INTERDISCIPLINARY CURRICULA TO PROMOTE MOTIVATIONAL CLIMATE IN PHYSICAL EDUCATION AND SCHOOL

Papaioannou Athanasios
(University of Thessaly, Greece)

It is proposed that interdisciplinary curricula aiming at the horizontal connection of skills between physical education and other academic subjects can cultivate the meaningfulness of mastery and promote adaptive motivational climates both in physical education and school. Interdisciplinary skills such as problem solving, critical elaboration of information and values, creative invention, communication and cooperation, determine achievement and motivation in physical education, school and life in general. An important determinant of these interdisciplinary skills is a personal improvement goal in life. According to Multidimensional Model of Goal Orientations proposed by Papaioannou (1999), a personal improvement goal in life activates self-regulation strategies such as planning and goal setting, self-monitoring, self-instruction, evaluation and corrective intervention strategies, which are the most important ingredients of interdisciplinary skills such as problem solving, critical elaboration and creative invention. Curricula emphasizing personal improvement goal in life pave the way for the adoption of these self-regulatory strategies across school disciplines and the development of interdisciplinary skills. An interdisciplinary curriculum developed by Milosis and Papaioannou (in press) taught students how to set personal goals in physical activity settings, monitor progress and commit themselves in goal pursuit. Gradually students learned how to apply these strategies to improve achievement in math and Greek language classes and responsibility in home. The motto of this program was 'by improving myself everywhere I will live a better life'. This intervention lasted six months and had a large positive impact on mastery-oriented climate and intrinsic motivation in physical education and students' mastery goals in physical education, math and Greek language classes. Moreover, the intervention had substantial positive impact on students' multidimensional self-concept and their satisfaction in physical education and other academic disciplines. On the other hand, the intervention had a large negative impact on amotivation and perceptions of normative evaluations and ego-involving climate. Taking into consideration that this is the first reported study with large effects on mastery-oriented climate, it seems likely that the adoption of interdisciplinary curricula emphasizing personal improvement and self-regulatory strategies is the most promising direction for the enhancement of students' motivation in physical education and school.

References

Papaioannou, A. (1999). Towards multidimensional hierar-

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