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AIESEP 2024

# Book of abstracts

The 2024 AIESEP International  
Conference “Past meets the Future”

UNIVERSITY OF JYVÄSKYLÄ | 13.5.2024-17.5.2024



JYVÄSKYLÄN YLIOPISTO  
UNIVERSITY OF JYVÄSKYLÄ

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Permanent link to this publication: <http://urn.fi/URN:ISBN:978-952-86-0158-6>

ISBN: 978-952-86-0158-6 (PDF)



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**ID 180 The emergence of traditional games in the 21st century's school**

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**Background** Traditional games are one of the central axes of the curriculum of Physical Education (PE) in the majorities of countries. This kind of games contribute to the development of physical literacy, whereas they have an important historical and cultural value. In a more technological, globalised and digitalised world; traditional games have given way to other forms of entertainment changing the way of interacting with others, exploring the world and playing in a different manner. **Objective & hypothesis** The aim is to compare the degree of autonomous form of motivation between a rural and urban school during the implementation of traditional games and sports of Castilla-La Mancha (Spain). The initial hypothesis states that the set of traditional games will increase the students' autonomous form of motivation impacting on the way of spending leisure time actively. **Methods** A quasi-experimental design based on two groups (i.e. rural and urban school) was conceptualized. A total of 33 Primary Education students of 5th grade participated in the study. Specifically, 18 students were enrolled in a school in the city of Cuenca (urban) meanwhile 15 students come from the village of Huete (rural). Both groups participated in a week of traditional games in the region of Cuenca and Castilla-La Mancha during three sessions of 45 minutes at PE. In regard with instruments and variables, two Likert-type scales were used at pre-, post- and re-test. **Results** The means and SDs of the pre-, post- and re-tests per school showed significant differences in the most self-determined forms of motivation (i.e., intrinsic and identified) in contrast to external regulated and amotivated behaviours ( $p < 0.50$ ). However, students from the urban setting showed greater differences of motivation from pre-test to post-test ( $p < 0.050$ ) in contrast to students from rural school. **Discussion** This study partially confirmed the initial hypothesis that the collection of traditional games implemented into one week between the two kinds of settings can increase the level of autonomous forms of motivation. During the intervention, traditional games were adapted to the new pedagogical principles of active participation and integration of all the students. Both the traditional games and the creation of a learning environment could be relevant facts to support the three Basic Psychological Needs Specifically, it is observed significantly difference of autonomous forms of motivation among urban students in contrast to rural ones. This result suggests that in rural areas some traditional games are still known (and practice) by students. **Conclusions** In general, traditional games an important resource to foster self-determined forms of

motivation and to promote the intention of being physical active, meanwhile the contribution of cultural transmission can be effectively carried out in PE.

Keywords: Rural school, Urban school, Primary Education, Popular games, Culture transmission

### **ID 285 An exploration into online coach learning since 2017**

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Across the broad education field, online learning has become a well-researched topic in recent years. Online learning has reached a stage where we can now look at a micro level, by diving deeper into more niche domains of online learning. Sport coach learning is one of many areas of education which have adopted online learning in its practice. Despite this, to date, there has been limited analysis of online coach learning. This gap in the existing literature is problematic given the recent developments in technological competency, as well as the covid-19 pandemic, which prompted an increase uptake in online coach learning. Given the increasing prevalence of online coach learning, there is a need for researchers to both keep up with online coach learning practice, and to synthesize existing findings as a means of informing future online coach learning provision, and online coach learning research. Therefore, this presentation will report on a systematic review of the evidence exploring online coach learning since 2017. Supported by PRISMA guidelines, a comprehensive search was performed in ten electronic databases (WOS, MEDLINE, Scielo, SCOPUS, SportDiscus, ERIC, Education Research, CINAHL, PsycINFO and Google Scholar). All included literature has been assessed for quality, using the Mixed Methods Appraisal Tool, as well as a critical quality assessment undertaken by the author. Abductive content analysis informed by Blackstone, will be reported including a continual shift between inductive and deductive approaches. The presentation will provide an overview of the theoretical and methodological work undertaken to date. This is a significant contribution that can inform future research and practice. It is also necessary given the increased shift to online coach learning. Furthermore, the relevance of this systematic review could be larger than just the domain of online coach learning and can contribute towards wider areas of education.

Keywords: online, coach, education, learning, virtual