



# BOOK OF ABSTRACTS

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Edited by:

Marcora, S., Narici, M., Paoli, A., De Vito, G., Tsolakidis, E.,  
Thompson, J.L., Ferrauti, A., Piacentini, M.F.

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**CONCLUSION:** We did not observe any group effects of exercise, nor exercise intensity, on cognitive outcomes. As expected, the three-month supervised intervention induced physical fitness changes, and some of these changes were associated with some cognitive improvements. However, the observed effects were not sustained beyond the supervised exercise intervention. Future research should explore behavioural intervention strategies to enhance long-term adherence to exercise programs in older adults.

## Conventional Print Poster Presentations

### CP-SH08 Physical Education II

#### **VALIDATION OF THE ITALIAN TRANSLATION AND CULTURAL ADAPTATION OF THE CANADIAN ASSESSMENT OF PHYSICAL LITERACY-2 (CAPL-2) QUESTIONNAIRES FOR CHILDREN**

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**INTRODUCTION:**Physical literacy (PL) is an inclusive and holistic concept, conceived from its inception to promote lifelong health and well-being by centering on the person-in-the-world and their lived experience within their cultural context (1). Consequently, different cultures, governance structures, geographical locations, and physical environments may necessitate distinct conceptualizations and pedagogies to effectively foster physical literacy (2). Thus, it is crucial to provide physical and sport educators with validated assessment tools to ensure accurate evaluation within different contexts. One of the best-known and validated assessments of PL is the Canadian Assessment of PL (CAPL-2) (3). This study aimed to validate the Italian translation and cultural adaptation of the CAPL-2 questionnaire.

**METHODS:** We recruited 111 children (57 females, 8-12 year old, BMI = 17.9 kg/m<sup>2</sup>) who completed the Italian version of CAPL-2 questionnaire twice over a 10-day interval under trained supervision. Internal consistency was evaluated with Cronbach's alpha ( $\alpha = 0.60$ ). The study was Approved by the IRB of University of Cassino. We used ROC curve analysis and AUC to evaluate the capacity of CAPL-2 score to predict adherence to WHO physical activity guidelines measured using CAPL-2 items about self-reported physical activity. Before data collection, the CAPL-2 questionnaire was translated via a forward-backward procedure by bilingual experts. A pilot test with 10 children identified and resolved comprehension and cultural issues.

**RESULTS:** Results showed high internal consistency for the motivation and confidence domain (Cronbach's  $\alpha$ : 0.88–0.97; mean:  $5.3 \pm 1.4$ ) and lower internal consistency for the knowledge and understanding domain (Cronbach's  $\alpha$ : 0.20–0.34; mean:  $9.3 \pm 0.98$ ).

Furthermore, the results revealed that the CAPL-2 questionnaire exhibited highly predictive performance in identifying children active for at least 5 days (AUC: 0.95) compared to those active for at least 6 days (AUC: 0.89).

**CONCLUSION:**Although the knowledge and understanding domain exhibited low internal consistency—likely due to limited variability—our findings suggest that the CAPL-2 questionnaire, translated and culturally adapted for the Italian context, is a reliable measurement tool, thereby supporting the full adaptation of the CAPL-2 test battery for Italian children aged 8 to 12 years.

#### References:

- 1)Whitehead M. Physical literacy: throughout the lifecourse. Routledge; 2010.
- 2)Edwards LC, Bryant AS, Keegan RJ, Morgan K, & Jones AM. 2017. Definitions, Foundations and Associations of Physical Literacy: A Systematic Review. *Sports medicine*, 47(1), 113–126.
- 3)Longmuir PE, Gunnell KE, Barnes JD, Belanger K, Leduc G, Woodruff SJ, & Tremblay MS. 2018. Canadian Assessment of Physical Literacy Second Edition: a streamlined assessment of the capacity for physical activity among children 8 to 12 years of age. *BMC public health*, 18(Suppl 2), 1047.

#### **A WIN-WIN: TEACHING PRE-SERVICE TEACHERS HOW TO NURTURE EXECUTIVE FUNCTION DEVELOPMENT THROUGH PHYSICAL ACTIVITY**

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**Background:** Executive functions (EF) play a crucial role in academic performance, influencing students' ability to plan, regulate behavior, and adapt to complex tasks (1). Given the well-established cognitive benefits of physical activity (2), physical education (PE) serves as an important vehicle for fostering EF development in children and youth. The aim of this literature review was to create a framework for teaching pre-service teachers (PST) about the relationship between physical activity and EF, with a focus on how to integrate these insights into their PE practices.

**Method:** A literature search using PubMed and SportDiscus identified key articles on the benefits of physical activity for EF development in children and youth (search terms: physical activity OR exercise OR sport AND executive function OR inhibitory control OR working memory OR cognitive flexibility AND child OR youth OR adolescent). The Pedagogical Content