出國報告 (出國類別：考察)

赴紐西蘭奧克蘭大學(University of Auckland)、奧克蘭科技大學(Auckland University of Technology)及澳洲格里菲斯大學(Griffith University)考察訪問團報告

服務機關：國立臺北護理健康大學運動保健系

姓名職稱：郭堉圻　運動保健系副教授兼系主任

黃奕清　運動保健系教授兼教務長

廖翊宏　運動保健系助理教授級教學人員

派赴國家：紐西蘭、澳洲

出國期間：101/11/10 – 101/11/17

報告日期：102/01/23

101 年度　國立臺北護理健康大學 運動保健系

赴紐西蘭奧克蘭大學、奧克蘭科技大學及澳洲格里菲斯大學考察訪問

團報告

摘要

本次參訪澳洲與紐西蘭頂尖大學的考察動機在提升國內健康照護相關技職教育的水準，提升本校在運動健康領域之國際化，同時希望能了解紐澳先進國家之健康照護體系專業教育與運動指導教育模式之優勢，主要目的有以下三點:（一）希望達到簽訂合作備忘錄與締結姐妹校，為本校學生開發海外實習場域。（二）開拓兩校教師教學合作與學生國際專業學習的管道。（三）強化本系健康促進專業課程和學生實習環境的國際化。並期盼透過本次參訪考察研擬雙方學術發展、雙聯學制的建立、學生的交流、姐妹校的締結及學生海外實習場所的建置。

目　次

101 年度　國立臺北護理健康大學 運動保健系

赴紐西蘭奧克蘭大學、奧克蘭科技大學及澳洲格里菲斯大學考察訪問團報告本文

壹、目的

近年來紐澳經濟發展快速，政治安定，教學卓越，尤其當地有完善的技職體系。因此，本次計畫目標旨在於參訪澳洲格里菲斯大學(Griffith University)和紐西蘭奧克蘭大學(University of Auckland)、奧克蘭科技大學(Auckland University of Technology)在健康促進的創意教學、學術研究與教育推廣等軟硬體設施，並研擬雙方學術發展、雙聯學制的建立、學生的交流、姐妹校的締結及學生海外實習場所的建置。

反觀，為配合本校中長程計畫中「健康促進」的主軸，因此本計劃擬以實地參訪澳洲格里菲斯大學和紐西蘭奧克蘭大學、奧克蘭科技大學為主要目標，除了考察該校師資結構與硬體設備外，並透過實際拜會學校代表並商討建立學術合作關係的可能性。希望逐年開設國際運動保健實務課程，每年選送優秀學生至少 2-3 名赴該校進行海外實習 2-3 週，培養學生國際運動保健專業與實務知能，並提供參與學生抵免實習課程 2 學分。本計劃擬與該校簽訂學術合作備忘錄，推動教師交流與學術研究合作，合作模式包括選派優秀教師至該校運動與休閒學院擔任客座教授，和邀請運動保健國際學者來校協同教學與學術研究合作，建立本系開設全英語授課之基礎與引進國際運動保健課程創意教學模式。

本次參訪之主要目標有三點，陳述如下：

一、希望達到簽訂合作備忘錄與締結姐妹校

二、開拓兩校教師教學合作與學生國際專業學習的管道

三、強化本系健康促進專業課程和學生實習環境的國際化

貳、 過程

一、　參訪計畫行程

本次參訪考察的行程共計八天(101/11/10 – 101/11/17)，主要考察澳洲與紐西蘭兩個在運動與健康科學的先進國家，在參訪流程上，主要分為以下幾個部分，分別陳述如下：(一)首先至澳洲格里菲斯大學黃金海岸校區復健科學學院參訪，並與代理院長 Dr. Morris 會面，洽談有關建立姊妹校與建置海外實習交換課程的意願，及鼓勵雙方教師可共同進行學術研究；(二)後搭機

赴紐西蘭奧克蘭市，參訪紐西蘭奧克蘭科技大學，會晤運動休閒學院院長 Dr. Duncan 教授，商討如何與推廣學生海外實習與技職教育結合，參觀紐西蘭國家運動員訓練中心，了解該校運動科學訓練與教育的實際情況；(三)其三是參訪奧克蘭大學教育學院，瞭解紐西蘭學校體育教育與體育教師培育的作法，作為本校推動運動指導與健康教育之參考，同時洽談有關建立姊妹校與建置海外實習交換課程或暑期短期課程的意願。

本次參訪考察共只有八天的時間，在紐西蘭與澳洲兩國共安排參訪了三所世界級的頂尖大學(澳洲格里菲斯大學、紐西蘭奧克蘭科技大學、紐西蘭奧克蘭大學)，故行程相當緊湊，因此本校代表團僅就原先所設定的目標，作重點式的瞭解並就初期的合作模式進行討論與規劃。

欲進一步建置相關海外實習課程與鼓勵教師進行研究，將有必要進一步與此三所大學的重要管理階層持續接觸，同時針對校內相關課程進行改進與規劃，進一步與合作大學之學術結構接軌。另外，若有締結姊妹校與規劃「雙學聯制」的計畫，應有必要邀請紐西蘭與澳洲等三所大學之國際交流辦公室相關人員與相關學院院長前來臺進行洽談締結姊妹校或參訪本校教學與課程等後續事宜。

二、 參訪學校之學、研究、國際合作概況

參訪地點	組織	目標	運作與功能
澳洲格里菲斯大學 **(Griffith University)**	公立大學 昆士蘭州 共有五個校區 澳洲第 18 大 全球前 400 大 44,000 名學生 11,000 位國際生 研究所(碩、博士) 大學部 與超過 230 個國際單位合作	復健科學學院-復健醫學 -運動科學 -運動教練學 -運動心理學 -物理治療	復健科學學院 1、復健醫學 物理治療組 骨骼與肌肉物理治療組 運動物理治療 2、健康運動科學 運動生理組 運動教練組 運動心理組 運動管理組
紐西蘭奧克蘭科技大學 (AUT)	公立大學 奧克蘭市 紐西蘭第 3 大 全球前 100 大 27,141 名學生 3,154 名國際生 研究所(碩、博士) 大學部	運動休閒學院 -運動科學 -運動教練學 -運動心理學	運動休閒學院 1、 運動競技科學 紐西蘭國家訓練中心 競技運動科學研究 奧克蘭科技大學運動與體適能中

	與超過 200 個國際單位合作		心 2、 運動教練學 優秀選手之運動教練 運動訓練法研究 3、 學校體能促進 學校體適能促進 職場健康促進研究
紐西蘭奧克蘭大學 (University of Auckland)	公立大學 奧克蘭市 紐西蘭第 1 大 全球前 50 大 教育學院全球 37 名 40,000 名學生 4,300 名國際生 研究所(碩、博士) 大學部 與超過 300 個國際單位合作，包括：臺灣大學與臺灣師範大學	教育學院 -學校體育教育 -學校體適能 -運動教練學 -幼兒體育學	教育學院體育組 1、 體育與運動指導 中小學體育教師培訓 運動教育學研究 運動教練學研究 體育教學方法研究 2、 運動科學 主要與運動科學學院合作

三、 參訪紀實

1. 會議內容摘述

澳洲格里菲斯大學 (Griffith Univeristy)

國立臺北護理健康大學人類發展與健康學院運動保健系郭主任堉圻、黃教務長奕清、廖翊宏教師等，與復健科學學院代理院長 Dr. Morris 教授洽談有關格里菲斯大學與國立臺北護理健康大學締結姊妹校事宜，並討論建立學生海外實習與見習機制、教師互訪進行短期國際合作研究相關事項，雙方就建立海外實習與研究合作達成初步共識，相關細節將等待雙方內部商討與持續連繫後，再進行後續實質合作。同時，Dr. Morris 亦安排本校代表團與該學院進行相關研究主題的教授(Dr. Beck、Dr. Minahan、Dr. Ryan、Dr. Morris、Dr. Sabapathy 等)，進行個別實驗室與研究主題的介紹，並討論未來可能之跨國研究之合作方向。

紐西蘭奧克蘭大學 (University of Auckland)

國立臺北護理健康大學人類發展與健康學院運動保健系郭主任堉圻、黃教務長奕清、廖翊宏教師等，與教育學院體育課程負責教授 Dr.Hope (Hope 教授同時身兼奧克蘭大學副國際長，主要負責教育領域之國際合作)及國際交流辦公室主任 Ms. Ma 洽談，共同商討有關奧克蘭大學與國立臺北護理健康大學建立學生海外實習與見習機制、華語學習交流、教師互訪短期研等事項，奧克蘭大學教育學院初步同意協助開設短期海外學習課程，並提供本校運動或教育相關學生赴紐西蘭奧克蘭大學進行短期進修，但相關細節將等待雙方內部研議後，進行後續實質教學合作。

紐西蘭奧克蘭科技大學 (Auckland University of Technology，AUT)

國立臺北護理健康大學人類發展與健康學院運動保健系郭主任堉圻、黃教務長奕清、廖翊宏教師等，與運動競技學院院長 Dr. Duncan 會面拜訪，同時參觀紐西蘭政府設立於奧克蘭科技大學內的國家訓練中心與相關實驗室，進一步了解紐西蘭政府利用高等教育機構設置國家訓練中心的執行方式。會中並與 Dr. Duncan 共同討論有關奧克蘭科技大學與國立臺北護理健康大學建立學生海外實習與見習機制；目前，AUT 傾向先進行教師研究交流，在討論後續教學實習之合作事宜，相關細節將等待雙方內部研議後，再進行後續實質合作。

2. 學校主管會面與教學設施暨實驗室參訪

1. 澳洲格里菲斯大學國際交流組晤談、實驗室參觀 (詳如附件)

照片說明：國立臺北護理健康大學人類發展與健康學院運動保健系郭主任堉圻、黃教務長奕清、廖翊宏教師等，與<u>澳洲格里菲斯大學</u> (Griffith Univeristy) 復健科學學院代理院長 Dr. Morris 教授、Dr. Beck、Dr. Minahan、Dr. Ryan、Dr. Morris、Dr. Sabapathy 等，進行個別實驗室與研究主題的介紹，並討論未來可能合作方向。

3.紐西蘭奧克蘭大學國際交流組晤談、教學設施參觀 (詳如附件)







照片說明：國立臺北護理健康大學人類發展與健康學院運動保健系郭主任堉圻、黃教務長奕清、廖翊宏教師等，與教育學院體育課程負責教授 Dr.Hope、Dr. Wayne Smith、Dr. Ben Dayson 及國際交流辦公室主任 Ms. Ma 洽談，共同商討有關奧克蘭大學與國立臺北護理健康大學建立學生海外實習與見習機制、華語學習交流、教師互訪短期研等事項，同時參觀學院之教學設施。

4.紐西蘭奧克蘭科技大學運動休閒學院院長晤談、國家運動訓練中心參觀（詳如附件)

照片說明：國立臺北護理健康大學人類發展與健康學院運動保健系郭主任堉圻、黃教務長奕清、廖翊宏教師等，與運動競技學院院長 Dr. Duncan 會面拜訪，討論校際合作相關事宜，同時參觀紐西蘭政府設立於奧克蘭科技大學內的國家訓練中心與相關實驗室。

參、 心得與建議

一、心得

本校參訪代表團前往紐西蘭與澳洲進行參訪與考察，出發前已設定許多目標，如拜會格里菲斯大學復健科學學院、奧克蘭大學教育學院、奧克蘭科技大學運動與休閒學院及體適能中心等單位，商討兩校進行學術合作、教師與學生交流的可行性與學術合作的執行方式等。

為使參訪目的能夠順利達成，本代表團於出國參訪前，即利用電子郵件與電話連絡相關部門與參訪學院主管，透過密集的聯繫使參訪學校瞭解本校的定位與參訪需求，而紐澳等三所學校也在出發前兩週即安排好與本校代表團晤談的教授與負責國際交流的行政人員，也讓後續的會談可以更加完整地討論雙方需求。

參訪期間，紐、澳大學的校方均為本校代表團安排了詳細的系所介紹與目前國際合作狀況的簡報，並且安排前往各實驗室參觀並與實驗室主持人晤談，對於建構未來的國際學術研究合作相當有幫助。同時，奧克蘭科技大學更讓代表團參觀紐西蘭國家訓練中心，並參觀場館設施、運動科學實驗室、選手培訓狀況、研究生訓練等，進行實際瞭解。

透過本次參訪，可以瞭解到紐西蘭與澳洲等先進國家，雖然位於南半球，但對於運動健康專業與體育教育的推動與改進仍不遺餘力，同時密切保持與全世界頂尖的學術機構及廠商合作，共同在基礎科學與產學結合上努力，才有今日的成就。因此，雖然本校以培育健康照護及運動指導為主的核心主軸，但臺灣的技職教育在運動健康領域，不論教育資源投資、行政規劃配套、觀念皆與紐澳先進國家的技職教育系統有相當落差。

因此，透過此次參訪應有助於建立未來國際化之需求；同時，本校將積極進行國際化與海外學習合作之規劃，進一步協助學生建立世界觀並增加其未來職場競爭能力。

二、建議

本次紐西蘭與澳洲頂尖大學之參訪與考察，對紐西蘭與澳洲在運動健康專業發展的努力與成就，有了進一步的體會與瞭解，根據參訪與會談結果，本校提出相關國際合作之策略與執行計劃，預計在返臺後進行積極規劃與推動，以下為執行前之規劃與建議：

(一) 在與紐西蘭奧克蘭大學、澳洲格里菲斯大學討論締結姊妹校前，應先建立學生互相交流或海外見習機制，透過學生與教師先期的學術交流，進一步規劃兩校實質關係的建立。

(二) 除了與學校建立學生交流關係，應可就本校具有運動保健、護理、健康管理等專業的教師，與紐西蘭與澳洲大學建立學術交流關係，同時規劃短期學術互訪機制，若建置完成將有助於加深交流關係。

(三) 參觀紐西蘭國家訓練中心與經營模式，讓我們思考學校附屬專業運動

場館應之營運方式，應與社區結合獲取利潤，創造雙贏的成長模式。

(四) 參觀紐西蘭奧克蘭大學的教育學院與運動教育的理念，我們應思考如何借鏡修正臺灣的運動與健康教育模式。

肆、附錄

一、參訪計劃書

二、參訪學校行程規劃與會談人員資料

附錄一、參訪計劃書

行政院所屬各機關因公出國人員出國計畫書

(出國類別：考察)

國立臺北護理健康大學運動保健系

赴紐西蘭奧克蘭大學(University of Auckland)、奧克蘭科技大學(Auckland University of Technology)及澳洲格里菲斯大學(Griffith University)考察計畫

服務機關：國立臺北護理健康大學
出國人職稱姓名： 郭堉圻 主任
運保系老師 2 名

出國地點：澳洲-昆士蘭和紐西蘭-奧克蘭
出國期間：101 年 11 月 10 日~101 年 11 月 17 日(約 8 天)

一、計畫目的

近年來紐澳經濟發展快速，政治安定，教學卓越，尤其當地有完善的技職體系。因此，本次計畫目標旨在於參訪澳洲格里菲斯大學(Griffith University)和紐西蘭奧克蘭大學(University of Auckland)、奧克蘭科技大學(Auckland University of Technology)在健康促進的創意教學、學術研究與教育推廣等軟硬體設施，並研擬雙方學術發展、雙聯學制的建立、學生的交流、姐妹校的締結及學生海外實習場所的建置。

反觀，為配合本校中長程計畫中「健康促進」的主軸，因此本計劃擬以實地參訪澳洲格里菲斯大學和紐西蘭奧克蘭大學、奧克蘭科技大學為主要目標，除了考察該校師資結構與硬體設備外，並透過實際拜會學校代表並商討建立學術合作關係的可能性。希望逐年開設國際運動保健實務課程，每年選送優秀學生至少 2-3 名赴該校進行海外實習 2-3 週，培養學生國際運動保健專業與實務知能，並提供參與學生抵免實習課程 2 學分。本計劃擬與該校簽訂學術合作備忘錄，推動教師交流與學術研究合作，合作模式包括選派優秀教師至該校運動與休閒學院擔任客座教授，和邀請運動保健國際學者來校協同教學與學術研究合作，建立本系開設全英語授課之基礎與引進國際運動保健課程創意教學模式。

故本次參訪的預期目標，希望達到簽訂合作備忘錄與締結姐妹校，開拓兩校教師教學合作與學生國際專業學習的管道，並強化本系健康

促進專業課程和實習環境的國際化。

二、參訪人員：

本次考察由運動保健系主任率同2-3 位教師參與此項參訪活動，預計在澳洲和紐西蘭進行為期 9 天之參訪考察活動。

三、參訪地點與機構簡介：

(一) 澳洲格里菲斯大學

澳洲格里菲斯大學位於昆士蘭州，該校在 2011 年澳洲大學排名資料顯示第 18 名 (http://www.australian-universities.com/rankings/)。目前，澳洲格里菲斯大學的健康研究領域同時具備有多元化的運動科學與運動訓練學程提供學生學習，主要均隸屬於該校復健科學學院之下。該院主要辦學理念以著重於以瞭解運動期間身體反應的相關科學知識，進而運用以運動作為手段進行疾病預防與促進健康，同時亦有培訓運動教練與指導人員的相關學程模組。學術研究集中在開發新知識，同時協助整合創新知識之政策面與實務應用面，並進一步落實在學群教學中。

該校注重創新知識與理論研發，但更著重於將新知識與實務操作進行整合，與國立臺北護理健康大學培育技職體系學生的教學理念與目標相同。更重要的是，該學院所提供學程中，有多項學程與本校運

動保健系教學理念與目標相關，主要均位於的系所層級之”運動科學和體育(Exercise Sciences and Sport)”領域內。其中，該領域內的四個主要學群與本校運動保健系具有直接相關性，主要為健康運動科學。故將其列為海外參訪行程之主要參訪對象，同時觀摩該學院在各學程或模組間的整合情況，希冀將運動保健系之國際合作觸角延伸至紐奧地區。**健康運動科學** (Bachelor of Exercise Science)領域課程特色分述如下：

在這個學程中透過學習運動指導健康相關等學科，進一步瞭解特殊族群在運動時所面臨的可能風險，並強調進行「hands on」的實務操作教學理念。同時，修讀學士學位的過程中，會著重**基礎理論與實務應用，在學科方面會特別加強：運動生理學、運動生物力學、動作控制、運動心理學、運動醫學、運動營養學、運動表現分析、運動教練學等專業學門。**學校亦會提供理論與研究導向的教學方式，並且在課程中提供學生進行臨床、社區、職場等工作環境進行實習，並進一步培養學生實務操作的能力。

(二) 奧克蘭科技大學

參訪機構為紐西蘭奧克蘭科技大學(Auckland University of Technology)，該校位於紐西蘭北島奧克蘭市(Auckland)商業中心的奧克蘭科技大學(AUT)，共有四個校區：除了市中心主要校區外還有 North Shore, Manukau 及 The Millennium Institute of Sport and Health (AUT Millennium Campus)。

該校於 1895 年建校，2000 年升格為大學，目前學生人數約 27,000 人，教職人員約 2,000 人，國際學生約 3,500 名，來自全球 100 多個國家。奧克蘭科技大學是紐西蘭第三大的國立大學，是個相當注重國際化的學校，特別是在教學設計上提供務實 “Real world”的創新教學方式，其教學成果也反應出 91%的畢業生能在六個月內獲得工作的良好成績表現。 本次參訪的主要目標是運動與休閒學院(Study Sport and Recreation)、健康科學學院(Health Sciences)及奧克蘭科技大學運動與體適能中心(AUT Sport & Fitness Centers)。

1. 運動與休閒學院(Study Sport and Recreation)

運動與休閒學院主要是發展運動休閒與健康體適能之相關科學並且提供大學及碩博士學位，並設有四個專業的研究組織：

(1)Sports Performance Research Institute New Zealand (SPRINZ)

(2)Centre for Physical Activity and Nutrition (CPAN)

(3)SPRINZ Clinics

(4)Running Mechanics Clinic

這四個專業組織的研究領域與本系的發展目標吻合，其中在身體活動的健康促進、運動表現和營養的相關課程，在紐西蘭培育出不少的專業人才，故藉由此次的參訪，希能夠對本系未來課程規劃能有實質幫助，讓理論與實務相結合，為本系畢業生開創職場工作的新契機。

2. 健康科學學院(Health Sciences)

奧克蘭科技大學的健康科學學院是紐西蘭最大的健康科學教育機構之一，主要培養專業的護理、職能治療、足部護理、口腔照護、早療和物理治療等健康相關領域的人才，提供大學部及碩博士學位課程，與本校中長程計劃的健康照護特色非常相近，或許藉由此參訪機會能夠激盪出新思維，讓本校的特色能夠與國際相結合，拓展出全臺灣健康照護領域的里程碑。

3.奧克蘭科技大學運動與體適能中心(AUT Sport & Fitness Centers)

此中心主要以創新的運動課程設計與器材的研發為目的，在增進人們健康，更以動的有活力的生活型態，來改變以往的靜態式的生活。體適能中心更分立「Never 2 old」運動課程，主要是提供 60 歲以上銀髮族運動，以簡單創新的運動設計，使老年人們因運動而擁有更健康

與自信的生活，其宗旨「Dedicated to inspiring and leading more mature aged New Zealanders to improved functional fitness and

well-being and the maintenance of fully engaged, independent lifestyles」。臺灣也即將邁入高齡化社會，藉由適當的身體活動帶給老年人健康身體與獨立自主的生活型態，想必是政府未來關注的重點區塊，而本校為一個健康照護的優質大學，它不僅僅是護理照顧，其更涵括人的出生到死亡的全人照顧；因此相信若能藉由這次的參訪，借鏡於他山之石，更期盼能提升本校老人身體活動與健康照護的專業特色。

(三) 奧克蘭大學

奧克蘭大學(University of Auckland)位於奧克蘭市是紐西蘭排名第一的綜合型大學，現有學生數達38,500百餘人，其中包括來自97個國家之國際學生4,500人，目前博士生1,746人，教職員數為6,800多人。

該校甚重視國際學術交流，現為Universitas 21及APRU之成員，且與世界上120個大學簽約交換之合作協議，已發展成國際性教學和學術研究中心。它的研究成果和研究工作占全國70%以上，近幾年來發展迅速，一躍成為世界著名大學，根據QS 英國泰晤士報高等教育專刊，該校歷年來皆名列全球前百大優秀大學之林。目前設有8個學院：

（1）文學院(Faculty of Arts)　　（2）商學院(Business School)

（3）創意藝術與產業學院(National Institute of Creative Arts and Industries)　　（4）醫學和健康科學學院(Faculty of Medical and Health Sciences)

（5）工程學院(Faculty of Engineering)　　（6）法學院(Faculty of Law)

（4）教育學院(Faculty of Education)　　（8）理學院(Faculty of Science)

這次參訪的除了瞭解該校的辦學理念與情形外，並且與奧克蘭大學負責國際交流的組織建立起溝通管道，進而促進兩校實質的學術交流與合作。除此之外，主次參訪的目標為該校的教育學院(Faculty of

Education)，該學院包含體育系等，本系發展目標類似，皆是在培育運動健康人才，因此藉由本次參訪與國際一流大學接觸，希望建立彼此合作橋樑，冀望往後健康科學系與本系能有更多的交流機會，共同在保健領域相關領域有所發揮，實踐及培養健康促進管理師資與學生。

四、參訪活動時間與行程表

1.活動時間: 101 年 11 月 10 日~101 年 11 月 17 日 (約 8 天)

2.行程表：如下

日期	預計地點	參訪行程	備註
11/10-11	臺北-澳洲布里斯本	1.飛行 2.當地參訪	實際參訪行程依接待單位安排時程為主
11/12-13	澳洲布里斯本 布里斯本-奧克蘭	1.參訪格里菲斯大學 2.飛行	
11/14-15	紐西蘭奧克蘭	1.參訪奧克蘭大學 2.參訪奧克蘭科技大學	
11/16	紐西蘭奧克蘭	當地參訪 參訪當地運動訓練中心	
11/17	紐西蘭奧克蘭-臺北	飛行	

五、參訪方式

拜會格里菲斯大學復健科學學院、奧克蘭大學教育學院、奧克蘭科技大學運動與休閒學院及體適能中心等單位，商討兩校進行學術合作、教師與學生交流的可行性與學術合作的執行方式。

六、預期具體成果

1.建立運動保健系海外實務研習課程與海外實習機構。

2.開發常態性運保學生國際專業學習管道，推動學生專業與國際接軌。

3.預期每年至少選送 2-3 位學生赴該校實習(見習)或交換。

4.推動教師國際交流，選送教師至該校担任客座教授與協助推動本系開設全英語授課。

5.與該校簽訂學術交流合作協議書，推動師生交流與教學研究合作。

6.拓展外藉學生來校交換研習的可能性與興趣。

七、活動經費預估

項目	活動經費	合計	備註
機票	臺北—澳洲—奧克蘭—臺北 50,500 元人 x3 人 =151,000 元	151,000 元	憑據實報實銷
生活費	11/10~13 日 179 美元*30 元*4 日* 3 人 =64,440 元 11/14~17 日 171 美元*30 元*3.3 日* 3 人 =50,787 元	115,227 元	依標準核支
簽證	300 元*3 人= 900 元	900 元	憑據實報實銷
雜費	600 元*8 天*3 = 14,400 元	14,400 元	憑據實報實銷
總計		282,027 元	

附錄二、
參訪學校為本校代表團規劃行程與會談人員資料

澳洲格里菲斯
大學

復健與運動科學系
校方安排行程
與
系所介紹

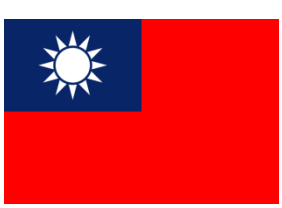
11/12/2012

(星期一)

Griffith 校方安排行程

National Taipei University of Nursing and Health Sciences (NTUNHS),

Taiwan



Monday 12 November 2012
Griffith University, Gold Coast campus

Delegates

Yi-Ching Huang, PhD (Leader of this visit), Professor, Dean of the Office of Academic Affairs, Department of Exercise and Health Science National Taipei University of Nursing and Health Sciences
Fields of Interest: physical activity, physical fitness, and health

2. **Yu-Chi Kuo, PhDChairperson, Associate Professor**, Department of Exercise and Health Science, National Taipei University of Nursing and Health Sciences
Fields of Interest: exercise physiology, athletic training, sports sciences

3. **Yi-Hung Liao, PhD, PT, Assistant Professor**, Department of Exercise and Health Science, National Taipei University of Nursing and Health Sciences
Fields of Interest: exercise physiology, sports nutrition, cell biology

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This visit will be overseen by:
Ms Carlene Duffy, International Relations Officer, Mobile: 0409588313, Email: c.duffy@griffith.edu.au

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Monday 12 November 2012

9:25am Delegates are to arrive at Griffith University Gold Coast campus, University Drive, off Parklands Drive, Parkwood, (taxi to drop off at front of G02). See campus map (B4) at URL: http://www.griffith.edu.au/__data/assets/pdf_file/0003/266871/gold-coast-general-site-map.pdf

To be greeted on arrival by **Ms Carlene Duffy,** International Relations Officer and escorted to G02 foyer.

9:30-10:00am Meeting with **Assoc Prof Belinda Beck,** School of Rehabilitation Sciences, to discuss Exercise and Bone Density
Venue: Clinical Sciences (G02), room 2.08

10:00-10:30am Meeting with **Dr Clare Minahan,** Senior Lecturer, School of Rehabilitation Sciences, to discuss Sports Physiology
Venue: Clinical Sciences (G02), room 2.43

10:30-11:00am Morning tea with **Ms Michelle Maller,** Exchange Coordinator, International Office
Venue: Clinical Sciences (G02), room 2.09

11:00-11:30am Meeting with **Prof Rod Barrett,** School of Rehabilitation Sciences, to discuss Falls Prevention.
Venue: Clinical Sciences (G02), room 1.10

11:30am-12pm Meeting with **Dr Michael Ryan,** Research Fellow, Musculoskeletal Research Program **/ Mr Steve Obst,** School of Rehabilitation Sciences, to discuss Tendinopathy
Venue: Clinical Sciences (G02), room 1.10

12:00-1:00pm Lunch with **Prof Norm Morris,** School of Rehabilitation Sciences,
Venue: G's Restaurant, Gold Coast campus (booking name: Norm Morris)

1:00-1:30pm Meeting with **Prof Norm Morris,** School of Rehabilitation Sciences, to discuss Heart Failure and Pulmonary Hypertension
Venue: Clinical Sciences (G02), room 2.44A

1:30-2:00pm Meeting with **Prof Lewis Adams,** School of Rehabilitation Sciences, to discuss Respiratory Physiology.
Venue: Clinical Sciences (G02), room 2.41

2:00-2:30pm Meeting with **Dr Surendran Sabapathy,** Lecturer, School of Rehabilitation Sciences, to discuss Cardiac Blood flow during exercise.
Venue: Clinical Sciences (G02), room 2.44A

2:30-3:00pm Meeting with **Prof Norm Morris,** School of Rehabilitation Sciences, to discuss Academic program issues.
Venue: Clinical Sciences (G02), room 2.09

3:00pm Escorted by **Ms Carlene Duffy** to depart campus via taxi.

ENDS/

澳洲格里菲斯
大學

復健與運動科學系

參訪人員介紹

Ms Carlene Duffy

International Relations Officer (Delegations)

Contact details for Ms Carlene Duffy

Responsibilities

- Preparation of communications and promotional material to raise the profile of the University's academic and research strengths internationally.
- Administrative coordination of visiting international delegations including government representatives, university executives, academics and staff to the Griffith University campuses.

Ms Carlene Duffy

International Relations Offcr.

Griffith International, Griffith International Executive, Griffith University

Contact Details

- **Telephone** (07) 555 28360
- **Griffith Extension** 28360
- **Facsimile** (07) 555 28978
- **Mobile** 0409 588 313
- **Griffith Location** Student Centre (G33) 2.20
- **Postal Address** Griffith International Executive, Gold Coast campus, Griffith University, QLD 4222, Australia
- **Campus Address** Parklands Drive, Southport, QLD, 4215
- **Email Address** c.duffy@griffith.edu.au

Associate Professor Belinda Beck

B Human Movement Sciences (Ed), M Science, PhD

Associate Professor

Contact details for Associate Professor Belinda Beck

Research expertise

- The effect of mechanical loading on bone, including:
    - Prevention and treatment of bone stress injuries
    - Exercise interventions
    - Whole body vibration
- Radiological grading systems for bone stress injuries
- Falls prevention

Current teaching areas

- Gross, clinical and functional anatomy
- Bone stress injuries
- Osteoporosis
- Mechanical interventions for bone

Selected publications

- Beck BR, Bergman AG, Miner M, Arendt E, Klevansky A, Matheson GO, Norling T. and Marcus R. (2012). Tibial stress injury: the relationships of radiographic, NM bone scan, MRI and CT severity grades to clinical severity and time to healing. *Radiology*. In press.
- Lovell D, Shields D, Beck B, Cuneo R, McLellan C. (2012). The aerobic performance of elite hand cyclists with spinal cord injury. *European Journal of Applied Physiology.* In press.
- Weeks BK and Beck BR. (2012). Twice-weekly, in-school jumping reduces fat mass in adolescent boys. *Pediatric Obesity*. In press.
- Weeks BK, Hirsch RD, Moran DS and Beck BR (2011). A useful tool for analysing the effects of bone-specific physical activity. *Salud (i) Ciencia* 18(6): 538-542 2011 (Invited Expert section.)

Dr Clare Minahan

B Applied Science B Exercise Science (Hons), PhD

Senior lecturer

Contact details for Dr Clare Minahan

Research expertise

- Sport science
- Physiological responses to severe-intensity exercise and training
- High-performance exercise and training
- Gender-related differences in the responses to exercise and training

Current teaching areas

- Exercise prescription and practice.

Selected publications

- Minahan,C., and Wood, C. (2008). Strength training improves supramaximal cycling but not anaerobic capacity. *European Journal of Applied Physiology.* 102(6): 659-666
- Minahan, C., Chia, M., and Inbar. O. (2007). Does power indicate capacity? Wingate vs O_2 deficit. *International Journal of Sports Medicine*. 28(10): 836-843.
- Loveless D.J., Weber, C.L., Haseler, L., and Schneider, D.A. (2005). Maximal leg-strength training improves cycling economy in previously untrained men. *Medicine and Science in Sports and Exercise*. 37: 1231-1236.
- Barclay, C.J. and Weber, C.L. (2004). Slow skeletal muscles of the mouse have greater initial efficiency than fast muscles but the same net efficiency. *Journal of Physiology*. 559: 517-531.
- Weber, C.L., and Schneider, D.A. (2002). Increases in maximal accumulated oxygen deficit following high-intensity interval training are not gender dependent. *Journal of Applied Physiology*. 92: 1795-1801.

Michelle Barker

Professor, Department of International Business and Asian Studies
Griffith Business School

Teaching Achievements

- 2003 ALTC Institutional Award Category Winner, Innovative and practical approach to the provision of support services to students
- 2003 Griffith Award for Excellence in Teaching , Innovation Across the Institution Award Category

Current roles in learning and teaching

HDR Convenor, Griffith Business School

Research Interests and publications

- http://www.griffith.edu.au/business-commerce/griffith-business-school/departments/department-international-business-asian-studies/staff/professor-michelle-barker

Research expertise

- Internationalisation of the curriculum
- Intercultural awareness, adjustment and communication
- Managing diversity and corporate social responsibility
- Transnational education
- Workplace bullying and mobbing

Publications

Book chapters

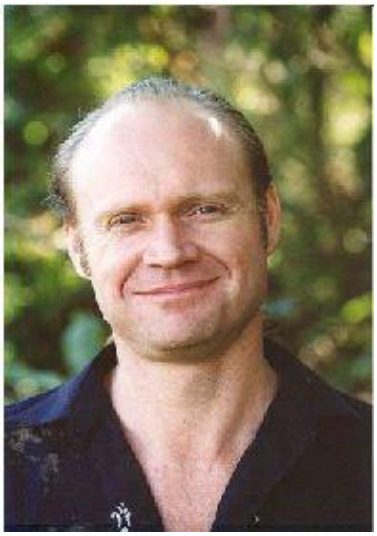
- Branch, S, Ramsay, R and Barker, M 2008, 'Workplace bullying', in T Redman and A Wilkinson (eds), *Contemporary Human Resource Management: text and cases*, Pearson (Financial Times Press), UK, pp. 517-541.
- Billett, S, Barker M and Smith, R 2008, 'Relational interdependence as means to examine work, learning and the remaking of cultural practices', in Wim J Nijhof and Loek FM Nieuwenhuis (eds), *The Learning Potential of the Workplace*, Sensor Publishers, Dordecht, The Netherlands.

- Lund, DW and Barker, M 2007, 'Assignment China', *New Horizons in Asian Management*, Palgrave.
- Branch, S, Ramsay, R and Barker, M 2007, 'Bullying the boss: A theoretical conceptualisation of upwards bullying', *Advances in Organizational Psychology: an Asia-Pacific perspective*, Australian Academic Press, Brisbane.

Journal articles

- Ramsay, S, Barker, M and Shallcross, L 2008, 'Counterproductive forces at work: Challenges faced by skilled migrant job-seekers', *International Journal of Organisational Behaviour*, vol. 13, no. 2, pp. 110-121.
- Branch, S, Ramsay, R and Barker, M 2007, 'Managers in the firing line: Contributing factors to workplace bullying by staff - an interview study', *Journal of Management & Organization*, vol. 13, no. 3, pp. 264-281.
- Ramsay, S, Jones, E and Barker, M 2007, 'Relationship between adjustment and support types: young and mature-aged local and international first year university students', *Higher Education: The International Journal of Higher Education and Educational Planning*, vol. 54, no. 2, pp. 247-265.
- Lund, D, Hibbins, R and Barker, M 2007, 'Organisational effectiveness of immigrant staff in Australia: Sustaining a culturally diverse workforce', *The International Journal of Environmental, Cultural, Economic and Social Sustainability*, vol. 3, no. 3, pp. 79-88.
- Woods, P and Barker, MC 2007, 'Sustaining and developing: The cross-cultural management effectiveness of Australian and Singaporean expatriates, *International Journal of Environmental, Cultural, Economic & Social Sustainability*, vol. 2, no. 7, pp. 13-28.
- McCarthy, P, Henderson, M, Sheehan, M and Barker, M (in press). Ethical investment and workplace bullying II: changes over time and effects of product disclosure reform, *International Journal of Management and Decision Making*.

Professor Rod Barrett



B Ed, M Sc(Hons), PhD

Professor, School of Rehabilitation Sciences

Contact details for Professor Rod Barrett

Research expertise

Ageing, falls and balance recovery

Muscle and tendon mechanics

Neuro-mechanics of hip osteoarthritis

Biomechanical methods

His research is focused on 4 main themes: How to prevent falls in older adults, muscle function and mechanics in cerebral palsy, neuromechanics of hip osteoarthritis and innovative biomechanical methods. He has published over 60 refereed journal papers, supervised 12 PhD students to completion and has been the recipient of over $2 million in competitive research funding including grants from NHMRC and ARC. He currently serves on the editorial board of the Journal of Applied Biomechanics.

Current teaching area

Biomechanics

Recent publications

1. Barber L, Barrett RS & Lichtwark GA. (2012). Medial gastrocnemius active force-length and Achilles tendon properties in young adults with spastic cerebral palsy. *Journal of Biomechanics*. Accepted.

2. Louriero A, Barrett RS & Mills PM. (2012). Muscle weakness in hip osteoarthritis: A systematic review. *Arthritis Care and Research*. Accepted.

3. Carty CP, Cronin N, Lichtwark GA, Mills PM & Barrett RS. (2012). Lower extremity joint moments and power during recovery from forward loss of balance in older adults. *Clinical Biomechanics*. Accepted.

Dr Michael Ryan / Mr Steve Obst

Michael Ryan's Summary

Sports epidemiology, clinical trials research and biomechanics. Certified pedorthist in Canada with 8 years experience working in outpatient settings within private practice in Canada and through large-scale university health center.

Current research is focused on rehabilitative strategies for plantar fasciitis/fasciopathy, clinical impacts of footwear minimalism in runners, and the translation of a novel method of approximating mechanical stiffness of tendon through post-processing of grey-scale ultrasound videos.

Michael Ryan's Experience

Post-doctoral Fellow
Griffith University

Educational Institution; 1001-5000 employees; Higher Education industry

November 2011 – Present (1 year 1 month) Gold Coast, Queensland

Post-Doctoral Fellow
University of Wisconsin-Madison

Educational Institution; 10,001+ employees; Higher Education industry

July 2009 – October 2011 (2 years 4 months)

Pedorthist
Paris Orthotics Ltd

Privately Held; 51-200 employees; Medical Devices industry

March 2006 – December 2009 (3 years 10 months)

Research Associate
The University of British Columbia

Educational Institution; 10,001+ employees; Higher Education industry

January 2000 – August 2009 (9 years 8 months)

Collaboration with the Allan McGavin Sports Medicine Centre

Prof Norm Morris　(代理院長)

B Science, B Applied Science, PhD, Dip Education

Professor, School of Rehabilitation Sciences
Research Member, Heart Foundation Research Centre

Contact details for Professor Norm Morris

Research expertise

- Cardiovascular and metabolic responses to exercise in older individuals and patients with lung disease.

Current teaching areas

- Clinical research
- Practice of Physiotherapy IV

Research interests

- Ageing - exercise responses
- Exercise - cardiovascular / metabolic responses
- Lung disease - exercise responses

Selected publications

- Hirschhorn AD, Richards DA, Mungovan SF, Morris NR, Adams L. Does the mode of exercise influence recovery of functional capacity in the early postoperative period after coronary artery bypass graft surgery? A randomized controlled trial. *Interactive Cardiovascular and Thoracic Surgery*. 2012 Sep 12. [Epub ahead of print]
- Cross TJ, Sabapathy S, Beck KC, Morris NR, Johnson BD.(2012) The resistive and elastic work of breathing during exercise in patients with chronic heart failure. *European Respiratory Journal* 39(6):1449-57
- Bellet RN, Francis RL, Jacob JS, Healy KM, Bartlett HJ, Adams L, Morris NR. (2011) Repeated six-minute walk tests for outcome measurement and exercise prescription in outpatient cardiac rehabilitation: a longitudinal study. *Archives of Physical Medicine and Rehabilitation* 92(9):1388-94

Professor Lewis Adams

B Science (Hons), PhD

Professor, School of Physiotherapy and Exercise Science

Contact details for Professor Lewis Adams

Research expertise

- Perception and cardiorespiratory control during exercise
- Functional brain mapping
- Sleep and breathing
- Genetic influences on exercise capacity
- Ageing-related impact of lung function and shortness of breath on exercise capacity and health status

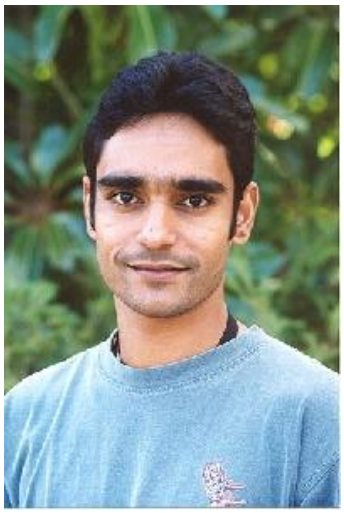
Current teaching areas

- Physiological Principles of Rehabilitation

Selected publications

- Dunroy, H.M., Adams, L., Corfield, D.R., and Morrell, M.J. CO_2 retention in lung disease; could there be a pre-existing difference in respiratory physiology? *Respiratory Physiology and Neurobiology.*, 136 (2-3): 179-186, 2003.
- Browne, H.A., Adams, L., Simonds, A.K., and Morrell, M.J. Sleep apnoea and daytime function in the elderly - what is the impact of arousal frequency? *Respiratory medicine*, 97 (10), 1102-8, 2003
- Moosavi, S.H., Guz, A., and Adams, L. Repeat pairings of exercise and 'imperceptible' deadspace loading do not alter E of subsequent exercise in man. *Journal of Applied Physiology*, 92,1159-1168, 2002.
- Isaev, G., Murphy, K., Abraham Guz, A., and Adams, L. (2002). Areas of the brain concerned with ventilatory load compensation in awake man. *Journal of Physiology*, 539, 935-945, 2002.
- Stulbarg, M.S, Carrieri-Kohlman, V., Demir-Deviren, S., Nguyen, H.Q., Adams, L., Tsang, A.H., John Duda, J., Gold, WM. and Paul, S. Exercise

Dr Surendran Sabapathy



B Exercise Science (Hons), PhD

Accredited Exercise Physiologist (ESSA)

Lecturer

Contact details for Dr Surendran Sabapathy

Research expertise

- Modelling pulmonary gas exchange kinetics in response to various exercise modes and models
- Acute and chronic adaptations to exercise in health, ageing and cardiopulmonary disease
- Muscle metabolism, blood flow and ventilatory mechanics during exercise in health and disease

Current teaching areas

- Clinical Exercise Testing
- Physiology of Exercise

Selected publications

- Cross, T.J., Sabapathy, S., Schneider, D.A., Haseler, L.J. (2010). Breathing HeO_2 attenuates the amplitude of the slow component of O_2 uptake kinetics during exercise performed above the respiratory compensation threshold. *Experimental Physiology.* 95: 172-183.
- Sabapathy, S., Awater, M.F., Schneider, D.A., Kingsley, R.A., Hopman, M.T.E, and Morris N.R. (2006). Lower limb vasodilatory capacity is not reduced in patients with moderate COPD. *International Journal of COPD.* 1: 73-81.
- Sabapathy, S., Schneider, D.A., and Morris, N.R. (2005). The VO_2 slow component: relationship between plasma ammonia and EMG activity. *Medicine and Science in Sports and Exercise.* 37: 1502-1509.
- Sabapathy, S., Kingsley, R.A., Schneider, D.A., Adams, L., and Morris, N.R. (2004). Continuous and intermittent exercise responses in individuals with chronic obstructive pulmonary disease. *Thorax.*59: 1026-1031.
- Sabapathy, S., Schneider, D.A., Comadira, G., Johnston, I., and Morris, N.R. (2004). Oxygen uptake kinetics during severe exercise: a comparison between

School of Rehabilitation Sciences

The School of Rehabilitation Sciences (formerly known as the School of Physiotherapy and Exercise Science) embraces learning, discovery and engagement in order to achieve our goal of helping individuals, groups and communities achieve healthy lives.

Our School has a proud history of outstanding teaching and research as we seek to address many of the critical challenges facing society today. The School of Rehabilitation Sciences offers world class programs in areas such as Exercise Science, Physiotherapy and Speech Pathology.

Expert teachers

Staff in the school have been recognised for their quality of teaching in a number of categories including Teaching Citation Awards, Commendation Awards for Teaching as well as an 'Individual Teaching Award - Biological Sciences, Health and Related Studies' category as part of Griffith's Award of Excellence in Teaching.

Cutting-edge facilities

The learning and teaching facilities in the school provide students with advanced laboratory and resources in the areas of:

- neuromuscular control and biomechanics
- cardiopulmonary physiology
- physiotherapy
- sport science
- musculoskeletal structure and function
- biochemistry
- bioinstrumentation
- biophysics
- mathematics and statistics
- independent learning

Research

Our school's research strengths span across the spectrum from elite performance to science based laboratory research to clinical research focused on the community.

Exercise Science

The Bachelor of Exercise Science degree provides students with the knowledge and skills to be employed as exercise professionals upon graduation. You receive up-to-date and relevant theory on a variety of exercise and health related topics. Small laboratory classes ensure that you obtain valuable 'hands-on' experience before entering the workforce. You can also choose to combine your exercise science degree with one of the following options to further expand your career choices.

This innovative program combines exercise science studies with professional grounding in the core topics of psychology to help you develop the skills and knowledge to apply psychological theories to topics such as motivation, stress, attitudes, health, criminal activity, teaching skills, occupational behaviour, working conditions and organisational structures.

You'll be able to evaluate and understand tests that measure intellectual, behavioural and emotional states. By learning advanced interpersonal skills and the principles of counselling, you will gain the foundation skills to assist people with personal, health, vocational and social difficulties.

This degree will provide a thorough knowledge in the basic and clinical sciences so you understand the exercise response when working in the areas of health, rehabilitation and sport. The combined degree provides a pathway to practise as a sports psychologist following further study.

奧克蘭科技大學
(AUT)
競技運動與休閒學院

參訪人員介紹
11/14/2012
(星期三)

Dr Henry Duncan

Head of School - Sport and Recreation

Phone: +64 9 921 9999 ext. 7839

Email: henry.duncan@aut.ac.nz

Qualifications:

PhD (UCLA), MS, BSc, Dip Tchg

Memberships and Affiliations:

- Head of School
- Executive Management member for Faculty of Health and Environmental Sciences
- AUT University member on the AUT-Millennium Operations Board
- Academic Board member
- Academic staff member of the AUT University Council
- Board Member of AUT Sports Council

Biography:

Provide leadership in the development of a School delivering quality education at all levels in the field of sport and recreation from Certificate to Doctoral level. As a part of this development there have been the formation of several strategic partnerships to advance standards of testing, training and research across several sports codes.

Provide leadership for the development of Academic Programmes and research directions within the School and Faculty to satisfy industry and professional requirements.

Provide personal support and professional leadership in teaching and research for academic managers and other staff within the School.

Teaching Areas:

- Active participation in several Advisory Committees at NZ Tertiary Institutions with regard to Sport and Recreation programmes and industry development.
- AUT University member of the STAR Sport Alliance made up of members from six international universities.

- Academic advisor to international institutions including Jilin Sports Polytechnic and Singapore Sports School.
- Promote and represent the School and Faculty in the external community by developing and maintaining links with appropriate industry, community, media, government and professional institutions, seeking opportunities for the School to meet industry, professional and community needs.
- Ensure the future development of the School by stimulating creative thinking about the future, planning and recommending future policy and directions for the School.

Research areas:

Provide assistance and resource provision for School Research Teams.

Provide leadership for staff on their research direction for projects as well as an advisory role in student research projects.

Dr Deborah Fletcher

Lecturer, Sport and Exercise Science Stream

Phone: 09 921 9999 x 7417

Email: deborah.fletcher@aut.ac.nz

Links to relevant web pages:

International Society of Exercise and Immunology (ISEI)

The British Association of Sport and Exercise Sciences (BASES)

The Physiological Society (Physoc)

Memberships and Affiliations:

- Member of International Society of Exercise and Immunology (ISEI)
- Member of The British Association of Sport and Exercise Sciences (BASES)
- Member of The Physiological Society (Physoc)

Teaching Areas:

- Sport & Exercise Science
- Exercise Physiology

Research areas:

- Exercise Immunology
- Exercise Physiology

Research Summary:

Dr Deborah Fletcher' s current research interests focus on the influence of caffeine on immune responses following strenuous exercise. Deborah has investigated the effects of both high and low doses of caffeine on immune function both at rest and following cycling in endurance trained athletes. She has also looked into the effects of single versus repeated doses of caffeine on the effects of immune function following intermittent exercise.

As well as being interested in the effects of caffeine, Deborah is also interested in the effect of other nutritional interventions on immune function in both individual and team sport athletes following a range of different exercise protocols. Deborah's research into nutrition and exercise immunology is a mix of both fundamental and applied research and is inter-disciplinary in nature, lying at the intersection between immunology, physiology, biochemistry and nutrition.

Current Research Projects:

- The hormonal, inflammatory and molecular response to con-current repeated-sprint and resistance exercise in female team-sport athletes - with PhD student Jessica Dent.
- Caffeine, salivary IgA responses and high intensity exercise – with Masters student Chloe Smith.

Publications:

Peer Reviewed Articles

Fletcher DK & Bishop NC. (2011) Effect of a high and low dose of caffeine on antigen-stimulated human natural killer cell activation after prolonged cycling. International Journal of Sport Nutrition and Exercise Metabolism. Currently in press.

Fletcher DK & Bishop NC. (2010) Caffeine ingestion and antigen-stimulated human lymphocyte activation after prolonged cycling. Scandinavian Journal of Medicine and Science in Sports. DOI: 10.1111/j.1600-0838.2010.01223.x

Fletcher DK & Bishop NC. (2010) Effect of a single and repeated dose of caffeine on antigen-stimulated human natural killer cell activation after high intensity intermittent exercise. European Journal of Applied Physiology. DOI: 10.1007/s00421-010-1751-9

Conference Proceedings

Fletcher DK, Deighton K, Walsh D & Bishop NC. (2009). The effect of different doses of caffeine on antigen-stimulated natural killer cell activation following

Associate professor Andrew Kilding

Director, Sports Performance Research Institute New Zealand

Phone: 09 921 9999 x 7056

Email: andrew.kilding@aut.ac.nz

Postal Address:

AUT University

Private Bag 92006

Auckland, 1020

Internal Mail Code P1

Links to relevant web pages:

Sports Performance Research Institute New Zealand

Qualifications:

PhD (Sheffield), BSc (Teesside), PGCert Ed (Leeds Met)

Memberships and Affiliations:

- Associate Editor, Journal of Science and Medicine in Sport
- Member, American College of Sport Medicine
- Member, European College of Sport Sciences

Teaching Areas:

- Exercise Physiology
- Athletic Conditioning
- Exercise Science

Research areas:

- Respiratory muscle training, airway hyper-responsiveness and sport performance

- Improving intermittent and aerobic fitness in team sport athletes
- Enhancing performance of endurance athletes
- Pulmonary oxygen uptake kinetics and endurance performance
- Physical and technical demands of team sports

Research Summary:

My research interests are primarily focused on developing and assessing ways to enhance endurance (aerobic) performance – both in individual sports such as running, cycling and triathlon, but also in team sport athletes.

Current Research Projects:

- Energy availability and menstrual dysfunction in female endurance athletes.
- Novel methods to enhance running economy in distance runners.
- Development of small-sided games for young athletes.
- Heart rate variability in elite endurance athletes.
- Physiological demands of competitive surfing.
- Effects of nutritional supplements to enhance high-intensity exercise performance.
- Respiratory muscle training and sports performance.

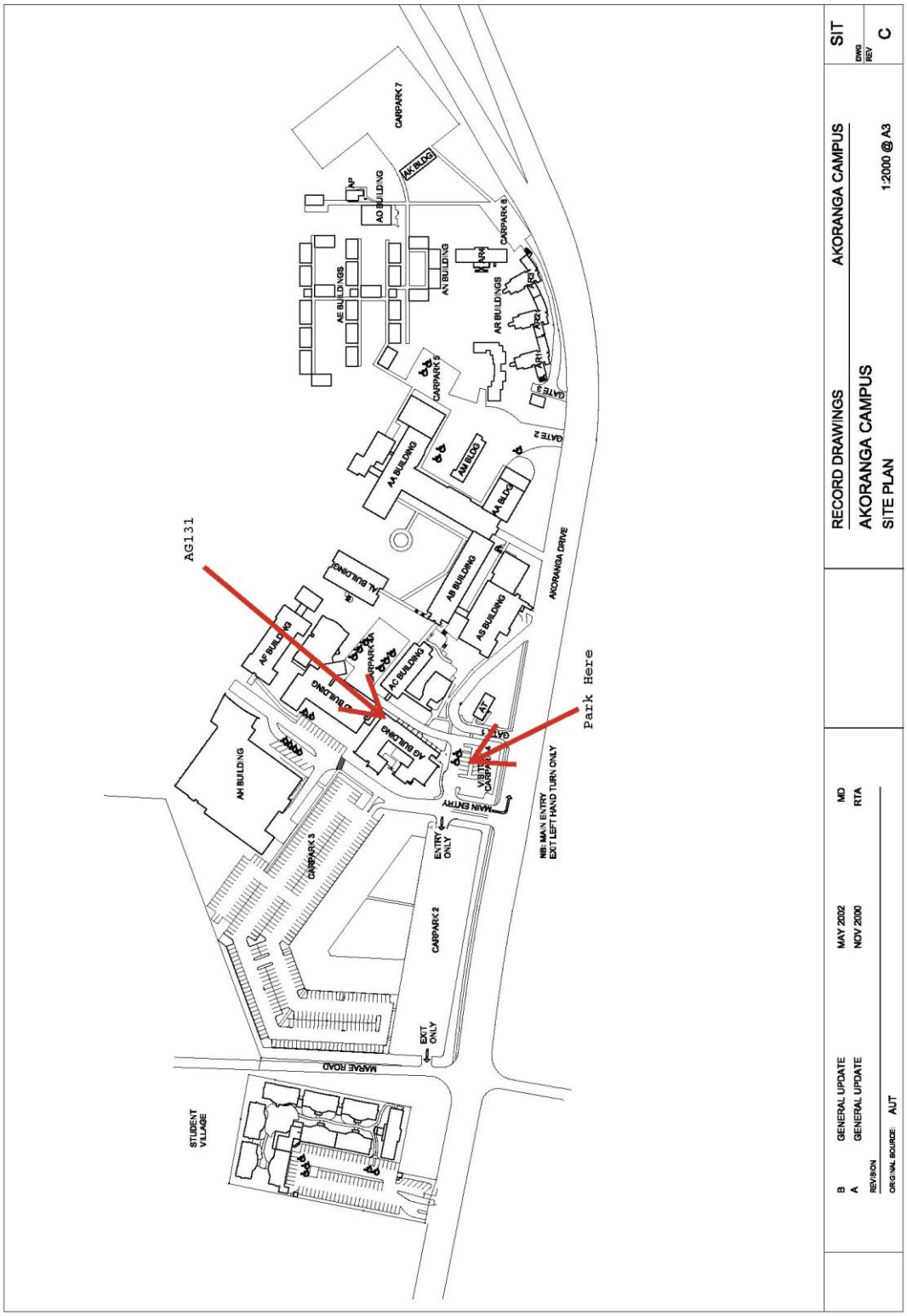
Publications:

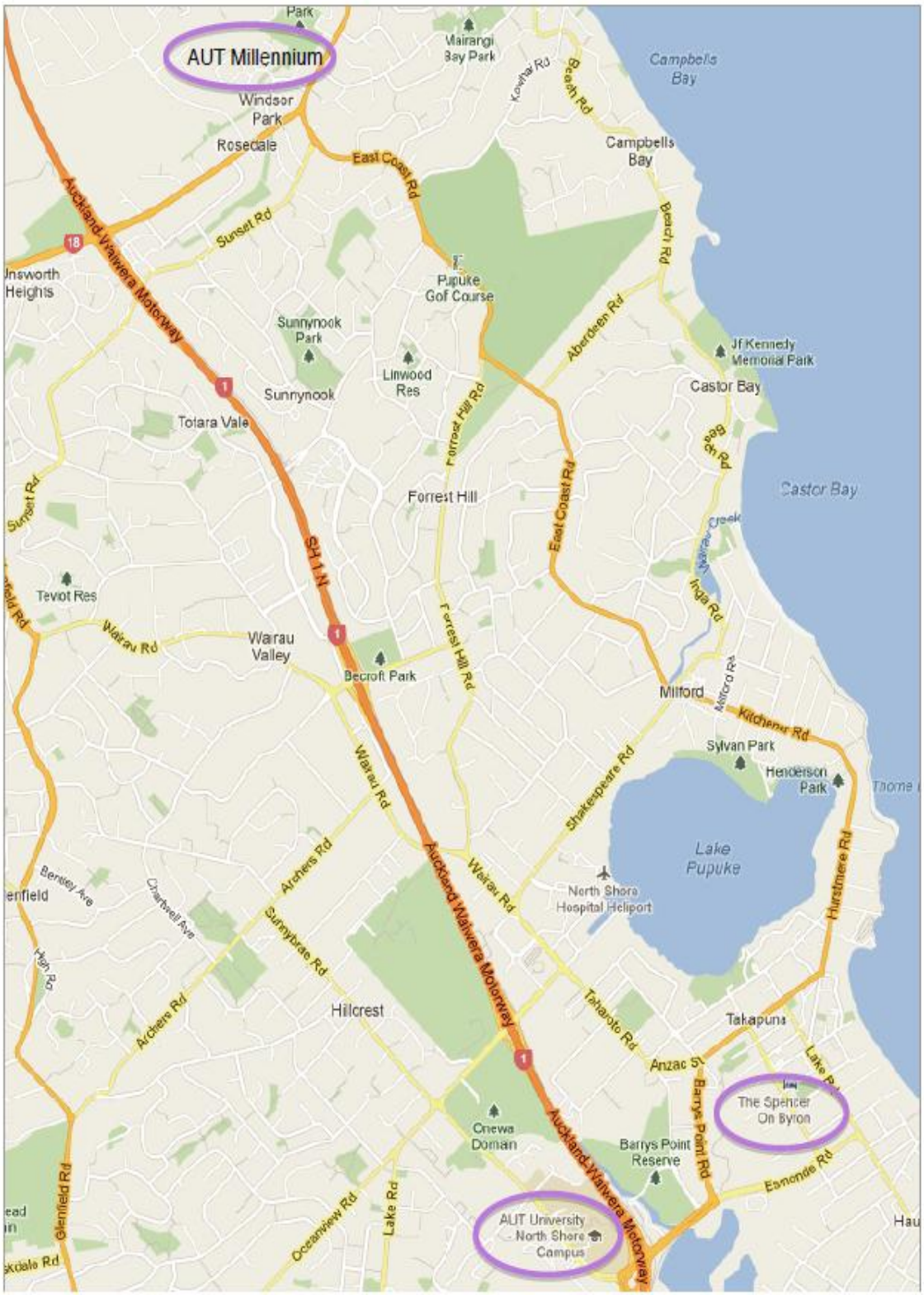
Peer Reviewed Articles (a selection only):

- Farley, O., Harris, N. and Kilding, A.E. (2011). Anaerobic and Aerobic Fitness Profiling of Competitive Surfers. Accepted. Journal of Strength and Conditioning Research. Epub ahead of print: http://www.ncbi.nlm.nih.gov/pubmed/21997448
- Farley, O., Harris, N. and Kilding, A.E. (2011). Physiological Demands of Competitive Surfing. Accepted. Journal of Strength and Conditioning Research. Epub ahead of print http://www.ncbi.nlm.nih.gov/pubmed/21986691
- Hailstone, J. and Kilding, A.E. (2011). Reliability and validity of the Zephyr™ BioHarness™ to measure respiratory responses to exercise. Measurement in Physical Education and Exercise Science, 15: 1 – 8.
- Lythe, J and Kilding, A.E (2011). Physical Demands of Elite Mens Field Hockey. International Journal of Sports Medicine, 32:523 – 528.

P1986 Senior prize in Psychology, University of Auckland

- 1986 Blue in Rhythmic gymnastics, University of Auckland




AUT Millennium
Windsor Park
Rosedale
Mairangi Bay Park
Campbells Bay
East Coast Rd
Beach Rd
Auckland Waiwera Motorway
Sunset Rd
Unsworth Heights
Pupuke Golf Course
Sunnynook Park
Sunnynook
Linwood Res
Totara Vale
Aberdeen Rd
JF Kennedy Memorial Park
Castor Bay
Forrest Hill Rd
Forrest Hill
SH 1 N
Teviot Res
Wairau Rd
Wairau Valley
Becroft Park
Milford
Kitchener Rd
Sylvan Park
Henderson Park
Shakespeare Rd
Lake Pupuke
North Shore Hospital Heliport
Hurstmere Rd
Archers Rd
Sunnybrae Rd
Hillcrest
Takapuna
Anzac St
The Spencer On Byron
Barrys Point Rd
Onewa Domain
Barrys Point Reserve
Esmonde Rd
Oceanview Rd
Lake Rd
AUT University North Shore Campus
Glenfield Rd

奧克蘭科技大學
競技運動與休閒學院

其他附屬研究機構介紹

SPORTS PERFORMANCE RESEARCH INSTITUTE NEW ZEALAND

SPRINZ Outline:

The Sports Performance Research Institute New Zealand (SPRINZ) is a multi-disciplinary research team that conducts high impact research related to applied physical performance. Postgraduate student research forms an important part of SPRINZ activity and we currently have a large number of students working towards advanced level qualifications.

SPRINZ has close links with High Performance Sport New Zealand and also works with a number of national sports organisations and health providers. SPRINZ is based at the AUT Millennium Campus in Mairangi Bay.

SPRINZ is one of 18 AUT research institutes; staff include:

- Academic staff: 14 (including 4 Professors and 1 Associate Professor)
- Allied staff: 3
- Research Associates: 29 (including 3 Professors and 5 Associate Professors)
- 2011 PG thesis students: 28 PhD and 10 Masters
- 2011 peer-reviewed journal articles: 101

Our facilities

SPRINZhas state of the art facilities and equipment suitable for research, teaching and sport science provision in the areas of strength and conditioning, physiology, biomechanics and gait as well as sports anthropometry.

The facilities are located predominately at the AUT-Millennium Campus in Mairangi Bay, but also at AUT Sport and Fitness Centre in Akoranga Drive.

Sports Strength and Conditioning Laboratory

Research that takes place in the Sports Strength and Conditioning Lab is largely focused on developing a better understanding of strength, power, speed, agility and balance, as well as screening of movement competency. This lab contains a Humac Norm Isokinetic Dynomometer, two Exerbotic strength machines, a Keiser Power Rack, a FT700 Power Cage and magnetic braking system, and a non-motorised Woodway Treadmill. A Biodex Balance System, as well as 200 Series and Accusway force plates are available for balance assessment and rehabilitation training. We have five portable force plates, accelerometers and linear position transducers for strength and power assessment. Consultancy services are available through the Strength and Conditioning Clinic.

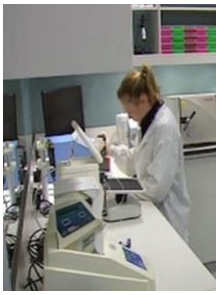
Sports Physiology Laboratory

The Sports Physiology Laboratory houses a state-of-the-art Environmental Chamber, as well as a Cosmos Saturn Treadmill. This lab provides facility for sport and exercise physiology research and athlete-based consultancy through the Endurance Performance Clinic. Assessment and analysis that can be done includes VO2 max, running economy, heart rate recovery, effects of hypoxia, and force transducer analysis. This laboratory also serves an important role for the High Performance Sport North Zealand.

Sports Kinesiology, Injury Prevention and Performance Laboratory

The Sports Kinesiology, Injury Prevention and Performance (SKIPP) Laboratory includes the Running Mechanics Clinic, the Bike Mechanics Clinic and the J.E. Lindsay Carter Kinanthropometry Lab. Analysis and assessment include running mechanics and lower limb biomechanical screening, bike set-up and body composition analysis. Specialist equipment housed in this laboratory includes a Bertec Instrumented Treadmill, Vicon 3-Dimensional Camera System, and electromyography (EMG) equipment for measuring muscle activity.

Sports Immunology and Biochemistry Laboratory



The Sports Immunology and Biochemistry Laboratory has been developed to investigate the effect sport has on the immune system. The laboratory aims to identify strategies to prevent illness during heavy training and competition.

Millennium Institute of Sport and Health

Elite facilities, friendly atmosphere

We may train some of New Zealand’ s top athletes, but we’ re also set up to help anyone reach their personal fitness goals. Whether you’ re just starting to get in shape, or want to push yourself a bit further, our world class gym facilities, fun, friendly environment and experienced trainers will help you get there faster.

We offer a variety of fitness classes, a swim school in our Olympic-sized pool, and state-of-the-art gym equipment, so you’ ll find something to suit you.

A charitable organisation, our facilities were completed in 2002, with the support and vision of members of the business community, including Graeme Avery and Stephen Tindall.

Our goal was to create a place where our local community and top athletes alike could access world-class facilities, training and healthcare services. The fees paid by our members go toward training and supporting New Zealand’ s athletes.

High Performance Sport

In 2009, Millennium partnered with AUT University to become New Zealand’ s leading institute for sports research, coaching and management. Other partners like Nestle, Sovereign and Speedo came on board to help us improve our facilities, offer more to the community and become the official home for High Performance Sport NZ.

Our vision is to continue to resource our community and this country’ s next generation of elite athletes to achieve their goals. Our $43 million transformation, including the new public gym, will transform the Millennium into the National Training Centre for High Performance Sport. It will bring the best of sport research, coaching and management expertise from AUT University, the Millennium Institute and High Performance NZ.It means our gym members will have everything they need to be the best they can be, whatever their level.

To find out how the world-class facilities, experienced staff and friendly atmosphere can help you reach your fitness goals, get in touch with the team.

In 2002, the world-class facilities at the Millennium Institute of Sport and Health was establish to support New Zealand’ s athletes, from our stars to everyday people looking to get fitter. The Institute has been a success across all of its services, and for a time was operating at capacity.

奧克蘭大學
(Uni of Auckland)
教育學院
體育系
校方規劃參訪行程

系所介紹

11/15/2012
(星期四)

奧克蘭大學校方安排行程

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Delegation Schedule

National Taipei University of Nursing and Health Sciences, Taiwan

Date: Thursday 15 November, 2012
Venue: A201a, Faculty of Education, 74 Epsom Avenue, Epsom
Time: 9.30 a.m. – 1.00 p.m.

OBJECTIVES

- To explore possibilities of setting up international interchange programmes between both institutions, e.g. staff exchange programme, short-term summer observation or practical exchange courses
- To learn about New Zealand physical education in areas of teaching physical activities, fitness, exercise prescription or exercise physiology.

VISITORS FROM National Taipei University of Nursing and Health Sciences	
Professor Yi-Ching Huang	Dean of the Office of Academic Affairs
Professor Yu-Chi Kuo	Chairperson of the Department of Exercise and Health Science
Assistant Professor Yi-Hung Liao	Department of Exercise and Health Science

REPRESENTATIVES FROM THE FACULTY OF EDUCATION, THE UNIVERSITY OF AUCKLAND	
Dr John Hope	Associate Dean International Programmes
Dr Wayne Smith	Senior Lecturer in Health and Physical Education, School of Curriculum and Pedagogy
Associate Professor Ben Dyson	Health and Physical Education, School of Curriculum and Pedagogy
Rod Philpot	Professional Teaching Fellow, School of Curriculum and Pedagogy
Ms Maxine Ma	International Office Manager

PROGRAMME	
9.30 a.m. – 10.00 a.m.	Welcome Overview of Faculty of Education – John Hope
10.00 a.m. – 11.30 a.m.	Discussion with Health and Physical Education staff members – Wayne Smith, Ben Dyson and Rod Philpot
11.30 a.m. – 12.00 p.m.	Visit PE facilities in the Faculty of Education
12.00 p.m. – 12.40 p.m.	Working Lunch Summary and farewell – John Hope, Wayne Smith, Ben Dyson and Rod Philpot

MEETING POINT FOR DELEGATION
9.25 a.m., Reception, Block A, Faculty of Education, Gate 3, 74 Epsom Avenue, Epsom, Auckland. Delegation will be met and escorted to the meeting room in A201a.

Dear Dr Liao,

We have confirmed the visit schedule for you which is attached for your information. The links below will show you the key staff profiles of the staff members who will attend the meetings.

Dr John Hope http://www.education.auckland.ac.nz/uoa/john-hope

Dr Wayne Smith http://www.education.auckland.ac.nz/uoa/wayne-smith

Associate Professor Ben Dyson http://www.education.auckland.ac.nz/uoa/ben-dyson

Rod Philpot http://www.education.auckland.ac.nz/uoa/rod-philpot

Please let me know if you have any question.

We look forward to meeting you and your colleagues next Thursday 22 November.

Kind regards,

Maxine

Maxine Ma

International Office Manager
Faculty of Education, The University of Auckland
74 Epsom Avenue, Epsom, Auckland
Private Bag 92601, Symonds Street
Auckland, New Zealand
Phone: + 64 9 623 8899 ext 48211
Fax: + 64 9 623 8898
Mobile: +64 27 2416115
Email: maxine.ma@auckland.ac.nz

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION

Faculty of Education

Health and Physical Education

We provide a range of courses that provide a strong professional focus on the educational practice of health and physical education.

The academic group of Health and Physical Education offers students opportunities to study and expand their skills, knowledge and competency in the fields of physical education, health, sport, aquatics, games, movement and dance, exercise, te reo kori, recreation and outdoor education. We promote a culture of high quality scholarship that supports teaching, research, debate, collaboration and innovation.

Our courses have a strong professional focus on the educational practice of health and physical education. Students are expected to learn and refine:

- the skills and knowledge necessary to understand the meaning, context and relevance of teaching health and physical education in New Zealand

- the skills, knowledge and experience necessary to gather, interpret and express ideas about the professional practice of health and physical education in New Zealand.

Our teaching is based on the belief that understanding, using and caring for the body depends on experiencing, learning and participating in a range of structured and unstructured physical and health activities and tasks. Students are expected to participate in physical activities, in health seminars and group learning activities, and experience a variety of school environments.

The faculty has its own sporting facilities, including a 25 m heated pool, tennis courts, a gymnasium, a fitness centre and dance studios. We also run off-site activities including track and field athletics, outdoor education camps, visiting and staying at a marae and games and sports education at local venues.

Bachelor of Physical Education

By studying for a Bachelor of Physical Education (BPE), you can make a career out of your interest in physical education, health education, physical activity and sport. You'll gain specialised skills and in-depth knowledge in the field of physical education and learn how to be an effective, inspirational physical education teacher. The programme includes studies in expressive movement, outdoor education, bio-physical and socio-cultural sciences, education, te ao kori, health education and sport.

Quick facts

Fulltime: 4 years (part-time study options also available)
Taught at: Epsom Campus
Points per degree: 480

Programme highlights

- A unique programme that enables you to study physical education, health education and teaching concurrently.
- Learn best-practice physical education, health education and educational theory from some of the best in the field.
- Strong emphasis on practical experience in schools, with some industry-related placements.
- A range of exciting electives to choose from in your final year of study including: teaching and coaching sport, health education themes, outdoor education, recreation and leisure.

Ebook 2013 Bachelor of Physical Education Brochure

2013 Bachelor of Physical Education Brochure(550.0 KBPDF)

What you'll be studying

In the first year you will:

- Undertake practical components of physical education and develop your knowledge of the bio-physical and socio-cultural sciences relating to human movement and physical culture.
- Learn about the New Zealand education, teaching and learning environment.
- Undertake your first practicum (teaching practice) in a school.

Over the next three years you will:

- Explore research and practices relating to the teaching of health and physical education.
- Undertake further teaching practice in a range of secondary schools and related industries.
- Take two elective courses in your final year.

During your programme of study you will also undertake two courses from the General Education schedule, giving you the opportunity to pursue interests outside your field of study.

View the full list of courses

Choose your career

Typically, graduates of the Bachelor of Physical Education teach health and physical education at secondary school level in New Zealand or overseas. Graduates have also gone on to careers in associated industries, such as coaching, sports co-ordination and management, sports science, fitness centres and personal training, outdoor and adventure education programmes, dance tutoring and health education. Many graduates of this programme have leadership roles within New Zealand schools and beyond.

Interested in further study?

With a BPE you could go on to study at graduate or postgraduate level, which can lead on to study in education at masters and doctoral level. With three years of teaching experience, it is also possible to enter directly into the Master of Professional Studies in Education.

Application for Admission and Supplementary Information

To apply for Admission into this programme, visit Applying and enrolling.

As part of the Application for Admission you need to supply the faculty with supplementary information. The Supplementary Information Form can be downloaded within the Application for Admission. Please complete the form, and return it to the Faculty of Education as soon as possible to enable the processing of your application.

If you are unable to download the Supplementary Information Form 1(SIF1) email education@auckland.ac.nz or phone 0800 61 62 63 and ask for a SIF1 to be posted to you.

English language requirements

Applicants who have English as an additional language and are not a graduate at degree level (Level 7 or higher) from a New Zealand or Australian higher education institution will need to provide an Academic IELTS assessment. The Academic IELTS assessment must have a minimum score of at least 7.0 or higher in each of the IELTS modules. If you have studied at secondary school in New Zealand for at least two years, and have eight, Level 2 NCEA University Entrance literacy credits (four

奧克蘭大學
(Uni of Auckland)
體育系

參訪人員介紹

Dr John Hope

Dr John Hope
Associate Dean International Programmes, Faculty of Education
Senior Lecturer, School of Learning, Development and Professional Practice

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Associate Dean International Programmes

The international component of my present position includes recruitment and care of international students, international links and international policy, director of University of Auckland link degrees in Malaysia. The senior lecturer component includes lecturing in gifted education, technology curriculum, ICT and educational leadership. Courses EDUC 316, EDUC 384, EDCURRIC 209, EDPROFST 740.

Background

Primary school teacher, primary school principal, school inspector, curriculum writer, primary teacher education programme director, principal centre director.

Research Interests

Any research on international related issues, use of ICT in Education, school leadership, gifted education. Particular interest in quantitative and mixed method research.

Contacts

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Dr Wayne Smith

Dr Wayne Smith
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Introduction

Wayne Smith is a Senior Lecturer in Health and Physical Education, in the School of Curriculum and Pedagogy. Wayne has been involved in teacher education for two decades and from 2002-09 was Head of Programme of the Faculty's Bachelor of Physical Education. His research and teaching interests are in socially-critical pedagogy in physical education.

Educational history

- PhD (University of Queensland) - Thesis Title: Physical Education Teacher Education and the Programmatic and Personal Effects of Institutional Change
- MEd (Deakin University) – Dissertation Title: Student Subjectivity, Socialisation and School Physical Education
- DipPE (University of Otago)
- DipTchg (Auckland College of Education)

Research and professional interests

The nature of the field of Physical Education; Physical Education teacher education; skill acquisition and pedagogy involving social theories, in particular Bourdieuian theorizing, situated and complexity learning theories.

Areas of expertise

Physical education curriculum and pedagogy; physical education teacher education, and skill acquisition.

Current teaching

- EDCURRIC 133 Concepts Underpinning Skilled Movement
- EDCURRIC 231 Physical Education Practice 3
- EDCURRIC 236 Teaching Outdoor Education
- Doctoral supervision

Current/Past Supervision

Current

- Stuart Deerness - PhD - A Challenge to Tradition: What can be achieved by better understanding teacher-habitus and teaching across-habitus?

- Rod Philpot - PhD - An examination of students' beliefs and understanding of physical education throughout a four year physical education teacher education (PETE) programme

Past

- Stuart Deerness - MEd - A little more than Kin: A Personal Reflection on Teaching Practice
- Rod Philpot - MEd - A comparison of the beliefs about, and understanding of physical education of entering and graduating PETE students

Research Publications

- Ovens, A. & Smith, W. (2006). Skill: Making sense of a complex concept. Journal of Physical Education New Zealand. 39(1), pp 72-82

Doctoral Thesis

- Smith, W. (2008) Physical Education Teacher Education and the programmatic and personal effects of institutional change, The University of Queensland, Australia.

Conference Presentations

- Smith, W. (2009) *In the name of skill,* paper presented at the Physical Education New Zealand (PENZ) National Conference, Tauranga. New Zealand, July.
- Smith, W. (2009) *Post-graduate study in Physical Education,* invited panel member of conference workshop and discussion, Physical Education New Zealand (PENZ) National Conference, Tauranga, New Zealand, July.
- Dyson, B., Ovens, A., & Smith W. (2009) *The implementation of Cooperative Learning in New Zealand Physical Education programs,* paper presented at the AIESEP Specialist Symposium in Pensacola, Florida, September.
- Smith, W. (2009) *Teaching skill or games education in primary school physical education,* paper presented at the Physical Education New Zealand (PENZ) Leadership in Physical Education Conference, Auckland University of Technology, New Zealand, November.
- Dyson, B., Ovens, A., & Smith, W. (2008) *The implementation of Co-operative Learning in Physical Education in New Zealand schools,* paper presented at the Physical Education New Zealand (PENZ) National Conference, Christchurch, New Zealand, July.
- Ovens, A. & Smith, W. (2004) *Rethinking skill: New perspectives on a core aspect of youth sport,* paper presented at the Youth Sport and Physical Activity Conference, Waikato University, New Zealand, January.
- Ovens, A., & Smith, W. (2003) *Rethinking the concept of skill within a Game Centred Learning approach,* paper presented to the 2nd International Conference: Teaching for Sport and Physical Education for Understanding, Melbourne University, Australia, November.
- Smith, W. (2003) *The nature of PETE, and institutional change,* paper presented at Post-Graduate Physical Education Conference, Wollengong, Australia, May.
- Smith, W. (2002) *The wellbeing of Physical Education – an examination of our own Hauora.* Key note address at Physical Education New Zealand (PENZ) National Conference, Methvern, New Zealand, July.

Associate Professor Ben Dyson

Associate Professor Ben Dyson
School of Curriculum and Pedagogy

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website	n/a

Introduction

Associate Professor Ben Dyson is new faculty in Health and Physical Education in 2010. He has carried out research and taught for over twenty years in Canada, the USA, and New Zealand. He is a Research Fellow of the Research Consortium for the American Alliance of Health, Physical Education Recreation and Dance. He is a member of the Physical Education Assessment Taskforce for the National Association of Sport and Physical Education, USA.

Educational history

- Bachelor of Education, University of Otago, New Zealand
- Master of Arts, University of Victoria, Canada
- Doctor of Philosophy, Ohio State University, USA,
  Dissertation Title: A case study of two alternative elementary physical education programs. (1994)

Area of expertise

- Curriculum and instruction in Physical Education

Research and professional interests

- Innovative curriculum and instruction in Physical Education
- Physical Education policy implementation in schools

Current teaching

- EDCURRIC 103 Health and Physical Education
- EDCURRIC 335 Research study in Health and Physical Education
- MEd / MA / PhD / EdD Supervision

Recent publications

- Dyson, B., Hastie, P., & Linehan-Rhodes, N. (in press). The ecology of cooperative learning in an elementary school physical education classes. *Journal of Teaching in Physical Education.*
- Dyson, B. Coviello, N., DiCesare, E., & Dyson, L. (in press). Students' Perspectives of Urban Middle School Physical Education Programs. *Middle Grades Research Journal.*
- Dyson, B., Placek, J., Rink, J., Graber, K., Fox, C., Fisette, J., Zhu, W., Avery, M., & Franck, M. (in press). Development of elementary assessments for National Association of Sport and Physical Education Standard 1. *Measurement in Physical Education and Exercise Science.*

- Dyson, B., & Brown M. (2010). Adventure Education in physical education (2nd ed.). In Jacalyn Lund and Deborah Tannehill (Eds.). *Standards-Based Curriculum Development.* Boston, MA: Jones Bartlett.
- Casey, A., & Dyson, B. (2010). The implementation of models-based practice in physical education through action research. *European Physical Education Review,* 15, 175-199.
- Casey, A., Dyson, B., & Campbell, A. (2009). Action research in physical education: Focusing beyond myself through cooperative learning. *Educational Action Research*, 17, 407-423.
- Dyson, B. (2009). Un modelo híbrido de instrucción en educación física: integrando los modelos del aprendizaje cooperativo y de los juegos tácticos. In Velázquez, C (coord.). Aprendizaje cooperativo en Educación Física. Fundamentos y aplicaciones prácticas. Barcelona, INDE.
- Avery, M., Dyson, B., Fissette, J., Graber, K., Fox, C., Franck, M., Placek, J. H., Rink, J., & Zhu, W. (2008). *PE Metrics: Assessing the National Standards: Standard 1 Elementary.* Reston, VA: NASPE.
- Seed, A. & Dyson, B. (2007). PESLAU: Rx for increasing physical activity in Tennessee middle schools. *The Tennessee Association of Middle Schools Journal,* 36, 1-15.
- Dyson, B. (2006). Students' perspectives in physical education. In David Kirk, Doune Macdonald, and Mary O' Sullivan (Eds.), *The Handbook of Physical Education* (pp. 326-346). London, England: Sage.
- Dyson, B. (2006). NASPE/NCATE Report Preparation for the Accreditation Process. *Journal of Physical Education, Recreation and Dance,* 77, 13-32.
- Brown, M. & Dyson, B. (2006). Pursing HPE outcomes through Outdoor Education. In Richard Tinning, Louise McCuaig, and Lisa Hunter (Eds.), *Teaching Health and Physical Education in Australian Schools.* NSW, Australia: Pearson Education.