



**12th FIEP EUROPEAN
CONGRESS**

Luxembourg | 13.9.-16.9.2017



General Information & Programme

Sponsors of the 12th FIEP European Congress



Institute of Applied Educational Sciences (AES)

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Welcome note from the organizing committee

Dear participants,

Welcome to the 12th FIEP European Congress in the Grand Duchy of Luxembourg! We are pleased that so many of you have accepted our invitation to come to the "green heart of Europe" and we are sure that you will not regret your decision!

The congress is hosted by the University of Luxembourg, specifically the Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE) as well as the Institute of Applied Educational Sciences (AES). Founded in 2003, the University of Luxembourg is internationally renowned as one of the world's best young universities (Young University Rankings 2017) due to its excellent research and multicultural approach.

Correspondingly, the 12th FIEP European Congress brings together leading scientists and educators from around the world to discuss current challenges and developments in the field of physical education. The increasingly sedentary lifestyle of many children, the inclusion of children with special needs and the use of digital technologies in physical education are just some of the topics that will be addressed in the next few days.

This will happen on the one hand through a total of 14 parallel sessions featuring the contributions of more than 120 researchers and on the other hand through a number of invited symposia hosted by international umbrella organizations such as the International Council of Sport Science and Physical Education (ICSSPE), the European Physical Education Association (EUPEA) and the International Federation for Adapted Physical Activity (IFAPA). The congress's scientific programme will be further enriched by the poster session as well as the contributions of young researchers within the FIEP New Leaders Programme.

Furthermore, we are proud to have secured internationally renowned experts for the keynote talks:

- Prof. Martin E. Block from the University of Virginia (USA) will explain how future physical educators can be prepared for inclusive teaching methods.
- Prof. Ina Hunger from the Georg-August University Göttingen (Germany) will talk about the relationship between physical activity and social opportunities in early childhood.
- Dr. Richard Bailey (UK), member of the Executive Office of the International Council of Sports Science and Physical Education, will review the content and effects of physical activity programmes in schools.
- Prof. Dr. Ivo van Hilvoorde from the University Applied Sciences of Windesheim (Netherlands) will describe opportunities for using digital technologies in physical education from a global perspective.

Finally, we would like to express our special thanks to Ms. Andrea Klein for her commitment and dedication during the last few weeks. We also thank the Fonds National de la Recherche, the Ministry of Economy's General Directorate for Tourism, the Ministry of Sports, and the FLSHASE for supporting the congress.

Enjoy your stay in Luxembourg and have an interesting and inspiring congress!



Andreas Bund



Claude Scheuer

Committees

Scientific committee (in alphabetical order)







Prof. Dr. Branislav Antala, Comenius University of Bratislava, Slovakia, World Vice-President FIEP
Prof. Dr. Ingrid Bähr, University of Hamburg, Germany
Prof. Dr. Andreas Bund, University of Luxembourg, Luxembourg
Prof. Dr. Erin Gerlach, University of Potsdam, Germany
Martin Holzweg, Germany, Executive Committee EUPEA
Prof. Dr. Jeanne Keay, University of the West of Scotland, United Kingdom
Dr. Dario Nowak, University of Zagreb, Croatia
Prof. Dr. Uwe Pühse, University of Basel, Switzerland
Dr. Arja Sääkslahti, University of Jyväskylä, Finland
Dr. Claude Scheuer, University of Luxembourg, Luxembourg, President EUPEA

Organizing committee (in alphabetical order)


Prof. Dr. Andreas Bund, University of Luxembourg, Luxembourg
Andrea Klein, M.A., University of Luxembourg, Luxembourg
Dr. Claude Scheuer, University of Luxembourg, Luxembourg

Programme


Overview

Wednesday, 13/09/2017								
14:00-18:00	MSA 3 rd floor	Registration						
18:00-20:00	MSA 3.500	Opening Ceremony						
		Claude Scheuer, Organizing Committee Georg Mein, Dean of the Faculty of Language and Literature, Humanities, Arts and Education Branislav Antala, Fédération Internationale d'Éducation Physique Uri Schaefer, International Council of Sport Science and Physical Education Ulrike Kohl, Fonds Nationale de la Recherche Diane Dhur, Ministry of Education, Children and Youth Rob Thillens, Ministry of Sports						
20:00-22:00	MSA 3 rd floor	Welcome Cocktail/Fingerfood Buffet						
<table border="1"> <tr> <td colspan="3">Shuttle bus #1</td></tr> <tr> <td>Departure 22:15 Belval Campus (congress venue)</td><td></td><td>Arrival 22:45 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)</td></tr> </table>			Shuttle bus #1			Departure 22:15 Belval Campus (congress venue)		Arrival 22:45 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)
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Departure 22:15 Belval Campus (congress venue)		Arrival 22:45 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)						
Thursday, 14/09/2017								
<table border="1"> <tr> <td colspan="3">Shuttle bus #2</td></tr> <tr> <td>Departure 8:00 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)</td><td></td><td>Arrival 8:45 Belval Campus (congress venue)</td></tr> </table>			Shuttle bus #2			Departure 8:00 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)		Arrival 8:45 Belval Campus (congress venue)
Shuttle bus #2								
Departure 8:00 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)		Arrival 8:45 Belval Campus (congress venue)						
9.00-10.00	MSA 3.500	Keynote						
		Ivo Van Hilvoorde (University of Applied Sciences Windesheim, Netherlands): <i>Digital technology in physical education: Global perspectives</i> Chair: Martin Holzweg						
10:00-10:30	MSA 3 rd floor	Coffee Break						
10:30-12:30		Invited Symposia and Parallel Sessions						
	MSA 3.500	Fédération Internationale d'Éducation Physique (FIEP): <i>Physical education and new technologies</i>						
	MSA 3.010	European Physical Education Association (EUPEA): <i>Monitoring physical education – physical literacy and its school development conditions in Europe</i>						
	MSA 3.230	Parallel Session 1: <i>Physical education in early childhood and primary education</i>						
	MSA 3.220	Parallel Session 7: <i>Intercultural learning and inclusion in physical education</i>						

	MSA 3.200	Parallel Session 11: <i>Physical education and physical activity in active school communities</i>
	MSA 3.070	Parallel Session 13: <i>Physical education in secondary education</i>
12:30-14:00	MSA 3rd floor	Lunch Break
13:00-14:00	MSA 3.010	FNL Session with Dr. Richard Bailey
14:00-15:00	MSA 3.500	Keynote
		Martin E. Block (University of Virginia, USA): <i>Preparing future physical educators for inclusion: Changing the physical education teacher programme</i> Chair: Catherine Carty
15:00-15:30	MSA 3rd floor	Coffee Break
15:30-17:30		Invited Symposia and Parallel Sessions
	MSA 3.010	United Nations Educational, Scientific and Cultural Organizations (UNESCO) Chair IT Tralee: <i>Let's inclusivize physical education, physical activity and sport</i>
	MSA 3.500	International Council of Sport Science and Physical Education (ICSSPE): <i>"A rose by any other name would smell as sweet" – Conclusions, tensions and opportunities in the languages of sport science and physical education</i>
	MSA 3.230	Parallel Session 2: <i>Physical education in early childhood and primary education</i>
	MSA 3.220	Parallel Session 6: <i>Physical education teacher education</i>
	MSA 3.200	Parallel Session 12: <i>Physical literacy</i>
18:00-20:00	MSA 4.500	Fédération Internationale d'Éducation Physique (FIEP): Delegates meeting


	Shuttle bus #3	
Departure 17:45 Belval Campus (congress venue)		Arrival 18:15 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)


Friday, 15/09/2017

	Shuttle bus #4	
Departure 8:00 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)		Arrival 8:45 Belval Campus (congress venue)


9.00-10.00	MSA 3.500	Keynote
		Ina Hunger (University of Göttingen, Germany): <i>Physical activity in early childhood and social opportunities</i> Chair: Uwe Pühse
10:00-10:30	MSA 3rd floor	Coffee Break
10:30-12:30		Invited Symposia and Parallel Sessions
	MSA 3.500	Conseil Européen des Recherches en Éducation Physique et Sportive (CEREPS): <i>Physical education and physical activity in active school communities</i>

	MSA 3.010	European Physical Education Network (EPPEN): <i>Emerging issues in primary physical education across Europe</i>
	MSA 3.230	Parallel Session 3: <i>Physical education in early childhood and primary education</i>
	MSA 3.220	Parallel Session 8: <i>Physical education and new technologies</i>
	MSA 3.200	Parallel Session 10: <i>Physical education and physical activity in active school communities</i>
	MSA 3.070	Parallel Session 14: <i>Physical education in secondary education</i>
12:30-14:00	MSA 3rd floor	Lunch Break
14:00-15:00	MSA 3.500	Keynote
		Richard Bailey (International Council of Sport Science and Physical Education): <i>Physical activity at school: Time for a radical rethinking?</i> Chair: Branislav Antala
15:00-16:00	MSA 3rd floor	Poster Session
17:00-19:00	Luxembourg	Sightseeing Tour Luxembourg City
20:00-24:00	Sofitel Hotel	Gala Dinner FIEP New Leader Award


	Shuttle bus #5	
Departure 16:30 Hotel IBIS Belval		Arrival 17:00 "Gëlle Fra" Lux. City (sightseeing tour)

	Shuttle bus #6	
Departure 19:30 "Gëlle Fra" Lux. City (sightseeing tour)		Arrival 20:00 Hotel Sofitel Lux. Europe (gala dinner)

Shuttle bus #7 runs at 23:30 and 1:00 from the Hotel Sofitel (gala dinner) to the congress hotels.


	Shuttle bus #7	
Departure 23:30 / 1:00 Hotel Sofitel Lux. Europe (gala dinner)		Arrival: 24:00 / 1:30 All congress hotels (Lux. City and Esch-s.-A.)

Saturday, 16/09/2017

	Shuttle bus #8	
Departure 8:00 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)		Arrival 8:45 Belval Campus (congress venue)

9:00-11:00	Invited Symposia and Parallel Sessions	
MSA 3.500	International Federation for Adapted Physical Activity (IFAPA) & International Association of Physical Education for Girls and Women (IAPESGW): Inclusion and diversity – challenges for physical education with respect to gender, culture and different abilities	
MSA 3.010	European MOBAK-Network: <i>Basic motor competencies</i>	

	MSA 3.230	Parallel Session 4: <i>Physical education in early childhood and primary education</i>
	MSA 3.220	Parallel Session 5: <i>Physical education teacher education</i>
	MSA 3.200	Parallel Session 9: <i>Physical education and new technologies</i>
11:00-11:30	MSA 3rd floor	Coffee Break
11:30-12:30	MSA 3.500	Closing Ceremony
		Andreas Bund, Scientific Committee Branislav Antala, Fédération Internationale d'Éducation Physique Claude Scheuer, Organizing Committee
12:30		Lunch Box Departure

	Shuttle bus #9	
Departure 13:15 Belval Campus (congress venue)		Arrival 13:45 Congress hotels Lux. City (Parc Belle-Vue/Plaza, CTS)

Invited symposia

Fédération Internationale d'Éducation Physique (FIEP): *Physical education and new technologies*
Thursday, 14/09/2017

10:30-12:30	MSA 3.500	Chair: Branislav Antala
		D. Novak. <i>Physical activity, health and new technologies.</i> J. Campos, & E.M. Sebastiani. <i>The challenge of ICT and LKT in physical education – The experience in the degree in sports sciences – Blanquerna Ramon Llull University.</i> G. Luptáková, & B. Antala. <i>Application of information and communication technologies in physical education: Students' perspective.</i> H. Podnar. <i>Effects of school based physical activity on academic performance among school aged youth.</i>

European Physical Education Association (EUPEA): *Monitoring physical education: Physical literacy and its school development conditions in Europe*
Thursday, 14/09/2017

10:30-12:30	MSA 3.010	Chair: Marcos Onofre
		K. Hardman. <i>Critical aspects of physical education and school sport monitoring systems.</i> M. Onofre, J. Costa, R. Naul, R.-M. Repond, C. Scheuer, & M. Holzweg. <i>How to know more about physical education and school report in Europe? The EuPEO project from EUPEA.</i> J. Lucassen. <i>Monitoring physical education in the Netherlands: A blind spot on the map?</i> R.-M. Repond. <i>The Swiss observatory for sport and physical activity and the global observatory for physical activity – Indicators for physical education and comparison with HEPA recommendation.</i>

International Council of Sport Science and Physical Education (ICSSPE): "A rose by any other name would smell as sweet" – Confusions, tensions and opportunities in the languages of sport science and physical education

Thursday, 14/09/2017

15:30-17:30 MSA 3.500 Chair: Darlene Kluka & Uri Schaefer

- R. Naul. *Identical global terminology with different continental meanings vs. different continental terminology with equivalent global meanings*
 C. Burnett-Louw. *Not to get lost in translation: To which voices do we listen and where are they coming from?*
 K. DePauw. *What's in a name? Musings about physical activity, sport and disability*
 C. Torres. *Rectifying a name? A reflection on disciplinary terminology*

United Nations Educational, Scientific and Cultural Organizations (UNESCO) Chair IT Tralee: Let's inclusivize physical education, physical activity and sport

Thursday, 14/09/2017

15:30-17:30 MSA 3.010 Chair: Catherine Carty

- K. Hardman. *UNESCO: Putting the quality in physical education (QPE) policy.*
 R. Bailey. *Girls, women and physical education (or: Where is the literacy in physical literacy?).*
 E. Myers, & N. Green. *Physical literacy and inclusion.*
 A. Sugrue. *iPEPEAS – Inclusive physical education, physical activity and sport.*

Conseil Européen des Recherches en Éducation Physique et Sportive (CEREPS): Physical education and physical activity in active school communities

Friday, 15/09/2017

10:30-12:30 MSA 3.500 Chair: Roland Naul

- C. Scheuer. *CEREPS: A European council for research in physical education*
 T. Csányi, Z. Boronyai, & Z. Vass. *Strategical developments of physical education in Hungary.*
 J. Lucassen. *Connecting physical education and extra-curricular physical activity and motor learning: The importance of hybrid professionals.*
 R. Naul, D. Dreiskaemper, & T. Utesch. *Web-based self-monitoring and evaluation of motor competence development of children with a daily combination of physical education and physical activity in German and Dutch schools.*

European Primary Physical Education Network (EPPEN): Emerging issues in primary physical education across Europe

Friday, 15/09/2017

10:30-12:30 MSA 3.010 Chair: Jeanne Keay

- D. Masaryková. *The issues and perspectives of primary physical education in Slovakia.*
 N. Carse, & M. Jess. *Primary physical education in Scotland.*
 B. Popeska. *Common obstacles in realization of physical education teaching process in primary education in Republic of Macedonia.*
 J. Keay, & N. Carse. *The European primary physical education network (EPPEN).*

International Federation for Adapted Physical Activity (IFAPA) & International Association of Physical Education for Girls and Women (IAPESGW): *Inclusion and diversity – Challenges for physical education with respect to gender, culture and different abilities*

Saturday, 16/09/2017

9:00-11:00 MSA 3.500 Chair: Maria Dinold

- R. Diketmüller. *Intersectional perspectives and the relevance for physical education and childhood.*
- M. Dinold. *Social inclusion of individuals with a disability – Challenges in various fields of physical activity.*
- C. Boursier. *Quality physical education in the world. Glances of Madagascar.*
- R. López de d'Amico, & M. Gonzalez Rivera. *Inclusion of girls in physical education from a global view.*

European MOBAK-Network: *Basic Motor Competencies*

Saturday, 16/09/2017

9:00-11:00 MSA 3.010 Chair: Erin Gerlach

- C. Heim, H. Seelig, F. Ennigkeit, & C. Herrmann. *Evaluation of basic motor competencies in primary school children – Validity of the MOBAK-1 and MOBAK-3 test instruments.*
- A. Dania, I. Kossyva, M. Adamakis, & K. Zouhria. *Age and gender differences in Greek primary school children's motor competence according to MOBAK-1.*
- A. Quitério, J. Mota, J. Martins, M. Onofre, D. Fernandes, A. Picado, E. Gerlach, C. Scheuer, & C. Herrmann. *Assessment in primary physical education: Exploring basic motor competencies in six-year old Portuguese children.*
- J. Vrbas, & P. Vlček. *Selected results of initial measurement using MOBAK-3, a test battery of basic motor competencies – Comparison of the Czech Republic and Switzerland.*
- B. Jidovtseff, V. Vandeloise, I. Morgado, M. Mornard, & M. Cloes. *Children motor skills competencies in Wallonia: Descriptive data and testing battery discrimination analysis.*

Parallel sessions

Parallel Session 1 – *Physical education in early childhood and primary education*

Thursday, 14/09/2017

10:30-12:30 MSA 3.230 Chair: Jeanne Keay

- 10:30-11:00 D. Atkins. *Fitting the jigsaw together: The body-school-society nexus and children's understanding of body pedagogies.*
- 11:00-11:30 A. Voss, & E. Gramespacher. *Physical education and gender in early childhood education.*
- 11:30-12:00 I. Klincarov, B. Popeska, M. Kovač, G. Starc, & E. Mileva. *Comparative study on the state and the status of primary physical education in Macedonia, Slovenia and Bulgaria.*
- 12:00-12:30 P. Vlček, & J. Vrbas. *Integrating physical education and geography in the primary education curriculum – A case study of the Czech Republic and the Republic of Slovenia.*

Parallel Session 2 – Physical education in early childhood and primary education
Thursday, 14/09/2017
15:30-17:30 MSA 3.230 Chair: Dana Masaryková

- 15:30-16:00 F. Altay, Y. Bulca, & E. Bilgin. *Effects of classroom teachers in the development of children physical activity.*
- 16:00-16:30 Y. Bulca, & G. Demirhan. *The use of drawings as an assessment tool of primary school students' game and physical activity.*
- 16:30-17:00 D. Smits, K. De Martelaer, J. Nordstaar, A. Chen, R. De Kwaasteniet, C. Kamphuis, & F. Backx. *Physical activities for pre-schoolers in the Netherlands: The PAP-NL project.*
- 17:00-17:30 R. Dikemüller. *Pedagogical aspects in the outdoor play in Kindergarten.*

Parallel Session 3 – Physical education in early childhood and primary education
Friday, 15/09/2017
10:30-12:30 MSA 3.230 Chair: Erin Gerlach

- 10:30-10:55 F. Altay, Y. Bulca, & E. Bilgin. *The effect of physical activity cards on performance of the test of gross motor development by primary school children.*
- 10:55-11:20 A. Emeljanovas, B. Mieziene, & V. Cesnaitiene. *Establishing normative reference values for physical fitness indicators among Lithuanian primary school children.*
- 11:20-11:45 J. Hoeboer, M. Krijger, G. Ongena, E. Stolk, G. Savelsbergh, & S. De Vries. *The athletic skills track: Age- and gender-specific normative values of a motor skills test for 4- to 12-year-old children.*
- 11:45-12:10 J. Hoeboer, S. De Vries, & G. Savelsbergh. *What do children think of the athletic skills track as a motor competence test in physical education?*
- 12:10-12:35 K. De Martelaer, K. Opstoel, S. De Vries, J. Hoeboer, W. Cools, D.-W. Smits, J. Nordstaar, J. Lucassen, E. D'Hondt, & M. Lenoir. *Challenges for big data use of fundamental movement skill performance in a school setting.*

Parallel Session 4 – Physical education in early childhood and primary education
Saturday, 16/09/2017
9:00-11:00 MSA 3.230 Chair: Tamás Csányi

- 9:00-9:30 B. Mieziene, A. Emeljanovas, & L. Kvedys. *Comparison of physical fitness in primary school children participating and not participating in organized sports.*
- 9:30-10:00 C. Tuch. *Effects of playing golf on the self-efficacy of children.*
- 10:00-10:30 A. Ignjatovic. *Calisthenics exercises with balls among preschool children.*

Parallel Session 5 – Physical education teacher education
Saturday, 16/09/2017
9:00-11:00 MSA 3.220 Chair: Biljana Popeska

- 9:00-9:25 T. Kleine, M. Fritschen, & P. Wastl. *Studying sports science: Study projects as a way of teaching and learning.*
- 9:25-9:50 E.M. Sebastiani, & J. Campos. *To jail! Service learning experience in the training itinerary of future professionals of physical activity and sport sciences degree.*
- 9:50-10:15 J. Argajová, & G. Argaj. *The comparison of the opinions of the students of faculty of physical education and sport of Comenius University in Bratislava on the teaching of non-traditional sport games in terms of gender.*
- 10:15-10:40 S. Cazzoli. *Evidence-based physical education teacher education.*
- 10:40-11:05 P. Pavlovic, K. Pantelic Babic, N. Živanovic, & D. Pavlovic. *Serbian sokolism in Steubenville (Ohio).*

Parallel Session 6 – Physical education teacher education**Thursday, 14/09/2017****15:30-17:30 MSA 3.220 Chair: Arunas Emeljanovas**

- 15:30-16:00 A. Sprake. *Physical education or physical entertainment: Where's the education in physical education?*
- 16:00-16:30 A. Dania, K. Zounhia, I. Kossyva, & M. Adamakis. *Reinforcing preservice physical education teachers' understanding and use of different teaching styles.*
- 16:30-17:00 M. Descoeudres. *The emotional aspects regarding the professional development of physical education teachers in training: Methodology and results.*
- 17:00-17:30 G. Lombard, A. Jansen, & M. Cloes. *Physical activity counseling: Creation of a formation for students in physical education.*

Parallel Session 7 – Intercultural learning and inclusion in physical education**Thursday, 14/09/2017****10:30-12:30 MSA 3.220 Chair: Maria Dinold**

- 10:30-11:00 A. Magnanini. *An Italian model of inclusive physical education in secondary schools.*
- 11:00-11:30 C.T. Wane. *Physical practices and learning about otherness in physical education and sport: The anthropo-didactic approach to cultural diversity.*
- 11:30-12:00 [M. Malcev. Evaluation of physical and health education in the first cycle of primary education in Republic of Macedonia.](#)

Parallel Session 8 – Physical education and new technologies**Friday, 15/09/2017****10:30-12:30 MSA 3.220 Chair: Dario Novak**

- 10:30-10:55 R. Dikemüller. *Active youth – Promoting active mobility of pupils through new technologies.*
- 10:55-11:20 E. Zemková, & G. Kotyrová. *Tests based on visual feedback control of body position in assessment of balance in school age children.*
- 11:20-11:45 E. Zemková, & G. Kotyrová. *Tests in a form of simulated competition in assessment of agility skills in school age children.*
- 11:45-12:10 [S. Cazzoli. Intercultural and inclusive physical education, physical activity and sport: The UNESCO international charter \(2015\).](#)
- 12:10-12:35 [S. Cazzoli. Inclusive physical education in regular schools and classrooms \(gender correlation\).](#)

Parallel Session 9 – Physical education and new technologies**Saturday, 16/09/2017****9:00-11:00 MSA 3.200 Chair: Roland Naul**

- 9:00-9:30 J. Koekoek, & W. Walinga. *Improving game based pedagogy by technology: Game balance analysis and digital video tagging within a TGfU setting.*
- 9:30-10:00 D. Mast, M. Bosman, S. Schippe, S. Diedericks, & S. De Vries. *BalanSAR: Spatial augmented reality balancing exercises for physical education.*
- 10:00-10:30 E. Mileva, R. Kirilova, & V. Ivanova. *Application of multimedia technologies in teaching badminton in primary school.*
- 10:30-11:00 S. Ivashchenko. *Innovative technologies in the practice of physical education in secondary schools of Ukraine.*

Parallel Session 10 – Physical education and physical activity in active school communities
Friday, 15/09/2017
10:30-12:30 MSA 3.200 Chair: Nenad Živanovic

- 10:30-11:00 T. Armstrong, I. Johnson, & E. Walker. *Increasing physical activity, 30 seconds at a time.*
- 11:00-11:30 S. Cloes, & M. Cloes. *How classroom teachers do take the 'Physical activity pauses at school' (PAPS)? A project implemented in Wallonia.*
- 11:30-12:00 A. Borgogni, & M. Arduini. *The realms of children's physical activity: A research on a walk-to-school intervention in Italy.*
- 12:00-12:30 B. Al-Hadabi. *Sedentary behavior and physical activity classification using accelerometer cut points in children.*

Parallel Session 11 – Physical education and physical activity in active school communities
Thursday, 14/09/2017
10:30-12:30 MSA 3.200 Chair: Stevo Popovic

- 10:30-11:00 S. Lundvall, & G.B. Sundblad. *Sport, PE and physical activities in Sweden. A polarization of high and low participation in school and during leisure time.*
- 11:00-11:30 J. Martins, A. Rodrigues, A. Marques, & F. Carreiro da Costa. *Let's talk about active youth. Changes in childhood transition to adolescence – A dialogue between family, friends, peers and physical education.*
- 11:30-12:00 J. Jarani, & A. Spahi. *Physical activities participation in Albanian children (6-15 years) living in Balkan region.*

Parallel Session 12 – Physical literacy
Thursday, 14/09/2017
15:30-17:30 MSA 3.200 Chair: Rose-Marie Repond

- 15:30-15:55 A. Quitério. *Physical education principles in Portugal: An ongoing process towards physical literacy.*
- 15:55-16:20 J. Martins, A. Rodrigues, A. Quitério, M. Onofre, & F. Carreiro da Costa. *Gender differences of active and inactive adolescents on physical literacy indicators.*
- 16:20-16:45 E. Walker, I. Johnson, & T. Armstrong. *Teaching games for understanding: Building a physically literate individual.*
- 16:45-17:10 J. Vašíčková, & P. Reich. *Self-evaluation of physical literacy by pupils from elementary and secondary schools – Pilot study.*
- 17:10-17:35 N. Živanovic, P. Pavlovic, Z. Milošević, N. Randelovic, D. Piršl, & K. Pantelic Babic. *Sport as a cultural phenomenon – Indirect impact on children and adolescents.*

Parallel Session 13 – Physical education in secondary education
Thursday, 14/09/2017
10:30-12:30 MSA 3.070 Chair: Jana Vašíčková

- 10:30-11:00 U. Lysniak, & E. Bernstein. *Neo-liberalism and skill equity in physical education.*
- 11:00-11:30 U. Theobald. *Teaching key competencies in physical education. Conceptual implementation and didactical challenges in context of the federal curriculum reform in Baden-Wuerttemberg/Germany.*
- 11:30-12:00 C. Roure, & A. Dupont. *Students' intention to be physically active: An expectancy-value and achievement goals perspective.*
- 12:00-12:30 C. Roure, G. Kermarec, & D. Pasco. *Effects of situational interest sources on students' learning strategies in physical education.*

Parallel Session 14 – Physical education in secondary education
Friday, 15/09/2017
10:30-12:30 MSA 3.070 Chair: Stefania Cazzoli

- 10:30-10:55 A. Rodrigues, & J. Martins. *The other side of performance in physical education classes.*
- 10:55-11:20 A. Castillo Cañiz, J. Campos Rius, & E.M. Sebastiani. *“Leadership for all”: Sports leadership and CLIL based education intervention to enhance secondary education pupils’ competencies trough QPE.*
- 11:20-11:45 G. Caione. *The importance of physical and sports education in the Italian school institutions abroad: The students’ opinion.*
- 11:45-12:10 T. Sugino. *School physical education uniforms in Japan – Their purpose and function.*
- 12:10-12:35 M. Sebbane, & M. Benkazdali El Hadj. *Study of representations of PE teachers’ professional competencies in relation to the requirements of the teaching profession.*

FIEP New Leaders Programme
FIEP new leaders programme
Friday, 15/09/2017
15:00-16:00 MSA 3rd floor Chair: Gabriela Luptáková

- J. Argajová. *Physical education preferences of the students of faculty of law of Comenius University in Bratislava with regard to gender.*
- A. Armano. *Muscular endurance among 5th and 8th grade female students in Croatia between 1988 and 2014. A review.*
- J. Gardasevic, S. Popic, & D. Bjelica. *Agility transformation of U18 football players due to training.*
- V. Kaioglou. *Physical literacy and PE Greek curriculum.*
- P. Kapoun. *Analysis of dancers’ rhythmic skills.*
- S. Kolimechkov, L. Petrov, A. Alexandrova, & K. Cholakov. *BeepShuttle: Software for assessing the cardiorespiratory fitness of children and adolescents.*
- A. Pizà Nicolau. *Service-Learning, a strategy on the formation of the sport technicians.*
- X. Santaella, G. Pla, & E. Comerma. *Analysis of the influence of the application of cooperative learning unit for students of secondary education in contrast to conventional methodology.*
- V. Sember, G. Jurak, M. Kovač, S. Morrison, & G. Starc. *Which is better predictor of academic performance in school children: Physical activity or physical fitness?*
- G. Starc, G. Jurak, M. Kovač, J. Strel, & V. Sember. *30 years of SLOfit – Slovenian national surveillance system for physical and motor development of children and youth.*
- M. Ukic & D. Novak. *Self-efficacy in using video exercises: Gender differences.*
- L. Tumynaite. *Basic motor competencies – MOBAK relationships with active leisure time, socio-demographic and anthropometric indicators.*
- M. Vorlíček, F. Salonna, J. Mitáš, P. Badura, J. Vokáčová, & P. Kolarčík. *Social norms interventions for active adolescents (SONIAA) – The study design.*

Poster session

Poster

Friday, 15/09/2017

15:00-16:00 MSA 3rd floor Chair: Andreas Bund

Physical education in early childhood and primary education

- A. Buyuklieva. *Bilateral development of movements in children 5-7 years old.*
- E. Chovanova. *The effect of somatic parameters on the development of motor abilities in children.*
- D. Colella, & D. Monacis. *Evolution of the motor abilities and physical activity levels of primary school children in relation to body mass index. An observatory on motor development.*
- K. Djamal. *The physical and motor needs of early childhood and the importance of their satisfaction.*
- V. Ivanova, & B. Peneva. *Yoga practices in Kindergarten.*
- M. Marjanovic, N. Zourbanos, & A.G. Papaioannou. *The relationships between perceived motivational climate, achievement goals, and self-talk in primary school physical education.*
- Z. Milošević, N. Maksimovic, I. Milovanovic, R. Matic, D. Jaksic, & J. Vukovic. *Physical activity of pupils in relation with socio-economic characteristics of families: A weekly basis perspective.*
- I. Ruzbarska. *The association between motor performance and body mass index in primary school-aged children.*
- L. Saraiva, F. Gonçalves, F. Santos, & C. Sá. *Motor competence in Portuguese children aged 6-10 years: Practical implications for the teaching and learning process in physical education.*
- A. Tinto, & M. Campanella. *Changes in childhood: Motor ability and sports practice in young people aged 8-11.*
- L. Zapletalova, G. Argaj, & I. Poprociova. *Effects of an integrated game practice approach to teaching basketball on skills development and game performance.*

Physical education teacher education

- J. Bonni, & M. Cloes. *Sharing good practices in physical education to promote physical activity, wellness and health.*
- Y. Nishihara, & W. Uchiyama. *An attempt to improve cooperative learning among physical education teachers through the use of video annotation system.*
- S. Nut & T.S. Nut. *Considerations concerning didactic conduct in physical education evaluation within pedagogical high schools.*

Intercultural learning and inclusion in physical education

- N.M. Sáez-Gallego, & J. Abellán. *Self-efficacy of Spanish preservice physical education teachers towards inclusion.*

Physical education and new technologies

- M. Adamakis, P. Miliotis, & K. Zounhia. *Validity of wearable activity monitors for resting energy expenditure in adolescents.*
- W. Walinga, & J. Koekoek. *Video guided debate of ideas to enhance student's tactical knowledge in a modified (TGfU) basketball game.*

Physical education and physical activity in active school communities.

- D. Colella, N. Macini, F. Massari, & A. Sirressi. *SBAM program in primary schools in Italy for the development of motor activities and physical education. Monitoring motor development, physical self-efficacy and enjoyment.*
- A. Kuriu. *The changes of explosive power during years in school physical education in Albania.*
- T.S. Nut. *Using alpine skiing as a recreational physical activity to integrate children in difficulty.*

Physical literacy

- S. Popovic, D. Bjelica, & J. Gardasevic. *Changing publication patterns in the field of physical education from 2003 to 2017 in Montenegro.*

J. Rodrigues. *University extension activities in the formation of future administrators of physical education.*

Physical education in secondary education

M. Pihu, & K. Sutt. *5th and 6th grades students' engagement in physical education and the predictors to be engaged in the lesson.*

A. Shehu. *A comparison study of anthropometric parameters in girls from urban and rural areas in Albania.*

Social events

Sightseeing Tour Luxembourg City

When: Friday, 15/09/2017, 17:15-19:15

Where: "Gëlle Fra" ("Golden Lady"), Place de la Constitution, Luxembourg City


Luxembourg City is the multicultural and multilingual capital of the Grand Duchy of Luxembourg and the seat of many European institutions. Combining tradition and modernity, it offers visitors many attractive sights such as monuments, squares and museums. The historic old town and its medieval streets were declared a UNESCO World Heritage site in 1994.




Congress participants are invited to attend a 120-minute guided sightseeing tour of Luxembourg City. The tour starts at 17:15 at the "Gëlle Fra" statue, Place de la Constitution. There are different ways to get to this place:

By shuttle bus

A shuttle bus will leave at 16:30 from Belval Campus and take you directly to the "Gëlle Fra" statue.

Shuttle bus #5		
Departure 16:30 Belval Campus (congress venue)		Arrival 17:00 "Gëlle Fra" Lux. City (sightseeing tour)

After the sightseeing tour, a shuttle bus will take you to the Sofitel Luxembourg Europe, where the gala dinner starts at 20:00.

Shuttle bus #6		
Departure 19:30 "Gëlle Fra" Lux. City (sightseeing tour)		Arrival 20:00 Hotel Sofitel Lux. Europe (gala dinner)

By public bus from Luxembourg central station

The bus terminal is situated in front of the central station. The following bus lines run to the "Gëlle Fra" statue, Place de la Constitution: 2, 4, 7, 9, 10, 11, 14, 16, 18. Please leave the bus at the station "Hamilius Quai 1"; from there it is only a 5-minute walk to the "Gëlle Fra" statue.

Overview of the bus timetables: <https://www.mobiliteit.lu/se-deplacer/horaires-et-reseaux/bus>



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Detailed paper information

Paper title	Common obstacles in realization of physical education teaching process in primary education in Republic of Macedonia
Paper ID	6044
Submitted by	Biljana Popeska
Authors	<p>Biljana Popeska <small>Speaker</small> <i>Goce Delcev University - Stip, Republic of Macedonia</i></p> <p>Ilija Klincarov <i>University St. Chiril and Methodiys, Skopje, Macedonia</i></p> <p>Goran Nikovski <i>University St. Chiril and Methodiys, Skopje, Macedonia</i></p> <p>Orce Mitevski <i>St Chiril and Methodius University Skopje, Macedonia</i></p>
Form of presentation	Oral Presentation
Topics	Physical Education in Early Childhood and Primary Education
Abstract text	<p>The present study is a short review of primary physical education in Republic of Macedonia and common obstacles that teachers are faced with. The aim of the study is to determine the common problems in practical realization of PE teaching process and possible differences between opinions of general classroom teachers and specialized PE teachers regarded this issue. The research was realized on a sample of 85 teachers that provide PE in primary education. Teachers opinions were determined using specially designed questioner. Obtained results were analyzed using proper statistic procedures. According the obtained results, as expected, the most common problems are noted in the lack of equipment and material facilities, while differences between two groups of teachers were noted in issues related with implementation of current curriculum, different conditions and priorities depending the school policy. Based on the obtained results, several recommendations for future actions are given.</p>
Manuscript file	 View manuscript file

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Common obstacles in realization of physical education teaching process in primary education in Republic of Macedonia

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Introduction

Time spent in physical education and extra-curricular sport activities are recognized as vital for children's education and health (White Paper on Sport, 2007). As integral part from the educational system, physical education has important role in overall child development. The role and aims of physical education could be realized only through well planned, structured and organized physical education teaching process. In this process, the persistent gap that occurs between what we want to do in PE and what is happening in practice has been and still is one of the main problems in physical education. The reasons for this situation and problems that teachers are facing with, are similar worldwide. The present study is a short review of primary physical education in Republic of Macedonia and the common obstacles that generalist teachers and PE subject teachers are faced with. The aim of the study is to determine the common problems in practical realization of PE teaching process as well as to determine the possible differences between opinions of general and specialized PE teachers regarded this issue.

Method

The research was realized on a sample of 79 generalist teachers (classroom teachers) that deliver PE classes at the fundamental stage of primary education in Macedonia (1th to 5th grade) and 35 specialized physical education teachers that teach PE at the stage of subject teaching in primary education. The study was conducted in 15 different schools in four cities in Macedonia. A Likert scale was used to determine teachers opinions regarded the most common obstacles that they are faced with during the practical realization of physical and health education teaching process (PHE). The scale was composed of 23 items that refers to facilities for PE in schools, design and instructions provided in current PHE curriculum, interpersonal communication, personal attitude and motivation of the teachers etc. The obtained results analyzed using frequencies (f) and percent's (%). The differences between two subsamples were tested using Bartlett's chi square test.

Results

According the obtained results, as expected, the most common problems are noted in the lack of equipment and material facilities. Both generalist teachers (GT) and spe-

cialized PHE teachers reported that the lack of sport equipment is one of the problems that they faced with. This is especially notable for the sample of GT where 85% declare lack of sport equipment in general and 53% declare that the existing equipment in their schools is not always available or useful. Nearly 60% of GT agree (39%) and totally agree (19%) that insufficient place in school sport halls is a problem during PHE classes while the opinions related with availability of outdoor facilities are divided between both group of teachers. The current curriculum, suggested contents within and instructions provided for the teachers are not reported as problems for both group of teachers, but they agree that there is a lack of instructions for work with children with disabilities and children with special educational needs. Demonstration and practical realization of some contents is a problem reported by 60% of GT, while 54% of PE teachers declare that they fell a lack of seminars and workshops for professional development. Communication with colleagues, school management and technical school staff is not an obstacle that teachers faced with, during the PE teaching process. Exception is noted in communication with parents and their attitudes related to PE, which is problematic for 70% of specialized PE teachers. Administrative requirements and low motivations is problem reported by more than the half of the interviewed specialized PE teachers. Based on the results of applied chi square test, statistically significant differences between both groups of children are obtained in some of the statements related with the availability of existing equipment and facilities, personal competences, possibilities for professional development and personal motivation of the teachers.

Discussion

Considering the status of PE in the system of primary education in Macedonia, the goals of PE teaching process and the educational background of teachers that deliver PE at both stages at primary education in Macedonia, most of obtained results are expected and understandable. Many of findings in this study are also confirmed on a global level in the UNESCO Worldwide survey of PE (2013) and review analyses of several other studies conducted by Hardman (2013). The lack of facilities and sport equipment still is problem number one reported by the teachers. This could be overcome with joint efforts from both school management and the teachers by providing new one and/or by creating a different approaches by the teachers by using different tools and strategies. Some problems related with teacher competences and development are result of different educational backgrounds of both group of teachers. Yet, developing a system of continuous professional development for both generalist and specialized PE teachers, organization of seminars and workshops on different topics suggested by the teachers could be a possible solution for improving teacher competences, overcoming some problems and increasing their motivation for work. Some interventions in the current curriculum should be done and as well as clear instructions should be provided for the teachers, especially for their work with children with special educational needs and inclusion in the educational system.

References

UNESCO World-wide Survey of School Physical Education (2013) UNESCO Final report, Retrived 24 March, 2017 from <http://unesdoc.unesco.org/images/0022/002293/229335e.pdf>

Hardman, K. (2013). W(h)ither school physical education provision in Europe” two decades of research evidence. *FIEP Bulletin, Special edition, Article III*, Vol 83, 115 – 119.

White paper on sport (2007). Europran Commision. Retrived 15 March, 2017 from http://www.aop.pt/upload/tb_content/320160419151552/35716314642829/whitepaperfullen.pdf