THE STUDY OBJECT? Physical Education, Sport, Health and QUALITY OF LIFE?

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Brief Personal Presentation

PhD in Economics – Social Networks explaining city competitiveness

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MAIN INTERESTS – Quality of Life and Comparative Studies

Sports and Music improve socialization quality

It was through Sport and Music that I (also) socialized and acquired reasonable physical and aesthetic skills that sustained the tendency towards obesity for about 40 years;
I traveled and met different people and cultures;
I experienced situations of great joy and sadness,
I learned to deal with the anxiety inherent in competition and spectacle,
I learned to lose and win, to be successful and unsuccessful in the eyes of others.

- It was also the lack of sports and music that made me lose some of these skills;
in the end, there was the ability to reflect on life and sport, to appreciate beauty and silence; there were the friends
I never lost, the ability to value and give importance to things and situations; but, above all,
the ability to face complex situations with the necessary tranquility from the accumulated experience remained.

Economics background

- Economics is a **social science** that also serves the area of Sport. Through it,
- I learned to know the mental (so-called rational) and social processes of **making choices** and developing knowledge about Man,
- Especially in the mechanisms that lead **to value daily activities** and to prepare future activities.
- Economics taught me to **incorporate Uncertainty and Risk** of decisions, to study Humankind in his complexity of living in ecological environments.

What do we really want to study?

- I remain convinced that the scope and object of our subjects is not yet stabilized

- Much due to the lack of some scientific maturity in our academic community.

- Without major concerns of scientific rigor, I would dare say that, in the past, this affirmation of sports schools was made through 3 fundamental branches, which partially explains our state of the art:

The major paths

1. Through the teaching of Physical Education, affirming it as a discipline as important as all the others in the youth compulsory curriculum;

2. Through the training in clubs, in the most diverse sports and the affirmation of better sports results in general;

3. Through Medicine and Health Sciences, explaining how research on the different bio-physiological mechanisms of the human organism could influence health the performance of movement and competitive performance.

Funding in EU – where it goes to?

- *The Commission will support an EU **Health**-Enhancing Physical Activity (HEPA) network and, if appropriate, smaller and more focussed **networks** dealing with specific aspects of the topic.*

- *The Commission will make **health-enhancing physical activity** a cornerstone of its sport-related activities and will seek to take this priority better into account in relevant financial instruments, including:*

- *- The 7th Framework Programme for Research and Technological Development **lifestyle** aspects of health;*

- *- The **Public Health** Programme 2007-2013 and beyond;*

- *- The **Youth** and **Citizenship** programmes (cooperation between **sport organisations**, **schools**, **civil society**, **parents** and other **partners** at local level);*

- *- The **Lifelong Learning** Programme (**teacher training** and cooperation between schools).*

Sport is.... the Thing !!!

- Sport is the fertile ground for making this journey as it seeks to study Human performance in the full use of its potential and not above all in dysfunction, as is most appropriate in medicine and health sciences.

- Even these areas have been increasingly engaged in preventive philosophy and the creation of healthy lifestyle habits.

- Now, that terrain, which should clearly belong to Sports, is being occupied by other areas of knowledge;

- In my opinion, it is SPORT should have this mission; how to bring it to the center of our research activities?

- Human activity is the center of study for almost all social disciplines and sport is an excellent LAB to analyse and integrate knowledge, if its cutting-edge research is envisaged.

- In short, sport is one of the most disciplinary interconnection activities

Brief conclusion remarks

An approach that allows an excellent exploration of complex phenomena and the identification of which are the real problems that exist to solve.

Somehow, we stand in the perspective of Lowrie and McKnight (2004):

"*academic communities have used, to a limited extent, the methods of expanding and contracting their networks*".

In addition, the same authors address several topics related to the development and management of academic networks that identify the structures that will facilitate this major objective (to increase the reference scientific publication in an increasingly competitive world, also at this level).

In this institutional and organizational constellation, success will depend, to a great extent, on the strategic relationships and the types of network structure that we manage to establish..

One Big Question

In this sense and despite the synthesis between disciplines
that was made possible by the widespread acceptance of
this new paradigm, our scientific community (Sport) has
not yet
completely embarked on new research methodologies,
remaining too attached to the most
stable and secure paths of logical reasoning-deductive
with
hypothesis testing applied to samples with control

In other words, it is not only adapted to the ecological environment but co-evolves with it in an
intimate relationship and through the development of an exchange syste

According to Jackson (*2005*):

- *"The environments in which organizations operate are turbulent and ever changing, yet organizations seem slow to adapt. Maybe if they can be driven by the edge of chaos, they will be much more creative in the way they behave."*

The future

(Barry, Born and Weszkalnys, 2007).

- *"Commonly, a distinction is made between **multidisciplinarity** _ in which several disciplines cooperate but remain unchanged, working with standard disciplinary framings - and **interdisciplinarity** - in which there is an attempt to integrate or synthesize perspectives from several disciplines. Ian Hacking, for instance, sets out the case for multidisciplinarity when he argues for 'collaborating disciplines that need not be interdisciplinary' and that presume a strong disciplinary base in the study of complex objects (Hacking, n.d.). **Transdisciplinarity**, in contrast, is taken to involve a transgression against or transcendence of disciplinary norms, whether in the pursuit of a fusion of disciplines, an approach oriented to complexity or real-world problem-solving, or one aimed at overcoming the distance between specialized and lay knowledges or between research and policy or 'decision-making in society'*

- Para pormenores desta discussão ver ainda www.interdisciplines.org

Network relations in research

- *"Innovation process can be understood as a learning process in which learning occurs through problem-solving concurrently necessitating and enhancing participating actors' human capital (individual-level knowledge and skills), intellectual capital (collective knowledge and knowing ability) as well as social capital (e.g. knowing who knows what). However, the social networks may also place high demands on the members of networks and restrict their individual behaviour and opportunities as well."* (Tempere, 2007)

Network Research needs

(Rogers, Bozeman and Chompalov, 2001) establish that network research needs to get rid of all the evils of bureaucratic functioning, focus on the characteristics of relational ties rather than on their formal aspects and develop the concept of effectiveness / efficiency to pursue its main objective of transferring the new knowledge produced in its application to reality.

In the last 40 years, the major issue that has been debated in this area of networks has been the importance of density *versus* quality of links that networks establish. The basic assumption of social media approaches is that "the whole is more important than the sum of the parts", that is, the nature of the bonds between individuals is a priority in relation to the attributes of the individuals themselv

[Easy to see in the way we are introduced to a group of other people: who brought me to the group?]