancelled.

Only the loss of the letter from the BOA may not be the direct cause of the abandoned golf. The club history of the R&A published in 2003 teaches us that the R&A was negative, from start to finish, to golf in the Olympics. After the Olympics, when the R&A asked to send a representative to the British Olympic Committee an appointed one was sent with the reservation that the Committee of Management of the R&A did not think "that golf is a game which is likely to be benefited in any programme of Olympic sports". More than this response, the R&A refused to be cooperative to the Olympics in 1916 and 1920.

From the sources that were referred in this article it can be read that there existed a conflict between the R&A that wanted to preserve the conventional ways of golf tournament which it had developed with effort over a long period of time and the BOA, organizer of the Olympics, who wanted the game of golf to attract a large number of golfers from many countries to participate in the competition. It may be called the conflict between regionalism and globalism in sport, which still lingers today.

<Oral – 3 : 17th Sep. 17:00 – 17:30 >

A German-Japanese Perspective on Motivational States and In-Game Cognitions in Soccer

Guido Geisler : University of Tsukuba

This descriptive, qualitative study used a reversal theory framework to examine the in-game motivational states of 119 intercollegiate soccer players in Germany (59) and Japan (60). Information was also gathered on players' retrospective recall of thoughts and feelings while playing. Motivational data were obtained via the State of Mind Indicator for Athletes (SOMIFA), while in-game cognitions were reported through an open-ended questionnaire. Descriptive data from the SOMIFA suggest that all of the participants were oriented toward the mastery (strength, control) and conformity (follow instructions) motivational states during matches. In addition, the Japanese players reported a stronger endorsement of the telic (serious) state, and they were more sympathetic and alloic (concerned with others' outcomes) than the German cohort. With respect to the salience of these motivational states, the telic orientation was the most dominant for the Japanese players whereas in Germany, it was spread out between the alloic, autic (concern about own outcomes), and mastery states. Other findings, obtained through content analysis, revealed that the German players' thoughts during play reflected appraisals of both personal and team performance. In Japan, in-game thoughts were also centered on personal and team performance, but players reported additional cognitions about representing their teams well and displaying sufficient effort. These results are compared with previous findings with the SOMIFA, in which motivational states are correlated with winning and losing games, and show promise for using the scale to determine players' preferred motivational states during competition (both for optimal performance and player satisfaction). The study also provides a foundation for follow-up cross-cultural work with more elite players.

<Oral - 4 : 17th Sep. 17:30 – 18:00 >

The Global Home Advantage in Soccer

Bernd Strauss, Dennis Riedl, Kathrin Staufenbiel, Andreas Heuer
University of Muenster, Germany

Home advantage is defined as the increased probability to win at home rather than in away games (see e.g. the seminal work by Courneya & Carron, 1992) and can be seen as one of the most prominent effects in sport psychology (Allen & Jones, 2014; Carron et al, 2005; Strauss & MacMahon, 2014). This study investigates the global home advantage in soccer and its change over time. The data was collected from open source online-databases. We analyzed data from the highest (premier) league in 194 of 208 FIFA countries with available data starting in 1888 and up to the season 2011/2012, in total N = 684,162 games. We controlled several confounding variables (e.g., leagues taking place in one stadium) and analyzed home advantage on three major levels (confederation, league, and team). The study includes several variables taken from previous literature that have been discussed as potential moderators for home advantage in soccer (e.g., socio- and economical country variables, e.g. temperature, e.g. league-specific homogeneity). Overall, the worldwide home advantage has decreased since the 1980s but still accumulates to a home winning percentage of 61.9% (of all decided games, without tied games) in the new millennium. With respect to the three major levels we find home advantage variance to be mainly originated on the league level. On this level, the actual global home advantage follows a normal distribution – with an immense variation between the different leagues (from 50 % up to 90%. General country variables yield no contribution for the understanding of home advantage, whereas several league characteristics (e.g. league homogeneity, this is the variation of team strengths in the concerned league) account for about 30% of the variance in home advantage magnitude.

<Oral – 5 : 18th Sep. 11:30 – 12:00 >

Lern- und Lehreidee der Bewegung - auf Grund des Buches "Fushikaden" 「風姿花伝」 von "No" Meister; "Seami"

Shunichi Tazuke : Doshisha University

1. Einleitung

Der Gehirnwissenschaft hat erklärt, dass wie das Gehirn des Top Athleten in der Bewegung funktioniert. Aber es wird nicht gewusst, wie man die Koordinative Fähigkeit bekommen.

Die Schlüssel wurde einen Buch, d.h. "Fushikaden 「風姿花伝」 " gesucht.

2. Die Auslesung des Buches; "Fushikaden 「風姿花伝」 "

Das "Fushikaden " wurde die Philosophie bei „Seami“ geschrieben. Er ist Meister von „No“. Seine Philosophie hat auf seine Erfahrung beruht. Und das "Fushikaden " ist jetzt noch einziges Buch und einzige Philosophie „No“ zu lernen und zu lehren.

In diesen Versuch wurde das Buch; „PHILOSOPHICAL INVESTIGATION INTO THE ZEAMI'S TEECHING OF EXCERCISE AND EXPERTISE“ von „Tadashi Nishihira“ als Auslesung des "Fushikaden benutzt.

3. Lern- und Lehreidee im Buch "Fushikaden 「風姿花伝」

Man darf nicht bis sieben Jahre alt lernen. Es gibt drei Ebene. Als erste Ebene „Miyojin 「未用心」“ handelt man mit

der Unbewusstheit. Man handelt mit der Bewusstsein als Zweite Ebene; „Yojin 「用心」 . Dann als letzte Ebene „Muyojin 「無用心」 “ handelt man mit Bewusstsein der Unbewusstsein. Es gibt neun stufe zu lernen zu Meister. Man soll ab vierte Stufe lernen. Und nach die letzte stufe soll man erste Stufe lernen.

4. Lern- und Lehreidee der Bewegung – auf Grund des Buches “Fushikaden“

Man soll ohne zu lernen von jemandem bis sieben Jahre alt erleben. D.h. original und Talent. Das Talent wird seine Eigenart in der dritte Ebene; „Muyojin. Die Grobkoordination und Feinkoordination der Bewegung sind in der zweite Ebene; „Yojin. Nach erreichende letzte Ebene, d.h. Automatisierung, kann man die Bewegung in erste Ebene; „Miyojin “ und in der zweite Ebene; „Yojin nachahmen. Dann kann man jemanden lehren.

Literatur:

西平直, 世阿弥の稽古哲学 (PHILOSOPHICAL INVESTIGATION INTO THE ZEAMI' S TEECHING OF EXERCISE AND EXPERTISE) , 東京大学出版, 2009

<Oral – 6 : 18th Sep. 12:00 – 12:30 >

Chances and problems of recruitment of athletes with disabilities

Reinhild Kemper, Dieter Teipel : Friedrich-Schiller-Universität Jena, Germany

The concepts of talent identification and training in the paralympic sports have become more and more important and sophisticated. For instance, the Australian Paralympic Committee (APC) manages a number of sports and programs that benefit Australia's paralympians both on the sporting field and in everyday life. This program has expanded on the successes of talent search to take on a greater talent developmental role whilst still retaining its talent identification activities. The U.S. Olympic Committee (USOC), paralympic military & veteran programs provide post-rehabilitation support and mentoring to American servicemen and women who have sustained severe physical injuries. These veterans are introduced to specific adaptive sport techniques and opportunities through clinics and camps. In Germany, the paralympic concept of talent identification and development was criticized for the lack of financial budget, training, scientific staff and media coverage. Since 2001 the high-level disabled athletes were allowed to use the basic service of the Olympic centers.

In the present study specific aspects of **chances** and problems of athletes with disabilities were investigated from the perspectives of groups of athletes, parents, coaches and club officials. 34 persons took part in the qualitative survey by means of a focused interview, among them 10 high-level athletes.

The athletes mentioned as chances the improved concept of high-level sport and of the talent identification for careers in various summer and winter sports by scouts and coaches. Furthermore they pointed out the financial aid and personal assistance also for junior athletes to take part in weekend-training camps and international competitions. The parents mentioned the adequate diagnosis und development of young athletes with a disability and the aid by local coaches and teachers as well as the positive impact on the behavior and personality traits of the junior handicapped athletes. The teachers told about the inclusion of handicapped pupils in classes at regular schools. The coaches stressed the improved financial support and the enlarged educational and training program. The club officials made comments concerning the positive trends of financial sponsoring and the influence of high-level sport for the individual athlete with a handicap.

The problems were seen by the athletes in the lack of knowledge of the specific forms of disabilities and the information transmission from the national paralympic committee to the clubs about the high-level sport for pupils and juniors. **Problems** still existed in the insufficient knowledge about the offers of the Olympic centers, in the

restricted counseling program in the Olympic centers and the limited sponsoring and media presentation. For the parents the insufficient information about various kinds of disabilities, the time-consuming travels to training camps and the temporal absence of their children from home were considered as disadvantages. The teachers manifested a high degree of the uncertainty about the contact with and behavior towards juniors with handicaps in general and in sport disciplines in specific. The coaches were quite skeptical about the ways of interaction and communication with the junior athletes with disabilities, especially in situations of high physical load and psychological stress. The club officials criticized the necessity of financing long travels for training sessions and competitions as well as the limited time for person-related training.

Several specific recommendations for the improvement of the talent identification and development from the perspectives of the athletes with handicap, parents, teachers, coaches and club officials are suggested.

Kemper, R. & Teipel, D. (2010). *Chancen und Probleme der Nachwuchsförderung und Rekrutierung von Leistungssportlern mit Behinderung*. Köln: Sportverlag Strauß.

<Oral - 7 : 18th Sep. 15:00 – 15:30 >

Longitudinal development of BMI, motor abilities, physical self concept and group climate of Dutch and German primary school children after 3-years of daily physical activities

Roland Naul & Dennis Dreiskaemper : University of Münster, Germany

Background

At the cross-border region of Germany and Netherlands, in total 1.235 children (n= 758 German, n= 477 Dutch) aged 6 to 10 in community-based networks of schools, sport clubs and municipality offices for health, education and sport (12 municipalities, 37 primary schools) received a daily physical activity programme of 60 to 90 minutes five times a week over three school years.

Programme

The intervention includes four lifestyle components: exercise, nutrition, screen-time in leisure, geographical movement environment. Beside the five times of physical activity units per week a weekly cross-curricular lesson on benefits of physical activity, healthy nutrition and reduced media consumption was given by expert teachers.

Methods

BMI and motor ability development were measured longitudinally each school year and compared to national reference norms. A children's and a parent's lifestyle questionnaire were applied for the social context (physical activity, nutrition habits, time allocation for electronic devices, child-rearing) including the development of self-concept of the children and the group climate in their school class.

Results

Instead of a control group, data is compared with German national reference data. Hereby children of each cohort show a significant higher level of performance at five motor items (sit ups, pushups, 20m-run, jumping sideward, balancing backwards, $p \leq .001$, $.15 \leq \eta^2 \leq .40$). BMI percentiles mean was reduced significantly for German cohort 2 ($p \leq .001$, $\eta^2 = .10$). Media consume was significantly reduced ($p \leq .001$, $.09 \leq \eta^2 \leq .59$). Physical activity increased significant in German C1 ($p = .039$, $\eta^2 = .03$). Analysis also showed significant correlations of social and psychological parameters with motor abilities and BMI.

<Oral - 8 : 18th Sep. 16:00 – 16:30 >

Psychosocial determinants of premature career termination in sport: A prospective study with adolescent athletes in Saxony

Anna Baron-Thiene : Technical University of Chemnitz, Germany

Dorothee Alfermann : Leipzig University, Germany

Objectives: The primary objective of this study was to predict premature career termination versus career continuation among youth athletes from different sports who were raised in sport schools. These schools are organized such that athletes find an optimal organizational environment for combining school and sport career.

Design: Questionnaire study with 10th graders and two points of measurement one year apart.

Method: At the end of the school year, all 10th graders (52 girls, 73 boys) from five out of six schools of sport in Saxony, a federal state in Germany, filled in standardized questionnaires, measuring psychological variables, deemed as important for a successful career: personality traits (Freiburger Persönlichkeitsinventar – FPI), sport motivation (Sport Orientation Questionnaire – SOQ), and volitional skills (Volitional Components in Sport – VKS). In addition, demographic and sport related information was collected. One year later, while at the end of 11th grade, participants filled in the SOQ and VKS again.

Results: Between the first and second point of measurement 37 athletes had dropped out of sport whereas 88 athletes were still active in their respective sport. Among the dropouts, a majority came from individual sports (n = 31) and relatively more were females. Results show that dropouts reported significantly more physical complaints, less sport motivation and lower volitional skills at Time 1 than still active athletes. At Time 2, the differences between both groups had even increased.

Conclusions: Supportive school environments for dual career management may be helpful for athletes, but the school agenda could be improved by offering psychological training for young athletes, particularly in motivational and volitional skills.

<Oral - 9 : 17th Sep. 16:00 – 16:30 >

The need of risk assessment of heat summer and the prevention of heat stroke in Tokyo Olympic 2020

Masao Kanamori : Biwako Seikei Sport College, Japan

Wakana Matsuo, Yoshifumi Nagai, Seiichi Nakai,

The Mainichi Newspaper pressed that Tokyo heat raises worries for athletes and spectators at 2020 Olympics (October 23, 2013). I received an interview from the Mainichi and answered as follows; Even if the Olympic Games opened in Tokyo in midsummer covers the stands on a roof, heat stays in around seat, and the humidity goes up it, and it is thought that the heat index does not fall down that much. When we make sport facilities, to prevent the outbreak of the heat stroke patient, we make it easy to pass wind of nature, and one devising locating green and a brook, a fountain in the neighborhood is desirable. Recently Japanese have experienced very hot summer and the highest temperature due to the climate change. It is expected that warming keeps being held the Tokyo Olympics 2020 more in the summer, and it is intense heat. We have estimated that how many heat stroke patients and people of emergency conveyance we expected and discussed on the risk assessment and on preventive heat stroke.

<Oral - 11 : 19th Sep. 11:00 – 11:30 >

Collaborative Research Planning Program for International Students at the Tsukuba Summer Institute for Physical Education and Sport.

Miki, Hiromi : University of Tsukuba, JAPAN

Institute of Health and Sport Sciences at University of Tsukuba has organized the Tsukuba Summer Institute for Physical Education and Sport every summer since 2010. In 2014, 84 international and Japanese students participated to one of 4 programs; Sport, Physical Activity and Culture in Japan (SPAC), Laboratory Workshop (Labo), Sport Business Management (SBMGT), and Collaborative Research Planning (CoRP) programs, from July 18th to 25th. The program was developed by David Kirk (Bedfordshire University) and Jackie Goodway (Ohio State University) and led by them and the faculty members of their universities and University of Queensland and University of Tsukuba. The purpose of the program is to examine the process of conducting high quality research in physical education, sports, and physical activity. The participants are divided into international and multi-disciplinary groups of 5-6 to develop a research step by step as follows: 1) Identifying a hot topic, 2) Conduct a literature review and summarize the literature for the hot topic, 3) Identifying a theory, 4) Communicating the importance of the topic, 5) Developing research questions, 6) Identifying the research methods, 7) Identifying outlets to publish and present the research, and 8) Final project presentation. After the program, the participants answered the questionnaire asking their expectation before the program, evaluation after the program, free description about the things that had the largest influence on the “after” ratings, the abilities and attitude they improved, and tips for working with people from different culture and with different research interest. Both English native speakers and non-native speakers rated the program higher than their expectation before the program. The CoRP participants noticed the influence of the program contents, structure, teaching staff, heterogeneous group, and actual practice. Since the participants included undergraduate students and Ph.D. candidates, some Ph.D. candidates negatively evaluated the level of contents.

<Oral - 12 : 19th Sep. 11:30 – 12:00 >

Evaluation of physical activities and sports in all-day primary schools in the state of North-Rhine Westphalia

Willibald Gebhardt : Research Institute, Essen, Germany

Background

Between the years 2009 and 2011 an evaluation study was conducted with eight different modules (A/B) of investigation. The five governmental districts and four social geographical regions of settlement of the state (two different urban and two different rural types) were selected with 5 municipalities and 5 districts. Four different modules of investigations (A) analyzed (1) inquiry of the structure, amount of given PA units within the school year of 2009/10, (2) inquiry of the structure and range of sport clubs which offered PA units at local primary schools, (3) inquiry of gender, job and qualification profile of individual persons who distributed PA units, (4) inquiry of stakeholders of local sport coordination centres of the state sport confederation, local stakeholders of social agencies which organize the complete after-school programme. Four B-modules served as case studies on gender, health, participation and social integration.

Sample

In total 426 primary schools (74,5% of all primary schools of the 5 municipalities/regions), 178 sport clubs of 1.859 (9%), and 263 individual persons (32%) who conducted PA & sports at the schools in the afternoon participated in the study.

Methods

A mixture of online inquiries, written questionnaires, short telephone interviews were used and supplemented each other for the different target groups of the A modules.

Results

Extra-curricular PA and sports in the afternoon is given at 98% of the new all-day primary schools; 62% are related to a single sport with the most favorite of football and dance. There are 4,2 PA and sport offers at each school with 1,7 offers per child per week on average. Half of the offers come from sport clubs (51%), 63% of instructors are female.

POSTER PRESENTATION

18th Sep. 14:00 – 15:30

<Poster – 1 >

Practical Research on Development through Dance in Environmental Education

Yuko Hatano : Kobe Shinwa Women's University

<Poster – 2 >

Specific aspects of inclusion in school from the perspectives of teachers

Reinhild Kemper, Stefan Beckert, Thomas Vetter, Stefanie Schmidt

Institut für Sportwissenschaft, Friedrich-Schiller-Universität Jena, Germany

<Poster – 3>

Relationship between the motivational climate and motivation of participation for exercise in college physical education classes.

Naoya Nagata, Ken Yamauchi, Reiko Sasaki, Hirohito Kato, and Akihiko Kondo

: Institute of Physical Education, Keio University

<Poster – 4>

Participation Motives of German Karateists

Dr. Martin Meyer, University of Vechta, Prof. Dr. Peter Kuhn, University of Bayreuth, Germany

<Poster – 5 >

Heart Rate Variability as a Parameter of Mental & Physical condition

Kisato Kanoh : Chuo University, Jun Satomi : Ritsumeikan University,

Japan Yasumitu Tanaka : Panasonic Co.Ltd, Japan

<Poster – 6 >

Eine Studie über die rechtliche Perspektive der Körperlichen Züchtigung -Vergleich von Japan und Deutschland-

Junya Sone : Osaka University of Health and Sport Sciences, Japan

<Poster – 1>

Practical Research on Development through Dance in Environmental Education

Yuko Hatano : Kobe Shinwa Women's University

The Ministry of Education, Culture, Sports, Science and Technology emphasizes education for supporting sustainable development, and interest in environmental education has been increasing recently in schools. One example is environmental education as a topic in cross-curricular comprehensive education.

In 2008, the year that a revision of the Guidelines for the Course of Study was announced, Kobe hosted the Environment Ministers Meeting. At the time, sorting of household waste was not conducted, and events by local governments relating to educating the public on global environmental considerations from the perspective of sorting household waste and environmental education were conducted.

This paper provides information on development support through dance in environmental educational activities conducted by the author.

In Kobe City, a waste-sorting mascot called Waketon, a waste-sorting jingle called the Waketon Song, and a Waketon dance that expresses the content of the song were proposed. In response to a request from the Environmental Bureau, the author performed at a G8 event, dispatched dancers and volunteers to the Environmental Bureau booth and school and local events, and conducted various other environmental educational activities. The Environmental Bureau commended the dances and performances created by the author, and there were reports in the news media. As a result of these reactions, the author came to the realization that environmental education using dance and performance can be effective means of conveying messages different from text and words. Based on the practical research, the author will continue investigating the potential of development support including environmental education using dance.

<Poster – 2>

Specific aspects of inclusion in school from the perspectives of teachers

Reinhild Kemper, Stefan Beckert, Thomas Vetter, Stefanie Schmidt : Institut für Sportwissenschaft, Friedrich-Schiller-Universität Jena, Germany

By the ratification of the UN-Convention on the rights of persons with disabilities in 2009 the German government committed to the implementation of this law of education on all school levels, at work and in leisure and sport. The paragraphs 7 and 24 in specific are related to general education. These articles ensure all persons with handicaps and special needs the right of free access to all kinds of education. For the education of children on all school levels this law implies a high amount of adaptation of the organisation, the staff and the contents of lessons. According to the study of Sasse and Schulzeck (2012), the inclusive lessons at specific school levels were still associated with several kinds of reservations and negative connotations of the teachers, the parents, the children and pupils. The teachers seemed to have not yet enough knowledge, experience and measures to cope with the new and unusual requirements of the inclusive lessons. The present study emphasizes the analysis of specific attitudes of the teachers towards inclusion in general and inclusive lessons and the associated challenges by means of qualitative interviews.

In terms of a qualitative pilot study problem-centered interview were conducted. 40 teachers (25 female, 15 male) with an average age of 44 years participated in the interview survey. 30 teachers had some experience with inclusion in classes, whereas 7 teachers had only a low degree of knowledge. 16 teachers worked in primary schools, 7 teachers in integrative primary schools, 2 teachers in a comprehensive school and 5 teachers in comprehensive schools with

inclusion. 10 teachers were active in secondary schools and 7 teachers in Gymnasiums. 39 teachers taught physical education on the various school levels.

The findings of the qualitative studies show that almost all teachers had a positive attitude towards inclusion of pupils with handicaps, even though some teachers displayed notions of uncertainty, anxiety and disapproval in the interaction with pupils with disabilities. All 40 teachers with short-term to long-term experience at school were sure that they had not been sufficiently prepared for the requirements of the inclusive school and in specific for inclusive lessons.

Some teachers had taken part in specific additional courses of special education for handicapped children and thus had acquired basic and advanced knowledge about inclusion. Other teachers wished more opportunities of seminars and practical instructions in order to enhance their experience with handicapped pupils and enrich their personal behavior.

The findings of the present qualitative study confirm the results of Sasse and Schulzeck (2012) that the majority of the teachers had a positive attitude towards inclusion at school, but that several reservations and prejudices against common lessons of nonhandicapped and handicapped pupils were still present. These reservations apparently resulted from the insufficient educational program and training of teachers of physical education. By means of positive changes of attitudes and the reduction of negative views of the handicapped persons the idea of an inclusive school and also part of the whole society can be realized in the future. This goal can predominantly be reached by frequent contacts and mutual understanding of nonhandicapped and handicapped children, pupils and adults. Sasse, A. & Schulzeck, U. (2012). Das Netzwerk für gemeinsamen Unterricht in Thüringen. *Gemeinsam leben. Zeitschrift für Inklusion*, 1, 44-50.

<Poster – 3>

Relationship between the motivational climate and motivation of participation for exercise in college physical education classes.

**Naoya Nagata, Ken Yamauchi, Reiko Sasaki, Hirohito Kato, and Akihiko Kondo
Institute of Physical Education, Keio University**

Introduction

One purpose of Japanese college physical education classes is to encourage students to develop a habit of exercise that continues throughout their lives. For many students college physical education classes are the last opportunity to learn about exercise and sports, and to develop healthy exercise habits that will persist following graduation. Japanese exercise habits are influenced by an intrinsic motivation to participate in exercise (Fujita and Sugihara, 2007). It is well known that intrinsic motivation can be promoted by a mastery climate (Gutierrez et al., 2010), and Nakasuga et al. (2012) showed the positive effects of such a motivational environment in a Japanese junior high school. However, it is not clear whether a mastery climate would improve intrinsic motivation in college physical education classes. The purpose of this study is to clarify the relationship between the motivational climate and intrinsic motivation for exercise in college physical education classes.

Methods

The participants of this study were 141 students (18–25 years old) that had enrolled in classes for basketball, aerobics, fitness training, jogging, or walking. We used the motivational climate questionnaire for physical education classes in Japanese (Isogai et al., 2008) and the motivation scale for exercise adherence based on self-determination theory (Matsumoto, Takenaka, and Takaie, 2003) were used. The two scales were modified for college-level physical

education classes. The exercise motivation scale was measured in the first and final classes, and the motivational climate questionnaire was measured in the final class only. In this study, we analyzed the covariance of mastery and performance climate to assess their effect on student motivation in the final class.

Results & Discussion

External regulation and amotivation increased as a result of classes, indicating a decline in motivation for exercise participation. Additionally, external regulation and amotivation were affected by initial levels of motivation (at the start of classes) and the class performance climate. Data suggest that performance climates had a negative influence on motivation for exercise participation in college physical education classes. On the other hand, intrinsic motivation, identified regulation, and introjected regulation that were already high did not change. This may have been due to the fact that classes were optional and therefore, students began with high motivation.

<Poster - 4>

Participation Motives of German Karateists

Dr. Martin Meyer, University of Vechta
Prof. Dr. Peter Kuhn, University of Bayreuth

Keywords: motivation theory – sport motives – martial arts – participation access

The study analyzed the motives of German people to exercise Shotokan karate. This investigation was linked with side projects, which dealt with temporal stability of these motives and their emotional substantiation. Additionally, the circumstances under which German people started exercising karate (such as the development of interest) had been determined to reveal different kinds of access to karate. Furthermore, possible relations between personal parameters (e.g. age and sex) and motives of practice had been examined.

With regard to the theoretical sampling, 32 German karateists had been acquired for a qualitative survey. In total, the study identified 60 motives that had been assigned to 22 major categories and classified into five columns. Many of these motives are subject to time-related instabilities and different emotions which are partly contrary (such as fear and thrill). Some of these motives correlate with personal factors (such as health, performance and social motives). Furthermore, the intention mainly derivated from encountering martial arts in the media. As a result, most of the subjects participated in the survey were faced with the philosophical background and the exceptional motion dynamics of martial arts. The reasons which finally initiated martial arts training in general and karate training in particular are mostly arbitrary (e.g. social interaction or advertisement of sport clubs).

Columbus, P. & Rice, D. (1998). Phenomenological meanings of martial arts participation. *Journal of sport behavior*, 1 (21), S. 16-29.

Heart Rate Variability as a Parameter of Mental & Physical condition

Kisato Kanoh : Chuo University, Japan

Jun Satomi : Ritsumeikan University, Japan

Yasumitsu Tanaka : Panasonic Co.Ltd

Heart rate variability (HRV) is the physiological phenomenon of variation in the time interval between heartbeats. It is related to interaction between sympathetic and parasympathetic influences at sinoatrial node in the heart. The greater the variation, the stronger is the function of the parasympathetic nerves, and it can be considered that the body and mind are in a relaxed condition. For athletes who repeat intense training, it is extremely important to retain the function of parasympathetic nerves, to take enough sleep and rest and to recover when they don't exercise.

Purpose: To examine whether measuring HR and HRV would be efficient for athlete to evaluate their daily condition. We also examine the difference of autonomic function in male workers with and without metabolic syndrome.

Methods: The Autonomic Nervous activity entering the heart is analyzed using 3 different apparatus. That is to say, nocturnal HRV was measured by Polar Pro Trainer5 or Acti HR4 (ITC) in healthy male subjects with a habit of physical training. And the influence of posture changes on control of ANS was estimated by Crosswell-made "Kiritumeijin"(3 min at sitting position following 2 min at standing position) in male workers.

Results and Conclusion: HR and HRV would be useful indices for monitoring athlete's mental and physical condition during stressful training period. Measuring HR and HRV would be also helpful for checking the disturbed autonomic function in subjects with metabolic syndrome.

With the progress of the appropriate apparatus, additional applied studies are expected to increase. But further research is needed to establish a theory and methodology.

Participants and the Number of presentation

	Name	Institution	German /Japan
※ 1	Maïke Tietiens	University of Muenster	G
※ 2	Bernd Strauss	University of Muenster	G
3	Dieter Teipel	Institute of Sport Science Jena	G
4	Roland Naul	University of Münster/ Willibald Gebhardt Institute, Essen	G
5	Martin Meyer	Universität Vechta	G
※ 6	Dorothee Alfermann	University of Leipzig	G
※ 7	Makoto Chogahara	University of Kobe	J
※ 8	Taku Yamaguchi	University of Tsukuba	J
9	Geisler Guido	University of Tsukuba	J
10	Yuko Hatano	Kobe Shinwa Women's University	J
11	Yasuo Yamaguchi	Kobe University	J
12	Moe Machida	Juntendo University	J
13	Hiromi Miki	University of Tsukuba	J
14	Masato Fujii	Fukuoka University	J
15	Hisashi Sanada	University of Tsukuba	J
16	Masao Asada	International Pacific university	J
17	Yoshinori Okade	University of Tsukuba	J
18	Kisato Kano	Chuo University	J
19	Akihiko Kondo	Institute of Physical Educatin, Keio University	J
20	Makoto Sato	National institute of Technoogy,Numazu College	J
21	Junya Sone	Osaka University of Health and Sport Sciences	J
22	Fumio Takizawa	Faculty of Education, Chiba University	J
23	Naoya Nagata	Institute of Physical Educatin, Keio University	J
24	Masao Kanamori	Department of Sport and Health, Biwako Seikei Sport College	J
25	Toshiyuki Ichiba	Chuo University	J
26	Shunichi Tazuke	Doshisha University	J
27	Soichi Ichimura	University of Tsukuba	J
28	Hidehiro Kasano	University of Tsukuba	J
29	Kondoh Tomoyasu	Nippon Sport Science University	J
30	Harada Noboru	Keio Research Institute at SFC	J
31	Tasuku Konno	University of KinDAI Himeji	J
32	Ken Yamauchi	Institute of Physical Educatin, Keio University	J
33	Hirohito Kato	Institute of Physical Educatin, Keio University	J
34	Katsuhiro Okazaki	Tokai University	J
Presentation	Key note speech	3	
	Oral Persentation	12	
	Poster Presentation	2	

The 9th Japan German Sport Science Symposium

The Organizing Committee for
The 9th Japan German Sport Science Symposium
Chair, Michiyoshi Ae, Ph.D.

Dear Colleague

In 1994, just after the unification of West and East Germany, the 1st Japan German Sport Science Symposium was held in Berlin. After that the first Symposium, the Symposium was held in 1996(Tokyo), 1998(Essen), 2000(Velen), 2002(Kyoto), 2005(Jena), 2010(Tokyo), and 2012(Muenster).

This year, in 2014, the Symposium will be held at Keio University in Japan as below based on the agreement for Academic Exchange between the Japan Society of Physical Education, Health and Sport Sciences (JSPES) and the German Society of Sport Science (dvs).

It is our great pleasure to welcome many delegates in this Symposium.

1. Date: 2014.9.17 (Wed.)-19 (Fri.)
2. Place: Keio University, Hiyoshi Campus
(<http://www.keio.ac.jp/ja/access/hiyoshi.html>)
3. Promoter: The 9th Japan German Sport Science Symposium Organizing Committee
4. Support: The Japan Society of Physical Education, Health and Sport Sciences
(JSPES)
The German Society of Sport Science (dvs)
Keio University
5. Organizing Committee: Michiyoshi Ae, Yasuo Yamaguchi, Yoshinori Okade,
Moe Machida, Kuno Hottenrott, Jenifer Franz
6. Implementing Committee: Akihiko Kondo, Yasuo Yamaguchi, Yoshinori Okade,
Moe Machida, Masao Asaoka, Toshiyuki Ichiba,
Shunichi Tazuke, Tomoyasu Kondo, Masato Fujii
7. Themes: Possibility of Sport for Social Development
 - 1) Social Impact of Mega Sport Event
 - 2) Possibility of Education on Value of Sport
 - 3) Assessment of Investment and Benefit
8. Form of Presentation: Oral and Poster
9. Important Dates:
Open for abstract submission and registration: 2014.4.21
Close of abstract submission: 2014.7.30
Close of registration: 2014.9.1
Abstract should be written in 300 words.
Registration will be open through the website:

10. <http://jgsss.jspehss-entry.com/>

11. Attendance Fee (Including Welcome Party (9/17) and Lunch (9/18)):

20,000 JPY, 15,000 JPY (Student)

12. Program

	2014.9.17 (Wen.)	2014.9.18 (Thur.)	2014.9.19 (Fri.)
10:00		Keynote Speech 2(Japan) Japanese Contribution to International Development through Sport Prof.Taku Yamaguchi(University of Tsukuba)	Keynote Speech 3(Japan) Hosting the World-class Sports Mega-events in Japan:What will be generated? Prof.Dr.Makoto Chogahara(Kobe University)
11:00		Coffee Break	Coffee break
11:30		Poster Presentation 1	Oral Presentation 4
12:00			
12:30		Lunch	Closing Ceremony(Next Symposium)
13:00	Registration		
14:00	Opening Ceremony: Greeting from the Presidents in both Societies	Oral Presentation 2	
14:30	Keynote Speech 1 Physical Education and the development of the physical self- concept: What we know and what not. Prof. Dr. Make Tietjens (University of Muenster)		
15:00		Coffe break	
15:30	Coffee break	Oral Presentation 3	
16:00	Oral Presentation 1		
17:00			
18:00			
19:00	Welcome Party	Farewell Party	

13. Registration: Please fill the following items:

Name					
Affiliation					
Contact Address	Zip code				
	Tel				
	Fax				
	e-mail				
Presentation	Presentation	Yes	No	Please check either	
	Titel				
	Form	Oral	Poster	Please check either	
Accommodation	Date	Sep.16th(Tu.)	Sep. 17th(Fri.)	9月18日 (Thu.)	Se.19th(Fri.)
	形式	Sing(5,000JPY)	Sing(5,000JPY)	Sing(5,000JPY)	Sing(5,000JPY)
		Twin with Parter (9,000JPY)	Twin with Parter (9,000JPY)	Twin with Parter (9,000JPY)	Twin with Parter (9,000JPY)
Welcome Party	Sep.17th(Inc. in Regstratyon Fee)	Participate	Please check either		
		Not Participate			
Dinner	Sep.18th (Thur.) 6,000JPY	Participate	Please check either		
		Not Participate			

After your registration, we will send the bank account information for you to transfer the registration fee.

14. Contact Address

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Agreement for Academic Exchange

The Japan Society of Physical Education, Health and Sport Sciences (JSPEHSS) and the German Society of Sport Science (dvs) constitute the following agreement for academic exchange to develop and promote academic exchange and culture cooperation between the two societies.

Contents

1. Scientific publications, materials and information shall be exchanged between the two societies.
2. Both societies shall agree to hold academic exchange sessions through mutual agreements when they hold their own scientific conference.
3. Both societies agree to dispatch researchers to attend the academic exchange sessions or whenever the occasion demands.
4. Both societies mutually support the academic exchange and its related activities.

Conditions

1. Both societies will announce the name of their liaison annually at the beginning of January.
2. The contents of the academic exchange sessions and request for attendance of researchers shall be announced in due time to the conference, approximately 6 months before.
3. The names of researchers to be sent to the conference (up to two persons per year) shall be announced by the partner society two months in advance.
4. The round trip airfare for the researchers shall be covered by the dispatching society. All other transportation and accommodation shall be provided by the hosting society.

This agreement will be valid for a period of four years. By mutual consent of both societies, the agreement can be revised whenever necessary.

Date

Date

Prof. Tetsuro Yamanishi
President
Japan Society of Physical Education,
Health and Sport Sciences

Prof. Dr. Dorothee Alfermann
President
German Society of Sport Science

