Changing the School

Tuesday October 27th 2015

Play the Game 2015, Aarhus/Denmark

Martin Holzweg, EUPEA Executive Committee Member
1. Physical education, school sport and physical activity
2. Change and quality
3. School autonomy
4. Physical activity and self-concept
5. Physical activity and academic achievement
6. Primary school physical education
7. Conclusions and summary
1. PE, school sport and PA

School sport

Physical education

Physical activity

Budde et al. (2015). The need for differentiating between exercise, physical activity, and training. *Autoimmunity reviews*. IF: 7.95
2. Change and quality

‘If you stop going forwards, you start going backwards’

‘The best’ or ‘the cheapest’?

Empirical education science: paradigm shift from input to outcome orientation (compare e.g. TIMMS & PISA)


Evidence-based decisions (e.g. Aro et al. (2015). REPOPA – REsearch into POlicy to enhance Physical Activity).
3. School autonomy

EUPEA study (Onofre et. al, 2012*)

* published in the International Journal of Physical Education (IJPE) 2/2012 and 3/2012
4. PA and self-concept

Bern research group (Conzelmann et. al)

‘Verdicality’ instead of ‘simply increasing’
5. PA and academic achievement

Budde et. al (2015*)

ICSSPE Perspectives (Routledge): next edition ‘Neuroscience’

* Budde et al. (2015). The need for differentiating between exercise, physical activity, and training. Autoimmunity reviews. IF: 7.95
## 6. Primary school PE

World-wide surveys of school physical education (Hardman, 2014)

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<th>Secondary (%)</th>
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</table>
Clear definitions & clear descriptions of constructs and theoretical models

Aim: improve quality

Changes based on insights derived from empirical evidence

One focus on Primary schools
Thank you for your attention!

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