

ERASMUS+ SPORT  
IMPACT PROJECT  
KICK-OFF MEETING  
20-21 MARCH 2017  
TRIKALA, GREECE



# IMPACT PROJECT

IDENTIFYING AND  
MOTIVATING YOUTH  
WHO MOSTLY NEED  
PHYSICAL ACTIVITY

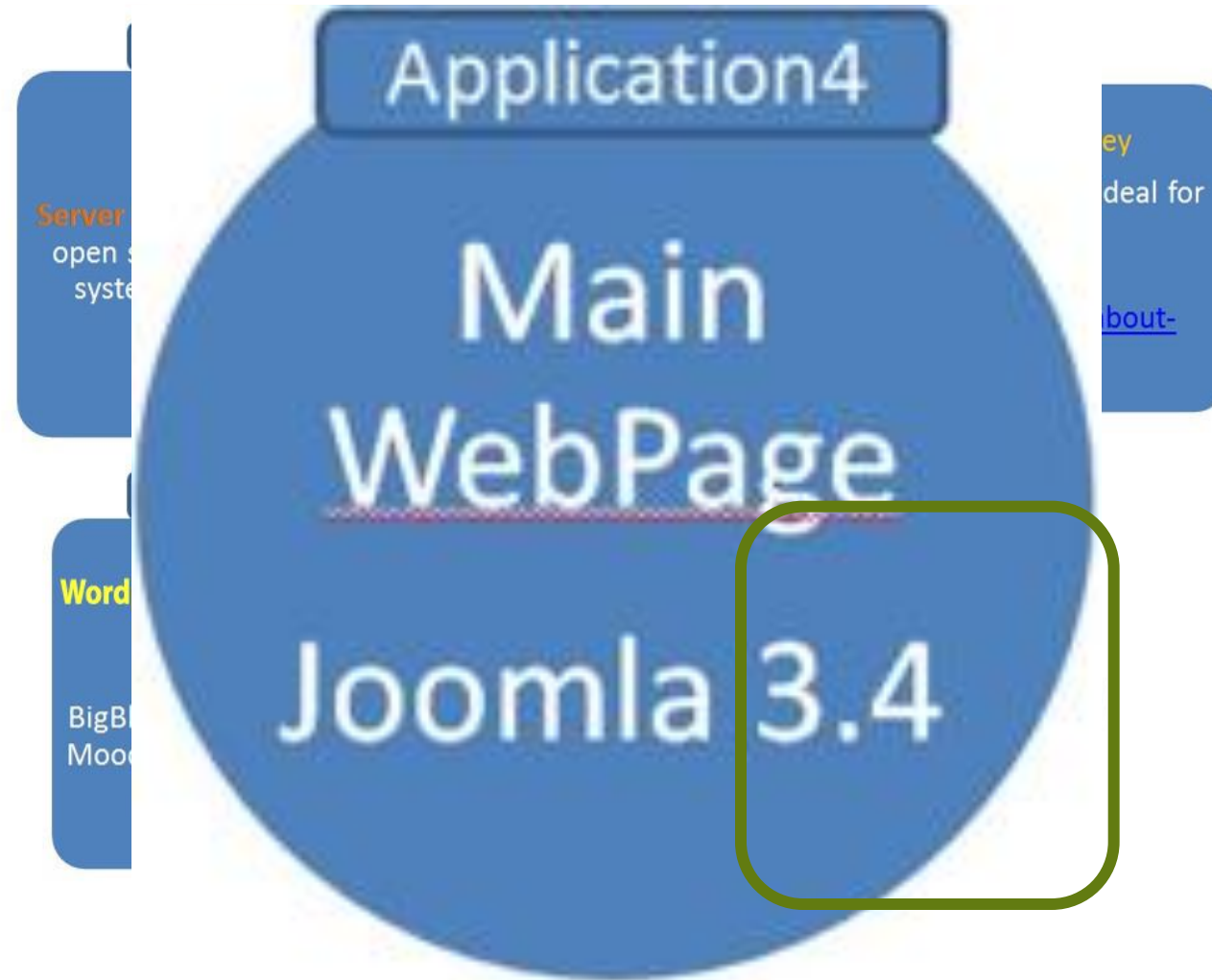


Co-funded by the  
Erasmus+ Programme  
of the European Union





# IDENTIFYING & MOTIVATING YOUTH WHO MOSTLY NEED PHYSICAL ACTIVITY

# STRUCTURE OF THE PROJECT



# IMPACTPE WEB SITE

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ERASMUS+ PROJECT

# IMPACT PE

*Identification & Motivation of Youth who mostly need Physical ACTivity*

THE ONLINE SURVEY TOOL

Online Survey



# IMPACTPE WEB SITE



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NETWORK](#)

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## Online Survey

Open Source

Velit ut, risus erat urna, mollis nulla fringilla blandit viverra consequat, erat lorem lectus, ipsum blandit. Consectetuer nec ligula pretium quaerat, nonummy turpis deleniti a quisque nullam massa. Nam nulla eget nec suspendisse vitae, eget tortor, ante lectus feugiat vestibulum eu lacus elit, volutpat pharetra fusce. Sed sociis explicabo nulla vestibulum facilisis lacinia.



MORE

## e-Learning - Podcast



**WEB CONFERENCING SYSTEM**

*for on-line learning*



**WEB CAM MULTIPLE USERS**

*share webcam at the same time*



**E LEARNING SYSTEM**

*integrate platform*

Latest News



# ImpactPE Project Forum

discussion board (discussion group, message board, online forum)

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ADMINISTRATOR

Welcome to ImpactPE Project forum.

Note that the max upload file size is 5MB

It is currently Sun Apr 07, 2019 7:18 pm

| GREEK   |                    | TOPICS | POSTS | LAST POST   |
|---------|--------------------|--------|-------|---|
|         | General Discussion | 7      | 76    | <b>Re: Περιγράψτε την εμπειρία σ...</b><br>by elpiniki<br>Mon Mar 25, 2019 6:56 pm      |
|         | Upload Files       | 8      | 8     | <b>Links to recodred Greek webin...</b><br>by APapaioannou<br>Thu Feb 14, 2019 12:06 pm |
| ITALY   |                    | TOPICS | POSTS | LAST POST   |
|         | General Discussion | 2      | 2     | <b>ciao a tutti!</b><br>by Francesca Bergamini<br>Wed Jan 30, 2019 7:16 pm              |
|         | Upload Files       | 4      | 4     | <b>Webinar 4</b><br>by erica<br>Mon Feb 04, 2019 12:15 pm                               |
| TURKEY  |                    | TOPICS | POSTS | LAST POST   |
|         | General Discussion | 1      | 1     | <b>Create ESTIMATE network - Eng...</b><br>by APapaioannou<br>Tue Jan 15, 2019 9:19 pm  |
|         | Upload Files       | 2      | 2     | <b>Pentation Takımı Uygulama Dos...</b><br>by Gokce Erturan<br>Thu Jan 17, 2019 2:36 pm |
| FRANCE  |                    | TOPICS | POSTS | LAST POST   |
|         | General Discussion | 1      | 1     | <b>Create ESTIMATE network - Eng...</b><br>by APapaioannou<br>Tue Jan 15, 2019 9:20 pm  |
|         | Upload Files       | 5      | 9     | <b>Re: Documents web 3: doc plus...</b><br>by Geraldine<br>Fri Apr 05, 2019 2:14 pm     |
| ENGLISH |                    | TOPICS | POSTS | LAST POST   |
|         | General Discussion | 2      | 5     | <b>Re: Please describe your exper...</b><br>by elpiniki<br>Tue Apr 02, 2019 7:43 pm     |
|         | Upload Files       | 0      | 0     | No posts  |

# FORUM-1

## Registered users

ImpactPE Project Forum  
discussion board (discussion group, message board, online forum)

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ImpactPE Project Forum - Registration

Please note that you will need to enter a valid email address before your account is activated. The administrator will review your account and if approved you will receive an email at the address you specified.

Username:   
Length must be between 3 characters and 20 characters.

Email address:

Password:   
Must be between 6 characters and 100 characters.

Confirm password:

Language:

My timezone:

CONFIRMATION OF REGISTRATION

write the capital of Greece (eng characters):

This question is a means of preventing automated form submissions by spambots.

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ADMINISTRATOR

Welcome to ImpactPE Project forum.

Note that the **max upload file size is 5MB**

General Discussion

**New Topic** Search this forum...

Mark topics read • 7 topics • Page 1 of 1

| TOPICS   | REPLIES | VIEWS | LAST POST                                     |
|--|---------|-------|---|
| <b>Περιγράψτε την εμπειρία σας ως τις 31-1-2019</b><br>by APapaioannou » Wed Jan 16, 2019 6:56 pm    | 43      | 1667  | by elpiniki<br>Mon Mar 25, 2019 8:56 pm       |
| <b>εμπειρίες για το πρόγραμμα ΑΘΛΟΣ</b><br>by kottiFoteini » Mon Mar 04, 2019 8:49 pm                | 5       | 222   | by LIANAPATERAKI<br>Thu Mar 14, 2019 11:03 pm |
| <b>Περιγράψτε Στόχο σας για τελευταίες 4 εβδομάδες</b><br>by APapaioannou » Wed Feb 13, 2019 6:13 pm | 23      | 709   | by xristos<br>Mon Mar 04, 2019 6:33 pm        |
| <b>Όλα τα αρχεία μας στο UPLOAD FILES</b><br>by APapaioannou » Wed Jan 16, 2019 9:37 pm              | 0       | 225   | by APapaioannou<br>Wed Jan 16, 2019 9:37 pm   |
| <b>Links to Greek webinars 1, 2, 3, 4, 5</b><br>by APapaioannou » Wed Jan 16, 2019 7:56 pm           | 0       | 146   | by APapaioannou<br>Wed Jan 16, 2019 7:56 pm   |
| <b>ESTIMATE δίκτυο - Προτάσεις</b><br>by APapaioannou » Wed Jan 16, 2019 12:01 am                    | 1       | 203   | by APapaioannou<br>Wed Jan 16, 2019 12:01 am  |
| <b>Create ESTIMATE network - English lang.</b><br>by APapaioannou » Tue Jan 15, 2019 11:15 pm        | 0       | 118   | by APapaioannou<br>Tue Jan 15, 2019 11:15 pm  |

**New Topic**

Mark topics read • 7 topics • Page 1 of 1

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**Jump to**

WHO IS ONLINE

Users browsing this forum: **admin** and 2 guests

FORUM PERMISSIONS

- You **can** post new topics in this forum
- You **can** reply to topics in this forum
- You **can** edit your posts in this forum
- You **can** delete your posts in this forum
- You **can** post attachments in this forum

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# FORUM-2

## Discussions / Upload Files

**Re: Περιγράψτε την εμπειρία σας ως τις 31-1-2019**

by LIANAPATERAKI » Sat Feb 02, 2019 6:34 pm

Γεια σας,

Το δημοτικό σχολείο που εργάζομαι, βρίσκεται σε μια περιοχή που μαρτυρείται από αρκετά κοινωνικά και οικονομικά προβλήματα,μια κατάσταση που δυσχεραίνει ακόμα πιο πολύ τις σχέσεις μεταξύ των μαθητών, καθώς και τις ευκαιρίες των παιδιών για συστηματική άσκηση και συμμετοχή σε οργανωμένες αθλητικές δραστηριότητες.Η συμμετοχή στο πρόγραμμα ήταν μια πρόκληση,με αρχικό στόχο την ανάπτυξη της επικοινωνίας,τη δέσφιση των σχέσεων των μαθητών μεταξύ τους και τη δημιουργία ενός κλίματος συνεργασίας αυτών εντός άλλα και εκτός σχολικού περιβάλλοντος.Στην αρχή της χρονιάς τα περισσότερα βίαια αλλά και η αδιαφορία για το μάθημα ήταν σχεδόν καθολική,πράγμα περίεργο για μαθητές δημοτικού. Οι ενέργειες που ακολουθήσαμε ως μια ομάδα (όλα τα παιδιά της ΣΤ τάξης) βοήθησαν αρκετά.Τα φαινόμενα βίας και απειθακότητας έχουν εξασθενήσει.Οι μαθητές ήρθαν πιο κοντά,άρχισαν να συνεργάζονται μέσα και έξω από το σχολείο,ασκολήθηκαν με νέες κινητικές δραστηριότητες (πράξαμε χορευτικές ομάδες,ομάδα floorball κ.α.) Τέλος,διαμορφώσαμε παρὰ με τους μαθητές μου, μια ατομική καρτέλα καθορισμού στόχων που σας την επισυνάπτω.

ATTACHMENTS

**ΑΤΟΜΙΚΗ ΚΑΡΤΕΛΑ IMPACT.doc**  
(43.5 KiB) Downloaded 35 times

LIANAPATERAKI

Posts: 3  
Joined: Tue Jan 15, 2019 9:41 pm

**Re: Περιγράψτε την εμπειρία σας ως τις 31-1-2019**

by APapaioannou » Sun Feb 03, 2019 12:32 pm

geoslar wrote: 1

Στο σχολείο μου (1ο Πειραματικό Γυμνάσιο Αθήνας) λειτουργούν μετά το μεσημέρι όμιλοι με 20 περίπου μαθητές από όλες τις τάξεις που δηλώνουν συμμετοχή από την αρχή της χρονιάς. Ο δικός μου όμιλος είναι ο αθλητικός "Αθλητική και διατροφική παρακίνηση". Εκεί δουλεύουμε τις δράσεις του προγράμματος IMPACT. Έτσι,με τη βοήθειά της να δουλεύουμε με ηλεκτρονική τάξη, όπως την παραμένει δεύτερο στο εργατήριό πληροφορικής, παρουσιάζω το πρόγραμμα ΑΘΛΟΣ στην ώρα του ομίλου. Τις φέρνω με τις καρτέλες τις έχω επεξεργαστεί στο ποσοδε του σχολείου. Τα παιδιά μιλούν συμπληρώνουν την πρώτη εβδομάδα, και το ίδιο θα κάνουμε κάθε δεύτερο στο αρχείο. Αν ενθουσιάζονται τώρα! Δεν νομίζω ότι τρελάθηκαν αλλά το συμπλήρωσα! Ίσως ηλεκτρονικά είναι πιο "κοντά" στους μαθητές. Στο πλαίσιο της παρακίνησης στη φ.δ. τύρω. Ως όμιλος ήταν εξερανή στους στόχους να παρακινήσουν και αθλητικά και διατροφικά. Ήδη έχουμε κάνει επίδειξη γαργάι εντός του σχολείου, είχαμε προγραμματίσει και αναρρίχηση σε βράχο στο βουνό αλλά μας τα χάλασε ο καιρός και αναβλήθηκε. Έχουμε προγραμματίσει πεζοπορία στον Υμηττό και μία 4ήμερη εκδρομή για αθλητικές δράσεις στη θάλασσα στη Σύρο και ότι άλλο μας προκύψει ως το τέλος της χρονιάς. Βέβαια η αλήθεια είναι ότι υπάρχουν πολλά παιδιά που συμμετέχουν σε ουλλόγους. Λίγα είναι τα παιδιά που δεν κάνουν κάποιο άθλημα. Τα σκόρ στην ατομική καρτέλα τα έφρασαν στα ψηλότερα. Οπότε ο στόχος είναι η γνωριμία και η παρακίνηση σε καινούριες αθλητικές - φυσικές δραστηριότητες και ο συνδυασμός με την υγιεινή διατροφή. Οι δραστηριότητες του ομίλου μας είναι αναρτημένες στο blog του ομίλου <https://athnolimpiath.blogspot.com/>

[ Γιώργο αν και πιθανόν σε βοηθάει να είσαι σε πειραματικό, πολύ καλές οι πρωτοβουλίες σου οι οποίες παρακινούν τους μαθητές και σε θέματα άσκηση και διατροφής. Θα ήταν καλό να επικοινωνήσεις ή έστω και λίγοι μαθητές/τριες που δεν ασκούνται εκτός σχολείου, ώστε κι αυτοί/ές να ασκηθούν πιθανόν παρὰ με κάποια άλλα παιδιά και πιθανόν σε δραστηριότητες που είναι νέες για όλα τα παιδιά. Αναρωτιέμαι πώς θα λειτουργούσε αν έμπαινε ένα στόχος για ελαχιστοποίηση του αριθμού των μη φ.δ. μαθητών/τριών σε κάθε τμήμα. Θα βοηθούσε πιθανόν να παρακολουθούν την εξέλιξη σε ατομικό ή ομαδικό επίπεδο από εβδομάδα σε εβδομάδα. Καλή συνέχεια! ]

**Post Reply**

43 posts

[Return to "General Discussion"](#)

**Jump to**

[Board index](#)

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## *STRUCTURE OF THE PROJECT*

Application3

Survey Application / LimeSurvey

Open source server-side software (Ideal for  
Psychological Tests)

See Features

<https://www.limesurvey.org/en/about-limesurvey/features>



- LimeSurvey is a free and open source on-line survey application written in PHP and based on a MySQL database
- As a web server-based software it enables users using a web interface to develop and publish on-line surveys, collect responses, create statistics, and export the resulting data to other applications.
- LimeSurvey has no limit on the number of surveys a user can create, nor is there a limit on how many participants can respond.
- Aside from technical and practical constraints, there is also no limit on the number of questions each survey may have.
- LimeSurvey also provides basic statistical and graphical analysis of survey results



And



**Multilingual**

Supporting more than 80  
languages

# THE ONLINE SURVEY SYSTEM

IMPACT Project - Online Survey

Language:

English - English



IMPACT Project - Online Survey

The following surveys are available:

ΑΝΩΝΥΜΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

Impact PE eng (trial)



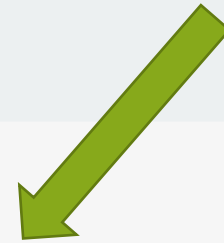
Impact PE greek (trial)



TEST Impact PE eng (trial)



Please contact Administrator ( [bbouglas@pe.uth.gr](mailto:bbouglas@pe.uth.gr) ) for further assistance.



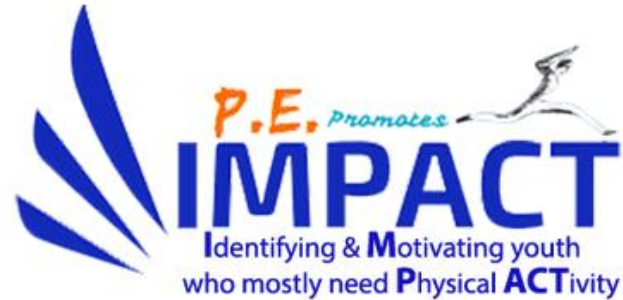
# The Intro Page



Charger un questionnaire non terminé

0%

## IMPACT 2018 final FRENCH below age 13 - T2



### INSTRUCTIONS

S'il te plaît réponds à toutes les questions aussi honnêtement et soigneusement que possible. Il n'y a pas de bonnes ou de mauvaises réponses, marque vraiment ce que tu ressens. Si quelque chose n'est pas clair pour toi, demande de l'aide en levant la main, le responsable viendra t'aider.

Nous sommes intéressés par les activités physiques et sportives que tu peux pratiquer durant les cours d'éducation physique (EPS) et pendant ton temps libre ; en particulier, ce que tu penses de ces activités et ce que tu ressens quand tu les pratiques en EPS ou durant ton temps libre.

Il y a 51 questions dans ce questionnaire.

Suivant

# WE CAN USE MANY DIFFERENT QUESTION TYPES

\*Ecris ta date de naissance ici:

ⓘ Veuillez compléter toutes les champs de la date.

⚠ Cette question est obligatoire

Jour ▼ / Mois ▼ / Année ▼

ⓘ Par exemple, si tu es né(e) le 15 décembre 2002, écris s'il te plait : 15/ 12 / 2002

\*Quel âge as-tu ? (S'il te plait, écris ton âge en année)

ⓘ Seuls des nombres peuvent être entrés dans ce champ.

⚠ Cette question est obligatoire

ⓘ ans

\*Je suis :

ⓘ Veuillez sélectionner une réponse ci-dessous

⚠ Cette question est obligatoire

Un Garçon

Une Fille

Autre Réponse

Je ne veux pas répondre

ⓘ

# WE CAN USE MANY DIFFERENT QUESTION TYPES

**Section P:** Ecris ci-dessous la raison LA PLUS IMPORTANTE qui t'empêche de faire régulièrement du sport ou de l'activité physique.

✳Ecris immédiatement la première raison qui te vient à l'esprit :

✳En général, à quelle fréquence la raison que tu viens d'écrire constitue une BARRIÈRE qui t'empêche de faire régulièrement du sport/ de l'activité physique ?

📌 Veuillez sélectionner une réponse ci-dessous

- Très rarement     Rarement     Parfois     Souvent     Toujours     Je ne veux pas répondre

✳Au cours de LA SEMAINE DERNIÈRE, combien de fois la raison que tu as écrit ci-dessus a été une BARRIÈRE qui t'a empêché de faire régulièrement du sport/ de l'activité physique ?

📌 Veuillez sélectionner une réponse ci-dessous

- Presque jamais     Très peu de jours     Certains jours     Presque tous les jours     Tous les jours     Je ne veux pas répondre

20%

## Section A:

For each of the following statements, please indicate how much you agree or disagree. When answering the questions, bear in mind how you generally felt over the past month participating on this football team

During the past month...

1-Totally Disagree

2-Disagree

3-Neutral

4-Agree

5-Totally Agree

|  | 1                     | 2                     | 3                     | 4                     | 5                     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I usually enjoyed the activities in football               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I usually found football interesting                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I usually found that time flew when I was playing football | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I usually had fun when playing football                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 4.1 Arrays

4.1.1 Array

4.1.2 Array (5 point choice)

4.1.3 Array (10 point choice)

4.1.4 Array (Yes/No/Uncertain)

4.1.5 Array (Increase/Same/Decrease)

4.1.6 Array by column

4.1.7 Array dual scale

4.1.8 Array (Numbers)

4.1.9 Array (Text)

## 4.2 Mask questions

4.2.1 Date

4.2.2 File upload

4.2.3 Gender

4.2.4 Language switch

4.2.5 Numerical input

4.2.6 Multiple numerical input

4.2.7 Ranking

4.2.8 Text display

4.2.9 Yes/No

4.2.10 Equation

## 4.3 Multiple choice questions

4.3.1 Multiple choice

4.3.2 Multiple choice with comments

## 4.4 Single choice questions

4.4.1 5 point choice

4.4.2 List (Dropdown)

4.4.3 List (Radio)

4.4.4 List with comment

## 4.5 Text questions

4.5.1 Short free text

4.5.2 Long free text

4.5.3 Huge free text

4.5.4 Multiple short text

# PROGRAMING IN PHP - SQL & JAVASCRIPT

| #                  | Name [ID]                                 | Relevance [Validation] (Default) | Text [Help] (Tip)  |                    |       |        |   |
|--------------------|---|----------------------------------|--|--------------------|-------|--------|---|
| G-0                | <b>G0</b><br>[GID 211]                    | 1                                |  |                    |       |        |   |
| Q-0                | <b>ask1</b><br>[QID 3624]<br>Equation [*] | 1                                | <p><code>if(ask1 &gt;= 1, ask1, floor(rand(1, 6.9999)))</code></p> <table border="1"> <thead> <tr> <th>Question Attribute</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>hidden</td> <td>1</td> </tr> </tbody> </table> | Question Attribute | Value | hidden | 1 |
| Question Attribute | Value                                     |                                  |  |                    |       |        |   |
| hidden             | 1   |                                  |  |                    |       |        |   |
| Q-1                | <b>ask2</b><br>[QID 3625]<br>Equation [*] | 1                                | <p><code>if(ask2 &gt;= 1, ask2, floor(rand(1, 6.9999)))</code></p> <table border="1"> <thead> <tr> <th>Question Attribute</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>hidden</td> <td>1</td> </tr> </tbody> </table> | Question Attribute | Value | hidden | 1 |
| Question Attribute | Value                                     |                                  |  |                    |       |        |   |
| hidden             | 1   |                                  |  |                    |       |        |   |
| Q-2                | <b>ask3</b><br>[QID 3626]<br>Equation [*] | 1                                | <p><code>if(ask3 &gt;= 1, ask3, floor(rand(1, 6.9999)))</code></p> <table border="1"> <thead> <tr> <th>Question Attribute</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>hidden</td> <td>1</td> </tr> </tbody> </table> | Question Attribute | Value | hidden | 1 |
| Question Attribute | Value                                     |                                  |  |                    |       |        |   |
| hidden             | 1   |                                  |  |                    |       |        |   |
| Q-3                | <b>ask4</b><br>[QID 3627]<br>Equation [*] | 1                                | <p><code>if(ask4 &gt;= 1, ask4, floor(rand(1, 6.9999)))</code></p> <table border="1"> <thead> <tr> <th>Question Attribute</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>hidden</td> <td>1</td> </tr> </tbody> </table> | Question Attribute | Value | hidden | 1 |
| Question Attribute | Value                                     |                                  |  |                    |       |        |   |
| hidden             | 1   |                                  |  |                    |       |        |   |
| Q-4                | <b>ask5</b><br>[QID 3628]<br>Equation [*] | 1                                | <p><code>if(ask5 &gt;= 1, ask5, floor(rand(1, 4.9999)))</code></p> <table border="1"> <thead> <tr> <th>Question Attribute</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>hidden</td> <td>1</td> </tr> </tbody> </table> | Question Attribute | Value | hidden | 1 |
| Question Attribute | Value                                     |                                  |  |                    |       |        |   |
| hidden             | 1   |                                  |  |                    |       |        |   |

Question group G4 (ID:215)

Questions: Please choose...

Title: G4 (215)


Description:

Change question order

- qNumerical: [ask4 == 1] How old are you? ↓ Place after. ▾
- qRanking: [ask4 == 2] Please rate your favorite activities: ↓↑ Place after. ▾
- qTextDisplay: [ask4 == 3] This is just a text display. Is the rendered value saved anywhere? Is there a database field for it (e.g. to emulate the Equation question type)? ↓↑ Place after. ▾
- qYesNo: [ask4 == 4] Do you love LimeSurvey? ↓↑ Place after. ▾
- qHugeText: [ask4 == 5] Please paste your resume ↓↑ Place after. ▾
- qLongText: [ask4 == 6] Please write an essay saying how much you love LimeSurvey. ↑ Place after. ▾

| #                  | Name [ID]  | Relevance [Validation] (Default)    | Text [Help] (Tip)  |                    |       |              |          |                   |              |                   |                         |
|--------------------|--|-------------------------------------|--|--------------------|-------|--------------|----------|-------------------|--------------|-------------------|-------------------------|
| G-0                | <b>G1</b><br>[GID 228]                               | 1                                   |  |                    |       |              |          |                   |              |                   |                         |
| Q-1                | <b>Ratings</b><br>[QID 3750]<br>Array dual scale [1] | 1                                   | <p>Please rate this for each product</p> <table border="1"> <thead> <tr> <th>Question Attribute</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>array_filter</td> <td>Products</td> </tr> <tr> <td>dualscale_headerA</td> <td>Satisfaction</td> </tr> <tr> <td>dualscale_headerB</td> <td>Would you buy it again?</td> </tr> </tbody> </table> | Question Attribute | Value | array_filter | Products | dualscale_headerA | Satisfaction | dualscale_headerB | Would you buy it again? |
| Question Attribute | Value  |                                     |  |                    |       |              |          |                   |              |                   |                         |
| array_filter       | Products   |                                     |  |                    |       |              |          |                   |              |                   |                         |
| dualscale_headerA  | Satisfaction   |                                     |  |                    |       |              |          |                   |              |                   |                         |
| dualscale_headerB  | Would you buy it again?                              |                                     |  |                    |       |              |          |                   |              |                   |                         |
| SQ-1               | <b>Ratings_SQ1</b>                                   | <code>((Products_SQ1 != ""))</code> | <code>if( ! is_empty(Products_SQ1comment), Products_SQ1comment, 'Product 1')</code>  |                    |       |              |          |                   |              |                   |                         |
| SQ-2               | <b>Ratings_SQ2</b>                                   | <code>((Products_SQ2 != ""))</code> | <code>if( ! is_empty(Products_SQ2comment), Products_SQ2comment, 'Product 2')</code>  |                    |       |              |          |                   |              |                   |                         |
| SQ-3               | <b>Ratings_SQ3</b>                                   | <code>((Products_SQ3 != ""))</code> | <code>if( ! is_empty(Products_SQ3comment), Products_SQ3comment, 'Product 3')</code>  |                    |       |              |          |                   |              |                   |                         |
| SQ-4               | <b>Ratings_SQ4</b>                                   | <code>((Products_SQ4 != ""))</code> | <code>if( ! is_empty(Products_SQ4comment), Products_SQ4comment, 'Product 4')</code>  |                    |       |              |          |                   |              |                   |                         |
| SQ-5               | <b>Ratings_SQ5</b>                                   | <code>((Products_SQ5 != ""))</code> | <code>if( ! is_empty(Products_SQ5comment), Products_SQ5comment, 'Product 5')</code>  |                    |       |              |          |                   |              |                   |                         |
| SQ-6               | <b>Ratings_SQ6</b>                                   | <code>((Products_SQ6 != ""))</code> | <code>if( ! is_empty(Products_SQ6comment), Products_SQ6comment, 'Product 6')</code>  |                    |       |              |          |                   |              |                   |                         |

# THE RESEARCHER



Administration

## Log in

**Username**

**Password**

**Language**

[Forgot your password?](#)

# FRONTEND - BACKEND

TEST Impact PE eng (trial) Resume later Exit and clear survey

20%

Section A:

For each of the following statements, please indicate how much you agree or disagree. When answering the questions, bear in mind [how you generally felt over the past month participating on this football team](#)

During the past month...

|  | 1-Totally Disagree    | 2-Disagree            | 3-Neutral             | 4-Agree               | 5-Totally Agree       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I usually enjoyed the activities in football               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I usually found football interesting                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I usually found that time flew when I was playing football | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I usually had fun when playing football                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



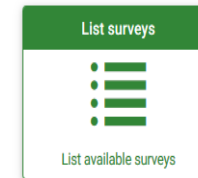
IMPACT Project - Online Survey

Surveys Active surveys 1 teachereng



This is the LimeSurvey admin interface. Start to build your survey from here.

Last visited survey: Impact PE eng (trial)(ID:447874)



## Survey list

Search:  Status: (Any) Search Reset

| <input type="checkbox"/> | Survey ID | Status         | Title                 | Created    | Owner | Anonymized responses | Partial | Full | Total | Closed group |  |
|--------------------------|-----------|----------------|-----------------------|------------|-------|----------------------|---------|------|-------|--------------|--|
| <input type="checkbox"/> | 447874    | <span>▶</span> | Impact PE eng (trial) | 21.02.2017 | admin | No                   | 2       | 7    | 9     | No           |  |

Selected survey(s)...

Displaying 1-1 of 1 result(s). 10 rows per page



This is the LimeSurvey admin interface. Start to build your survey from here.

Last visited survey: Impact PE eng (trial)(ID:447874)

List surveys

List available surveys

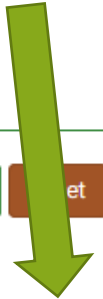
### Survey list

Search:  Status: (Any) Search Get

| <input type="checkbox"/> | Survey ID | Status | Title                 | Created    | Owner | Anonymized responses | Partial | Full | Total | Closed group |  |
|--------------------------|-----------|--------|-----------------------|------------|-------|----------------------|---------|------|-------|--------------|--|
| <input type="checkbox"/> | 447874    | ▶      | Impact PE eng (trial) | 21.02.2017 | admin | No                   | 2       | 7    | 9     | No           |  |

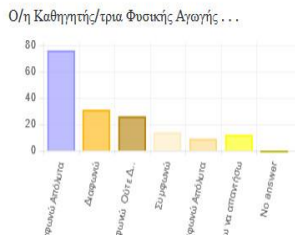
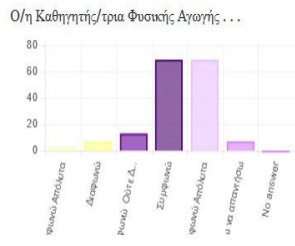
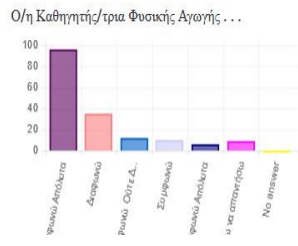
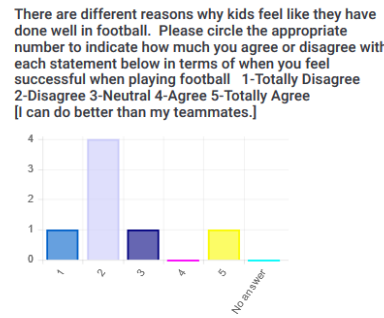
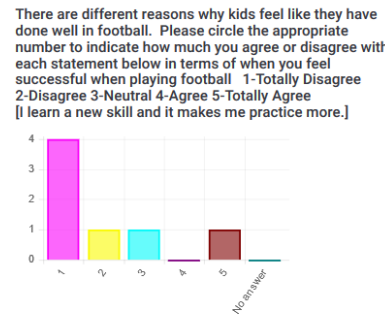
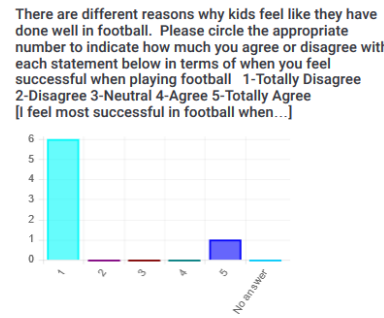
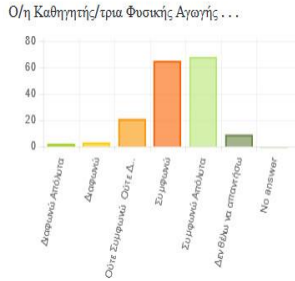
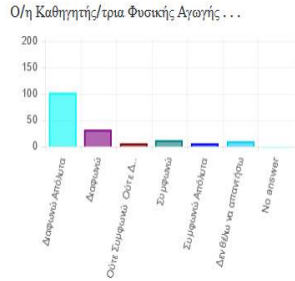
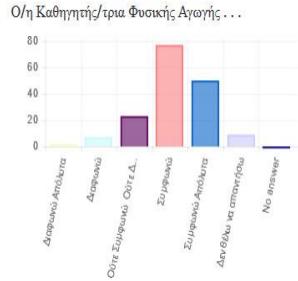
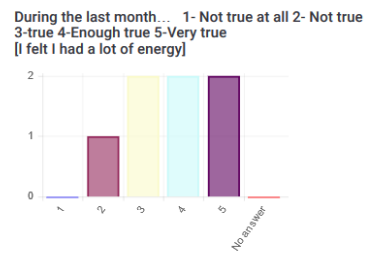
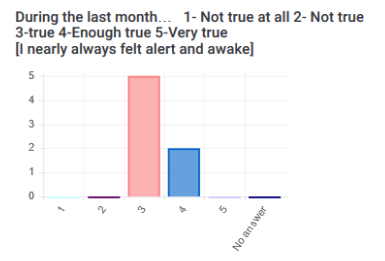
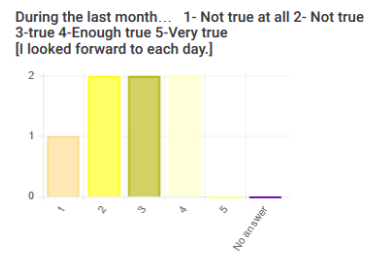
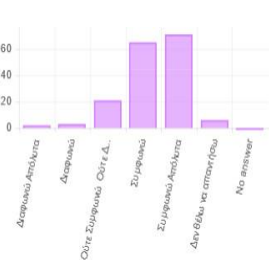
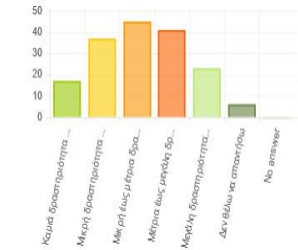
Selected survey(s)... ▾

Displaying 1-1 of 1 result(s). 10 rows per page



# FILTERING GRAPH RESULTS

ασκήση, δουλειά/αγχαρείς, οικογενειακές ρολιές, συμμετοχή σε αθλήματα, χορό, ή παιχνίδια. Αν δεν θυμάσαι, προσπάθησε να υπολογίσεις.)



There are different reasons why kids feel like they have done well in football. Please circle the appropriate number to indicate how much you agree or disagree with

There are different reasons why kids feel like they have done well in football. Please circle the appropriate number to indicate how much you agree or disagree with

There are different reasons why kids feel like they have done well in football. Please circle the appropriate number to indicate how much you agree or disagree with

# EXPORT RESULTS TO APPLICATION

**Format**

**Export format:**

- CSV
- Microsoft Excel
- PDF
- HTML
- Microsoft Word

**Range**

**From:**  **to:**

**General**

**Completion state:**

**Export language:**

**Headings**

**Convert spaces in question text to underscores:**  Off

**Text abbreviated:**  Off

**Number of characters:**

**Columns**

**Select columns:**

id - Response ID

submitdate - Date submitted

lastpage - Last page

startlanguage - Start language

birth - Date of birth:

gender - Gender:

family - How many brothers and si...u have in total?

team - What is the name of your team?

coach - What is the name of your coach?

pastmonth[S1SQ1] - During the past month...ies in football)

pastmonth[S1SQ2] - During the past month...all interesting)

pastmonth[S1SQ3] - During the past month...laying football)

pastmonth[S1SQ4] - During the past month...laying football)

lastmonth[S2SQ1] - During the last month...ull of vitality)

lastmonth[S2SQ2] - During the last month...ad high spirits)

lastmonth[S2SQ3] - During the last month...rd to each day.)

lastmonth[S2SQ4] - During the last month...alert and awake)

lastmonth[S2SQ5] - During the last month...a lot of energy)

success[S3SQ1] - There are different reas... football when...)

success[S3SQ2] - There are different reas... practice more.)

success[S3SQ3] - There are different reas... practice more.)

**31 of 31 columns selected**

We could select all survey columns or part of them

# EXPORT RESULTS TO APPLICATION

Settings Structure

SectionID 2

Section A 13

Section B 12

[QS19] > Τις τελευταίες 7 ημέρες, πόσο συχνά συ...

[QS20] > Σε μια τυπική (συνηθισμένη) εβδομάδα,...

[QS20a] > Παρακαλώ, γράψε σε ποιο άθλημα/ φ...

[QS21] > Στον ελεύθερό σου χρόνο (εκτός σχολεί...

[QS21n1] > Κατά τους τελευταίους 2 μήνες, πόσε...

[QS21n2] > Κατά τους τελευταίους 2 μήνες, πόσε...

[QS21a] > Πόσες ημέρες την εβδομάδα έχεις Φυ...

[QS27] > Επίπεδα Φυσικής Δραστηριότητας στο ...

[QS28] > Φυσική Δραστηριότητα μετά το σχολεί...

[QS29] > Φυσική Δραστηριότητα τα βράδια (Δευ...

[QS30] > Φυσική Δραστηριότητα το Σάββατο: Π...

[QS31] > Φυσική Δραστηριότητα την Κυριακή: ...

Section C 1

Section D 2

Section E 1

Section F 1

Export Close

## Export results

### Format

#### Export format:

- CSV  Microsoft Excel  PDF  
 HTML  Microsoft Word

#### CSV field separator:

Comma

### General

#### Completion state:

Completed responses only

#### Export language:

Greek

### Range

#### From:

322

#### to:

512

### Responses

### Headings

#### Export questions as:

Question code Abbreviated question text Full question text Question code & question text

#### Strip HTML code:

On

#### Convert spaces in question text to underscores:

Off

#### Text abbreviated:

Off

#### Use Expression Manager code:

Off

#### Number of characters:

15

#### Code/text separator:

.

### Columns

#### Select columns:

id - Response ID  
submitdate - Date submitted  
lastpage - Last page  
startlanguage - Start language  
end...

# ...OR GET RESULTS TO SPSS FORMAT

IMPACT Project - Online Survey

Browse responses: Impact PE eng (trial)

>

Export response data to SPSS

Home

Data selection:

SPSS version:

Limit:

Offset:

No answer:

Step 1:

Step 2:

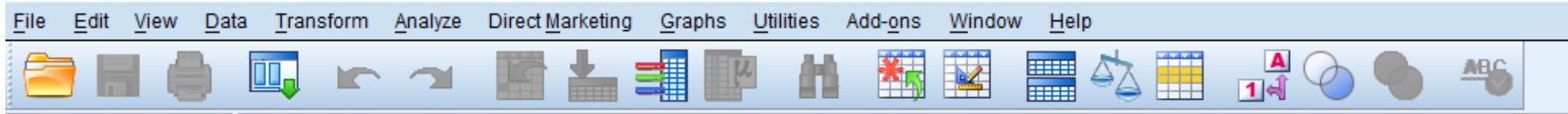
Instructions for the impatient :

1. Download the data and the syntax file.
2. Open the syntax file in SPSS in Unicode mode.
3. Edit the 'FILE=' line and complete the filename with a full path to the downloaded data file.
4. Choose 'Run/All' from the menu to run the import.

Your data should be imported now.

# IMPORT surveyfile.csv TO SPSS

Untitled2 [DataSet1] - IBM SPSS Statistics Data Editor



|    | var | var | var | var | var | var | var | var | var | var | var | var |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1  |     |     |     |     |     |     |     |     |     |     |     |     |
| 2  |     |     |     |     |     |     |     |     |     |     |     |     |
| 3  |     |     |     |     |     |     |     |     |     |     |     |     |
| 4  |     |     |     |     |     |     |     |     |     |     |     |     |
| 5  |     |     |     |     |     |     |     |     |     |     |     |     |
| 6  |     |     |     |     |     |     |     |     |     |     |     |     |
| 7  |     |     |     |     |     |     |     |     |     |     |     |     |
| 8  |     |     |     |     |     |     |     |     |     |     |     |     |
| 9  |     |     |     |     |     |     |     |     |     |     |     |     |
| 10 |     |     |     |     |     |     |     |     |     |     |     |     |
| 11 |     |     |     |     |     |     |     |     |     |     |     |     |
| 12 |     |     |     |     |     |     |     |     |     |     |     |     |
| 13 |     |     |     |     |     |     |     |     |     |     |     |     |
| 14 |     |     |     |     |     |     |     |     |     |     |     |     |
| 15 |     |     |     |     |     |     |     |     |     |     |     |     |
| 16 |     |     |     |     |     |     |     |     |     |     |     |     |
| 17 |     |     |     |     |     |     |     |     |     |     |     |     |
| 18 |     |     |     |     |     |     |     |     |     |     |     |     |
| 19 |     |     |     |     |     |     |     |     |     |     |     |     |
| 20 |     |     |     |     |     |     |     |     |     |     |     |     |
| 21 |     |     |     |     |     |     |     |     |     |     |     |     |
| 22 |     |     |     |     |     |     |     |     |     |     |     |     |

**Open Data**

Look in: Desktop

- fatouros.csv
- Office 2016 manual activation.txt
- results-survey447874.csv
- SERIAL LG24.txt
- students-iatriki-2015.csv
- students-mil-2015-16.csv
- students-msc-2015-16.csv
- students-phd-2015-16.csv
- students-pse-2014-15.csv
- STUDENTS\_MSC2016.csv
- STUDENTS\_MSC\_2016-17.csv
- teachers.csv
- test.csv
- users 1000-2000.csv
- users 1000.csv
- virus-shortcut.txt
- Windows Vista,7,8,10 manual activation.

File name: results-survey447874.csv

Files of type: Text (\*.txt, \*.dat, \*.csv)

Encoding: Unicode (UTF-8)

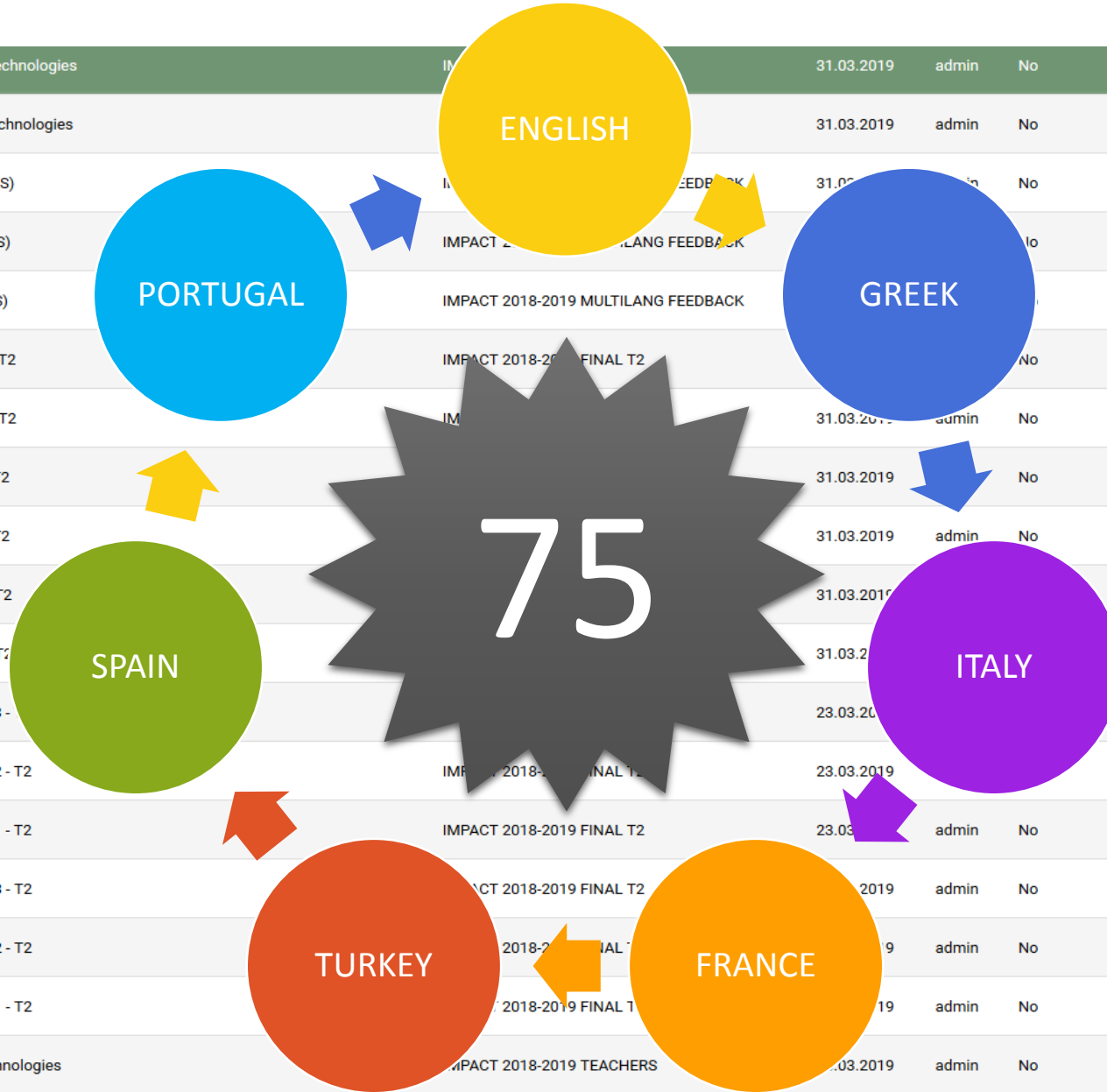
Buttons: Open, Paste, Cancel, Help, Retrieve File From Repository...

# THE RESEARCH

- Researchers will have the permission to manage surveys.
- They will be able to author their surveys right from their profiles by default.
- Also they will be able to view graphical representation of the survey results.
- Additionally they can show the survey results to all the survey participants or hide them.
- They can choose Bar Chart or Pie Chart type or any type of graph.
- For further analysis the total survey results could be exported to an CSV, excel, PDF or SPSS data file.

# SURVEY LIST MULTILINGUAL

|                          |        |   |   |                                     |            |       |    |    |     |     |    |  |  |
|--------------------------|--------|---|---|-------------------------------------|------------|-------|----|----|-----|-----|----|--|--|
| <input type="checkbox"/> | 238982 | ▶ | IMPACT 2019 TEACHERS TURKISH - New Technologies | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 1  | 0   | 1   | No |  |  |
| <input type="checkbox"/> | 348466 | ▶ | IMPACT 2019 TEACHERS FRENCH - New Technologies  | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 7  | 4   | 11  | No |  |  |
| <input type="checkbox"/> | 936286 | ▶ | IMPACT 2019 TURKISH FEEDBACK (2 WEEKS)          | IMPACT 2018-2019 MULTILANG FEEDBACK | 31.03.2019 | admin | No | 1  | 1   | 2   | No |  |  |
| <input type="checkbox"/> | 357981 | ▶ | IMPACT 2019 FRENCH FEEDBACK (2 WEEKS)           | IMPACT 2018-2019 MULTILANG FEEDBACK | 31.03.2019 | admin | No | 2  | 5   | 7   | No |  |  |
| <input type="checkbox"/> | 772445 | ▶ | IMPACT 2019 ITALIAN FEEDBACK (2 WEEKS)          | IMPACT 2018-2019 MULTILANG FEEDBACK | 31.03.2019 | admin | No | 5  | 5   | 10  | No |  |  |
| <input type="checkbox"/> | 532899 | ▶ | IMPACT 2018 final TURKISH below age 13 - T2     | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 0  | 0   | 0   | No |  |  |
| <input type="checkbox"/> | 396923 | ▶ | IMPACT 2018 final TURKISH above age 12 - T2     | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 0  | 0   | 0   | No |  |  |
| <input type="checkbox"/> | 746415 | ▶ | IMPACT 2018 final ITALIAN below age 13 - T2     | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 0  | 0   | 0   | No |  |  |
| <input type="checkbox"/> | 177478 | ▶ | IMPACT 2018 final ITALIAN above age 12 - T2     | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 1  | 0   | 1   | No |  |  |
| <input type="checkbox"/> | 711547 | ▶ | IMPACT 2018 final FRENCH below age 13 - T2      | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 0  | 0   | 0   | No |  |  |
| <input type="checkbox"/> | 797251 | ▶ | IMPACT 2018 final FRENCH above age 12 - T2      | IMPACT 2018-2019 FINAL T2           | 31.03.2019 | admin | No | 10 | 2   | 12  | No |  |  |
| <input type="checkbox"/> | 199988 | ▶ | IMPACT 2018 final GREEK below age 13 - Q3 - T2  | IMPACT 2018-2019 FINAL T2           | 23.03.2019 | admin | No | 42 | 198 | 240 | No |  |  |
| <input type="checkbox"/> | 929547 | ▶ | IMPACT 2018 final GREEK below age 13 - Q2 - T2  | IMPACT 2018-2019 FINAL T2           | 23.03.2019 | admin | No | 18 | 23  | 41  | No |  |  |
| <input type="checkbox"/> | 622468 | ▶ | IMPACT 2018 final GREEK below age 13 - Q1 - T2  | IMPACT 2018-2019 FINAL T2           | 23.03.2019 | admin | No | 11 | 49  | 60  | No |  |  |
| <input type="checkbox"/> | 335281 | ▶ | IMPACT 2018 final GREEK above age 12 - Q3 - T2  | IMPACT 2018-2019 FINAL T2           | 23.03.2019 | admin | No | 14 | 102 | 116 | No |  |  |
| <input type="checkbox"/> | 515487 | ▶ | IMPACT 2018 final GREEK above age 12 - Q2 - T2  | IMPACT 2018-2019 FINAL T2           | 23.03.2019 | admin | No | 22 | 177 | 199 | No |  |  |
| <input type="checkbox"/> | 511998 | ▶ | IMPACT 2018 final GREEK above age 12 - Q1 - T2  | IMPACT 2018-2019 FINAL T2           | 23.03.2019 | admin | No | 52 | 209 | 261 | No |  |  |
| <input type="checkbox"/> | 884116 | ▶ | IMPACT 2019 TEACHERS GREEK - New Technologies   | IMPACT 2018-2019 TEACHERS           | 31.03.2019 | admin | No | 20 | 56  | 76  | No |  |  |



ENGLISH above age 12

Interview time

**Average interview time:**25 min. 56 sec.

**Median:** 24 min. 43 sec.

GREEK below age 13

Interview time

**Average interview time:**43 min. 18 sec.

**Median:** 40 min. 27 sec.

GREEK above age 12

Interview time

**Average interview time:**25 min. 27 sec.

**Median:** 25 min. 24 sec.

FRENCH above age 12

Interview time

**Average interview time:**33 min. 55 sec.

**Median:** 32 min. 50 sec.

TURKISH below age 13

Interview time

**Average interview time:**26 min. 38 sec.

**Median:** 23 min. 55 sec.

TURKISH above age 12

Interview time

**Average interview time:**25 min. 21 sec.

**Median:** 23 min. 37 sec.

ITALIAN below age 13

Interview time

**Average interview time:**33 min. 51 sec.

**Median:** 31 min. 54 sec.

ITALIAN above age 12

Interview time

**Average interview time:**27 min. 30 sec.

**Median:** 26 min. 19 sec.

SPANISH above age 12

Interview time

**Average interview time:**25 min. 49 sec.

**Median:** 26 min. 13 sec.

# IMPACT

## TIME STATISTICS

### QUESTIONNAIRES T1

# SURVEY FEEDBACK – WEB TOOL

## Results-FR

### FRENCH FEEDBACK per WEEK

ID ENSEIGNANT:  ID ELEVE:  [CLEAR FILTERS](#)

[Print](#) [Copy](#) [PDF](#)

Show 10 entries

Search:

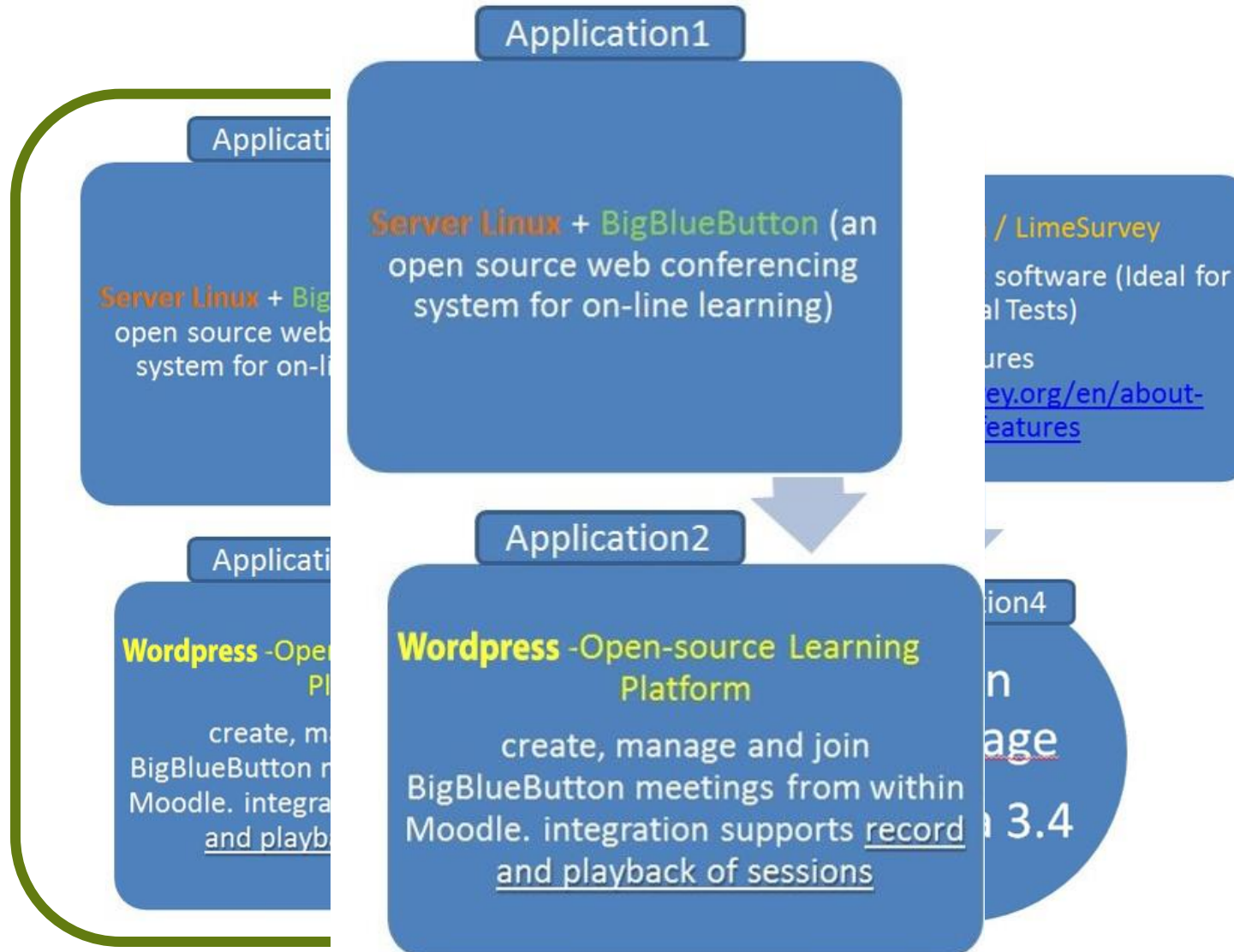
| DATESTAMP              | ID ENSEIGNANT | ID ELEVE | LUNDI | MARDI | MERCREDI | JEUDI | VENDREDI | SAMEDI | DIMANCHE | TOTAL |
|------------------------|---------------|----------|-------|-------|----------|-------|----------|--------|----------|-------|
| 05/04/2019<br>10:09 PM | t1            | s1       | 11    | 22    | 33       | 44    | 55       | 66     | 77       | 308   |
| 05/04/2019<br>10:51 PM | t1            | s1       | 33    | 44    | 55       | 66    | 7        | 65     | 5        | 275   |
| 05/04/2019<br>11:14 PM | t1            | s1       | 12    | 23    | 34       | 45    | 56       | 67     | 78       | 315   |

Showing 1 to 3 of 3 entries (filtered from 6 total entries)

### FRENCH FEEDBACK per WEEK



# STRUCTURE OF THE PROJECT



# WEB CONFERENCING SYSTEM - eLEARNING

## Netweetnig and Webinars

Impactpe Project

HOME

WEBINARS

RESULTS GREEK AVERAGE

FEEDBACK PER WEEK

ABOUT PROGRAM

### Webinars

#### Instructions for Online Meetings with BigBlueButton

\*\*\* Use browser **Firefox** or **Chrome** with **flash support**.

If you don't have Flash installed , you can download Flash from [here](#)

1. Select meeting room
2. Input your name
3. Input password
4. Join

Κατεβάστε αναλυτικές οδηγίες **στα Ελληνικά** από [εδώ](#) (**Greek Instructions**)

Download detailed instructions **in English** from [here](#) (**English Instuctions**)



### Moderator/Presenter Tutorial



#### BigBlueButton

Meeting:

Demo (password:test)

Demo (password:test)

Greek PE Teachers 18/3 (password: user)

Greek Webinar 6

Italian Webinar 5

Turkish Webinar 5

Συνάντηση ΚΦΑ ΕΓΒΕ (password:user)

# WEB CONFERENCING SYSTEM - eLEARNING

Demo Meeting

Shortc


Users

| Status | Name          | Media |
|--------|---------------|-------|
|        | teacher (you) |       |

Webcams

teacher (you)

Presentation: FastStone Capture.pdf



Erasmus+

**Application**

- Collaborative Partnerships**
- Small Collaborative Partnerships**
- Not-for-profit European Sport Events**

**Call for proposals 2016**

**EAC/A04/2015**

*Title of the project / Acronym*  
*Page 1 of 146*

Chat

Public Options

Welcome to **Demo Meeting!**

For help on using BigBlueButton see these (short) [tutorial videos](#).

To join the audio bridge click the headset icon (upper-left hand corner) or click the headset to avoid causing background noise for others.

This server is running [BigBlueButton](#).

100% 400%

# WEB CONFERENCING SYSTEM - Meetings Between Partners



Impactpe

to experimental PE teachers/1000 students, 20 control PE teachers/1000 students, Total = 30 PE teachers/1000 students

only in Greece: an addition of 20 PE teachers/1000 students more, Total = 70 Greek PE teachers/1000 students

'pupils' birth

!007 (11-12) (last year elementary school in Greece) (N ≥ 500)

!006 (12-13) (1<sup>st</sup> year junior high school in Greece) (N ≥ 500)

!005 (13-14) (2<sup>nd</sup> year junior high school in Greece) (N ≥ 500)

!004 (14-15) (3<sup>rd</sup> year junior high school in Greece) (N ≥ 500)

!003 (15-16) (1<sup>st</sup> year senior high school in Greece) (N ≥ 500)

n Greece students will go to school 10 of September 2018

.<sup>st</sup> Measure delivery can start one week later, weeks

1. 17-21 Sept
2. 24-28 Sept,
3. 1-5 Oct,
4. 8-12 Oct,
5. 15-19 Oct,
6. 22-26 Oct,
7. 29Oct-2Nov,
8. 5-9 Nov,

seminars

.. **15 Nov 2018** *Introductory: Importance of daily PA, self-monit./goal setting; Brief overview of new*

!. **13 Dec 2018** e.g., setting goals with autonomy & not controlling

!. **12 Jan 2019** e.g., setting personally challenging/mastery & not normative goals, developing self-

!. **7 Feb 2019** e.g., caring for others & setting goals to support others not being unsupportive/indif

!. **7 Mar 2019** e.g., what we have learned – setting goals to sustain a network of mutually supporti  
teachers/researchers ESTIMATE

!.<sup>nd</sup> Measure delivery can start one week later

1. 11-15 Mar
2. 18-23 Mar
3. 25-30 Mar
4. 1-5 Apr
5. 8-13 Apr
6. 15-19 Apr

break 22 Apr-5 May

7. 7-11 May

Recorded with [BigBlueButton](#). Use [Mozilla Firefox](#) or [Google Chrome](#) to play this recording.

Giyasettin Demirhan: hi

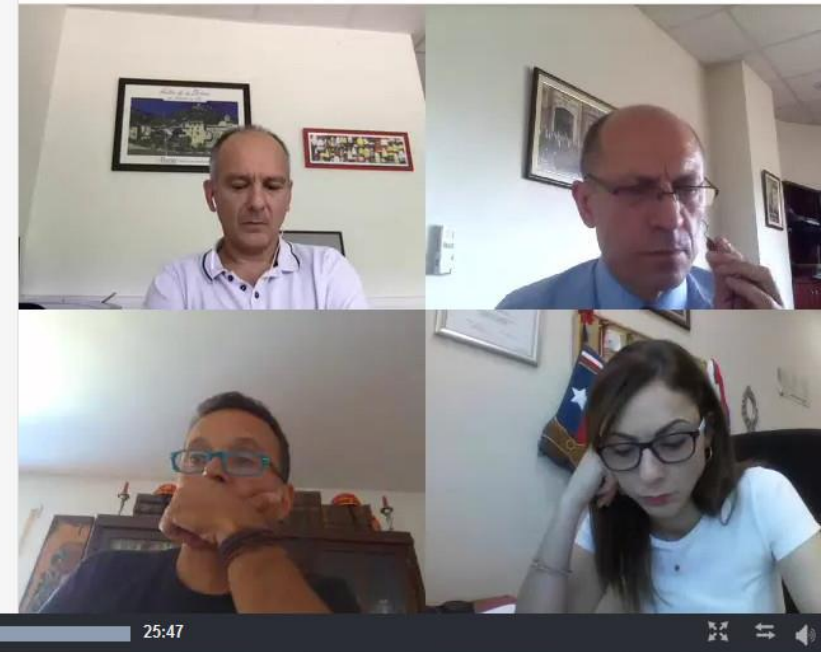
Gokce Ilker: Hi everybody :)

Philippe Sarrazin: ciao Attilio

antonis: hello everybody

Philippe Sarrazin: I just sent you an email with the 3 main questions we have to answer

Gokce Ilker: do we set the criteria for selection of the PE teachers?



25:47

## Η Μεθοδολογία του προγράμματος IMPACT

Καταγραφή των  
επιπέδων  
Φυσικής  
Δραστηριότητας

Οι εκπαιδευτικοί  
ΦΑ λαμβάνουν  
αναφορές για  
τους/ τις μαθητές/  
τριες που  
χρειάζονται  
κυρίως Φυσική  
Δραστηριότητα

Οι εκπαιδευτικοί  
ΦΑ εφαρμόζουν  
συγκεκριμένες  
στρατηγικές για  
την προώθηση της  
Φυσικής  
Δραστηριότητας  
των μαθητών/ τριών  
τους ΕΚΤΟΣ  
σχολείου

LAZOGLOU: ok

Νίκος Σωτηρόπουλος: Καλησπέρα σε όλους! Συγγνώμη μόλις μπήκα και δεν έχω ήχο. Μπορεί κάποιος να μου πεί τι γίνεται?

ΠΑΛΑΝΤΖΑ ΣΠΥΡΙΔΟΥΛΑ: ok

ΚΡΕΜΜΥΔΑ ΑΙΚΑΤΕΡΙΝΗ: OK

Μαρία Ελπινίκη Λυγουριώτη: ok

ΚΩΝΣΤΑΝΤΙΝΟΣ ΜΠΑΡΑΚΟΣ: OK

Στυλιανίδης Αθανάσιος: ok

ΕΙΡΗΝΗ ΔΟΥΜΑ: ok

Giorgos-Peloronisos: ok

Τσιπτας κωνσταντινος: OK

Βάιος Κυριάκης: νομίζω οτι για τα παιδιά Λυκείου η παρακίνηση για εξωσχολική ΦΔ είναι απίθανος στόχος

Ελένη Μπακάλμπαση: OK

Βάιος Κυριάκης: επιστροφή OK



# WEB CONFERENCING SYSTEM - Webinars Multilingual

Turkish Webinar 1



## Motivasyonel Süreç



### Okul Beden Eğitimi

### Okul Dışı Fiziksel Aktivite

**Öğretmen**  
Sınıf ortamı

**Öğrenci**  
Güdülerin içselleştirilmesi &  
hedef yönelimlerinin oluşması

Niyetlerin/hedeflerin belirlenmesi  
Kendine güven oluşması

Sınıf motivasyonel iklimi

- Öğrencilerin ihtiyaçlarını destekleyen öğretim
- Yeterlik/Ustalık
- Özerklik
- İlişkili olma/destek

**Öz-Belirleme** Fiziksel aktivite sebepler & hedefler

**İçsel Motivasyon**

**Gelişim hedefleri**

**Kendini izleme**

**Aktif olmak için Niyet/Hedef**

**Ders dışı fiziksel aktiviteye katılımı**

**Kendine güven**

**Davranış**

**Ders dışı fiziksel aktivite**

Beden Eğitiminde Eğlence, Mutluluk-Zindelik

evden açıp izleyebilirsiniz sonra  
kadir: ben o videolar için yarı bir çözüm bulurum  
canan: ok teşekkürler  
GA36: tmmdir  
GA36: video  
ilknur: ok  
serkan: ok  
figen: ok  
Kevser: Videoyu telimden izliyorum  
elvanözer: ok  
nilgöl demirdoğan: bitti  
tarık: ok  
nursen aydın: ok  
GA36: c  
Ahmet Ersin TAŞEL: İnsan vücudu hareket etmesi üzere tasarlanmıştır



# WEB CONFERENCING SYSTEM - Records



*Meeting*

### Kick of Meeting

Recording from online meeting on Monday 20/03/2017

[Play Record - part1](#)  
[Play Record - part2](#)



*Online Meeting*

### 1st Meeting between four intervention partners

Recording from online meeting on Thursday 22/06/2017

[Play Record](#)



*Online Meeting*

### 1st ALL Partners meeting - Procedures for measure selection

Recording from online meeting on July 03/07/2017



*Online Meeting*

### Selection of Instruments

Recording from online meeting on Friday 20/10/2017

[Play Record](#)

# WEB CONFERENCING SYSTEM - Records

|                              |   |                      |         |           |  |
|------------------------------|---|----------------------|---------|-----------|--|
| <a href="#">presentation</a> | Impactpe                                      |                      | 183 min | published |  |
| <a href="#">presentation</a> | 3rd Online Meeting - Selection of Instruments |                      | 178 min | published |  |
| <a href="#">presentation</a> | English 101                                   |                      | 91 min  | published |  |
| <a href="#">presentation</a> | Web goal-setting measure                      |                      | 125 min | published |  |
| <a href="#">presentation</a> | Webinar1                                      | 11:34:19             |         | published |  |
| <a href="#">presentation</a> | Webinar1 - Thursd                             | Jun 28 2018 10:48:59 |         | published |  |
| <a href="#">presentation</a> | Webinar2 - Frid                               |                      |         | published |  |
| <a href="#">presentation</a> | WEBINAR1-Tpi                                  |                      |         | published |  |
| <a href="#">presentation</a> | Seminar2-Τετάρ                                |                      |         | published |  |
| <a href="#">presentation</a> | Turkish Webinar 1                             |                      |         | published |  |
| <a href="#">presentation</a> | Greek Webinar 1                               |                      |         | published |  |
| <a href="#">presentation</a> | Greek Webinar 2                               |                      | 159 min | published |  |
| <a href="#">presentation</a> | Italian Webinar 1                             |                      |         | published |  |
| <a href="#">presentation</a> | Turkish Webinar 1                             |                      | 164 min | published |  |
| <a href="#">presentation</a> | Greek Webinar 3                               | Dec 12 2018 13:38:32 |         | published |  |
| <a href="#">presentation</a> | Italian Webinar 2                             | Dec 18 2018 13:39:3  |         | published |  |
| <a href="#">presentation</a> | French Webinar 1                              | Dec 19 2018 13:3     |         | published |  |
| <a href="#">presentation</a> | French Webinar 1                              | 18 06                |         | published |  |
| <a href="#">presentation</a> | Turkish Webinar 2                             | Dec 21 2018 15:      |         | published |  |
| <a href="#">presentation</a> | Turkish Webinar 3                             | Jan 04 2019 15:09.   |         | published |  |
| <a href="#">presentation</a> | French Webinar 2                              | Jan 14 2019 12:13:50 |         | published |  |

ENGLISH

TURKEY

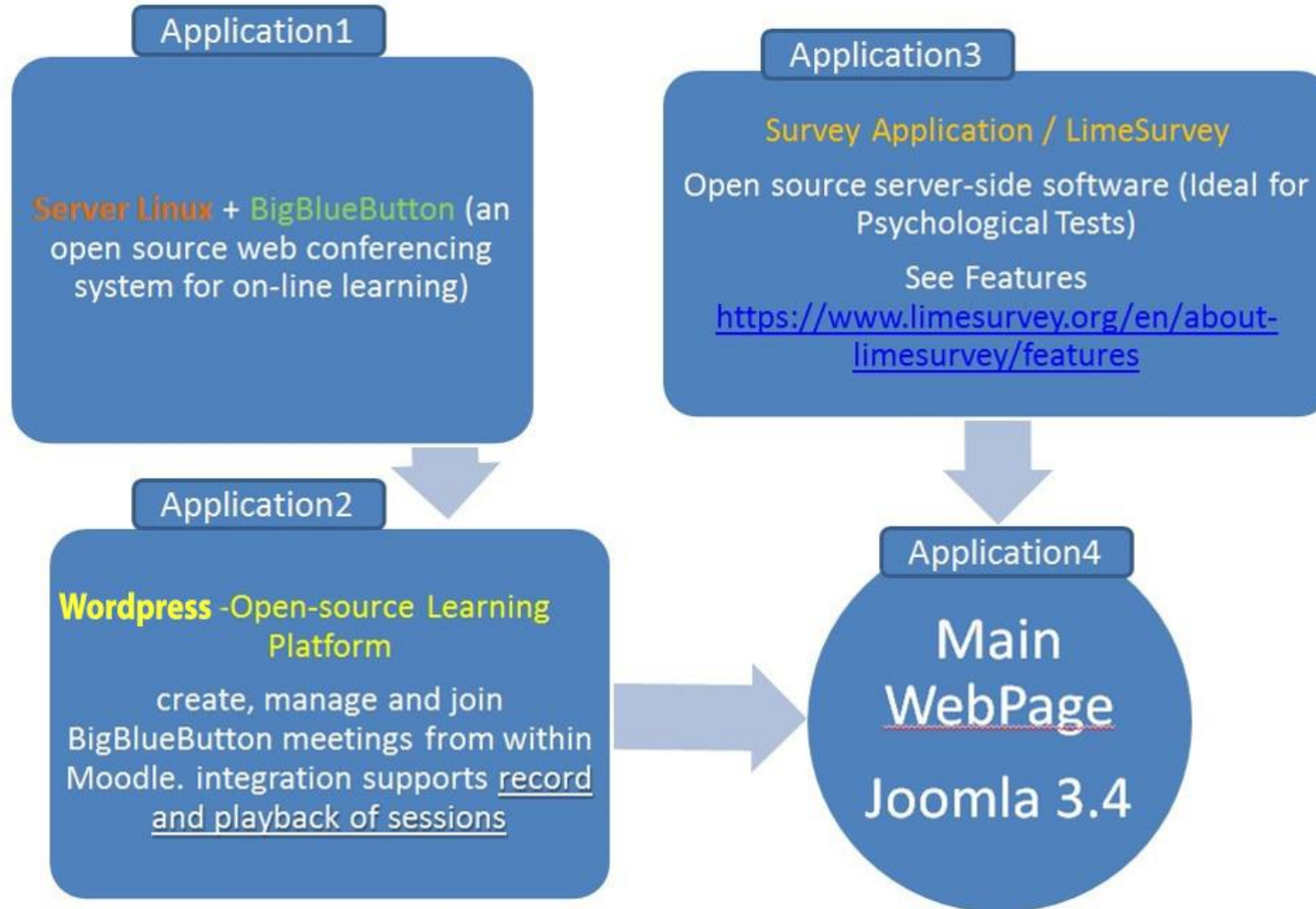
GREEK

41  
WEBINARS

FRANCE

ITALY

# FOUR (4) APPLICATIONS ONE (1) INSTRUMENT



# CONCLUSIONS

THERE IS NO SUCH ONLINE INSTRUMENT COLLECTING DATA AND PROVIDING INSTANT UPDATED INFORMATION WITH FREE ACCESS TO POLICY MAKERS, PE TEACHERS AND RESEARCHERS.

TEACHERS AND STUDENTS WILL BE ABLE TO RECEIVE USEFUL PERSONAL FEEDBACK

THE INSTRUMENT WILL PROVIDE INSTANT UPDATED INFORMATION ABOUT SCHOOLS AND STUDENTS. THERE WILL BE EASY ACCESS TO ALWAYS UPDATED INFORMATION ABOUT SCHOOLS WITH LOW LEVELS OF SPORT INVOLVEMENT AND HIGH LEVELS OF INACTIVITY. MOREOVER, THEY DO NOT KNOW THE EXTENT TO WHICH THE LOW LEVELS OF SPORT INVOLVEMENT IN SOME SCHOOLS IS DUE TO YOUTH'S ECONOMIC PROBLEMS TO PARTICIPATE IN SPORT

PE TEACHERS COULD ALWAYS COLLECT INFORMATION ABOUT PUPILS' SPORT INVOLVEMENT AND THEY RARELY CONNECT PUPILS' INACTIVITY WITH BARRIERS TO PARTICIPATE IN SPORT.

# Thank you for your Attention

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Laboratory and Teaching Staff



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**SCHOOL OF PHYSICAL EDUCATION & SPORT SCIENCE**  
DEPARTMENT OF PHYSICAL EDUCATION & SPORT SCIENCE

