

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

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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

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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.