

# Call for Papers

## Special Issue “Sport and Exercise Psychology in the Context of Physical Education and School Settings”

Dear colleagues,

the *Journal of Applied Sport and Exercise Psychology-Zeitschrift für Sportpsychologie* is pleased to announce a Call for Papers for a Special Issue entitled “**Sport and Exercise Psychology in the Context of Physical Education and School Settings**” aimed to be published at the end of 2026.

Sport and exercise psychology (SEP) plays a crucial role in physical education (PE) and sports at school by supporting students' psychological, emotional, and social development, and fostering teachers' professionalization. As known from research on young elite athletes, SEP can help optimize performance through strategies such as motivation enhancement, stress regulation, and mental resilience (Gerber et al., 2018; Furley & Laborde, 2020; Nuetzel, 2023). Therefore, teaching SEP topics and skills in PE is already effectively implemented in elite sport schools, but not yet in regular schools. However, not only high-level athletes but also students without advanced sports backgrounds can foster engagement, confidence, and long-term participation in physical activity, contributing to overall well-being when they participate in a psychologically supportive PE and sports at school (Andermo et al., 2020; Dreiskämper et al., 2024). Thus, SEP research comes into play when PE is planned, conducted, and reflected. For example, aspects such as understanding students' emotions, influencing student motivation or supporting students in developing positive social relationships are relevant sport and exercise psychology topics for PE teachers (Jockmann & Lautenbach, 2023; Leisterer & Jekauc, 2019). Also, prospective teachers and teaching staff can enhance their professionalization when they can relate to SEP skills. For example, SEP skills are relevant for PE teachers and their professional actions when coping with stress, building resilience, enhancing self-efficacy and fostering other health-related competencies (Lautenbach. et al., 2024; Leisterer, 2024; Raven et al., 2022).

Research highlights that integrating SEP in the context of PE and school settings can enhance students' ability to manage emotions, establish intrinsic motivation, set goals, and develop social skills through teamwork and cooperation (Rivera-Perez et al., 2020; Vasconcellos et al., 2020; Wright et al., 2020). Additionally, it could aid teachers in creating inclusive and psychologically safe learning environments, reducing performance anxiety and promoting positive attitudes toward physical activity (Curie & Sumich, 2014; Jekauc et al., 2021; Lautenbach et al., in press).

By embedding SEP strategies and ideas in the context of PE and school settings, schools could support not only athletic development but also holistic student growth, preparing them for lifelong engagement in sports and physical activity. Thus, this issue will explore the critical role of SEP in understanding, explaining, and enhancing PE and sport at school, addressing topics such as emotion regulation, motivation, teacher training, and the integration of psychological principles into the curriculum.

### **Suggested Topics:**

- The impact of sport and exercise psychology on teacher training and professional development.
- Applications of psychological theories in planning, conducting, and reflecting physical education lessons.
- Emotional, motivational, and social dynamics in physical education settings.
- The role of sport and exercise psychology in physical education fostering lifelong physical activity and well-being.
- Innovative methodologies for integrating sport and exercise psychology into school curricula.
- Further topics are welcome.

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## Submission and Review Process:

Authors are invited to submit abstracts for initial review. Selected papers will undergo a rigorous peer-review process. As part of the Special Issue, we aim to include original work such as empirical research, theoretical contributions, as well as applied case studies (e.g., workshops with [pre-service] teachers, parents, or students). Reports of applied sport and exercise psychology work in the context of PE and in school settings are also of interest to this special issue. Interdisciplinary research with a sport psychological foundation is welcome.

Please submit your abstract for the Special Issue by **August 31, 2025** to Franziska Lautenbach ([franziska.lautenbach@hu-berlin.de](mailto:franziska.lautenbach@hu-berlin.de)). You will receive feedback until the end of September.

After invitation, the manuscript should be submitted to the *Journal of Applied Sport and Exercise Psychology (JASEP)* via the Editorial Manager (<http://www.editorialmanager.com/spo>) by **June 30, 2026** and include the keyword “Special Issue: Sport and Exercise Psychology in the Context of Physical Education and School Settings” under “Comment”. Publication of the Special Issue is planned for Q4/2026.

Manuscripts should adhere to the general manuscript guidelines as well as the notes to authors (<http://hgf.io/jasep>).

We look forward to your contributions to this exciting initiative, which seeks to bridge research and practice in sport and exercise psychology for the benefit of physical education.

**Prof. Dr. Franziska Lautenbach (Humboldt-Universität zu Berlin),**

**Prof. Dr. Dennis Dreiskämper (TU Dortmund),**

**Dr. Barbara Halberschmidt (University of Münster) &**

**Dr. Sascha Leisterer (Leipzig University)**