

Esmaeel Saemi

Date of Birth: 17 Jan 1984

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PROFESSIONAL PROFILE:

2016- until now, Assistant Professor, Department of Sport Sciences, Shahid Chamran University of Ahvaz, Iran,

2010 –2012, Instructor, Department of Sport Sciences, Shahid Chamran University of Ahvaz, Iran,

EDUCATION BACKGROUND:

PhD, Motor Behavior, Shahid Beheshti University, Tehran, Iran 2012- expected 2016, Emphasis: Motor Learning and control, Dissertation (2016): *“The effect of differential attentional strategies and skill level on performance and movement coordinative variability: The role of visual information”*

M.Sc , Motor Behavior, Shahid Chamran University of Ahvaz, Iran, June, 2009, Emphasis: Motor Learning and control, Thesis: *“The effects of different levels of contextual interference on acquisition, retention and transfer of basketball pass skills”*

B.Sc, Sport Sciences, Shahrood University, Iran, September, 2006

TEACHING AND TRAINING EXPERIENCE:

Motor learning and control, Sport psychology, Statistic in Sport Sciences

INTERESTS AND RESEACH FIELDS:

My research interests include focus of attention, self-controlled feedback, motivational role of augmented feedback and more recently stereotype threats in sport

RESEARCH ACTIVITIES:

PUBLICATIONS:

- 1- Rabeinia, M., **Saemi, E.**, & Abedanzadeh, R. (accepted manuscript). The effect of overweight stereotype threat on children’s motor learning. **Psihologija**
- 2- Razaghi, S., **Saemi, E.**, & Abedanzadeh, R. (2020). The Effect of External Attentional Focus and Self-Controlled Feedback on Motor Learning in Older Adults. **Polish Journal of Sport and Tourism**, 27(1), 9-13.

- 3- Razaghi, S., Parsaei, S., & **Saemi, E.** (2020). The Mediating Role of Physical Activity in The Relationship of Emotional Intelligence with Psychological Well-Being in Elderly People. **Iranian Journal of Ageing**, 14(4), 392-405.
- 4- Asadi, A., Farsi, A., Abdoli, B., **Saemi, E.**, Porter, J (2019). Directing attention externally and self-controlled practice have similar beneficial effects on motor skill performance. **Journal of Motor Learning and Development**, 7 (1), 141-151.
- 5- Goudini, R., **Saemi, E.**, Ashrafpoor Navaei, S., Abdoli, B (2018). The Effect of Feedback after Good and Poor Trials on the Continuous Motor Tasks Learning. **Acta Gymnica** 48 (1), 3-8
- 6- **Saemi, E.**, Abdoli, B., Farsi, A., Sanjari, MA (2017). The interaction of external/internal and relevant/irrelevant attentional focus on skilled performance: the mediation role of visual information, **Medicina Dello Sport**, 70(4), 419-429.
- 7- Asadi, A., Abdoli, B., Farsi, A., **Saemi, E.** (2015). The effect of Various Attentional Focus Instructions on Novice Javelin Throwing Skill Performance. **Medicina Dello Sport**, 68(1), 99-107.
- 8- **Saemi, E.**, Porter, J. M., Wulf, G., Ghotbi-Varzaneh, A., & Bakhtiari, S. (2013). Adopting an external focus of attention facilitates motor learning in children with attention deficit hyper activity disorder, **Kinesiology**, 45 (2), 179- 185
- 9- **Saemi, E.**, Porter, J. M., Ghotbi-Varzaneh, A., Zarghami, M., & Shafinia, P. (2012). Practicing Along the Contextual Interference Continuum: A Comparison of Three Practice Schedules in an Elementary Physical Education Setting. **Kinesiology**, 44(2), 191-198.
- 10- **Saemi, E.**, Porter, J. M., Ghotbi-Varzaneh, A, Zarghami, M., & Maleki, F. (2012) Knowledge of result after relatively good trials enhances self-efficacy and motor learning. **Psychology of Sport & Exercise**, 13(4), 378-382.
- 11- Zarghami, M., **Saemi, E.**, & Fathi, I. (2012). External focus of attention enhances discus throwing performance. **Kinesiology**, 44(1), 47-51
- 12- **Saemi, E.**, Wulf, G., Ghotbi-Varzaneh, A., & Zarghami, M. (2011). Feedback after good versus poor trials enhances motor learning in children. **Brazilian Journal of Physical Education & Sport**, 25(4), 673-681.
- 13- Maleki, F., Shafinia, P ., Habibi, A., **Saemi, E.** (2011). Simple and Multiple Correlations between Emotional Intelligence and General Health in Personnel of Physical Education Offices, **Baltic Journal of health and Physical Activity**, 3(4), 277.285.
- 14- Porter, J. M., **Saemi, E.**, Ghotbi, A. V., Zarghami, M., Shafinia, P. (2011). Systematically increasing contextual interference during practice is beneficial for children learning a fundamental motor skill. **Journal of Sport and Exercise Psychology**, 33, S101.

- 15- Ghotbi, A. V., **Saemi, E.**, Shafinia, P., Zarghami, M., & Ghamari, A. (2011). Relationship between mental skills and anxiety interpretation in female volleyball players. *Studies in Physical Culture and Tourism*, 18 (1), 19-24.
- 16- Ghotbi, A. V., Ghamari, A., **Saemi, E.**, & Zarghami, M. (2011). Individual differences in working memory and motor performance: A cognitive style approach. *American Journal of Psychological Research*, 7(1), 31-42.
- 17- Porter, J. M., & **Saemi, E.** (2010). Moderately skilled learners benefit by practicing with systematic increases in contextual interference. *International Journal of Coaching Science*, 4, 61-71.

CONFERENCE PRESENTATIONS:

- 1- Salehi, M., **Saemi, E.**, Dousta, M. (2020). *The effect of expecting to teach on children's motor learning*. Poster presented at 16th annual international scientific conference Days of Applied Psychology, Serbia.
- 2- Porter, J. M., **Saemi, E.**, Ghotbi, A. V., Zarghami, M., Shafinia, P. (2011). *Systematically increasing contextual interference during practice is beneficial for children learning a fundamental motor skill*. Poster presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Burlington, Vermont. (Abstract published in the *Journal of Sport and Exercise Psychology*, 33, S101).

PROFESSIONAL MEMBERSHIPS:

Iranian Association of Motor Behavior and Sport Psychology

LANGUAGES:

Persian (Native)

English (Medium)