

**UNIVERSITY OF THESSALY**  
**DEPARTMENT OF PHYSICAL EDUCATION AND SPORT SCIENCE**  
**MSc “PSYCHOLOGY OF PHYSICAL EDUCATION AND SPORT”**

**INFORMATION ABOUT THE MODULE**

1. **TITLE OF MODULE:** Identification and Motivation of youth who mostly need Physical ACTivity (IMPACT)
2. **CODE OF MODULE:** M10
3. **MAIN LECTURER:** Papaioannou Athanasios e-mail: [sakispap@pe.uth.gr](mailto:sakispap@pe.uth.gr)
4. **OTHER LECTURERS:** Digelidis Nikolaos, Attilio Carraro, Philippe Sarrazin, Charalampos Krommidas, Homer Vlachos
5. **MODE OF TEACHING/CONDUCT:** Twelve 3-hour meetings, workshops
5. **IDENTIFICATION OF MODULE:** Module of the 3<sup>rd</sup> semester

**Key-words:**

IMPACT project, Identification, Motivation, Physical Education, Physical Activity

**6. AIM OF THE MODULE**

Students will acquire the necessary knowledge and competencies that will enable them to integrate theory and applied research and practice to promote pupils' Physical Activity (PA) through Physical Education (PE). They will be trained using tools and findings from an evidence-based intervention in European PE classes, the European project "Identifying and Motivating Youth who mostly need Physical ACTivity" (IMPACT).

**7. LEARNING OUTCOMES**

At the end of this module students should:

- Have developed knowledge how to integrate theory and applied research and practice in PE and youth PA settings to promote youth motivation and PA.
- Have developed competences in measuring students' PA and motivation in PA settings and their most important socio-psychological determinants in PE and in youth PA settings.
- Have developed competences in observing empowering-disempowering teaching behaviour and how to make their teaching/coaching behaviour more empowering and less disempowering.
- Have developed competences to improve students' motivation in PE and out-of-school PA
- Have developed competences in identifying youth who mostly need PA, including students from less affluent families, and how to assist them to increase PA.
- Can communicate their conclusions about children's and adolescents' motivation in PE and students' out-of-school PA, 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 continue studying in the field of motivation in PE and youth PA settings in a manner that may be largely self-directed and autonomous.

**9. TEACHING METHODS**

Workshops and seminars

**10. TIMETABLE & PLANNING**

A/A	Lecturer	Topic
1	Papaioannou Athanasios	Introduction to youth levels of PA worldwide. The need to promote PA through PE. IMPACT methodology. Webinar 1

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2	Papaioannou Athanasios	Understanding enjoyment and motivation in PE and creating a positive motivation climate in PE. Webinar 2
3	Papaioannou Athanasios	Develop competence in setting goals in PE within an autonomous-oriented climate. Webinar 3
4	Papaioannou Athanasios	The IMPACT intervention. The ATHLOS/PENTATHLON programs of the IMPACT. Webinar 4
5	Papaioannou Athanasios & students	Measuring PA using self-reports and accelerometers. Findings from IMPACT project and comparisons with PA in other European projects
6	Papaioannou Athanasios & students	Measuring affect, motivation and motivational climate in PE. Findings from IMPACT project and comparisons with results in other international projects
7	Papaioannou Athanasios & students	Measuring vitality and family and friend support. Findings from IMPACT project and comparisons with results in other international projects
8	Papaioannou Athanasios & students	Self-regulation and planned behaviour to promote PA through PA. Findings from IMPACT project and comparisons with other international projects
9	Papaioannou A., Krommidas, C. & students	Family affluence and PA. Findings from IMPACT project and comparisons with other international projects.
10	Papaioannou A., Vlachos H. & students	Observation of teacher empowering/disempowering teaching behaviour in PE. Observing our teaching behaviour & setting goals to improve it.
11	Bouglas V., Papaioannou A., Digelidis N.	Using the IMPACT website to promote PA: A tool integrating electronic teaching, measurement, goal-setting in PA
12	Papaioannou A. Carraro, A. Sarrazin, P. PE teachers applying IMPACT	Discussion about IMPACT intervention and European network of PE teachers and researchers to promote PA through PA

**11. EVALUATION:**

- Students' Essay 40%
- Students' Presentation 20%
- Students' report from applied practice to promote adolescents' motivation and PA 40%. It includes records of their own teaching/coaching behaviour and evidence-based data of its improvement.

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## OUTLINE

### Lecture 1

Title	Content	Key-words
Introduction to youth levels of PA worldwide. The need to promote PA through PE. IMPACT methodology.	Introduction into the aims of this module and the aims and methodology of IMPACT project. Explanation of requirements of students' essays, presentations and applied practice.	Aims, physical education, physical activity, well-being, youth, sport, IMPACT project
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Webinar 1 of IMPACT project and related material</li> </ul>	

### Lecture 2

Title	Content	Key-words
Understanding enjoyment and motivation in PE and creating a positive motivation climate in PE.	Concepts, theory and applications to promote enjoyment and motivation in PE through a positive motivational climate.	Enjoyment, positive-negative affect, intrinsic motivation, needs for autonomy, competence, relatedness, mastery climate
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Webinar 2 of IMPACT project and related material</li> </ul>	

### Lecture 3

Title	Content	Key-words
Develop competence in setting goals in PE within an autonomous-oriented climate.	Concepts of goal-setting to promote PA and applied goal-setting in an autonomous-oriented climate in PE	Goal-setting, PA, autonomous-oriented climate
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Webinar 3 of IMPACT project and related material</li> </ul>	

### Lecture 4

Title	Content	Key-words
The IMPACT intervention. The ATHLOS/PENTATHLON programs of the IMPACT.	Presentation of the IMPACT intervention to promote PA through PE. Explanation of ATHLOS/PENTATHLON programs aiming to promote individual and group PA and mutual support between pupils.	IMPACT project, goal setting, mutual support, PA
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Webinar 4 of IMPACT project and related material</li> </ul>	

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### Lecture 5

Title	Content	Key-words
Measuring PA using self-reports and accelerometers. Findings from IMPACT project and comparisons with PA in other European projects	Presentation of students’ review of subjective (questionnaires) and objective (accelerometers) measures of PA and related findings from the IMPACT and other European projects	Questionnaires of PA, accelerometers, youth PA
<b>Reading examples</b>	<ul style="list-style-type: none"> <li>• Prochaska, J.J., Sallis, J.F., &amp; Long, B. (2001). A physical activity screening measure for use with adolescents in primary care. <i>Archives of Pediatric and Adolescent Medicine</i>, 155, 554-559.</li> <li>• Kowalski, K. C., Crocker, P. R. E., &amp; Kowalski, N. P. (1997). Convergent validity of the Physical Activity Questionnaire for Adolescents. <i>Pediatric Exercise Science</i>, 9, 342-352.</li> <li>• Saint-Maurice, P. F., &amp; Welk, G. J. (2015). Validity and calibration of the youth activity profile. <i>PloS one</i>, 10(12), e0143949.</li> <li>• Van Hoye, A., Fenton, S., Krommidas, C., Heuze, J.P., Quested, E., Papaioannou, A. &amp; Duda, J.L. (2013). Physical activity and sedentary behavior patterns among European youth footballers: A comparison across three European countries. <i>International Journal of Sport and Exercise Psychology</i>, 11, 341-350.</li> </ul>	

### Lecture 6

Title	Content	Key-words
Measuring affect, motivation and motivational climate in PE. Findings from IMPACT project and comparisons with results in other international projects	Presentation of students’ review of affect, motivation and motivational climate in PE and related findings from the IMPACT and other European projects	Affect, intrinsic motivation, motivational climate, achievement goals, self-determination
<b>Reading examples</b>	<ul style="list-style-type: none"> <li>• Papaioannou, A., Kosmidou, E., Tsigilis, N., &amp; Milosis, D. (2007). Measuring perceived motivational climate in physical education. In J. Liukkonen (Ed.), <i>Psychology for physical educators</i> (pp. 35-56). Champaign, IL: Human Kinetics.</li> <li>• Motl, R. W., Dishman, R. K., Saunders, R., Dowda, M., Felton, G., &amp; Pate, R. R. (2001). Measuring enjoyment of physical activity in adolescent girls. <i>American journal of preventive medicine</i>, 21(2), 110-117.</li> <li>• Markland, D., &amp; Tobin, V. (2004). A Modification to the Behavioural Regulation in Exercise Questionnaire to include an assessment of amotivation. <i>Journal of Sport &amp; Exercise Psychology</i>, 26, 191-196.</li> <li>• Standage, M., Duda, J. L., &amp; Ntoumanis, N. (2005). A test of self-determination theory in school physical education. <i>British Journal of Educational Psychology</i>, 75, 411-433. doi:10.1348/000709904X22359</li> <li>• Quested, E., Ntoumanis, N., Viladrich, C., Haug, E., Ommundsen, Y., Van Hoye, A., Mercé, J., Hall, H. K., Zourbanos, N., &amp; Duda, J. L. (2013). Intentions to drop-out of youth soccer: A test of the basic needs theory among European youth from five countries. <i>International Journal of Sport and Exercise Psychology</i>, 11(4), 395-407. DOI: 10.1080/1612197X.2013.830431</li> </ul>	

### Lecture 7

Title	Content	Key-words
Measuring vitality and family and	Presentation of students’ review of	Vitality, well-being, friend

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friend support. Findings from IMPACT project and comparisons with results in other international projects	vitality and family and friend support and related findings from the IMPACT and other European projects	support to promote PA, family support to promote PA
<b>Reading Examples</b>	<ul style="list-style-type: none"> <li>• Dewar, D., Lubans, D., Morgan, P., &amp; Plotnikoff, R. (2013). Development and Evaluation of Social Cognitive Measures Related to Adolescent Physical Activity. <i>Journal of Physical Activity and Health, 10</i>, 544-555.</li> <li>• Ryan, R. M., &amp; Frederick, C. (1997). On energy, personality, and health: Subjective vitality as a dynamic reflection of well-being. <i>Journal of Personality, 65</i>(3), 529-565.</li> <li>• Papaioannou, A. G., Appleton, P. R., Torregrosa, M., Jowett, G. E., Bosselut, G., Gonzalez, L., Haug, E., Ertesvaag, V., &amp; Zourbanos, N. (2013). Moderate-to-vigorous physical activity and personal well-being in European youth soccer players: Invariance of physical activity, global self-esteem and vitality across five countries. <i>International Journal of Sport and Exercise Psychology, 11</i>(4), 351-364. DOI: 10.1080/1612197X.2013.830429</li> </ul>	

### Lecture 8

<b>Title</b>	<b>Content</b>	<b>Key-words</b>
Self-regulation and planned behaviour to promote PA through PA. Findings from IMPACT project and comparisons with other international projects	Presentation of students' review of Self-regulation and planned behaviour to promote PA through PA and related findings from the IMPACT and other European projects	Planned behavior theory, attitudes, intention, perceived behavioral control, self-monitoring, planning, self-regulation, PA
<b>Reading Examples</b>	<ul style="list-style-type: none"> <li>• Nurmi, J., Hagger, M., Haukkala, A., Araújo-Soares, V., &amp; Hankonen, N. (2016). Relations Between Autonomous Motivation and Leisure-Time Physical Activity Participation: The Mediating Role of Self-Regulation Techniques. <i>Journal of Sport &amp; Exercise Psychology, 38</i>, 128-137.</li> <li>• Dombrowski, S., &amp; Luszczynska, A. (2009). The interplay between conscious and automatic self-regulation and adolescents' physical activity: The role of planning, intentions, and lack of awareness. <i>Applied Psychology: An international review, 58</i>(2), 257-273. doi: 10.1111/j.1464-0597.2008.00335.x</li> <li>• Dombrowski, S., &amp; Luszczynska, A. (2009). The interplay between conscious and automatic self-regulation and adolescents' physical activity: The role of planning, intentions, and lack of awareness. <i>Applied Psychology: An international review, 58</i>(2), 257-273. doi: 10.1111/j.1464-0597.2008.00335.x</li> <li>• Standage, M., Duda, J. L., &amp; Ntoumanis, N. (2003). A model of contextual motivation in physical education: Using constructs from self-determination and achievement goal theories to predict physical activity intentions. <i>Journal of Educational Psychology, 95</i>(1), 97-110. doi:10.1037/0022-0663.95.1.97</li> <li>• Hagger, M., Chatzisarantis, N. L. D., Hein, V., Soós, I., Karsai, I., Lintunen, T., &amp; Leemans, S. (2009). Teacher, peer, and parent autonomy support in physical education and leisure-time physical activity: a trans-contextual model of motivation in four nations. <i>Psychology &amp; Health, 24</i>, 689-711.</li> <li>• Papaioannou, A., &amp; Theodorakis, Y. (1996). A test of three models for the prediction of intent for participation in physical education lessons. <i>International Journal of Sport Psychology, 27</i>, 399.</li> </ul>	

### Lecture 9

<b>Title</b>	<b>Content</b>	<b>Key-words</b>
Family affluence and PA. Findings from IMPACT project and comparisons with other international projects.	Presentation of students' review of family affluence and PA and related findings from the IMPACT and other European projects	Family affluence, PA, youth PA

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<b>Readings</b>	<ul style="list-style-type: none"> <li>Torsheim, T., Cavallo, F., Levin, K. A., Schnohr, C., Mazur, J., Niclasen, B., ... &amp; FAS Development Study Group. (2016). Psychometric validation of the revised family affluence scale: a latent variable approach. <i>Child indicators research</i>, 9(3), 771-784. DOI 10.1007/s12187-015-9339-x</li> <li>Schnohr, C. W., Kreiner, S., Due, E. P., Currie, C., Boyce, W. &amp; Diderichsen, F. (2008). Differential Item Functioning of a Family Affluence Scale: Validation Study on Data from HBSC 2001/02. <i>Soc Indic Res</i>, 89, 79-95. DOI 10.1007/s11205-007-9221-4</li> <li>Stalsberg, R., &amp; Pedersen, A. V. (2010). Effects of socioeconomic status on the physical activity in adolescents: a systematic review of the evidence. <i>Scandinavian journal of medicine &amp; science in sports</i>, 20(3), 368-383.</li> </ul>
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**Lecture 10**

Title	Content	Key-words
Observation of teacher empowering/disempowering teaching behaviour in PE. Observing our teaching behaviour & setting goals to improve it.	Presentation of an observational tool to capture empowering/disempowering teacher's behaviour in PE. Students apply the tool to monitor their own teaching behavior and to improve it.	Observational methods in PE, empowering climate, disempowering climate
<b>Reading Examples</b>	<ul style="list-style-type: none"> <li>Smith, N., Tessier, D., Tzioumakis, Y., Quedsted, E., Appleton, P., Sarrazin, P., Papaioannou, A., Duda, J.L. (2015). <i>Development and validation of the multidimensional motivational climate observation system. Journal of Sport and Exercise Psychology</i>, 37(1), 4-22. <a href="http://dx.doi.org/10.1123/jsep.2014-0059">http://dx.doi.org/10.1123/jsep.2014-0059</a></li> </ul>	

**Lecture 11**

Title	Content	Key-words
Using the IMPACT website to promote PA: A tool integrating electronic teaching, measurement, goal-setting in PA	Workshop demonstrating the IMPACT website and its use for digital teaching, measurement and goal-setting in PA	Digital teaching, digital measures, digital goal-setting tools in PA
<b>Readings</b>	<ul style="list-style-type: none"> <li>IMPACT website</li> </ul>	

**Lecture 12**

Τίτλος	Περιεχόμενα	Λέξεις - κλειδιά
Discussion about IMPACT intervention and European network of PE teachers and researchers to promote PA through PA	Presentation of PE teachers' and IMPACT European partners experiences from the IMPACT intervention and discussion with students how to promote PA through PA	Network, IMPACT project
<b>Readings</b>	-	