

FINAL PROGRAM (Nov 29–Dec 2, 2017)



**Inauguration BRICSCESS Exercise and Sports Science Conference
(BRICSCESS 2017)**

**Sports Mega Events and Health Promotion: Policies and Legacies in Exercise and
Sports Science**

Wednesday, Nov 29, 2017

2:00 pm - 6:00 pm	REGISTRATION (Foyer)	
6:00 pm - 7:00 pm	OPENING CEREMONY WELCOME ADDRESS (Room 1 – Auditorium)	
		CHAIRPERSON: Prof. Dr. Larry DURSTINE (USA)
7:00 pm - 7:30 pm	KEYNOTE 1 (Room 1 – Auditorium)	Dr. Victor MATSUDO, MD (Brazil) Agita Sao Paulo-Agita Mundo: Promoting Physical Activity and Health in the World
7.30 pm- 7.40 pm	BRAIN BREAKS (Room 1 – Auditorium)	Dr. Zorniza MLADENOVA (Bulgaria) Poram CHOI (Korea)
7:40 pm - 8:00 pm	CULTURAL PERFORMANCE & (Foyer)	
8:00 pm – 10:00pm	COCKTAIL RECEPTION DINNER (Foyer)	

Thursday, Nov 30, 2017		
		CHAIRPERSON: Prof. Dr. Hans de Ridder (SA)
9:30 am - 10:00 am	KEYNOTE 2 (Room 1 – Auditorium)	Prof. Dr. Stephen KOPECKY, M.D., (USA) Importance of Both Individual and Community Efforts to Increase Physical Activity: from a Cardiologist Perspective
		CHAIRPERSON: Prof. Dr. Nara Rejane Oliveira (Brazil)
10:00 am - 10:30 am	KEYNOTE 3 (Room 1 – Auditorium)	Prof. Dr. Ming-Kai CHIN (Hong Kong-China) “Changes” in Physical Education with Linkage to Health: Practical Implementations from Local to Global
10:30 am – 10:40 am	BRAIN BREAKS (Room 1 – Auditorium)	Dr. Elena CARRILLO (Spain) , Dr. Dané COETZEE (South Africa) Dr. Agata GLAPA (Poland) , Dr. Zorniza MLADENOVA (Bulgaria), Dr. Hrvoje PODNAR (Croatia) & Dr. Biljana POPESKA (Macedonia)
10:40 am – 11:10 am	TEA/COFFEE BREAK	
		CHAIRPERSONS: 1. Assoc. Prof. Dr. Maya Van Gent (SA); 2. Prof. Dr. Kim GRABER (USA) ; 3. Prof. Dr. Gurmeet Singh (India)
11:10 am - 11:30 am	INVITED SPEAKERS 1, 2 & 3 (Parallel sessions)	<p>1. Prof. Dr. Gulshan KHANNA (India) Impact of Indian Professional Leagues and International Competition on Health Promotion (Room 1 – Auditorium)</p> <p>2. Prof. Dr. Ian CULPAN (New Zealand) Is Physical Education Worth Saving? What are the Benefits and Can Olympism Contribute to its Educative Worth? (Room 2 – Gardênia)</p> <p>3. Prof. Dr. Erika ZEMKOVÁ (Slovakia) Functional Assessment of Human Performance in Prevention and Rehabilitation of Injuries (Room 3 – Glicínia)</p>
		CHAIRPERSONS: 4. Assoc. Prof. Dr. Maria ABULKANOVA (Russia); 5. Prof. Dr. Gıyasettin DEMIRHAN (Turkey); 6. Assist. Prof. Dr. Biljana POPESKA (Macedonia)

11:30 am - 11:50 am	INVITED SPEAKERS 4, 5 & 6 (Parallel sessions)	<p>4. Assoc. Prof. Dr. Ricardo UVINHA (Brazil) Sports, Leisure and Health Promotion: Potential Legacies from the “Sports Megaevents of the Decade” in Brazil (Room 1 – Auditorium)</p> <p>5. Prof. Dr. Verónica VIOLANT HOLZ & Prof. Dr. Myriam GUERRA-BALIC (Spain) Fitness Level Differences Between Advantaged and Disadvantaged Children in the City of Barcelona (POIBA Project) (Room 2 – Gardênia)</p> <p>6. Dr. Sharon PHELAN (Ireland) Eirerobics: Dancing Towards Fitness the Irish Way! (Room 3 – Glicínia)</p>
		CHAIRPERSONS: 7. Prof. Dr. Abel TORIOLA (SA); 8. Prof. Dr. Jingzhen YANG (China); 9. Assoc. Prof. Dr. Elena Carrillo ALVAREZ (Spain)
11:50 am - 12:10 pm	INVITED SPEAKERS 7, 8 & 9 (Parallel sessions)	<p>7. Prof. Dr. Larry DURSTINE (USA) The Rise of Chronic Diseases in Children: An Unwanted Lasting Legacy for Our Children (Room 1 – Auditorium)</p> <p>8. Assist. Prof. Dr. Miroslav Petr (Czech Republic) Exercise Genomics: Is This a Way Towards Personalized Exercise? (Room 2 – Gardênia)</p> <p>9. Assist. Prof. Dr. Margaret KUO (Taiwan) Traditional Chinese Herbs for Anti-oxidation and Health Promotion in Chinese Population (Room 3 – Glicínia)</p>
12:10 am - 2:00 pm	LUNCH	
		CHAIRPERSONS: 1. Prof. Dr. Erika ZEMKOVA (Slovakia); 2. Dr. Zornitza MLADENOVA (Bulgaria); 3. Prof. Dr. Fang ZHAO (China)
2:00 pm - 3:00 pm	WORKSHOP 1, 2 & 3 (Parallel sessions)	1. Prof. Dr. J. Hans de Ridder (South Africa) & Prof. Fernando FERREYRO BRAVO (Mexico)

		<p>The Use of Basic Anthropometric indicators in Health (Room 1 – Auditorium)</p> <p>2. Dr. Miranda CHIN (Hong Kong-China) Contemporary Dances to Reflect Chinese Culture and Philosophy (Room 2 – Gardênia)</p> <p>3. Assoc. Prof. Dr. Maryam JAHROMI (Iran) The New Trend and Connection of Physical Activity and Sports to Health for Women in Iran: From the Middle East Perspective (Room 3 – Glicinia)</p>
3:00 pm - 5:00 pm	BRICSCESS EXECUTIVE BOARD MEETING (Foyer - Jasmim Room)	
		CHAIRPERSONS : 1. Prof. Dr. Helga TUCCI (Brazil) ; 2.Prof. Dr. Claudia JUZWIAK (Brazil) ; 3. Prof. Dr. Carlos Educardo PINFILDI (Brazil) ; 4. Prof. Dr. Rafael LAMBERTUCCI (Brazil) ; 5.Prof. Dr.Wagner PRADO (Brazil) ; 6. Prof. Dr. Liu Chiao Yi INOUE (Brazil) ; 7. Prof. Dr. Elena Carrillo ALVAREZ (Spain)
3:30 pm - 5:50 pm	<p>ORAL PRESENTATIONS</p> <p>Session 1 3.30pm - 4.45pm - 5 parallel sessions</p> <p>Session 2 4:50pm - 5:50pm – 4 parallel sessions</p>	<p>15 min (including Questions and Answers) for each oral presenter</p> <p>(Rooms : 1- Auditorium, 2 A, 2B, 3A, 3B)</p>
5:50 pm-	FREE SOCIAL Time	

Friday, Dec 1, 2017		
		CHAIRPERSON: Prof. Dr. Myriam GUERRA-BALIC (Spain)
9:30 am - 10:00 am	KEYNOTE 4	Prof. Dr. J. Hans DE RIDDER (SA) The Influence of Globalisation and International recruitment on the size and shape of the Modern Athlete (Room 1 – Auditorium)
		CHAIRPERSON: 4.Teresa Siu (Hong Kong-China) ; 5. Prof. Dr. Veronica Violant HOLZ (Spain)
10:00 am - 11:00 am	WORKSHOP 4 & 5 (Parallel sessions)	4. Assist. Prof. Dr. Nara de OLIVEIRA & Assist. Prof. Dr. Cinthia da SILVA (Brazil) Physical Activities/Practices in Favor of Health As a Possible Legacy to the 2016 Rio Olympic Games (Room 2 – Gardênia) 5. Prof. Dr. Serap INAL (Turkey) Easy and Accurate Way to Assess Posture in Schools: New York State Posture Evaluation Test (Room 3 – Glicínia)
11:00 am - 11:30 am	TEA COFFEE BREAK	
		CHAIRPERSON: 10. Prof. Dr. Ian CULPAN (New Zealand); 11. Prof. Dr. GL. KHANNA (India); 12. Dr. Hrvoje PODNAR (Croatia)
11:30 am - 11:50 am	INVITED SPEAKERS 10, 11 & 12 (Parallel sessions)	10. Assoc. Prof. Dr. Antonio BRAMANTE (Brazil) The City as a Privileged Locus to Promote Healthy Active Living under the Leisure Perspective (Room 1 – Auditorium) 11. Assoc. Prof. Dr. Jingzhen (Ginger) YANG (China) Optimal Physical and Cognitive Rest after Sports-related Concussions in Youth (Room 2 – Gardênia) 12. Prof. Dr. Kim GRABER (USA) The Role of Teacher Educators in Relation to K-12 Physical Education (Room 3 – Glicínia)

		CHAIRPERSON: 13. Assoc. Prof. Dr. Fatma SAÇLI UZUNÖZ (Turkey); 14. Assist. Prof. Dr. Margaret Kao (Taiwan)
11:50 pm - 12:10 pm	INVITED SPEAKERS 13 & 14 (Parallel sessions)	<p>13. Prof. Dr. Gıyasettin DEMİRHAN (Turkey) How Does Physical Activity Affect Cognitive Functions, Academic Performance and Positive Attitude? (Room 1 – Auditorium)</p> <p>14. Teresa SIU (Hong Kong-China) Through the Lenses – 'A China Study' on Media Coverage of Health, Nutrition and Wellness (Room 2 – Gardênia)</p>
		CHAIRPERSON: 15. Assist. Prof. Dr. Cinthia DA SILVA (Brazil); 16. Assoc. Prof. Dr. Dané COETZEE (SA)
12:10 pm - 12:30 pm	INVITED SPEAKERS 15 & 16 (Parallel sessions)	<p>15. Assoc. Prof. Dr. Maria ABULKHANOVA (Russia) Applying Interactive Learning in the Physical Education Area for Promotion of Health and Wellbeing in Russia (Room 1 – Auditorium)</p> <p>16. Prof. Dr. Gurmeet Singh (India) Practical Implication for Long-Term Athletic Development to Assist Coaches with a “Best Practices” Model to Develop a Movement, Physical and Sports Literacy that Improve Athleticism (Room 2 – Gardênia)</p>
12:30 pm- 12:35 pm	BRAIN BREAKS	<p>15. Antonio Kuban (Czech Republic)</p> <p>16. Karolina Chlebosz (Poland) (Room 1 – Auditorium)</p>
12:35 pm - 2:00 pm	LUNCH	
2:00 pm - 3:30 pm	FLV POSTER PRESENTATIONS (25) (Room 1 – Auditorium – Poster area)	Poster are to be placed on the proper poster board by 12:00pm

3:30 pm - 5:00 pm	ACCEPTED POSTER PRESENTATIONS (Room 1 – Auditorium – Poster area)	Poster are to be placed on the proper poster board by 3:00 pm
5:00 pm - 5:30 pm	BRICSCESS GENERAL ASSEMBLY (Room 1 – Auditorium)	
5:30 pm - 6:00 pm	CLOSING CEREMONY (Room 1 – Auditorium)	
6:00 pm- 7:00 pm	INTERACTION OF FLV, SUPERVISORS AND BRAZILIAN STUDENTS (Room 1 – Auditorium)	
8:00 pm - 10:00 pm	FAREWELL DINNER, FLV PERFORMANCE & SOCIAL NIGHT	

Saturday, Dec 2, 2017

9:00 am - 12:00 pm	GUIDED TOUR IN SANTOS FOR VIP, SPEAKERS, WORKSHOP PRESENTERS & FLV	
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Implementation of technology in physical education teaching process based on teachers experiences



Biljana Popeska, Snezana Jovanova- Mitkovska, Despina Sivevska
Faculty of Educational sciences, Goce Delcev University, Stip - Macedonia

Background

Living in a world empowered by technology, we cannot skip its influence on education and human development. This influence could be both positive and negative.

- ❑ Sedentary behavior usually assessed as screen time and predominantly TV viewing is associated with unhealthy diary behavior in children and adolescents (Pearson & Biddle, 2011), resulting with fail to meet the physical activity recommendations (Sanchez, et al, 2007) and developing a technological sedentary behaviors related with TV/DVD video viewing, using a computer for non-homework purposes, playing video games etc (Soos et al, 2014).
- On the other hand, technology could be use in a **positive way**.
- ❑ Study's findings suggest that classroom based physical activities realized by use of technology, increase the level of physical activity in school children (Podnar, 2015; Rasberry et al., 2011; Mahar et al, 2006) and emphasize the positive effect that PA and active break has on cognitive functions and brain health (Yaffe, Barnes, Nevitt, Lui & Covinsky, 2001; Voss, Nagamatsu, Liu – Ambrose & Kramer, 2011; Weslake & Christian, 2015).
- ❑ Recommendations from Global Forum GoFPEP 2016 indicate that “technology is greatly influencing pedagogical strategies. It can serve to complement the efforts of the physical education teacher as a tool to improve engagement and also in the assessment process by assisting in the learning, performance and motivational processes. Certainly technology can assist in recording performance and results. There should be a balance between the use of technology for teaching purposes and assessment in physical education classes in school settings” (Edginton, Chin, Demirhan, Asci, Bulca, & Erturan, 2016, p.38).

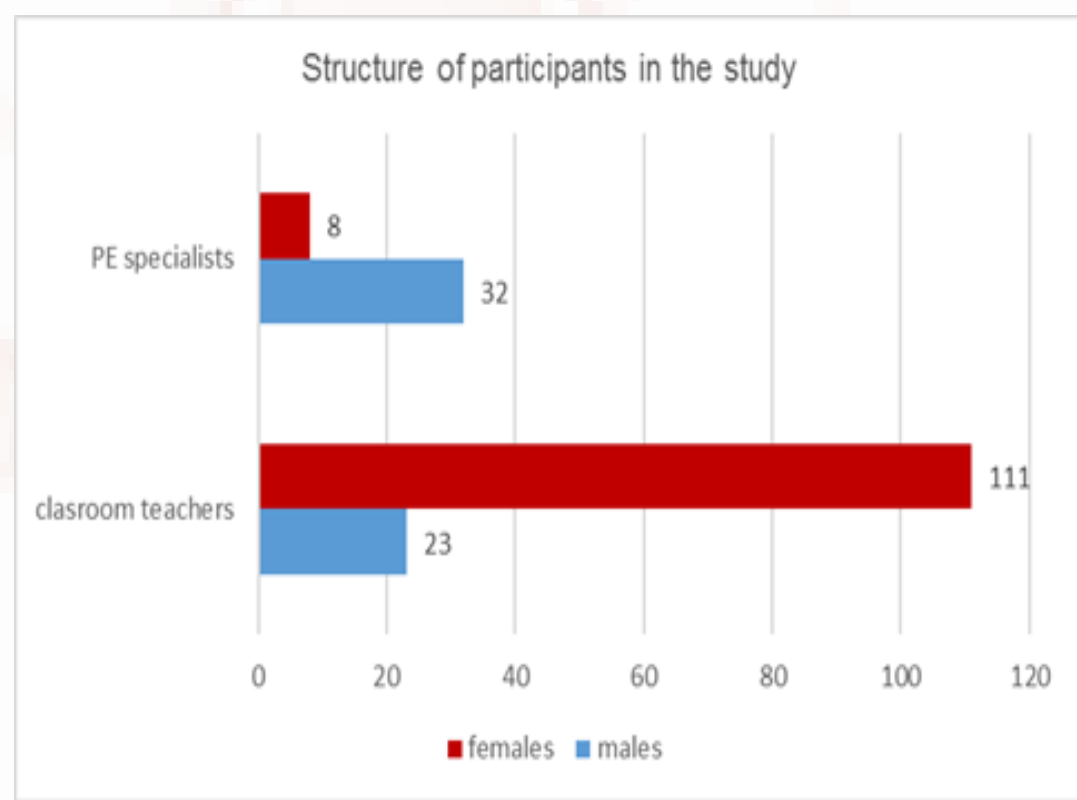
Purpose:

- ❑ To examine teacher's experiences and approaches in implementation of technology in physical education teaching process and
- ❑ to determine the possible differences between classroom teachers teaching PE and PE subject teachers regarded implementation of technology.

Materials & Method

Participants:

- ❑ 174 primary school teachers that teach PE
- ❑ 15 primary schools
- ❑ 5 cities in Republic of Macedonia



Method:

- ❑ Descriptive analytical and descriptive explicative method was applied.

Instruments:

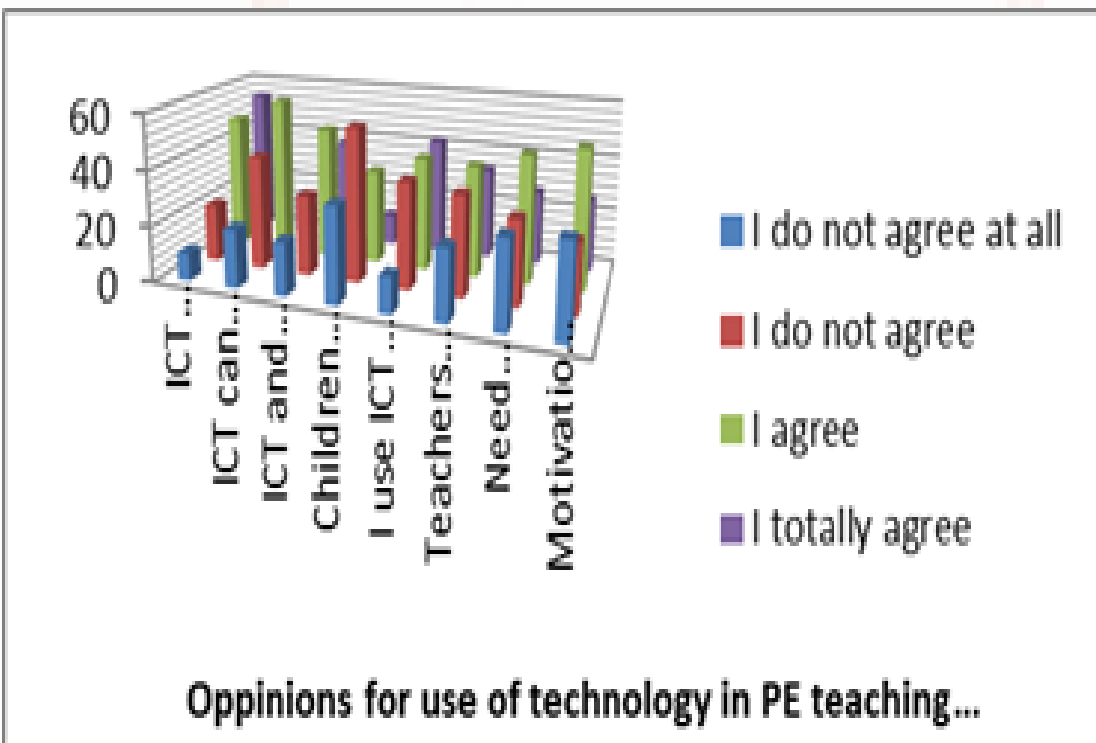
- Two different Likert type scales & survey
- ❑ Four points Likert scale (totally disagree, disagree, agree, completely agree) investigating opinions regarded use of technology
- ❑ Five points Likert scale (never, rare, often, very often, always) investigating manners and frequency of use of technology in PE teaching process
- ❑ Survey - 6 questions with several choices investigating former and possibilities for future participation in ICT projects, workshops etc.

Data Analyses:

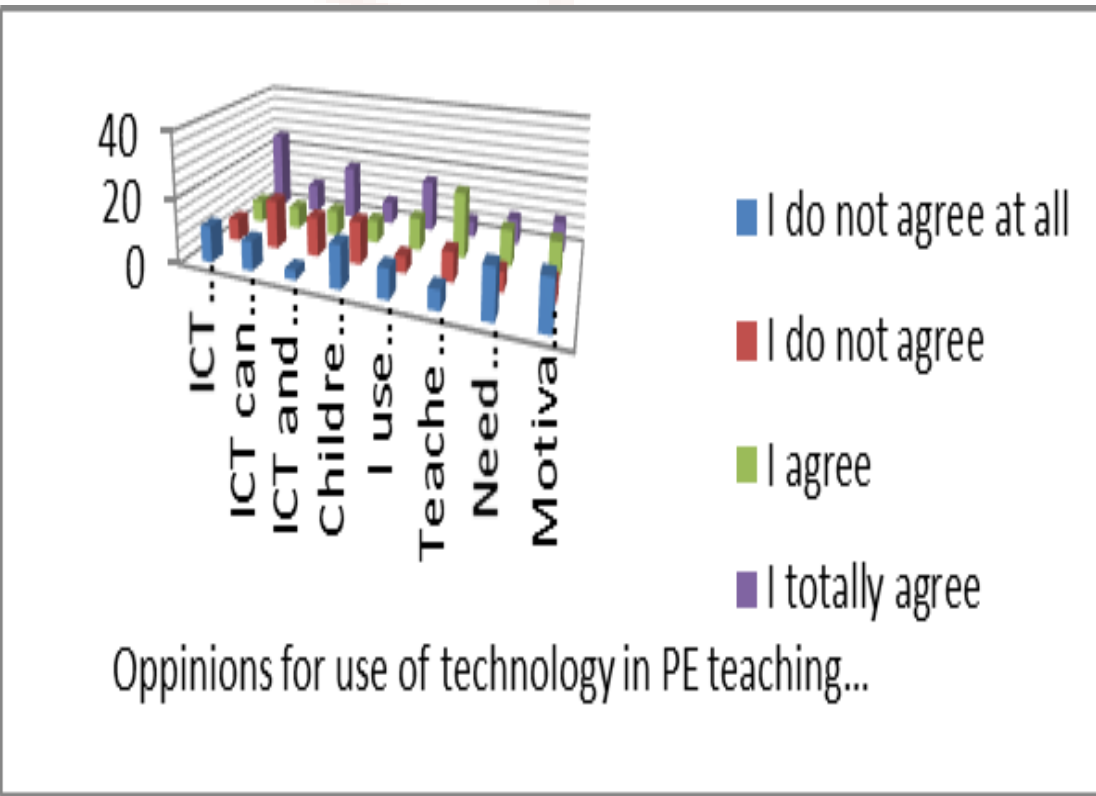
- ❑ Quantitative analyses using SPSS.
- ❑ Analyzed using frequencies (f) and percent's (%).
- ❑ Differences between opinions of both group of teachers were tested using chi-square test and t - test They were considered statistically significant at $p < 0.05$.

Results and discussion

Opinions for implementation of technology in PE



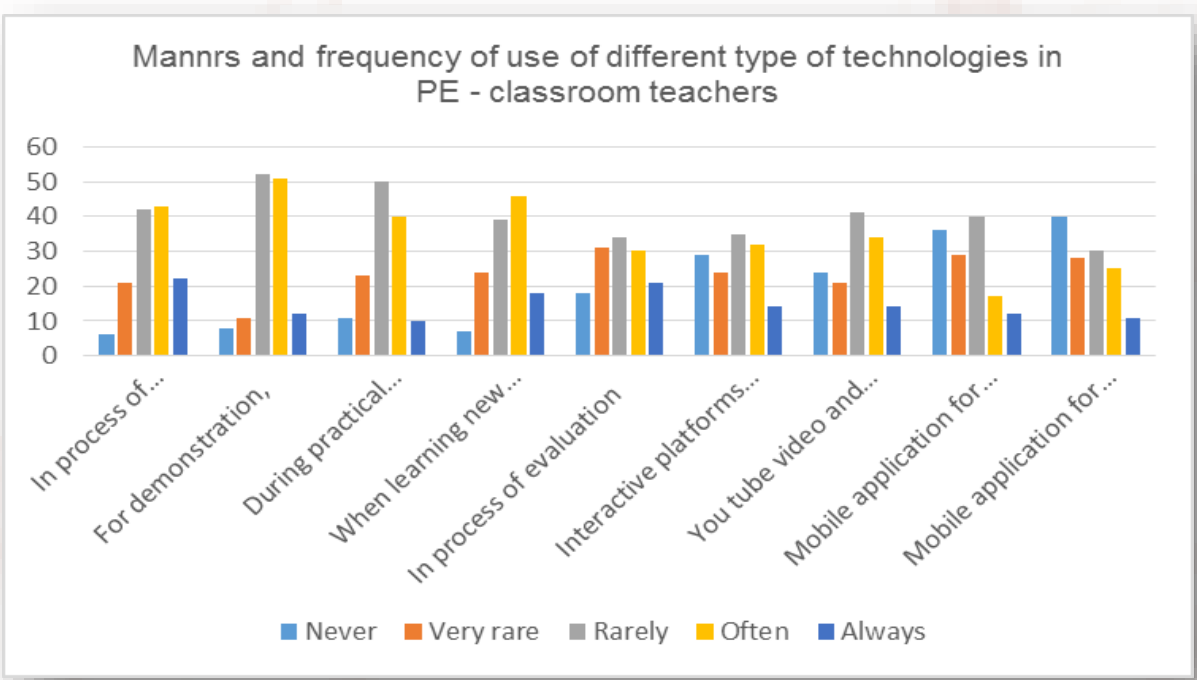
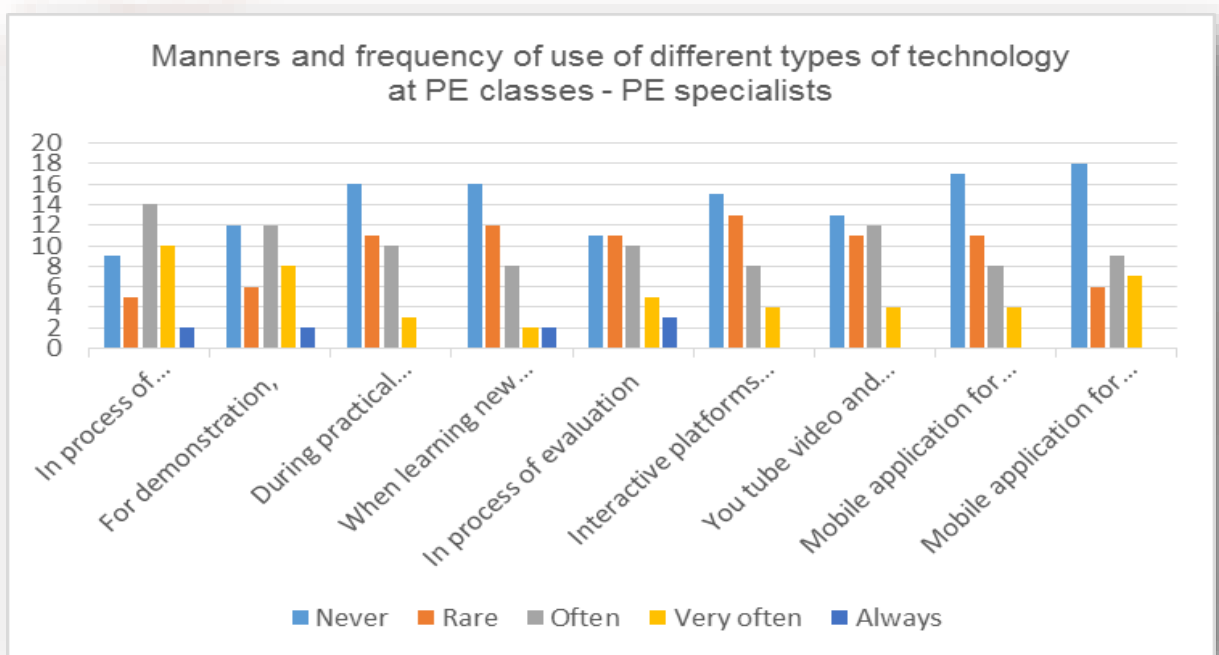
Classroom teachers



PE specialist

- ❑ 81% of PE specialists and 76% of CT agree and strongly agree that technology applied at PE classes reduce the level of PA of children .
- ❑ For 64% of surveyed classroom teachers, **proper use of technology could motivate children to be more active**, which is not a case with PE specialist.
- ❑ Only 33% of PE specialists and 32,4% of classroom teachers agree or completely agree that **children ARE INTERESTED** to use technology at PE classes.
- ❑ Unfortunately more than a half of surveyed teachers, **use ICT at PE only because they have to**.
- ❑ Obtained differences between two groups are **not statistically significant** on the $p < 0.05$ level of significance .

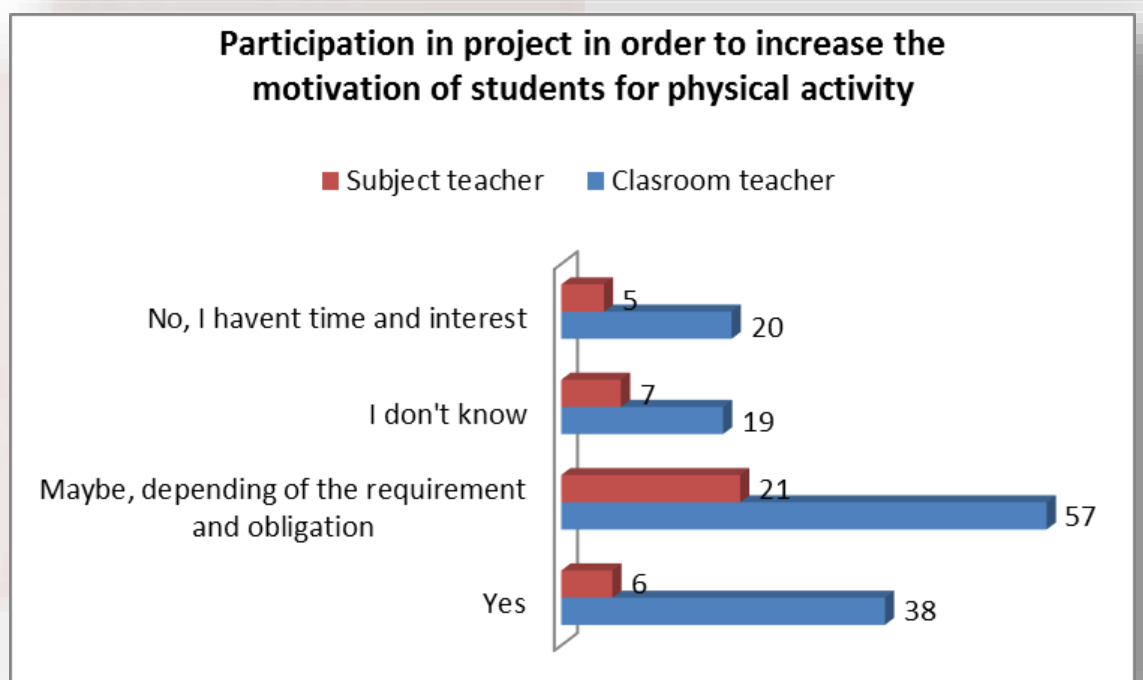
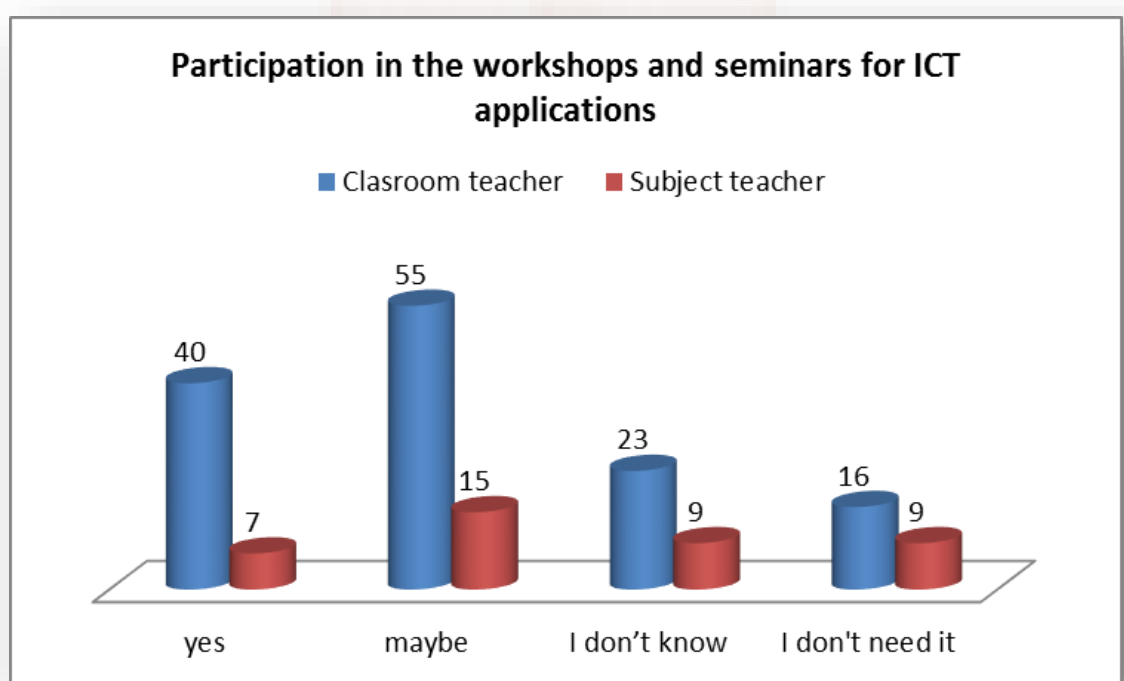
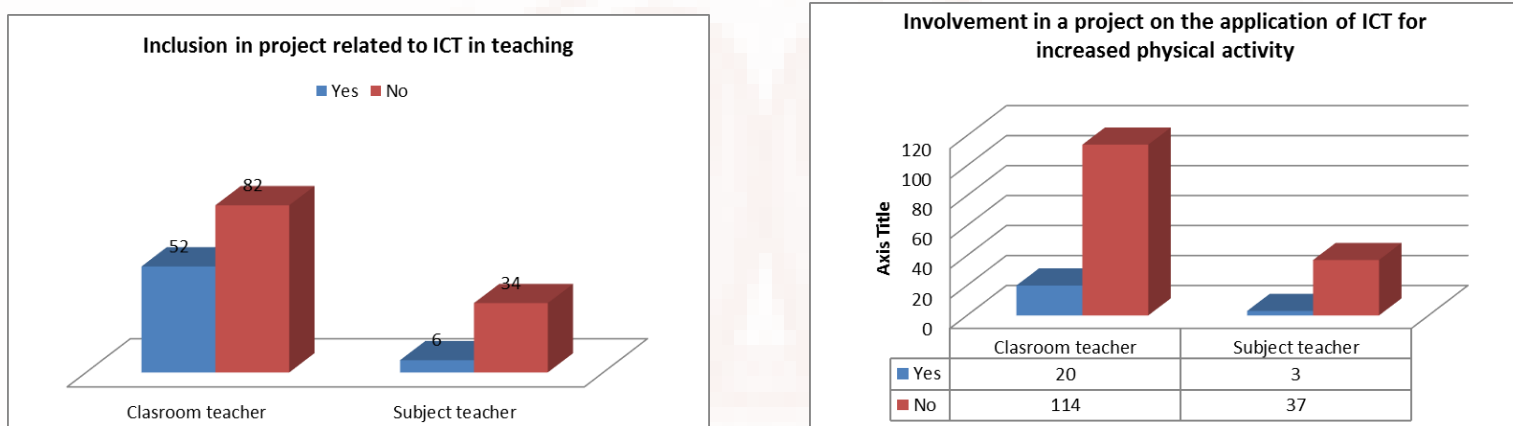
Manners and frequency of use of technology in PE



- Most frequent types of technology used in PE classes: Most frequent types of technology used in PE classes:
- **internet platforms**
- **you tube videos**
- **smart phones and mobile application** (confirmed in conclusions of GoFPEP 2016, Edginton et al, 2016).

- ❑ Statistically significant differences $p < 0.05$ between two groups at all 8 items
- ❑ Use **technology on regular bases for written class preparation, administrative issues and search for resources**
- ❑ **Classroom teachers are more interested in use of technology compared with PE specialists and use it more frequently.**
- ❑ **Nearly half of surveyed PE specialist never or vary rare use any type of technology at PE classes.**

Opinions for implementation of technology in PE



Obtained differences between two groups are **not statistically significant** on the $p < 0.05$ level of significance .

CONCLUSION

- ❑ Classroom teachers are more open for use of technology in PE teaching process compared with PE specialist.
- ❑ This could be explained with different working environment: classroom vs gym, what makes internet and technology resources easy assessable, possibility for cross subject relations as a source of new materials based on technology,
- Future steps should be pointed toward:**
- ✓ **greater familiarization of both groups of teachers with benefits from implementation of technology in PE and manners how to do it.**
- ✓ **Continuous development of including implementation of technology, not just defining legislative that determines obligatory use of ICT in 30% of each teaching subject**
- ✓ **Organizations of workshops, seminars for familiarization with new possibilities for implementation of technology**

References

Edginton, C.R., Chin, M.K., Demirhan, G., Asci, H., Bulca, Y., & Erturan, E. (2016). Global Forum for Physical Education Pedagogy 2016- Technology, Networking and Best Practice in Physical Education and Health. Local to Global. *International Journal of Physical Education*, Volume LIII, Issue 3, 3th Quarter 2016, 28 – 48.

Mahar, M. T., Murphy, S. K., Rowe, D. A., Golden, J., Shields, A. T., & Raedeke, T. D. (2006). Effects of a classroom-based program on physical activity and on-task behavior. *Med. Sci. Sports Exerc.*, 38, 2086–2094.

Pearson, N., & Biddle, S.J.H. (2011). Sedentary behavior and dietary intake in children, adolescents and adults: A systematic review. *American Journal of Preventive Medicine*, 41(2), 178-188.

Podnar, H. (2015). *Effects of a five-minute classroom-based physical activity on on-task behavior and physical activity volume*. (Unpublished doctoral thesis, University in Zagreb), Zagreb: University in Zagreb, Faculty of Kinesiology.

Rasberry, C. N., Lee, S. M., Robin, L., Laris, C. A., Russell, L. A., Coyle, K. K., & Nihiser, A. J. (2011). The association between school-based physical activity, including physical education, and academic performance: A systematic review of the literature. *Prev. Med.*, 51: S10–S20. doi: 10.1016/j.ypmed.2011.01.02.