



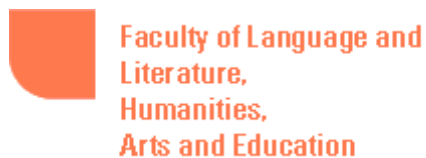
**12th FIEP EUROPEAN
CONGRESS**

Luxembourg | 13.9.-16.9.2017



General Information & Programme

Sponsors of the 12th FIEP European Congress



Institute of Applied Educational Sciences (AES)



Table of Contents

Welcome note from the organizing committee.....	4
Committees.....	5
Scientific committee	5
Organizing committee.....	5
General information.....	6
Congress venue	6
Public transport.....	6
Map of Campus Belval	8
Congress rooms.....	9
Shuttle bus service	10
Internet	11
Programme	12
Overview	12
Invited symposia	15
Parallel sessions	17
FIEP New Leaders Programme.....	21
Poster session	22
Social events	23
- Sightseeing tour.....	23
- Gala dinner	24
Keynote speakers	26
Participants	28
In case of problems	31

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

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Paper title	Common obstacles in realization of physical education teaching process in primary education in Republic of Macedonia
Paper ID	6044
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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

Back

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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.

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