



MARMARA  
UNIVERSITY



HACETTEPE  
UNIVERSITY

13th FIEP  
EUROPEAN  
CONGRESS  
26-29.09.2018



29th FIEP  
WORLD  
CONGRESS  
ISTANBUL, TURKEY

## ABSTRACT BOOK



MARMARA UNIVERSITY PRESS

2018

Marmara University Press No. 852

FÉDÉRATION INTERNATIONALE D'ÉDUCATION PHYSIQUE (FIEP)  
13<sup>TH</sup> EUROPEAN & 29<sup>TH</sup> WORLD CONGRESS ABSTRACT BOOK

Editor: Fatih DERVENT

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ISBN: 978-975-400-418-2

E-ISBN: 978-975-400-417-5

September, 2018

 **MARMARA UNIVERSITY PRESS**

Göztepe Kampüsü, Kadıköy 34722 İstanbul / Turkey  
Tel: +90 216 348 43 79 Fax: +90 216 348 43 79  
E-mail: yayinevi@marmara.edu.tr

Printing Press: YEK MATBAACILIK SANAYİ VE TİCARET LİMİTED ŞİRKETİ  
100.Yıl Mah. Massit Matbaacılar Sitesi 4. Cadde No.122 Bağcılar - İstanbul / Turkey

Certificate No:32287

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FIEP European Congress (13<sup>th</sup> : 2018 : İstanbul, Turkey)

13<sup>th</sup> FIEP European Congress and 29<sup>th</sup> FIEP World Congress, 26-29 September 2018, İstanbul, Turkey  
abstract book / edited by Fatih Dervent, \_\_ İstanbul : Marmara University, 2018.

104 s. ; A4\_ (Marmara University Press: No. 852)

İndeks.

978-975-400-418-2

1. Physical education and training - Congresses 2. Beden eğitimi ve antrenman - Kongreler

GV205

796.07

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## Sport Curriculum and Sport Activities at University: Case of Macedonian Universities Compared with Several Surrounding Countries

*Biljana Popeska, Snezana Jovanova Mitkovska, Trajce Dimkov*

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Sport at universities is a logical continuum of process of physical education within the educational institutions. It is probably the last institutional form of organized and planned process of physical education and possibility to develop permanent habits for healthy and active lifestyle. Participation in sport activity during university studies is also a good way to overcome all negative effects of increased level of physical inactivity among students population. Presented paper is a comparative study that analyses the problem of representation of sport curriculum and extracurricular sport activities at state universities in Macedonia and universities from several surrounding countries including Bulgaria, Croatia, Serbia and Slovenia. The study sample was consisted of responsible persons for sport and sport activities from 13 different universities from five different countries. The document analyses and comparative analyses were used as methods of research. Study programs at all included universities were analyzed. Following criteria were used: representation per semester, status within different study programs, structure of suggested sport contents, manners of organization and realization of sport curriculum, requirements for students; models of evaluation, ECTS, requirements for teaching staff, sport facilities etc. Based on the results, different models of organization and representation of sport curriculum were determined. The countries in which universities are obligated by legislation or by university acts to organize sport activities for students have greater representation of sport curriculum implemented in study programs as compulsory or elective subject. The variety of suggested sports as well as number of classes per semester was determined mainly by available sport facilities and educated teaching staff. Existence of department for sport or university center for sport is underlined as positive and influencing factor for higher representation and better organization of sport curriculum at analyzed universities.

*Keywords: Sport, university, analyses, comparison, students.*

## Determinants of Moderate to Vigorous Physical Activities During Physical Education Lessons

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Regular participation in Physical Activity (PA), during childhood, promotes immediate health benefits, and attitudes related to PA. Physical Education (PE) lessons can play a role in helping to accomplish the current recommendations of 60 minutes of moderate to vigorous PA (MVPA). It's thus imperative to study PE class in Portuguese schools to better understand how PE classes are implemented, how much MVPA children are getting, and which contextual factors are related to children's PA. This study seeks to analyze, comparatively, levels of MVPA and the relative contribution of PE classes of 45 and 90 min. (45PE & 90PE) for the completion of the daily recommendations for MVPA; Analyze, comparatively, MVPA levels between genders and body composition, during 45Pe and 90PE. Observe the determinant effect, in the total amount of MVPA, of age, gender, the number of students present (NSt), the space occupied (SO), the number of sports addressed (NSP) during 45PE & 90PE. The sample consisted of 266 students, (male: n, 120; age, 12.49  $\pm$  1.67; weight, 48.12  $\pm$  13.28; height, 155.41  $\pm$  12.07; IMC, 19.60  $\pm$  3.34 and female: n, 146; age, 12.46  $\pm$  1.63; weight, 48.93  $\pm$  11.31; height, 154.05  $\pm$  9.25; IMC, 20.42  $\pm$  3.42) aged between 10 and 17 years, belonging to an educational establishment of Guimarães, Portugal. We used the ActiGraph's accelerometer's wGT3X-BT during 45PE & 90PE, in a total of 23 classes. Evenson et al. (2008) cut-off points were used. The results allow to conclude that the percentage levels of MVPA are approximately equal in 45PE & 90PE classes (26.7  $\pm$  10.96% vs. 26.6  $\pm$  8.61%). 45PE classes contribute about 13.3  $\pm$  5.4% to the 60 minutes a day recommended for MVPA and 90PE lessons with 33.3  $\pm$  10.7%; In classes of 45PE & 90PE, the boys pile up more MVPA and less sedentary PA compared to girls. In linear regression analysis, age (-0.43), gender (2.13; higher for boys), size of facilities (1.42 for smaller facilities) and NSt (-0.28; less is better) are determinants of MVPA during 45PE classes (R<sup>2</sup>=0.39; p<0.05). In the 90PE (R<sup>2</sup>=0.21; p<0.05) lessons, it seems that age (-1.22), gender (3.60; higher for boys), and the NSP (1.58; more is better) are determinant. Number of students present, and the area of space occupied during 45PE & 90PE classes are inversely related to the time in MVPA. Only for classes of 90PE, positive correlations were found between the time in MVPA and the NSP. Research Center supported by: UID/DTP/00617/2013.

*Keywords: Children, physical education, physical activity, determinants*