

# 7<sup>th</sup> ICEEPSY 2016

International Conference on  
Education & Educational Psychology

11-15 October Rhodes

GREECE

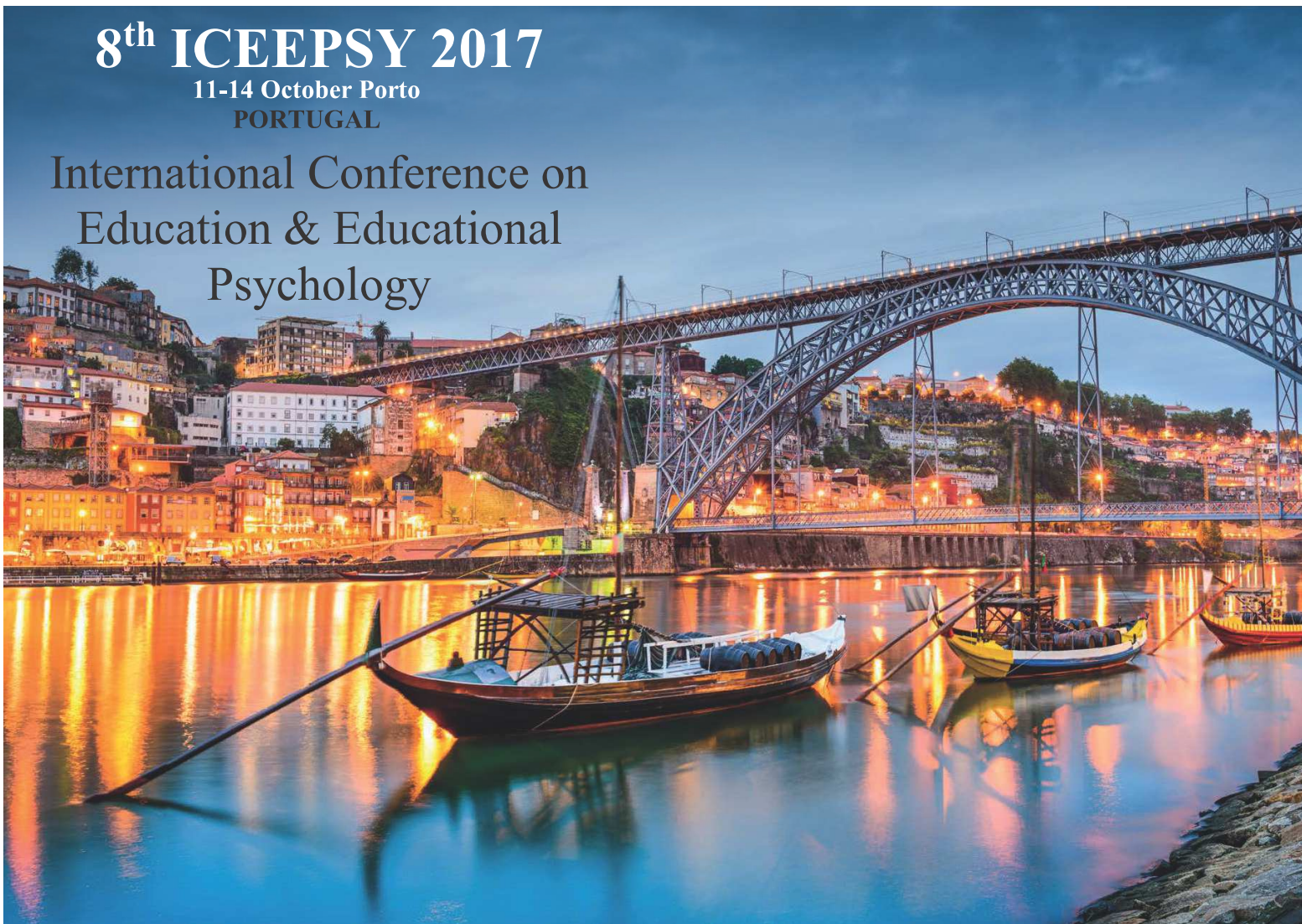
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PORTUGAL

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Sport and Exercise Education  
 Chair: Vojtech Regec

Nafsika Hall A

**Abstract** (Code:4882)

**Title of the Paper**

An educational and exercise program to elderly with knee's osteoarthritis: preliminary results

**Problem Statement**

Cognitive and behavioral factors can cause worsening of symptoms in people with osteoarthritis. Anxiety, depression, pain catastrophizing and fear of movement can influence the way how individuals see their problem.

**Research Questions**

Can a program that includes exercise and pain neurophysiology education change the perception of people with osteoarthritis about their condition and improve their functionality?

**Purpose of the Study**

Evaluate the effect of an educational and exercises program in pain's self-efficacy, fear of movement and beliefs about the disease in individuals with knee's osteoarthritis.

**Research Methods**

A exploratory, descriptive and longitudinal study with a sample 22 subjects with symptomatology of knee's. The program with an educational and exercises component implemented twice a week, for 8 weeks. The scales Tampa Scale Kinesiophobia (TSK), Pain Self Efficacy Questionnaire (PSEQ) and 3 questions from the Brief Illness Perception Questionnaire (BIPQ) were evaluated in the 1st and 16th session.

**Findings**

Statistically differences were verified after the program for PSEQ( $p=0,0099$ ) TSK( $p=0,002$ ), control over the disease ( $p=0,037$ ), and concern with the disease ( $p=0,004$ ). In PSEQ nine participants that presented low pain's self-efficacy change their profile to a high self-efficacy and in TSK four that presented a moderated and high level of fear of movement change their profile to a low fear.

**Conclusions**

An educational program based on the neurophysiology of pain and exercise reveals improvement in pain's self-efficacy, fear of movement and beliefs about the disease, as the control over the disease, the concern with the disease and the comprehension of the disease. Preliminary data indicate significant results in functional dimensions related to the educational component, which at the follow-up.

**Keywords**

Education; Exercise; Osteoarthritis; Cognitive behavioural intervention;

Vitor Pinheira\*, Diogo Pires, Sara Nicolau, Cristiana Costa

\* Assistant Professor Dr, Polytechnic Institute of Castelo Branco - Health School - Department of Physical Therapy, Portugal

Effective Teaching Practices  
 Chair: Wessam Mohamed

Nafsika Hall B

**Abstract** (Code:3562)

**Title of the Paper**

Sources Of Information About Dietary Fibre: A Cross-Country Survey



**Problem Statement**

Dietary fibre (DF) has been recognized as a major determinant for improvement of health. Hence the means of information through which people become aware of its benefits are crucial.

**Research Questions**

Where do you usually find information about dietary fibre and what means of communication do you consider the most appropriate to encourage the consumption of dietary fibre?

**Purpose of the Study**

This work aimed at studying the sources of information about dietary fibre, as a means to educate people about aspects related to healthy eating. Factors such as gender, level of education, living



living environment or country were evaluated as to their effect on the selection of sources and preferences.

### **Research Methods**

Descriptive cross-sectional study by means of a questionnaire, applied to a non-probabilistic sample of 6010 participants from 10 countries in different continents (Europe, Africa and America), answered after informed consent by all participants. For the analysis were used several descriptive statistics tools, crosstabs and chi square test to assess the relations between some of the variables under study.

### **Findings**

Mostly information about DF comes from the internet, but television is recognized as suitable. Differences were found between genders, levels of education, living environments and countries. The internet (preferred source), got highest scores for Hungary, urban areas, university education and female gender. The radio (least scored source) was preferred in Egypt, for men and with lower education (primary school).

### **Conclusions**

People get information through the internet due to easy access. However, it is to some extent a risk given the impossibility to control de information made public on the internet. The role of health centres and hospitals as well as schools should definitely be increased, as a responsible way to ensure correct information.

### **Keywords**

Dietary fibre, information, internet, television.

Manuela Ferreira\*, Raquel Guiné, João Duarte

\* Associate Professor Dr, CI&DETS, Polytechnic Institute of Viseu, Portugal, Portugal

### **Abstract (Code:3660)**

#### **Title of the Paper**

Traditional toys and student motivation and commitment in Technological Education

#### **Problem Statement**

This research aims to understand the contribution of traditional toys as catalysts for motivation and student commitment in the development of Technological Education projects and activities.

#### **Research Questions**

To what extent do work units related to traditional toys promote student motivation and commitment in the subject of Technological Education?

#### **Purpose of the Study**

Technological Education requires students to gain knowledge and know-how such that motivation and commitment are crucial for the development of classroom projects and activities. It is in this context that traditional toys are assumed to be catalysts for motivation and student interest.

#### **Research Methods**

In terms of methodology, an exploratory research of a qualitative nature was undertaken, based on semi-structured interviews to teachers and students within a 2nd cycle of Basic Education environment, encompassing five state schools in the Viseu municipality, Portugal. Nine teachers and forty-five technological education pupils, aged between 10 and 12, attending the 5th and 6th years of schooling participated.

#### **Findings**

Content analysis of the answers revealed that the implementation of work units involving the construction of traditional toys are conducive to student motivation and commitment. Starting off with an initial idea, pupils are enabled to experience all the stages of toy building, from conception to completion, contributing to greater student satisfaction in the teaching-learning process.

#### **Conclusions**

The traditional toys constitute an added value in the subject of Technological Education, promoting student motivation and commitment in the development of projects and activities. Students acquire knowledge and skills, which will enable them to analyze and thus resolve specific situations and prepare them for an increasingly technological world.

#### **Keywords**

Traditional toys, motivation; commitment, Technological Education.