

# 丹麥國家體育考試

Physical Education Exams in Denmark



(圖片：達志影像)



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## 前言

2014年，丹麥展開了一項新的學校改革，在期末考試中導入國家體育考試，旨在加強人們對於動作、健身運動、體育的地位、以及學生對於體育課的學習成果之關注。導入國家體育考試的主要理由，主要從學校的學科評鑑報告指出，體育科對學生和家長而言缺乏重要的地位。同時，評鑑報告亦指出體育對於學生學習而言，缺乏關於體育的學習結果。因此，丹麥的國家體育考試必須反映出學生體育課的學習結果。

## 丹麥學校體育課的目的

在丹麥，就讀國民學校（folkeskole）的學生（6-16歲），上體育課必須發展身體、運動、社會和個人的能力。學生需習得廣泛的體育與運動文化知識，並在動作中培養興趣。同

時，體育亦需提供學生它在健康和有關社會與運動文化之全人福祉的影響經驗和領悟。透過多樣的體育項目學習，學生應該有機會體驗到參加體育課的樂趣，並且十分樂意參與其中。藉此，他們發展終身身體活動與自然、文化、社會和世界的意義理解之前提基礎。最後，學生也需培養對自己負責，以及對彼此關聯的社群負責的基礎。

## 關於丹麥國家體育考試的描述

體育考試是以實作、口頭的方式進行，並由2~5位學生為一組來完成。老師與學生協作，以規定或選擇方式訂定三個主題。主題依據國家對學生的學習目標中所規定要求的能力而選定，此為14-16歲學生體育課程的基礎。主題的範例有：「體育與性別」、「健康生活」、或是「體育與遊戲比賽」。

學生以小組為單位，列出實作演示的大綱給老師。實作演示是依據國家對學生的學習目標中所規定要求的學習結果文件 (Fælles Mål, 2014)。學生在老師的協助下完成制訂大綱的過程，並於下半學年（3-5月）完成體育考試。

## 內容範圍

丹麥學生的能力範圍及其與體育內容的相關範疇，主要在丹麥國民學習成果的課綱文件中皆有詳細的描述列舉如下：

### 一、體育學習領域範圍

- (一) 體操。
- (二) 球類運動和球類運動的發展活動。
- (三) 舞蹈和表現藝術。
- (四) 基本身體動作。
- (五) 跑、跳、投擲。
- (六) 自然和戶外活動。

### 二、體育文化與關係

- (一) 團隊合作和責任。
- (二) 規範和價值觀。
- (三) 體育與社會。
- (四) 語言和肢體語言。

### 三、身體、訓練和全人福祉

- (一) 健康和全人福祉。
- (二) 身體訓練。
- (三) 身體與認同。

## 內容範圍的隨機選擇原則

建立好2至5人的小組之後，學生小組成員從兩個事先決定的特定群組中（群組A和群組B）抽選內容範圍。學生從群組A和群組B中各抽選一個內容。在隨機選擇的過程中，校長或其他學校高層管理人員需在場視導。「自然與戶外活動」的內容，則因考試實際安排限制的原因，已先排除在內容範圍之外。其他的內容在體育考試中則是強制性的，內容群組的劃分如下：

## 一、在體育科的考試中，學生依 下列方式進行

### （一）身體技能

1. 做出適合的選擇。
2. 演示優質的動作。

### （二）實際示範的結構

1. 與主題的聯結。
2. 學科內容（與該科內容範圍相關）。
3. 創新。
4. 合作。

### （三）體育相關知識

1. 關於選定的主題
2. 關於兩個領域的課程內容

### （四）努力

1. 參與及投入。
2. 專心。
3. 解決學科挑戰的意願。

## 二、考試方式——執行步驟

1. 體育被選定為考試科目。
2. 分好小組，每組有2-5名學生組成。

3. 老師和學生共同選定至少3個主題，作為本學年學習的重點，往年的主題亦都可以使用。所以，考試主題必須是學生在準備期間列過相關綱要的內容。
4. 老師列出當年度教學內容綱要並分發給學生。
5. 每組從兩個內容範圍挑選，A群體與B群體各抽取一個。
6. 每組在老師的幫助下挑選一個總主題，需要與實際演示綱要有相關。
7. 每組在老師的幫助下選定實際演示的活動，並想辦法將各自的實際演示與每組的選題聯結起來。
8. 每組在老師的幫助下為實際表現和口頭考試書面計劃，且需由老師與同學一致同意並簽名，然後發放給學生。

9. 老師就口頭考試部分提出2-4個更深層的問題（分析性、解釋性或觀點性的）
10. 老師為即將到來的考試做好時間安排，給學生充足的時間，準備實際操作所需的器材。
11. 教師將時間表、教學摘要、學生書面計畫，和進一步的問題，提供給審查委員。審查委員必須在考試前至少兩週，提交這些文件。
12. 至少在考試前一個星期，教師要選定幫助準備器材的人選。可以從低年級選擇幫手，在考試當天也需要其前來幫忙。
13. 考試時間（包括討論分數的時間）為：兩位學生35分鐘；三位學生45分鐘；四位學生55分鐘；五位學生65分鐘。

14. 每位學生以個別方式評估，並收到個人的成績。

### 評估顯示了什麼？

2014~2015學年是體育考試的第一年。根據回饋顯示，發現將體育變成考試科目這一改革得到了廣泛的好評。教師感受到了學生參與度的提升，而學生也獲得了更好的學習效果。

審查委員從問卷調查的答案展現以下幾點：

- 一、該考試的現行方式獲得高滿意度高。
- 二、考試委員體驗到學生在考試前與考試中的參與情況。
- 三、給予學生選擇及主題綱要，使得學生對考試的方向和架構有所瞭解。

考試實施的經驗顯示，就時間安排來說，3-4人一組會更適合。對於2人組或5人組，也有一些好的建議。教學總結很完

善，並且對學生的書面計劃產生了很大的幫助。

一般來說，接受了專業體育老師教導的學生比沒有接受過專業指導的學生得分要高。在考試中，女生表現優於男生。

## 2016年考試的描述

「毫無疑問，透過體育考試，某種程度上協助提昇了體育科的學術層級。出色的考試是具有高度的熱情和參與度。」

「非常積極參與的學生，他們都顯現出是經過密集且有效的準備。學生們表示，體育會考幫助他們在學術上有很大的幫助，尤其是集中準備期。」

「我非常喜歡這類型的考試，並看到了考試提升『體育不是很好的學生』之學習效果的幾個案例，學生們可以在適當的組別裡一起參與一個好的課程，並依據他們的能力、實作和主題，

做出適當的選擇。」

「我非常高興看到學生們對於考試的積極參與，我認為學生們都很具進取心。」

「審查者（censor）和考試委員都把考試當作一種有趣與相關形式的經驗，因為它為體育科帶來學術上的地位提升。自從體育科成為6-16歲學生的重心時，將它列為必要的體育考試則更為有利。考試委員體驗到體育考試激發起學生的動機，以及在考試過程中，他們必須完成一項學科的進展。」

## 關於教學總結之具體建議

教學總結建立該學年的教學內容與考試之間作連結。說明了教學如何在能力範圍的內容中開展，這包括了在最後一學年考試前的教學，以及這些教學的方式。教學單元包含最後一學年之前的學年，最後一學年考試之前

的時間也可以被納入教學總結。教學總結必須包含來自國家目標這個的相關能力中的能力領域，作為最後一學年考試前的準備。確保評估學生在最後一學年考試之前的能力目標與能力範圍的關連，和個人能力相符合，以及相應要達到的教學目標是非常重要的事情。教學總結是設計用來協助和支持學生作實作計畫，並且也應該針對此目的。為了能達成此目的，可使用教學總結模版用以確保單元間描述的一致性。因此，若是班上的學生需實施體育考試，則建議教師在每次教學單元結束後，要填寫教學總結模版，以避免最後形成大量的工作負擔。

### 關於考試內容參考文獻的建議

本學年考試的一個重大挑戰，就是要能找到合適的考試內容文獻。文獻搜尋的焦點大量關

注於解剖學，而少數關注在關於所選主題的相關文獻。每位學生會得到一份15-20頁的相關文獻，這份資料基本上是根據不同主題與體育的理論所選擇的文獻內容作平均分配。文獻也可以是報紙文章的形式、多元化的文本、或者是牽涉到相關主題的學術期刊上之文章，如禁藥或認同的議題。隨著考試的導入，更多樣化的文獻在體育的考試中則漸漸出現。而且，許多相關體育考試的相關文章內容，也在學校的會議中加以和教師同僚分享。

### 有關主題的建議

一位考試審查者說道：「如果教師能夠帶領學生更有效的理解在考試實作計畫中的內容主題，這對所有學生來說，將能獲得更大的優勢。」根據考試審查者的評估，絕大部分的學生（98%）感覺到對於考試主題的

支持。在考試實作計畫和主題之間的關係必須是顯而易見的情況，這是一種很好的意見，用以思考所有的內容領域如何與主題作關連。體育考試允許學生選擇內容主題。例如，受傷或是失能的學生可依他們的狀況選擇主題，例如「體育與認同」。主題是建立在能力內容範圍的基礎上。每個主題都有一個次標題，例如「體育與文化要素」的主題，其次標題為「世界各地的體育」，或是「體育與認同」的主題，其次標題為「街頭生活」。

### 關於實作計畫的建議

針對學生的實作計畫，建立填寫模板是一種好的想法。這可以確保在內容主題與所選內容間的一致性。不過，卻也不是一定要完全反映所涉及所有內容領域面向的知識。如果學生選擇在他們的實作計畫中加入「熱

身」，那麼熱身必須與相關的身體活動同時作動作實作示範。另外很重要的一點是，不要花費過多地時間在熱身這一個小課題上，除非學生處理的主題是關於「體能訓練」這個主題內容。

### 組別大小

體育考試的方式是以學生人數在2-5人間的一個小組進行考試。2人的小組，考試時間為35分鐘。依據考試審查者的不同，時間安排會有細微的調整。考試審查者建議最佳的小組人數是每組3人，大約69%人認為，這樣的小組人數是最能夠合理的進行時間分配。學生可以決定他們自己的小組，但要注意的事情是，老師需確認所有的學生都參與並分配到各個小組當中。另外，建議可以透過能力的光譜用以代表每一組的狀況。例如，在球類運動的主題中，同一小組成

員當中，不能有3位都是精通球類運動的學生。

### 關於體育考試常見問答

問：可否讓學生們改變考試的場地？例如改變到體育館進行？

答：為考試所預留的時間，包括到達不同考試場地的時間，不同考試場地之間的距離將會被安排的很近。因此，僅在距離很近的情況下可以允許。

問：我們的學校缺少必要的器材？

答：對於體育考試來說，沒有特定一定必須要具備的器材需求。在指引中，有建議學校要準備在符合一般正常教學情況下所需要的器材。

問：考試可以有觀眾嗎？

答：可以，但是必須經過考試教師、學生和審查者的同意。

問：何時隨機抽選體育考試的內容？

答：當體育課是選為體育考試時，即開始選擇不同的內容範圍。

問：在不同的內容範圍中有哪些內容？

答：在體育課程的內容範圍描述中已列出相關的內容範圍。體育課程的具體內容可以在丹麥教育部網站搜尋到（[EMU.dk](http://EMU.dk)）。

問：可針對一位學生設立1人小組嗎？

答：可以。如果校長針對小組考試給予特殊的安排。但這種情況，只能針對某些時候考試不能參與考試學生所開設的特殊狀況。

問：受傷學生的處理情況？

答：如果學生因為受傷無法參加考試，則應該儘早安排他們參加新的考試。由於生病延誤了考試，亦應在學生可以參加時，適時安排新的考試。體育口試的時間，可從8月2日至9月10日的期間進行。如果學生是在考試的前夕受傷，他們可以選擇在自己能力最好的狀態下參加考試。如果是這種情況，應將學生安排在適合她/他能力程度的組別中進行考試評估。因此，建議受傷的學生，能規劃適合自己的實作計畫，透過這種方式，也可以顯示出，儘管他們受傷，但他們依據自己能力可以做到的事。當然，這種情況，學生通常可向教師尋求建議。

編註：本文譯自 *Physical Education Exams in Denmark*，由南丹麥大學學院體育和健康促進系國家健康促進知識中心Børge Koch教授、Claus Løgstrup Ottesen副教授、Anders Flaskager副教授應本刊邀約之撰稿。如需更多相關資訊，請聯繫本篇通訊作者Børge Koch: [bfko@ucsyd.dk](mailto:bfko@ucsyd.dk)

### 延伸閱讀

*Physical Education Exams in Denmark* 請至體育署網站下載：  
<http://www.sa.gov.tw/wSitect?xItem=3452&ctNode=243&mp=11>

南丹麥大學學院體育和健康促進系  
國家健康促進知識中心網站：  
[www.vicekosmos.dk](http://www.vicekosmos.dk)

# Physical Education Exams in Denmark

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In 2014 a new school reform was adopted in Denmark which (amongst other things) introduced a final exam within the subject of Physical Education (PE) to strengthen the focus of movement and exercise, the status of PE and the students' learning outcomes of the subject.

The reason for the introduction of the exam in PE can be found in two Danish evaluation reports of the subject in schools (EVA, 2004 and SPID 2011) which pointed towards the lack of status of the subject- both amongst students and parents. The evaluations similarly indicated that there was a lack of learning outcomes for the students.

The Danish PE exam has to reflect the students learning outcomes of their PE lessons.

## **The purpose of PE within Danish schools**

In PE students in Danish 'folkeskole' (ages 6-16) have to develop physical, sporting, social and personal competencies. The students are required to gain knowledge of a broad range of PE and sports culture and develop an interest in movement. PE also has to provide the students with experience and insights of PE's influence on health and well-being along with the relation between society and sports culture.

Through a broad range of physical disciplines, the students should have the opportunity of experiencing the joy and desire to participate in PE. Through this they develop the pre-requisites of the understanding of the meaning of lifelong physical activity in relation to nature, culture along with the society and world they are part of. Finally, the students have to develop the pre-requisites of taking responsibility for themselves and being part of a co-reliant community.

## **Describing the PE exam**

The PE exam is a practical and oral exam and is completed by groups of 2-5 students.

The PE teacher defines/chooses three themes in collaboration with the students. The themes are based on areas of competency in national targets for students (Fælles Mål, 2014), which is the foundation for lessons for students aged 14-16. Examples of themes could be: 'PE and Gender', 'Healthy Life', or 'PE and Games'.

The group of students create an outline for a practical demonstration which is given to their teacher. The practical demonstration is based on the chosen theme and specific areas which are outlined by the government's national learning outcomes for students within the National Targets (Fælles Mål, 2014) document. The process of making the outline is completed in the latter part of the school year (between March and May) with the help of the teacher.

### **Academic areas**

The areas of competency along with their relevant areas of content in relation to PE are described in the Danish National Learning outcomes (Fælles Mål, 2014) document and are listed below:

#### **Broad areas of study within PE:**

- Gymnastics
- Ball sports and ball sports development activities
- Dance and expressive arts
- Fundamental body movements
- Running, jumping, throwing
- Nature and outdoor activities

#### **PE culture and relations:**

- Team work and responsibility
- Norms and values
- PE and society
- Language and body language

#### **Body, training and wellbeing:**

- Health and wellbeing
- Physical training
- The body and identity

### **Principles for the random selection of areas of content**

After the creation of the group of 2-5 students the groups pick two areas of content from 2 pre-determined pools (pool A and pool B). The students pick one area of content from pool A and one area of content from pool B. The leader of the school or another senior manager is present during the random selection.

The area of content '**Nature and Outdoor Activities**' is left out due to the practical planning of the exam.

The other areas are obligatory in relation to the exam and are divided in pools as listed below:

**In the subject of PE the students are examined in:**

- **Physical skills**
  - a) To make qualified choices
  - b) To demonstrate quality of movement
  
- **Structure of the practical demonstration**
  - a) Connection to the theme
  - b) Academic content (in relation to the areas of content)
  - c) Creativity
  - d) Co-operation
  
- **PE related knowledge**
  - a) In relation to the chosen theme
  - b) In relation to the two areas of content of the program
  
- **Effort**
  - a) Participation and engagement
  - b) Focus and concentration
  - c) Willingness to solve academic challenges.

**The form of the exam- step by step**

1. The subject of PE is selected for examination.
2. The groups are made. Each group consists of 2-5 students.
3. The teacher and students define a minimum of 3 overall themes that have been taught in the class throughout the year. Themes from previous years can be used. The themes must be related outline which the students develop in the preparation period.
4. The teacher hands out a summary of the teaching undertaken that year and hands it out to the students.
5. The groups pick two areas of content: one from pool A and one from pool B.
6. The groups pick one overall theme that needs to be related to the outline of the practical demonstration with the help of the teacher.

7. The groups identify which activities they wish to build their practical demonstration around with the help of the teacher. They decide how they will link the practical demonstration to the group's chosen theme.
8. The groups make a written plan for the practical performance and oral exam with the help of their teacher. The written plan is accepted and signed by the teacher and student and is given to the student (p13-15).
9. The teacher creates/ formulates 2-4 further question for the oral part of the exam (analytical, interpretative and perspectival).
10. The teacher creates a time schedule for the exams to be held in a way that allows time for the groups to prepare the equipment for the practical program.
11. The teacher makes the time schedule, summary of teaching, student written plans and further questions available to the censor. The censor must have these documents at least two weeks before the exam.
12. The teacher must make sure that there is someone who can help prepare the equipment for the exam at least one week before the exam is held. The helpers could be students from a younger class - who could also help on the actual exam day.
13. The exam (including discussion about grades) lasts for:
  - a) 35 minutes for two students.
  - b) 45 minutes for three students.
  - c) 55 minutes for four students.
  - d) 65 minutes for five students.
14. Each student is assessed individually and receives an individual grade.

### **What does the evaluation show?**

In the school year of 2014/ 2015 was the first year where the exams took place for the subject of PE. Based on censors' answers it can be concluded that there is an overall satisfaction that the subject of PE has become an examined subject. The teachers experience a greater engagement from the students who also receive stronger learning outcomes (Exam Evaluations- Teaching, PE, May/June 2015/ Prøver – Evaluering – Undervisning, Idræt, maj-juni 2015).

The censors' answers from the questionnaire demonstrate the following:

- There is great satisfaction with the exam in its current form
- The censors experienced engaged students both before and during the exam
- The fact that the students choose and overall theme gives the students a direction and structure within the exam.

The answers also show that groups of 3 or 4 students are preferential in relation to scheduling the exam. There were also several good suggestions regarding groups of 2 and 5. The summaries of teaching were good and have supported the students' written plans.

The students who has been taught by a specialized PE teacher generally receive higher grades than students who have not had teaching from a specialized PE teacher.

The girls have out-performed the boys in the PE exam.

### **Quotes about this years' exam**

*'There is no doubt that the form of the exam helps to heighten the academic level of PE quite a bit. Brilliant exams with great enthusiasm and engagement.'*

*'Very motivated and engaged students who all demonstrated intense and significant preparation. The students expressed that especially the intensive preparation period helped to give them an academic lift'.*

*'I am very pleased with this type of exam and have seen several examples that this exam can lift 'the not so physical student' to a higher level'- providing the student is placed in the right group where they manage to make a really good program together and take some sensible choices in relation to their abilities, the practical program and their theme'.*

*'It has been a pleasure to see the students' engagement at the exams and I really think they are a very good initiative'.*

*'Both the censor and examiner experience it as an interesting and relevant form of exam which gives the subject an academic lift along with a lift in status. Since the subject is so central in ages 6-16 there is a great advantage of making it an obligatory exam. The examiner experiences that the test has been motivational for the students and that they have gone through an academic progression in the process'.*

### **Advice for a good summary of teaching**

The summary of teaching creates a connection between the years' teaching and the test. It expresses how teaching has been undertaken within the areas of competence including which units have been taught in the final year before the exam and the way they have been taught. The units of work which have been covered in the year previous to the final year before the exam can also be included in the summary of teaching. The summary of teaching must cover the areas of competence with the relevant competency aims from the national targets for the final year of study before the exam.

It is important to ensure that the students are evaluated in relation to the areas of competency and competency aims for the final year of study before the exam and that teaching sets aims to meet these targets.

The summary of teaching is designed to help and support students as they make their practical programs and should be made for this purpose.

A template can be used with the summary of teaching to ensure a consistency in the descriptions of the units. It is recommendable to fill out the summary of teaching after each unit to avoid a large workload if the class is selected for examination.

### **Advice for bibliographies**

One of the significant challenges in this years' exams has been to find suitable literature. There has been large focus on literature regarding anatomy and little focus on suitable literature regarding the chosen themes.

15-20 pages of relevant literature should be given to the students, these pages should be evenly divided between the chosen themes and relevant PE theory.

Literature can also be in the form of newspaper articles, multimodal texts, articles from journals which deal with relevant themes such as doping or identity. Since the test has been introduced more diverse literature has been discovered targeting the exam in PE. More relevant articles have also been shared at school conferences.

### **Advice about themes**

'If teachers could have guided the students more effectively in relation to themes within the practical program it would be advantageous for the students'. Quote from censor.

Based on the censors' evaluations, most students (98%) found the themes supportive for the exam. The relation between the practical program and the theme should be very visible. This can help students structure their practical program and the following oral exam to a large extent. It is a good idea to consider how all the areas of content can relate to the themes.

The students are allowed to choose their own themes for the exam. For example: students with an injury or disability use their condition actively within the theme e.g. 'PE and identity'.

The themes are based in the areas of competencies. The themes can have a subtitle, for example a theme such as 'PE as a cultural factor' could have a subtitle such as 'around the world with PE' or the theme 'PE and identity' could have a subtitle such as 'Street life'.

### **Advice about practical programs**

It is a very good idea to create a template for the students' practical programs. This helps to ensure consistency and that they come across both areas of content within the chosen theme. The two areas of content have to be covered equally within the practical program. However, they do not necessarily have to reflect all aspects of the area of content. If the students choose to include a warm-up within their practical program, then the warm-up should be related to the physical activity being demonstrated. It is also important that it does not take up too much time unless it is done in connection to the 'physical training' area of content.

### **Group size**

The PE exam is a group exam with a group size of between 2 and 5 students. The time given to a group of two students is 35 minutes which includes time for discussion of grades between

examiner and censor. The practical element of the exam takes up two-thirds of the time. According to the censors the time given is generally well adjusted. The group size the censors consider to be best is the groups of 3 students where 69% consider the time to be well adjusted. The students can decide their own groups, but it is important that the teacher is involved in the process to ensure that everyone is included in a group. It is a good idea to make sure that a broad spectrum of competences is represented in each group. For example: there should not be three experts in ball sports in one group.

### **FAQ about the PE exam**

*Are the students allowed to change the location? E.g. to an athletics stadium?*

The time set aside for the exam includes the time set aside for movement between locations. Therefore very little movement between locations can take place.

*Our school does not have the necessary equipment?*

There is no requirement for specific equipment in relation to the PE exam. In the guidance there should be general recommendations in relation to which pieces of equipment can be expected to be in place in normal teaching.

*Can there be an audience?*

Yes. If it is agreeable to the teachers, students and censor.

*When are the areas of content randomly selected?*

The areas of content are selected once PE has been selected as an exam subject.

*What is included in the different areas of content?*

In the curriculum for PE descriptions of the areas of content can be found. The curriculum can be found on EMU.dk.

*Can there be a group size of just one student?*

Yes. If the leader of the school gives special dispensation from the group exam. This can only happen under special circumstances dictate that the group exam cannot take place.

*Students with injuries*

If a student is unable to take part of the exam due to injury they should be given a new exam at the earliest opportunity. Exams delayed due to sickness should also take place at the next available point of exam. Oral exams including PE can take place from the 20th of August to the 10<sup>th</sup> of September.

If a student is injured immediately before the exam they can choose to do it to the best of their ability despite of their injury. If this is the case the student should be examined and assessed at the same level as the other students.

It is therefore advisable that students with injuries plan their practical program in a way that shows what they are able to do despite their injury. There may be a need for extra advice from the teacher.

For further information please contact Professor Børge Koch, [bfko@ucsyd.dk](mailto:bfko@ucsyd.dk).

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