



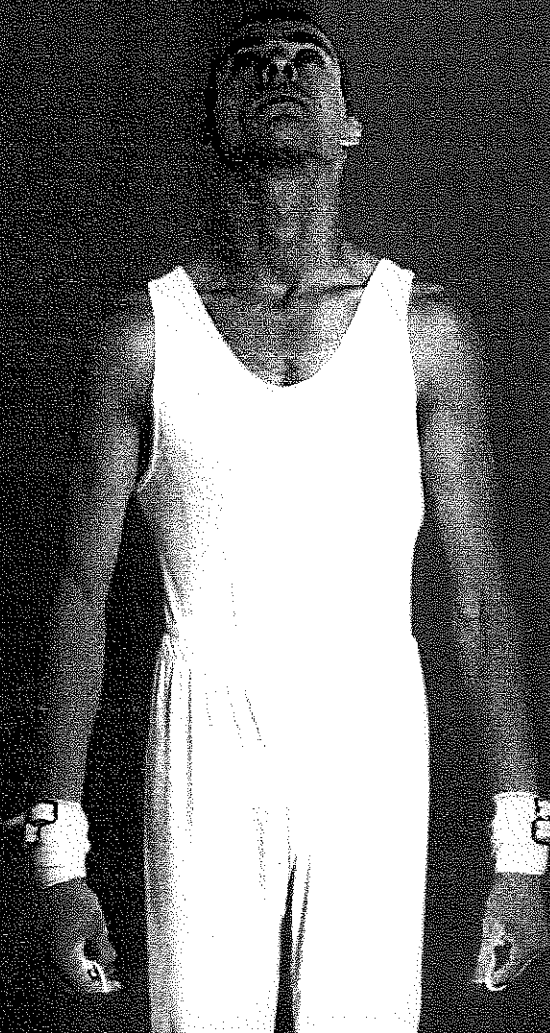
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BOOK OF ABSTRACTS



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Paper 3. Evaluation of physical education pre-service teachers' performance

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Nowadays teachers' knowledge and practical skills play a decisive role on students' academic achievement. The purpose of this study was to investigate the impact of a nine-week training programme on physical education pre-service teachers' (PT's) teaching performance. Thirty ($N = 30$) randomly selected PT's, aged 21 yrs-old ($SD \pm 7$) from the Department of Physical Education and Sports Science-Democritus University of Thrace, participated voluntarily in this study. They were involved in a two-hour per week training programme which consisted of theoretical and practical sessions, seminars, workshops and the use of the new technologies on a weekly basis (multi-media applications, e-class and distance learning). Each participant's teaching performance was evaluated twice throughout videotaping, at the beginning and the end of the training programme. A modification of *Teacher Performance Appraisal Instrument - Revised* (TPAI-R, 2000) was used to analyze physical education PT's teaching behavior. Content validity, internal consistency, as well as internal and external reliability of the new instrument were standardized. Descriptive statistics and t-test paired samples were used for statistical analyses. The analysis of the practical lessons revealed a significant improvement in physical education PT's teaching performance in the end of the programme ($p < .05$). In particular, PTs demonstrated a high performance in terms of the "management of the instructional time", "management of students' behavior" and "facilitating instruction". Moreover, they showed an accepted performance in terms of "instructional presentation", "instructional monitoring" and "instructional feedback". These findings supported the notion that this particular training programme can improve PT's teaching performance contributing in an effective teaching.

Paper 4. The course as important structural unit in the system of teaching practiced in the rhythmical gymnastics

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Rhythmic Gymnastics is a sport that requires increased coordination of body movements and apparatus. The current teaching system of this sport in TEFAA is materialized by completing the teaching of one apparatus and then teaching the next, without taking into consideration the principles of special training. Because of this has been proposed the teaching of one system that would be based on these principles. The aim of this study is to examine which of those two teaching systems, the current (CTS) and the proposed (PTS), is more effective in the learning dexterities of rhythmic gymnastics. Eighty-four female students of TEFAA Athens, ages of 19-20 years participated voluntarily and were separated with draw in two groups. All the exercises of apparatus (ribbon, rope, ball, clubs and hoop) were evaluated by two teachers of TEFAA were also official judges of this sport. The time duration of this interventionist program was nine weeks. The statistical analysis showed: a) both teaching systems were effective, b) PTS is more effective in exercises where the parameters of implementation of exercise are not altered (form, level), and c) in skills where exists transfer of learning from previous kinetic situations or in skills where does not exist change of body position but only apparatus, both systems are equally effective. Deductively the PTS is more effective in the learning of dexterities of rhythmic gymnastics specifically in the cases where is required increased co-ordination of movements of body and apparatus.

Paper 5. When Students Learn Better: Physical Education Teachers and Their Students Perceptions Employing the Cognitive Learning Instructional Model

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This study purpose was to investigate Physical Education (PE) teachers and their students perceptions about 'when students learn better' employing the Cognitive Learning Instructional Model (CLIM). The main contextual elements of CLIM are: patterning of the prototype (PE teacher demonstrates and explains), top-down approach of the model ('do what I do', 'do with me', 'do it yourself'), self-regulating learning (includes actions of non-motor self-regulating thought (loud speech) and silent self-regulation (inner speech)), motor control (demands overall planning: 'what to do', 'how', etc.), and self-evaluation (on the basis of predetermined criteria). Thirty-two PE teachers completed 25-hour Teaching Theory and Practice (TTP) sessions, performed by the first author, on CLIM (Vygotsky's theory) (Collins et al., 1991). TTP sessions were part of the Pythagoras Research Program 'Teaching as a Profession' of the University of Athens. The main objective of the TTP was to have teachers create lesson plans appropriate for elementary school students and prepare to implement those

whether anticipation skills of physical education students could be improved through two types of training. A total of 26 physical education students were divided into two experimental groups: G1 (n=9), G2 (n=9) and a control (n=8) group. Both experimental groups participated into a 4-weeks tennis course (12 h) to improve their technical skills in tennis. In addition group G1 received video simulation training (4 x 30 min) in tennis. In the pre- and post-test measures participants were reacting in response to near life-size images of tennis forehand strokes into four different areas on court. The test included 30 trials in which response time (ms) and accuracy (%) were measured. A significant difference ($p < .000$) was found in improving decision times between the experimental groups (266 ± 177 ms) and the control group (35 ± 80 ms). In addition differences between experimental groups were examined to clarify the effectiveness of combined training compared to on court technical training only. There was a significant difference ($p < .01$) between the experimental groups in improving their decision times (G1 379 ± 169 ms vs. G2 154 ± 96 ms). To summarize it seems that combined video simulation and on court training seem to be the most effective in improving anticipation skills in tennis.

27. GO Kids! - Evaluation of a physical activity program to prevention of overweight in children

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For a long term reduction of overweight three strategies of physical activity intervention will be follow: reduction of physical inactivity, increase of activities of daily living and specific exercise programs. There is a lack of studies evaluating, which criteria of an exercise program (e.g. time, frequency, intensity, type of exercise, elements of behaviour therapy) are particularly favourable for reduction of overweight. Objective of this study was to evaluate the effects of a health promoting physical activity program on medical and subjective health status as well as on behavioural changes. The intervention is a physical activity program with a specific orientation to the target group of sedentary children. Including aspects of self management and flexible control the intervention aimed to strengthen physical and psychosocial resources and changing the physical activity behaviour by physical activity. The children of the intervention group (8 to 12 years) visit one session per week about 120 minutes (60 min. physical activity, 60 min. nutrition) and supplement by physical activity homework. By means of questionnaires, tests of abilities and medical tests data has been collected three times from the participants of intervention group (n=140 sedentary children), control group (n=200 regular school children) and comparison group (n=40). Before, after and 12 month after program various aspects of health status and behavioural changes were recorded. Additionally course leader and parents were asked. The presented results suggest the importance of a well-structured physical activity program in combination with a nutrition program as a way in the prevention especially of overweight in preadolescent children.

28. Student's moral and ethical development through "Kallipatira": Evaluation of the teachers' training programme

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Recently the Greek National Ministry of Education and Religious Affairs introduced a module on the National Curriculum named *Kallipatira*, aiming to develop ethical and moral aspects of the students' character and behaviour throughout physical education (PE). The teaching responsibility of this particular module was assigned to 1820 in-service PE teachers who participated in a five-day intensive training programme. The aim of this study was to evaluate this training programme. The training programme consisted of theoretical and practical sessions on the topics of *human rights, gender equity, antiracism and xenophobia, social isolation, and multicultural education*. On the first day, the participants obtained a briefcase, containing printed and digital educational materials (Teacher's Book and Student's Book, and exemplary lesson plans for different age groups). Four-hour lectures on each particular topic followed by 3-hour practical applications were included in the daily programme. In the end of the seminar 1805 participants completed an extensive anonymous questionnaire in order to evaluate the organisation of the seminar, the quality of oral presentations, the quality of practical sessions and their perceived competence on teaching ethical issues. The analyses of the results were very encouraging. The participants found the seminar overallly interesting and innovative. The quality of the presentations and the practical sessions were to be thought both informative and provoking. *Kallipatira* was considered to be very important for the students' moral development by the vast majority of the participants. At the same time the need for further training was enthusiastically expressed.

41. Movement analysis from mental and motor aspects

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Mental training aims to improve the foundation for cognitive regulation of complex movement performance. The cognitive regulation is based on a movement representation. The build-up of movement representations is of particular importance for technique training. Therefore, the mental training should be applied as a supplement during the first phase of the learning process. How does the learning process happen under the conditions of a goal-oriented combination of mental and motor learning / training? The study included 6 young athletes from the training centre of Modern Rhythmic Gymnastics in Halle (Germany). The experimental subjects had to learn a "Double-Diving Turn backward". In order to improve and control the level of the cognitive components in mental representation, "Gymnastic-Mental" (a computer-aided tool) together with the use of a demonstration video was developed. The development of motor execution of the element was investigated with a SIMI MOTION Movement analysis System. The mental movement presentation developed over the time period from pre- to post-test 1, in a very intensive learning phase. The quality of movement representation decreased during a period of stabilising in a second phase without daily mental practices (increase of mental time required and rate of mistakes). Regarding the executing quality of the selected movement, there was a similar appearance. The learning curve is determined through a progressive and regressive phase. The process of motor learning of complicated movement structures should be accompanied by mental practicing. If the mental practice does not occur, the quality of motor execution worsens.

42. A comparison of physical activity level and physical self-perception in overweight and normal weight adolescent girls

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Last twenty years obesity worldwide has an epidemic form in all age groups. Balanced diet and daily physical activity (PA) are the two key-factors for obesity prevention. However, in the last three years Greece holds a dominant place among European countries on youth's obesity. The purpose of this study was to examine PA level and physical self-perception, in overweight and normal weight adolescent girls. A randomly selected sample of healthy adolescent girls living in two urban areas of Greece, aged 14 yrs ($SD \pm 8$) participated voluntarily in the study; 22 had a normal weight ($BMI > 21$ and < 25) and 20 were overweight or obese ($BMI > 27$). Their daily PA measured objectively using the CSA 7164 accelerometer over a 4-day period. For each day summary scores were calculated for: a) total daily PA, b) daily moderate PA (3-5.9 METs, MPA) and c) daily vigorous PA (≥ 6 METs, VPA). Their self-perception of body appearance, and athletic competence were estimated by Harter's (1985) *Self-perception Profile for Children* questionnaire. Compared to their non-overweight counterparts, overweight girls exhibited significantly ($p < .05$) lower daily accumulations of MVPA for the weekdays and the weekend. Overweight girls were significantly less active in the school environment as well in their leisure. The vast majority of the normal weight girls (77%) fulfilled the first recommendation of the 60'min accumulated daily MVPA compared to 21% of their overweight counterparts. Obese girls reported significantly lower levels of physical self-perception. These findings suggest that physical inactivity is an important contributing factor to the increase of young people's obesity in Greece.

43. A longitudinal study on visual-motor skills development

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The development of visual-motor skills has long been considered an essential component of children's academic readiness and success. The purpose of the present study was to investigate individual variation in visual-motor development. We evaluated performance on the Rey-Osterrieth Complex Figure (ROCF) test on 20 left-handed children and 20 right-handed controls, over a period of five years. Reliable group differences were obtained across developmental time, the magnitude of which was age and handedness dependent. Children in the control group showed a coherent pattern of age-related changes in ROCF performance with the most substantial improvement occurring between the ages of 7 and 9. However left-handed children exhibited their greater improvement with a delay of about a year. The differences in performance could be attributed to different rates of maturation of the cerebral hemispheres or to functional differences between right- and left-handed children.