

A CASE STUDY OF “K-TIE” ASSISTED INSTRUCTION KAI TO “CLAPPING HANDS” AS A RECREATION ACTIVITY

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The purpose of this study was to identify the causes of rejection of papers from conference proceedings and to present guidelines to limit the number of papers rejected from the Proceedings of the XXIVth International Symposium on Biomechanics in Sports hosted by the University of Salzburg, Austria. Scientists (n=95) with extensive experience in reviewing papers completed a survey. Each scientist selected their five most common reasons for rejecting papers. All scientists selected 'unsound experimental design' and 'lack of clarity' in one or more sections as common reasons for rejecting papers from proceedings. Other common reasons were poor identification of the problem (53), and poor analytical methods (65). Guidelines for authors arose from the study.

KEY WORDS: cellular phone, animation, clapping hands .

INTRODUCTION: Recently, the use of a cellular phone has spread, and cellular phones close to our daily life. In particular, photography functions of a cellular phone are variable. CAI; Computer Assisted Instruction; CAI is known to many people, but K-tie Assisted Instruction (KAI) will be needed to be done in near future. The purpose of this study is to examine the features of instruction using the cellular phone, taking up “clapping hands” for teaching material in the recreation activity.

METHODS: 35 varsity students participated in this study using an animation function of a cellular phone in class and performed clapping hands. At first, all students were divided into four groups beforehand and sent an animation of different rhythm to a leader of each group. Each group sent back an animation of the performance with a cellular phone after they practiced and completed the rhythm in each group. Finally the four groups performed clapping hands all together and enjoyed themselves.



Photo 1:Class scenery

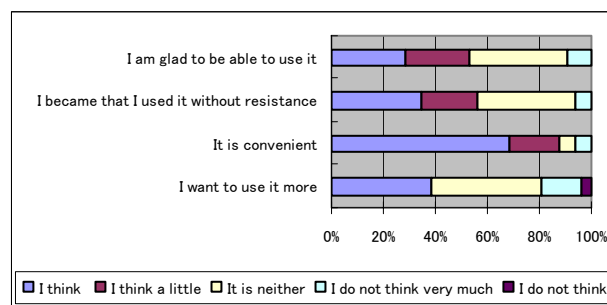


Fig. 1: Questionnaire

RESULTS AND DISCUSSION: Everybody is used to use a cellular phone, so the animation came well. When I began putting together the four groups, a sense of unity occurred in the class within several minutes. (Photo. 1) It was considered that I performed a questionnaire after class and there were many opinions that had a good impression of the class that used this cellular phone (Fig. 1).

CONCLUSION: In conclusion, the experiment advanced so smoothly by delivering an animation beforehand that the cellular phone might be a convenient tool communicating with each other.

REFERENCES:

Tzatzis, G. (2000). Different multimedia means for class presentation in higher education. *Journal of Human Movement Studies*, vol. 39, 73-84.