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MASTER'S THESIS

THE NEW TECHNOLOGIES AT THE SERVICE OF OLYMPIC

EDUCATION

By Georgia Mourouti

Dissertation submitted to the professional body for the partial fulfillment of obligations for the awarding of a post-graduate title in the Post-graduate Programme, "Olympic Studies, Olympic Education, Organization and Management of Olympic Events" of the University of the Peloponnese.

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SUMMARY

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THE NEW TECHNOLOGIES AT THE SERVICE OF OLYMPIC EDUCATION

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The purpose of the present paper is to demonstrate that the values of Olympic Education do not only serve a purpose in the New Technological society, but they can also take advantage of the Information and Communication Technologies, in order students may experience the whole procedure and make them part of their lives. The proposed activities may be applied to students who will be divided into groups and will be able to cooperate and to make use of a series of programs and other functions of Information and Communication Technology (ICT). The methodology of conducting this study was quantitative. The analysis of the results has shown that the majority of teachers use ICT in the course of Olympic Education, but also point out as the main obstacles the lack of relevant infrastructure and their own relevant knowledge. The latter also highlights the importance of training Physical Education teachers before the introduction of ICT in the Olympic Education course became wider. Other reasons that seem to act as a deterrent are the lack of time, the curriculum that needs information and the lack of motivation from students. Finally, the majority of educators who participated in the study believe that the introduction of ICT in the Olympics Education course, in addition to a better understanding of the values of Olympism, help students acquire ICT skills and teamwork skills.

Key words*, Olympic* Education, Information and Communication Technologies (ICT), ICT in Olympic Education.

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I devote this thesis to my children

ABBREVIATIONS

OE	Olympic Education
PE	Physical Education
ICTs	Information and Communication Technologies
HOA	Hellenic Olympic Academy
IOA	International Olympic Academy
IPC	International Paraolympic Committee
P/C	Personal Computer
PI	Pedagogical Institute
Pan-HSN	Pan-Hellenic School Network
PA	Pedagogical Academic
PrE	Primary Education
SE	Secondary Education
JHS	Junior High School
SHS	Senior High School
USFES	University of Science Physical Education and Sports
HAF (SEGAS)	Hellenic Athletics Federation
BC	Before Christ
VR	Virtual Reality

TABLE OF CONTENT

Table of figures

Table of diagrams

CHAPTER I

INTRODUCTION

1.1 The concept of Olympic Education

According to IOC (2017),"Olympic Education means different things to different people" (pp. 19). This means that it is difficult to provide an acceptable definition of it. Olympic Education is the mean for learning young people about the importance of the Olympic values of Excellence, Respect, and Friendship. There is a wide variety of programs that may be delivered under the Olympic education umbrella. Programs with different objectives and different audiences, albeit with a great deal of overlap. The purpose of all these programs is to accomplish an "*education through sport*" approach.

Olympism is not only about values but is also an educational philosophy. For that reason, many and different pedagogical approaches are associated with the values of Olympism and also the ways in which the Olympic and Paralympic Games maybe used in order to generate education legacies. This is why Olympic education should focus on creating "Olympic value legacies in varying contexts" (Chatziefstathiou, 2012, p. 385).

Georgiadis (2002) states that the principles that can be the basis on which an Olympic Education program can be built, are distinguished at the individual, social, cultural and ecumenical level. At the individual level, Olympism teaches a set of moral values and human virtues and thus creates the moral being that functions towards peace, respect and understanding of others (harmonious development of body and mind, self-respect, participation, voluntary effort, self-discipline, self-esteem, persistence, effort). At the social level contributes to cooperation, equality, friendship, respect, of all social classes and groups, rejects the social prejudices aimed at understanding and achieving social peace in all over the world (friendship, equality, respect for others, understanding, solidarity, fraternity, fair-play, equality of opportunity, ethics).

Parry (2004) states that there is an interconnectedness in the Olympic Charter relationship between Olympic philosophy, ethics and education. If one adds Coubertin's famous saying "*all sports for all the people* "and" *all the games for all nations* " we get the fundamental values of Olympism which are noble rivalry, education and multiculturalism.

According to Muller(1999), the following general principles can be included in Olympic Education programs. The first one is related to he balance of body, mind and soul, for the purpose of learning and holistic education, Olympic Education is about cultivating both body and mind, touches the consciousness of young people and encourages lifelong exercise, which contributes to building of their personality. The next principle is the pursuit of excellent performance, as a mean of improving ourselves, In Olympic Education the idea of human integration is expressed by performance in the context of school sports. Racing sports is demonstration of maximum human performance. A student, knocking down his personal record of competing with his classmates shows a physique impulse, a general mobilization which is also a motivation to overcome him constantly setting higher goals.

Another general principle, is the idea of amateurism, aiming at the joy of participation and effort without material reward, In Olympic Education and in general in all sports activities, education in the context of fair-play and equal opportunities are essential elements of Olympic education. Through sports activities, but also with their critical thinking in other areas, students need to learn, to respect the rules, not only in sports and entertainment, but in all areas of their lives, to behave according to the principles of fair-play in order to shape depending on their personality and create with their behavior through sport a better world. Also, the moral values and principles of honesty and fairness, Olympism today contains many elements of emancipation. Olympic Education teaches the right to speak in sports, the equality of sports, the fair play, human respect, honesty, tolerance, etc.

Muller (1999) also referred to the promotion of mutual respect and contributing to peace among all of peoples and nations, in Olympic Education the teaching of universality can to be approached in many ways such as understanding political differences between continents and nations, knowledge of culture and sports habits other peoples, the organization of international sporting events, etc. Last but not least, principle is the acceptance of all different forms of physical activity and competitive sports, Olympic Education according to its principles Olympism does not only educate the selected athlete. The participation and the effort is addressed to all students, even students with special needs

Based on the above, we can argue that Olympic Education is the educational process which is based on the principles of Olympism, the Olympic Charter and the Sports Tradition. These principles refer to human as a whole and to his relations with

the world through which seeks to acquire knowledge, values, motivations, interests, skills and taking into account elements of modern culture and current reality, aims to raise awareness among students shaping their consciousness for their daily life.

1.2 Olympic Education and pedagogical approaches

It is clear that Olympic Education, refers to all educational initiatives or practices that are associated with the values of Olympism. Although, there is not a clear definition of it, even in the IOC's documents, Müller (2004) noted that the term have not appeared till the 1970s and Girginov (2010) has argued that many educational initiatives, clearly associated with Olympism, remain unrecognized in comparison to mainstream pedagogical strategies.

In order to understand the principles of Olympism in educational practice, since 70's, Olympic programs began to be implemented Education especially during the period of the Olympic Games (Georgiadis, 2008) . Geographical, national and social factors are crucial to implementation of the programs and for that important differences between countries are being observed (Filaretos, 1993). A successful Olympic Education program in order have long-term benefits should be designed to ensure all factors that limit its application in the educational process and will must include the specific actions. The first one is related to the definition of vision and strategy, which will be based on principles of Olympism and the fundamental principles of the Olympic Charter. The next step is to define the mission and objectives of the program, both short-term and long-term. Then comes the development of a strategic plan (budget, timetable, educational material, teaching methods), and the implementation of the strategic plan, the evaluation of the strategic plan and finally all the necessary corrective actions in order to ensure success (D.O.A., 2002, 2003, 2005).

The application of the above framework is possible to any educational system when the specific actions take place. The first one is to define the context of education and also the way of its application in the Curriculum. Then comes the training of all stakeholders (teachers, executive educators etc.). Appropriate educational material and manuals, should be produced, taking into account the age of other characteristics of the target group. Another main action is to ensure commitment from key stakeholders (e.g., governments, National Olympic Committees, government agencies and potential sponsoring organizations), and to ensure the appropriate publicity through the media.

And finally to create the appropriate infrastructure and incentives to exist duration and long-term benefits (IOC, 2001, 2002, 2003, 2005, 2006).

Thus, the content of the Olympic Education programs should vary by age level, by country, by sport and Olympic delivery of each country and then adapt to the Detailed School curriculum. Also, every program should highlight the characteristics of Olympism and in addition to specific 40 information and historical facts, to simply explain its pedagogical principles Coubertin, otherwise, there will be no distinction between the Olympic education and physical education (Muller, 1999).

Stolyarov (1995) in his research, states that in the context of an education system we can define three autonomous but also interconnected directions regarding the content of a program Olympic Education. These directions should include one systematic set of knowledge, a systematic set of motivations - interests, values, beliefs and a systematic set of skills. Regarding the type of knowledge, it should be based on three axes, a) the history of the Olympic Games, the Olympic movement and its values Olympism, b) its humanitarian and socio-cultural potential sports and the positive impact on moral, aesthetic, and social human cultivation, and the ways of their utilization and c) philosophy and the dogmas of humanity in general and the ideals and values that refer to the relationship between man and personality.

In the development of motive - interests, values and beliefs, the programs should be based on, orienting positive attitudes towards sports in order to express culture, aesthetics, communication as key elements of his mental and physical abilities, active participation of students in sport not only for development of sport skills but also harmonious and multifaceted improvement in their moral and spiritual development and application humanitarian values in order to adopt positive attitudes - values. In skills development the emphasis should be on activities which enable young people to know, explain and promote Olympic values such as developing positive behavior to learn to fight fairly and honestly, communication skills as a key element in sports but also in their social life in general, in aesthetics ability to learn to embrace beauty and aesthetic values of sports and portray them through art and finally learn to distinguish the negative aspects of sports with the aim of elimination - rejection of the negative phenomena of the modern Olympic Movement (Stolyarov, 1995).

Naul (2008) argues that the main directions followed today for defining the content and methodological approach of Olympic Education programs in educational practice, are as follows: a)first "knowledge-based approach" which is the most basic applied worldwide. For the implementation of the programs of Olympic Education books, manuals, issues, brochures published adapted to the age of the students, transferring to them knowledge about Olympism, the Olympic Games, sports etc. b) The second approach that complements the first includes "experiential activities", which are linked to various events, such as national and international school cooperation programs, sports days, festivals, gatherings in youth camps etc. c) A third approach can be described as a "motor skills-based approach". It includes all forms of physical exercise -activity and competition sports and is closely linked to the Olympic ideal described by Olympic Charter as "the joy of the effort" and with Coubertin's vision for the "perfection and self-realization of the individual". d) Finally, a fourth approach that has become popular in recent years in many countries, is the "approach that focuses on the world of life" and combines the Olympic principles with the social experience of children and young people in their daily lives (Naul, 2007).

For the transmission and application of the principles of Olympic Education, an important role in the educational system has the teaching methods which create the right stimuli for young people to adopt appropriate behavior and apply them in their daily practice. An Olympic Education program should be based on philosophical and moral principles as formulated by Coubertin and expressed today from the Olympic Charter. Their consolidation by students can achieved in an interdisciplinary and interdisciplinary manner at all levels training, with the aim of transmitting knowledge, cultivating skills and acquisition of positive attitudes in the Olympic Ideals (Baskau, 1987; Binder 1994).

Binder (1994) cites as an example an Olympic set which could be approached in education with interdisciplinary and interdisciplinary way through most courses such as, History, Ancient Olympic Games, Olympia, monuments associated with games, Christianity, revival, 19th century. Also, Physics, Gravity, mass, time, speed, action reaction, impact, buoyancy, friction and Language, texts, poetry collections, exhibitions, children's short stories - fairy tales, creation of written text. Social and political education, democratic-moral values, societies, people with disabilities, social

problems, politics and sports, local community. Other issues are Religious, Temples, texts, places of worship, Christianity, idolatry, and also Music, Olympic Hymn, National Anthems of countries, music from opening and closing ceremonies Olympic Games, I compose my own anthem or song. Artistic, painting, sculpture, paper cutting, constructions, models, collage, poster, decoration. Finally, Physical Education, sports, athletes, games, mini-Olympics Games (winter, summer), individual performance, physical development. Mathematics, problems, statistics, ratios, comparisons and Geography, nations, torchlight races, Climatic effects on training (Binder, 1994).

For the didactic approach of the principles of Olympic Education in educational act, we take into account three different concepts which include knowledge, ability and experience. These concepts are globally and can be a whole didactic composition of Olympic Education programs (Naul, 2007). Karatasakis (1978) argued that the theory of Olympism in conjunction with experiential experiences are the foundation and essence of Olympic Education. "The Olympic Idea is both theory and practice .... knowledge obtained as a feat of spiritual, but also physical struggle together, compose and express the meaning of a system, a universal way of racing of thought, life and action of all the young people and peoples of the world " (Karatasakis, 1978, pp. 140). That is why the traditional teaching methods should not be applied, but modern ones based on active knowledge, but and in experiential activities according to the character and goals of the Olympic Education program and this concept is currently the basis of most programs implemented in many countries (Stoyarov, 1995). In this process students are not only receivers of knowledge with passive role, but they are given the opportunity to choose topics according to their interests, to gain a deep understanding of the issues, to be able to discuss problems, to be able to find their own solutions and to defend their views in a faithful manner (Baskau, 1987).

Neverkovich (1987) states that teaching methods for the implementation of Olympic Education should be based on three pillars. The first pillar may include methods for the purpose of formation of consciousness (i.e., formation and acquisition of views, concepts beliefs and assessments) and this can be achieved through speeches, lectures, discussions, audiovisual material and experiential activities in various Olympic issues and problems. The second pillar may include methods for information, awareness and awareness of social importance of the Olympic Games on issues related to history of the Olympic Games and the Olympic Movement. And finally, the third

pillar may include methods aiming at promoting an ethical behavior and attitude towards their social duties and responsibilities and can be implemented through experiential-motor activities (Neverkovich, 1987).

Rail and Mcnaughton (1994) argue that Olympic Education programs, can be made more effective if taken into account modern teaching methods which are in accordance with the principles of experiential learning. As an example, they cite the "Global Model Training" which was implemented in the educational programs of the Olympic Academy of Canada and can be applied for implementation of Olympic Education educational programs to any learning environment. The theoretical basis of global education was developed by the Brazilian educator Paulo Freire. The key question of the its philosophy is whether education makes young people more powerless by treating them as objects or empty containers filled with the knowledge presented by the teacher or whether education should enable young people to challenge and confront the forces that keep them powerless.

The practical application of this philosophy can be implemented according to the following steps. The initial approach involves listening to experiences of students and their active participation, as researchers, which leads to the revelation of issues of social importance to be developed. The second step is to develop a dialogue according to issues that emerged and critical thinking so as to explore their roots these situations. The last stage beyond the knowledge developed includes experiential experiences and social activities. For the success of this model the researchers stressed that it should be given emphasis on collaborative teaching techniques and an effective combination should include various methods such as lectures, banquets, dialogues, discussions, exchange of views, demonstrations, role-playing games, motor activities etc. In this way students benefit from the experience of team members, dealing with issues according to their personal interests and can be satisfied but also acquire the necessary skills through this learning process (Rail & Mcnaughton, 1994).

Parry (1994) states that for the teaching of Olympic Education, emphasis should be placed on experiential teaching methods which are directly related to the students' experience in sports and mainly in Olympic issues. The combination of theoretical knowledge and kinetics provides a platform for achieving important goals since in this way the teacher is given the opportunity to work at the same time both in terms of activity and ideas that result the promotion and transfer of values for the individual as

a whole. Also, argues that sports and games are a safe educational tool for the teaching of values and contribute significantly to its formation character of young people.

He emphasizes that "the rules and characteristics of a game are a laboratory for experimenting with values, constantly testing our ethics our mood and our perception of ethics ..... the same fundamental rules of the games embody moral values, by their very nature it is a collaborative effort and offer opportunities to learn values"(Parry, 1994, pp. 205). The same researcher proposes a set of criteria which represent ethics nature of sport, "physical activity (requires constant effort), match (commitment to match and excellence), rules, (obligation rule of law, fair play, equality and justice), common values (respect for opponents)" (Parry, 2004, pp. 95).

Also, Schneider (2006) argues that the didactic approach of Olympic Education programs can be achieved through experiential activities and mainly through sports and pedagogical games. Especially the educational value of "fighting well", which is a fundamental basic principle of Olympism, can be easily adapted and applied in educational practice and the rules are what make them possible the activities. For the selection of educational activities in order to have educational value, the teacher should take into account the following factors, "a) the activity must be interesting for student, so that he is given the opportunity to express his creativity, but also to participate in it in many ways, b) to be challenge and be in line with the student's abilities so that he can and to carry it out, c) lead to feedback so that the effectiveness and achievement of the objectives are evaluated, d) the activities should be chosen according to the interests of the students" (Schneider, 2006:86).

Among the different approaches about "what is Olympic education", two majors can be identified. According to the first one, is Olympism in school physical education (PE), and according to the other is Olympism beyond school. Specifically (Chatziefstathiou, 2012),

1.2.1.Olympism in school Physical education

Olympic education is being understood as a part of a school's sport education curriculum. Naul (2008) argues that it is not clear to map the way that a national PE curricula includes elements of Olympic education, as *education ministries tend to refer only to curriculum frameworks which are then developed into regional or local curricula by individual schools*" (Chatziefstathiou, 2012: 391). The reason why terms

such as sport education, sport pedagogy or PE have been used, is that the ideals of fair play, friendship, respect, excellence, etc. are common among them (Chatziefstathiou 2011). According to Chatziefstathiou (2012:391), all "these approaches that take place in the context of the school PE may be grouped into a single pedagogical approach that supports education through the physical".

According to Parry (1998), that elements such as ethics and the ideal concept "of what it is to be human", may benefit students in case is used for pedagogical purposes. As, in most countries, PE is considered to be a "second class" subject suggests at there Parry also supported that PE, as Olympic Education, is a form of moral education, as is emphasizes on values as equality, justice and fairness to all. The most appropriate place of these efforts, according to Parry, are schools and colleges, particularly in sport provision, always within the national educational systems. He also embraced Daryl Siedentop's Sport Education Model (Parry, 1994:3).

Also, Culpan and Wigmore (2010), argued that PE is the right context to promote the values of Olympism, even though Olympic Games are afield with high competition, and may become a useful educational tool. In order to maximise the learning benefits, associated with the value of Olympism, the educational initiatives should (Culpan and Wigmore, 2010, 70),focus less on the technical aspects of the Games, and mostly emphasize on the philosophy practice of Olympism. Also, should utilise an "experiential PE and sport" in order to foster the "practice of critical consumerism and social transformation". It is essential to align with each country's national PE curriculum, and finally to aim in developing active citizens willing to collaborate.

1.3   The evolution of the program worldwide

Olympic Education was first implemented in education in German schools in 1972on the occasion of the Munich Olympics (Georgiadis, 2010). For the implementation of the program The Bavarian Ministry of Education cooperated with the Organizing Committee of Olympic Games and its implementation took place in Primary and Secondary education through the course of Physical Education and all of the Curriculum. The main purpose of the program was raising students' awareness of the principles and values of Olympism.

To this end, the German Olympic Committee issued special educational material entitled "Olympic Readings" which was distributed to all schools in Germany and consisted of two books, one for the student and one for the teacher. The book for the student referred to issues related to the Olympic values, the Olympic Games and the Olympic Movement and was associated with various educational activities. The text book for the teacher was designed in an interdisciplinary-interdisciplinary way, since it enabled all teachers to use it and to there is a link to all the courses of the Curriculum (German, sociology, biology, foreign languages, religion, physical education). The Bavarian Deputy Minister on the 12th international conference for new IAEA participants, referred extensively to the important educational and social benefits that offer the training programs mentioned in the Olympic authorities and stressed that, "Olympic education should be a key part of the school curriculum program, not as a separate course but in the interweaving of all education with the Olympic authorities .... The Olympic Idea in Germany is starting slowly but steadily to be imposed in our schools and as an indication is the fact that in their lesson German and other subjects, topics related to sports and Olympic Ideals, are increasingly mentioned "(Lauerbach, 1972).

Following the example of Germany, Canadasuit of the 21st Olympic Games, in 1976 in Montreal. With the announcement of the Olympic Games in the city of Montreal, Quebec was suddenly at the center of the action after an event of special sporting and social importance. A year after the Games in Munich, thanks to the initiative of some physics experts Education and especially of Professor Fernand Landry, his Ministry of Education of Quebec and the Montreal Olympics Organizing Committee, organized and implemented for three years (1974,1975,1976) the program entitled "Promotion of Olympism in the School Environment" (Landry, 1979).

The main purpose of the program was to raise awareness among young people regarding Olympic Ideals and the promotion of knowledge and free criticism for modern Olympic phenomenon. As general objectives had to present the extensions and effects of the Games on sporting, educational, and social cultural level, to promote a broader understanding of the Olympics movement and its impact on modern society and attract them young people, but also the wider social community in the Olympic values, through experts' educational activities. The organization of the program was assigned to the Association of Physical Education of Quebec and its implementation took place through its course Physical Education, but also all the courses of the

Curriculum and addressed to students of primary and secondary education and lower area in colleges and universities. A specialist was issued for its implementation educational material entitled "Olympism and the school" which included information on ancient and modern Games, educational activities, an application guide for teachers, and audiovisual material (Cloes, 2017).

The main axes of the content of the program included two key categories. The first category included information, knowledge in topics related to the history and philosophy of the ancient and modern Olympic Games, Olympism, Olympic values, sports, etc. Their didactic approach and their methodological framework included projection audiovisual material (slides, videos, slides, etc.), speaker visits (Olympic Games medalists, sports and education executives, etc.) and the active participation of students in special tasks (Olympic calendar, newspaper, philately, exhibitions, etc.). The second category included kinetic and artistic activities that took place in the school environment (the Olympic fortnight at school, sports, fitness and festivals creative dance, events, plastic arts competitions, etc.), but also folk competitions (street racing, dance, graphic arts, exhibitions, discussions, etc.) in order to raise awareness and involve the wider of society as a whole. According to the results of the program, the main goals and goals were set, achieved and the youth of Quebec received congratulations on the extent and quality of its participation in the various activities of the program (Landry, 1979).

The experience gained from the implementation of this program gave the impetus again to the Canadians, on the occasion of their organization Calgary Winter Olympics in 1988, to re-implement another Olympic Education program with a larger scope but also a better one organization (Binder, 1994). The program was organized by the responsible department of the organizing committee of the Games, for youth and education and its implementation in the school curriculum took place not as a separate one subject of instruction but as an option. They were designed for this purpose textbooks for Primary and Secondary Education which were distributed to schools with the aim of making all students aware of the Olympic ideals, to get to know the history and traditions of the Winter Olympics Olympic Sports and the organization of its Winter Olympics Calgary. The content of the educational material was designed in this way so that it is connected to all the courses of the Curriculum and included cognitive activities, with a greater emphasis on experiential activities and sporting events. Thus, his methodological approach program was based on student-centered teaching methods

that were based on the following learning principles, learning presupposes active student participation, students learn in different ways and in different rates, learning is an individual and collective process (Binder, 1994). The know-how and success of these programs then yielded the stimulus to all the cities that hosted the Olympic Games, to introduce Olympic Education in their educational system.

The European Year of Education through Sport according to proclamation was considered an important initiative of the European Union year 2004, as the European Year of Education through Sport, which as a basic aim was to promote sports and Olympic values in the formal and non-formal education the upgrading of the image of sport in society, in order to develop knowledge and skills by encouraging it cooperation between educational institutions and sports organizations (Commission of the European Communities, 2001).

In accordance with Decision 291/2003 / EC of the European Parliament, the objectives of the European Year of Education through Sport were:

- To raise awareness of educational institutions and sports organizations, for sports as an educational and social phenomenon great ability to penetrate all social strata and in particular among young people.

- To promote the values of sport, so that to enable young people to develop both physical and social skills, such as solidarity, tolerance and fair play.

- To emphasize the positive contribution of volunteering in parallel education, especially of young people, but also in the development of sports movement.

- To promote student mobility and exchanges, in particular in a multicultural environment and through the organization of sports and cultural meetings in the context of school activities.

- To encourage reflection and discussion on the measures taken are needed to promote the social inclusion of the disadvantaged teams, through sports activities, to the respective teacher system.

- To encourage sports activities in the Curriculum thus to combat the tendency for students to sedentary life and to contribute to the improvement of their physical condition

- To deal with the problems concerning the education of young people Athletes who start an athletic career earlier and earlier (European Parliament, 2003).

For the coordination and cooperation between the participating countries in the program, an Advisory Committee was set up, consisting of representatives of the countries and envoys from the Ministries of Education and Sports. This Commission cooperated with the network of national bodies designated by the Member States and were responsible for the technician coordination and implementation of the initiative at national level, which played an important role in the implementation of the program in European and National level. During this time there was a great mobilization in schools, sports associations, federations and public organizations from the 28 participants countries and actions were developed that promoted the possibilities offered by sports and the Olympic values in education, citizenship and social inclusion (European Union, 2016).

Through the European Commission, 167 programs were supported selected from 1643 applications and were funded with a total amount of € 11.5 million. For the typical 66 programs were funded with a theme concerned, 22 for the integration of sports in school life, 21 for promoting the educational values of sport, 17 for its use sports in promoting healthier lifestyles and 6 for education young athletes taking part in competitive sports. In the field of non-formal education funded 101 programs, of which 60 related to the use of sports values in activities for young people, 25 for 96 the use of sport in the social inclusion of disadvantaged groups, 12 for disability and 4 to promote volunteering. Also, 30 took place ceremonies (start and end under EYES), 12 were represented international events such as the European Football Cup (Euro 2004), the Olympic and Paralympic Games of Athens (European Union, 2016).

1.4   The evolution of the program in Greece

According the Greek Ministry of Education Olympic Education is the educational process that aims in the education of young people in accordance with the Olympic values, receiving take into account the elements of modern Culture. The Olympic Education Program includes a set of actions that highlight the educational and educational value of Olympic Games. These actions concern knowledge, sports and social skills, values, attitudes and behaviors. They combine the ancient and modern history of the Games with learning skills related to student development in school and social environment. They refer to sports spirit that has developed over the centuries in our country - but they are not there. Olympic Education connects the past with the

contemporary educational and cultural values, combining cultivation of the body with the spiritual dimension of man. Students' familiarity with timeless educational values is sought through games, events, life lessons and sports activities, implemented in a creative educational environment. In the long run, socialization, communication, peaceful coexistence of people and interpersonal relationships.

Olympic Education aims in informing and educating young people to participate active and honest in sports, to enjoy and be taught of them, as athletes, spectators, volunteers or employees; in the development of skills that will be used creatively in their daily life. The Olympic Games have the power to instill in the students the principles of acceptance of the different, the recognition of human rights, solidarity and cooperation. The content of the Olympic Education program aims to cultivate a positive attitude towards exercise and sport as a way of life, the game and the true spirit of the Olympic Games. Olympic Education seeks to prepare citizens informed about the Olympic Games, Olympics and sports; citizens willing to participate, not just passive spectators.

According to the Organizational Committee of Athens 2004 (2001) there are four words that summarize philosophy of the Olympics Education, learn, sensitize, participate, create". The implementation of its activities is more multidimensional and not just a simple transfer of information. At the same time the effort to educate students in the values of Olympism, teaching must incorporate the following fundamental principles: to give experiences of success and at the same time to be pleasant, be suitable for everyone: each student must be able to find sport activities that respond to his preferences and abilities.

In Olympic Education activities, children should be entertained and gain personal satisfaction from participating. That's why activities should be presented to them in such a way that gives them opportunities to show their talent, to make progress and to develop confidence in their abilities. Students should also be aware of the beneficial effects of the Olympics Games. At the same time, they must learn to control every activity utilizing their critical thinking, knowledge and skills. It is necessary for educators to help so that their choices an dictions reflect their preferences, and at the same time to develop a sense of responsibility and team spirit.

The Organizational Committee of Athens 2004 (2001) approached Olympic Education in a variety of ways. Specifically,

- Olympic Educationists the educational process that aims at children's education in accordance with the Olympic values, taking into account the elements of modern Culture.

- The Olympic Education Program includes a set of actions that highlight the educational value of the Olympic Games.

- Olympic Education connects the past with modern educational and cultural values, combining the cultivation of the body with the spiritual human dimension. The Olympic Games have the power to infuse on students the principles of accepting diversity, recognizing the importance of human rights of human rights, solidarity and cooperation.

The goal of the Olympic Education program is development of the appropriate policy in the school environment, so that students,

- to be taught through practice in history and values of Olympic tradition
- to understand issues related to ethics in sports
- to gain experience from the widespread Olympic sports
- to develop techniques and skills related to control of behavior in sports and in everyday life
- to understand the importance of volunteering for the success of the Games
- to develop a positive attitude towards sports and Olympism, through innovative actions that promote participation, initiative and creativity
- to gain experience and knowledge about the beneficial effects of exercise on health.

At the same time, an Olympic Education program promotes the achievement of more specific goals, such as:

- encouraging schools to adopt an active policy for, a) the promotion of the Olympic ideals b) the promotion of knowledge on topics related to them the Games, the avoidance of violence on the field, fair play and the right to exclusion (c) the development and promotion of the idea of volunteering,

- encouraging students, educators and parents to recognize the (2004) Olympic Games as a national affair of collective responsibility,

- encouraging teachers of all subjects to get actively involved in the activities of the program, so that students can perceive the scope of the Olympic Games and the ideals connected to them through other lessons;
- the connection of school units with agents of the wider social environment related to sports and health, in order to create conditions for continuous cooperation.

The following may contribute to the success of the program: the choice of original and enjoyable activities for children, the definition of specific short-term and medium-term objectives, the continuous and multifaceted control for the continuous improvement of the program and the redefinition of the teaching methods. Also, the methodical collection of material related to modern Olympic Games and the Games of antiquity (photographic material, art, books, etc.), the organization of meetings between schools, teachers and relevant bodies for exchange of views, problem solving and information, and the expansion of the program through a) the exploitation of educational excursions and school championships, b)collaboration with teachers of other subjects, within or outside the school curriculum, for the organization of activities related to the objectives of the lesson.

According to the above, any student who participated in Olympic Education activities, has understood the basic principles and values of Olympism (fair play, respect for the rules, etc.),has developed a critical capacity for a range of issues related to the ancient and modern Olympic Games - such as the emerging of the Games, their culture and politic dimension etc, has understood what it means for a country to organize Olympic Games, has recognized that diversity is a part of nature and right of the people, has recognized that the success of Olympics Games is a result of a collective effort off all citizens of the country that take over them. Finally, treats volunteering as a dimension of human activity and in particular, (a) recognize the benefits, costs and obligations associated with volunteering b) understand its conditions, factors and dimensions c) recognizes the factors that hinder its development d) understands that tackling contemporary social problems is a collective responsibility and requires a spirit of cooperation and a willingness to offer e) perceives the offer in the preparation of the Games and as a personal issue, has become acquainted, both practically and

theoretically, with the least widespread sports, and positively evaluates physical activity and its contribution to a healthy lifestyle, a) adopts an active lifestyle that allows him to perform to the maximum of his abilities (b) an assessment of the interpersonal relationships that may arise from his participation in physical activity and emotions which cuts off (c) understands the importance of regular physical activity in direction of lifelong health and wellness d) demonstrates his ability in various types of physical activity e) has learned how to develop new skills.

Olympic Education can be easily integrated into the educational process because, is fully in line with its general and specific objectives, promotes values that contribute to the strengthening of relations between people and also the strengthening of international peace, is based, in the case of Greece, on national heritage and history but also in the modern principles of pedagogy and philosophy, expands and enhances the role of the school as an institution of education and culture, involves social stakeholders in the educational process and urges parents and generally citizens to get involved actively in school activities.

Olympic Education contributes significantly to physical education and in the general cultivation of students, because focuses on their behavior and in activities that promote knowledge in a vital way, while at the same time help them in developing important skills. In addition, it contributes to the promotion of an active lifestyle and health-related values.

The Olympic Education Program promotes, the knowledge, a) in subjects of history and tradition b) in social and moral issues of the modern Olympic Games (doping, politics, etc.) c) in terms of the benefit of exercise and a healthy lifestyle, experiences from a wide range of natural, visual and cultural activities, through innovative teaching approaches, skills related to specific behaviors (e.g., spectator training, respect for the opponent, fair play etc.), improving attitudes toward exercise, self-esteem and confidence in personal abilities, critical thinking about the problems and the future of Olympic Games through the context of modern social reality, skills related to actions that require literature research to address specific issues, skills related to ICT; this is achieved by familiarizing students with the internet for educational searches, with the production of event material on PC (leaflets, posters, student newspaper, etc.),the

collective spirit, as the majority of actions require teamwork, the creative imagination with the participation of all students in cultural activities (representations of Games, constructions, creation of designs, etc.).

In the Olympic Education program, the student is the central figure. Olympic Education is the vehicle that coordinates experiences, practices and knowledge from all school curriculum lessons. The Olympic Education program is expected to take an important role in promoting the Olympic ideals, and to help young people develop important personal and social skills (self-confidence, solidarity, respect and acceptance fair play). It is, however, not only the only mean that can be used in promoting these values. Many other possibilities offered by school can, with the same efficiency, be utilized in promoting behaviors related to these values and finally to support the program.

Such a goal presupposes that Olympic Education is a vital part of the formal school curriculum, which interacts with the general objectives of the school. Olympic Education in school is not limited to teaching hours or in the official program. The messages received by the students in their daily contact with the wider school environment are just as important as those they   the lesson. Therefore, a more comprehensive approach to the actions of Olympic Education within the school is proposed, in order to ensure the coherence and duration of their impact on students. This implies exploring the possibilities in all aspects of school life always with the aim of promoting them Olympic ideals, knowledge of Olympic Games and the regular participation of students in physical activities and sports.

Aiming to the promotion of the values of Olympism, and also for the establishment of a positive image about the Olympic Games, schools should (Organizational Committee of Athens 2004, 2001), promote activities related to the Olympics Games throughout the school year (e.g., events, lectures, festival, meeting with an active athlete or Olympic winner, etc.),create an environment inside and outside the school, that encourages and enables the active participation of students (e.g., volunteering, setting up school groups work, production of leaflets, etc.),create a framework that encourages the participation of teachers, students and parents in physical activity and sports, while helping students to develop knowledge, skills and attitudes that will help them to embrace the values of Olympism, apply, during school hours but also after school, activities (sports, art, culture) that will meet the needs and interests of all children, including the least capable in sports, children with special educational needs and the

children of immigrants or foreigners, to provide moral and material support, in order to increase the possibilities for gaining knowledge and practical experience through enjoyable activities, to cooperate with the families of the students, and other stakeholders of the community, aiming in developing, implementing and evaluating programs, events and activities for students and their parents.

As seen above, school is the main field for Olympic Education, primarily for students, although many of the activities may be held in every time life and only in lessons. This is exactly what Binder supports (2000).

1.5   Olympic Education in Greece

As for the purpose of the program, principles and main axes, Olympic Education is a pedagogical program in which values and knowledge, experience and skills derived from the Olympic Games and Athletics Tradition and aim at the physical, mental and spiritual cultivation of the students and the creation of attitudes and behaviors that are socially acceptable (Mountakis, Goleou, Vouzika& Papadopoulos, 2002).

1.5.1. Principles of the Program

The basic principles of the program are; the educational and pedagogical power of the Olympic Tradition; the "goodness", that is, the harmonic physical and spiritual development of a person, and also his coexistence with other people; he authoritarianism, immediacy, strategy, coexistence and specificity associated with the game; the assembly related to the games; entertainment. the acceptance of Sports and Ethical Rules; The measure that manifests itself in the games themselves, in their related works and in the technology of games and finally, publicity, which brings together the display, the image and the communication, the theorist and the spectator. The above principles are understood within the horizon of democracy, peaceful coexistence of people and nations and balanced and interpersonal relationships.

1.5.2. Basic axes

Also, the program has basic axis, which are related to; the free development of the human personality; interpersonal relationships, sociability, communication, dialogue, expression and learning; game in all its forms, as children, entertainment, fun and joy, ;movement and contact with nature, technique, design and programming; the race

throughout the modern Olympic program and in all its phases, in preparation, exercise, training, participation, infrastructure, regulations and social understanding; the dialectic of stage view, television, the press, fashion, advertising, technology, victory, defeat, recognition and utopia; the forces of economics, technology, politics, science and the Olympic Games, the Olympic Games and the cultures, the religions, the dialogue, the meetings, the friendship, the hospitality, the cooperation, solidarity and understanding of the peoples. Also, positive and negative phenomena, such as commercialization, sponsorship, professionalization, biotechnology, gigantism, politicization, totalitarianism, criticism, contradictions in international relations, the organization and administration, the religion of the muscles, the automatic man-machine, and finally, the polarities, place-universe, ancient-modern, body-spirit, freedom-bonds, as bases of education.

Olympic Education is a part of the national curricula of Kindergarten, Primary School and Junior High School, which means that children aged from 4 to 15 years old are participating in relevant activities. The national curricula are planned by the interdisciplinary approach which links lessons. The axes, general objectives, fundamental concepts of interdisciplinary approach are presented below. The axes of the program for the Pre-school Education, are; Sports-Past and Present, A travel through the Olympic Games, A fair and justice game, I - you - all together, Athens 2004 and the Olympiad of joy. As for the Primary school (Grades A and B) Sports-Past and Present, Mythology and the Olympic Games. A fair and justice game, I make sports - I play – I am happy- I have dreams, Athens 2004, The Great Feast of the whole world. As for the next two Grades (C and D) in Primary school, the axes are; Sports and Education in Ancient Greece; Olympic Games -Past and Present; I make sports - I play – I am happy- I have dreams with ancient and modern toys; The athlete; Olympic Games; Athens 2004 - The Great Feast of the whole world. Finally, for the next two Grades, the axes are: The history of sports; Modern Olympic history; Athens 2004 - The new challenge; Paralympic Games; The benefit of exercise; Fair play (Ethics and social messages)

For the first Grade, in Junior High school the axes are; Sports yesterday and today; Modern Olympic Games – facilities- infrastructure; Paralympic Games; Fair play (Ethics and social messages); Olympic Sports and Olympic Truce. For the second

grade: Ancient and modern Olympic Games; Victory and defeat; The benefit of exercise; Fair play (Ethics and social messages); Olympic Games - positive effects and problems; Athens 2004 - Volunteering – Communication. Regarding the last grade of Junior High school, the axes are: Olympic Games - the present and the past; Sports – body-mind-spirit; The struggle; Principles and institutions of Olympic movement; Olympic Games and Civilizations; Olympic Games and Environment-quality of life.

The general targets regarding knowledge, skills, attitudes and value share related to, regarding Pre school Education and Primary School are: *Attitudes.* The participation of young people in ancient Greek and modern Olympic Tradition, the participation of young people in the Olympic Culture as it appears, a) in place, in the infrastructure, in nature, b) in participation, c) in the body, d) in motion, e) in game f) in the fight g) in the beginning h) in shows i)in meaning k) in dialogue.

As for the *Social Skills*, The development of communication with co-athletes, coaches, referees, opponents, journalists, spectators and persons of another nationality and culture, The cultivation of skills and special talents of young people, The formation of young people as persons, according to the categories of the beautiful, the good, the right, the true and free. As for the *Social - Motor Skills* The cultivation of kinetic - sports skills and special sports young talents, Learning about less known Olympic Sports. Nad finally, *Knowledge,* Knowledge of Ancient Greek and modern Olympic Tradition and Olympic Culture, Understanding the aesthetic value of art which has inspired the Olympians Games and sports in general, The development of critical Color and Light, Symmetry, Balance, Person, Communication, Cooperation, Interaction, Participation, Freedom, Law, System, Symbols, Classification, Structure.

As Olympism supports that all people have the right to participate in sports, there is also an Olympic Education program for students with special needs. thinking towards negative social phenomena, such as violence, vulgarity, the violation of human rights etc.

As for the basic concepts of the interdisciplinary approach these are, Preschool Education; Equality, Dependence, Change, Time, Space. For the Primary school: Sound, Color and Light, Symmetry, Balance, Person, Communication, Cooperation, Interaction, Participation, Freedom, Law, System, Symbols, Classification, Structure. Foe the Junior High school: Equality, Dependence, Change, Time, Space, Sound,

The purpose of the interdisciplinary framework of Olympic Education curriculum for Special Education is to give the opportunity to students with special educational needs to actively participate in the processes oflearn:To stimulate students' interest in Olympic Education topics; to capture the internal and external factors of school life that positively affect or negatively the interests of students and highlight the positive factors; to offer children the opportunity to develop new motor activities and games by helping to get to know them through their movement, environment, objects, body and social surroundings. Also, to give children the opportunity to develop their motor skills, and to know their abilities, to cultivate the creative and critical thinking of students, to encourage hesitant or indifferent students to participate in the lesson, thus helping the improving the students themselves and the general climate in the classroom, to contribute to the integration of innovative actions within the existing curricula of Special Education. Also, to lay the foundations for the involvement of children in lifelong exercise, to facilitate, in the long run, the selection of sports talents with the aim of staffing the Olympic Special Olympic Team (Athletes who will participate in the Paralympics).

The Olympic Education program offers, among other things, motor skills to students, the lack of which is more evident today than ever before, because of the modern way of life. To the student's special educational needs, the lack of mobility is even more pronounced due to the limitations experienced due to of their special needs. Students will be helped to discover their potentials, to believe in them, to actively participate in the process of learning, to cultivate and promote critical thinking, knowledge, the mood for life, thus experiencing the joy of creation. Children will learn to communicate and to cooperate with each other to achieve the objectives of Olympic Education, to actively participate in the group, to shape the school environment together and to transfer the irritations they get from school at home.

Regarding the Axes, general objectives of the program, and interdisciplinary approach, the framework of the Olympic Education program for Special Education is briefly described in following general objectives: The offer of new, different, multifaceted and complex motor experiences. This means that the content of Olympic Education will serve not only the development of motor skills, but also motor experiences that are directly related to children's bodies and their image of it. The Olympic Education's view of the body refers not only to its organic functions, but also

in the development of the overall personality of the Students through the movement. Also, the socialization of students both through the manifestation and practical application of personal their wishes, as well as by accepting the wishes of their classmates, and experiencing, recognizing and understanding new conditions and ways of behaving in relation to movement and knowledge.

Olympic Education is for students with special educational needs, who are either part of the public education system or attend autonomous special schools. For the implementation of the program are proposed significant changes both in the delimitation of the objectives and in the methodology and activities. It is understood that this program should be tailored to the level of each student, taking into account each one capabilities and interests. The teacher, who works in schools of Primary or Secondary Education where there is an integration class, in which students with special educational needs to study, or in Schools of Special Education, is required to adapt its curriculum and teaching method accordingly. In particular educators should adapt the program according to the category of students with Special Needs. Indicatively cite examples of adapting some activities to the needs of children of different categories. The concept e.g., of the Olympic Games in antiquity can be given by the following adaptations. For children with mental retardation, Preparing for a visit to an Archaeological Museum. Card collection Ancient athletes' sports performances. Representation of sports and rewarding athletes. For children with disabilities, View video depicting sporting events of antiquity. Projection video with the participation of athletes with mobility disabilities. Indication of the need for systematic preparation and will to succeed. Utilization of children's motor abilities for representations of possible sports activities. Evaluation of the efforts and cultivation of the noble intangible. As for blind children and children with vision problems. Description of sports of antiquity. Listening to sports events. Exercise With mobility and orientation activities. Encouraging children to participate in sports activities utilizing the sense of hearing and touch. Regarding deaf and hard of hearing children. Visit to a Museum. Collection of Essential Material. Emphasis on understanding sports activities with the use of Greek Mental Language. Representation of sports in compliance with the relevant rules. Participation of children in sports activities Adaptations to regulations, e.g., modification of the starting mode Visually indicated. For all the above categories of

Students, visits to Sports Federations and Associations are also suggested. as well as visits by athletes with disabilities or to their school.

The expected results from the implementation of the Olympic Education program in Special Lawsuits are summarized as follows; Students will have the opportunity to develop multifaceted actions, to discover new possibilities movement and communication through the themes of Olympic Education. The final expected result for them Students is conquering a different visa and relationship towards their own selves, their e.g., classmates, their teacher, the teaching and the Lesson of the school Special Physical Education. Also, students will use the teaching of all subjects participating in activities time that contribute to the development of their kinetic and overall personality, in activities that promote thinking, the learning process and knowledge, through their active participation in learning, and participate in the design of the yard of their school, the room teaching room, gym. Through their work will contribute to the improvement and expansion of supervisory tools and the logistical infrastructure of the Physical Education course and other courses. As for the methodological approaches, the teaching methods proposed for the implementation of the program must, be easy to implement, achieve the educational goals, to address the cognitive, mental and emotional level of students, and finally to facilitate the cooperation between teachers and students.

For these reasons in addition to traditional teaching methods (lectures, slide shows, videos, CDs, maps, templates, images, charts), collaborative methods are suggested. Collaborative methods give students the opportunity to work in groups, to undertake initiatives and responsibilities and play an active role in the Learning process, develop ideas, role-playing games, pedagogical games, artistic creation, sports activities, sports topics, free participation exercises, visioning, visits to the environment (physical and social-research field).

The methods that will be used should enable the students to think about develop their knowledge, conclude, articulate and justify their views. Also, methods should be appropriate in order to create conditions for the "investigation of theories and discovery". These strategies include procedures of measurement, classification, observation, investigation, forecasting, finding time relationships, comparing facts, problem solving, cognitive conflicts, observation etc.

An important element for teachers and students to formulate the framework of activities together. The role of the teacher should be guiding-advisory, while the center of the learning procedure is shifted to students in the collective form of work. Cooperation with other teachers and specialists is considered important. Also, with scientists from extracurricular institutions and the Association of Parents and Guardians.

Some methodological approaches for the implementation of the program are, the project method, the collaborative method and the mutual teaching method, the selection and adaptation of the taught material depending on the degree and type of disability, defining a curriculum framework for purposes, objectives and activities adapted to the degree and type of special educational needs of each student, diagnostic evaluation in order to investigate the strengths and weaknesses in the motor field, integration of the Olympic Education program in the context of the specialized teacher of the student program, with the cooperation of all specialties. In the context of the specialized didactic long-term and short-term teaching objectives analysis of teaching objectives in individual teaching stages by selecting the appropriate teaching material teaching with the use of appropriate psycho-pedagogical aid, continuous feedback, control of results, systematic recordings of students' progress, keeping a record of the student's progress updating the individual file and compilation of the kinetic and cognitive profile of the student.

1.6   Definition and concept of ICTs

The word technology which has become a predominant term comes from the Greek language and derives from the word "techni" meaning art. Therefore, technology is etymologically the integration of art or skill into a product or process. Technology does not only involve the accumulation of scientific knowledge and the means that exist at a global level, but it also integrates skills, education and instruction which are basic elements both for knowledge and means. Technology has been defined by various tools in a variety of ways. Students are simply told that technology is everything that humankind has created making good use of knowledge, skills, materials and tools for the resolution of problems. A general definition of technology is, "Technology is a combination of human imagination, invention and the electronic tools which process these ideas and make them reality." (Service of Body of Education of Illinois). Another
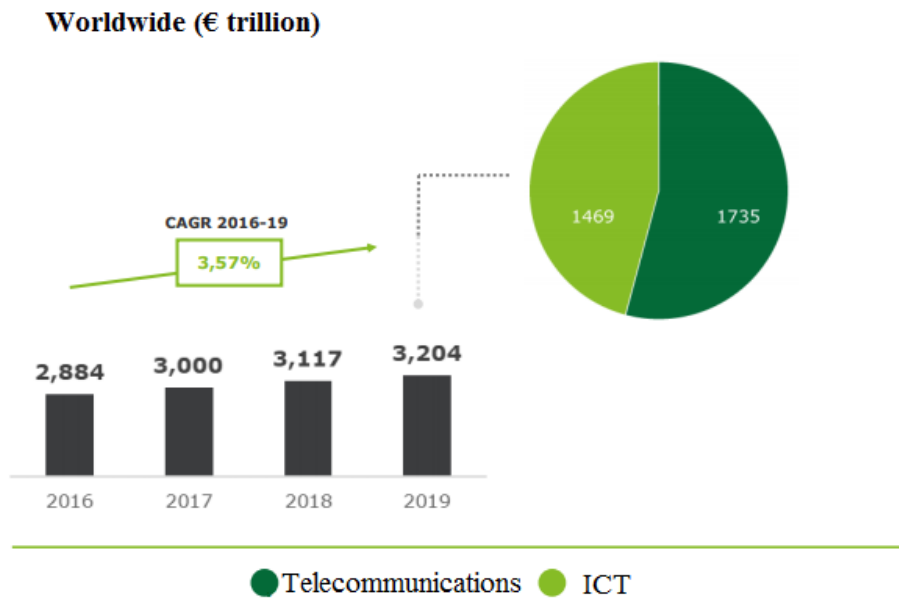
definition given by the North Central Education claims that technology includes all the electronic tools which people have access to so that they can work faster and produce work of better quality as it helps them to create, store and have access to information. Those tools operate with the aid of a processor. Nowadays, when the term technology is referred to we mean computers and their components, with which computer applications can be made use of in a variety of ways.

Perhaps when talking about technology, we have become accustomed to thinking about great developments industrial revolutions, agricultural revolutions, great changes in transport, communication. A humble screw in a machine can be made of iron, steel, tin or some other material. It can be produced in unlimited different ways, by hand or by robots. At some point of its production each one of those features represents, on a small scale, a technological change with applications which increase the usefulness of that small creation.

1.6.1   Investments in ICTs worldwide

Modern views on education tend towards the realization that the continuous invasion of new technologies in our daily life creates the need for integration of ICTs into the education process. According to Kordakiand Komis (2000), the use of ICTs led to a radical change in school reality, who also believe that ICTs will improve the education system putting aside the traditional method of education and establishing a more modern and open model of learning. The important place of ICTs in all sectors justifies the tendency for high investments globally (Diagram 1).
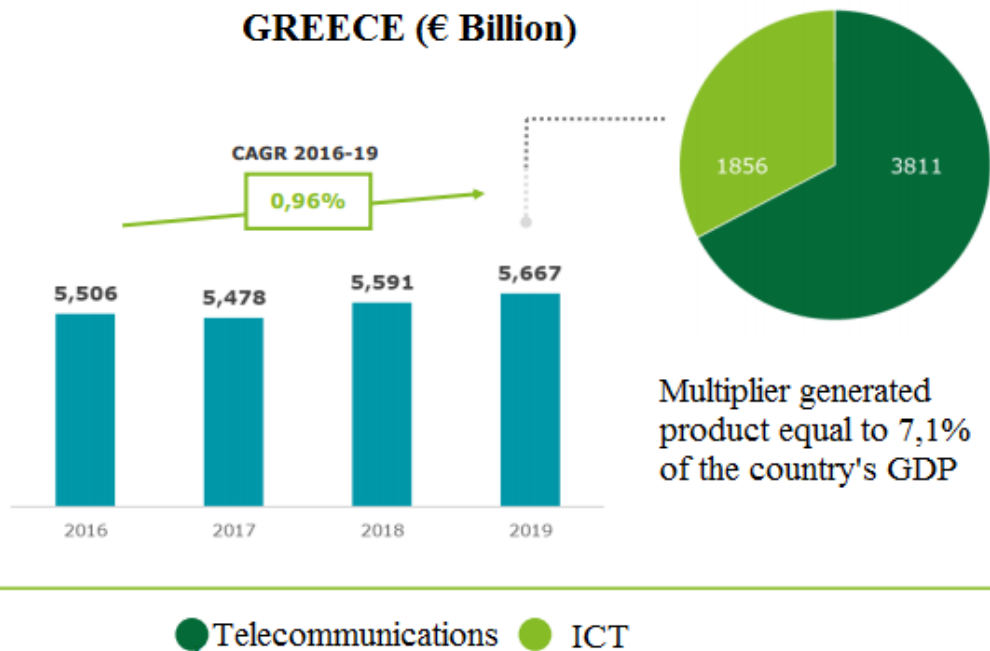
Basic Data of ICT /WORLDWIDE
ICT Market Value

Worldwide (€ trillion)

CAGR 2016-19

3,57%

1469   1735

2,884   3,000   3,117   3,204

2016   2017   2018   2019

● Telecommunications   ● ICT

Source: EITO, ICAP, ΣΕΠΕ ICT Market report 2019/20

Diagram1. InvestmentsinI.C.TWorldwide(Source: www.sepe.gr)

1.6.2   Investments in ICTs in Greece

In Greece it is found that the introduction of ICTs in the lives of its citizens is restricted to a great extent to means of social networking (e.g., Email, Facebook, Messenger etc.). In contrast the instrumental use of new technologies (taxation, procedural issues, transactions and more) is made at a very slow pace despite the fact that the investments are quite high(see Diagram 2) (www.sepe.gr)

Basic Data of ICT/GREECE

GREECE (€ Billion)

CAGR 2016-19

0,96%

5,506   5,478   5,591   5,667

2016   2017   2018   2019

1856   3811

Multiplier generated product equal to 7,1% of the country's GDP

● Telecommunications   ● ICT

Source: EITO, ICAP, ΣΕΠΕ ICT Market report 2019/20

Diagram 2. Investments in I.C.T in Greece (Source: www.sepe.gr)

1.7   General use of ICTs in Greek education

Searching for a unique and interesting way to make the lesson more appealing to students and as a result more effective the thought of using applications of information and communications technology was devised. ICTs have invaded the life of modern man over the last few years and follow his every step. As a result, the children of today's generation are familiar with their use from a young age. Many opinions converge that the use of ICTs by educators during the lesson contributes positively to the transmission of knowledge. In that case, students present better results in the lesson compared to their fellow students who do not use ICTs. Specifically, the changes that bring about the material and software of computers are rapid and cause continuous changes in the way and content of teaching. Initially, students are taught, at the educational establishments, the Basic processing language and the functional system Dos. Following that, the language Logo was promoted as the most suitable for the children and today we have reached the point of teaching them the programmes

"Office" which is a word processing application, the logistics pages and presentations, the operational system of Windows and the Internet which is one of the most powerful means offered by new technology.

However, the high investments in ICTs and their introduction into the educational process do not entail their effective use by the educators and students. Restrictive factors are thought to be organizational issues of the school and the nature of the lesson the educator is asked to teach and the students asked to attend. And although many educators use the Internet at home to prepare for their lessons, its use at school is almost non-existent in most lessons and much more so in the lesson of PE.

Educators claim that they do not make use of ITCs in their lesson at school due to the preconceived ideas that exist but also because they are frightened to do so. For example, there is the fear that the lesson is too short in duration (-45 minutes). In the framework of the analytical school programme, within that time educators have to teach certain subjects of knowledge. Therefore, a change has to be made concerning the programming of the teaching of the subject of PE at school so that the allotted time and the content of the subject are redefined in order for there to be comprehensive, organized and effective learning. Educators ought to incorporate new technologies into the educational process so that students can develop technological abilities. The contribution of parents in this effort is important as they help their children by cultivating a positive attitude towards the use of ICTs.(www.sepe.gr)

1.8   Aim of the Thesis

The aim of this study is to examine if ICT are able to be implemented in the course of Olympic Education.

1.9   Objectives of the Thesis

The objectives of this Thesis are to: (a) to investigate whether the teachers of P.E. are trained in the use of ICT. (b) whether ICT is applied in Olympic Education and what are the benefits for students, (c) in which forms of teaching Olympic Education ICT is used, (d) what are the inhibitory factors of the application of ICT in Olympic Education.

1.10   Limitations of the study

Despite the fact that the field of Olympic Education is large, it was not possible to find studies and research on the relationship between Olympic Education and ICTs. This is impressive as there is a wealth of research literature for other subjects within the school curriculum. This is why it is advisable to conduct research on the point of view of teachers.

CHAPTER II

ICTs IN OLYMPIC EDUCATION

2.1 Information and Communication Technologies

Information and Communication Technologies (ITC) area structural component of modern society in which all people, especially young ones, have to use them in a wide range all of this their activities (Tzimogiannis & Komis, 2004). The term "Communications Technologies" characterizes the technologies which allow the processing and transfer of a variety of forms of communication (symbols, pictures, sounds, video) as well as the means of transferring these immaterial messages (Tzimogiannis & Komis, 2004). A familiarity with ICT and technological literacy are the core of basic education and are as important as reading and writing (Tzimogiannis & Komis, 2004).

Going through the 21st century, it is widely accepted that people are living in a digital age. In this digital era, the majority of the activities of most of the people are related to the use of digital media and services, activities such as studies, work and also in personal life. In order for a person to be able to meet the new requirements of the digital era, it is no longer enough for them to know writing, reading and arithmetic. New skills, abilities, and ways of thinking and managing relationships with others, are required, in order for a person to be able to live and work in the new digital era.

The concept of "digital literacy" is complex (Calvani et al., 2008) and incorporates many literatures such as information literacy, technological literacy, media literacy, etc. Information literacy is emerging as a key resource for lifelong learning and participation in society (Candy, 1993; Lau, 2006) and is characterized as the most critical literacy in the 21st century (Johnston & Webber, 2003; Bruce, 2004). Today, we observe one explosive increase in available information. Information is disseminated through the internet and the media around the world, in various forms while its role technology is crucial.

Almost every sector of economy and society is increasingly dependent on information. So, it is crucial for people to be able to locate, evaluate and process the appropriate and valid information. Information Literacy enables a person to independently seek the truth, to be able to agree or contradict the opinion of experts and formulate his own arguments while helping the individual's personal empowerment and

lifelong learning. Information literacy is not a matter of technology but of learning (Calvani et al., 2008). It is treated as an object of instruction by libraries but also as a learning object through the analysis and evaluation of information about writing assignments, problem solving and achieving learning objectives (Limberg et al., 2012).In addition, ICT skills do not lead a person to be informatively literate (Johnston & Webber, 2003; Catts& Lau, 2008) but the rise of digital information is leading the need for organization and access to digital resources. So that one can uses ICT to search for and manage information.

A key feature of our era, is the abundance of information that circulates and shared daily. The need to be literate is intensifying with the constant creation of new information resources and the diversity of methods access to them. Every day, people have to manage information at his work, during their studies, or even at their personal life. This information is available mainly through internet, media, print media and libraries in various formats (e.g., text, image, graphics). An important point is the authenticity, validity and reliability of this information. In 2005 the conference on information literacy and lifelong learning set held at the Library of Alexandria declared that the informant literacy and lifelong learning are essential for the Information Society. At the same time, the term "Information Literacy" was defined as a mean "that helps man in every stage of his life, to research, evaluate, use and create information effectively in order to achieve personal, social, work and educational purposes" (Unesco, 2005). Breivik (2006:5) commenting on the results of the Conferences on Information Technology Literacy held in Alexandria and Prague, mentioned some findings:

People need to move from "information for all" to "information literacy for everyone". Also, information literacy skills are essential for integration into modern society, and information literacy is directly linked to lifelong learning. Information literacy is not a matter of technology but a matter of learning, and also is more than just a matter of libraries and education. It is very important for economic development issues, health, citizenship and quality of life issues. Finally, information literacy is a sequence of literacy that includes and information disseminated orally, and also depends on the socio-cultural context.

Breivik (2006) concludes that states must ensure that all people will be properly prepared in the search for the truth so that everyone can enjoy a better quality of life.

From time to time many terms related to Information Literacy have been mentioned as below (Lau, 2006:8): "Information fluency", which means a very good management of skills regarding information, "User training", the approach of teaching information literacy skills, "Library Instructions", focuses on library usage skills. "Bibliographic instructions", learning about information retrieval, "information competences", "Linking skills and goals about information skills", "Development of information skills", "Information facilitation process skills".

ICT has now penetrated every sector of employment and provides the opportunity to access knowledge and information. Computers, mobile and smart phones and tablets have revolutionized the way of communication. The use of these technologies depends on literacy related to the management of printed text, images and diagrams. So, the digital age has added new dimensions to basic skills literacy. Toffler (1980) noted that long-term growth goes beyond rural then the industrial revolution and finally the information revolution.

At the same time Naisbitt very aptly sets the difference between the terms technological and information technology, "computer technology is for the information age that the engineering was in the industrial revolution "(1984: 28). ICT literacy and information literacy are interrelated concepts and interdependent, in no way identical (Candy, 2002; Johnston & Webber, 2003). To find, retrieve and organize information, requires knowledge and skills in ICT, in order to evaluate but alsoto analyze and criticize it. Also, the creation of new knowledge requires critical thinking and information skills literacy.

ICT training is necessary and a prerequisite for training in information literacy (Bruce, 2004). At the same time in some countries, there is greater interest in improving ICT skills and less or no interest in training in information literacy (Johnston & Webber, 2003). The use of ICT in order to find and manage information, is one of the seven aspects of information literacy in higher education identified by Bruce (1997).Specifically, these are: "Information Technology (IT)", the ability of a person to use ICT in order to find and manage information, "sources", the ability of locating the various sources of information, "process", carry out a process of finding the appropriate information, "check", the ability to organize and manage information, "knowledge creation", the ability to create a new knowledge base through critical evaluation and analysis of information, "expansion of knowledge", the ability for a

person to create his own perspective through existing knowledge and "wisdom" ,to use information wisely in various contexts for the benefit of all.

This is how one may understand the difference between ICT and IT skills literacy. ICT skills are mainly the first four of the seven aspects, which are the simplest compared to the last ones are considered as more complex.

2.2   Information and Communication Technologies in education

According to the Watchtower for the Society of Information (2009), the current educational environment regards ICT as an integral part of the education process, which aims to increase the interest of students, to promote their active participation and finally to lead to a more beneficial educational process. At the same time, modern education theories emphasize the inadequacy of traditional education structures and promote the need of the use of cooperative forms of teaching and a switch from a teacher-based means of education to another that will be student-based with the teacher playing the role of facilitator (Makri-Botsari, 2006).

Children build their knowledge, while learning promotes development without however separating it from its social environment. The extracurricular experiences of children are associated with their school experiences. In that kind of education, the cooperative method of teaching may act as a tool to help students (Dillnbourg & Self, 1995) as they play an active role in the expression of queries in their own language as well as in the active negotiation of learning activities. In that way they are not content with the mere reproduction of material or information which was presented by the teacher or which exists in a book (Kokkotas, 2002). The cooperative method is put into practice, according to Kagan (1994), with small groups in which students work together, with the aim of improving learning at both a personal and group level, and in that way offering a series of positive results (Kagan, 1994).

In this point we have to point out that the use of ICT, and mostly Internet, should be made with caution. Some of these problems with the use of ICT and the internet are: lack of time required for the preparation and organization of such activities, difficulty in access or low speed at peak hours, websites that have changed their address or are not available due to upgrades, or even with different content from their title, links that lead to websites unsuitable for students, lack of control over the validity of information and finally and also lack of methodology and research results for the inclusion of such

programs in the school curriculum. Also, risks of disorientation from the target during navigation due to the abundance of information. audio and video problems in teleconferencing, and Some students may or may not participate, while others may have too much confidence and monopolize the discussion in a group (Ciglaric & Vidmar, 1998).

2.3 The importance of Internet in Education

Probably, Internet has the most potential use in education, from all ICT. Students may use Internet in order to have easy and continuous updated information, in order to use the for assignments, newsletters, magazines, articles, maps ets, from all over the world can be used as teaching - information educational material. Also, encyclopedias and dictionaries allow the exploration of meaning or etiology of a word and the explanation of a term. Museums and exhibitions provide remote access to places that could not be visited otherwise. Libraries that provide to teachers and student accessibility in their catalogs. Assignment summaries (or even entire assignments) in conferences or journals of various fields of knowledge which provide immediate and valid information on the developments of each science(Park, 2009).

Internet may be used as an educational tool. For example assignment of a paper togroup of students which need the utilization of the Network Each group may cover a different aspect of the issue, followed by a presentation of the results of each group in the plenary, and the conclusions to be published in Internet Also creation of web pages for presentation of assignments, activities, additional teaching material (notes, articles, examples from tests and competitions, simulations, other sources) and informing students who are absent about was taught in the classroom, uploading exercises, observations, notes. Personal and personalized contact with the students. Internet assist cooperation and exchange of views and teaching materials with other schools in a different geographical are in the same country or even in any other part of the world. As for teachers, discussion groups, have the opportunity to exchange views with other teachers of their specialty, and to discuss problems teaching a cognitive field of the subject or problems they face in the classroom (Park, 2009).

2.4   Learning Management Systems

E-learning platforms or otherwise Learning Management Systems (LMS), are tools that are widely used by Universities and educational institutions both abroad and in Greece, in order to strengthen the educational process. LMSs are used at all levels of education (primary, secondary and tertiary), as well as in training, because they offer several advantages to learners, trainers and educating organizations, by removing spatial and time constraints in the process learning. As Paulsen (2003) states, "[A] LMS provides an institution with the ability to develop and offer electronic learning materials to learners and then evaluate them and lay the groundwork data, where the results and their progress will be recorded" (p. 134). There are so many Learning Management Systems, both commercial and open source. At this time Moodle is the dominant LMS (Retalis, 2011).

The Moodle platform (Modular Object-Oriented Dynamic Learning Environment) is widely used in order to create flexible and attractive courses (Rice, 2006) and is provided free of charge by the GNU Public License. In Greece in particular, many training providers use the platform among them the Panhellenic School Network, the University of the Aegean, the Hellenic Open University etc. The Open University of Britain, one of the largest Universities in Europe offering distance learning, uses the platform from 2005. In short, the platform consists of the courses created by them trainers and contain the material they want to share with them trainees.

The educator may choose to compose his lesson from a) activities such as discussion, wikis, quizzes b) resources that are learning materials such as files, videos and hyperlinks and (c) sections such as information, calendar, recent activity; results, quizzes etc. In particular, the activities give the opportunity for trainers to interact with the trainees, but also of the trainees among themselves and differ from the resources in in which there is no interaction of the participants (Retalis, 2011).

2.4.1   Learning theories related to the Moodle platform

The Moodle platform relied on the theory of constructivism, without it means that it cannot be supported and at the same time support others pedagogical theories. According to this theory, people built new knowledge while interacting with its environment. Everything he reads, sees, hears, feels and touches, is tested with his prior knowledge and if it is sustainable and compatible in its own world, can to form new

knowledge that he will always have with him. Its creator himself connects Moodle with this theory in five key points (Moodle Pedagogy, 2020).

The first point is that all participants are potential trainers and trainees in a truly collaborative environment. For example, many of the platform 's activities are designed to allow learners to manage the content of the course. The second one is that people learn effectively when try to create or to express something for others to see. Discussion groups are obviously a place where participants can chat, share attachments files, etc. Also We learn a lot by observing the activity of the group. In one group that encourages everyone to participate, participants will be encouraged to be active and to formulate and formulate their point of view. Understanding the participants and the experiences - knowledge they bring the lesson can be adapted better. For example, they can use, in a discussion, information that the participants know or the terminology in which the participants are familiar. And finally an education environment needs to be flexible and adaptable to meet the needs of the participants quickly. The instructor for example can easily add or remove activities, resources or modules

2.4.2 The use of the platform in distance education

The basic principle of distance education is the active course of learning and the learner must learn how to learn (Lionarakis, 2001). Therefore, the educational material as a mean and as a content should activate it trainee on a heuristic path to knowledge. At the same time, when it is related with adult trainee training, this material needs to be compatible with the principles of adult learning (Kokkos, 1998). The correlation of this pedagogical concept of Distance Education with some philosophical and pedagogical current, according to the view of Chouliara, Lionarakis, and Spanaka (2011), seems to coincide in many points with the theory of constructivism, based mainly on the principle that knowledge is actively constructed by the student and what is not received is transferred passive from the environment.

On the other hand, as already mentioned, the Moodle training platform in construction, which is also closer pedagogical view to the principles of Open and Distance education. For the quality characteristics of a multiform material, Chouliara, Lionarakis, and Spanaka (2011)set as flexibility the essential elements, the interaction and the ability not to convey a single point of view, but to give tools to the user to proceed on his own and mainly to learn how to learn. Moodle, as a tool, largely covers

them these specifications and is in line with the learning principles of adults who promote cooperation.

2.5   YouTube in Education

The use of YouTube as an educational tool has increased in recent years and there has been a lot of research to study the possibilities offered by the introduction of video in education as a source of learning. YouTube is considered a tool for non-formal and autonomous learning, in which the role of the teacher is reduced, while the learner as he interacts with the platform, takes initiatives and decisions on his own and browses self-guided (Tan, 2013).

However, it is recommended to follow some basic rules before the introduction of YouTube in education, such as the previous evaluation of all content, audio and visual, by the teacher and the evaluation of its source and creator (Burke & Snyder, 2008). The basic criteria that make a video suitable for the educational process are the reliability, i.e., the control of the information of the video creator and the source from which its content is derived and the accuracy, i.e., the evaluation of the copyright of each educational video and the objectivity of the material presented. It is also important to take into account the supporting material behind each video, to ensure the achievement of the cognitive and pedagogical goals set in each unit and the correlation of the accompanying training material with the content of the audiovisual material. Finally, to ensure the technical perfection in sound and image, the careful alternation of colors, images and sounds, as well as the use of successful shapes and images, in order to develop the aesthetic values of the learners (Jones & Cuthrell, 2011).

2.6   Cloud Computing Applications in Education Cloud

Cloud computing has many different definitions. One of the most commonly described cloud computing is described as a plurality of distributed computers providing custom information and services over the Internet (Sultan, 2010). Cloud computing services and tools have been widely used in recent years in many different sectors by millions of users and organizations. In the field of technology-supported learning, cloud computing applications allow access to online services from anywhere, promising scalability, increased availability and cost reduction (Sultan, 2010).

Examples of such technologies that are part of education and are increasingly used are the support services of Mass Online Courses (MOOCs), Virtual Learning Environments (VLEs), Virtual Machines (VMs), collaborative web tools, etc. Google tools, such as Google Docs, Gmail, and Drive, are cloud computing applications that cover a wide range of users' day-to-day needs, and their use is equally comprehensive for learning purposes.

2.7   Google tools

Google tools are a variety of applications, such as word processors, spreadsheets, e-mail services, storage, etc., that are provided free of charge and are based on cloud computing structures. They can be accessed from anywhere, without the need for software installation, except for a Google Account. It is also important that they allow users to co-create and edit documents (Google Docs) online, from different locations, while collaborating with each other in real time, exchanging messages or making teleconferences (Google Hangouts and Gmail) and also store their works online in their personal space (Google Drive). In education, this way learners can remotely collaborate on a joint task, while educators can monitor their progress through a dynamic and interactive process, which also allows them to provide comprehensive guidance. Collaboration is therefore encouraged and collaborative skills are developed.

2.8   Virtual Reality in education

The term "Virtual Reality" (VR) is open to various interpretations and definitions and has prevailed among others such as "Synthetic Environment", "Cyberspace", "Artificial Reality", "Simulation Technology'' If we try to define it from a purely technological point of view, the VR is a set of hardware (computers and special devices) and software (graphics programs and special programs) with which people are able to visualize and interact with extremely complex data. Visualization refers to the ability of computers to give the user visual, auditory, tactile and other stimuli from a world inside the computer. The user can interact with this world and manipulate objects of this world directly (Christou, 2010).

So, in essence, VR can be defined as a high-tech human-computer interface that includes real-time simulation and interactions through multiple sensory channels. A first issue that arises is that the design and implementation of one system VR must place

the person at the center of the system. The machine must it is compatible with the way man perceives and acts and not the other way around. Based on the above observation, the purely technological definition of VR does not refer to mental processes and effects on humans. So, taking into account the human factor, we can extend the term "Virtual Reality" by saying that it is "a state that is created in the mind and that can, with varying success rates, occupy the attention of a person in a manner similar to that in the real environment. The devices used contribute to this situation.

In short, VP it is not simple a new computer technology. It is a mainly mental state in which the subject-user is immersed - in part or in whole - in an artificial, computer-aided environment, which may have great similarities or differences from reality. An interesting point of this definition is that as an VR can be considered a book, a game, or anything else allows the user to immerse themselves in an unreal environment.

As for VR for educational use, VR has existed in various forms in recent decades and is a useful vocational education environment for adults. Its applications are widely used in highly demanding professional environments, such as military and civil aviation. The use of flight simulators is considered an essential element of pilot training. Corresponding applications are developed and used in the training of doctors, military, engineers, but also in games, architecture plans, even in the presentation of stock market data. Such a synthetic environment allows the user to,treat and interact with objects as in the natural world, but also can changes their relative sizes, applies or overturns the laws of nature. Also has the controls time. It can study in a few minutes the evolution of a phenomenon, which in reality takes hundreds, thousands or even millions of years to complete, and vice versa, to study a phenomenon that actually occurs in infinitesimal time. Also, to receive information that under other circumstances would not be available to the human senses and to display Displays and treats objects and events that do not have a physical form, such as mathematical equations. • Interacts with other users present in the virtual world (Christou, 2010).

2.9   Information and Communication Technologies in Olympic Education

An Olympic Education Program is a challenge in the field of cooperation and communication. Continuous communication is a determining factor in the achievement of the program's goals. Electronic mail can be used in order for communication to take

place between teachers and students. Also, a dominant medium of communication maybe the social networks. Their use will give students the ability to communicate in real time, both during the lesson, as well as to maintain contact after it. The familiarization of students with social networks allows them to feel comfortable with their use. At the same time, the social networks may be used in order to disperse the activities of the lesson. Groups maybe formed on most social networks and with the posting of photographs, videos and the results of each team, the results will be made available to a much larger number of people, much larger than those taking part in the lesson. Skype may also be used in an attempt to help students who are doing group activities to cooperate. (Retalis, 2011).

Research of data from a series of sources makes up a significant part of the student's activities. Students may use GoogleScholar in order to find reliable sources for their assignments. Simultaneously, along the lines of cooperation and because it will often be necessary to use foreign language resources, both on-line and book-form translation materials will be very useful for students. A series of file sharing networks like Google Drive, We Transfer and Dropbox may be used for sharing students' files, but the percentage of the sharing of mainly smaller files will take place on social networks. In that way, participants will continuously exchange information on the characteristics of the program, study the specific materials, jointly choose the material that will be most suitable for the final presentations. The use of Google Docs may also be very useful for the children because it will enable them to easily process and share a document among various groups (Tan, 2013).

Online questionnaires maybe a major parameter for the evaluation of the lesson and for feedback, so that possible problems can be resolved and so that the children's and teacher's ideas can be used in order to improve the productivity of the lesson. The online long-distance platform Moodle, as well as YouTube will be used so that various videos can be used as sources for various assignments. A blog maybe created where exercises, activities, articles etc. will be posted so that information, communication and sharing of students' results of lessons can take place.

Taking of photos and videos of the execution of the activities will be necessary for the effectiveness of the lesson. A series of programs will be used for their processing, with a focus, wherever possible, on open code programs like Audacity for the processing of sound, Gimp for the processing of picture and Movie Maker for the

videos. The presentations of the results will be created with the use of suitable programs which will combine sound, picture and video.(Tan, 2013).

Concept mapping programs like map tools will be used so that students can analyze the meanings of their activities and create concept charts. In order for students to locate and learn about the characteristics of the Olympic Games host cities, students will use Google Earth to visit them and to receive information on them.

Before their possible visit to Ancient Olympia students will be able to use Gps devices to record the most important points and then to use the coordinates as well as the information that they will have collected so that they can illustrate them on digital maps on Google Maps. In that way students will be facilitated during their tour of the archaeological site. Furthermore, as for activities concerning the choice of certain assignments, the final assignment will be voted on as being the best of the certain activity via the Reelapp environment.

Also, Olympic museums could become virtual museums. The aim of the museum is to inform visitors about culture heritage of each place. The website of a museum and modern digital applications enable the global display of important monuments, archeological sites and exhibits. The use of new technologies and digital applications in museums and archeological sites is important since it is an inexpensive way of presenting collections to a wide audience. In other words, there is a saving of space, time and money (Skamantzari, 2015).

This way the visitor can tour a museum, which it is likely to be located in a different country or even continent without some cash is required as is the case with on-site museums and without incurring travel costs. Distances are also eliminated users can study other cultures. The virtual museum allows the user to have the full control in his tour of the museum. Applications of this kind include a three-dimensional view of the space as well as a floor map and of the museum rooms, so that the user is able to move with anyone way he wishes and maintains his orientation. So, its limits human thinking are expanded through digital applications and the user can have easy and fast access to knowledge without being required specialized knowledge on the use of digital systems (Sylaiou et al., 2009).

There is also a lot of research that has been done recently regarding this with the attitudes of young people towards museum visits. Research has shown the fact that a large percentage of young people consider the museum experience as indifferent. Young people having been nurtured in a digital society have other interests. The virtual

museum aims, among other things, at attract young people by providing them with online services and interactive tours (Sylaiou et al., 2009). It is also important that through digital applications, the museum highlights all its collections. A museum hosts temporary or private collections for a short time. So, they will be projected through the process of digitization of both permanent and temporary collections in museum website (Scamantzari & Georgopoulos,2016). Another advantage of virtual museums is that they promote it learning and entertainment. Their wide field of knowledge makes them ideal spaces learning, since they are addressed simultaneously to beginners or to experts and act as a catalyst for the acquisition of knowledge, since it is achieved through the senses, images and interaction with objects. The storage of information takes place more efficiently after learning occurs through action (self-action) and according to studies it is found that in memory we retain 90% of what we do. Finally, the user is capable to approach exhibits / objects in many ways. That is, it can be updated for the dimensions, the materials, the emotions they exude, the historical and aesthetic elements but also to be informed about the creators, the seasons and exchange opinions with other users (Scamantzari & Georgopoulos, 2016).

CHAPTER III

METHODOLOGY

As mentioned in the previous chapter, the purpose of this dissertation is to measure the level of the use of ICT in thecourse of Olympic Education, as well as to identify the factors that affect its implementation and also the benefits for the students. In order to make this possible, a research was carried out, the methodology of which is presented in detail in the following paragraphs.

3.1. The research sample

No specific sampling method was used for this research, i.e., it is a convenience sample (Creswell, 2011). It is worth noting that even a sample of convenience is able to provide important information about the population of a survey. Specifically, all teachers participated in the survey completed the questionnaire electronically from. The questionnaire was distributed to all participants in electronic form, which was accompanied by a letter stating the purpose of the research, and encouraged them to respond to it both to ensure their anonymity and for the short time required. The non-adoption of a specific sampling method does not provide the possibility for generalization of the research conclusions since the sample is not considered representative of the population, which is the total customers-citizens of S.AL. (Creswell, 2011).

Yhe majority of the participants in the survey were female (64%)and as for the age of the participants, the majority belongs to the group over 50 years old (43 persons). The majority of the participants were permanent teachers (79 persons) while 18 of them were substitute teachers and only 3 were hourly waged. As for the years of teaching, the majority teaches between 16 and 20 years (73 persons). Finally, as for the years of teaching Olympic Education, the majority teaches the specific lesson up to 5 years (42 persons).

3.2. The research method

The qualitative approach was chosen for this research. Quantitative research is based on the collection of information resulting from data measurements, which can be in the form of both quantitative and qualitative variables, as well as their analysis based

on specific statistical techniques. The main research tool in a quantitative research is a structured questionnaire, which was used in this paper and will be presented in detail later (Creswell, 2011). The quantitative approach was considered appropriate, since its purposes include the investigation and description of beliefs and attitudes, as well as the interpretation of possible relationships between the various variables of the research.

In addition, quantitative research is used primarily to confirm existing theories (Creswell, 2011; Cohen, Manion & Morrison, 2008) and finally focuses on the initial questions of each researcher and is considered more objective, as its subjects are asked to answer in pre-designed questions (Creswell, 2011). In a quantitative research the relevant variables used are usually conceptually predetermined, while at the same time the results are predictable "a priori" through the theoretical framework, with the quantitative research being preferable for larger samples. For this reason, the questionnaire was distributed electronically to 100 teachers.

3.3.   The research tool

A structured questionnaire was used to conduct the quantitative research, the construction of which was based on some similar research tools. One part of the questionnaire included demographic type questions such as gender, age, educational level etc. and these condo part included questions about the factors that affect ICT implementation of ICT in the course of Olympic Education and also the benefits for the students. All questions in this section were closed-ended, with the majority being 5-point Likert's, with a degree of satisfaction ranging from "Not at all" to "Very good degree". The reasons that led to the choice of this specific type of closed questions, were the possibility they provide to the researcher for easy comparison of the answers and their coding. A major disadvantage of such questions is that they do not provide the user with the freedom to answer (Creswell, 2011). In collaboration with experts in the field, a number of questions were drafted to show how the issue of the use of ICTs in Olympic Education is approached and also to find out whether they use ICTs and if also from what sources.

In order to achieve accuracy in data collection, but also to increase the participation of teachers in the research, and the levels of validity and reliability, the researcher focused on its easy and fast completion by the participants. In addition, an

effort was made to make the questions clearly worded, small in size, simple and understandable, while an effort was made to arouse the interest of the participants and to encourage them to answer honestly (Creswell, 2011). Prior to the drafting of the final questionnaire, a pilot questionnaire was distributed and given to 5 Physical Education teachers, who teach Olympic Education, and who did not participate in the final survey, in order to identify possible ambiguities and overlaps in the questions. Finally, the statistical analysis of the data was done with the statistical program SPSS,

In collaboration with experts in the field, a number of questions were drafted to show how the issue of the use of ICTs in Olympic Education is approached. "This will go hand in hand with the reference to APPENDIX. ICTs and from what sources ".

3.4. Reliability and validity of the research

Every research, whether qualitative or quantitative, aims to ensure reliability and validity, which contribute to the collection of objective data and, consequently, to the conclusion of objective conclusions. The notion of reliability refers to the extent to which "the results of a measurement accurately represent what they actually measure, while the notion of validity refers to the ability of the instrument to measure what it is designed to measure" (Creswell, 2016; 90). According to Robson (2007; 110), the two concepts are considered analogous, since "as the reliability of a research method increases, so does its validity". In this research, both reliability and validity were ensured through the observance of all ethical rules provided for the conduct of research, as well as through the commitment of anonymity of the participants, data protection and their use exclusively for the purpose of this research.

Specifically in this research the questionnaire was sent to a large number of teachers, of which one hundred (100) answered, who had no commitment to answer and their participation became clear that it was completely voluntary. Also along with the questionnaire was sent an explanatory text that ensured the anonymity of the participants and the confidentiality of their answers and this is evidenced by the fact that nowhere was asked to write their name or any other personal data. Finally, the answers of the participants were used in order to descriptively present the application of ICT in Olympic Education, the benefits of students and the factors that hinder the use of ICT in the course.

CHAPTER IV

ANALYSIS OF THE RESULT

Demographics

As seen in the below table, the majority of the participants in the survey were female (64%)
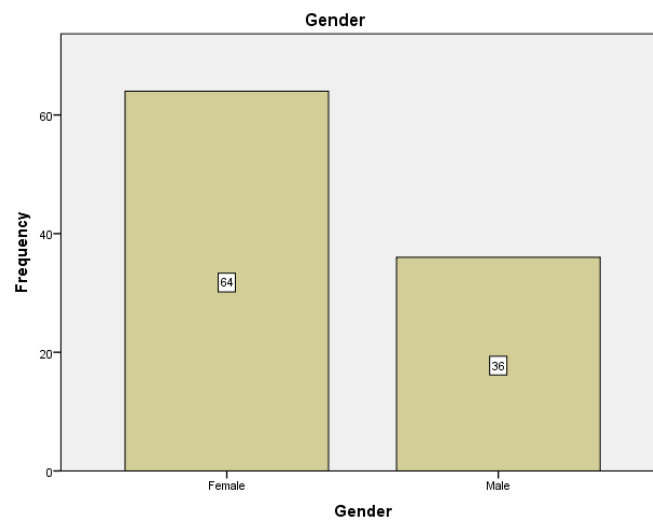

Figure 1. The gender of the participants

As for the age of the participants, we can see that the majority belongs to the group over 50 years old (43 persons). Also, 41 persons belong to the group between 41 and 50 years old, while 11 persons belong to the group between 31 and 40 years old and finally 5 persons belong to the group below 30 years old.
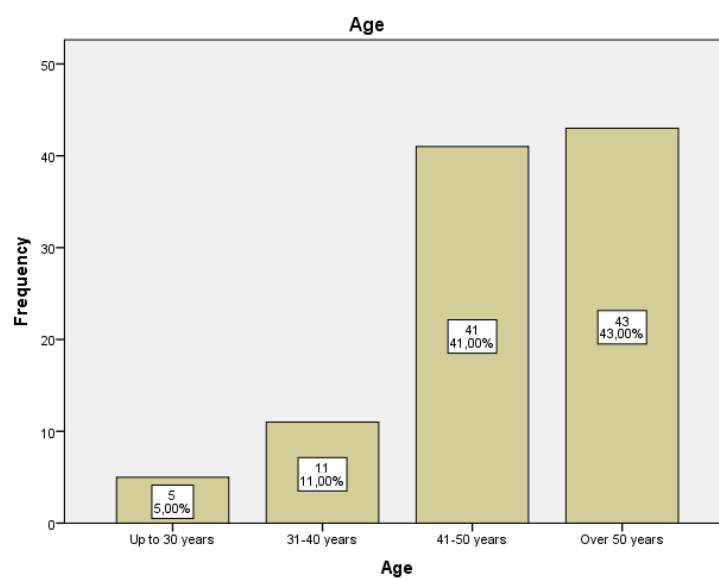

Figure 2. The age of the participants

The majority of the participants were permanent teachers (79 persons) while 18 of them were substitute teachers and only 3 were hourly waged.
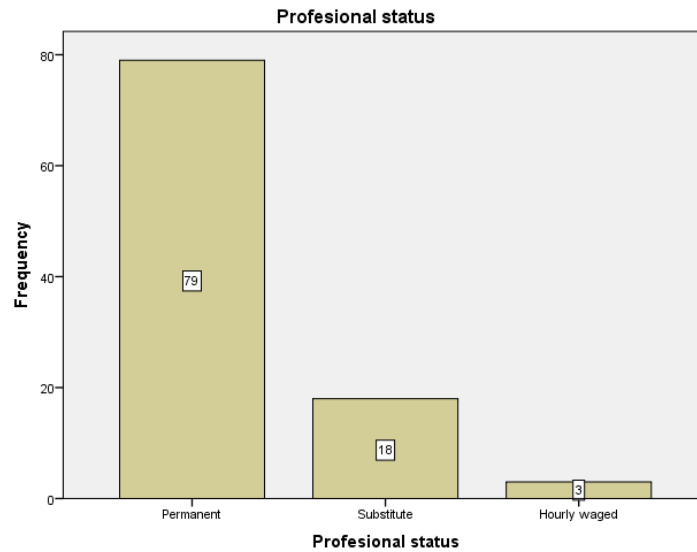
Figure 3. The professional status of the participants

As for the years of teaching, the majority teaches between 16 and 20 years (73 persons). On the other hand, 13 persons teaches up to 5 years, 7 between 6 and 10 years, while 7 persons teaches between 11 and 15 years.
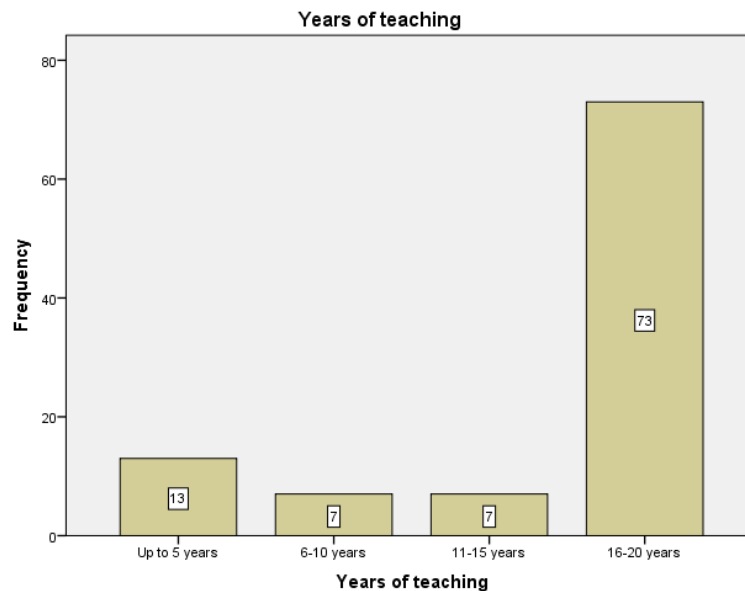
Figure 4. Years of teaching

As for the years of teaching Olympic Education, the majority teaches the specific lesson up to 5 years (42 persons). On the other hand, 34 persons teaches more than 10 years, while 24 persons teaches the Olympic Education between 6 and 10 years.
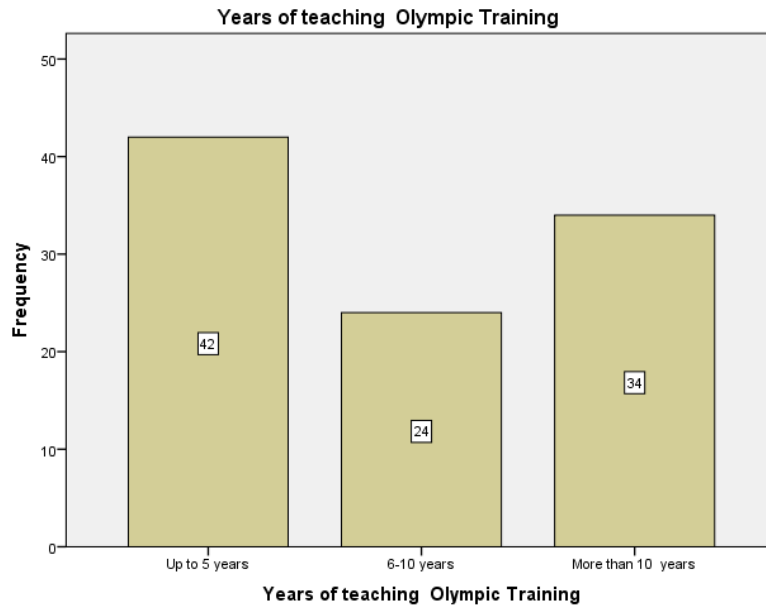
Figure 5. Years of teaching Olympic Education

Training of PE teachers

The implementation of ICTs demands that well trained PE teachers. The following diagrams are reflecting the level of their training related to the implementation of ICT in education.

The majority of the participants have been trained in the use of ICT in education. Specifically, 76% of the participants got supplementary education in the use of ICT.
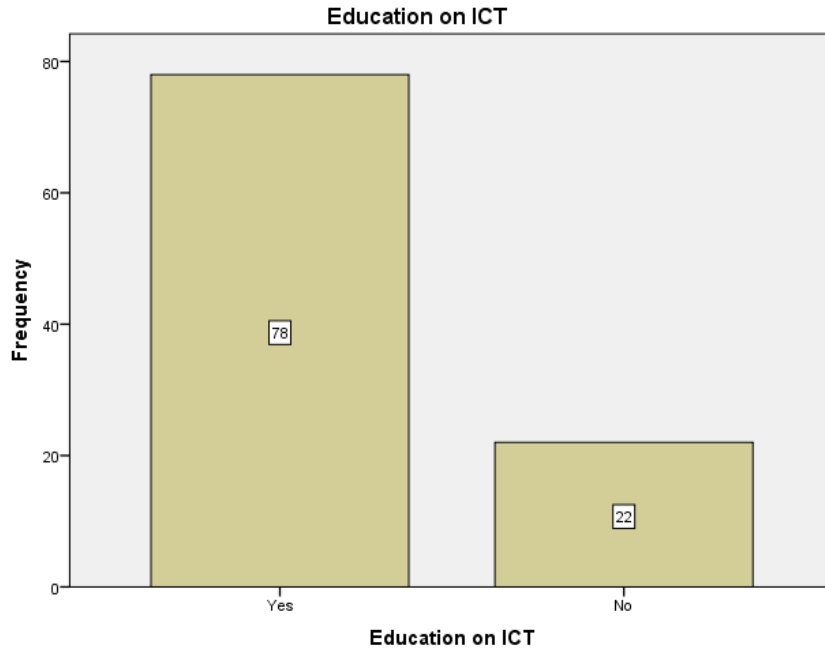
Figure 6. Education on ICT

As for the level of the education on ICT, the majority of the teachers have participated in seminars with more of 100 hours of duration (35 persons), while 29 of them have participated in seminars with less that of 100 hours of duration. Finally, 13 persons participated in daily seminars, while 2 of them have a postgraduate degree.
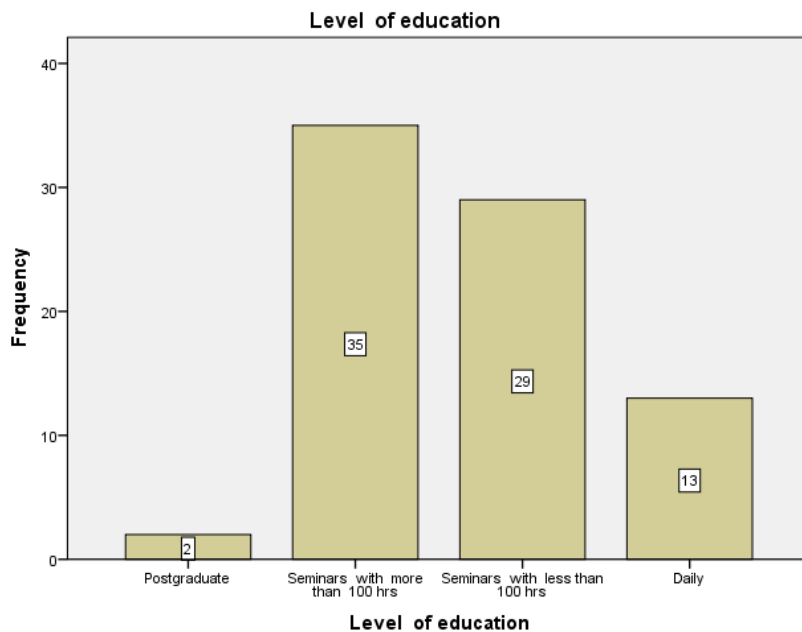
Figure 7. Level of education on ICT

The participants in the survey seem to believe that they are prepared in a medium degree

concerning the application of ICT in Olympic Education. Specifically, 30 of them stated that they are prepared in a medium degree, while 36 of them stated that they are not prepared on prepared in a small degree. Finally, 34 persons stated that they are prepared in a good or in a very good degree.
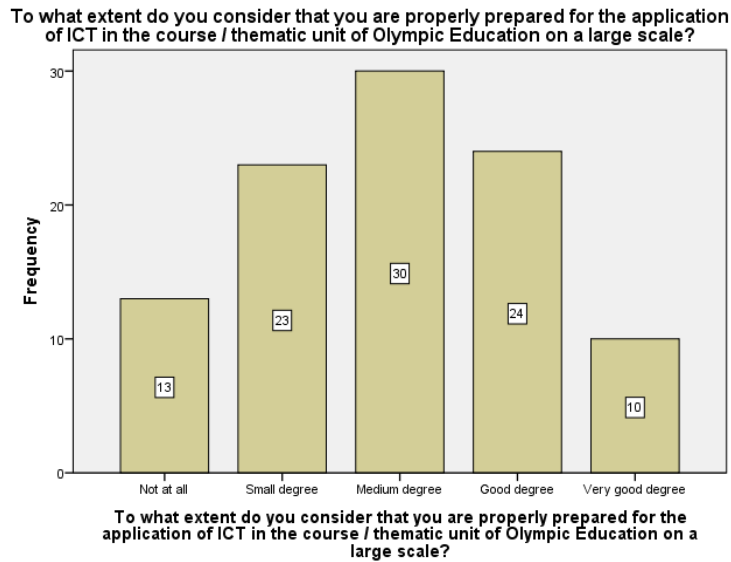
Figure 8. Teachers' ability of using ICT in the course of Olympic Education

As for the level of the use of ICT in Olympic Education, 50 persons declared that they use them not at all or in a small degree, while 23 of them stated that they use them in a medium degree. Finally, 27 persons stated that they use them in a good or very good degree.

The use of ICT's in Olympic Education

The following five diagrams demonstrate the extend of the use of ICT in Olympic Education. Specifically we examine the level of use of ICT's in Olympic Education and the factors that assist in this effort, and also the obstacles.
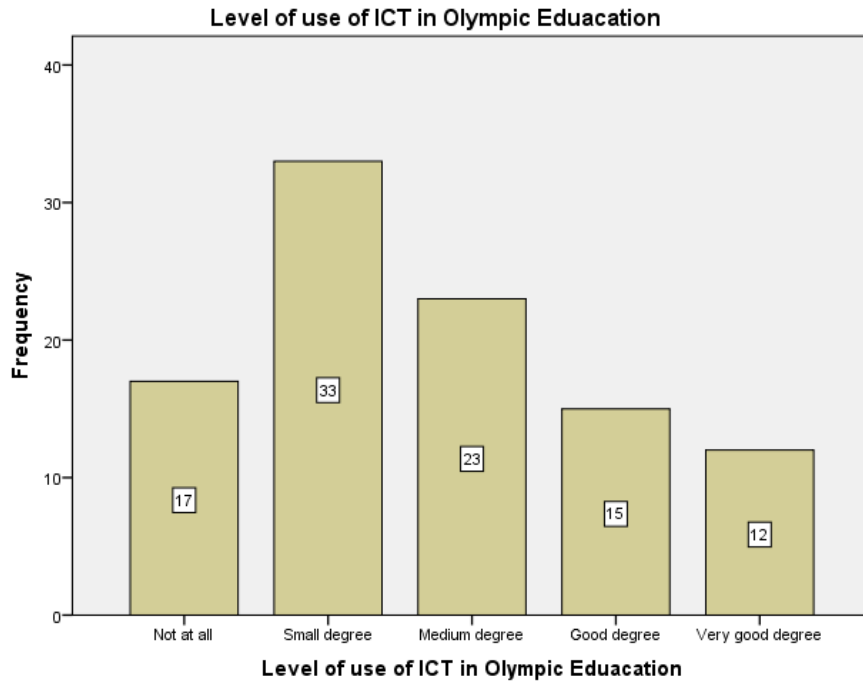
Figure 9. Level of use of ICT in Olympic Education

The participants were asked to what extend they use ICT in the course/ thematic unit of Olympic Education. As seen below, 58 persons do not use them or use them in a small degree, and 21 of them use them in a medium degree. Finally, 21 of them use them in a good or a very good degree.
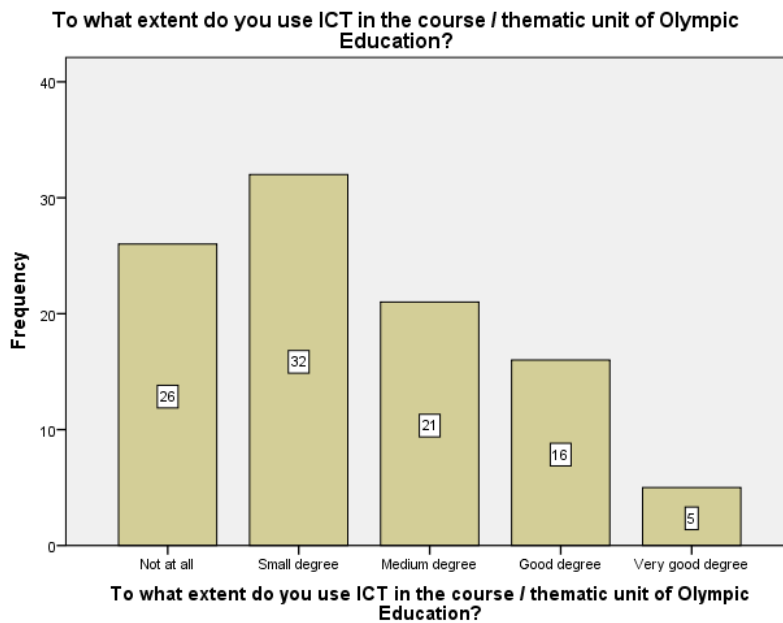

Figure 10. The use of ICT in the course of the Olympic Education

As for the students, the participants believe that they are also not prepared for the application of ICT in the course of Olympic Education. Specifically, they believe that students are not at all prepared or prepared in a small degree (49 persons) while 28of them believe that they are prepared in a medium degree. Finally, 23 of them believe that students are prepared in a good or in a very good degree.
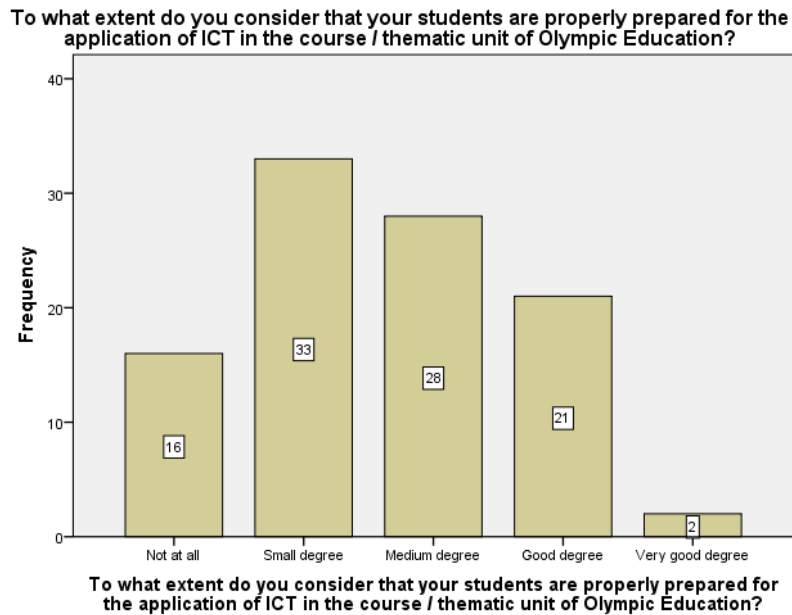

To what extent do you consider that your students are properly prepared for the application of ICT in the course / thematic unit of Olympic Education?

Figure 11. Students' ability of using ICT in the course of Olympic Education

As for the insufficient relevant skills, 39 of the participants believe that is not affecting the application, or affects it in a small degree. Also, 22 of them believe it is not account for in a medium degree, while 39 of them believe it is account for in a good or in a very good degree.
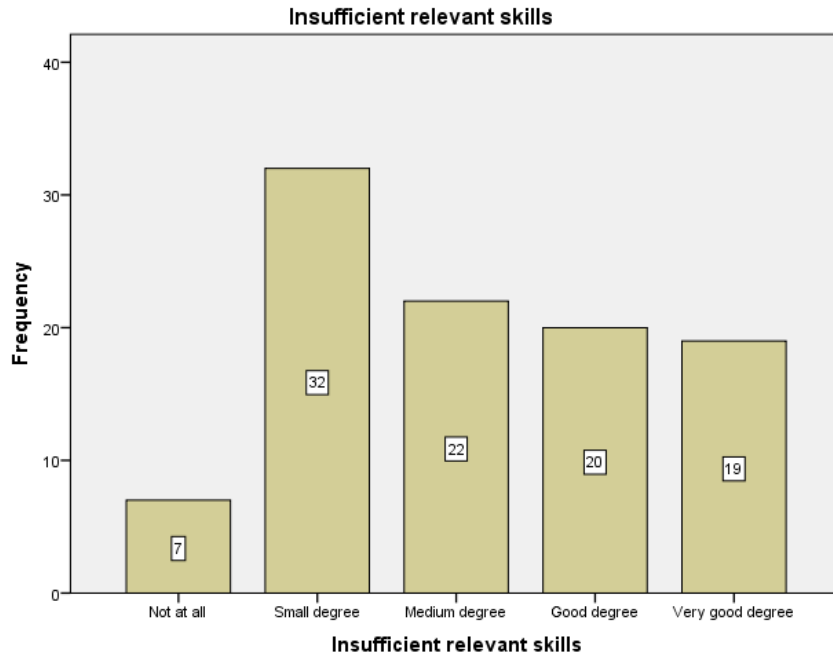
Figure 12. Insufficient relevant skills as an obstacle

Then the participant were asked to note the degree to which the existing curriculum assist the use of ICT. As seen below, 68 of the participants believe that the existing curriculum is not assisting the application, or assist it in a small degree. Also, 20 of them believe that assists in a medium degree, while only 12 of them believe it assists ina good or in a very good degree.
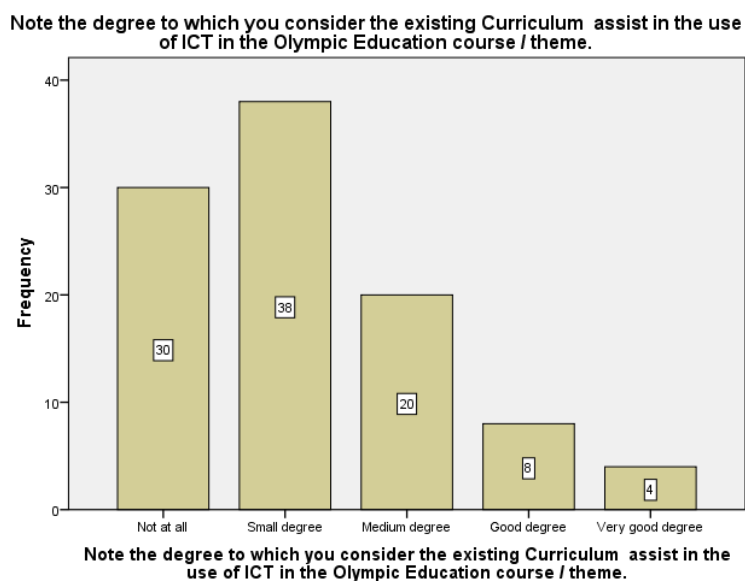

Figure 13. The role of the curriculum

As seen below, 24 of them believe that the lack of instruction is not affecting the use of ICT, or affects in a small degree, while 30 of them believe that affects in a medium degree. Finally, 46 of them believe that it affects in a good or very good degree.
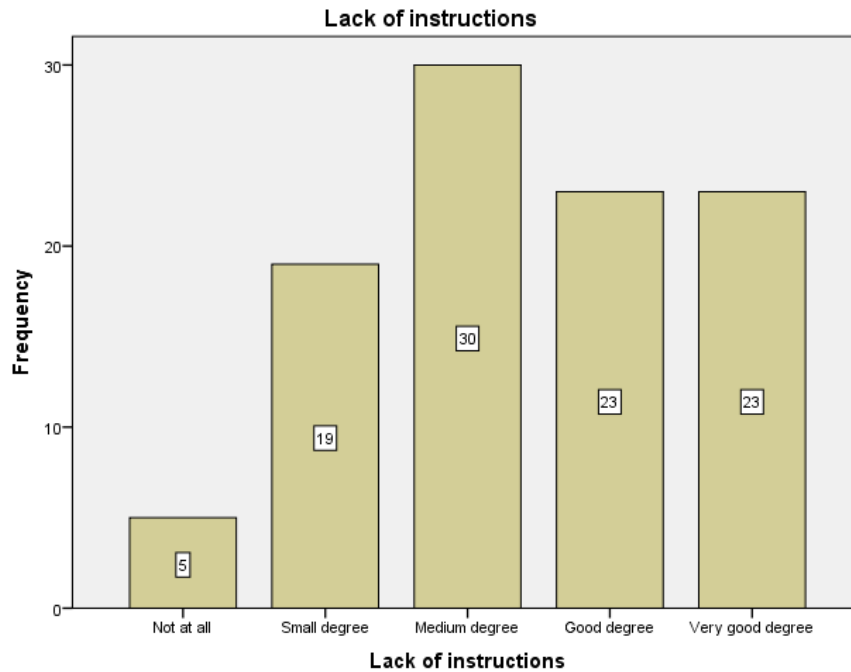

Figure 14. The factor lack of instructions

Teaching methods related to ICT's in Olympic Education

Also, the participants were asked to what extend they use distance teaching methods in the course/ thematic unit of Olympic Education. As seen below, 47 persons do not use them or use them in a small degree, and 23 of them use them in a medium degree. Finally, 40 of them use them in a good or a very good degree.
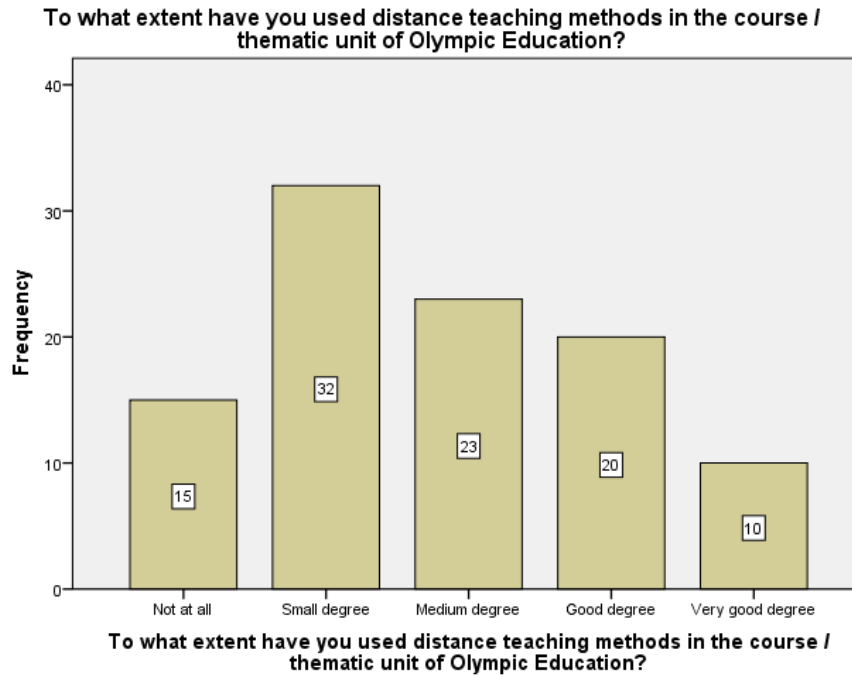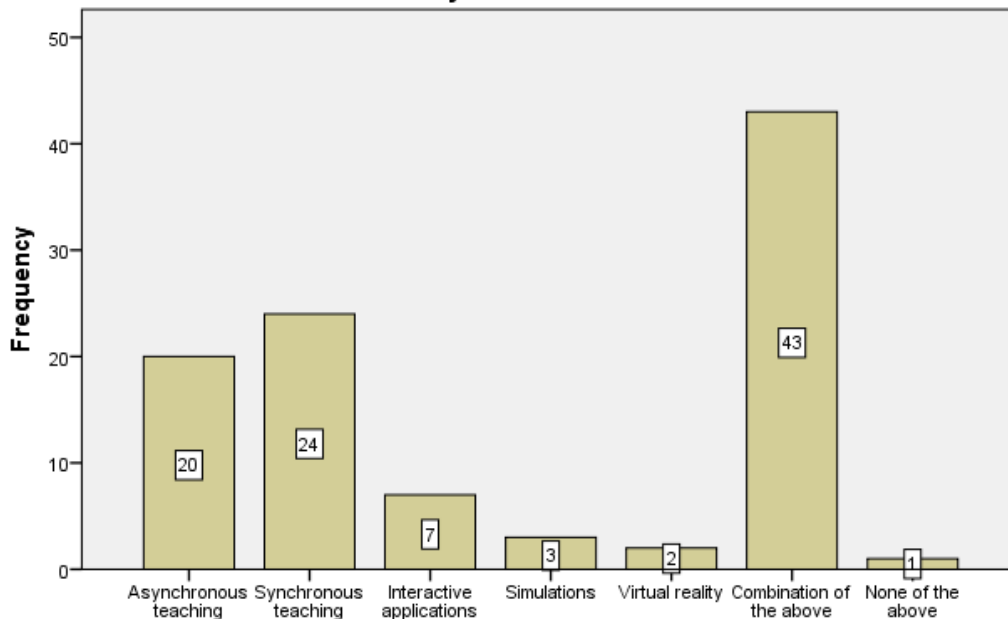
Figure 15. The use of distance teaching in the course of the Olympic Education

Then the participants were asked to state which of the below teaching practices based on ICT have used. As seen below, 20 persons have used asynchronous teaching and 24 of them synchronous teaching. Also 7 of them used interactive applications, 3 simulations, 2 virtual reality and 43 of them a combination of all of them. Finally, only one person made no use at all.

In case you have used ICT in the teaching of the course / thematic unit of the Olympic Education (albeit to a small degree) teaching note which of the following you used

Figure 16. Means of distance teaching in the course of the Olympic Education

As we can see, PE teachers use exclusively mostly synchronous and asynchronous teaching methods, and less other methods such as interactive applications, simulations and VR. Most of them use combination of the above , will only one make no use at all.

Benefits for students

The final question was related to the benefits for the students after the application of ICT in the course of Olympic Education.

As seen below, 20 of them believe that understanding the values of Olympism is not affected by the use of ICT, or is affected in a small degree, while 6 of them believe that affects in a medium degree. Finally, the majority of the participants (74 persons) believe that the application of ICT helps the students to better understand the values of Olympism in a good or very good degree.
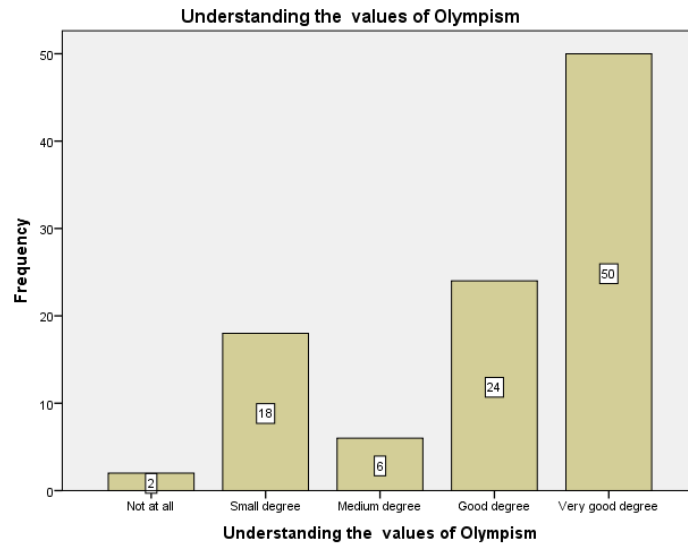
Figure 17. The benefit of understanding the values of Olympism

As seen below, 19 of them believe that interaction with other students is not affected by the use of ICT, or is affected in a small degree, while 16 of them believe that affects in a medium degree. Finally, the majority of the participants (65 persons) believe that the application of ICT helps the students to better interact tin a good or in a very good degree.

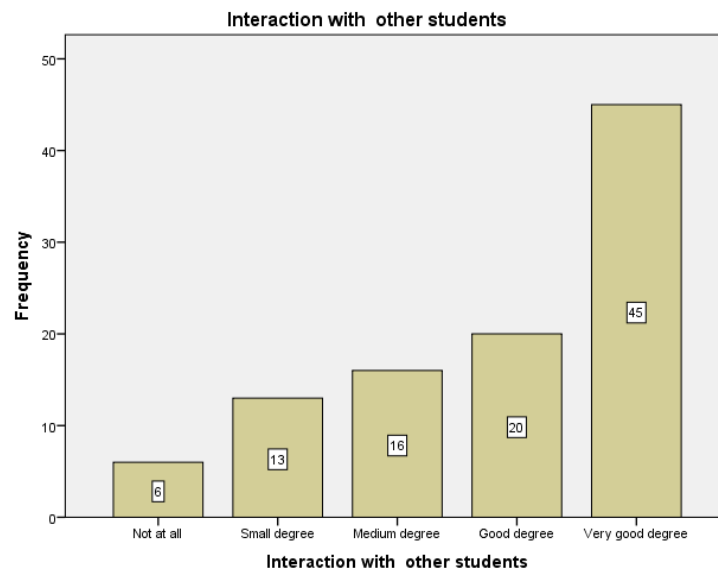Figure 18. The benefit of interaction with other students

As seen below, 20 of them believe that obtaining ICT skills is not affected by the use of ICT, or is affected in a small degree, while 17 of them believe that affects in a medium degree. Finally, the majority of the participants (63 persons) believe that the application of ICT helps the students to obtain relevant skills in a good or in a very good degree.

Figure 19. The benefit of obtaining ICT skills

As seen below, 22 of them believe that obtaining team work skills is not affected by the use of ICT, or is affected in a small degree, while 14 of them believe that affects in a medium degree. Finally, the majority of the participants (64 persons) believe that the application of ICT helps the students to obtain teamwork skills in a good or in a very good degree.
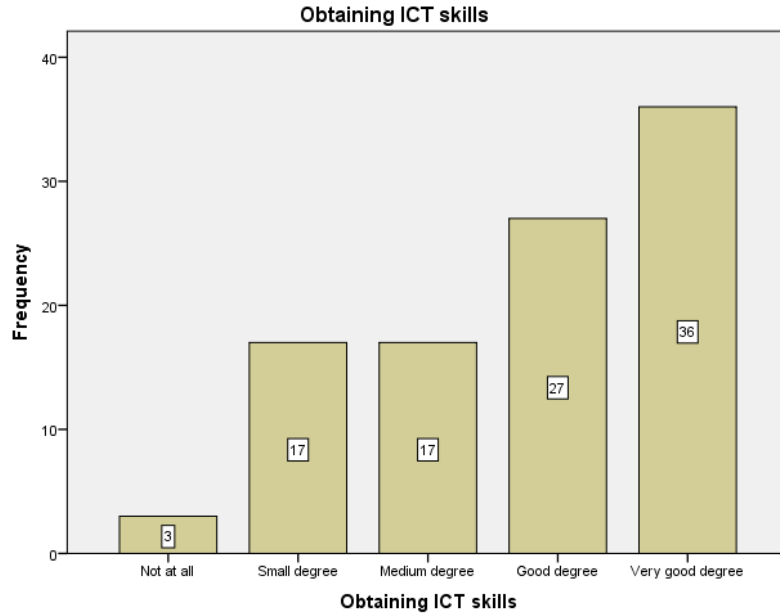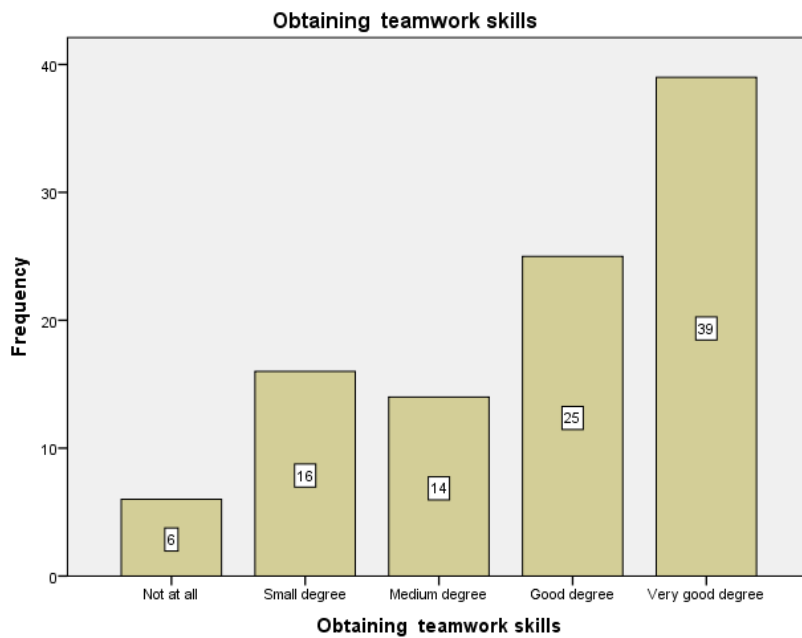

Figure 20. The benefit of obtaining teamwork skills

Obstacles

The purpose of the below questions was to identify any possible obstacle during the use of ICT's in Olympic Education.

The participants were asked to declare which reasons are not helping the application of ICT in a large scale in the specific course. As for the incomplete equipment, 30 of the participants believe that it is account for in a medium degree, while 44 of them believeit is account for in a good or in a very good degree. Finally, 26 of them believe that is not affecting the application, or affects it in a small degree.
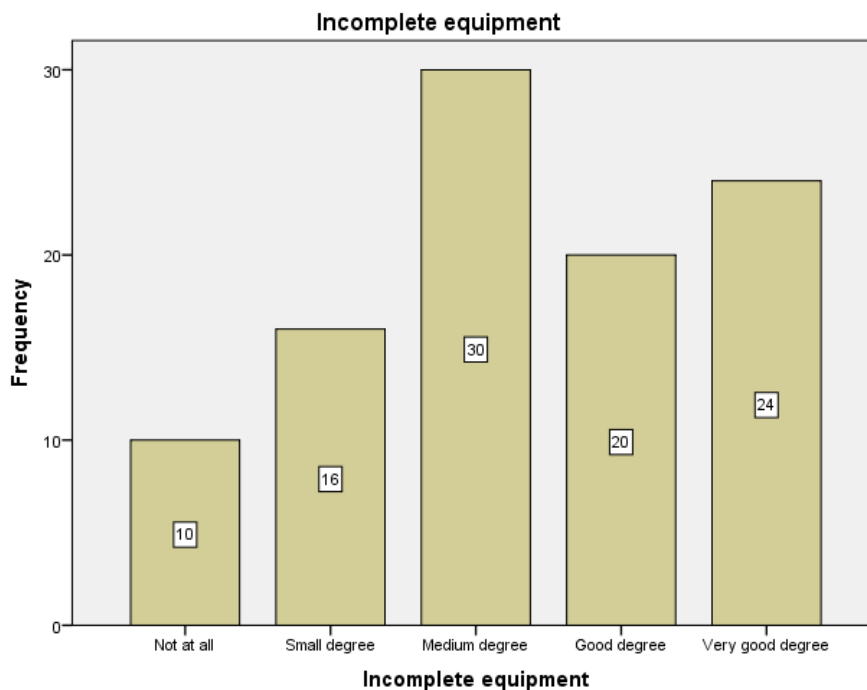

Figure 21. Incomplete equipment as an obstacle

As for the lack of motivation, 38 of the participants believe that is not affecting the application, or affects it in a small degree. Also, 27 of them believe it is not account for in a medium degree, while 35 of them believe it is account for in a good or in a very good degree.
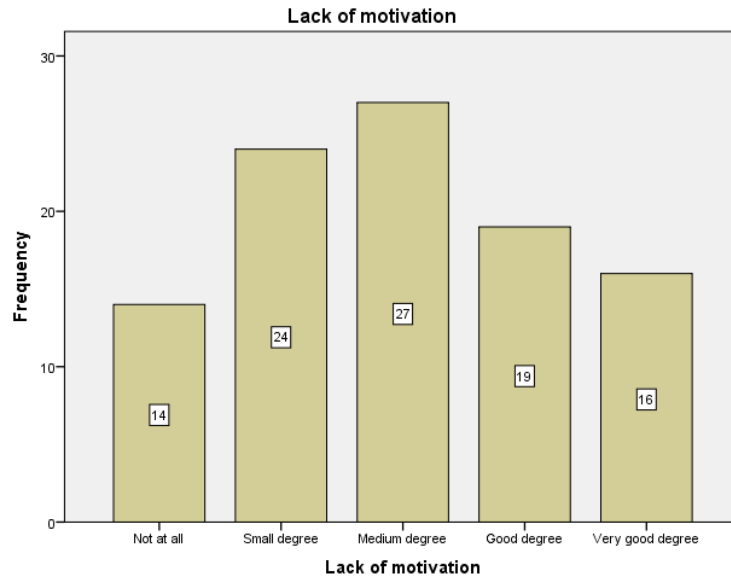
Figure 22. Lack of motivation as an obstacle

The participants were asked to declare which reasons are not helping the application of ICT in a large scale in the specific course. As seen below, 30 of them believe that the lack of time is not affecting the use of ICT, or affects in a small degree, while 31 of them believe that affects in a medium degree. Finally, 39 of them believe that it affects in a good or very good degree.

Figure 23. The factor lack of time

As seen below, 30 of them believe that the lack of infrastructure is not affecting the use of ICT, or affects in a small degree, while 29 of them believe that affects in a medium

61

degree. Finally, 52 of them believe that it affects in a good or very good degree.

Figure 24. The factor lack of infrastructure

As seen below, 21 of them believe that the lack of training is not affecting the use of ICT, or affects in a small degree, while 30 of them believe that affects in a medium degree. Finally, 49 of them believe that it affects in a good or very good degree.

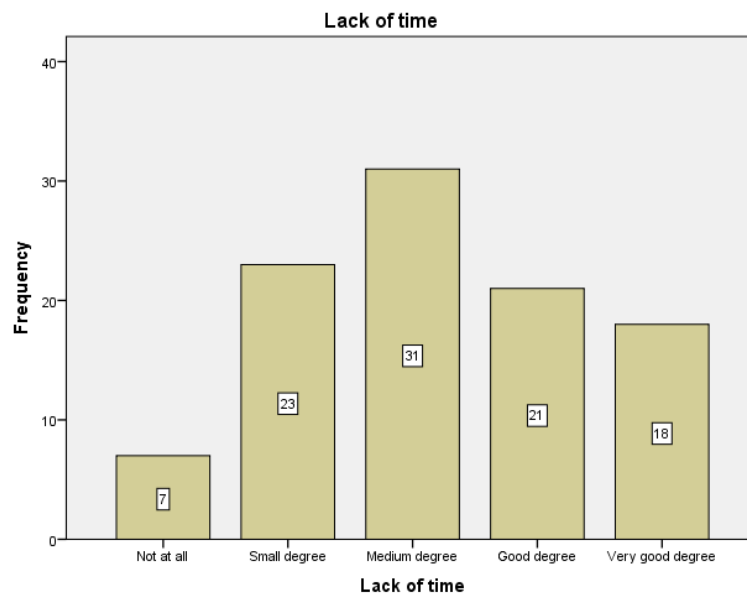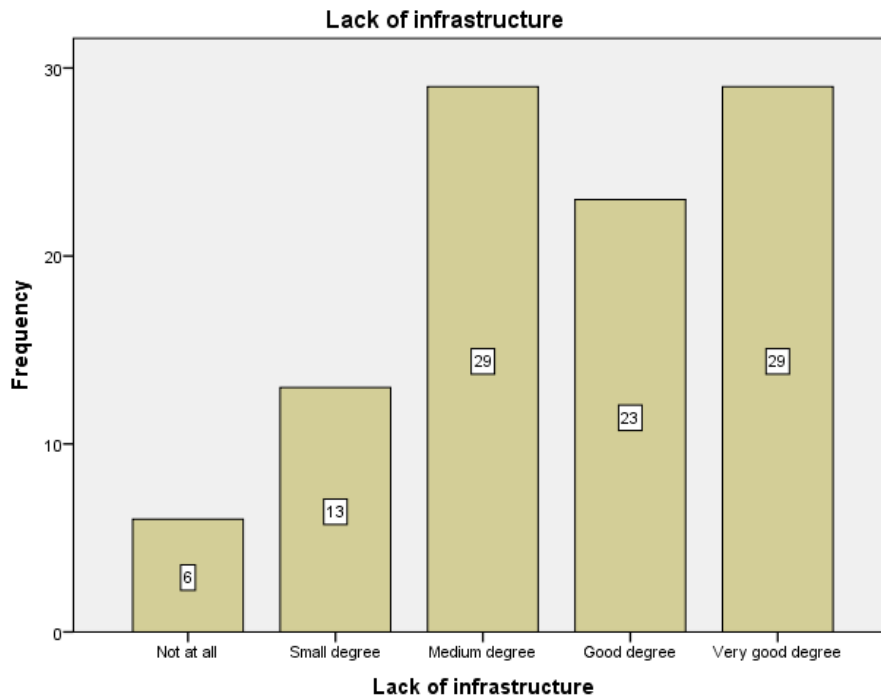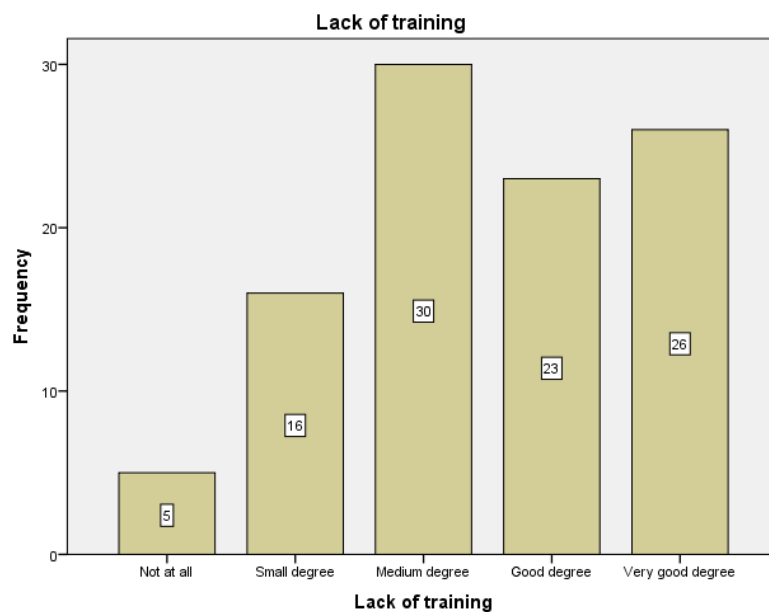Figure 25. The factor lack of training

CHAPTER V

CONCLUSIONS

In a period of intense and continuous educational, social, economic and cultural competitions and changes, Olympic Education is educational innovation, which poses as a challenge for the school, but also other factors that limit the educational process. The application Olympic Education programs tend to take on large proportions and to significantly affect a number of permanent elements of global education. Pedagogy, is a key prerequisite for securing of their quality and effectiveness in the context of education procedure. Also, based on the results of the literature research, we may say that Olympic Education is an innovative educational process with a global recognition. As for Greece, the program of Olympic Education in our country was one comprehensive intervention in education because the literature show that the program was accepted by all students and educational community, and also assisted the opening of the school to society. Remarkable actions were implemented in accordance with the educational values and principles of Olympism. Also, interdisciplinarity and cooperation between schools and teachers was promoted, and also innovative teaching methods were used and finally the role of the school unit and its functionality and autonomy was upgraded, and also school volunteering was promoted.

The present paper is considered to be able to contribute some new elements in the bibliography of the scientific field of Olympic Education and especially the use of ICT in the programs. A number of studies have been conducted on the application of ICT in too many courses, but few in Olympic Education. For this reason, it is advisable to conduct research on the effectiveness of ICT in Olympic Education. Another issue that emerges is the lack of relevant digital educational material that will be suitable for use in Olympic education. It is considered appropriate for you to train Physical Education teachers so that they are able to create the appropriate educational material on their own.

The analysis of the research data showed that the majority of teachers use ICT in the course of Olympic Education, but also point out as the main obstacles the lack of relevant infrastructure and their own relevant knowledge. The latter also highlights the importance of training Physical Education teachers before the introduction of ICT in the Olympic Education course became wider. Other reasons that seem to act as a

deterrent are the lack of time, the curriculum that needs information and the lack of motivation from students. Finally, the majority of educators who participated in the study believe that the introduction of ICT in the Olympics Education course, in addition to a better understanding of the values of Olympism, help students acquire ICT skills and teamwork skills.

According to (Makris, Georgiadis & Mountakis, 2016) collaborative teaching methods have been developed significantly, in recent years, worldwide especially during the implementation of innovative educational programs such as Olympic Education. The the active participation in the learning process, the interdisciplinary approach to the issues, learning through discovery, the focus on problem solving and decision-making are some of the priorities that make up their core framework. At the same time, their teaching choices enhance experiential learning and utilize the pre-existing knowledge and experience, cultivate critical thinking, action and develop it social interaction and collectivity. The cultivation of critical and creative thinking is a very serious reason that imposes learning processes that are based on the characteristics of collaborative teaching methods and can only be achieved in an atmosphere of personal search and interest, free from institutionalized distributions of teaching. time and prescribed courses of action (Makris, Georgiadis & Mountakis, 2016)

Despite the wide research on collaborative teaching methods in Olympic Education, the same does not appear to have happened with ICT, despite the fact that they contribute to collaboration between students. In the context of ICT-assisted teaching based on behavioral view of learning, the teacher has the role of transmitter of knowledge to students and his teaching actions, in essence, aim at accepting this knowledge, as is documented in school or other textbooks. In this teaching context, the concepts are taught individually, presented linearly and students are passively involved in process of accepting the information provided to them, even if - in this area - ICT usually contribute significantly, mainly, in terms of strengthening the multilevel interactivity of the way information is presented and internal motivation of students for the lesson (Komis, 2004; Korombili and Togia, 2015).

In contrast, according to constructive views on learning, the human mind does not operates linearly and therefore has difficulty understanding the fragmentary

knowledge that provided, in the context of behavioral logic. Constructive didactics approaches are not so much about transmitting information, even with exploitation interactive supervisory tools such as ICT, as well as encouraging it student to create knowledge, to (co) create it in collaboration with them his classmates (socially constructive) and to develop / master met cognitive skills such as evaluating, organizing, understanding and transferring / transforming new knowledge in authentic conditions. With a constructive approach to learning, the emphasis is in the student and not in the teacher, since he is limited in his role manager of learning processes and animator of children, to become gradually "responsible" for their own learning, actively participating in all phases development (Komis, 2004; Korombili and Togia, 2015).

Students using ICT assignments can easily and fast to search for and select the appropriate material, in order to reflect, judge, evaluate and make assumptions and findings. In this way they can get in touch especially in the lesson of OE in order to get to know the timeless truths of Olympism through an experiential learning process that characterized by exploration, discovery and management of knowledge (Komis, 2004).

The use of ICT's in OE demands well trained teachers however, in addition to the teacher, many other causes have been recorded as obstacles for the wider use of ICT's . Some researchers refer to external difficulties in accessing the school's computer labs, obsolete hardware, inappropriate software, etc. Some other studies deal with issues of political will and planning in order to shape the educational framework and curricula to facilitate the entry of ICT in the classroom (Tzavara & Komis, 2011). There are surveys that focus on the problem of insufficient knowledge of computer operation by teachers (Vangelatos, Foskolos, & Komninos, 2011). Still others focus on internal barriers that is, in the emotional reactions of teachers that are caused from their existing attitudes and beliefs towards the ICT's (Vangelatos, Foskolos, & Komninos, 2011). Many researchers also talk about the lack of self-sufficiency that teachers feel, that is, of self-confidence in order to make use of them ICT (Schoretsanitou, & Vekyri, 2010). But in our opinion the biggest challenge and discussion has to do with the lack of theoretical training of teachers in pedagogy approaches that negotiate the successful contribution of ICT's to the teaching of each of scientific object (Karasavvidis & Kollias, 2012).From the above it is obvious that an important element for the successful

introduction of ICT in Olympic education is the training of teachers, in order to overcome all these obstacles.

The timelessness of the principles of Olympism, as well as their global character, is the reason why the relevant programs should continue to exist and be supported by the State. At the same time, the relationship between ICT and education is becoming more and more narrow and we can say with certainty that it will not be revived. This relation is less powerful in the programs of the Olympic Education and for this the people in charge should take care that this changes.

Therefore, the efforts of the modern school in the introduction of innovative programs such as Olympic Education, with the application of alternative teaching approaches, based on the active involvement of students and all actors involved in the educational process, necessarily presupposes the institutionalization of collaborative teaching methods and especially the project method.

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APPENDIX

Dear colleagues, this research is implemented in the context of my thesis in the MASTER'S Degree **"Organization and Management of Olympic Events"** run by the University of the Peloponnese, Department of'' Sports Organization and Management ''SPARTA. The purpose of the research is to investigate the views of Physical Education teachers regarding the application of ICT in the course of Olympic Education. I inform you that your answers are confidential, while there are no right and wrong answers. At each stage of the research, all the prescribed rules of ethics and ethics will be observed, while your answers will remain completely confidential and will be used exclusively and only in the context of this research.

Μουρούτη Γεωργία

Demographics

1. Write down your gender

   Woman ☐

   Man ☐

2. Note your age

   Upto 30 years ☐

   31-40 years old ☐

   41-50 years old ☐

   Over 50 years ☐

3. Write down your service status

   Permanent ☐

   Substitute ☐

   Hourlywaged ☐

4. Note your years of service

   Upto 5 years ☐

   6 to 10 years ☐

   11-15 years ☐

   16-20 years ☐

Over 20 years   ☐

5. Note the years you teach the Olympic Education course

Up to 5 years   ☐
6 to 10 years   ☐
over 10 years   ☐

ICT and Olympic Education

6. Note if you have been trained in the application of ICT and if so how.

Yes   ☐
No.   ☐

7. Method of training

Postgraduate studies   ☐
Participation in a training seminar lasting more than 100 hours   ☐
Participation in a training seminar lasting less than 100 hours   ☐
Participation in a training day   ☐

8. To what extent do you use ICT in the Olympic Education course (Note one of the following).

Not at all   ☐
To a small degree   ☐
In moderation degree   ☐
To a very good degree   ☐
To a very good degree   ☐

9. To what extent have you created educational material for the course of Olympic Education using ICT? (Noteone of the following).

Notatall   ☐

To a small degree ☐

In moderation degree ☐

To a very good degree ☐

To a very good degree ☐

10. To what extent have you used distance teaching methods in the course of Olympic Education? (Noteone of the following).

Notatall ☐

To a small degree ☐

In moderation degree ☐

To a very good degree ☐

To a very good degree ☐

11. In case you have used ICT in the teaching of the Olympic Education course (albeit to a small extent) teaching note which of the following you have used (Note more than one).

Asynchronous teaching ☐

Synchronous teaching ☐

Combination of the above ☐

Interactive applications ☐

Simulations ☐

Virtual reality ☐

Other (notewhat) ………………………… ..

12. . To what extent do you consider that you are properly prepared for the application of ICT in the course of Olympic Education on a large scale? (Noteone of the following).

Notatall ☐

To a small degree ☐

In moderation degree ☐

To a very good degree   ☐

To a very good degree   ☐

13. To what extent do you consider that your students are properly prepared for the application of ICT in the course of Olympic Education? (Noteone of the following).

Notatall   ☐

To a small degree   ☐

In moderation degree   ☐

To a very good degree   ☐

To a very good degree   ☐

14. Note the degree to which the following factors make it difficult to apply ICT in the course of Olympic Education. (Noteone of the following).

Factor	Notatall	To a small degree	Inmoderate degree	To a largeextent	To a very large extent
Incompleteequipment					
Insufficientrelevantskills					
Lack of motivation					

15. Note the extent to which you consider the existing Curriculum to assist in the use of ICT in the Olympic Education course. (Noteone of the following).

Notatall   ☐

To a small degree   ☐

In moderation degree   ☐

To a very good degree   ☐

To a very good degree   ☐

16. Note to what extent the following factors influence the introduction of ICT in the course of Olympic Education. (Noteone of the following).

Factor	Notatall	To a small degree	Inmoderate degree	To a largeextent	To a very large extent
Lack of time					
Lack of infrastructure					
Absence of relevantinstructions					
Absence of relevanttraining					

17. Note the extent to which students can have the following benefits from the introduction of ICT in the Olympic Education course. (Noteone of the following).

Benefit	Notatall	To a small degree	Inmoderate degree	To a largeextent	To a very large extent
Understanding the values of Olympism					
Interactwithotherstudents					
Acquisition of ICT skills					
Acquisition of teamworkskills					

Thank you for your participation

Μουρούτη Γεωργία