



Universitatea
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HABILITATION THESIS

SUMMARY

Title:

Motor learning as a matrix of holistic development: from motor competence to social learning, health, and performance

Field: SPORTS SCIENCE AND PHYSICAL EDUCATION

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Summary

The habilitation thesis, entitled *Motor Learning, the Matrix of Holistic Development: From Motor Competence to Social Learning, Health, and Performance*, synthesizes my scientific and professional contributions developed after the awarding of the PhD degree in Sport and Physical Education Science. The point of departure of this endeavor is the observation of a persistent tension between the normative paradigm of the field and the dominant practice in physical education and sport: although current curricular documents and the educational framework explicitly endorse the logic of competencies, integral development, and personality formation, practice often remains centered on command, external control, and the reproduction of motor content. In this context, the cognitive, socio-relational, affective-attitudinal, and adaptive dimensions of motor activity tend to remain pedagogically underexploited. From this tension also arises the central stake of the thesis: to argue that motor activity becomes truly educationally relevant when it is understood and designed as a process of learning, relating, and adapting, rather than merely as a repertoire of executions or as a vehicle for immediate performance.

The chapter devoted to my research activity anchors its internal logic in the doctoral thesis defended in 2014, which focused on interpersonal relationships and personality traits in pupils in relation to the harmonization of formal and non-formal motor activities. In the postdoctoral stage, this initial question matured and was reformulated around the concept of motor learning as a matrix of holistic development, by which I mean an integrative framework articulating three complementary planes of development: physical-motor and functional, socio-emotional and relational, and biological and adaptive. From this perspective, motor activity is not treated as a simple context of execution, but as an environment for formation, regulation, interaction, and adaptation, whose effects depend on the way practice, feedback, task variability, motivational climate, and transfer conditions are designed. The volume *„Motor Learning: From Theory to Practice. Modern Perspectives in Physical Education, Sport and Physiotherapy“* represents, along this trajectory, a moment of convergence and maturation, as it organizes within a unitary logic the conceptual foundations, the architecture of practice, and their translation into physical education, performance sport, and functional rehabilitation.

The first research direction is devoted to motor learning and the design of practice and brings together the contributions through which I have sought to explain the conditions under which motor learning becomes durable, flexible, and transferable. Within this framework, I analyzed the relationship between learning theories, the organization of practice, retention and transfer, as well as the extension of these principles to teacher education through mentoring, formative feedback, and the validation of competences in teaching practice. The second direction, dedicated to the socio-emotional climate, cohesion, and socially risky behaviors in educational contexts, examines the ways in which motor activities can function as instruments for structuring interaction, strengthening cohesion, and influencing relational dynamics within the class group and the university environment. In this area, my contribution includes both the monographic grounding of the relationship between socialization, communication through movement, and group building, and empirical studies on cohesion,

interpersonal relationships, bullying, and cyberbullying in relation to physical activity and weight profile. The third direction addresses health, somatic profile, and performance on a continuum that begins with physical activity interventions for overweight adolescents, continues with the relationship between body mass index and muscle strength at puberty, includes models of good practice in effort programming for masters' female athletes, and extends toward the biological determinants of performance through genetic analyses and systematic syntheses of profiles associated with sports performance.

The second chapter is devoted to professional evolution and development and follows the articulation of my academic, teaching, scientific, and institutional trajectory. In this section, I highlight the consolidation of my scientific profile, the continuity of my research directions, the recognition of my scientific and professional activity, as well as my institutional involvement in quality assurance, academic coordination, and curricular development. This dimension is not treated separately from research activity, but as an expression of the same professional maturation, in which scientific results, teaching activity, and institutional contribution mutually support one another.

The final section, dedicated to plans for career evolution and development, outlines the continuity of these directions, both in the teaching and in the scientific domain. In this regard, I intend to deepen research on the design of motor learning, the professionalization of teaching, interventions for health and performance, and the biological determinants of adaptation, while also developing the curricular, methodological, and applied dimension of my academic activity. Overall, the thesis argues that motor learning can function as an integrative principle of holistic development and that, insofar as it is designed beyond the logic of execution and external control, motor activity becomes an authentic instrument of formation, adaptation, and transformation, relevant to education, sport, health, and professional life.

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