

ONLINE EXTENDED GRADUATION AND PHYSICAL EDUCATION (PE): TECHNOLOGICAL TOOLS ASSISTING THE DISCUSSION OF STRATEGIES FOR SCHOOL'S PHYSICAL EDUCATION CLASSES

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ABSTRACT

This Project is part of an essay of Professional Master's Degree in development on IBqM/UFRJ directed to the basic education's PE teachers searching for extended graduation. It initiates with the application of a course in the Educational Innovations Course space of the CECIERJ Foundation, distance education modality. The proposed activities are based in the area's references, National Curricular Parameters (NCP) and Minimal Curriculum (RJ), searching strategies in Information and Communication Technology (ICT) and Open Educational Resources (OER). This first edition of the course will work as a pilot from where we will take advantage of the obtained data and we will improve the activities for the second edition. The developed works collection during both editions will be stored in a cloud (web servers) and will be accessible in a website developed for the Project and directed to School's Physical Education, also it will be available in CD-ROM. The methodology used is based on Ausubel's Theory of Meaningful Learning, that proposes the previous knowledge should be valued and in Vyqostky's Zone of Proximal Development, where the pairs have strong influence in the learning process. The course members will be able to test the constructed activities collaboratively, adapting them and presenting difficulties and viability. Everyone will complete a survey available on a link in the course's webpage, finishing the activities. Every material collected will be organized for quanti-qualitative analysis.

Keywords: physical education; extended graduation; OER; ICT; learning processes.

1 - Introduction

Revisiting Physical Education's history and observing the modifications in its contents and goals, it becomes necessary making an analysis of the teacher's pedagogical practice in the actual moment, where a very rich in contents subject, also very important for the human being's global development, lets a vast material aside and ends up basing itself only in repetitive and routine practices, apparently without previously planned objectives. "Studies show a progressive demotivation related to Physical Education already since the end of the Elementary School" (BETTI; ZULIANI, 2002). The interests in this transition stage, justified by Gallahue and Ozmun (2003), with the beginning of puberty, become others, like sexuality, concerns with future work, entrance examinations, PSAT and the appearing of attractive technologies. All this set, according to the author determines the need of knowledge on these changes and a bigger attention of the practitioner who will plan their classes.

It is a school Physical Education teacher's responsibility to include the students since their first years, the healthy life habits, associating physical activity and orientations towards a good diet, so the students take this concept for their lives. Having on their hand all the discipline's contents umbrella, they can make of the technological tools their allies, making their classes more current and interesting. For this, it is necessary that they themselves, teachers, keep always updated.

2 – Goals

2.1 – General

To discuss the structure and goals of the Physical Education classes on the different levels of Basic Education, searching for partnerships with active teachers and to favor the extended graduation of these teachers in the Distance Education modality.

2.2 – Specifics

- To construct a specific subject, in the Distance Education modality, for the Physical Education area that will integrate the Extended Graduation for

teachers on Technological Innovations improvement Course's schedule, offered by the Extension Board of the CECIERJ Foundation.

- To analyze the contribution of this subject and Information and Communication Technology (ICT) and Open Educational Resources (OER) involved, in a strategy changing proposal for the practice of Physical Education in Basic School, observing the practice proposals and the course member teachers' speeches.

- To observe the difficulties faced by course member teachers in the development of school activities.

- To assess the subject for the construction of the new edition that will be published and disclosed via web to increase the extended graduation courses' offer for this area's teachers.

3 - Theoretical Benchmarks

3.1 – The Physical Education Subject

The Physical Education in Brazil was installed in the school ambient in mid-1920's, going through several modifications in its identity, concerning contents and methodologies as shown in Hygienist, Militaristic, Pedagogicist, Sportivist Pedagogical Tendencies, making its way through the beginning of the 80's decade, (GHIRALDELLI JR, 1991). Since 1970, the discipline's scholars have already started to discuss the needs of meaningful changes, making appear the Recreationist, (KUNZ, 1994), Developmentist, Constructivist, Critic-Exceller, Critic-Emancipator, Systemic, Renewed Health and the one based on the National Curricular Parameters (DARIDO; RANGEL, 2005).

3.2 - The Extended Graduation and the Physical Education Teacher

In every area, the professional market claims for qualification, and the teachers need to be constantly updated, for the education needs to accompany social changes, enlisting itself in the hard task of maintaining the students' interest and easing their learning.

Candau (1996, p. 150, *apud* RODRIGUES, 2004), supports the extended graduation with pair trades when he affirms that it "(...) can't be

conceived as an accumulation process (...), but as a critic reflexion work about the practices (...) in mutual interaction, for a real knowledge construction.”.

Libâneo (2011) adds that the moments of extended graduation take the teachers to a reflexive action, in other words, starting from their practices' development, they improve what really works and reshape the activities to a coming moment, rethinking what is really positive or negative, searching for better efficiency and the classe's performance.

Nóvoa quotes Dominicé when highlights the importance of trades when he affirms, “Nobody settles in receiving the knowledge, like it was brought from the exterior by those who hold their formal secrets. The notion of experience mobilizes an interactive and dialogical pedagogy” (DOMINICÉ, 1990, pp. 149-150 apud NÓVOA, s/d).

This way, in this subject, the forums with the exchanging of ideas and experiences between the course member teachers, the discussions about their realities, and the debates about the structural, social and pedagogical difficulties, will have as a goal, to unite theory and practice in a professional context in Physical Education.

To guide this path, we will use the Nacional Curricular Parameters – Physical Education (BRAZIL/ MEC/ PCN, 1997) and the Minimal Curriculum of the Rio de Janeiro state¹.

3.3 – Strategies using the ICT and OER

There are several positive and known aspects of distance education, like the inclusion of people with difficult mobility by uncountable factors, the flexibility and the individual time organization, according to the possibilities, the ability to attend different learnings paces and being able to reunite people of several locations in the same chat room, increasing the knowledge with the exchange of ideas and experiences, also easing the digital inclusion, presenting and taking the users to meet new technologies.

The discussion forums provide the exchanging of ideas between the pairs from where suggestions can benefit a new point of view to the same contents, building up new knowledge and easing the learning, as seen in the speech of Moreira *et al* (1997) when quotes Ausubel (1963) about the importance of previous knowledge to the meaningful learning.

The other's collaboration in the knowledge construction, being able to transform it and enabling its applicability in other contexts is also supported in Vygotsky's Proximal Zone of Development, according to Góes (2001, p.84, apud ALVES, 2004, p. 11).

4 – Methodological Procedures

A web survey inventory will be elaborated in a semi-structured way on Google Forms, and applied to the course member teachers at the end of it. The members will be able to access the inventory through a link inside the course's web page. The questions will not only characterize the member's profile, but also will approach the difficulties found related to their experiences with ICT and OER and the extended graduation's efficiency for Physical Education teachers in the distance learning modality, offering room to suggestions and critics to improve the course for its second version.

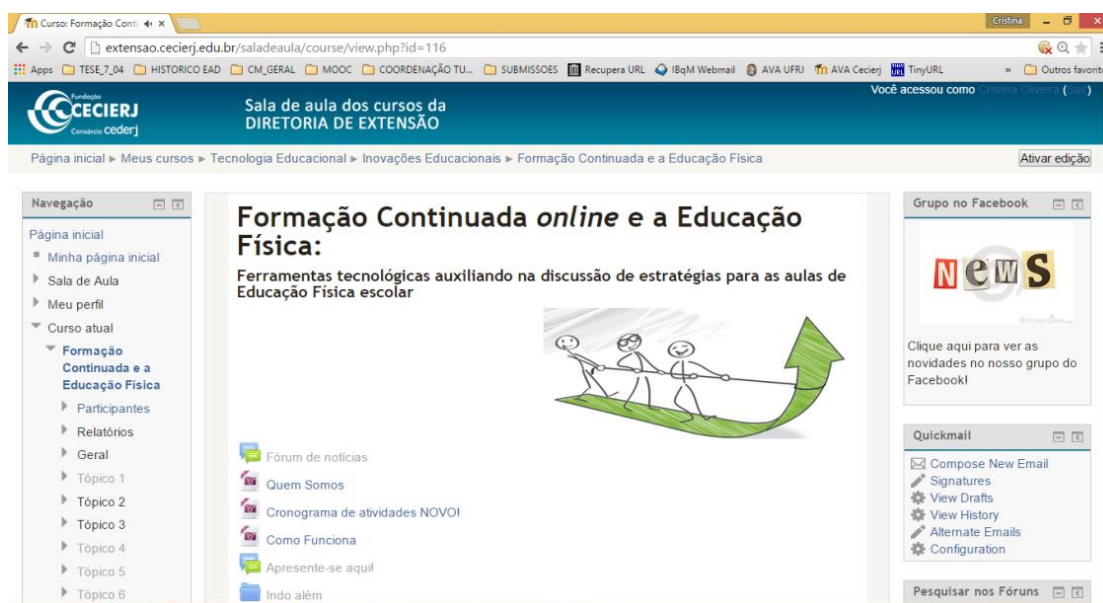
All collected material is being organized for qualitative analysis, seeking to list the difficulties appointed by the course members before and after the subject's discussions about the applying of the described activities for the Physical Education classes, classifying them in structural, social, pedagogical or strategical, to adapt them with the goal of working on these difficulties. This organization will also enable sorting the practices according to the purpose, the grade level, the planning proposal and to verify its adaptations, following the subject's theoretical benchmarks. Furthermore, it will allow performing the changes on the subject to the second edition, according to the obtained results.

5 – Presentation and discussion about the partial results

The pilot course's version is in progress and, until the present time, some testimonials of the course member teachers were collected, reporting the students' demotivation when reaching the final grades of the Elementary II and High School; the difficulties generated by the lack of adequate space to the classes' performance and the difficulties in the ICT use.

The proposed activities are developed by the course members and discussed between them, always starting from a proposition based on the

area's theoretical benchmarks with an associated example, containing links and consultation material, also valuing the knowledge construction between pairs. A discussion forum where the course member teachers expose their doubts, major difficulties, suggestions, critics, realities, differences, building new possibilities to the classes through the exchange of ideas, comes with every activity. In Picture 1, we can see the page developed in the learning virtual ambient (MOODLE Platform).



Picture 1. Password protected page, developed to the course. Available in: <http://cederj.edu.br/extensao/area-tecnologia-educacional/>. Access in May 2015.

Testimonial examples of the course members put in the activities forums that originated the discussions can be seen on Chart 1.

Chart 1. Course members' testimonials in the course's discussion forum

Question posed by the tutoring:

Mention three (3) difficulties found to manage the PE classes in school.

Course member I.F.O.:

"My difficulties. Well, one of them, have all the students participating the activity. I always find those students that only want to play soccer, others never played, but don't like it. And the main thing, as the school doesn't have its own sports court, we have to share the neighborhood's park space with the public, causing a big time loss."

Course member K.C.P.R.:

"With regard to difficulties, I find some, but in general. Not specifically in the activity."

We always have the teenagers' lack of interest, the lack of material, and adequate physical space. My community's culture is that the boys only want to play futsal and soccer. Obs. I even would like help, regarding to what to do to the general participation, ideas. And also ideas of the soccer culture breaking. Its 'super hard' making them involve themselves in other activities. I even get disappointed for not succeeding on making them involve themselves in other activities. I accept ideas, friends."

Course member J.S.M.:

"In a questioning made to my students, I could realize that they, mainly the boys, understand Physical Education as only soccer and unfortunately this is a culture that is been promoted by most of my school's teachers."

According to the listed difficulties and the help requests expressed, like in example above, new discussions are proposed, based on NCP and the Rio de Janeiro State's Minimal Curriculum. Theoretical elements linked to the school Physical Education subject are posed during the discussion and some recurring speeches are questioned.

Using social media as open educational resources to enable exchanges and the presentation of new methodologies and strategies (PICTURE 2). A blog will be created at the end of every edition of the discipline, organizing the produced material for the public in general to access and comment. All the activities will also be put in web server clouds with easy access by a link that will be created in the website designed to the project's theme.



Picture 2. Social media's page (Facebook). Available on <https://www.facebook.com/groups/1613732892196256/>. Access 04/07/2015.

We can see in this kind of social media a learning ambient that has broken paradigms of an instructional education's controlled ambient. The students are active agents of changing and participate on the knowledge construction and changes. The own individuals in development choose the learning object.

Facebook, specifically, allows the use or development of the 10 technological functions in which Peters (2004) refers himself, drawing the instructional designers' attention, "presentation of the information, storage, recovery, communication, collaboration, browsing, multimedia, hypertext and hypermedia, simulation and virtual reality". On it, several posts made during the course's period will be maintained and added to the ones of the new class that will be opened in September, when the final version will be released.

6 – Final considerations

The pilot course is in progress and until the present moment, the course member teachers' testimonial report the students' demotivation when reaching the final grades of the Elementary II and High School, and the difficulties generated by the lack of adequate space to the performing of the classes, and the difficulties in the use of ICT.

Those are demotivational factors that reach the teachers and reflect on their students. We hope that this discussions forum presented by the virtual learning space allow these practitioners find echo and support to change, update and/or perfection their practice and solve the problems found in the daily actions.

We suppose that after this first application, we can offer a more effective extended graduation course to the Physical Education teachers in the Distance Learning modality that can meet their real needs proposing strategies to enrich their activities repertory and diversify their classes. Furthermore, we are collecting the difficulties presented by the course member teachers related to the technology use, structural or educational problems, aiming to help them improve their classes' quality.

This way, this extended graduation online course aims to minimize the classroom courses' peculiar difficulties, not having the pretension of substituting

them, but of working together, being that another qualification option. Besides that, we are offering a space for subsidies obtainment for a quality Physical Education teacher practice, improving its accessibility to contents and information, using ICT and OER and aiming to reduce not only the Transactional Distance (MOORE, 1993, 2013) but also the distance between theory and practice, that are two aspects of fundamental importance to the valuing of the Physical Education subject in the school and by society.

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