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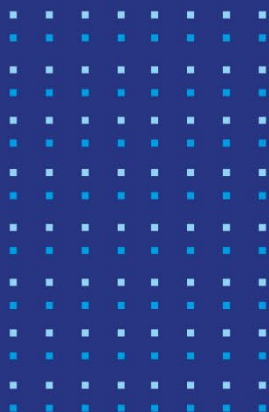


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2. Cheng, Shu, Rosalie Coolkens, Phillip Ward, and Peter Iserbyt. 2021. "Generalization From Physical Education to Recess During an Elementary Sport Education Season." *Journal of Teaching in Physical Education*. 41(3): 492-501.

3. Iserbyt, Peter, Hans van der Mars, Hannelore Drijvers, and Jan Seghers. 2022. "Generalization of Participation in Fitness Activities From Physical Education to Lunch Recess by Gender and Skill Level." *Journal of Teaching in Physical Education* 1:1-10.

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### **Caracterización de las intervenciones escolares para la promoción de actividad física en España**

Isabel Pérez Herráez, Alexandra Valencia-Peris, Carlos Evangelio, Carmen Peiró-Velert

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**Introducción** Los centros escolares son considerados como los lugares más adecuados para implementar programas para la promoción de la salud (Fernández y Hoyos, 2015). Los motivos, según Harris y Cale (2019), son su influencia en el comportamiento diario de la mayoría de los infantes, su oferta de programas y servicios a cargo de profesionales y su incidencia en las familias. No obstante, ante la falta de un modelo de promoción de salud consolidado en el que sustentar las propuestas de promoción de salud en España, se ha realizado un análisis bibliográfico de las intervenciones y programas centrados en la actividad física (AF) llevados a cabo en centros educativos del contexto español.

**2. Método** Se realizó una búsqueda bibliográfica en cuatro bases de datos: SCOPUS, Dialnet, WOS y SportDiscus, en inglés y castellano, y siguiendo la metodología PRISMA. Un total de 22 artículos fueron seleccionados, sobre los que se realizó un análisis de contenido.

**3. Resultados** Existen intervenciones escolares para promocionar la AF en Educación Primaria y Secundaria, pero apenas se han realizado en Educación Infantil (de 0 a 6 años). Cabe resaltar que solo algunas intervenciones incluyen participación comunitaria. Por otro lado, se distinguen intervenciones que incorporan actividades como transporte activo, patios activos, descansos activos o actividades extraescolares.

**4. Conclusiones** Una visión global de todas las intervenciones analizadas muestra efectos positivos

de todas ellas en cuanto al incremento de la AF del alumnado, aunque resulta difícil su transferencia a otros contextos por la disparidad de instrumentos y valores de medición. En este sentido, sería interesante llevar a cabo estudios cualitativos, con el fin de conocer con más detalle el significado de las experiencias. Asimismo, desde una perspectiva holística de promoción de la salud, destacamos la conveniencia de incorporar intervenciones multicomponente que atiendan a diferentes niveles educativos.

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### 5. Referencias

Fernández, J. A. y Hoyos, L. A. (2015). Perspectiva actual de la promoción de actividad física para la salud en niños y adolescentes en el contexto escolar. *Revisión. Lúdica pedagógica*, (22), 85-99. <https://doi.org/10.17227/01214128.3807>

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External Resource: <https://youtu.be/e5J6R2eGITw>

### **Actions of Physical Activity and Sports Promotion Schools: differences according to their characteristics**

Carlos Evangelio<sup>1,2</sup>, Irene Moya-Mata<sup>1</sup>, Carmen Peiró-Velert<sup>1</sup>, Alexandra Valencia-Peris<sup>1</sup>

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**Introduction** The Physical Activity and Sport Promotion Schools (CEPAFE in Spanish) in the Comunidad Valenciana (Valencia, Spain) receive an annual grant to implement projects addressed to promoting healthy physical activities and sports actions. However, the characteristics of these schools are determinant for what type of actions they can develop (Mittelmark et al., 2008). This study compares some actions implemented by the CEPAFEs according to the following characteristics: sociodemographic environment (rural/urban), type of school (state/private) and education stage (primary/secondary).

**Method** 189 CEPAFE's coordinators (66.6% of the total in the region) completed an anonymized, ad-hoc questionnaire with 43 questions regarding the school and the actions carried out during 2018-19 academic year. Data were analysed using descriptive

analysis and Chi-square test of independence with SPSS 27.0 software.

Results Among 22 actions, the results showed significant differences for nine of them. Specifically, primary education schools promoted more actions related to sports practice (e.g., 'Esport a l'escola' program;  $\chi(2)2=4.91$ ;  $p=.027$ ) and interventions for the promotion of physical activity and sports in PE ( $\chi(2)2=8.313$ ;  $p=.004$ ) than Secondary Education schools. In addition, state schools employed more active recess ( $\chi(2)2=9.17$ ;  $p=.002$ ) and managed spaces and materials to promote cooperation and coeducation better than private schools ( $\chi(2)2=5.83$ ;  $p=.016$ ). Finally, the schools in rural environments, compared to their urban counterparts, seemed more conducive to the use of active recesses/classes ( $\chi(2)2=8.19$ ;  $p=.004$ ).

Conclusions There are actions that are more likely to be implemented by some CEPAFEs than by others depending on the educational stage, the sociodemographic environment, or the type of school. These results should be interpreted cautiously since significant differences were only observed in some of the actions analysed. Future studies should adopt a qualitative methodology to further evaluate the reasons behind the present findings.

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External Resource: <https://youtu.be/RMcDw-OTI-4>

### **Preservice Physical Education Teachers' Adaptive Competence in a Secondary Methods Class**

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Introduction Adaptive competence is the ability of teachers to adapt their teaching to the needs of all students. It is an essential outcome for preservice teachers (PSTs) in practice-based teacher education (PBTE). Adaptive competence can be developed by reflecting on core teaching practices following their teaching (Ward & Snyder, 2022; Xie et al., 2021). The purpose of this study was to examine adaptive competence as a function of different levels of support in PSTs reflection.

Method 21 PSTs from one PETE program in Flanders (Belgium) participated in a 7-week secondary methods class. Adaptive competence was analyzed through adaptations PSTs made to core practices in their lesson plans by means of the track changes function in Word. Adaptations were coded as refining/modifying and appropriate/inappropriate. Following each class, all PSTs reflected on the lesson where they acted either as a participant, a student-teacher, or a student-teacher who received a reflective meeting (RM) with experts. All PSTs took on each role at least once throughout all methods classes. Data were analyzed using One-Way ANOVA.

Results 601 adaptations were made of which 423 (70.4%) were refinements and 178 (29.6%) were modifications. 580 (96.5%) adaptations were coded as appropriate and 21 were coded as inappropriate (3.5%). Mean number of adaptations per reflection for each group was 5.03 for participants, 7.90 for student-teachers without RM and 11.94 for student-teachers with RM. Significantly more adaptations were made in the student-teacher with RM group compared to the participant group for total adaptations ( $p < .001$ ) and adaptations to management, task presentation, and active supervision ( $p < .05$ ).

Conclusion PSTs' adaptive competence was enhanced through a reflective meeting with experts following their teaching. PSTs gained less from merely participating in a methods class without teaching peers and receiving expert feedback. Support in reflection following teaching is crucial to develop adaptive competence.

External Resource: <https://youtu.be/0sOs7jGsZ4k>

### **Analysis of Chinese College Students' Use of Sports and Fitness Apps in the Age of Social Media**

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Background: Sport and fitness mobile applications (SFMA) subverts the traditional ways of fitness, making exercise content more diversified and methods more scientific and convenient. Under the influence of the COVID-19 epidemic, SFMAs have become popular among college students. Therefore, to understand the current situation and problems of college students' use of SFMAs, the purposes to promote students to participate in Physical activities (PAs) more scientifically and regularly.

Methods: Using mixed research methods. 250 undergraduate students (male=124, female=126) from East China Normal University in Shanghai were given questionnaires, 20 students were