

Newsletter

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TECHNICAL FILE

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01

EDITORIAL #1

This issue of the CIEQV newsletter highlights the main activities and results achieved by our members within the scope of the **Quality Education thematic line**.

The year 2024 has brought significant challenges, particularly with the ongoing evaluation of our research unit by the **Foundation for Science and Technology (FCT)**. However, the unwavering dedication and active involvement of our members, combined with the high quality of scientific outputs, give us confidence that we will achieve the objectives we have set.

Throughout this year, we have been fulfilling our goals and activities, including the **5th Multidisciplinary Competition**, in which **7 scientific projects** participated; the **5th CIEQV Multidisciplinary Symposium** held at the **Polytechnic Institute of Beja** on **November 8, 2024**; the **"Science, Poetry, and Citizenship"** Meeting, held on **December 6, 2024**, at the **Higher School of Sports of Rio Maior at the Polytechnic Institute of Santarém**; and moments of socializing that reflect the collaborative spirit of CIEQV. Among these, we highlight the presentation of the book **Felicidade: Da Consciência à Heterogeneidade** by author **José Rodrigues**, and our **Christmas Lunch**, which took place in a highly convivial atmosphere.

In this issue, we present examples of projects in development at CIEQV, as well as our members' participation in scientific events. Additionally, we highlight the organization of important events, such as the **CIEQV International Congress**, which will take place at **IPS Setúbal** on **February 27 and 28, 2025**.

This issue also includes information about **upcoming calls and conferences**.

We wish everyone **happy holidays** and a **prosperous 2025!**

Coordination Team

EDITORIAL #2

This edition of the newsletter highlights the main activities and outputs of CIEQV members in the Quality Education thematic line.

The year 2024 has presented notable challenges, particularly with the ongoing evaluation of our research unit by the Foundation for Science and Technology (FCT). Nevertheless, we are confident that the unwavering commitment and active engagement of our members, along with the high standard of scientific outputs, will position us to achieve the objectives we collectively aim for.

In this issue, we present examples of ongoing projects at CIEQV and the participation of our members in scientific events. Additionally, we highlight the organization of important events such as the CIEQV Congress, which will be held at IPSetúbal on 27 and 28 February, and a workshop for CIEQV members focusing on the implications of integrating emerging technologies into research.

This edition also provides information on upcoming calls and congresses and introduces a new member of our center, researcher Dulce Martins.

Wishing you happy holidays and a prosperous 2025!



Marisa Correia ^{1,2}

¹ ESE – Santarém Polytechnic University

² Life Quality Research Centre

02

INFORMATION

INFORMATION #1

— CIEQV's 3rd INTERNATIONAL CONGRESS

CIEQV's 3rd International Congress will be held at School of Education of the Polytechnic Institute of Setúbal on 27 and 28 February 2025, with national and international researchers debating, over two days, the theme "Innovation and Sustainability for a Quality Future".

The event aims to inspire new research and innovation by exposing participants to cutting-edge technologies, recent advances and ongoing challenges in the CIEQV research areas (Quality Education, Social Sustainability and Entrepreneurship, Sustainable agri-food systems, Physical Activity and Sports, Social Determinants and Health Indicators for Quality of Life).



The congress programme includes **6 conferences** and **6 workshops**.

- Conference 1 | **José Rodrigues** – *Life quality*
- Conference 2 | **Francisco Tomás Gonzalez-Fernández** – *Monitoring and Managing Training Load: Key to Boosting Emotional and Social Wellbeing in Youth Soccer Players*
- Conference 3 | **José Amendoeira** – *Social determinants and health indicators for quality of life*
- Conference 4 | **Pedro Ferreira** – *The challenges of integrating emerging technologies in educational contexts: implications for research and teacher training*
- Conference 5 | **Maria José Sousa** – *Valuing human resources in the digital age*
- Conference 6 | **Cristina Isabel de Victoria Pereira Amaro da Costa** – *Agroecological perspectives from the past to the present: agricultural systems and biocultural knowledge as creators of food landscapes*

- Workshop 1 | ***Quantitative data analysis – Non-parametric tests*** (Vanda Andrade)
- Workshop 2 | ***Sensory analysis of food – Training for tasters*** (Maria Gabriela de Oliveira Lima Basto de Lima and Ana Teresa da Cunha Machado Ribeiro)
- Workshop 3 | ***Projects and Internationalization*** (Maria Potes Barbas)
- Workshop 4 | ***Research Data: Management, Challenges and Best Practice*** (Dina Rocha)
- Workshop 5 | ***Ethics and Research*** (Lucília Nunes)
- Workshop 6 | ***Artificial Intelligence in Healthcare – Driving Sustainable Quality of Life*** (Teresa Magalhães)

The event's organising committee invites all CIEQV members to submit papers in the form of oral communications and posters.

More information is available at the website: <https://www.cieqv.pt/3rd-international-congress/>

INFORMATION #2

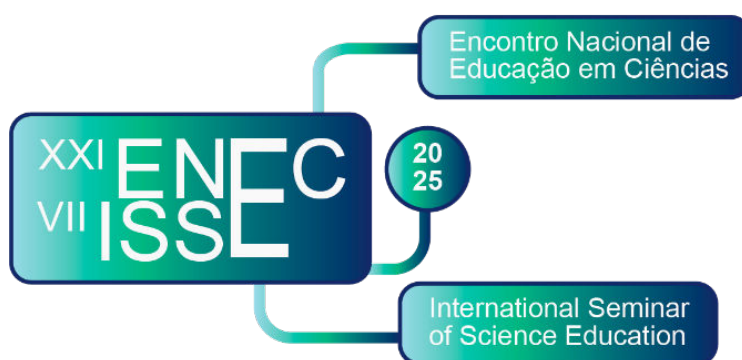
— XXI ENCONTRO NACIONAL DE EDUCAÇÃO EM CIÊNCIAS / VII INTERNATIONAL SEMINAR OF SCIENCE EDUCATION

The 21st National Meeting of Science Education (ENEC) / VII International Seminar of Science Education (ISSE) will be held at the School of Education of the Polytechnic Institute of Santarém on 11, 12 and 13 September 2025.

This edition of ENEC is jointly organized by the Santarém School of Education and the Portuguese Association for Science Education (APEduC). The theme for this year's event is "Science Education in Times of Change: Challenges of the Digital Age".

The event aims to create a space for reflection and dialogue, fostering a deeper understanding of the role of science education in the context of ongoing technological and social transformations. The programme covers a wide range of topics on the challenges of increasing digitalisation in science education, in particular the integration of emerging technologies and pedagogical innovation, as well as the new demands of teacher training in order to cope with the needs of a rapidly changing world.

The event's organising committee invites all CIEQV members to submit papers in the form of oral communications, posters or workshops.



More information is available at the website: <https://enec2025.ipsantarem.pt/>

INFORMATION #3

— WORKSHOP ‘THE IMPLICATIONS OF INTEGRATING EMERGING TECHNOLOGIES INTO RESEARCH’

On 12 September 2025, between 14:00 and 16:00, the workshop ‘The implications of integrating emerging technologies into research’ will be held at the Polytechnic Institute of Santarém, aimed at CIEQV members and led by researcher António Pedro Costa (University of Aveiro).

The aim of this workshop is to explore how Generative Artificial Intelligence (GenAI) tools can be integrated into all phases of a research project, from the initial conception to the dissemination of results. Strategies for identifying and selecting the GenAI tools best suited to the specific needs of each phase of a research project, such as literature review, data analysis and presentation/discussion of results, will be covered. Practical examples of how these tools can be used to optimise workflow and enhance creativity in formulating research questions will also be demonstrated. Participants will leave with a practical guide to implementing GenAI tools in their own projects, understanding their potential and identifying their limitations, and how to use these technologies to increase innovation and rigour in the research process.

Necessary equipment: access to a computer with internet. We will send you the names of some of the tools you will need to install or create an account.



António Pedro Costa is one of the co-authors and researchers of the qualitative analysis support software webQDA (webqda.net), a field in which he has co-authored several articles in national and international congresses and journals, as well as book chapters. He is the coordinator of the Ibero-American Congress on Qualitative Research (ciaiq.ludomedia.org) and the World Conference on Qualitative Research (wcqr.ludomedia.org). His areas of interest include qualitative research and mixed methods, and artificial intelligence, particularly generative intelligence applied to the stages of research projects. He is a principal researcher at the Centre for Research in Didactics and Technology in the Training of Trainers (CIDTFF), Department of Education and Psychology, University of Aveiro.

03

INTERVIEW

— Interview with Dulce Martins



Dulce Martins ^{1,2}

¹ ESE – Santarém Polytechnic University

² Life Quality Research Centre

Ciência ID 3710-D365-CE98

Brief curricular presentation

Dulce Martins has a PhD in Education, specializing in Educational Psychology, and she is an adjunct professor at High School of Education at Santarém Polytechnic University.

She was (2015-2021) a member in the Educational Territories for Priority Intervention program (TEIP) for scientific consultancy, an invited assistant professor (2019-2023) at Iscte-IUL/Iscte-Sintra, that supervised masters students' at Social and Organizational Psychology and School Administration. She also worked as a researcher at CIS-Iscte-University Institute of Lisbon (2015-2023).

She has participated in (inter)national research projects and her research interests fall into the domains of learning, vocational identity, development/management careers, and citizenship education, especially with vulnerable groups or socially excluded.

Currently, Dulce Martins has joined as a full member the Life Quality Research Centre in 2024.

What are your goals as a CIEQV member?

I intend to collaborate with CIEQV initiatives and researchers, helping to propose and develop research in the field of education and teachers' professional development. I would like to contribute to develop a science communication as a way of improving disseminating and transferring knowledge to society.

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

I have been in research since 2012, having started my career as a research assistant with a merit scholarship, in the Project “European Citizenship Learning Project in a Program for Secondary Education (ECLIPSE)” (Lifelong Learning Programme, Comenius Multilateral projects 517815 –LLP- 1-2011-I- IT- COMENIUS – CMP). <http://eclipse.lett.unitn.it>

From then on, there were opportunities to learn and develop research skills by participating in (inter)national research projects, namely:

- (2012-2015) Feedback, Identity and School Trajectories: Dynamics and Consequences (FITE-PTDC/CPE-PEC/121238/2010). <http://www.projetoite.ie.ulisboa.pt/index.html#>
- (2018-2019) Inclusive Education and Social Support to Tackle Inequalities in Society (ISOTIS-Horizon 2020; Grant agreement: 727069)
- (may-december 2022) Peer network: Gender violence and empowerment (OC4_B11 EEA Grants. <https://redepaes.eu>

I highlight the FITE project here, as it was the research project in which I participated as a researcher to develop the doctoral project. Indeed, it was a remarkable period for developing skills and improving knowledge in relation to the power of teacher feedback. Specifically, the importance of teacher feedback in the development of vocational identity in institutionalized young people in Portuguese educational centers. In this sense, teachers, through the feedback they provide, were considered influential educational agents in the vocational guidance of young people, as they are (a) considered close, experienced and knowledgeable about the capabilities of their students and trainees; (b) teachers feedback was understood as the necessary support for motivating and regulating learning, as well as facilitating the construction of personal meanings for the training received in the construction of vocational projects. It is understood that teacher feedback is characterized as a powerful tool that, through pedagogical interaction, established between student-teachers, enhances vocational involvement and encourages students to envision possible, coherent and even sustainable vocational options in the future.

I felt the desire to continue researching this important pedagogical tool, and from this experience resulting publications, and I take this opportunity to share a reference, namely the last one I participated in on this topic.

Carvalho, C., Santos, N. N., António, R., & Martins, D. S. M. (2020). Supporting students' engagement with teachers' feedback: the role of students' school identification. *Educational Psychology*, 41(7), 863–882. <https://doi.org/10.1080/01443410.2020.1849564>

Currently, I am involved in:

(a) a research group of Applied Programmes and Pedagogy Factory (APP- Factory); Creating Joint Learning Opportunities (WP2: ACE²-EU) of a project leaded by Santarem Polythecnic University, named “Applied, Connected, Entrepreneurial and Engaged European University (ACE²-EU)” <https://ace-eu.ipsantarem.pt>

(b) a research group of the project “The child’s well- being and the quality of feeding practices for the development of autonomy and self-regulation in a childcare context”, 2nd place of Honorable Mention Award in the 5th CIEQV Competition – Multidisciplinary Scientific Research-Life Quality Research Center.

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?

The intersection of theory and practice under the psychology of education and intervention in education offers a rich opportunity to understanding how students learn, how educational settings can be optimized, including to improve teachers’ professional development, that are visible in teaching and learning outcomes. In my point of view, in teaching I foster connections with research and community projects. Also, I believe I contribute to bring up together knowledge and its applicability by my experience compounded as a researcher, a teacher professional development trainer, a scientific consultant, as giving lectures, participating in radio and TV programs, among others.

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

In my opinion, LQRC-CIEQV promotes the current agenda of global and transnational policies in life quality domain. It is a multidisciplinary research center and as such seeks to research which factors explain well-being in the existing diversity of individuals and populations to enrich and guide contextual interventions. As well as local and national policies to improve quality of life, equity and social inclusion for all.

04

ARTICLE

— They Day Life Span Nowadays project – Training Melhorar la calidad de vida: estudio y intervención dentro del papel de la educación y la formación¹



Sónia Galinha ^{1,2}

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Ciência ID E517-262B-E644

Abstract

The ‘They Day Life Span Nowadays’ project focuses on the current problems associated with protecting and promoting as harmonious a life cycle as possible, especially for those most vulnerable to illness, according to the psychological model and ethical concept (Skevington et al., 2004; WHOQOL, 1998; Esther Vilalta, et al., 2023; Neves & Ricou, 2024) including social support, with a view to quality education, reducing inequalities; sustainable cities and communities; and partnerships for the implementation of the goals advocated by the UN.

Introduction

According to Palaré, Tavares and Machado (2023) the PaPaS scale in the Portuguese context is a pioneer in the assessment of Paediatric Palliative Care (PPC) needs in Portugal and its dissemination will contribute to Portuguese children/young people with Life-Limiting or Life-Threatening Complex

¹ The study is based on Galinha, S. A. (2024). Quality of life in aging. Acknowledgments: This work was financed by national funds through FCT – Fundação para a Ciência e a Tecnologia, I.P., within the scope of the project UIDB/04083/2020; project UID/CED/04748/2020; Universidad de Salamanca and Universidad de Castilla La Mancha, Spain 2022 Erasmus+ Grant agreement 2022-1-PT01-KA-131-HED-000064936.

Chronic Diseases (CLD) and palliative needs being referred earlier to PPC. On the other hand, according to Duarte (2024) and WHO (2023) in advanced age, older people understand and think about death. They reflect on, which takes the form of losses, whether physical, cognitive and functional (Arrieira, et al., 2018; Cocentino & Viana, 2011; Dias et al., 2022; Duarte, 2024; Guedes et al., 2017). We advocate attention to emotion (Council of Europe, 2022; Ceccim & Carvalho, 1997; Fonseca & Ceccim, 1999; Lopes, Galinha & Loureiro, 2010; Fontes, 2004; Nieto-Carracedo, 2024 a) b) Galinha, 2018; Carvalho, Borges & Galinha, 2024) valuing advanced ages and positive organisations (Leal & Pais-Ribeiro, 2021; Galinha 2010 a) b) 2018; 2019; Galinha & Gonçalves, 2023; Esther Vilalta, et al., 2023; Neves & Ricou, 2024).

Design Summary

The complexity of the subject leads us to set out, in this sense, some specific components and structural foundations that we consider to be the most important in publicising the 'They Day Life Span Nowadays' project. PART I – About Phase A.1 – Agents: Project team and partners. Population, eligibility criteria and technique/tool: General, communications, fostering collegiality with Iberian and transatlantic psychologists and educators, and internationalisation. Objectives: To incorporate the dimension of theoretical deepening and scientific communication and collegiality of practice. Implementation and results: 2022/2024 – Expected results: January to July 2024. Products: 3. PART II – About Phase B.2 – Agents: Project team and partners. Population, eligibility criteria and technique/ instrument: General, screening, communications, publications, internationalisation. Objectives: Training and to disseminate/ present results and conclusions. Implementation and results: 2025/2026. Expected results: December 2025 and July 2026. 4 outputs. The two phases of 'They Day Life Span Nowadays' are interlinked in terms of training and research and supporting population asymmetries. Part II, in which is dynamic, is associated with intervention with a type of professional training with a focus on problems in advanced ages. We prioritise the following SDGs – Sustainable Development Goals: 3, 4, 10, 11, 16 and 17.

Conclusions, implications and future prospects

Education takes place in interactive environments and situations built collectively, according to the guidelines of specific groups, where the participation of individuals is usually optional, but which can also occur due to certain circumstances in each individual's historical experience (Fonseca, 2021; Leal & Pais-Ribeiro, 2021; Banhato, Ribeiro & Guedes, 2018; Santos, Galinha & Cunha 2020; WHO, 2023; Pavot & Diener, 1993; Sheikh & Yesavage, 1986). There is a growing need to understand inter-ages and quality of life: multifactorial, multidimensional; levels of functionality and autonomy, caring tasks; hope and compassion; support networks, multidisciplinary teams and social responses. The aim of this

action research is to reaffirm the person's necessary and desirable comfort. It thus corresponds to strengthening in the different dimensions (physical, psychological, spiritual and environmental). Advances in knowledge in various fields in general and in neuroscience in particular have helped to reduce the mortality rate and act on daily life, with a cognitive, emotional and behavioural impact, enhancing various areas of daily life and social participation.

'They Day Life Span Nowadays' had an initial research and practice group made up of the following members: Sónia Galinha (CIE_UMa; CIEQV; IJP); Susana Duarte (Psychologist at the Psychosocial Support Team (EAPS) of the Instituto São João de Deus Lisboa/ Humaniza Programme – Comprehensive Support Programme for People with Advanced Diseases of the 'La Caixa' Foundation); Olivia Carvalho (IJP; CEPESE Centre for Population, Economy and Society Studies, Porto) and Ricardo São-João (IPSantarem/ Centre for Statistics and Applications, University of Lisbon (CEAUL) / Centre for Global Studies, Open University (CEG-UAb) / Centre for Research, Innovation and Development in Nursing, Lisbon (CIDNUR).

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05

NEWS – PROJECTS UNDER DEVELOPMENT

Project #1

– STEAM Education – Education without borders



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Ciência ID F319-BEDD-099B



The findings from the STEAM Education Outdoor project (winner of the 4th Multidisciplinary Scientific Research Competition by LQRC-CIEQV in 2023) reinforce the need to provide teachers with the knowledge, skills and

opportunities needed to make teaching outdoors more dynamic in an interdisciplinary way, thereby unlocking its full potential (Correia et al., 2024). More research and debate is therefore needed on the knowledge, experience and type of training that teachers need to successfully implement STEAM education outdoors. Building on these insights, the project funded by the 5th Multidisciplinary Scientific Research Competition by LQRC-CIEQV in 2024 we aim to design the conceptual framework for a training course on the STEAM outdoor education approach, specifically targeted at primary school teachers. Based on the knowledge emerging from the previous project, the aim of this second edition of the project is to develop and evaluate a training plan that supports education professionals in developing interdisciplinary outdoor learning scenarios using active methodologies and digital tools.

Project Team (LQRC): Marisa Correia (Coord.), Teresa Ribeirinha, Ana Serrão-Arrais, António Portelada, David Catela, David Beirante, Elisabete Linhares, Helena Luís, Isabel Dias, Maria Clara Martins, Raquel Santos, Regina Ferreira and Sónia Galinha.

Outputs

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Project #2

— Characterization of respiratory rate, heart rate variability, blood pressure and peripheral oxygen saturation in yogic breathing techniques, with regular yoga practitioners²



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² Life Quality Research Centre

Ciência ID 2118-1841-45D3

Heart rate variability (HRV) is the change in the time intervals between heartbeats and is an indicator of the adaptation of the autonomic nervous system to intrinsic and extrinsic psychological and physiological constraints (Bertsch et al. 2012). Slow breathing techniques enhance parasympathetic activity, increasing HRV, providing emotional control and psychological well-being (Zaccaro et al., 2018). Breathing as a Yoga practice, called Pranayama, or as an introduction to meditation, through breathing control and expansion with or without retention (Taimni, 2010), allows the conscious regulation of respiratory frequency, depth and/or the inspiration/breathing ratio. expiration (Jerath et al., 2006). At 6 breaths per minute, a higher respiratory sinus arrhythmia provides perception of greater positive energy, greater pleasure, and lower arousal levels when compared to 12 breaths per minute (Van Diest et al, 2014). Thirty minutes, 10 sessions of 6 breaths per minute are sufficient to induce an increase and cumulative effect in HRV (Lehrer et al., 2003). A decrease in adverse effects (e.g., anxiety, intrusive thoughts, fear of losing control) may also occur (Kotsen et al., 1994). With just 5 sessions, management professionals with high work demands can benefit from the use of adaptive and somatic emotional regulation strategies (Gross et al., 2016; cf. Prinsloo et al. 2011).

There are few studies on the effect of yoga breathing techniques on HRV (e.g., Sharpe et al., 2021). The continued objective of this project (honorable mention, with funding in the 4th CIEQV Competition – Multidisciplinary Scientific Research) is to continue with the characterization of respiratory frequency,

² Honorable Mention Award in the 5th CIEQV Competition – Multidisciplinary Scientific Research-Life Quality Research Center.

HRV, blood pressure and peripheral oxygen saturation in yogic breathing techniques, with regular Yoga practitioners (Van Lysebeth, 1968; Iyengar, 1981; allowing us to have a sustained notion of its effect, when in the context of intervention and practice. We intend to continue this objective when registering for the next competition, with analysis of more yogic breathing techniques, perhaps in children (Barnabé et al., 2019; Catela et al., 2018) and in adults with health problems, for example, hypertension arterial (Catela et al., 2021; Catela & Mercê, 2019; Cernes & Zimlichman, 2017; Cramer et al., 2014), asthma (Carne et al., 2014a), heart problems (Gomes-Neto et al., 2014), or lifestyles, e.g., tobacco consumption (Catela et al., 2018a).

The project was submitted to the UIIPS ethics committee, obtaining a favorable opinion (8-2024ESDRM, March 18). This ongoing project resulted in an article review (<https://doi.org/10.3390/jfmk9040184>) to the Journal of Functional Morphology and Kinesiology (Q1, IF 2.6) (<https://www.mdpi.com/journal/jfmk/indexing>), for the special edition Yoga in Medicine (https://www.mdpi.com/journal/jfmk/special_issues/J7AMJZ4IW6), having been presented on the form of oral communication in 3 scientific events; 2 of them international in the area of Yoga) (1st International Ayurveda Congress, March 8-10, 2024- <https://iac.amayur.pt/>; XIII Yoga Journeys, November 19, 2023- <https://federacaoportuguesayoga.pt/jornadas-de-yoga/>), with publication of a summary in a book of proceedings (<https://www.cieqv.pt/wp-content/uploads/2023/05/ii-international-congress-cieqv-book-of-abstracts.pdf>). Part of the results were also published in the format of a book chapter with peer review, in an exploratory study with children using one of the respiratory techniques (<https://repositorio.ipsantarem.pt/handle/10400.15/4742>). The protocol signed with the Portuguese Yoga Federation, as well as the award obtained with the original project, are published on the said Federation's page (<https://federacaoportuguesayoga.pt/yoga-e-ciencia/>). More recently, 4 oral communications were accepted for the International Congress of Rehabilitation Nursing (<https://www.aper.pt/eventos/cier-2024/>). Also recently, in a perspective of citizen science, two workshops of short duration with crediting, were made for teachers and operational assistants of public basic schools, with data collection, data discussion, and suggestions about the utility of these breathing techniques for personal life and professional activity, especially for interaction with children, in situations of anxiety and stress.

Project #3

— **Projeto Lee – Leitura e escrita para além do ecrã**

— **Lee – Reading and writing beyond the screen – linked to the reinvent'art-e project (Basic School 1 António Torrado)**



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² Life Quality Research Centre

This study targets the ongoing professional development of teachers from the first two years of the 1st Cycle of Basic Education who voluntarily participate in a training program aligned with the Abrantes Group of Schools' learning recovery plan. This project's team will be responsible for the training program, which focuses on fostering reflection and developing strategies to enhance reading and writing skills among 1st Cycle of Basic Education school children, considering the significant impact of the quality of comprehension, interpretation, and mastery of linguistic skills in life at school and beyond. The project has a multidisciplinary nature, bringing together researchers in Language and Literature Didactics, Linguistics, Performing Arts, and Sociology. The implementation of this project is organized into three phases to be carried out between November 2024 and April 2025. The project received a special Honorable Mention in November 2024.

Main objectives

- Investigation of different reading levels, from different genres of texts, aimed at a comprehensive profile of potential readers.
- Deepening of theoretical and practical aspects, in an epistemic-methodological exercise.
- Experimentation with writing and teaching devices, coming from the different areas of research of CIEQV integrated members of this project.
- Implementation of some materials for teaching reading and writing.

Expected results

Impact on the training quality of participants

The project aims to support teachers from the Abrantes Cluster of Schools in reflecting on contemporary approaches to reading and writing while fostering the creation of innovative strategies for their development within the school context.

Scientific production

The data and results obtained during this project will be subject to systematization and will culminate in the production of scientific articles to be published in national and international reference journals.

Project #4

— The Child's Well – Being and the quality of feeding practices for the development of autonomy and self – regulation in a childcare context³³



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² Life Quality Research Centre

Ciência ID FE1B-828C-2A6D

The relevance of this project is based in an interdisciplinary perspective that brings together sociological, psychological, pedagogical, nutritional and motricity approaches. Its focuses on the importance of taking early childhood as an object of study, as it is a crucial phase for the development of emotional and behavioral skills. In particular, the belief that the quality of feeding practices in daycare can influence the development of these skills.

Main objectives

- a. map the feeding practices are organized;
- b. analyze how the quality of feeding practices can influence well-being during meals;
- c. analyze how the incorporation of instruments by children (e.g., the spoon) attending daycare, contributing to the development of the essential competencies, such as autonomy and self-regulation;
- d. investigate the conditions of possibility for improving the quality of nutrition in daycare centers, which is intended to be healthy and sustainable.

³ 2nd place of Honorable Mention Award in the 5th CIEQV Competition – Multidisciplinary Scientific Research-Life Quality Research Center.

Research Design

Study 1 – A questionnaire will be constructed and applied to a sample of educational agents (e.g., pre-test $N \geq 30$) in daycare contexts (0 - 3 years).

Study 2 – A case study is developed with documentary analysis, observation of practices during children's meals (e.g., application of observation grids, scales and checklist) and interviews with educational agents and parents.

Impact and future perspectives

- a. Enhance the understanding the relationship between well-being and feeding practices, and how it promote autonomy and self-regulation;
- b. Bring up guidelines for the use of healthy and sustainable food in the childcare contexts;
- c. Support professionals in childcare centers in transforming practices that are most supported by research and support them in this process of change;
- d. Conduct an intervention based on action research in the future.

Some expected products

- Manual of recommendations (e-book) for feeding practices that promote emotional well-being, self-regulation and autonomy;
- Guidelines for sustainable feeding in Childcare settings;
- Develop broader research.

Project #5

— Famílias em Portugal: um retrato a partir dos Censos 2021



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On September 17th, Lia Pappámikail and Tatiana Ferreira, members of CIEQV, participated in the event “Families in Portugal: A Portrait Based on the 2021 Census”, organized by the Statistics Portugal (INE) in partnership with the Institute of Social Sciences of the University of Lisbon. This seminar presented a series of studies on family structures and dynamics in Portugal, as well as the situation of specific age groups.

The researchers presented findings related to the young population with a presentation titled “Youth in Portugal: A Portrait Based on the Census”. This work continues a long-standing tradition of analyzing and discussing sociodemographic trends carried out within the framework of the Permanent Youth Observatory of ICS-ULisboa, which was discontinued in 2023.

This study aims to shed light on the situation of the young population in Portugal by outlining the main trends regarding this group, mapping the characteristics of the young population residing in the country, and examining the (re)configurations that reflect dynamics of change or continuity in areas such as population, education, the labor market, and means of livelihood. It also explores how these realities vary by gender, age group, and nationality.

Following this presentation, the chapter “Youth in Portugal: Reconfigurations and Trends of Change (2011-2021)” is being developed for inclusion in the book Families in Portugal: A Portrait Based on the 2021 Census, to be published by the Social Sciences Press during the first half of 2025.

Link to the presentation:

https://www.ine.pt/ngt_server/attachfileu.jsp?look_parentBoui=686727802&att_display=n&att_download=y

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07

CALLS

- **Review of Education**

Call for papers: Two Decades of Innovative Learning Environments: Reflecting on international questions of what can be learned and where to next. Deadline for manuscript submissions: 10 February 2025. For more information [CLICK HERE](#)

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Call for papers: The Role of Artificial Intelligence in Education. Deadline for manuscript submissions: 31 March 2025. For more information [CLICK HERE](#)

- **Roeper Review**

Call for papers: Defining, Identifying, and Developing STEM Wisdom. Deadline for manuscript submissions: 7 April 2025. For more information [CLICK HERE](#)

- **RIED – Revista Iberoamericana de Educación a Distancia**

Call for papers: Artificial intelligence and adaptive learning. Deadline for manuscript submissions: 01 June 2025. For more information [CLICK HERE](#)

- **Diversity & Inclusion Research**

Call for papers: Linguistic diversity and social justice: Preservation, revitalization, well-being, and access. Deadline for manuscript submissions: 30 June 2025. For more information [CLICK HERE](#)

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CALLS AND FUNDING

- **FCT CALLS.** For more information [CLICK HERE](#)
- **EC [HORIZON EUROPE] – ERC CONSOLIDATOR GRANTS:** The ERC Consolidator Grants are designed to support excellent Principal Investigators at the career stage at which they may still be consolidating their own independent research team or programme. Principal Investigators must demonstrate the ground-breaking nature, ambition and feasibility of their research proposal. Deadline submissions: 14 January 2025. For more information [CLICK HERE](#)
- **SPENCER FOUNDATION – RESEARCH GRANTS ON EDUCATION:** this program supports education research projects that will contribute to the improvement of education, broadly conceived, with budgets ranging from \$125,000 to \$500,000 for projects ranging from one to five years. Proposals are accepted from the U.S. and internationally, however all proposals must be submitted in English and budgets must be proposed in U.S. Dollars. For more information [CLICK HERE](#)
- **IBERO-AMERICAN PRIZE IN SOCIAL SCIENCE:** This prize aims to promote and encourage the development of the Social Sciences in the Ibero-American sphere, as well as the production of research that makes a substantive contribution to social knowledge. Deadline – 01 August 2025. For more information [CLICK HERE](#)

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SCHEDULE

- **XXXII COLÓQUIO DA AFIRSE PORTUGAL**, 5-7 February 2025, Lisbon, Portugal. For more information [CLICK HERE](#)
- **XX COLÓQUIO CIE-UMA**, 20 and 21 February 2025, Madeira, Portugal. For more information [CLICK HERE](#)
- **EERA SUMMER SCHOOL 2025**, 2-6 June 2025, Chemnitz, Germany. Theme: Cultures in education, cultures in research – education and research in cultures. For more information [CLICK HERE](#)
- **PME 48 – 48TH CONFERENCE OF THE INTERNATIONAL GROUP FOR THE PSYCHOLOGY OF MATHEMATICS EDUCATION**, July 28 to August 2, 2025, Santiago, Chile. Theme: Making sure that Mathematics Education Research reaches the classroom. For more information [CLICK HERE](#)