

Newsletter

October 2022



TECHNICAL FILE

Newsletter LQRC-CIEQV

October 2022

Number 24 | volume 3

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ISSN: 2184-8637

Frequency: Monthly

Support: Digital

www.cieqv.pt/newsletter/

Graphic Design:

CloudByte

Property:

Life Quality Research Centre (CIEQV)

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This work is financed by national funds through FCT – Fundação para a Ciência e a Tecnologia, I.P., under the project nº UID/CED/04748/2020.

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01

EDITORIAL

LQRC-CIEQV presents the October's newsletter, dedicated to the thematic scientific area of Motor Behavior. In fact, this was quite a good month for this assignment, given, among others, the fact that the 17th Seminar on Child' Motor Development was recently held. There, several researchers of our Research Unit have presented oral and poster communications, have moderated communication panels and have integrated the Scientific Commission. Next year, University of Maia – ISMAI will host the 18th Seminar and, for sure, LQRC-CIEQV will, again, have a powerful representation!

In this 24th Newsletter, after an interview to Rui Matos, the Vice-coordinator of LQRC-CIEQV, who has been responsible for Curricular Units in the area of Motor Behavior, at School of Education and Social Sciences of Polytechnic of Leiria, for about 33 years, we present two interesting articles (*Learning the figure 8 knot and social materiality in 7 to 9 years-old children* and *Attitudes of 8-10-year-old children and their mothers about play: exploratory study*).

Given the fact that the 2nd LQRC-CIEQV International Congress is approaching, we will keep remembering this event on our newsletters. ESECS, IPLeiria, will host it on February 23 and 24, 2023. "Research Trends in Quality of Life" is the thematic challenge facing researchers. We have a group of six international lecturers and a panel of researchers who will discuss the theme of the congress. We look forward to the participation of LQRC-CIEQV researchers and other units, to share the knowledge and results of the research produced. The deadline for abstract submission has been extended till November the 12th: hurry up! Registration and abstract submissions are carried out through the congress website (<https://www.cieqv.pt/2nd-international-congress/>). By now, over thirty abstract proposals have been received and are receiving scientific analysis.

Finally, we would like to highlight that, for the second consecutive year, LQRC-CIEQV Polytechnic of Leiria pole has received the prize "Higher Growth". This LQRC-CIEQV pole was the Research Unit that, among the other Polytechnic of Leiria' 14 Research Units, had the higher percentual growth, compared to the previous year: congratulations to us all!

As usual, publications, activities, funding and agenda are presented at the end of the newsletter.

Good readings!



Rui Matos ^{1,2}

¹ School of Education and Social Sciences – Polytechnic Institute of Leiria

² Sub coordinator of the Life Quality Research Centre

02

INTERVIEW

— Interview with Rui Matos



Rui Matos ^{1,2}

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Brief curricular presentation

Rui Matos has a PhD in Human Movement Sciences (Faculty of Human Kinetics, University of Lisbon) and is a Coordinator Professor at Instituto Politécnico de Leiria (IPLeiria). He has been responsible for Curricular Units in the area of Motor Behaviour, such as Motor Development and Motor Control and Learning (School of Education and Social Sciences of Polytechnic of Leiria) for about 33 years. He is an integrated member of the Life Quality Research Centre (CIEQV-LQRC), with focus on the Motor Behaviour Scientific Area. At CIEQV/LQRC, he is, also, the Vice-coordinator, with the responsibility of the coordination of Leiria's CIEQV/LQRC branch. Along with Pedro Sequeira and Marília Henriques, he has integrated the first Coordinator Commission of CIEQV/LQRC, in 2014. He is member of the International Motor Development Research Consortium and member of the Editorial Board of *Sportis* and of *Movement Science and Sport Psychology* as Review Editor for *Frontiers in Psychology* and *Frontiers in Sports and Active Living*. He has published more than 90 scientific papers and abstracts with peer-review, over 50 books and book chapters with peer-review, over 70 presentations on Conferences, over 20 revision of journals' submitted papers and has conducted over 40 training actions. In 2008, he has created Tripela, a new team-sport. ORCID ID: 0000-0002-2034-0585; Ciência Vitae ID: E91C-D6C7-62A5

Which is your main goal as a member of the LQRC-CIEQV?

My main goal is to contribute to the achievement of an enhanced production on the global domain of LQRC-CIEQV – the Quality of Life – and in the specific scientific area of Motor Behaviour.

Which are your main research projects?

There are several different projects where I'm involved. Tripela is a team-sport that I made up in 2008 and, since then, with the precious help of Nuno Amaro, another LQRC-CIEQV member, we have been studying its potentialities and features. We have found that it is a motor game that is very well accepted for the ones that have the possibility of trying its practice. An interesting thing that we found was that, unlike the experience with some other team-sports, girls often enjoy its practice. This is especially important because, as is well-known, girls use to have lower levels of motor competence, especially on those tasks that imply to deal with gross manipulative skills like throwing and catching balls. Given this acceptance, Tripela becomes a good instrument that Physical Education teachers may use to help girls rise their gross motor competence as explained. In future, this may enhance their adherence to a regular physical activity practice, as a result of the link that exists between good levels of gross motor competence and physical activity involvement.

Connected with this, we are conducting a project that aims to end on the validation of an eye-hand and eye-foot coordination test, based upon the main gesture of Tripela (catch, drop and punt kick a ball). In 2021, we found (Matos et al., 2022) age and sex differences on the manipulative eye-segmental (hand and foot) coordination task of kicking a ball to a wall, catching it back and kicking it again, the greater number of times over 30 seconds. It was the first step towards a possible creation of a (gross) manipulative eye-hand and eye-foot coordination test that might be used in different motor competence test batteries. For that purpose, one hundred and sixty-eight children (85 boys and 83 girls), with a mean age of 12.79 years old (sd 1.56) were assessed. Results confirmed literature, as boys' performance was significantly better than girls' one. At the time, although results seemed promising, it was said that further research was needed towards its possible validation so it could stand as a valuable test of gross manipulative coordination assessment and, also, replace with advantage the actual gross

manipulative component tests of MC batteries. Now, we will be conducting the next steps of this construction, namely the test/retest reliability, i.e., the constancy of results over a period of one to two weeks, which was not tested before.

Finally, we are interested in maximizing the fit between children (and others) characteristics and equipment and environment, so that adapted motor behaviours can emerge. We especially study public playgrounds equipment and offer consulting services so that affordances for practice become more evident and inclusion becomes more than just a word. Closely connected with this focus, we also study how significant others, namely parents, can be or become decisive on children involvement in physical activity (PA). On a recent systematic review (Matos et al., 2021), we found a consistent association between parents' and children's (6-12 years old) PA, with a trend towards the same gender dyads on PA significant and positive association (father/son, mother/daughter). We could also put in evidence the relevant importance of parents' PA as role modelling (either explicitly or implicitly) for children's PA and the importance of promoting PA in a family context for the enhancement of children's PA. Also important, parents should spend more time in PA co-practicing with their children, especially on MVPA (Moderate to Vigorous Physical Activity) and meeting the recommended guidelines for PA.

Knowing that knowledge should be transferred to society, how can the area of scientific research and professional intervention in which you are involved contribute to the union of theory and practice?

Motor behaviour (MB) is a decisive area if a better quality of life is to be achieved. The biggest part of the research that is conducted at MB scientific area comes from challenges that emerge from real situations. Researchers of this MB area always try to overcome the boundaries between theory and practice with a lot of operative proposals.

Considering that the LQRC-CIEQV promotes research on quality of life, what are the practical implications of its research?

In line with my previous answer, I can enumerate several. If we can have playgrounds and equipment for movement in general more adapted to children and other users, the possibility that children and people will practice more and with more quality rises. If we can make parents more conscient of their

decisive role on their children's physical activity levels, a situation that, very often, tracks to older ages (i.e., people that are physical active in younger ages tend to transport that behaviour to older ages, the same happening with the ones that do not and maintain that physical activity absence later on), we may expect that parents will get more involved on their children's physical activity. This will be good not only for children's quality of life but, also, to their parents, given that, by this, they will, also, exert more physical activity while playing with their children.

03

ARTICLE #1

— Learning the figure 8 knot and social materiality in 7 to 9 years-old children



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Introduction

The execution of knots requires specific mental processes (Cross et al., 2017). Their learning can occur in isolation (S) or in the context of social materiality (SM), with functional and cultural association (Scanlon, 2016). The aim of the study is to verify if cultural contextualization favors knot learning.



[a]



[b]

Image 1. [a] Learning in isolation (S); [b] Learning in a context of Social Materiality [SM].

Methods

The sample consists of 16 children (8.37 ± 0.72 years old, ♀ = 7), without knowledge of the figure eight-knot (Cross et al., 2012), and each group (S and SM) comes from distinct schools. Informed consent was obtained. Acquisition (A) test was made through video from the own perspective (Garland & Sanchez, 2013), with the possibility, by request, of intercalated visualizations (Jackson, 2016), until 3 consecutive successes were achieved. The following week, the Retention test (R) was performed, in which the knot was requested without viewing the video, and the Transfer test (T), to tie a new knot. All collections were performed individually without the presence of other children in the room.

Results

In A, the SM group significantly needed more visualizations (V) and more total time (TT) (Figures 1 and 2).

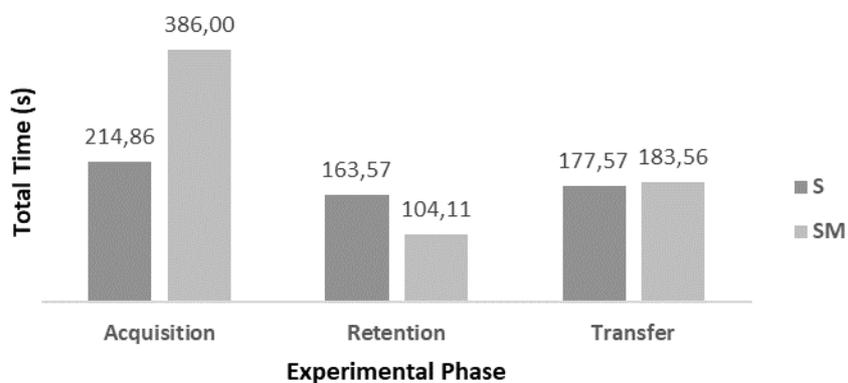


Figure 1. Descriptive statistics (mean) of variable Total Time between groups in each experimental phase.

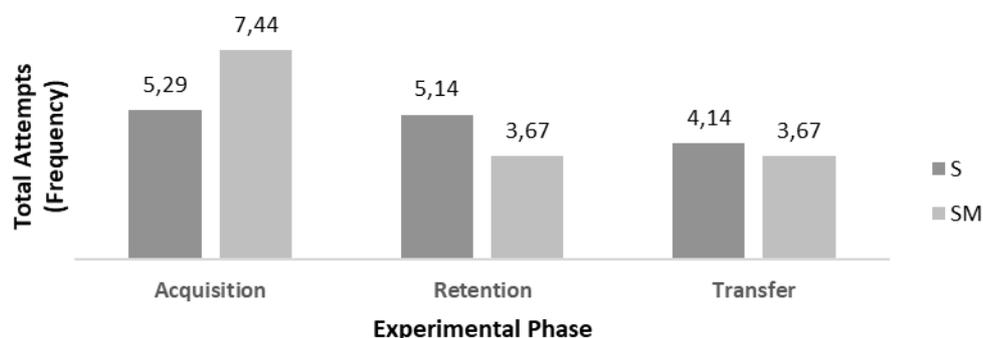


Figure 2. Descriptive statistics (mean) of variable Total Attempts between groups in each experimental phase.

Between A and R, the SM group significantly reduced the number of attempts and the TT; and, between A and T the V (Table 1).

Variables (experimental phases)	Z	p*
Total Time (Acquisition x Retention)	2,666	0,01
Total Attempts (Acquisition x Retention)	2,530	0,01
Total Views (Acquisition x Transfer)	2,446	0,02

* With Monte Carlo Correlation

Table 1. Comparison (Wilcoxon-Z) between experimental phases (Acquisition, Retention, Transfer) for variables total time, total attempts and total views, in the SM experimental group.

In T, group S revealed a significant inverse association of age with TT and with the number of attempts, while in the SM group significant direct associations occurred among attempts in A and V in T, and among trials in R and T (Table 2). No gender differences were found.

Variables (phases)	rho	p	CI
Age x Total Time (Transfer)	-0,84	0,02	-0,98; -0,24
Age x Total Attempts (Transfer)	-0,89	0,01	-0,99; -0,39

Table 2. Significant associations (Spearman's rho. CI- Confidence Interval) were found between dependent variables and the respective experimental phase (in parentheses) for group S.

Discussion

In A, more views (V) and more total time (TT) in the SM group may result from higher involvement constraints (social materiality); however, between A and R, these constraints provided this group with a significant reduction in the number of attempts and TT; and, between A and T, the number of V. For S group, in T, the inverse associations of age with the TT and with the number of attempts (contrasting significant direct associations of the attempts in A and V in the T, and the trials in R and T, in the SM group), reveal a greater dependence on intrinsic constraints (age). Altogether, the results partially support the hypothesis of social materiality positive constraints in learning eight-knot, for this sample between 7 and 9 years of age.

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04

ARTICLE #2

— Attitudes of 8-10-year-old children and their mothers about play: exploratory study



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Abstract

The aim of this study is to analyze the attitudes of children and mothers towards play behaviors, activities and environments. Were obtained 43 responses mother and her child (± 8.74 , 62, 27 girls) to individual questionnaires (Barnett, 2013; Barnett Morris, 2013) during May 2021. The results revealed two distinct attitudes of mothers, the more cautious, supervisory and mentors; and, the most informal, facilitators and that delegate. Two attitudes are also detected in children: that of the immersive child, demanding more free time and more time to play, wanting their community to organize activities; and the child who doesn't like to be told what to do, annoyed at not having anything to do after school and wanting fun activities.

Keywords: Play; children; mothers; gender; free time.

Introduction

Pre-teen children are able to answer questions about their own play (Barnett, 2013). For children, the differentiating element of play and work is free choice (Wing, 1995). Play immersion is also an indicator

of play involvement (Barnett, 1991). And, as they progress to adolescence, the preference is more time with friends (Rubin, Bukowski, & Parker, 2006), with an increasing contribution of structured play activities, highlighting the importance of recreation programs (Barnett, 2013). Mothers and fathers know when their children are playing (Fisher et al., 2008), having beliefs about how, when and with whom they should play, determining how they organize toys and spaces in their home, social interactions (Caldera et al., 1989) and extracurricular activities (Jacobs, 2005); with mothers' primary responsibility for managing and choosing recreational activities (Howard & Madrigal, 1990).

In this study, the objective was to allow children at the end of first level to identify what play meant for them, also trying to capture their mothers' attitudes towards their children's play activities (Barnett & Morris, 2013).

Methods

Sample

Forty-three responses were validated, concerning children aged 8 (n=15), 9 (n=24) and 10 (n=4) years, 27 (61.4%) of whom were girls; 17 are single, 1 with 1 brother/sister, 6 with two brothers/sisters, and 3 with four brothers/sisters; 9 are 1st child born, 13 as 2nd, 2 as 3rd and 1 as 4th; and their mothers (elementary school- 1, secondary school- 17, higher education- 40), 2 from rural areas, 7 from rural-urban transition and 31 from urban areas; varying the number of rooms between 1 and 5.

Instrument, Protocol and Procedures

During May 2021, a Portuguese version of the Barnett-Morris questionnaires (Barnett, 2013; Barnett Morris, 2013) was released (Google Forms), with face validity by a panel of 3 experts, in play development, motor development and child development, after translation and inverted translation by an English teacher. Informed consent was obtained.

Statistical treatment

The program IBM-SPSS, v.27 was used. For normality of data distribution, the Shapiro-Wilk test was used. For analysis of association between factors and between items, the Spearman correlation (ρ) and 95% confidence interval (CI) were used (Fieller et al., 1957), with equal sign. For comparison between groups, the Kruskal-Wallis (H) test was used, with Bonferroni correction. Probability of 0.05, two-tailed.

Results and discussion

No significant differences were found for geographic origin, number of rooms, number of children, phratry, qualifications, and age of the children.

For association between factors, it was found that mothers who give more freedom also give more opportunities to choose ($\rho(38) = .458, p = .004, CI [.153-.684]$); and, mothers who establish more rules are also more concerned with safety during play ($\rho(37) = .529, p = .001, CI [.238-.733]$) and with the choice of play activities ($\rho(38) = .522, p = .001, CI [.219-.733]$).

In the association between items, it was found that mothers who value make-believe are also those who accept confusion in play ($\rho(40) = .391, p = .011, CI [.085-.629]$), consider that free time is important ($\rho(42) = .315, p = .040, CI [.007-.568]$), and that value the free choice of friendships ($\rho(42) = .365, p = .017, CI [.060-.608]$). Additionally, mothers who value the free choice of friendships also value the free choice of places ($\rho(43) = .449, p = .003, CI [.163-.666]$).

Mothers who control TV time are also the ones who consider that each gender has its own games for boys ($\rho(42) = .474, p = .002, CI [.190-.685]$) and for girls ($\rho(42) = .494, p = .001, CI [.215-.699]$) (Rheingold & Cook, 1975). Mothers who consider that having a child with an imaginary friend is worrying are also the ones who consider that boys and girls should play games of their own kind ($\rho(43) = .340, p = .026, CI [.035-.587]$; $\rho(43) = .328, p = .032, CI [.022-.578]$, respectively). Mothers who consider that inappropriate use of toys should be corrected are also those who consider that discipline in education is important ($\rho(40) = .600, p = .001, CI [.346-.772]$), that children should not mess up to play ($\rho(40) = .481, p = .002, CI [.190-.694]$), that playing leads to accidents ($\rho(41) = .519, p = .001, CI [.243-.718]$) and that mothers should choose their children's recreational activities ($\rho(41) = .391, p = .011, CI [.085-.629]$).

Children who want more free time are also those who want more time to play ($\rho(43) = .327, p = .032, CI [.020-.577]$), who want to do fun activities ($\rho(43) = .452, p = .011, CI [.204-.693]$), that think that their community organize fun activities ($\rho(43) = .465, p = .002, CI [.182-.676]$), also are those that want days without classes ($\rho(43) = .363, p = .017, CI [.061-.604]$), so they can play all day ($\rho(41) = .415, p = .006, CI [.122-.641]$). Additionally, children who want more time to play are those who declare that they feel immersion when they play ($\rho(43) = .313, p = .041, CI [.005-.567]$) and that would like the place where they live to organize fun activities ($\rho(43) = .392, p = .009, CI [.095-.625]$). Children who say they like to spend time with their family are those who say they want to be involved in fun activities on the weekend ($\rho(40) = .343, p = .030, CI [.025-.597]$), that consider that they know how to use their free time ($\rho(41) = .439, p = .004, CI [.143-.663]$), that think they do not need more time to watch television ($\rho(41) = .370, p = .017,$

CI [.061-.614]) and that if they do not have school, they will play all day ($\rho(41) = .321$, $p = .040$, CI [.006-.579]).

Children who say they do what they don't like, are the ones who say they are bored because they have nothing to do after school ($\rho(43) = .452$, $p = .002$, CI [.167-.668]). In addition, children who say they do not like being told what to do, are the ones who recognize that they would like to have fun activities after school ($\rho(43) = .368$, $p = .015$, CI [.067-.607]).

Conclusion

There are two clearly different attitudes on the part of mothers, regarding behaviors, activities and play environments – one more cautious, supervisory and guiding, with greater rigor in the way the child should use toys, highlighting the importance of the child tidying the spaces in which they played and being the hand in choosing their child's extracurricular activities (Fisher et al., 2008; Howard & Madrigal, 1990), revealing fears of accidents during play, and concerned with preserving gender differences in play and in toys (Caldera et al., 1989; Rheingold & Cook, 1975); and, another more informal, facilitating and delegating, assuming the child's necessary freedom in their choices of friendships, with tolerance in the confusion generated by playing and assuming the importance of valuing the imagination and the simulacrum during play. Also, in children, two distinct attitudes are detected – that of the immersive child, revealing a coherent desire to play, with autonomy (K. H. Rubin et al., 2007), demanding more free time and more time to play, wanting their community to organize activities fun (Barnett Morris, 2013; Rheingold & Cook, 1975), and enjoying non-school days to play all day; and, the child who says he doesn't like the activities he does, doesn't like being told what activities to do, feeling annoyed at not having anything to do after school, and wanting fun extracurricular activities (Wing, 1995).

Financing

This work is financed by national funds through FCT – Fundação para a Ciência e a Tecnologia, I.P., under the project nº UID/CED/04748/2020.

A Portuguese version of this article is published in A.R. Matias, G. Almeida, G. Veiga, J. Marmeleira (Eds.), *Estudos em Desenvolvimento Motor da Criança XIV* (pp. 101-103). Évora, Portugal: Universidade de Évora. ISBN 978-972-778-216-1.

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05

PUBLICATIONS

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06

LQRC-CIEQV ACTIVITIES

- **Book**

LQRC-CIEQV edited a book written by member José Amendoeira, with the following reference: Amendoeira, J. (2022). *Saúde Individual e Comunitária*. Centro de Investigação em Qualidade de Vida.

SEE MORE.

- **Invitation for publication in Symmetry journal**

The researcher Prof. Dr. Mário Espada with researcher Prof. Dr. Fernando Santos are the guest editors of a special issue with the topic: *Symmetry and Asymmetry in Biomechanics and Human Physiology*. Deadline for manuscript submissions: 31 December 2022. More information **SEE MORE.**

- **Invitation for publication in Healthcare journal**

The researcher Prof. Dr. João Brito with researcher Prof. Dr. Rafael Oliveira are the guest editors of a special issue with the topic: *Improve Athletes' Performance and Avoid Health Issues*. Deadline for manuscript submissions: 28 February 2023. More information **SEE MORE.**

- **Invitation for publication in International Journal of Environmental Research and Public Health (IJERPH)**

The researcher Prof. Dr. Nuno Loureiro, prof. Dr. Rafael Oliveira and prof. Dr. Fernando Santos are the guest editors of a special issue with the topic: *Football Related Injury and Health Problems*. Deadline for manuscript submissions: 20 April 2023. More information **SEE MORE.**

- **Invitation for publication in International Journal of Environmental Research and Public Health (IJERPH)**

The researcher Prof. Dr. João Brito with researcher Prof. Dr. Rafael Oliveira are the guest editors of a special issue with the topic: *Exercise Monitoring, Testing and Prescription Strategies to Improve Quality*

of *Life in Athletes and Non-athletes*. Deadline for manuscript submissions: 31 May 2023. More information [**SEE MORE**](#).

- **FCT funding the program *Verão com Ciência***

The researcher Raul Antunes and Roberta Frontini are the coordinators of the project “*Sintomatologia depressiva e ansiosa, qualidade de vida e bem-estar subjetivo em praticantes de exercício e desporto*”. Financed and executed project.

- **Erasmus+ approved projects**

- PTime2Act@SD: Time to Act through Sustainable Experiences for Higher Education Students (KA220-HED-000087984): This project is led by Polytechnic of Santarém and involves six partners. This is a project in the area of Sustainability, with a total budget of 250.000€ (Polytechnic of Santarém budget: 61.384€) and duration of 36 months. At Polytechnic of Santarém the team is composed by: Susana Leal (coordinator), Sandra Oliveira, Carla Vivas, Claudio Barradas, João Nascimento and Ana Loureiro;
- Int4Furn: Enhancing Internationalisation Capabilities of micro-SMEs in Furniture Sector through ECVET Compliant Innovative Training Course: This project is led by Gazi University (Turkey) and has six partners. It is a project in the area of Entrepreneurship directed to micro enterprises in the furniture sector, with a total budget of 250,000€ (Polytechnic of Santarém budget: 32.000€) and duration of 36 months. At Polytechnic of Santarém the team is composed by: Susana Leal (coordinator), Sandra Oliveira, Carla Vivas, João Nascimento and Ana Loureiro;
- GAP WOMEN: Gender Actions to increase Women’s Participation in Sports;
- GREEN TEAM; Sustainability Strategy for Greener and more Inclusive sport events;
- Fit4Alz: Fitness for Alzheimer;
- New Health 2022: aims to provide organizations, professionals, volunteers, and consumers with knowledge and tools to improve physical activity, healthy eating, mental health, and a healthy lifestyle. The working group met in Bratislava;
- FITeens:

- **Grupo Projeto Creche**

The report aims to show the work developed within the scope of the Grupo Projeto Creche (GPC) from the 2008/2009 school year to the present. The first point presents the Projeto Creche Group, showing its elements, its dynamics and the main results of its operation. Next, the partnerships/collaborations and final considerations are identified.

- **Física(Mente) – Physical exercise, Quality of Life and Mental Health** – Isabel Simões Dias, Marta Fonseca and Maria Odília Abreu

This research project was carried out in the academic year 2013/2014, at ESECS/PL, from the convergence of interests of two colleagues from the Department of Communication, Education and Psychology, Isabel Simões Dias and M^a Odília Abreu, members of the LQRC-CIEQV. Considering the data from the World Health Organization on the importance of the practice of Physical Exercise in the perception of Quality of Life and Mental Health, this project aims to study the relationship between these 3 variables in order to proposed intervention to promote health and well-being.

- **Merit medal for the scientific work**

The LQRC-CIEQV congratulates Professor António Vences de Brito for the distinction received by the International Martial Arts and Combat Sports Scientific Society, for scientific work developed in the area.

- **FCT Call for I&D Projects in All Scientific Domains – 2022**

“Monitorização e Promoção da Dieta Mediterrânica com Inteligência Artificial” and *“Exercício combinado para melhorias da marcha no envelhecimento”* by LQRC-CIEQV members, were submitted and ranked well although not funded.

- **I&D Projects in the scientific areas of LQRC-CIEQV**

More information [**SEE MORE**](#).

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CALLS AND FUNDING

- Calls for support to *Turismo*. Status: open. More information [**SEE MORE**](#).
- Calls for support to *Programa de Desenvolvimento Rural*. Status: in preparation. More information [**SEE MORE**](#).
- Calls for support to *Plano de Recuperação e Resiliência*. Status: open. More information [**SEE MORE**](#).
- Calls for support to *Programa ATIVAR.PT*. Status: open. More information [**SEE MORE**](#).
- Calls for support to *Apoio à Produção Nacional*. Status: open. Deadline: to be defined. More information [**SEE MORE**](#).
- Calls for support to *Programa de Incentivo para os Açores*. Status: in preparation. More information [**SEE MORE**](#).
- Calls for support to *Apoios à contratação – IEFP*. Status: open. More information [**SEE MORE**](#).
- FCT contest schedule 2021-2023. FCT provides the calendar of competitions scheduled for the years 2021 to 2023. More information [**SEE MORE**](#).
- Founders Program Indico. Call continuously open. More information [**SEE MORE**](#).
- Work programs 2021-2022, Destinations Fight Against Crime and Terrorism (FCT) & Effective management of EU external borders (BM) & Resilient Infrastructure (INFRA) & Disaster-Resilient Society for Europe (DRS) & Strengthened Security Research and Innovation (SSRI):
 - Call 2022 opening on 30 June 2022 and deadline 23 November 2022. More information [**SEE MORE**](#).
- Financing opportunities for *PMEs na área do Digital*. Calls opening on 28 June 2022 and deadline on 9 December 2022. More information [**SEE MORE**](#).
- Swiss Government Excellence Scholarships, For Foreign Scholars and Artists for the 2023-2024 Academic Year. Deadline: 2 November 2022. More information [**SEE MORE**](#).
- Work programs 2021-2022, Destination Increased Cybersecurity (CS)
 - Call 2022 opening on 30 June 2022 and deadline on 16 November 2022. More information [**SEE MORE**](#).
- FLAD Science Award Mental Health 2023. Deadline: 1 November 2022. More information [**SEE MORE**](#).
- Call on “Improved transnational monitoring of biodiversity and ecosystem change for science and society”. Deadline (Pre-proposal): 9 November 2022. More information [**SEE MORE**](#).

- Spencer Foundation. Research-Practice Partnerships: Collaborative research for educational change. Deadline: 9 November 2022. More information [**SEE MORE**](#).
- Postdoctoral Research Grant within the scope of the Research Centre on Didactics and Technology in the Education of Trainers (CIDTFF) of the Department of Education and Psychology of the University of Aveiro. Deadline: 11 November 2022. More information [**SEE MORE**](#).
- Public Engagement Call 2023 – Proof of Concepts. Deadline: 15 November 2022. More information [**SEE MORE**](#).
- Rui Osório de Castro Award / Millennium BCP. Deadline: 15 November 2022. More information [**SEE MORE**](#).
- The “La Caixa” Foundation launches the sixth edition of the Caixa Research Health Research Competition. Deadline: 15 November 2022. More information [**SEE MORE**](#).
- Contest for Exploratory Projects under the Carnegie Mellon Portugal Program – 2022. Deadline: 17 November 2022. More information [**SEE MORE**](#).
- Contest for Exploratory Projects under the University of Texas at Austin Portugal Program – 2022. Deadline: 17 November 2022. More information [**SEE MORE**](#).
- Contest for Exploratory Projects in the Scope of the MIT Portugal Program – 2022. Deadline: 17 November 2022. More information [**SEE MORE**](#).
- GoPORTUGAL – Global Science and Technology Partnership Portugal. Deadline: 17 November 2022. More information [**SEE MORE**](#).
- Open Call for Exploratory Research Projects (ERPs). Deadline: 17 November 2022. More information [**SEE MORE**](#).
- CETP Joint Call 2022 – pre-proposals submission. Deadline: 21 November 2022. More information [**SEE MORE**](#).
- Synergy Grants – ERC-2023-SYG. Deadline: 23 November 2022. More information [**SEE MORE**](#).
- Effective fight against trafficking in human beings (HORIZON-CL3-2022-FCT-01-07). Deadline: 23 November 2022. More information [**SEE MORE**](#).
- HORIZON-CL3-2022-INFRA-01-01 Nature-based Solutions integrated to protect local infrastructure. Deadline: 23 November 2022. More information [**SEE MORE**](#).
- EIT Digital Innovation Factory 2022. Deadline: 30 November 2022. More information [**SEE MORE**](#).
- Horizon Europe: a new initiative for Young Observer. Deadline: 14 December 2022. More information [**SEE MORE**](#).

- ERC Science Journalism Initiative. Deadline: 15 December 2022. More information [**SEE MORE**](#).
- New European Bauhaus 2022 – Transformation of places of learning. Deadline: 31 December 2022. More information [**SEE MORE**](#).
- Fernandes Fellowships. Deadline: 31 December 2022. More information [**SEE MORE**](#).
- New European Bauhaus 2022. Transformation of places of learning. Deadline: 31 December 2022. More information [**SEE MORE**](#).
- Calls for innovative projects in various areas of social and exact sciences, funded by EEA Grants Portugal. Deadline: 4 December 2020 to 30 June 2023. More information [**SEE MORE**](#).
- Support Fund for Small and Medium Companies of the European Union. Deadline: 16 December 2022. More information [**SEE MORE**](#).
- Future of Food. Deadline: December 2022 and March 2023 More information [**SEE MORE**](#).
- Portal Funding & Tenders, for the following areas of Cluster 5 – *Clima, Energia e Mobilidade*: “Energy supply”. Deadline: 10 January 2023. More information [**SEE MORE**](#).
- HORIZON-CL5-2022-D3-03: Sustainable, secure and competitive energy supply. Deadline: 10 January 2023. More information [**SEE MORE**](#).
- Spencer Foundation – Research Grants on Education: Large. Deadline: 12 January 2023. More information [**SEE MORE**](#).
- HORIZON-CL5-2022-D4-02: Efficient, sustainable and inclusive energy use. Deadline: 24 January 2023. More information [**SEE MORE**](#).
- Sustainability 2022 Young Investigator Award. Deadline: 31 January 2023. More information [**SEE MORE**](#).
- Water4All 2022 Joint Transnational Call. Deadline 20 March 2023. More information [**SEE MORE**](#).
- BioeconomyVentures – Open calls – Future of Food. Deadline: March 2023. More information [**SEE MORE**](#).
- LIFE Calls for proposals 2022. Deadline (Full proposals): 30 March 2023. More information [**SEE MORE**](#).
- *Programa Cidadãos Ativ@s* – Bilateral Cooperation Initiatives of the *Fundação Bissaya Barreta* and *Fundação Calouste Gulbenkian*. Deadline 30 June 2023. More information [**SEE MORE**](#).
- European Commission – Competitive calls and calls for third parties. Areas of interest: Food; Energy Transition; Climate; Mobility; Digitization. Deadline: 22 July 2023. More information [**SEE MORE**](#).

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AGENDA

- **Scientific Writing Webinar**, 1-2 November 2022. More information [SEE MORE](#).
- **XXIII Jornadas da Sociedade Portuguesa de Psicologia do Desporto**, 2 to 5 November 2022, at the Polytechnic Institute of Maia. More information [SEE MORE](#).
- **VidaProFit: Caracterização dos Profissionais de Fitness em Portugal e Satisfação no Trabalho**, 2 November 2022, online. More information [SEE MORE](#).
- **STARTIPS Initiatives 2022-2023**, 2 November 2022, Complexo Andaluz and online.
- **IC Congresso Nacional das Escolas Superiores (CNESA)**, 3-4 November 2022, at the Higher Agricultural School of Santarém. More information [SEE MORE](#).
- **EDUGOLF – Modernising education and training to meet the changing skills needs of golf in Europe**, 3-4 November 2022, at Warsaw. More information [SEE MORE](#).
- **Eucen ULLL Open Fora**, 3- 24 November 2022. More information [SEE MORE](#).
- **CAPSI2022 – 22ª Conferência da Associação Portuguesa de Sistemas de Informação**, 3-5 November 2022, Assomada, Santiago – Cabo Verde. More information [SEE MORE](#).
- **3º Congresso Internacional de Teoria da Ação Conjunta em Didática (TACD)**, 7-9 November 2022, at Brest/Rennes. More information [SEE MORE](#).
- **CENTERIS 2022 – International Conference on ENTERprise Information Systems**, 9 November 2022, at Lisbon (Portugal). More information [SEE MORE](#).
- **10th International Conference on Project MANagement**, 9-11 November 2022, at Lisbon (Portugal). More information [SEE MORE](#).
- **ETSI IoT Week, “Pursuing Digital and Green Transformation”**, 9-11 November 2022. More information [SEE MORE](#).
- **III Simpósio de Economia e Gestão da Lusofonia**, 15-17 November 2022, at IPSantarém. More information [SEE MORE](#).
- **Colloque Acedle – Didactique(s), plurilinguisme (s), mondialisation (s)**, 17-18 November 2022, at University of Aveiro. More information [SEE MORE](#).
- **FORMS – Emerging Forms of Employment in the Sport sector in Europe**, 17-18 November 2022, at Lisbon. More information [SEE MORE](#).
- **II Jornadas Internacionais de Avaliação e Prescrição em Exercício para a Saúde**. 18-19 November 2022, at ESECS – Polytechnic of Leiria. More information [SEE MORE](#).

- **XXIV Simpósio Internacional de Informática Educativa (SIIE22)**, 17-19 November 2022, at Coimbra. More information [SEE MORE](#).
- **Science and Technology Week**, 19-26 November 2022.
- **CZEDU CON 2022 – International Conference on Strategy and Policy in Higher Education**, 21-22 November 2022. More information [SEE MORE](#).
- **FECSE 2022 – Fórum Europeu de Componentes e Sistemas Eletrónicos**, 24-25 November 2022. More information [SEE MORE](#).
- **European Forum for Electronic Components and Systems**, 24-25 November 2022. More information [SEE MORE](#).
- **WINS – Raising the growth and participation of female sport officials in Europe**, 24-25 November 2022, online. More information [SEE MORE](#).
- **26º Congresso Português de Obesidade**, 24-26 November 2022, Hotel Vila Galé Coimbra. More information [SEE MORE](#).
- **V4V – Analysing and making visible the skills acquired through volunteering in sport in Europe**, 29-30 November 2022, Tallinn. More information [SEE MORE](#).
- **Colloque Plurimaths – Contextes et pratiques multilingues dans l’enseignement de disciplines scolaires**, 30 November and 1 December 2023, Paris. More information [SEE MORE](#).
- **ICES2023**, 6-8 February 2023. More information [SEE MORE](#).
- **AISEP International Conference**, 24 February 2023. More information [SEE MORE](#).
- **V Congresso Nacional de Educação para a Saúde**, 31 May, 1-2 June 2023, Évora. More information [SEE MORE](#).
- **6º Colóquio Internacional de L’ARCD**, 27-30 June 2023, Switzerland. More information [SEE MORE](#).