



Aquatic Experience in Physical Literacy: From Specific to Extensive Meanings of Aquatics for Life

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submissions:
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Message from the Guest Editors

Physical literacy embodies psychomotor, cognitive, motivational and social aspects of the movement. It's considered as a precondition to maintain appropriate levels of physical activity throughout life and to consequently contrast sedentary lifestyle, promote psychophysical wellbeing, and preserve health and quality of life. The aquatic environment is a complementary condition to respond to the embodied needs, allowing to experience specific and distinguishing movement proficiencies, differently from the usual terrestrial behaviors.

This Special Issue focuses on the multifactorial complexity of aquatic activity. A specific physical literacy in the aquatic environment has to be promoted to go beyond the recent literature on swimming and aquatics mostly addressed to biomechanics, medicine and training.

Papers addressing didactics on fundamental aquatic skills, learn-to-swim and aquatics are invited for this Special Issue. We welcome manuscripts specifically focusing on education, pedagogy, methodology and conduction of aquatic experiences from infancy to old age towards the embodiment of psychomotor, cognitive, motivational and social competencies for life by aquatics.





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Message from the Editor-in-Chief

Addressing the environmental and public health challenges requires engagement and collaboration among clinicians and public health researchers. Discovery and advances in this research field play a critical role in providing a scientific basis for decision-making toward control and prevention of human diseases, especially the illnesses that are induced from environmental exposure to health hazards. *IJERPH* provides a forum for discussion of discoveries and knowledge in these multidisciplinary fields. Please consider publishing your research in this high quality, peer-reviewed, open access journal.

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