

## Summaries

### ***Poriau Stéphanie & Delens Cécile - Life change events and physical activity adherence: transition to higher education***

Studies has shown that life-changing events have an impact on health behaviours such as physical activity. For example, moving into higher education is a life-changing event often associated with a physical activity decrease. The purpose of this study is to consider this transition using the Self-determination theory enriched with the role Conflict-instrumentality theory. A longitudinal study was conducted amongst 76 students in two phases. At the end of their secondary school, the students filled out a questionnaire on their physical education motivations and their conception of the conflict-instrumentality between physical activity and the secondary school. After the first year in higher education, students from the longitudinal study sample completed a questionnaire on their physical activity motivations and their conception of the conflict-instrumentality between physical activity and higher education. The volume of leisure-time physical activity was evaluated in the two phases. The analysis brought to the surface four profile types: students increasing or maintaining their physical activity, decreasing without dropping out, abandoning and prolonging a more sedentary lifestyle. An autonomous activity during secondary school and an instrumental conception of the physical activity during higher education are the main factors that explain physical activity maintenance in higher education. Such findings need to be considered in physical education in order to facilitate the continuity of physical activity after secondary school.

Keywords : lifelong physical activity, self-determined motivation, role conflict-instrumentality, life events, physical education, intervention

### ***Roure Cédric et Pasco Denis - Impact of learning task design on students' situational interest in physical education***

Based on the framework of interest, studies have shown that teachers can enhance students' situational interest by manipulating the components of learning tasks. The purpose of this study was to examine the impact of learning task design

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on students' situational interest in physical education. The participants were 167 secondary school students (Mage = 13.21, SD = 2.24, 59% boys, range 12-16) who evaluated the situational interest of a learning task in badminton, designed to promote instant enjoyment and exploration intention. Students responded to the French 19-item situational interest scale immediately after completing the learning task. The results showed that students were receptive to the situational interest sources on which the task was designed. In addition, the cluster analysis revealed different students' profiles based on their situational interest scores in the task. Findings indicated that situational interest is a function of learning task design in PE.

Keywords : situational interest, learning tasks, physical education, badminton, grade level

*Olivier Dieu, Christophe Schnitzler, Elodie Drumez, Emilie Harmel et François Potdevin - Dynamic Aspect of Temporal Structure according to Level of Expertise in Badminton : Analysis and Reflection on Teaching Practise in Physical Education.*

In the badminton literature, the spatial aspect takes precedence over the temporal aspect. Studies on the temporal structure are exclusively descriptive, relating to the high level, and produce generic and adynamic data as if the relationship to time was the same for all players and for the whole game. Our study aims to show that the rhythm of the set is reorganized with the intentions of the badist. 50 subjects, classified in the five steps of the badminton conative classification, wore an accelerometer during a filmed set. Our results, on the analysis of the 1806 points played show that the ratio of time during the game / non-game does not increase linearly with expertise and that the differential between the amount of movement in play and during rest time is reorganized step by step. There are therefore specific rhythms or temporalities depending on the registers of intention. Moreover, within certain stages, a variation of these factors can be observed depending on the evolution of the balance of power and / or the moment of the match for the experts and the beginners. In pedagogy, it is therefore the specificity of the game that should guide the didactic choice between score-based forms and

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time-based forms of class competition in order to consider temporality in a more “responsible” way.

Keywords: badminton, temporal Structure, physical Activity, conative Stage-Responsible strategies

***Gilles Marrot - Codiques transitions, semique load and didactic contract in EPS***

This article wants to realize a work of research in the field of Didactics of the EPS. He covets to interrogate the Act of intervention of the teacher EPS by studying the way in which it identifies, selects, and articulates the different communication channels to interact with her class in order to progress its students. Registered in the theoretical vein of the joint action in teaching theory, this study target dynamics of communicational adjustments between these two players in the process of teaching/learning, which explores the emergence of phenomena of differential didactic contract and triologue. The purpose of this presentation is to lay the groundwork for a work of analysis and identification of the process of construction of professional skills in the conduct of the interaction in the intervention.

Keywords : intervention, interaction, communication, didactic contract, will transition, professional gestures.