

UNIVERSITY OF THESSALY

MSc Course “European Master’s in Sport & Exercise Psychology - EMSEP”

INFORMATION ABOUT THE MODULE

1. **TITLE OF MODULE:** Psychology in physical education and youth sport
2. **CODE OF MODULE:** 04
3. **MAIN LECTURER:** Papaioannou Athanasios e-mail: sakispap@pe.uth.gr
4. **OTHER LECTURERS:** Digelidis Nikolaos, Marios Goudas
5. **MODE OF TEACHING/CONDUCT:** Twelve 3-hour meetings, either workshops or seminars
5. **IDENTIFICATION OF MODULE:** Module of the 1st semester

Key-words:

Psychology in youth sport, psychology in physical education

6. AIM OF THE MODULE

Students will acquire the necessary knowledge and competencies that will enable them to explain children’s and adolescents’ behaviour in physical education and sport contexts and to apply effectively their knowledge to promote children’s and adolescents’ health and quality of life.

7. LEARNING OUTCOMES

At the end of this module students should:

- understand the determinants of children’s and adolescents’ sport and physical activity involvement, which provides a basis for originality in developing and applying ideas for the promotion of children’s and adolescents’ sport and exercise involvement;
- know what are the determinants of moral and socially responsible behavior in youth sport, which provides an opportunity for originality in developing and applying ideas for the promotion of social responsibility in youth sport contexts;
- can apply their knowledge and understanding to create a climate in youth sport that promotes positive expectations for all children and maintains equality;
- can apply their knowledge in order to assist children and adolescents understand how to develop and apply social-cognitive and emotional skills which are appropriate in physical activity and social contexts, and how to transfer these skills in other contexts such as school, peer and family;
- can communicate their conclusions about children’s and adolescents’ behaviour in sport and exercise contexts, and the knowledge and rationale underpinning these, to sport and exercise psychology specialists and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in the field of psychology in physical education and youth sport in a manner that may be largely self-directed or autonomous.

9. TEACHING METHODS

Workshops and seminars

10. TIMETABLE & PLANNING

A/A	Lecturer	Topic
1	Papaioannou Athanasios	Introduction: The aims of sport psychology in physical education and youth sport
2	Papaioannou Athanasios	An overview of applications of motivation in physical education & youth sport

3	Papaioannou Athanasios	Assessing goal orientations & motivational climate in physical education and youth sport
4	Papaioannou Athanasios	Increasing self-determination and intrinsic motivation
5	Papaioannou Athanasios	Developmental differences in determinants of physical activity involvement
6	Papaioannou Athanasios	Discipline and responsibility in physical education & youth sport
7	Digelidis Nikos	Teaching styles promoting self-determination and task-involvement
8	Digelidis Nikos	Presentations of Master students' essays
9	Papaioannou Athanasios	Inequality-equality and fostering positive expectations for all
10	Papaioannou Athanasios	Self-regulation, metacognition and task-involvement
11	Papaioannou Athanasios	Developing interdisciplinary and life skills
12	Papaioannou Athanasios	Pro-seminar: Presentations of Master students' small-scale projects

11. EVALUATION:

- 1 Essay 20%
- 1 pro-seminar 30%
- Presentational and communication skills 10%
- Final exams (40%)

11. SUGGESTED HANDBOOKS

- Athanasios Papaioannou & Dieter Hackfort (2014). Routledge Companion of Sport and Exercise Psychology. London: Routledge.
- In G. Roberts & D. Treasure, (Ed.) (2012). Motivation in Sport and Exercise Vol. 3. Champaign, IL: Human Kinetics.
- Liukkonen, J., Auweele Y.V., Vereijken, B., Alfermann, D., & Theodorakis, Y. (2007). Psychology for physical educators: Student in focus. Champaign, IL: Human Kinetics.
- Tenenbaum, G., Eklund, R.C. (Eds.) (2007). Handbook of Sport Psychology, 3rd Edition. Wiley.

OUTLINE

Lecture 1

Title	Content	Key-words
Introduction: The aims of sport psychology in physical education and youth sport	Introduction into the major fields of research in the area of psychology in physical education and youth sport; parallels between these fields of research and the aims of physical education and public health organizations.	Aims, physical education, public health, physical activity, psychology, youth, sport
Readings	<ul style="list-style-type: none"> • Tenenbaum, G., Eklund, R.C. (Eds.) (2007). <i>Handbook of Sport Psychology</i>, 3rd Edition. Wiley. • National Association for Sport and Physical Education (2004). <i>Moving into the Future: National Standards for Physical Education</i>, 2nd Edition. Author. • Lynn Couturier, Stevie Chepko, Shirley Holt/Hale (2014). <i>National Standards & Grade-Level Outcomes for K–12 Physical Education</i>. Society of Health and Physical Educators. • World Health Organization (2007b). Physical activity and youth. Retrieved from http://www.who.int/moveforhealth/advocacy/information_sheets/youth/en/index.html (29-10-2007). 	

Lecture 2

Title	Content	Key-words
An overview of applications of motivation in physical education & youth sport	Overview of main theories of motivation and applications in physical education and youth sport	Motivation, Achievement Goals Theory, Self-Determination Theory, interventions
Readings	<ul style="list-style-type: none"> • Roberts, G., & Papaioannou, A. (2014). Achievement motivation in sport settings. In A. Papaioannou & D. Hackfort (Eds.), <i>Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts</i> (49-67). London: Routledge. • Roberts, G. (2012). Motivation in sport and exercise from an achievement goal theory perspective: After 30 years where are we? In G. Roberts & D. Treasure, (Ed.), <i>Motivation in Sport and Exercise Vol. 3</i> (pp. 5-58). Champaign, IL: Human Kinetics. • Duda, J.L. Papaioannou, A., Appleton, P., Quested, E.J., & Krommidas. C. (2014). Creating adaptive motivational climates in sport and physical education, In A. Papaioannou & D. Hackfort (Eds.), <i>Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts</i> (pp. 544-558). London: Routledge. 	

Lecture 3

Title	Content	Key-words
Assessment of motivational climate and planning to change goal orientations and motivation in physical activity	Overview of the latest research on goal orientations and motivational climate and their assessment. Planning how to affect the basic components of motivational climate to promote task-involvement.	Goal orientations Motivational climate Assessment
Readings	<ul style="list-style-type: none"> • Papaioannou, A., Zourbanos, N., Kromidas, H., Ampatzoglou, G. (2012). The place of achievement goals in the social context of sport: A comparison of Nicholls' and Elliot's models. In G. Roberts & D. Treasure, (Ed.), <i>Motivation in Sport and Exercise Vol. 3</i> (pp. 59-90). Champaign, IL: Human Kinetics. • Papaioannou, A., Kosmidou, E., Tsigilis, N., Milosis, D. (2007). Measuring perceived motivational climate in physical education. In J. Liukkonen (Ed.), <i>Psychology for physical educators (Vol. 2)</i> (pp. 35-56). Champaign, IL: Human Kinetics. 	

	<ul style="list-style-type: none"> Tessier, D., Smith, N., Tzioumakis, Y., Quested, E., Sarrazin, P., Papaioannou, A., Digelidis, N., & Duda, J.L., (2013). Comparing the objective motivational climate created by grassroots soccer coaches in England, Greece and France. <i>International Journal of Sport and Exercise Psychology</i>, 11, 365-383.
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Lecture 4

Title	Content	Key-words
Increasing self-determination and intrinsic motivation	Overview of the latest research in self-determination theory in youth sport. Individual and group exercises aiming at the increase of self-determination and intrinsic motivation in youth physical activity.	Intrinsic motivation, self-determination
Readings	<ul style="list-style-type: none"> Ntoumanis, N. & Mallett C.J. (2014). Motivation in sport: A self-determination theory perspective. In A. Papaioannou & D. Hackfort (Eds.), <i>Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts</i> (pp 67-82). London: Routledge. Hagger, M., Chatzisarantis, N. (2007). <i>Intrinsic Motivation and Self-Determination in Exercise and Sport</i>. Champaign, IL: Human Kinetics. 	

Lecture 5

Title	Content	Key-words
Developmental differences in determinants of physical activity involvement	Theories and research on developmental differences in self-perceptions and motivational processes in physical education and youth sport.	Developmental differences, self-perceptions, motivational processes
Readings	<ul style="list-style-type: none"> Horn, T. (2014). Developmental perspectives on sport and physical activity participation. In A. Papaioannou & D. Hackfort (Eds.), <i>Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts</i> (pp 3-21). London: Routledge. Weiss, M. & Williams, L. (2004). The why of youth sport involvement: A developmental perspective of motivational processes. In Weiss, M. (Ed.), <i>Developmental sport and exercise psychology: A lifespan perspective</i> (pp. 223-268). Morgantown: Fitness Information Technology. Diggelidis, N. & Papaioannou, A. (1999). Age-group differences in intrinsic motivation, goal orientations and perceptions of athletic competence, physical appearance and motivational climate in Greek physical education. <i>Scandinavian Journal of Medicine and Science in Sports</i>, 9, 375-380. 	

Lecture 6

Title		Content	Key-words
Discipline and responsibility in physical education & youth sport		Approaches on sustaining discipline and programs aiming at developing responsibility.	
Readings	<ul style="list-style-type: none">• Hellison, D. (1995). <i>Teaching responsibility through physical activity</i>. Champaign, IL: Human Kinetics.• Van Bussel M. & Gregg M. (2014). Norms, rules and discipline in sport. In A. Papaioannou & D. Hackfort (Eds.), <i>Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts</i> (pp 529-543). London: Routledge.• Papaioannou, A. (1998). Goal perspectives, reasons for being disciplined and self-reported discipline in the lesson of physical education. <i>Journal of Teaching in Physical Education</i>, 17, 421-441.• Papaioannou, A., & Milosis, D. (2009). Interdisciplinary teaching, goal orientations, self-determination and responsibility in life. In Ernest Tsung-Min Hung, Ronnie Lidor and Dieter Hackfort (Eds.) "Psychology of Excellence". Meyer & Meyer Publ.		

Lecture 7

Title		Content	Key-words
Teaching styles promoting self-determination and task-involvement		Teaching styles promoting autonomy, task-involvement and creativity in physical education	
Readings	Mosston M. & Ashworth S. (2001). <i>Teaching physical education</i> . Benjamin Cummings		

Lecture 8

Title		Content	Key-words
Presentations of Master students' essays		Each student makes a 5 min presentation which will be followed by discussion	Students presentations
Readings	-		

Lecture 10

Title		Content	Key-words
Self-regulation, metacognition and task-involvement		Theories and research on self-regulation and metacognition and their development through task-involvement in physical education and youth sport.	Self-regulation, metacognition, task-involvement
Readings	<ul style="list-style-type: none">• Duda, J.L., Cumming, J., & Balaguer, I. (2005). Enhancing athletes' self regulation, task involvement, and self determination via psychological skills training. In D. Hackfort, J.Duda, & R. Lider (Eds.), <i>Handbook of Applied Sport Psychology Research</i>. Morgantown, WV: Fitness Information Technology.• Petlichkoff, L.M. (2004). Self-regulation skills for children and adolescents. In Weiss, M. (Ed.), <i>Developmental sport and exercise psychology: A lifespan perspective</i> (pp. 269-288). Morgantown: Fitness Information Technology.• Theodosiou, A., & Papaioannou, A. (2006). Motivational climate, achievement goals and metacognitive activity in physical education and exercise involvement in out-of-school settings. <i>Psychology of Sport & Exercise</i>, 7, 361-380.		

Lecture 11

Title		Content	Key-words
Developing interdisciplinary and life skills		Interventions aimed at the development of interdisciplinary and life skills in physical education and youth sport.	Intervention, program, life skills, interdisciplinary
Readings	<ul style="list-style-type: none">• Milosis, D., & Papaioannou, A. (2007). Effects of interdisciplinary teaching on multiple goals, intrinsic motivation, self-concept and school achievement. In J. Liukkonen (Ed.), <i>Psychology for physical educators</i> (Vol. 2)(pp. 175-198). Champaign, IL: Human Kinetics.• Goudas M. & Giannoudis, G. (2008). A team-sports-based program in a physical education setting. <i>Learning and Instruction</i>, 18, 528-536.		

Lecture 12

Τίτλος		Περιεχόμενα	Λέξεις - κλειδιά
Presentations of Master students' projects		Each student makes a 5 min presentation which is followed by discussion	Students presentations
Readings			
