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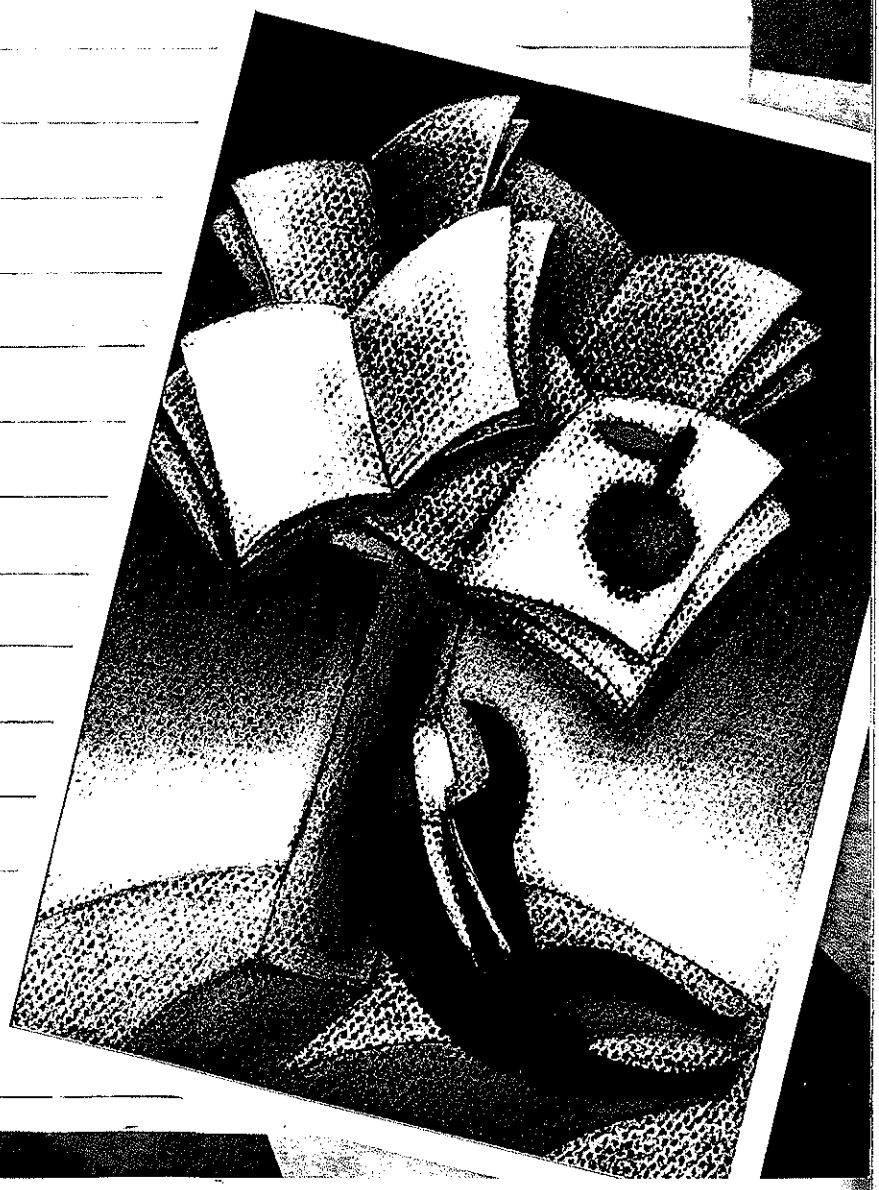
BOOK OF ABSTRACTS



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correlation between cortisol and learning, using the teaching of corporeity as teaching/learning methodology. Starting from the theoretical framework, the mechanism of mirror neurons to empathy approach, the selective pressure on the genetic heritage of the human population by proteome product, Kandel's reflections on underlying environmental epigenia and synaptic circuits are checked by experience are only some paradigmatic strengths which give great value to environmental input to the report body and in preserving and enhancing neuronal networks. Many studies have also shown that the activation and strengthening of mnemonic processes, may be indirectly related hormone cortisol changes in its hippocampal feedback. The project has provided, as part of a research-action, the administration on experimental teaching groups of corporeality; in parallel the same learning units programmed by teachers were administered in control groups with traditional method. For teachers who have joined the research project was conducted a training course on Neuroscience applied to education. The sample (250 children) was chosen within the school population-based primary school. The effectiveness of corporeality applied to teaching, was assessed through a biological parameter, cortisol, which through quantitative and qualitative test of skills assessment and previous knowledge and acquired in short, medium and long term. Analyzing data emerged, it is evident that the body has led to the experimental class, a raising of the rate of cortisol, with subsequent return to normal afterwards. Constant and light, however, was the growth in the level of cortisol for monitoring class, indicating a higher level of consideration value of experimental class in the final stage. In parallel, the results of learning content test clearly demonstrate that the clinical trial protocol raised the success percentage of correct answers. In this sense, the teaching body protocol considered as innovative methodology, developed, thanks to good professional conduct of teachers, educational circumstances in which students face with interest and curiosity the cognitive issues that arise during lessons.

Keywords: Cortisol, body, learning, evaluation.

INTERNET INTERVENTIONS IN PHYSICAL ACTIVITY AND DIETARY BEHAVIOR FOR ADOLESCENTS – WITH OR WITHOUT SCHOOLS?

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Abstract

Purpose of Study: To perform a review on internet interventions for adolescents focusing physical activity and dietary behavior and to understand the effect of schools and teachers involvement in the outcomes.
Background: Although the well known benefits of a healthy lifestyle (high physical activity levels and a healthy eating pattern), the adolescents of most industrialized countries fail to meet dietary and physical activity guidelines.
Most governments are trying to find effective interventions that may focus in a wide range of individuals, rather than face to face (school based) interventions.
The internet has been used recently in a lot of health interventions, its advantages have been mentioned broadly, especially when targeting children and adolescents.
Recent reviews on similar topics are not coherent on their conclusions, some are in favour of the computer based interventions, others mention that there is no clear effectiveness of eHealth interventions. However no studies exclusively on adolescents were found. It seems relevant to perform an updated review, focusing studies with adolescents.
Methods: Articles were identified for inclusion using key word database literature searches. An initial search using electronic databases: Medline, ISI Web of Knowledge, Elsevier and Ebsco was performed, using as key terms: Internet Intervention; Web based intervention or online intervention. The search was completed using the Boolean term "and" with expressions: nutrition; diet; physical activity; exercise or motor activity. The full text review was done according to a matrix developed in a Microsoft windows excel database. It was calculated a quality score, based in nine methodological items.
Conclusions and discussion: Most of the papers reviewed had modest results in favour of the intervention group, but failed to show long term effects, when evaluated.
Less than 50% of the studies involved teachers, schools, parents or group leaders, and no relation was found between this involvement and the outcomes.

This review shows that besides the importance of interventions for adolescents, few studies are published. The improvement in diet and physical activity outcomes seem modest and not long term, either with the involvement of schools or not. Schools should evaluate and improve the health education programmes. The authors suggest that more interventions should be planned including innovative methodologies, as so much is still to be known in how to improve health behaviours in adolescents.

Keywords: *Health education, physical activity, nutrition, adolescents*

THE MOTOR LITERACY ITALIAN PROJECT. COST- BENEFIT ANALYSIS

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Abstract

In the Italian primary school qualified teachers are presently not fully involved in the teaching of physical education. Compared to other EU countries, the qualitative and quantitative level of motor activities in the educational field appears to be less adequate.
Over the past few decades, the Ministry of Education, Universities and Research (MIUR) has promoted several interventions in order to offset the negative trends resulting from the latest scientific research, both those examining the quantity of children's physical motor activities and also those dealing with the growth of phenomena such as sedentariness and improper nutrition.
A "Motor Literacy" three-year project was activated in primary schools in 2009, following an agreement protocol between MIUR and the Italian National Olympic Committee (CONI). The project establishes that an expert with a degree in Physical Education (Scienze Motorie) has to assist the primary school teacher during the curricular hours of motor activity.
The purpose of the present study is to reflect on the positive and negative aspects of the project, whose activities aim at acquiring several motor abilities and active lifestyles. There has also been an attempt to outline a financial statement of the project through a cost-benefit analysis. The reference scientific literature and the three-year progress of the project have been re-examined using the theoretical-argumentative approach.
This study has made it possible to consider the strengths and weaknesses of the project and to analyze its effectiveness and scientific validity. The results of the project have been analyzed considering the data taken from national monitoring. The descriptive and statistical analysis has shown that the participants in the project obtained a significant increase in their abilities and motor skills. This is underlined by a substantial decrease in the number of mistakes made (48.9 %) in the prearranged course and by a slight improvement in the time taken to finish it (an average of 9.8 % considering the whole group analyzed).
The opinions of the students, the families and the school heads involved in the project have been collected through questionnaires which indicated 85% of positive answers and a general will to continue with the experience. The project expenses rose from 5 million euros in the first year to 12.5 million euros in 2013, with an average cost of 24 euros per student.
Overall, the results of the "Motor Literacy" project are positive for motor monitoring and also considering the approval obtained. If the Motor Literacy was extended to all students in Italian primary schools, with the introduction of a teacher holding a degree in Physical Education (Scienze Motorie), it would produce an increase in the physically active population and a general improvement in the level of the psychophysical conditions of the children. In addition, this would lead to an increment in the competitivety and the efficiency of the country's production system.

Keywords: *Fisical Education, Primary School, Sedentary, Motor Science.*
