

# PHysical activity InTerventions to enhance LEARNing in vocational education and training - Observational study (study 2)

No registrations found.

<b>Ethical review</b>	Not applicable
<b>Status</b>	Recruiting
<b>Health condition type</b>	-
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON26206

### Source

Nationaal Trial Register

### Brief title

PHIT2LEARN - intervention study (study 2)

### Health condition

Physical activity, Seating posture, Cognitive functioning, Schoolperformance

## Sponsors and support

**Primary sponsor:** Open University the Netherlands, Maastricht University, VU University Medical Center, ECBO, Kenniscentrum Sport, ROC Leeuwenborgh, Koning Willem I college

**Source(s) of monetary or material Support:** NRO (Nationaal Regieorgaan Onderwijsonderzoek)

## Intervention

## Outcome measures

### Primary outcome

- Cognitive performance on the letter-memory test and the color-shape test

## **Secondary outcome**

-

## **Study description**

### **Background summary**

People who are more physically active show better academic and cognitive performances, this has mainly been studied in elementary and secondary schools. At the same time, we know that adolescents spend most of their day sedentary, especially within the school setting. Adolescents with a low socio-economic status, among which many VET students, are even more sedentary than their peers. VET students' brain is still developing and they are being educated at a relatively low level, which yields room for improvements in academic and cognitive performance. PHIT2LEARN aims to investigate the effects of physical activity and sedentary behavior on academic and cognitive performance of VET students. In this study, we specifically focus on reducing sedentary behavior, by replacing it by standing. The study has been approved by the Ethical Research Board of the OU (U2017/00519/FRO).

### **Study objective**

Standing leads to better performance on cognitive tasks regarding executive functioning.

### **Study design**

Baseline session: all participants get verbal explanation regarding the 2 cognitive tests, and they will complete these tests for the first time.

Test session 1 & 2: these sessions are identical, with the only difference for the participants that they will be standing a certain part during one of the sessions, and they will be seated during the other session. Both sessions start with 15 minutes of regular lesson, taught by their teacher. Then all students will make both cognitive tests. Then the group will be split in a sitting group and a standing group (this division is made at random, beforehand). The sitting group remains seated the rest of the session, the standing group will be standing the rest of the lesson. Then the teacher will teach for another 15 minutes. And at last, all students will again make the 2 cognitive tests (sitting group makes these tests seated, standing group makes these tests while standing). After completion of the tests, the participants will fill out a short questionnaire regarding their experience with the lesson; to what extent are you feeling tired? Do you feel you have been standing for too long? etc.

## **Intervention**

Standing (about 40 minutes, during both a lesson and the cognitive tests)

## **Contacts**

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## **Eligibility criteria**

### **Inclusion criteria**

- VET (mbo) level 2 or 4 student
- Signed the informed consent

### **Exclusion criteria**

Any disability which makes standing for approximately 45 minutes impossible.

## **Study design**

## Design

Study type:	Interventional
Intervention model:	Crossover
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	Active

## Recruitment

NL	
Recruitment status:	Recruiting
Start date (anticipated):	08-01-2018
Enrollment:	216
Type:	Anticipated

## Ethics review

Not applicable	
Application type:	Not applicable

## Study registrations

### Followed up by the following (possibly more current) registration

No registrations found.

### Other (possibly less up-to-date) registrations in this register

No registrations found.

## In other registers

Register	ID
NTR-new	NL6573
NTR-old	NTR6959

**Register**

Other

**ID**

: U2017/00519/FRO

## Study results