

experimental group received a training in mental health promotion at school and they implemented approximately 12 activities at class, during the second semester of the academic year 2020 – 2021. The variables measured are teacher self-efficacy (efficacy for student engagement, efficacy for instruction strategies and efficacy for classroom management), resilience and teachers' social-emotional competence. The results indicate a raising of competencies of teachers in experimental group comparing with control group, considering two moments of measurement, pre and posttest.

Keywords: *Social-emotional competence, resilience, teachers' self-efficacy, mental health.*

STUDENTS PERCEIVED ACADEMIC STRESS, SENSE OF BELONGING, ADAPTABILITY, SPORTS AND DEPRESSION IN THE SECOND YEAR OF THE PANDEMIC

Martina Feldhammer-Kahr, Martin Arendasy, & Manuela Paechter

¹Institute of Psychology, University of Graz (Austria)

Abstract

The COVID-19 pandemic has been challenging for academia. Educators and students hopes for a short duration of the pandemic were disappointed soon and in 2021, one year after the onset of the pandemic, most universities were still restricted to online teaching. At the same time, ensuing restrictions due to COVID-19 coupled with uncertainty about the duration of these adverse circumstances, brought high pressure for many students.

Within this background, the present study focuses on the question, to which degree students could develop and use coping mechanisms in these adverse circumstances and draw on personal resources such as sense of belonging, adaptability, and stress-outbalancing behaviors like sports. The aim of this study was to evaluate Austrian students perceived academic stress and was conducted from May to July 2021. Altogether, 202 students, 71 males (35.1%) and 131 females (64.9%) between 18 to 52 years old ($M=23.74$, $SD=5.26$) participated. Statistical analyses found significant correlations between perceived academic stress and sense of belonging (socially and organizationally), adaptability, depression, but no significant correlation with sports. In the regression, three variables significantly contributed to the assessment of academic stress. Adaptability and sense of belonging to a peer-group as well as adaptability decreased perceived academic stress. In contrast, depressive symptoms were positively related to academic stress. Altogether, 34.0% of the variance could be explained by the regression equation. Higher levels of perceived academic stress could mostly be explained by a lack of adaptability to the actual situation and sense of belonging to a peer group but a higher amount of perceived depression.

These results point at measures that can be taken to alleviate students' stress. Perceived academic stress and mental-health problems like depressive symptoms should not be taken too lightly, as they do not only concern only individual students, but have consequences for the university as a whole.

Keywords: *University students, sense of belonging, perceived academic stress, adaptability, sports.*

CHILDREN'S CREATIVITY TO CO-CREATE HEALTHY CORRIDORS

Gonçalo Canto Moniz, Vítor Leite, & Beatriz Caitana da Silva

Centre for Social Studies, Universidade de Coimbra (Portugal)

Abstract

The inclusive urban regeneration aims to engage all citizens in the co-creation of solutions for their territory, namely their public space, as a more just, resilient and sustainable space. The European project URBiNAT, funded by H2020, is involving schools and children to participate in the co-creation of healthy corridors to face territorial, social and environmental challenges through their experience, knowledge and creativity. Although URBiNAT is developing activities in seven European cities, our aim is to analyse a group of activities that took place in four elementary schools in Campanhã, Porto.

The aim of this paper is to analyse the creative process developed by children in different stages of the co-creation process, firstly, in the diagnostic of needs, uses and dreams and, secondly, in the co-design of common goals and ideas to integrate the healthy corridors.

During the diagnostics stage, we organised activities to activate participation in three primary schools (Corujeira, Falcão, Cerco) for all students (around 150 students in each school) with the aim of integrating them in the URBiNAT project co-creation process and of analysing the territory. This relates specifically to the public space, and is carried out by means of group walks (walkthroughs), workshops using photographs (PhotoVoice) and mapping activities (mapping). Qualitative data was collected through five questions: what do you like, what do you don't like, what could be better, how do you use the space, what should be kept as it is?

During the co-design stage, we challenged one class of 25 children from year 3 (aged eight), from each of the four primary schools, to co-design solutions that would meet the real needs of the children in relation to the school space as well as the surrounding territory, by means of a set of activities that they could participate. Activities in each school were carried out with four objectives in mind: to involve the children in the URBiNAT project; to motivate the children towards collaborative design; to construct scenarios and ideas (visualization); and to develop proposals collectively (design).

These proposals reveal that eight-year-old students do in fact consider the specifics and circumstances of what is real, and seek to carry out a critical transformation of reality. Perhaps it cannot be said that his proposals are “outside the box”, in that they are not extravagant, however, they reflect a strong progressive purpose founded on environmental education and healthy eating. These are proposals that strengthen the relationship with the community by means of public spaces, such as spaces for playing as well as those for learning, or for learning through play, as espoused by modern educational thought.

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Keywords: *Inclusive urban regeneration, co-creation process, healthy corridors, children's creativity.*

DOES PHYSICAL IMMERSION HELP ADULT VISITORS PROCESSING WORKS OF ART EXHIBITED IN A MUSEUM?

Colette Dufresne-Tassé¹, Eliette Reisacher², Camille Venuat², & Louise Giroux³

¹*Université de Montréal (Canada)*

²*École du Louvre (France)*

³*Musée des beaux-arts de Montréal (Canada)*

Abstract

Given the popularity of spectacular events that produce physical immersion, museums are tempted to exhibit their collections in rooms where visitors are plunged in such immersion. A comparison of three rooms displaying works of art in the traditional manner, but one of which having an installation that induces physical immersion, showed that such immersion does not lead to an increase in the rate of treatment of the works, nor does it increase the fascination for them, i.e. psychological immersion.

Keywords: *Museums, works of art, adults, physical immersion, psychological immersion.*
