

RSP Revista de Saúde Pública

Volume 48
Special Number
May 2014



IPLeiria International Health Congress

09 and 10, MAY 2014

CHALLENGES & INNOVATION
IN HEALTH

Abstracts

www.rsp.fsp.usp.br

Honorary Editor

Oswaldo Paulo Forattini
In memoriam

Editorial board

Carlos Augusto Monteiro (President) – Universidade de São Paulo – Brasil
Rita de Cássia Barradas Barata – Santa Casa de São Paulo – Brasil
Aluísio Jardim Dornellas de Barros – Universidade Federal de Pelotas – Brasil

Associated Editors

Ana Bernarda Ludermir – Universidade Federal de Pernambuco – Brasil
Chester Luiz Galvão Cesar – Universidade de São Paulo – Brasil
Daniela Riva Knauth – Universidade Federal do Rio Grande do Sul – Brasil
Euclides Ayres de Castilho – Universidade de São Paulo – Brasil
Everardo Duarte Nunes – Universidade Estadual de Campinas – Brasil
Frida Marina Fischer – Universidade de São Paulo – Brasil
Ivan França Júnior – Universidade de São Paulo – Brasil
João Luiz Bastos – Universidade Federal de Santa Catarina – Brasil
José Maria Pacheco de Souza – Universidade de São Paulo – Brasil
Marly Augusto Cardoso – Universidade de São Paulo – Brasil
Rosely Sichieri – Universidade do Estado do Rio de Janeiro – Brasil
Oswaldo Yoshimi Tanaka – Universidade de São Paulo – Brasil
Vilma Sousa Santana – Universidade Federal da Bahia – Brasil
Volney de Magalhães Câmara – Universidade Federal do Rio de Janeiro – Brasil

Editor of Comments

Eliseu Alves Waldman – Universidade de São Paulo – Brasil

Editor of Reviews

José Leopoldo Ferreira Antunes – Universidade de São Paulo – Brasil

Executive Editor

Maria Teresinha Dias de Andrade – Universidade de São Paulo – Brasil

Editorial Advisory Board

A. Diez-Roux – University of Michigan – USA
C. Borrell – Agência de Salut Pública – Espanha
L. Rodrigues – London School of Hygiene and Tropical Medicine – UK
M. P. Curado – International Agency for Research on Cancer – France
A. Reingold – University of California at Berkeley – USA
C. Victora – Universidade Federal de Pelotas – Brasil
N. Almeida Filho – Universidade Federal da Bahia – Brasil
M. F. Lima Costa – Fundação Oswaldo Cruz – Brasil
M. I. Schmidt – Universidade Federal do Rio Grande do Sul – Brasil

Created in 1967, *Revista de Saúde Pública (Journal of Public Health)* is a publication of the Faculdade de Saúde Pública of Universidade de São Paulo. An inter- and multidisciplinary journal open to peer-reviewed research contributions from both national and international scientific communities. Its mission is to publish and divulge scientific production on subjects of relevance to Public Health.

Published bimonthly, in February, April, June, August, October and December.

INDEXES

All articles are also published in English language.

The on-line abstracting and indexing services that cover the Journal are:

Thomson Scientific (ISI): Web of Science, Current Contents/Social Behavioral Science, Social Science Citation Index; MEDLINE; Biosis; Global Health; EMBASE; HEALSAFE; Health Star; PubMed; POPLINE; Wildlife Worldwide (NISC); Scopus; SciELO; LILACS; PERIODICA.

FULL TEXTS

Full texts of the complete collection of the articles, from volume 1, number 1 (1967), are available for free in PDF format through the Journal's web site:

<http://www.rsp.fsp.usp.br>

Contact	Revista de Saúde Pública Faculdade de Saúde Pública da Universidade de São Paulo Av. Doutor Arnaldo, 715 01246-904 - São Paulo, SP - Brasil	Fax/Phone: (55 11) 3061-7985 / 3061-7135 E-mail: revsp@usp.br Web site http://www.rsp.fsp.usp.br http://www.scielo.br/rsp
Administrative support	Biblioteca/CIR: Centro de Informação e Referência em Saúde Pública da FSP/USP	
Reviewer	Odinéia C. Gregio	
Secretary	Maria do Carmo Silva de Oliveira	
Editorial and DTP	CABOVERDE www.caboverde.com.br	

© Copyright – Faculdade de Saúde Pública da Universidade de São Paulo.
All rights reserved.

RSP

Revista de Saúde Pública

Volume 48
Special number
May 2014



IPLeiria International Health Congress

09^{and} 10, MAY 2014

CHALLENGES & INNOVATION
IN HEALTH

Abstracts

Congress Organization:



Financial Support:

FCT Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

240

PEER FEEDBACK: ONLINE MODEL FOR DEVELOPING METACOGNITIVE SKILLS IN STUDENTS

António Ferreira^{1,a}, Beatriz Araújo^{1,b}, José Alves^{1,c}, Diogo Pereira, Fernanda Príncipe¹

¹*Escola Superior de Enfermagem da Cruz Vermelha Portuguesa de Oliveira de Azeméis. Oliveira de Azeméis, Portugal*

¹¹*Universidade Católica Portuguesa. Porto, Portugal*

Introduction: The Higher Education Institutions face a substantial change in a context in rapid and constant evolution. The challenges to answer to the new expectations in higher education arise for an investigation into the influence of the complex contexts in academic practices, and the assessment of students. Areas that will have to be rethought and renewed (Boud D et al, 2010). The involvement of students in assessment processes means that they do not identify evaluation only as a method of measuring learning, but also to provide learning (Cartney, 2010).

Objective: Based on a new paradigm of teaching, student-centered learning and assessment, our objective is to develop metacognitive competencies in higher education students by using peer feedback as a collaborative learning and assessment strategy.

Methods: The methodology used is based in the participatory action research, combining qualitative and quantitative approach. Through the use of an online platform (AC3Enf), using the peer feedback strategy, we develop higher education students, metacognitive competencies, such as: self-directed learning, critical and reflective spirit, ability to analyze situations and solve problems, communication skills, leadership, innovation, integration/interaction in a team, adapt to change and decision making.

Results: The results of using peer feedback in a online platform, show us, that students are more critical and reflective thinkers, self awareness, with collaborative behavior, decision making and self-development with innovation and creativity.

Descriptors: Peer feedback; higher education; metacognitive competencies; decision making.

^aferreira.esecvpoa@gmail.com

^bbaraujo@porto.ucp.pt

^cjosematiasalves@gmail.com

^ddiogo.pereira@gmail.com

^efernandaprincipe@esenfcvpoa.eu

241

CONSTRUCTION AND VALIDATION OF A REFERENCE MATRIX FOR LARGE SCALE COGNITIVE ASSESSMENT OF THE BIOLOGICAL-FUNCTIONAL DIMENSION IN SCHOOL PHYSICAL EDUCATION

José Airton de Freitas Pontes Junior^{1,a}, Leandro Silva Almeida^{1,b}, Edson Silva Soares^{11,c}, Maria Suely Alves Costa^{11,d}, Nicolino Trompieri Filho^{11,e}

¹*Universidade Federal do Ceará. Ceará, Brasil*

¹¹*Instituto de Educação. Universidade do Minho. Braga, Portugal*

¹¹¹*Instituto de Educação Física e Esporte. Universidade Federal do Ceará. Fortaleza, Brasil*

¹¹¹¹*Departamento de Psicologia. Universidade Federal do Ceará. Fortaleza, Brasil*

¹¹¹¹¹*Faculdade de Educação. Universidade Federal do Ceará. Fortaleza, Brasil*

Introduction: The school as a health proponent encounters through Physical Education a possibility of integration of knowledge related to physical activity and health in the education field. There are learning objectives in the content section of Knowledge about the Body; however, no reference matrix exists to cognitively evaluate them on a large scale at the end of elementary school.

Objective: The study focuses on the development and validation of a reference matrix for large scale cognitive assessment of the biological-functional dimension in Physical Education.

Methods: The matrix was created based on cognitive learning objectives of the National Curriculum Parameters for Physical Education in Elementary Education. Through a questionnaire with closed questions and 12 items on scale, 210 teachers and researchers in Physical Education in Primary School (6th to 9th grade) from 5 regions of Brazil participated in the study, with 58.4% of them having masters and doctorates and 41.5% being graduates and specialists. We conducted exploratory factor analysis using SPSS v.22.0.

Results: The results indicate the following: 1) the sample was adequate to the study (KMO=0.932; BST≤0.01, $\chi^2=1596.349$, df=66), 2) the items have satisfactory explanation (commonalities ≥0.5), 3) satisfactory total variance explained (57.35% for eigenvalue =6.882), 4) one-dimensional (factor loadings from.662 to.850), 5) high internal consistency ($\alpha=0.932$; Hotelling Test p≤0.001 to 241.808, RITC.603 to.802).

Conclusions: We consider the reference matrix suitable for use by teachers and researchers to help them develop cognitive assessment tools for large scale evaluation in relation to the contents of the biological-functional dimension of Physical Education in Elementary Education.

Descriptors: Large scale cognitive assessment; Biological-functional dimension; School physical education.

^ajoseairton.junior@yahoo.com.br

^bleandro@ie.uminho.pt

^cedsonfisix@yahoo.com.br

^dsuelypsic@yahoo.com.br

^etrompieri@hotmail.com