

## 口頭発表 Oral Presentations

日時：9月23日（土）13：30～14：30  
会場：2202（教育研究棟 2F）  
座長：宮崎 明世（筑波大学体育系）

Time: Saturday 23rd 13：30-14：30  
Room: 2202  
Chair: Akiyo Miyazaki

1220201-04-01 (p.57) 13：30-13：45

馬産業にみるドーピング問題の未来

\*近藤 良享<sup>1</sup> (1. 名古屋学院大学)

1220201-04-02 (p.57) 13：45-14：00

大学と地域が連携したパラリンピック教育活動～継続可能なシステム構築とその発展に関する事例報告～

\*安藤 佳代子<sup>1</sup> (1. 日本福祉大学)

1220201-04-03 (p.58) 14：00-14：15

The Implementation of Olympic Education in Taiwan

\*Ting-Hsiang Lin<sup>1</sup>, Lung Hung Chen<sup>1</sup>, Hsia-Hung Ou<sup>1</sup> (1. National Taiwan Sport University)

1220201-04-04 (p.58) 14：15-14：30

Relationships Between Social Support, Dual Career Competence and Career Beliefs Among College Student-Athletes

\*Jou-Chen Chen<sup>1</sup>, Chung-Ju Huang<sup>1</sup> (1. University of Taipei)

日時：9月23日（土）13：30～14：30  
会場：3201（教育研究棟 2F）  
座長：吉野 聡（茨城大学）

Time: Saturday 23rd 13：30-14：30  
Room: 3201  
Chair: Satoshi Yoshino

1320101-04-01 (p.59) 13：30-13：45

スポーツ教育モデルの導入と実施過程における事例課題

\*和田 博史<sup>1</sup>、瀬戸口 洋平<sup>2</sup>、岡田 雄樹<sup>3</sup> (1. 育英大学、2. 奄美市立朝日中学校、3. 京都教育大学)

1320101-04-02 (p.59) 13：45-14：00

How TPSR Intervention Improves Students' Tripartite Efficacy in Physical Education

\*Min Pan<sup>1</sup>, Wei-Ting Hsu<sup>1</sup> (1. National Dong Hwa University)

1320101-04-03 (p.60) 14：00-14：15

Implementation of Cooperative Learning Model with Teams Games Tournament (TGT) Method to Improve Critical Thinking

\*Mei-Yao Huang<sup>1</sup>, Chien-Chih Chou<sup>2</sup>, Shiao-Yin Lin<sup>1</sup> (1. National Taiwan Sport University/Graduate Institute of Physical Education, 2. University of Taipei/Graduate Institute of Sport Pedagogy)

1220201-04-03

## The Implementation of Olympic Education in Taiwan

\*Ting-Hsiang Lin<sup>1</sup>, Lung Hung Chen<sup>1</sup>, Hsia-Hung Ou<sup>1</sup>

1. National Taiwan Sport University

The ancient Greek Olympic Games date back to 776 BC. Since the revival of the modern Olympic Games in Athens, Greece in 1896, after a century of development, Olympic activities have spread to 206 countries and regions worldwide, establishing it as one of the four most significant global sporting events. It has evolved into an internationally diverse, lively, and vibrant celebration. While the Olympic Games have introduced competitive sports for humanity, the question remains: can the core values of the Olympic Games, such as friendship, respect, and excellence, be embraced universally to achieve an ideal state of truth, kindness, and beauty? Hence, this paper aims to employ narrative research to depict how the Chinese Taipei Olympic Committee designs educational programs to promote the Olympic spirit among the younger generation. In conclusion, our findings demonstrate that these Olympic activities strive to enhance the physical and mental well-being of the younger generation through sports, while also aiding them in embracing these values through a variety of educational initiatives. Through sports education and participation, the younger generation can develop their character and leadership skills, ultimately fostering a deep-rooted connection to the Olympic spirit within their hearts.

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1220201-04-04

## Relationships Between Social Support, Dual Career Competence and Career Beliefs Among College Student-Athletes

\*[jou-chen chen](#)<sup>1</sup>, Chung-Ju Huang<sup>1</sup>

1. University of Taipei

The career development of athletes is a topic that is widely discussed and continues to be of great importance. As athletes age and accumulate years of involvement in sports, their future career development is increasingly recognized as a crucial aspect. Factors that influence athletes' confidence in transitioning to future careers involve the level of social support they receive and their ability to balance the roles of athlete and student. Therefore, this study aims to examine the relationships between family social support, dual-career competence, and career beliefs among college student-athletes. A total of 109 valid questionnaires were collected from college student-athletes (67 males, 42 females) with an average age of  $20.8 \pm 0.99$  years. The measures used were the Social Support Scale, Dual-Career Competence Scale, and Career Beliefs Scale. The result showed that family social support and dual-career competence positively predicted career beliefs among college student-athletes. In conclusion, when college student-athletes are able to balance their roles as athletes and students while receiving greater family social support, their confidence in career planning can be enhanced. The finding contributes to a better understanding of supporting college student-athletes' career development. Enriched social support from family and improved ability of athletes to manage dual career are important.