

Curriculum Vitae

Marios Goudas

Professor

Department of Physical Education and Sport Science
University of Thessaly

Address: Department of Physical Education and Sport Science,
University of Thessaly, Karies, 421 00, Trikala, Greece
Tel.: ++30 24310 47045
Fax: ++30 24310 47042
e-mail: mgoudas@pe.uth.gr

Brief

Date of birth: 27/1/1969

Nationality: Greek

Marital Status: Married, 2 children

Education

1991-1994 Ph.D , School of Education, University of Exeter (Thesis title: Intrinsic motivation and goal orientations in physical education)

1987-1991 Bsc, Department of Physical Education and Sport Science, Aristotle University of Thessaloniki

Appointments

1996-1998 Teaching Assistant, Dept. of P.E. and Sport Science, Univ. of Thessaly

1998-2002 Lecturer, Dept. of P.E. and Sport Science, Univ. of Thessaly

2003 -2007 Assistant Professor, Dept. of P.E. and Sport Science, Univ. of Thessaly

2008-2011 Associate Professor, Dept. of P.E. and Sport Science, Univ. of Thessaly

2012 - Professor, Dept. of P.E. and Sport Science, Univ. of Thessaly

Distinctions. University of Thessaly Distinguished Researcher in Humanities and Social Sciences.

Summary

Items	<u>n</u>
Books	9
Book chapters	10
Papers in refereed Journals	117
Books Translation	2
Edited Books	1
Editorship of Journals' Special Issues	3
Editorship of Conference Proceedings	3
Short Papers in Refereed Conference Proceedings	12
Supervision of Completed Phds/ Masters	4/22
Funded projects n/amount (euros)	17/1.100.000
Citations Scopus/Google Scholar (28/12/2022)	2322/8844
h-index Scopus/Google Scholar	26/46
Citations in Books	250
Paper reviews	120

Books

1. Γούδας, Μ., & Κολοβελώνης, Α. (2022). *Η Διδασκαλία Δεξιοτήτων Ζωής και Αυτο-ρύθμισης της Μάθησης στον Αθλητισμό και στην Εκπαίδευση*. [Teaching life and self-regulation skills in sport and in education. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις.
2. Kolovelonis, A., & Goudas, M. (2015). Διδάσκοντας αθλητικές δεξιότητες στα παιδιά. [Teaching children sport skills]. Θεσσαλονίκη: Εκδ. Χριστοδουλίδη.
3. Diggelidis, N., Goudas, M., Theodorakis, I., Patsiaouras, A., Ntanis, A., Theodosiou, A., Kolovelonis, A., Kosmidou, E., & Milosis, D., (2015). Φυσική Αγωγή: Οδηγός Εκπαιδευτικού για το Λύκειο. [Teacher Guide: Physical Education – Upper Secondary School]. Αθήνα: Υ.Π.Ε.Π.Θ. [Greek Ministry of Education]
4. Goudas, M. Hasandra, M., Papacharisis, V., & Gerodimos, V. (2006). Φυσική Αγωγή Α' Γυμνασίου – Βιβλίο Καθηγητή. [National Curriculum, Physical Education – Grade 7] Αθήνα: Υ.Π.Ε.Π.Θ. [Greek Ministry of Education]
5. Goudas, M, Perkos, S., & Theodorakis, Y. (2004). Ψυχολογική υποστήριξη στο μπάσκετ. [Psychological Preparation for Basketball] Θεσσαλονίκη: Εκδ. Χριστοδουλίδη.
6. Kioumourtzoglou, E. & Goudas, M. (2003). Το μπάσκετ πέρα από τα βασικά και στα συστήματα. [Basketball beyond skills and tactics] Θεσσαλονίκη: Εκδ. Χριστοδουλίδη.
7. Papaioannou, A., Theodorakis, Y., & Goudas, M. (1999). Για μια καλύτερη φυσική αγωγή. Θεσσαλονίκη: [Towards a better physical education]. Εκδ. Χριστοδουλίδη.
8. Theodorakis, Y., & Goudas, M. (2002). Η ψυχολογία στα γυμναστήρια. Τεχνικές για μακρόχρονη συμμετοχή των ασκούμενων. [Psychology in the gym: Techniques for prolonged participation]. Θεσσαλονίκη: Εκδ. Χριστοδουλίδη.
9. Theodorakis, Y., Goudas, M., & Papaioannou, A. (2002). Ψυχολογική υπεροχή στον αθλητισμό. [Psychological excellence in sport] Θεσσαλονίκη: Εκδ. Χριστοδουλίδη.

Book chapters

1. Doganis, G., Goudas, M., & Wright, P. (2019). The unifying role of player responsibility in football. In Konter, E., Beckman, J., Loughhead, T. (Eds.), *Football psychology: From theory to Practice* (pp. 50 -60). London: Routledge.
2. Pesce, C., Faigenbaum, A.D., Goudas, M., & Tomporowski, P. (2018). Coupling our plough of thoughtful moving to the star of children's right to play: From neuroscience to multi-sectoral promotion. In R., Meeusen, S. Schaefer, P. Tomporowski & R. Bailey, (Eds.), *Physical activity and educational achievement: Insights from exercise neuroscience*, (pp. 247-274). London: Routledge.
3. Baker, C., Leasu, F., Nutt, G., Abrahams, M., Wittmanova, J., Kudlacek, M., Goudas, M., Kolovelonis, A., Rogozea, L., Wojtasik, T., & Dziegiel, A. (2017). Enhancing Quality in Primary Physical Education (EQuiPPE): A European project to increase primary teachers' skills and confidence. In D. Colella, B. Antala, S.

Epifani (Eds), Physical education in primary school. Researches – best Practices – situation (pp. 199-211). Lecce: Pensa MultiMedia

4. Goudas, M., Kolovelonis, A., & Dermitzaki, I. (2013). Implementation of self-regulation interventions in physical education and sports contexts. In Bembenuddy, H., Cleary, T., & Kitsantas, A. (Eds.), *Applications of self-regulated learning across diverse disciplines: A tribute to Barry J. Zimmerman* (pp. 383 -416). Greenwich, CT: Information Age.
5. Theodorakis, Y., Hatzigeorgiadis, A., Chroni, S., & Goudas, M. (2007). Goal setting in physical education. In J. Liukkonen (Ed.) *Psychology for physical educators* (pp. 21-34). Champaign, IL: Human Kinetics.
6. Papaioannou, A., & Goudas, M. (1999). Motivational climate in physical education. In Y.V. Auweele, F., Bakker, S. Biddle, M. Durand, & R. Seiler, (Eds.), *Textbook on psychology for physical educators*. Champaign, IL: Human Kinetics
7. Γούδας, Μ., Χασάνδρα, Μ., & Κοσμίδου, Ε. (2008). Κοινωνικές ανισότητες και κοινωνικός αποκλεισμός. [Social inequalities and social exclusion – Teachers’ Book] . In Theodorakis Y. (Ed.): Πρόγραμμα Καλλιπάτειρα – Από τα σπορ στην καθημερινή ζωή – Όλοι διαφορετικοί, όλοι ίσοι – Βιβλίο Εκπαιδευτικού [The Kalipatira project. From sport to daily life. All equal – all different – Teachers’s Book] (pp 94-104). Greek Ministry of Education
8. Γούδας, Μ., Χασάνδρα, Μ., & Κοσμίδου, Ε. (2008). Διδακτικές Κάρτες – Ενότητα Κοινωνικές ανισότητες και κοινωνικός αποκλεισμός. [Lesson Plans for Social inequalities and social exclusion – Teachers’ Book]. In Theodorakis Y. (Ed.): Πρόγραμμα Καλλιπάτειρα – Από τα σπορ στην καθημερινή ζωή – Όλοι διαφορετικοί, όλοι ίσοι – Βιβλίο Εκπαιδευτικού [The Kalipatira project. From sport to daily life. All equal – all different – Teachers’s Book (pp. 158-104). Greek Ministry of Education.
9. Γούδας, Μ., Χασάνδρα, Μ., & Κοσμίδου, Ε. (2008). Διδακτικές Κάρτες – Ενότητα Κοινωνικές ανισότητες και κοινωνικός αποκλεισμός. [Student activities for Social Inequalities and Social Exclusion – Students Book –Grades 1,2,&3). In Theodorakis Y. (Ed.): Πρόγραμμα Καλλιπάτειρα – Από τα σπορ στην καθημερινή ζωή – Όλοι διαφορετικοί, όλοι ίσοι – Βιβλίο Εκπαιδευτικού [The Kalipatira project. From sport to daily life. All equal – all different. Students Book Grades 1,2, & 3. (pp. 26-29). Greek Ministry of Education.
10. Γούδας, Μ., Χασάνδρα, Μ., & Κοσμίδου, Ε. (2008). Διδακτικές Κάρτες – Ενότητα Κοινωνικές ανισότητες και κοινωνικός αποκλεισμός. [Student activities for Social Inequalities and Social Exclusion – Students Book –Grades 4, 5,& 6). In Theodorakis Y. (Ed.): Πρόγραμμα Καλλιπάτειρα – Από τα σπορ στην καθημερινή ζωή – Όλοι διαφορετικοί, όλοι ίσοι – Βιβλίο Εκπαιδευτικού [The Kalipatira project. From sport to daily life. All equal – all different. Students’ Book Grades 4, 5, & 6. (pp. 21-26). Αθήνα: Παιδαγωγικό Ινστιτούτο
11. Γούδας, Μ., Χασάνδρα, Μ., & Κοσμίδου, Ε. (2008). Διδακτικές Κάρτες – Ενότητα Κοινωνικές ανισότητες και κοινωνικός αποκλεισμός. [Student activities for Social Inequalities and Social Exclusion – Students Book –Grades 7, 8,& 9). In Theodorakis Y. (Ed.): Πρόγραμμα Καλλιπάτειρα – Από τα σπορ στην καθημερινή ζωή – Όλοι διαφορετικοί, όλοι ίσοι – Βιβλίο Εκπαιδευτικού [The Kalipatira project. From sport to daily life. All equal – all different. Students’ Book Grades 7, 8, & 9. (pp. 27- 30).

Edited Books

Capturing the Wider Psycho-social Outcomes Of Health Interventions and Programmes. Lausanne: Frontiers Media SA. doi: 10.3389/978-2-88971-309-7
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Papers in Refereed Journals
(Arranged by Topic/Chronological order)

Physical Education and Cognition

1. Kolovelonis, A.; Pesce, C.; Goudas, M. (2022). The Effects of a Cognitively Challenging Physical Activity Intervention on School Children's Executive Functions and Motivational Regulations. *International Journal of Environmental Research and Public Health*, 19, 12742. <https://doi.org/10.3390/ijerph191912742>
2. Kolovelonis, A. & Goudas, M. (2022). Acute enhancement of executive functions through cognitively challenging physical activity games in elementary physical education. *European Physical Education Review*, DOI: 10.1177/1356336X221135139
3. Kolovelonis, A., & Goudas M., (2022). Exploring the effects of three different types of cognitively challenging physical activity games on students' executive functions and situational interest in physical education. *Cogent Education*, 9:1, 2148448, DOI: 10.1080/2331186X.2022.2148448
4. Kolovelonis, A.; Samara, E.; Digelidis, N.; & Goudas, M. (2022) Elementary Students' Perceptions of Cognitively Challenging Physical Activity Games in Physical Education. *Children*, 9, 1738. <https://doi.org/10.3390/children9111738>

Self-Regulated Learning in Physical Education and Youth Sport

5. Kolovelonis, A., Goudas, M., & Samara, E. (2020). The Effects of a Self-Regulated Learning Teaching Unit on Students' Performance Calibration, Goal Attainment, and Attributions in Physical Education. *The Journal of Experimental Education*, DOI: 10.1080/00220973.2020.1724852
6. Kolovelonis, A., Goudas, M., & Samara, E. (2020). The Effects of a Self-Regulated Learning Teaching Unit on Students' Performance Calibration, Goal Attainment, and Attributions in Physical Education. *The Journal of Experimental Education*, DOI: 10.1080/00220973.2020.1724852
7. Kolovelonis, A., & Goudas, M. (2019). Does performance calibration generalize across sport tasks? A multiexperiment study in physical education. *Journal of Sport and Exercise Psychology*, 41, 333-344.
8. Kolovelonis, A., & Goudas, M. (2018). The relation of physical self-perceptions of competence, goal orientation, and optimism with students' performance calibration in physical education. *Learning and Individual Differences*, 61, 77-86. doi: 10.1016/j.lindif.2017.11.013
9. Goudas, M., Dermitzaki, I., & Kolovelonis, A., (2017). Self-regulated learning and students' metacognitive feelings in physical education. *International Journal of Sport and Exercise Psychology*, 15, 131-145. <http://dx.doi.org/10.1080/1612197X.2015.1079791>
10. Kolovelonis, A., Goudas, M., Dermitzaki, I., & Kitsantas, A. (2013). Self-Regulated Learning and Performance Calibration among Elementary Physical Education Students. *European Journal of Psychology of Education*, 28, 685-701.
11. Kolovelonis, A., & Goudas, M. (2013). The development of self-regulated learning of motor and sport skills in physical education: A review. *Hellenic Journal of Psychology*, 10, 193-210.
12. Kolovelonis, A. Goudas, M., & Dermitzaki, I. (2012). Students' performance calibration in a basketball dribbling task in elementary physical education.

- International Electronic Journal of Elementary Education*, 4, 507-517.
13. Kolovelonis, A., Goudas, M., & Dermitzaki, I. (2012). The Effects of Self-Talk and Goal Setting on Self-Regulation of Learning a New Motor Skill in Physical Education. *International Journal of Sport and Exercise Psychology*, 10, 1-15.
 14. Kolovelonis, A., Goudas, M., Hassandra, M. & Dermitzaki, I. (2012). Self-Regulated Learning in Physical Education: Examining the Effects of Emulative and Self-Control Practice. *Psychology of Sport and Exercise*, 13, 383-389.
 15. Kolovelonis, A., & Goudas, M. (2012). Students' Recording Accuracy in the Reciprocal and the Self-Check Teaching Styles in Physical Education. *Educational Research and Evaluation*, 18, 733-747.
 16. Kolovelonis, A. Goudas, M., & Dermitzaki, I. (2011). The effects of instructional and motivational self-talk on students' motor task performance in physical education. *Psychology of Sport and Exercise*, 12, 153-158.
 17. Kolovelonis, A. Goudas, M., & Dermitzaki, I. (2011). The effect of different goals and self-recording on self-regulation of learning a motor skill in a physical education setting. *Learning and Instruction*, 21, 355-364.
 18. Kolovelonis, A., Goudas, M., & Gerodimos, V. (2011). The effects of the reciprocal and the self-check styles on pupils' performance in primary physical education. *European Physical Education Review*, 17, 35-50.
 19. Kolovelonis, A, Goudas, M., & Dermitzaki, I. (2010). Self-regulated learning of a motor skill through emulation and self-control levels in a physical education setting. *Journal of Applied Sport Psychology*, 22, 198-212.
 20. Dermitzaki, I., Leondari, A., & Goudas, M. (2009). Relations between young students' strategic behaviours, domain-specific self-concept, and performance in a problem-solving situation. *Learning and Instruction*, 19, 144-157.

Life Skills Teaching in Sport and Physical Education

21. Pesce, C., Marchetti, R., Forte, R., Crova, C., Scatigna, M., Goudas, M., & Danish, S. J. (2016). Youth Life Skills Training: Exploring Outcomes and Mediating Mechanisms of a Group-Randomized Trial in Physical Education. *Sport, Exercise, and Performance Psychology*, 5, 232-246.
<http://dx.doi.org/10.1037/spy0000060>
22. Goudas, M. (2010). Prologue: A review of life skills teaching in sport and physical education. *Hellenic Journal of Psychology*, 7, 241-258.
23. Goudas, M., & Giannoudis, G. (2010). A qualitative evaluation of a life skills teaching program in a physical education context. *Hellenic Journal of Psychology*, 7, 315-334.
24. Hassandra, M., Kofou, G., Goudas, M., & Theodorakis, Y. (2010). Greek physical education teachers' views about sociomoral education. *International Journal of Physical Education*, 3, 33-39.
25. Hassandra, M. & Goudas, M. (2010). An evaluation of a physical education program for the development of students' personal and social responsibility. *Hellenic Journal of Psychology*, 7, 275-297.
26. Goudas, M., & Magotsiou, E.(2009). The effects of a cooperative physical education program on students' social skills. *Journal of Applied Sport Psychology*, 21, 356-364.
27. Goudas, M., Magotsiou, E., & Hatzigeorgiadis, A. (2009). Psychometric properties of the Greek version of the Feelings Toward Group Work Questionnaire. *European Journal of Psychological Assessment*, 25, 204-210.
28. Goudas, M., Magotsiou, E., & Hatzigeorgiadis, A. (2009). Self – and peer – assessment of social competence. *Perceptual and Motor Skills*, 108, 94-96.

29. Goudas, M., & Giannoudis, G. (2008). A team-sports-based life-skills program in a physical education context. *Learning and Instruction*, 18, 528-536.
30. Hassandra, M., Goudas, M., Hatzigeorgiadis, A., & Theodorakis, Y. (2007). A fair play intervention program in school Olympic Education. *European Journal of Psychology of Education*, XXII, 99-114.
31. Goudas, M., Dermitzaki, I., Leondari, A., & Danish, S. (2006). The effectiveness of teaching a life skills program in a physical education context. *European Journal of Psychology of Education*, XXI, 429-438.
32. Magotsiou, E., Goudas, M., & Hasandra, M. (2006). Validity and reliability of the Greek version of the Multisource Assessment of Social Competence Scale. *Perceptual and Motor Skills*, 103, 667-675.
33. Papacharisis, V., Goudas, M., Danish, S., & Theodorakis, Y. (2005). The effectiveness of teaching a life skills program in a sport context. *Journal of Applied Sport Psychology*, 17, 247-254.

Motivation in Physical Education, Sport and Education

34. Morela, E., Hatzigeorgiadis, A., Theodorakis, Y., Goudas, M., & Elbe, A. M. (2021). Youth sport motivational climate and attitudes toward migrants' acculturation: The role of empathy and altruism, *Journal of Applied Social Psychology*. *Journal of Applied Social Psychology*, 51, 32-41 DOI: 10.1111/jasp.12713
35. Koutelidas, A., Digelidis, N., Syrbas, I., Wright, P., & Goudas, M. (2020). Students' perceptions of responsibility in physical education: a qualitative study. *Education* 3-13.
36. Syrmpas, I., Kolovelonis, A., & Goudas, M. (2020) "After School Exercise": A Program to Promote Students Physical Activity I. Theoretical Background and Program Development, *Inquiries in Physical Education and Sport*, 18, 2.
37. Gerabinis, P., & Goudas, M., (2019). A qualitative investigation of young footballers' perceptions regarding developmental experiences. *Social Sciences*, 8, 215. doi:10.3390/socsci8070215
38. Gerabinis, P., Hatzigeorgiadis, A., Theodorakis, Y., & Goudas, M. (2018). Sport climate, developmental experiences and motivational outcomes in youth sport. *Journal of Education and Human Development*, 7, 58-65.
39. Sanchez de Miguel, M., Lizaso, I., Hermosilla, D., Alcover, C.M., Goudas, M., & Arranz-Freijo, E. (2017). Preliminary validation of the Perceived Locus of Causality scale for academic motivation in the context of university studies (PLOC-U). *British Journal of Educational Psychology*. DOI:10.1111/bjep.12164
40. Kolovelonis, A., Mousouraki, M., Goudas, M., & Michalopoulou, M. (2013). Psychometric properties of the Greek version of the children and youth Physical Self-Perception Profile Questionnaire. *Advances in Physical Education*, 3, 158-164.
41. Vlachopoulos, S., Katartzi, E. Kontou, M., Moustaka, F., & Goudas, M. (2011). The revised perceived locus of causality in physical education scale: Psychometric evaluation among youth. *Psychology of Sport and Exercise*, 12, 583-592.
42. Goudas, M., & Hassandra, M. (2006). Greek students' motives for participation in physical education. *International Journal of Physical Education*, XLIII, 85-89.
43. Goudas, M., & Dermitzaki, I. (2004). Participation motives in physical education: An expectancy – value approach. *Perceptual and Motor Skills*, 99, 1168 – 1170.
44. Papacharisis, V., Simou, K., & Goudas, M. (2003). The relationship between intrinsic motivation and intention towards exercise. *Journal of Human Movement Studies*, 45, 277-386.

45. Papacharisis, V., & Goudas, M. (2003). Perceptions about exercise and intrinsic motivation of students' attending a health-related program. *Perceptual and Motor Skills*, 97, 689-696.
46. Hassandra, M., Goudas, M., & Chroni, S. (2003). Examining factors associated with intrinsic motivation in physical education: A qualitative approach. *Psychology of Sport and Exercise*, 4, 211-223.
47. Tzetzis, G., Goudas, M., Kourtessis, T., & Zisi, V. (2002). The relation of goal orientations to physical activity in physical education. *European Physical Education Review*, 8, 177-188.
48. Biddle, S.J.H., Akande, D., Armstrong, N., Ashcroft, M., Brooke, R., & Goudas, M. (1996). The self-motivation inventory modified for children: Evidence on psychometric properties and its use in physical exercise. *International Journal of Sport Psychology*, 27, 237-250.
49. Goudas, M., Dermitzaki, I., & Bagiatis, K. (2001). Motivation in physical education is correlated with participation in sport after school. *Psychological Reports*, 88, 491-496.
50. Goudas, M., Minardou, K., & Kotis, I. (2000). The effect of feedback regarding goal achievement on intrinsic motivation. *Perceptual and Motor Skills*, 90, 810-812.
51. Goudas, M., Dermitzaki, I., & Bagiatis, K. (2000). Predictors of students' intrinsic motivation in school physical education. *European Journal of Psychology of Education*, 15, 271-280.
52. Goudas, M. (1998). Motivational climate and intrinsic motivation in amateur basketball players. *Perceptual and Motor Skills*, 86, 323-327.
53. Goudas, M., Biddle, S., & Underwood, M. (1995). A prospective study of the relationships between motivational orientations and perceived competence with intrinsic motivation and achievement in a teacher education course. *Educational Psychology*, 15, 89-96.
54. Biddle, S., & Goudas, M. (1998). Physical education teacher efficacy: Scale development and relationship with curricular goals. *Αθληση και Κοινωνία*, [Sport and Society], 19, 23-32.
55. Goudas, M., Biddle, S., Fox, K. & Underwood, M. (1995). It ain't what you do, it's the way that you do it! Teaching style affects children's motivation in track and field lessons. *The Sport Psychologist*, 9, 254-264.
56. Biddle, S., & Goudas, M. (1997). Effort is virtuous: Teacher preferences of pupil effort, ability and grading in physical education. *Educational Research*, 39, 350-355.
57. Biddle, S., & Goudas, M. (1996). Analysis of children's physical activity and its association with adult encouragement and social cognitive variables. *Journal of School Health*, 66, 75-78.
58. Cury, F., Biddle, S., Famose, J.P., Goudas, M., Sarrazin, P., & Durand, M. (1996). Personal and situational factors influencing intrinsic interest of adolescent girls in school physical education: A structural equation modelling analysis. *Educational Psychology*, 16, 305-315.
59. Biddle, S., Cury, F., Goudas, M., Sarrazin, P., Famose, J.P., & Durand, M. (1995). Development of scales to measure perceived physical education classes climate: A cross-national project. *British Journal of Educational Psychology*, 65, 341-358.
60. Goudas, M., Biddle, S.J.H., & Fox, K.R. (1994). Achievement goal orientations and intrinsic motivation in physical fitness testing. *Pediatric Exercise Sciences*, 6, 159-167.
61. Biddle, S.J.H., Goudas, M., & Page, A. (1994). Social-psychological predictors of self reported actual and intended physical activity in a university workforce

- sample. *British Journal of Sports Medicine*, 28, 160-163.
62. Goudas, M., & Biddle, S.J.H. (1994). Perceived motivational climate and intrinsic motivation in school physical education classes. *European Journal of Psychology of Education*, 9, 241-250.
 63. Goudas, M., & Biddle, S. (1994). Intrinsic motivation in physical education: Theoretical foundations and contemporary research. *Educational and Child Psychology*, 11, (2), 868-76.
 64. Goudas, M., Biddle, S., & Fox, K. (1994). Perceived locus of causality, goal orientations, and perceived competence in school physical education classes. *British Journal of Educational Psychology*, 64, 453-463.
 65. Biddle, S., & Goudas, M., (1994). Sport, activite physique et sante chez les enfants (Sport, physical activity and mental health in children). *Enfance*, 2-3, 135-144.
 66. Fox, K.R., Goudas, M., Biddle, S.J.H., Duda, J., & Armstrong, N. (1994). Children's task and ego goal profiles in sport. *British Journal of Educational Psychology*, 64, 253-261.
 67. Goudas, M., & Biddle, S.J.H. (1993). Pupil perceptions of enjoyment in physical education. *Physical Education Review*, 16, 145-150.
 68. Ashford, B., Biddle, S.J.H., & Goudas, M. (1993). Participation in community sport centres: Motives and predictors of enjoyment. *Journal of Sport Sciences*, 11, 249-256.
 69. Biddle, S.J.H., & Goudas, M. (1993). Teaching styles, class climate and motivation in physical education. *British Journal of Physical Education*, 24, (3), 38-39.

Exercise and Health

70. Khudair M, Marcuzzi A, Ng K, et al. (2022). DE-PASS Best Evidence Statement (BEST): modifiable determinants of physical activity and sedentary behaviour in children and adolescents aged 5–19 years—a protocol for systematic review and meta- analysis. *BMJ Open*, 12, e059202. doi:10.1136/bmjopen-2021-059202
71. Touloudi, E., Hassandra, M.; Galanis, E.; Goudas, M.; Theodorakis, Y. (2022). Applicability of an Immersive Virtual Reality Exercise Training System for Office Workers during Working Hours. *Sports*, 10, 104. <https://doi.org/10.3390/sports10070104>
72. Panagiotounis, F., Hassandra, M., Goudas, M., Theodorakis, Y. (2021). Application of a theory-based exercise promotion program (RACE) for adults in therapy for substance use disorders: A longitudinal interventions study. *Exartisis*, 36, 58-75.
73. Tzouma, N. A., Morres, I.D. Goudas, M., Krommidas, C., Kotronis, V., Papaioannou, A. Theodorakis, Y. & Comoutos, N. (2021). Women's views and experiences of a perinatal exercise counselling intervention: A qualitative study, *International Journal of Sport and Exercise Psychology*, DOI: 10.1080/1612197X.2021.2019297
74. Hassandra, M., Galanis, E., Hatzigeorgiadis, A., Goudas, M., Mouzakidis, C., Karathanasi, E.M., Petridou, N., Tsolaki, M., Zikas, P., Evangelou, G., Papagiannakis, G., Bellis, G., Kokkotis, C., Panagiotopoulos, S., Giakas, G., & Theodorakis., Y. (2021). A Virtual Reality App for Physical and Cognitive Training of Older People With Mild Cognitive Impairment: Mixed Methods Feasibility Study. *JMIR Serious Games*, 9, 1, e24170.
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Book translation (from English to Greek)

	Book title	Author	Publisher	Translators	Greek Publisher
1	Basketball: Steps to success	Wissel, H.	Human Kinetics	Πέρκος, Σ., Γεροδήμος, Β., & Γούδας, Μ.	Χριστοδουλ ίδη
2	Coaches guide to sport psychology	<u>M</u> artens, R.	Human Kinetics	Θεοδωράκης, Ι., & Γούδας, Μ.	Σάλτο

Editorship of Journals' Special Issues

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| 1 | <u>Hellenic Journal of Psychology</u> , (2010), 7 (3). Special Issue: Life skills teaching in sport and physical education. |
| 2 | <u>Hellenic Journal of Psychology</u> , (2006), 3 (2). Special Issue: Self talk in sport psychology. |
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2. Skayiannis, P., Goudas, M., & Rodakinias, P. (2017). Sustainable mobility and physical activity: A meaningful marriage. *Transportation Research Procedia* 24C (2017) 81–88.
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4. Goudas, M., Tsimeas, P., Tsitskari, E., Baker, C., Loughgreen, E., & Crone, D. (2015). Skills and attributes needed in the workplace: A European survey of sport employers' and sport graduates' perceptions. *Proceedings of the 23rd International Congress on Physical Education and Sport*, Komotini, 17-19 May.
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11. Goudas, M., Vassiliou, S., & Akriboulis, Y. (1998). A qualitative investigation of coaches' views of sport psychology. Πρακτικά Που Διεθνούς Συνεδρίου Αθλητικής Ψυχολογίας. Πανεπιστήμιο Θεσσαλίας.
12. Goudas, M., Minardou, K., & Zanou, S. (1998). Interactive effect of goal orientations and feedback regarding goal achievement on intrinsic motivation. Πρακτικά Ιου Διεθνούς Συνεδρίου Αθλητικής Ψυχολογίας. Πανεπιστήμιο Θεσσαλίας
13. Goudas, M., & Biddle, S. (1993). Intrinsic motivation after fitness testing is affected by achievement goal orientations. Πρακτικά 8ου Παγκόσμιου Συνεδρίου Αθλητικής Ψυχολογίας

Supervision of completed Phds

	Name	Title
1	Diakaki Eleni	Greek cyclists on the move: Narrating the migration experience.
2	Kolovelonis Athanasios	Development, application and evaluation of a program for teaching self-regulation in physical education
3	Giannoudis Georgios	The effectiveness of a life-skills program in physical education
4	Magotsiou Evmorfia	Development, application and evaluation of a program for teaching social skills in physical education

Funded projects

	Title	Funding Body	Amount (Euros)
1.	Innovative physical activity games for physical and cognitive development	Hellenic Foundation for Research and Innovation	93.000
2.	Enhancing children's physical activity through self-regulation skills	Stavros Niarxios Foundation	63.000
3.	Improving Access to Mainstream Sports for Persons with Intellectual Disabilities	European Union – Erasmus +	26.000 (Partner Budget)
4.	Migrants' solidarity	European Union – Erasmus +	8000 (Partner Budget)
5.	SSaMs – Training Sports Students as Mentors to Improve the Educational Attainment of Boys and Young Men	European Union – Erasmus +	25100 (Partner Budget)
6.	TAGS – Teaching Awareness of Ethical Governance in Sport	European Union – Erasmus +	28600 (Partner Budget)
7.	Enhancing Quality Primary Physical Education	European Union – Erasmus +	35.000 (Partner Budget)
8.	Supporting Policy and Action for Active Environments	European Union – Erasmus +	50.000 (Partner Budget)
9.	Employability of Graduates of Sport	European Union – Erasmus LLP	70.000 (Partner Budget)
10.	The Kalipatira project. From sport to daily life. All equal – all different. (with Y. Theodorakis)	Greek Ministry of Education	250.000
11.	Curriculum development for the department of Physical Education and Sport Science (with Y. Theodorakis)	Greek Ministry of Education	248.000
12.	Self-Regulation Development for Learning A Sport Technique	Research Committee University of Thessaly	5000
13.	Teachers' accreditation in computing	Greek Ministry of Education	80.000
14.	Internship in physical education and sport	Greek Ministry of Education	120.000
15.	Development and Validations of Life	Research Committee	3.000

Skills Programs In Physical Education	University of Thessaly	
16. Employing qualitative methodology to examine factors affecting students' intrinsic motivation in physical education	Research Committee University of Thessaly	3.000
17. Developing educational materials for changing students' attitudes towards smoking and physical activity	Research Committee University of Thessaly	3.000
