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Developing an Instrument to Evaluate the OLI Olympic Education Program in Turkey: Case Study of Implementation

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Abstract

The goal of the 'Olympic Movement' is to contribute to building a peaceful and better world by educating youth through sport practices with Olympism and its values. To contribute to the Olympic Movement; Culture and Olympic Education Commission of Turkish NOC, has prepared an interactive Olympic education project called "OLI" since 2009, which reached 3 million students. It is very important to develop a means to analyze if the Olympic education program OLI fullfills its aims. Therefore the research question of this study is "What are the principal aims of the OLI program and how can we develop an evaluation procedure to assess the extent to which these aims are achieved?" A sample group was a class of students (n=33) who participated in the OLI education. The methodology of the study included developing the survey from the context of education given to evaluate the program. Before and after case study was conducted to the students. The questions developed were related to knowledge about the modern Olympic Games and knowledge of attitudes associated with, Olympic values and Olympism. According to the results of the survey; the OLI project increased the knowledge about Modern Olympic Games and the knowledge of attitudes associated with, Olympic values and Olympism. The importance of the study was that; even though there is a wide range of approaches to Olympic education programs, there is indeed no detailed evaluation methods. With this study; an approach which is short, sharp, feasible and something which can be used relatively easy to implement was developed.

Keywords: Olympic education; olympic movement; olympism; primary education

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1. Introduction

The goal of the 'Olympic Movement' is to contribute to building a peaceful and better world by educating youth through sport practices with Olympism and its values. According to this definition the Turkish National Olympic Committee (TNOc) has a vision to connect Turkish youth with Olympic values and sports. Many Olympic education programs were developed and implemented by the coordination of the TNOc. The 'OLI Program'; An interactive, 45-minute education project for 4th and 5th grade students throughout Turkey is the only long-term project of the TNOc held since 9 years. This interactive educational program, prepared with the help of experts, includes the topics of: Olympic sports and disciplines, Olympic values, our body and movement during Sport, the benefits of sport, importance of nutrition, Fair Play, the environment and sport. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values (Binder, 2007).

Today, every city bidding for Olympic Games is required to outline its plans for an Olympic education initiative which should be based on the shared values of the Olympic Movement. These values are five in number (the joy of effort, fair play, respect for others, the quest for excellence and the balance between body, will and mind) and touched on three fields of learning: cognitive, affective and kinesthetic (Monnin, 2012). The founder of the modern Olympic Games Pierre de Coubertain, thought of an educational reform to locate the values of Olympism in education to develop intellectual, moral and physical traits in human beings (Muller, 2004).

Gruepe (1996; cited in Chatziefstathiou, 394) also referred to Olympic education and its values by focusing on three key points from Coubertin's writings: (1) development of body, mind and character through a striving for achievement in physical endeavors and competitions, (2) availability of a broad range of sports, and (3) peace, friendliness and international understanding. The kind of values that are promoted in sports depends on the way sport programs are delivered. According to Naul (2008), there are four distinct worldwide approaches to Olympic education projects for schools:

The knowledge-oriented approach, "that seeks to explain the Olympic idea by means of its historical and educational legacy" (p. 118); the experience-oriented approach "that employs encounters both inside and outside school and games, sport, art and music camps to promote mutual respect" (p. 118); the physical achievement-oriented approach that emphasizes physical achievement, fairness and mutual respect developed during intensive striving for sporting excellence (p. 119); and the lifeworld-oriented approach that "links the Olympic principles to children's and young people's experiences in sport and in life" and focuses on values education (p. 119). He suggests that the lifeworld orientation, supplemented with knowledge, cultural and sporting experience and the sustained striving for physical achievement offers a foundation for an "integrated didactic approach for Olympic education".

The IOC has listed 17 initiatives so far. They come from Olympic National Committees (NOCs), Olympic Academies and the World Anti-Doping Agency (WADA). The Olympic values education program initiatives which the IOC is showing as sample programs are; Australia, Burundi, Canada, Cyprus, Dominican Republic Estonia, France, Guatemala, New Zealand, Poland, Seychelles, Singapore, Slovenia, Tadjikistan, Turkey, Ukraine and WADA.

When we look at the 17 Olympic education initiatives the IOC has listed we can consider which type of Olympic education they are giving according to Naul's (2008) typology. The table below shows initiatives and the orientation of the Olympic education implemented on each initiative.

Table 1. Initiative Olympic Education Programs of IOC in Naul’s Approach

Naul’s Approach Countries	Initiative Program	Knowledge Oriented	Experience Oriented	Lifeworld Orientation	Physical Achievement Oriented
Australia	a.s.p.i.r.e school network	Education Materials		Curriculum development	
Burundi	Olympic & Sport Edu.Pro.		Conferences, Workshops, Olympic Clubs,		
Canada	Olympic School Program	Education Materials	Visits of Olimpians	Curriculum development	
Cyprus	Olympic House Tour		Olympic House guided tour, Interactive activities, Exhibitions, Presentations		
Domican R.	Summer Camp		2 weeks (9-12 years old students)		
Estonia	School Olympic Games		Olympic Education Week		
France	Olympic Youth Camp	Education Materials	Summer & Winter Camp		
Guatemala	Cine Forum		Conferences, Discussions, Multimedia Screenings		
New Zealand	Olympism Resources	Education Materials	Exhibitions in Olympic Museum.	Curriculum development	
Poland	Contest of Olympic Stories		Literary competition		
Seychelles	Olympic Clubs		Olympic Clubs in Schools		
Singapore	Young Team Ambassadors		3 day course		
Slovenia	Fair Play School		Workshops and Seminars for coaches and teachers. Fairplay school kits		
Tadjikistan	Program on Olympism	Education Materials	Conferences, Small Olympic Games, Questionnaire Games between Schools	Curriculum development	
Turkey	OLI Project	Interactive seminar.	Interactive seminar		
Ukraine	Olympic Sport Connoisseurs Quiz	Olympic Quiz.			
WADA	The Teacher’s Tool Kit	Education Materials.			

When we look at Table 1, we see that according to Naul’s (2008) typology, all programs have knowledge, experience or lifeworld orientation. None of the initiative programs have a physical achievement oriented approach.

Olympic Education Program of Turkey “OLI” is a 45-minute show is presented in schools or to groups visiting the Olympic House to teach the principles of Olympism and its values. The TNOC's Culture and Olympic Education Commission has prepared and initiated "Sport Culture and Olympic

Education Project" for 4th and 5th grade students in Turkey. Objectives of the program are to spread the Olympic values and sports culture among children, their teachers and their families.

2. Purpose of The Study

According to Naul's (2008) typology there were 4 approaches for Olympic education projects. When looked at OLI program we can see that it is an experience structured, but knowledge oriented approach. Therefore, it is very important to analyze if the Olympic education program OLI fulfills its aims concerning increasing knowledge on Ancient & Modern Olympic Games, facts, dates and Olympic values. To analyze this, developing an instrument to get feedback from the programme was compulsory. When the literature was reviewed, it was found that there is indeed no detailed evaluation methods for olympic education programmes implemented by National Olympic Committees. The purpose of this study is therefore to develop an approach which is short, sharp, feasible and something which can be used relatively easy to implement.

Since 2006, when the program was launched, 2.5 million children have taken part in presentations throughout the country (<http://www.olympic.org/turkey-sports-culture-and-olympic-education-programme>).

3. Methodology

The sample was composed of a group of primary school students (n=33) who participated in the OLI education between the age of 10-11. In order to design an evaluation survey for the OLI project, it was critical to make explicit what the goals of the project were, and how to evaluate whether they had been achieved. To make the goals explicit, an analytic logic model was adapted from Chen, Henry and Ko (2013), Conrad, Randolph, Kirby & Bebout (1999: 18) According to the Analytic Logic Model, the initial short term outcomes are; knowledge, awareness and appreciation. The survey was developed after analyzing the contents of the interactive seminar. The seminar consisted of;

- Knowledge about the Modern Olympic Games
- Knowledge of, and Attitudes Associated with, Olympic Values and Olympism

16 questions were prepared to evaluate their knowledge on these topics. The questions concerning the topics are shown in Table 2.

Table 2. Questions Related to OLI Seminar Topics

Knowledge about Modern Olympic Games	Knowledge of, and Attitudes Associated with, Olympic Values and Olympism
1. Where did the first Olympic Games take place?	1. Which of the behaviors below is not a positive habit that can be gained through sport?
2. Who is the founder of the Modern Olympic Games?	2. When say SPORT what comes in your mind first?
3. When was the first Olympic Games?	3. Does being a Champion only mean taking first place in competitions?
4. In how many years are the Olympic games done?	4. If you want to win, and know that nobody is going to see you, will you cheat?
5. What do the 5 rings represent in the Olympic Symbol?	5. What is Fairplay?
6. Which one is the Olympic Motto?	6. What is Olympism?
7. In which country is the Olympic Torch lit?	
8. Who decides a sport type can be an Olympic Sport?	
9. What is given by the IOC as a reward to the winners of Olympic Games?	
10. Awareness level of Olympic Games	

In order to evaluate the students initial outcomes; the same survey was implemented before and after the students participation in the OLI project. Pre and Post case studies were done with a group of students whom voluntarily took the survey.

4. Results

4.1. The Results Related to “Knowledge about Modern Olympic Games”

The question asked and answers given by the students are as below.

Table 3. The results of “Knowledge about Modern Olympic Games”

Before OLY		Questions and Answers	After OLY	
n	%		n	%
Where did the first Olympic Games take place?				
6	18	Athens-Greece	32	97
12	36	Rome-Italy	1	3
6	18	Paris-France	0	0
2	6	Riyadh-Saudi Arabia	0	0
7	21	No answer	0	0
Who is the founder of the Modern Olympic Games?				
9	27	Baron Pierre de Coubertin	30	91
0	0	Recep Tayyip Erdogan	0	0
7	21	Winston Churchill	1	3
9	27	Abraham Lincoln	2	6
8	24	No answer	0	0
When was the first Olympic Games?				
5	15	1700	3	9
5	15	1896	28	85
13	39	1920	2	6
10	30	No answer	0	0
In how many years are the Olympic Games done?				
17	52	Every year	0	0
5	15	In every 2 year	0	0
9	27	In every 4 year	33	100
2	6	In every 8 year	0	0
What are the 5 rings presenting in the Olympic Symbol?				
10	30	Continents	28	85
10	30	Sport Types	2	6
10	30	Brotherhood	3	9
0	0	Planets	0	0
3	9	No answer	0	0
Which one is the Olympic Motto?				
10	30	Faster, Higher, Stronger	32	97
9	27	Its not winning its participating	1	3
7	21	Sport is fun	0	0
5	15	You can do it if you want	0	0
1	3	Run to win	0	0
3	9	No answer	0	0
In which country is the Olympic Torch lit?				

7	21	Greece	31	94
5	15	France	1	3
7	21	USA	0	0
8	24	Italy	1	3
3	9	China	0	0
3	9	No answer	0	0
Who decides a sport type can be an Olympic Sport?				
16	48	International Olympic Committee	29	88
9	27	International Federations	2	6
4	12	Every sport is Olympic	2	6
3	9	Participants	0	0
1	3	No answer	0	0
What is given by the IOC as a reward to the winners of Olympic Games?				
15	45	Medal	32	97
13	39	Cup	1	3
1	3	Olympic Flag	0	0
3	9	Money	0	0
1	3	No answer	0	0
How much do you feel you know about the Olympic Games?				
3	9	I know a lot	27	82
23	70	I know a bit	6	18
7	21	I don't know much	0	0
0	0	I don't know anything	0	0

According to the questions on evaluating the knowledge on “Modern Olympic Games” an overall table is below to show the significant differences between the pre-post answers.

Table 4. Pre-Post Correct Answers on Modern Olympic Games (n=33)

Correct Answers of Questions Related to Knowledge about Modern Olympic Games	Before participating OLI		After participating OLI	
	N	%	N	%
First OG-Athens	6	18	32	97
Pierre de Coubertain 1896	9	27	30	91
Every 4 years	5	15	28	85
Rings	9	27	33	100
Citius, Altius, Fortius	10	30	28	85
Torch	10	30	32	97
Olympic Sports	7	21	31	94
Medal	16	48	29	88
Awareness (I know a lot)	15	45	32	97
	3	9	27	82

According to Table 4, before and after scores are significantly different. We can see that after participating the OLI project, correct answers of the students have highly increased.

4.2. The Results Related to Awareness of Olympic Values and Olympism

The question asked and answers given by the students are as below.

Table 5 .The results of “Awareness of Olympic Values and Olympism”

Before OLY		Questions and Answers	After OLY	
n	%		n	%
Which of the behavior's below is not a positive habit that can be gained through sport?				
21	64	Making fun	30	91
7	21	Appreciation	3	9
2	6	Sharing	0	0
2	6	Ability to make decision	0	0
1	3	Creativity	0	0
When you say SPORT what comes in your mind first?				
5	15	Being a team	16	48
6	18	Winning	1	3
8	24	Friendship	7	21
10	30	Fun	4	12
2	6	Peace	5	15
1	3	No answer	0	0
Does being a Champion only mean taking first place in competitions?				
6	18	Yes	3	9
27	82	No	30	91
If you want to win, and know that nobody is going to see you, will you cheat?				
26	79	I wont	33	100
5	15	If nobaody is seeing I will	0	0
2	6	I will	0	0
What is Fairplay?				
11	33	Playing honestly, Respecting others, Friendship Brotherhood, Helping each other	33	100
22	67	No answer	0	0
What is Olympism?				
5	15	Correct answer	18	55
28	85	No answer	15	45

5. Conclusion and Recommendations

The OLI project has an experience-oriented structure, but a knowledge-oriented approach. It had an experience orientation because the students had the opportunity to come out from their classrooms and be taken to a conference hall with many other students from different schools at the same age of them. They had an opportunity to sing, dance, meet with the mascot OLI and interact with other students. They were taken to a different environment decorated with sport related visuals. This was designed as a joyful and unforgettable experience for them. On the other hand, during this 45-minute experience they were given knowledge about Olympic Games and watched cartoons, videos emphasizing Olympic values and Olympism.

By constructing the logic model, we can see that it could be problematic to evaluate the *outcomes* or *impacts* of the program; since it is a very complex, lengthy and potentially expensive process. Therefore, developing an evaluation tool to estimate the achievement in terms of knowledge

(outputs) of the OLI program was a pragmatic and sensible route to take even though longer term outcomes could not be assessed in this manner. The logic model helped us out on developing and applying a survey which involved short term knowledge gained after OLI seminar.

In the second phase of the study the evaluation tool was developed after examining the OLI seminar precisely. Each video and presentation of the speaker was analyzed to find out what kind of information was intended to be given to the students. The seminar consisted of knowledge of, and attitudes associated with, Olympic values and Olympism and knowledge about the modern Olympic Games.

In order to evaluate the initial outcomes of the education programme, the same survey was implemented before and after the student’s participation in the OLI. A demonstration of whether or not the program is being successful is only achievable through establishment of what the students recall. The before and after study was done to find the distinct difference about what they knew before and after.

16 questions were then prepared; 10 test structured questions related to knowledge about the modern Olympic Games and 6 questions of which 2 were open ended related to knowledge of, and attitudes associated with, Olympic values and Olympism. When looked at Table 7 below, related to “Knowledge about the modern Olympic Games” we can see the increase in percentage concerning the right answers.

Table 6. Increased Percentage of Correct Answers on Knowledge about Modern Olympic Games After Participating OLI

Correct Answers	Before participating OLI		After participating OLI		Increased Value	
	N	%	N	%	N	%
	1. Athens-Greece	6	18	32	97	28
2. Baron Pierre de Coubertain	9	27	30	91	21	64
3. 1896	5	15	28	85	23	70
4. In every 4 years	9	27	33	100	24	73
5. Continents	10	30	28	85	18	55
6. Faster, Higher, Stronger	10	30	32	97	22	67
7. Torch-Greece	7	21	31	94	24	73
8. IOC	16	48	29	88	13	40
9. Medal	15	45	32	97	17	52
10. Awareness (I know a lot)	3	9	27	82	24	73

By looking at Table 6, we can easily see that in all of the 10 questions there was an increase in correct answers. Especially the place of the first Olympic Games (79%), the Olympic Games time cycle (73%) and awareness of Olympic Games (73%).

A 45 minute seminar is not likely to help children commit themselves to pursuing Olympic ideas. But in short term the kids have been made more knowledgeable about the Olympic movement which is OLI’s major goal. According to the results we can say that OLI is transmitting knowledge in relation to the modern games in a very short period of time.

The OLI program has modest goals related to knowledge development. But it also has goals beyond knowledge to appreciation that are aspects of the lifeworld approach. “Is OLI transmitting knowledge

in relation to the values associated with Olympism and Olympic Movement?” was the second part of the evaluation tool.

It was not easy to ask questions and want written answers from 11-12 year old students about Olympic values like Fairplay and Olympism. 6 questions were related to knowledge of, and attitudes associated with, Olympic Values and Olympism.

First of all we wanted the kids to choose one of the words which firstly came to their mind when we said sport? The before and after answers were as below.

Table 7. When Say “Sport”, what comes in your mind first?

Before OLI	%	After OLI	%
Being a Team	16	Being a Team	49
Friendship	26	Friendship	21
Peace	7	Peace	15
Fun	32	Fun	12
Winning	19	Winning	3

When we look at Table 7, it is pleasing to see that “Being a Team’ and “Peace” is in the top 3 after participating OLI, whereas it was the least recognized before OLI program. It is convenient to say that OLI emphasizes knowledge of, and attitudes associated with, Olympic values and Olympism.

The kids were to answer another value based question about cheating. The question was “If you want to win, and know that nobody is going to see you, will you cheat? This was a tricky question and they had to pick one of the three choices which were; I will, I won’t, or, If nobody is seeing I will. Before the program 15% of the kids chose “If nobody is seeing I will” and 6% chose “I will”. But after the program it seemed like they only had one option, with a 100% choosing “I won’t”. Having a 100% “I won’t” answer showed us that the children now know that cheating is “totally wrong” and even if they might not necessarily behave in this way they know which response is the correct answer.

In the last part of the survey 2 open ended questions were put for the students to define what Fairplay and Olympism is. In relation to the concept of Fairplay, after the program all the kids were able to write something in line with the definition of Fairplay. This was a good sign that OLI emphasized knowledge of Olympic values. As for the concept of Olympism, it was harder for the students to make a definition both before and after the program. Only 55% of the kids wrote a definition related to Olympism whereas before this percentage was 15.

As seen from the results the OLI project is actually giving knowledge of, and attitudes associated with, Olympic values and Olympism and knowledge about the modern Olympic Games as initial output.

The outcomes which refer to subsequent changes in behavior and impacts of the program cannot be evaluated in this study as mentioned before. But if it were to be evaluated, is OLI trying to do enough to have a significant outcome and impact? Actually, with the resources and short period of time available, it is only trying to achieve limited goals, but of course to have a significant answer to this question broader evaluation tools could be developed in further research.

The aim of this study was to develop an instrument to evaluate the OLI Olympic Education Program in Turkey through a case study of implementation. Because the study is about developing an instrument to evaluate the program it gave extra strength by evaluating what the kids got out of this program with the case studies. It allowed us to identify different areas of knowledge, which were well communicated and which kids were able to recall, and allowed us to identify different knowledge about the values associated with the Olympic movement

The question “If OLI does or can change behavior of children?” cannot be analyzed through this evaluation process. The nearest we can ever hope is to get the kids opinion whether their behaviors can change and ask the students about this. Concerning the age group, this is not a suitable or sensible question to ask.

In developing this before and after methodology it gives us a quick fix on how effective this short 45 minute program is in generating historical understanding of the modern games and generating understanding of the Olympic values.

This is not about whether these Olympic values are absorbed; it is about the prior step of increasing their knowledge on the values associated with the Olympic Games and Olympic Movement.

There is a wide range of approaches to Olympic education and range of goals associated with them. There is indeed no detailed evaluation for these programs.

In this study, developing an approach which is short, sharp, feasible and something which can be implemented relatively easily was the aim. The emphasis here was on feasibility because, if we had constructed a hugely sophisticated evaluation methodology and we didn't have the resources to implement it, this would have been a waste of time.

A simple before and after study, gave us information about what the OLI project really emphasized for the 10-11 year old students. This before and after set of questions will provide valuable information for the baseline for further researchers in developing an instrument to be used in this kind of context.

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