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TECHNICAL FILE

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INDEX

01

EDITORIAL #1

The CIEQV Team wishes all readers an excellent year with a lot of research and new challenges so that we keep growing in Portugal and the World. Research and development units are facing new challenges with the evaluation and applications of the Foundation for Science and Technology (FCT) to lead the CIEQV team to come together with a good result. While the process is ongoing, the CIEQV team continues to work and the February newsletter is an excellent example of this, where the Education area of the centre continues to do an excellent job. To begin, we present a Postgraduate Program in Steam Education to train qualified professionals in the areas of Science, Technology, Engineering, and Mathematics and develop 21st-century skills, it is essential to encourage young people to pursue careers in these areas. We also present The International Conference "Innovation in the Teaching of Mathematics and Sciences 2024 (IEMC 2024)" which will take place on the 15th and 16th of March 2024 at the School of Education of the Polytechnic University of Santarém (ESE-IPSantarém). Finally, we present more than 30 publications made by this great team. I would like to express my gratitude to all those who worked together on the writing of this newsletter. Thank you very much.

José Amoroso [1,2]

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EDITORIAL #2

CIEQV dedicates this edition of its newsletter to the area of Education and Training.

We are at a challenging and crucial stage in the center's life. Nonetheless the expansion of polos presents numerous opportunities, pointing towards a highly promising future. In fact, following the establishment of a Pole at the School of Education of the Polytechnic Institute of Setúbal, we recently welcomed many new integrated and collaborators members from the new poles at the Polytechnic Institute of Beja and the Polytechnic Institute of Portalegre.

The inclusion of these new researchers is expected to significantly enhance and enrich the research efforts already underway in this field at the centre, expanding and deepening its scope.

This newsletter presents an overview of activities and outputs in the field of education. An illustration of this is exemplified by the article "Evaluation of the Flipped Classroom Model in a fully online context through the lens of the Triple E framework" authored by researcher Teresa Ribeirinha, alongside the summaries of studies conducted by Sónia Galinha and Lenía Carvalhais, the latter a new member of this field. We also took the opportunity to introduce new integrated members, featuring interviews with Maria Inês Cardoso and Juliana Jardim Barboza. Furthermore, we present a project in progress by another newly integrated member of the centre, Tatiana Ferreira.

Good readings!

Marisa Correia [1,2]

[1] ESE – Santarém Polytechnic University

[2] Life Quality Research Centre

02
INFORMATION

INFORMATION #1

— POSTGRADUATE PROGRAM IN STEAM EDUCATION

In a society undergoing rapid technological evolution with a growing need to train qualified professionals in the areas of Science, Technology, Engineering and Mathematics and develop 21st century skills, it is essential to encourage young people to pursue careers in these areas. To face these challenges, an interdisciplinary educational approach in Science, Technology, Engineering, Arts, and Mathematics (STEAM) is recommended, with the aim of removing the barriers that separate the different areas, integrating them into real and relevant learning experiences.

Within the scope of the "Impulso Adultos" and "Impulso Jovens STEAM" programs of the "Plano de Recuperação e Resiliência" (PRR 2021-2026), the Santarém Polytechnic University of saw its application approved with the "Consórcio Entre o Tejo e o Mar – CETM" project, in consortium with the Polytechnic Institute of Tomar and the Nautic School Infante Dom Henrique. With this project, the aim was to expand Short-Term Postgraduate training, contributing to the training of specialized senior staff necessary for companies and for innovation and entrepreneurship in the regional ecosystem. These PRR programs aim to graduate over 18 thousand students from higher education in the fields of science, engineering, technology, arts, and mathematics (STEAM) by the end of 2025, compared to the total number of graduates in 2020, and qualify around 100 thousand adults by the end of 2025 (50% of higher education graduates among the population aged 30-34 by 2030 compared to around 37% in 2020). Therefore, combined with the stimulus to attract more young people to STEAM areas, there is a need to increase the number of adults in higher education, promoting the conversion and/or updating of skills through the reinforcement and diversification of training, in partnership with companies, local authorities and local, regional, and national public entities.

In this context, we created a Postgraduate Program in STEAM Education, included in the "Impulso Adultos" program (over 23 years old). This training was aimed at technical staff from companies, local authorities or other public entities, associations, and teachers at various levels of education. Patnerships: Agrupamento de Escolas de Alcanena, Agrupamento de Escolas Professor Agostinho da Silva (Sintra), Arabot HiFi, Material Eletrónico e Didático, Associação Portuguesa de Professores de

Biologia e Geologia, Carsoscópio - Centro de Ciência Viva do Alviela, EASE - European Network of STEAM Educators, Município de Torres Novas, Parque Ambiental - Município de Constância and TAGUSVALLEY - Associação para a Promoção e Desenvolvimento do Tecnopolo do Vale do Tejo.

The Postgraduate Program in STEAM Education was held in blended learning and its 1st edition took place between September 2023 and January 2024. It included the following courses:

- Innovation in STEAM Education, with 7 ECTS and 35 contact hours;

- Programming and Robotics in STEAM Education, with 8 ECTS and 40 contact hours;

- STEAM Outdoor Education, with 7 ECTS and 35 contact hours;

- Activities and Projects in STEAM Education, with 8 ECTS and 40 contact hours.

In this 1st edition, 11 students completed the postgraduate program with success.

Teaching Team (LQRC): David Catela, Elisabete Linhares, Maria Clara Brito, Maria Clara Martins, Marisa Correia (Coordinator) and Raquel Santos (Subcoordinator).

More information is available at the website
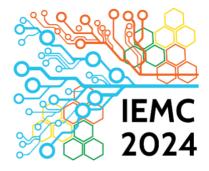https://academicos.ipsantarem.pt/cursos_geral.FormView?P_CUR_SIGLA=PGEST

INFORMATION #2

— INTERNATIONAL CONFERENCE IN INNOVATION IN THE TEACHING OF MATHEMATICS AND SCIENCES

The International Conference "Innovation in the Teaching of Mathematics and Sciences 2024 (IEMC 2024)" will take place on the 15th and 16th of March 2024 at the School of Education of the Santarém Polytechnic University (ESE-IPSantarém).

This scientific event arises from the work that educators from the Department of Mathematical and Natural Sciences at ESE-IPSantarém have been developing within the scope of the CreativeLab_Sci&Math project.

The 3rd edition of the event focuses on innovation in mathematics and science education, resulting from collaborative interdisciplinary practices, the use of digital technologies, the exploration of innovative educational environments and different contexts associated with the student's comprehensive training, such as education for sustainable development. This event will also promote reflection on the future of mathematics and science teacher education programs.

The event involves diverse dynamics, such as plenary sessions, workshops, and symposiums of communications. Its target audience is undergraduate and master's students, teachers, educators, and other professionals interested in this topic.

More information is available at the website https://iemc.ipsantarem.pt/.

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03
INTERVIEW #1

— Entrevista a Inês Cardoso

Inês Cardoso [1,2]

[1] ESE – Santarém Polytechnic University

[2] Life Quality Research Centre

Ciência ID F212-7DB4-E007

Brief curricular presentation

Inês Cardoso is a Professor at the School of Education of Santarém Polytechnic University. Between 2019 and 2022, she taught at the University of Aveiro and the Polytechnic Institute of Leiria. Additionally, she served as a Sessional Assistant Professor from Camões, I. P. at York University in Toronto from 2013 to 2019.

With a degree in Portuguese, Latin and Greek teaching (2004) from the University of Aveiro, and a PhD in Didactics (2009) with FCT support from the same institution, her research focused on the relationship with extra-school and school writing in compulsory education. Inês has actively engaged in teaching not only in university but in all school levels, and research, including a Post-Doctorate (FCT, 2009-2013) within the CIDTFF – Research Centre on Didactics and Technology in the Education of Trainers. Maintaining a continuous dialogue between her research and teaching commitments is crucial for Inês, extending beyond the university setting to lifelong training of teachers and compulsory education. This commitment encompasses her active involvement in pedagogical projects aligned with her research in Didactics. Furthermore, she brings valuable experience in teacher training from Portugal, Brazil, Canada, and the Portuguese teaching abroad network.

Since 2019, Inês Cardoso has been coordinating the professional development community "ProTextos – Teaching and Learning of Text Writing" (http://protextos.web.ua.pt/), which she co-founded. This group has opened doors for her participation in national and international research projects such as

"European Research Network on Learning to Write Effectively (ERN-LWE) – COST ACTION IS0703" (European agency for Cooperation in the field of Scientific and Technological research).

Her main research interests revolve around Portuguese Didactics (mother/non-mother tongue), Writing Didactics and Teacher Training. The subjects' relationship with school and extra-school writing interests her particularly, due to its potential contribution to the development of didactic devices, in addition to the possibilities of writing as a promoter of personal and professional development.

Currently, Inês Cardoso continues her collaboration with CIDTFF and has joined the Life Quality Research Centre in 2024.

What are your goals as a CIEQV member?

I would like to have the opportunity to participate in ongoing projects, to engage collaboratively in proposing new ones, and to progress as a researcher, trainer, and teacher - roles intertwined in my activity centred in Portuguese language Didactics.

Joining CIEQV will expand my networks and my knowledge, providing insights that can inform my work. Additionally, it may offer improved conditions for research, including enhanced technical support and the potential to attract partnerships for funding.

What are your most important research projects? Develop one of the indicated projects.

These are the international projects I am currently involved in:

- "Escrita e tradição discursiva no ensino: da delimitação conceitual ao seu papel nos aspectos ocultos do letramento acadêmico"/ "Writing and discursive tradition in teaching: from conceptual delimitation to its role in the hidden aspects of academic literacy" (February 2023 – January 2028), coordinated by Lúcia Regiane Lopes-Damásio (Financial support: https://bv.fapesp.br/pt/auxilios/111983/escrita-e-tradicao-discursiva-no-ensino-da-delimitacao-conceitual-ao-seu-papel-nos-aspectos-ocultos-/)
- "Produção Textual e Atividades Metalinguísticas APOIO"/ "Textual Production and Metalinguistic Activities SUPPORT" (January 2024-December 2026), coordinated by Eduardo Calil (Financial support: CNPq)

Regarding a national project, I am presently involved in:

- Citizen learning communities for the promotion of interdisciplinary education in science and Literature (BiblioLab-ILC) (May 2021-April 2024), coordinated by Joaquim Bernardino de Oliveira Lopes (Financial support: CIDTFF)

In addition to my involvement in funded projects, I am actively participating in a teacher training program centred on teaching-based research that is interconnected with the instruction of oral and written argumentative textual genres across various educational levels. I am coordinating multiple groups that will contribute to a book, which I am editing.

Moreover, considering the connection between my teaching practices and research, I am on the verge of launching the second edition a service-learning project dedicated to two courses I teach. Throughout the guidance of students, I will collect materials to analyse and refine these teaching methodologies, with the goal of enhancing both student learning and experience.

Building on my involvement in the 'Inclusive Education' project, sponsored by the Ministry of Education, I am currently a member of a small research group dedicated to analysing the data collected from the teaching training modules.

Finally, I would like to mention some ongoing publishing projects connected to my teaching-based research on the instruction of Portuguese and language development. These projects involve the creation of didactic materials specifically designed for teachers working with students up to the age of 12.

I would provide a summary of the national project mentioned earlier, particularly as it approaches its completion: BiblioLab (https://www.ua.pt/pt/cidtff/bibliolab).

The inter-institutional (CIDTFF-University of Aveiro and UTAD – Universidade de Trás-os-Montes e Alto Douro) interdisciplinary project BiblioLab proposes the continuation and collaborative enrichment of the BiblioLab platform (https://www.bibliolab.pt/), created to provide interdisciplinary resources combining science and literature. The aim is to create Interdisciplinary Learning Communities (ILC) with different educational actors (teachers, students, parents, schools, municipalities, libraries) with the objectives of: producing this type of interdisciplinary and inclusive educational resources; building knowledge about ILC and their role in teachers' professional development; and about the impact of didactic proposals on students' scientific literacy and literary education, collaboration and problem-solving skills.

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

My commitment to bridging scientific Didactics with practice is visible in my teaching, research, and teacher training endeavours. In teaching, I foster partnerships to enrich students' learning experiences, organizing cultural and curricular events, and strengthening community ties. For example, I established connections with community projects, associations, foundations, refugee support services, connecting them with my school's educational support and language/culture centre for service-learning opportunities in my Didactic courses.

Coordinating a professional development community like ProTextos, centred on teaching-based research, has resulted in the creation of didactic materials, scientific contributions, and teacher training booklets. This contributes to the availability of valuable didactic resources and training materials.

I've also been addressing schools' demands on language teaching training, nationally and in the Portuguese teaching abroad network, conducting training sessions. In my field, I believe I contribute to put knowledge more accessible also due to my availability to conducting workshops in schools, presenting books, and giving lectures, organizing cultural university-wide, school and community-based activities, contributing to community magazines, and participating in radio and TV programs, including video conceptualization for language teaching promotion, advising educational innovation groups, among others.

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

As a research center focused on quality of life, the LQRC-CIEQV plays a critical role in exploring various aspects that contribute to the overall well-being of individuals. The practical implications of the research it develops are diverse and can have a significant impact on individuals, communities, and societal systems, providing them with the knowledge to make informed decisions that positively impact their quality of life. In addition, as a research center focused on quality of life, the LQRC-CIEQV can have far-reaching practical implications, influencing policies, practices, and interventions across multiple domains to improve the well-being of individuals and communities. Research findings should serve as the basis for positive societal change and the creation of environments that promote a high quality of life for all.

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INTERVIEW #2

— Entrevista a Juliana Jardim

Juliana Jardim[1,2]

[1] ESES – Santarém Polytechnic University

[2] Life Quality Research Centre

Ciência ID 1D11-7EAF-9835

Currículo Lattes (CNPq Brasil) https://lattes.cnpq.br/1501950430798637

Brief curricular presentation

Juliana Jardim is a Brazilian professor, performer, actress, director and researcher in the Performing Arts, focusing on Theatre, Performance and Education. She works between creation and pedagogy, under the axes of training, guidance and actors and educators skills. Her work is also influenced by a West African experience, begun in 2002. Since September 2023, she has been an Adjunct Professor at the ESES-IP Santarém, being responsible for the Performing Arts area. She has a Post-Doctoral degree developed with two FAPESP national and international grants between 2013 and 2016, between Faculdade de Educação-Universidade de São Paulo and Facultad de Educación-Universidad Complutense de Madrid, with a research on a faltering space and wandering landscapes between class and scene. She worked teaching classes, conducting groups of research and creation with students, teachers and artists in the fields of Education, Anthropology, Theater, Performance, Dance, Visual Arts, among others. Her latest creation, 133 advices for noisy adults, was performed in 2023 in São Paulo, Brazil, and was based on the book Semente de crápula. Conselhos aos educadores que gostariam de cultivá-la, by Fernand Deligny. She took part on Pedagogical Artistic Articulation of the Programa Vocacional, at the São Paulo's Municipal Secretariat of Culture. She participates in the constella(c)tions as author of the text and director of the performance in partnership with composer and researcher Michelle Agnes - within her research as Resident S+T+Arts, Ircam/Pompidou -, for the February/2020 presentations between Ircam/Pompidou and Centquatre Paris. She holds a MA (2001) and doctorate (2009) in Theater at Escola de Comunicações e Artes-Universidade de São Paulo, with research, respectively, on actor and comedy and the relationship between text, listening, body, word and actor's work. The artistic work that she coordinated for eleven years in São Paulo

(www.ensaiosignorantes.com) was recipient of several public financing awards through competitions, including the most important Municipal Theater Promotion Program in the City of São Paulo from 2016 to 2018, with the project Ignorant Essays: the common and the essayistic gesture between scene and audience. She was a Collaborating Professor and Tutor of investigations for students of the Official Master's Degree in Enseñanzas Artísticas Pensamiento y Creación esnénica contemporánea at the ESAD Castilla y León, between 2021 and 2023.

What are your goals as a CIEQV member?

Contribute to affirming the importance of inter and multidisciplinary research, as a person with a long history in multidisciplinarity, mainly among performing arts, education and health. Contribute to networks and partnerships linking researchers and institutions, affirming the importance of collaborative work, including my country of origin and my African and European alliances, developed during my previous career as a researcher, educator and artist. Contribute with reflection and action regarding students' reflective and investigative capacity, as well as their writing skills, as these are constant challenges in the Academy classroom. Contribute to the sharing of thoughts about the body and health, through experiences with listening to oneself and collective listening, arising from my trajectory as a researcher of the practice. Contribute to collaborative projects with research funding goals, as I have carried out activities like these several times in Brazil.

What are your most important research projects? Develop one of the indicated projects.

My main research axes have been the relationships between the body and the word (read and spoken), comic art, the study of the relationships between the categories scene and class and the body that rehearses (essais) in these settings, all in dialogue with the theme of the emancipation of the person. I also developed translations and artistic-pedagogical actions around the practices with delinquents and autistic people developed by the French educator and writer Fernand Deligny. I am the translator of one of the author's books in Brazil and a researcher of his work since 2012, having coordinated a study group in Brazil and Spain, participated in a master's committee on the author at Universidade Nova de Lisboa, in addition to being awarded for a scenic creation, between February and June 2023 in Brazil, with the book I translated. I study the practice of intellectual emancipation developed by Joseph Jacotot in the 19th century, in dialogue with the biographer of his method, the philosopher Jacques Rancière. Since 2009, I have been developing a study around the authors and conceived and carried out, from 2010 to 2018, the Ignorant Essays project, based on these studies. www.ensaiosignorantes.com. I study the essayistic gesture in between scene, writing and class, based on connections with Michel de Montaigne, the creator of the essay in writing, and Agnès Varda, a film essayist. I study practices of

communication, encounter, collective listening and artistic-pedagogical work developed in alliance with the djèli/griot tradition, from West Africa (Mali and Burkina Faso), with which I have had ties since 2002.

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

My entire trajectory involves sharing knowledge to community and I have never dissociated theory from practice, since thought, in my trajectory and that of my peers, has always taken place within action. My trajectory is entirely in practical work, and all reflection within Academia has always taken place in dialogue with philosophy, some specific theories or thoughts from other practical researchers, people of action.

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

I have just started my membership at LQRC-CIEQV. I think that all the research developed in it has practical implications, and for this reason, I see myself with a great possibility of involvement in the research here. I hope to be able to contribute with the skills of the artistic and pedagogical areas to which I dedicate myself.

04

ARTICLES / EXTENDED ABSTRACTS

ARTICLE #1

– Evaluation of the Flipped Classroom Model in a fully online context through the lens of the Triple E framework[1]

Teresa Ribeirinha [1,2]

[1] ESES - Santarém Polytechnic University

[2] Life Quality Research Centre

Ciência ID E71C-28EF-9505

Abstract

During the pandemic, the Flipped Classroom Model (FCM) garnered attention for its potential to enhance online learning. An action research cycle was conducted with Portuguese secondary school students to assess how technology, through the FCM, could support their learning in an online context. The proposal was designed and evaluated according to the Triple E model, and student perceptions were gathered through interviews. The findings suggest that combining technology in the implementation of the FCM, along with pedagogical strategies emphasizing its benefits, allowed for increased student *engagement, enhancement, and extension* of learning. However, several issues need to be considered to optimise student learning in a technology-supported environment.

Keywords: Flipped Classroom Model; Online Learning; Instructional Design; Triple E model.

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[1] This is an adapted version of the article titled '(Re)designing the Flipped Classroom model in the online context: a 2-year action-research study during the COVID-19 Pandemic. The source of the article can be found at https://periodicos.uepa.br/index.php/cocar/article/view/7370.

Introduction

Technological coexistence has led to socio-cultural changes in students, with an increasing number of students using technology for learning and believing in its potential to enhance their learning experience (Chen et al., 2015). Pedagogical proposals lacking effective technology integration miss the chance to meet students' expectations and equip them with essential 21st-century skills (Schindler et al., 2017). The literature suggests that teachers should adopt pedagogical practices that emphasise the social nature of learning, technological mediation, and the role of students (Diesel et al., 2017). The Flipped Classroom model (FMC) is a pedagogical model that shows potential for integrating technology into the classroom (OECD, 2018). It involves reversing the traditional teaching approach by delivering instructional content, often online, outside of the classroom and using class time for interactive learning activities (Bishop & Verleger, 2013).

During the COVID-19 pandemic, this model gained new prominence due to its potential to enhance learning in an online context (Jia et al., 2021). The division of online learning into synchronous and asynchronous classes creates two distinct learning moments that can mirror the FC model (Marshall & Kostka, 2020). Although there are few studies on FCM in an online context (Jia et al., 2021), some research carried out in higher education shows inconsistent results. According to Tang et al. (2020), the application of FCM in online teaching has produced positive effects on learning, concentration, and academic results when compared to other online teaching methods. Haftador et al. (2021) found that the model enhances students' sense of responsibility, belonging, and motivation to learn in an online context. Lo and Hew's (2022) systematic review of the application of FCM in an online context found that major challenges of implementing FCM in an online context include students' inability to manage pre-class workload, negative emotions, inadequate time to deal with proposed activities, and non-engagement with group activities. Due to the limited studies on FCM in non-higher education, an action research study was conducted with a secondary school class to evaluate how ICT, through FCM, can support student learning in the online context. The theoretical framework used was the Triple E model (TEM), which is a reference guide for integrating ICT into educational processes in K-12 education (Kolb, 2017; Kolb, 2020). The rationale for using TEM in developing learning strategies is rooted in the central role of the student throughout the learning process. This approach, when combined with a social perspective on learning, can enhance the most challenging and creative aspects of learning. According to Kolb (2017), the three dimensions of TEM are Engagement, Enhancement and Extension.Engagement refers to how ICT can help students focus on learning objectives and tasks. Therefore, it is crucial to ensure that the use of technology captures students' interests and keeps them engaged in their learning (Kolb, 2020). Enhancement involves selecting technological tools that add value to learning by aiding, assisting, and supporting learning in a way that traditional methods cannot

easily achieve (Kolb, 2017). Finally, Extension aims to ensure that technology-based learning activities create a connection between the classroom and students' daily lives, extending learning beyond the classroom (Kolb, 2020). Additionally, this dimension aims to develop skills that may benefit students in their future lives, including 21st-century skills.

Methods

Participants

The study was conducted in an 11th-year class with 22 students, comprising 10 female and 12 male students, with an average age of 16.25 years. The class attended a public school in Portugal and the study was carried out between February and April 2021, during the second school closure in Portugal due to COVID-19.

Methodological procedures

The empirical work was carried out using the Action Research (AR) methodology. AR is a cyclical and dynamic process that includes three phases (planning, action, and evaluation) from which new cycles can be outlined (Kemmis, 2007). Thus, an intervention proposal based on FCM was planned and implemented, with a focus on improving student education in a fully online context. The evaluation made it possible to see how the strategies implemented influenced the students' learning experience.

The proposal combined asynchronous lessons (AssL) with synchronous lessons (SL). The materials for the AssLs were made available on the Edmodo platform 72 hours prior to the SLs. These materials included a didactic video, a set of slides, a monitoring quiz, and a list of exercises focused on the given programme content (Engagement). Additionally, there were mandatory tasks that required students to write a synthesis and complete the quiz on the platform before the SLs (Enhancement, and Extension).

The SLs were conducted using the Zoom web conferencing platform. The first few minutes were spent welcoming the students and monitoring the tasks outlined in the AssL. After that, a summary of the AssL contents was provided through dialogue with the students, and any unclear aspects were explored (Engagement). Later, the students were randomly assigned to secondary rooms to engage in group activities, such as problem-solving, exploring simulations, and analysing experimental results (Enhancement and Extension). The teacher provided support to the students by moving between the different rooms. Once the tasks were completed, the students returned to the main room to present their findings.

Data analysis instruments and procedures

Semi-structured interviews were conducted online and audio-recorded with the consent of the participants and their parents. The interviews were carried out in groups of three students, and the average duration of seven interviews was 35 minutes.

The interviews were transcribed in full for categorical content analysis (Bardin, 1977). The process started by establishing indicators for interpreting the collected information based on the dimensions of the TEM. The data was then classified by differentiation and categorisation using previously defined criteria. Finally, objective interpretations were made.

Results and Discussion

Table 1 summarises the results of the interview analysis. This analysis helped to understand how the FCM implementation characteristics influenced the students' learning experience in the online context.

Table 1: Analysis of student interviews

ENGAGEMENT			
Asynchronous lessons activities		**Synchronous lessons activities**	
Positive aspects	Negative *aspects*	*Positive aspects*	Negative *aspects*
didactic video - Attention - focus **Activities design** - Learning from colleagues - Reflecting on differences **Material-task alignment** -Performing tasks / understanding content - Motivation	**Mandatory tasks** - Lack of interest - Saturation	**Synthesis** - Focus **Complementary to pre-class** - Increased active learning time (with peers) **Design** - Participation - High quality interactions with teacher and peers **Zoom platform** - Interactions with peers	**Zoom platform** - Distraction
ENHANCEMENT			
Asynchronous lessons activities Positive *aspects*		**Synchronous lessons activities** *Positive aspects*	Negative *aspects*
didactic video - Understanding **Self-corrected quiz** - Self-regulation - Self-efficacy		**Synthesis** - Understanding - Reinforcement/Consolidation - Reflecting on prior knowledge **Secondary rooms** - Ease of interaction with teacher (introverted students**)** - Equality of interaction	**Zoom platform** - Difficulties in interacting with the teacher (over-exposure of the image) -Not understanding
EXTENSION			
Asynchronous lessons activities Positive *aspects*		**Synchronous lessons activities** *Positive aspects*	Negative *aspects*

Design	Zoom platform	Zoom platform
- Responsibility for learning - Independent study and work habits - Interaction with peers (collaboration) - Well-being	- Learning -Satisfaction (comfort, autonomy, research opportunities)	- Bad feeling (image overexposed) - Dissatisfaction

Analysis of the interviews suggests that students found the AssLs activities to be organised and sequential, which was motivating and helpful in completing tasks. This contrasts with the findings of the systematic review by Lo and Ho (2022), which identified students' difficulty in managing the workload before class as a common issue in implementing FCM in an online context. However, this finding is consistent with other studies that have shown that FCM increases students' sense of responsibility, concentration, and motivation to learn in the online context (Hafador et al., 2021; Tang et al., 2020). An analysis of the dynamics of the AssLs allows us to understand this result. Firstly, the videos created by the teacher facilitated students' attention and concentration due to their familiarity with her voice. Secondly, the videos facilitated comprehension because they were aligned with the required tasks. Previous studies have already highlighted the effectiveness of teacher-made videos over others (Bond, 2020). In addition, the self-corrected quiz enabled students to assess the quality of their self-learning (self-efficacy) and to determine the need for further exploration of the content (self-regulation). This is consistent with the findings of a meta-analysis on FCM, which highlights the importance of quizzes in technology-enhanced learning (van Alten et al., 2019). Finally, the students reported that they completed the AssLs activities with their friends via video conferencing. This allowed them to reflect on discrepancies in their problem-solving approaches and to learn from their peers. Therefore, the dynamics of AssLs led to the development of study habits, autonomous working, collaboration and responsibility for learning and well-being. These findings confirm the potential for improvement that FCM offers in online learning (Jia et al., 2021). However, students sometimes lost interest and became saturated by the mandatory nature of the tasks, such as summarising content. As one student said, 'Writing summaries should not be compulsory because some people understand the subject well without having to write it' (Student 1). This highlights the need for greater flexibility in the AssL learning sequence.

In the SLs, some students reported that the virtual environment on the Zoom platform was distracting and interfered with their work habits. In the main room, excessive exposure of students' images caused discomfort and dissatisfaction, made it difficult to interact with the teacher and led to a lack of understanding of the content. Other studies have also reported that shy students felt uncomfortable or embarrassed when speaking in Zoom classes. This is because the view of the person speaking is magnified and highlighted on the screen, which may discourage them from speaking or asking questions (Maimaiti et al., 2021). In this sense, it is evident that the teacher's content synthesis was a

useful strategy. It helped students to stay focused, reinforced and consolidated their understanding of the content, and encouraged reflection on prior knowledge. Another aspect highlighted in the interviews was the complementarity between the components of the model, which allowed for more peer learning in the secondary rooms. These rooms allowed the more introverted students to interact more easily with the teacher and promoted more equal interactions.

However, while some students expressed dissatisfaction with the virtual environment, others found it comfortable, allowing interaction with both peers and the teacher, as well as independent work and exploration of content. These two opposing positions were also reported in the study conducted by Pelikan et al. (2021) during the Covid-19 pandemic. The authors of the study concluded that students who perceived themselves as highly competent were better equipped to cope with online learning due to their use of self-regulation strategies. In contrast, students who perceived themselves as less competent needed more support.

Conclusion

The TEM proved to be practical in designing technology-enhanced learning strategies and in evaluating whether the selected technologies improved students' learning experiences. A potential limitation of the study is the relatively short implementation period of the proposal. Therefore, it is recommended that the FCM be evaluated over a longer period to verify the findings of this study. However, the results showed that the use of technology in the projection of the FCM, when combined with pedagogical strategies that highlight its advantages and benefits, allowed for student engagement, enhancement, and extension of learning. However, several issues need to be considered to optimise student learning in a technology-supported environment. Future research should explore how teachers can support students in self-regulation during the implementation of FCM in an online environment.

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ARTICLE #2

− Quality of life in aging: psychometric qualities[2]

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Abstract

Within a psychological model, the study starts from the analysis of the psychometric qualities of the GDS-15 and the correlations between the GDS-15 and the Perceived Satisfaction with Life Scale (ESV) and sociodemographic data. Sample N=763 ≥ 65 age. The data obtained reveal adequate psychometric properties in the internal consistency indices (p<0.001).

Introduction

It is important to understand what it means to grow old and how aging influences other variables for better advancement, particularly in the quality of education and inclusion (WHO, 2023; EC, 2021; OPP, 2020). Well-being considers positive involvement in the individual's life and calls for four strategic axes: health, participation, safety and measurement, monitoring and research.

Methods

This study analyzes the psychometric qualities of the Geriatric Depression Scale/GDS-15 (Sheikh & Yesavage, 1986). The Perception of Satisfaction with Life Scale ESV (Pavot & Diener, 1993) was also applied, one-dimensional, Likert 5 points and 5 items and a sociodemographic survey. The following questions were defined: What is the relationship between the GDS-15 scales and the ESV with the variables under study? What are the statistical correlations? Sample N=763 Dependent variables:

Perceived satisfaction with life; Depressive symptoms last week. Independent variables: age, gender, marital status, qualifications, being a caregiver in the last 24 months – number of dependents, institutionalized-social response, self-care dependency type, Covid19, volunteering, sport, religion/spirituality.

Results

The new dimensions found in the GDS-15: Factor 1 - Dissatisfaction and Apathy Factor 2 – Unhappiness and Factor 3 – Lack of energy. The correlations between the GDS-15 and all its dimensions with the ESV are statistically significant (p<0.001), and the correlation is higher for the relationship between the ESV and the GDS-15 (r=-0.786; p<0.001), defined as strong negative correlation; followed by correlations between the ESV with the "Dissatisfaction and Apathy" dimension and between the ESV with the "Unhappiness" dimension (r=-0.745; p<0.001), defined as strong moderate correlations negative; and after the correlation between the ESV and the "Lack of energy" dimension (r=-0.474; p<0.001), defined as a moderate negative correlation. Adequate internal consistency indices. α is greater than the value of 0.80, meaning the ESV is measured appropriately. Higher correlation for the relationship between the ESV and the GDS-15 (r=-0.786; p<0.001). In this study, it was found that older, non-institutionalized elderly people have a better perception of life satisfaction.

Discussion

New and significant statistical values on the validity of the construct were found in good internal consistency. The psychometric indicators that are very appropriate in relation to the GDS-15 stand out, with high internal consistency, item-total correlation and the effect of eliminating each item α =0.905. The perception of satisfaction with life is a relevant concept, as it allows a global view of the adjustment to be made through adaptive capacity (Banhato, et al., 2018; WHO, 2023). According to Santos, et al. (2020) age, gender and education can have a positive influence on life satisfaction, loneliness, anxiety and low income negatively. The results refer to the importance of female work as well as the social role it plays.

Conclusion

According to the analysis, new dimensions were found in the GDS-15: 1-Dissatisfaction and Apathy, 2 – Unhappiness and 3 – Lack of energy. The α value is higher than the value of 0.80 for the GDS-15 and for dimensions 1 and 2, meaning that the items included in the scale and these dimensions measure

adequately. For 75-84 years old, Life Satisfaction was higher and Geriatric Depression was lower. Future inferential and contextual locus studies are advocated.

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EXTENDED ABSTRACT

– Training, Recruitment, and Supervision of Personnel in Residential Care centres [3]

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Abstract

Social care systems, residential care centres and directors are pressured to provide the best service to children and youngsters who were mostly victims of negligence and violence. At the same time, there is also a concern for personnel well-being and personal and professional development. A qualitative and exploratory study was developed to identify, with semi-structured interviews with ten directors of residential care centres, the most recent practices regarding personnel recruitment, in-service training, supervision, and the promotion of caregivers' well-being. The results revealed that workers were perceived as the most important resource in an organisation. Promoting personnel training and care for caregivers were, therefore, identified as strategies to preserve adequate workers' commitment to this demanding career and to avoid worker turnover or burnout. As workers are asked to apply their soft skills daily and specific knowledge in several areas, training should focus more on mental health and psychological and physical well-being to provide adequate care. The results indicated that these subjects, and those specifically connected with at-risk children/youth, were identified as essential to the directors interviewed but were not yet broadly available. Working groups with an international perspective could bring more input into how to work in residential care centres should be carried out. At present, training and recruitment, particularly in educational teams (e.g., the educational team is normally constituted by workers who did not attend higher education, who are responsible for daily

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[3] The present study was conducted with Full Professor Maria Formosinho, Portucalense University, and published on https://doi.org/10.1080/0886571X.2023.2203877

routines, working closely and continuously with children and youngsters, in daily tasks as hygiene, meals, travelling to school or to other activities, such as the Scouts), are still very dependent on each centre, which is functioning mainly by itself and is mainly guided by the decisions of its director. New research projects to implement in-service training and intervention programs to promote personnel well-being are needed, as well as quantitative data to validate the exploratory conclusions of this work.

05
NEWS – PROJECTS UNDER DEVELOPMENT

─ COST ACTION CA 18213: RURAL NEET YOUTH NETWORK: MODELING THE RISKS UNDERLYING RURAL NEETS SOCIAL EXCLUSION

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Ciência ID 291F-CF49-B450

The action aims to create a multidisciplinary European network - the Rural NEETs' Youth Network (RNYN) - which aims to develop a model of comprehension for rural NEETs' social exclusion risk and protective factors, based on a bio-ecological model. It focuses on three specific goals:

(1) upholding future research capability, with an emphasis on Early Career Investigators (ECI) and Inclusiveness Target Countries (ITC);

(2) creating a rural NEETs' online observatory;

(3) fostering knowledge use by policy makers and practitioners.

The COST Action CA18213 is organized in 5 Working Groups dedicated to the most important issues of the Rural NEET Youth research:

- WG 1 | Rural NEETs social networks and social inclusion
- WG 2 | Rural NEETs and formal and non-formal education

- WG 3 | Employment & employment services in rural areas
- WG 4 | Rural NEETs & sustainability
- WG5: Metamodel of risks and protective factors for rural NEETs

Action chair: Francisco Simões, CIS-ISCTE-IUL

For the last two years I have been vice-leader of the Working Group 1: 'Rural NEETs Social Networks and Social Inclusion' in collaboration with Maria Fernandes-Jesus from the University of Sussex, UK (WG1 Leader).

In WG1 we have been analysing the role of social networks (family, friends, neighbours, and rural communities at large) and social inclusion processes (risk and protective factors at the rural community level) on the quality of life of rural NEETs'.

Quality-of-life here is understood in a broader manner and according to all its dimensions (physical and/or psychological well-being, social development, socioeconomic condition, as well as educational and employment outcomes).

How are social networks organised around rural NEETs? What are their main characteristics? What are the main factors and processes at the rural community level involved in rural NEETs social inclusion? How do social networks and rural community factors contribute to rural NEETs overall quality of life? How do these networks compensate for the lack of inadequacy of formal/institutional support in rural areas? Those are some of the questions that guided the work developed on WG1.

One of the aims of the COST action was to evolve to a permanent, established structure – the European Rural Youth Observatory (EURYO) who was recently created.

EURYO is a research-oriented association led by researchers and composed of scholars, third sector representatives, public services providers, youth workers, and rural young people with the mission of moving forward European rural youth.

The goals of EURYO are:

- To establish and support a network of relevant multi-stakeholder representation of different countries engaged in rural youth issues.
- To foster knowledge, skills, and best practice exchange to integrate scientific and technical advances, address current knowledge gaps and identify the most promising research avenues regarding European rural young people.
- To represent an open-access synthesizer to store and share several sources of information concerning rural European rural young people.
- To inform multiple stakeholders (policy-makers at all levels, NGOs, youth workers) as well as decision-making and practices based on the most up-to-date scientific knowledge.
- To support young researchers in developing their knowledge, skills and projects associated to European rural young people.

More information at - https://rnyobservatory.eu/web/

Outputs:

Ferreira, T., Ellena, A. M., Fernandes-Jesus, M., Jonsson, F., Barbosa, B., Tuna, E., … Nasya, B. (2023) *Mapping Community-Based Projects Promoting Participation and Social Inclusion of Youth NEETs in Rural Areas Across Europe*. COST Action CA 18213: Rural NEET Youth Network: Modeling the risks underlying rural NEETs social exclusion. https://rnyobservatory.eu/web/wp-content/uploads/2023/03/REPORT-WG1-Mapping-Community-Based-Projects-Promoting.pdf   ISBN: 978-989-781-754-0

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07
R&D ACTIVITIES

- **Invitation for publication in Frontiers in Psychology:**

The researcher Prof. Dra. Ana Pereira is the guest editor of a special issue with the topic: Physical Activity: A Powerful Weapon to Public Health Strategy. Deadline for manuscript submissions: 3 April 2024. For more information **CLICK HERE**

- **Invitation for publication in Healthcare journal**

The researcher Prof. Dra. Ana Pereira is the guest editor of a special issue with the topic: Active Brain and Body with Lifetime Physical Exercise for a Healthier Aging. Deadline for manuscript submissions: 31 May 2024. For more information **CLICK HERE**

- **Invitation for publication in Healthcare journal**

The researcher Prof. Dr. Raul Antunes, Prof. Dr. Miguel Jacinto and Prof. Dr. Diogo Monteiro are the guest editors of a special issue with the topic: Physical Activity, Exercise, and Sport in People with Disabilities: Strategies for Health Promotion. Deadline for manuscript submissions: 30 November 2024. For more information **CLICK HERE**

- **I&D projects in the scientific areas of CIEQV:** For more information **CLICK HERE**.

08
CALLS AND FUNDING

- FCT Calls. For more information **CLICK HERE**

- **Doctoral fellowships INPHINIT – 2024:** The "la Caixa" Foundation is offering 30 fellowships to take up official doctoral studies at any university or research centre in Spain or Portugal. Deadline submissions: 15 February 2024. For more information **CLICK HERE**

- **EC [HORIZON EUROPE] – ERC PROOF OF CONCEPT GRANTS:** The ERC Proof of Concept Grants aim at facilitating exploration of the commercial and social innovation potential of ERC funded research and are therefore available only to Principal Investigators whose proposals draw substantially on their ERC funded research. Deadline submissions: 14 March 2024. For more information **CLICK HERE**

- *ANA MARIA VIEIRA DE ALMEIDA* **AWARD [2nd EDITION]:** This award focuses on research work on innovative models in the area of early childhood, pre-primary and primary education. Graduates, masters or doctors or post-doctoral researchers in any area of knowledge can apply. Deadline submissions: 30 September 2024. For more information **CLICK HERE**

09
SCHEDULE

- ***32ND EECERA CONFERENCE,*** 3-6 September 2024, Brighton, England. For more information **CLICK HERE**

- ***EDULEARN24,*** 1-3 July 2024, Palma de Mallorca, Spain. For more information **CLICK HERE**

- ***THE 3RD PARIS CONFERENCE ON EDUCATION*** **(PCE2024),** 13-17 June 2024, Paris, France. For more information **CLICK HERE**