

106 - ASSESSMENT OF PHYSICAL EDUCATION LEARNING IN REME: UNDERSTANDING OF TEACHERS FROM CONTINUING TRAINING

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INTRODUCTION

There are several studies focused on assessment in Physical Education, from this context, the challenge of teachers, not only in this area, is to establish criteria and organize teaching in the perspective of approximation of what was enhanced in teaching and what students actually learned. (assimilated significantly). Assessment is a necessary and permanent didactic task of the teacher's work, which, in turn, must follow step by step the progress of his student, making reflections about his work and the students, in the possibility of verification of learning.

Thus, the assessment is not limited to the performance of tests and assignments, but above all it constitutes as a learning moment a feedback instrument of the teacher and students, but it presents itself in a complex way. In this sense, to guide the research was raised the following questioning: from what criteria, teachers develop the assessment of learning in Physical Education classes?

From this initial preamble, it is intended to propose as objective of this study: to identify which criteria teachers of the discipline of Physical Education use in their classes to evaluate their students. To evaluate requires from the teacher the domain of knowledge and appropriate techniques, the use of explicit criteria and objectives among the subjects involved in the teaching and learning process. Thus, it is proposed to build an evaluative culture as a commitment of the school collective, with the construction and socialization of an emancipatory knowledge, consequently allowing an improvement in the quality of education and training offered by the school institution.

The Municipal Secretariat of Education (SEMED), in the municipality of Campo Grande / MS, based on a policy of continuing education, proposed to conduct research in the specific area to accompany the teachers of school units, offering them subsidies for the organization of the program. your didactic work. It suggests in its training actions, the theoretical and methodological assumptions of historical-critical pedagogy, as well as its continuing education referrals of the teachers of the network.

This research was characterized as exploratory, descriptive, with qualitative analysis of the speeches of the subjects in the data collection instruments, through the questionnaire and interviews. For Gil (2002), exploratory research involves bibliographic survey and interviews with people who have had practical experiences with the researched problem; The descriptive ones analyze a certain phenomenon and its variables.

In turn, qualitative research allows us to understand the meaning that people attribute to a given phenomenon and prioritizes an interpretative approach to the world, the subjective dimensions of the subjects, whether as an individual or as a group, in interface with social values, ideologies and conditioning, allowing you to capture a greater wealth of details and information.

Research in this more specific area has shown us that evaluating is an act of learning, that is, it should not be viewed as a form of punishment since there is a preconception about punishingly assessing students. Learning theories have shown us that the superior psychological processes of student formation are intrinsically located in brain regions that enable us to learn significantly about school content. The assessment must be meaningful for the students, who, in turn, need to be inserted in the context of their educational background. In this sense, students learn not only by copying or reproducing what they see, but above all learning is an act of social interaction. In human relations, we learn to live in society, which we can think of social learning.

GOAL

The aim of this research is to deepen the reflections on the subject of learning assessment, from the discourse analysis of the subjects (Physical Education teachers) interviewed during the continuing education offered by SEMED (Municipal Education Secretariat).

METHODOLOGICAL REFERENCES

As a methodological referral of the study, and to meet its objectives, the present study was characterized by its nature as exploratory, descriptive, with qualitative analysis of the discourses of the interviewed students (GIL, 2002).

In this sense, as pointed out by Augusto, Souza, Dellagnelo, Carlo (2013) in qualitative research, the size of the sample is not, as in the quantitative, a relevant issue, because what matters is the depth with which the research is developed.

The fundamental objective of qualitative research does not lie in producing representative and objectively measurable opinions of a group; It is deepening the understanding of a social phenomenon through in-depth interviews and qualitative analyzes of the articulated awareness of the actors involved in the phenomenon. (AUGUSTO, SOUZA, DELLAGNELO, CARIO 2013, p. 748)

The collection of empirical data was carried out during the continuing education meetings of the Physical Education area, promoted by the curriculum team of the Municipal Secretariat of Education (SEMED), taking into consideration the subjects that are essential for the clarification of the object, according to researchers' perspective, greater openness, ease or difficulty in contact with people, the availability of time for interviewing, etc. (AUGUSTO; SOUZA; DELLAGNELO; CARIO, 2013).

Still on qualitative research, Minayo (1996) highlights the importance of interaction between the researcher and the individuals researched for its accomplishment, which is consistent with the participant observation methodology, whose participation in the cultural environment and the maintenance of informal relationships with the actors. to be investigated, mixed with conducting interviews, are very common procedures in the humanities, especially in Anthropology and Sociology, and do not dispense with a sample of great magnitude, because what matters is precisely to understand the subject by the qualitative bias, the wealth and detail of the information, which is often lost in quantitative studies.

As an ethical procedure of the research, before the questionnaire was applied, the interviewees were informed about the objectives of the research work, as well as being informed about the protection of confidentiality about their identities and the other personal information granted.

For Gil (2002), participant observation is understood as a research technique that allows direct contact in the research field with the investigated subjects, which favors more accurate descriptions of the object, aids in interpretations and in the feeling of confidence in the researcher by the respondents, essential for the granting of interviews.

RESULTS

In order to reach the objective proposed for the study, the empirical data obtained through the application of the questionnaire were tabulated and qualitatively analyzed, showing 372 subjects who voluntarily answered about the evaluation theme. We emphasize that these speeches were extracted from continuing education meetings promoted by the curriculum team of the Municipal Secretariat of Education (SEMED), in October 2017.

The questionnaire designed with seven objective questions was organized by goals; In Goal I, information was obtained regarding: age and time of graduation in the area of Physical Education. In goal II, the information related to types and criteria used to evaluate - in this item was mapped if the teachers know the types of evaluation (diagnostic, formative and summative); as well as by what criteria students evaluate - the objective in this item was to identify the language domains (cognitive, affective and motor); About the students' participation in the evaluation process the research intended to identify if the students participate in the evaluation process, or only the teachers establish these criteria and about the organization of the pedagogical work, revealing the possible difficulties encountered by the teachers to evaluate. Finally, In Goal III, a synthesis of opinions and interests is proposed as a form of suggestions on what needs to be discussed and reflected on in the educational context.

The group of teachers who participated in continuing education and were research subjects is quite heterogeneous, regarding the period of completion of the undergraduate course, institution where develops its teaching work, as well as the time of training in the area of Education. Physical. From the total of teachers, 125 answered the questionnaire regarding age: 10 (20 to 25 years); 28 (26 to 30 years); 41 (31 to 35 years old); 18 (36 to 40 years); 12 (41 to 45 years); 07 (46 to 50 years); 06 (51 to 55 years old) only 3 teachers in the age group of 56 to 70 years old. Regarding the time of training: 201 teachers answered the questionnaire: the largest amount was from 6 to 10 years (50 subjects); followed by 01 to 05 years (50 subjects); (38 teachers) in the period of 11 to 15 years; 16 to 30 years old (32 teachers); 31 to 35 years (10 teachers) and more than 40 years of graduation (01 subject only).

When asked about the type of assessment they performed in their classes, of the 372 respondents, 212 (57%) teachers stated that they use all types of assessment (diagnostic, formative and summative). Thus, through the answers, it was observed that for most participants the evaluation should be procedural using more than one type (diagnostic, formative and summative) as shown in graph I.

Graph I: Types of Evaluation

Source: Authors (2019)

Regarding aspects of learning assessment, the teachers made explicit the prevalence of all domains of cognitive, affective and motor language 297 (79.84%), motor actions as prevalence criterion 47 (12.63%), followed by affective criteria 33 (8.87%) and cognitive aspect 26 (6.99%). Of the 297 teachers, 8 (2.15%) reported that they use subjective criteria to evaluate their students.

Graph II- Criteria used to evaluate students

Source: Authors (2019)

In Graph III, referring to the students' participation in the evaluation process, 262 (70.43%) teachers said that they develop and instrument the evaluation criteria together with their students. In a way, they empower their students, and decentralize power relations over the decision-making process about student learning outcomes. Of this total, 35 (9.40%) teachers evaluate only through tests and papers, 23 (6.18%) establish subjective criteria and 33 (8.87%) use other criteria. And still 29 (7.79%) teachers, identified the assessment centered only on the teacher.

Graph III - Students' participation in the evaluation process

Source: Authors (2019)

Graph IV below shows the difficulties of teachers in the evaluation process. The graph shows that 175 (47%) teachers reported that the biggest difficulty is in the elaboration of criteria on the student's development in its entirety, 83 (22, 31%) teachers said that the assessment process is in the perspective of learning evolution, 95 (25.54%) established the criterion participation in class as a way of evaluating, 28 (7.52%) established over process objective criteria and 12 (3.22%) teachers other criteria. We observed that teachers in their organization of pedagogical work are in a context of complexity and contradiction, which pre-establishes evaluation processes as a way of controlling learning that is integral. (BRAZIL, 1998).

Graph IV - Difficulties encountered by teachers to evaluate

Source: Authors (2019)

Considering that assessment is an important process for the whole school, and serves as feedback to the teacher in his didactic and methodological actions. The following graph explains empirical data from the investigation.

Graph V: Feedback Considerations

Source: Authors (2019)

Of the 372 participants in the survey, 150 (40.32%) reported that continuing education is needed as well as the exchange of experiences between teachers in order to establish a common basis in REME; 72 (19.35%) propose that the education department discuss these criteria and assist them in this process; 79 (21.23%) said that evaluating is a subjective act and each school unit should have autonomy to develop the criteria, 94 (25.26%) evidenced that physical education each teacher must rethink their teaching actions, performing evaluations of their students and 8 (2.15%) other reasons.

DISCUSSIONS

Given the data, we identified approximation with what affirms authors such as Darido and Rangel (2002), that evaluating in Physical Education is not just identifying motor aspects is to understand that learning is an act that involves other elements such as affective relationships and cognitive aspects. It is important in this learning process for the Physical Education teacher to establish criteria to achieve their goals. Therefore, it is necessary to raise some questions: why evaluate? How to evaluate? What to evaluate?

To paraphrase Luckesi (2005), such a moment of assessing student learning should not be the point of arrival, but an opportunity to stop and observe if the walk is taking place with the quality previously established for this teaching and learning process. The interpretation of the collected material allows us to show agreement with what the author states, that the evaluation is one of the most problematic aspects of the teaching process, being used only in the sense of verification, has no effects on the dynamics of the pedagogical action conducted by the teacher.

Observing data related to the type of assessment, Vasconcelos (2005) states that the assessment assumes three types: diagnostic, formative and summative. In the diagnosis, the teacher checks the students' previous knowledge, what they know and don't know about the contents that will be addressed. The formative assessment is performed during the process and results in a constant action-reflection by the teacher (feedback) and finally the summative evaluation (performed at the end of the teaching process), the data revealed that the teachers use all types unveiling understanding about the importance and relevance of the types of assessment.

From this perspective, the relationship with what Gasparin (2005, p.07) states proposes to us reflections on contemporary pedagogies their evaluation process, "valuing doing and reflecting, without fear of making mistakes because the error in the teaching process -learning, takes on the mediating character". Thus, both student and teacher can review their trajectory to understand and act on knowledge and assessment is not limited to giving a grade.

Analyzing the data regarding the evaluation criteria, it is noted the prevalence of all domains of cognitive and affective language, indicating teachers' understanding of their interdependent relationships. We emphasize that in relation to the methodological issues of Physical Education teaching and learning, it is recommended that teachers evaluate the aspects of its content dimensions: conceptual, procedural and attitudinal. (BRAZIL, 1998). According to Darido (2001) and Zaballa (1998), in the conceptual aspect, learning is directly related to the specific domain of the comprehension of the studied phenomena, that is, the knowledge about the phenomenon, the procedural one (what one should know how to do) and attitudinal (as it should be).

There are several studies on the importance of physical education for children and adolescents in school. The contents offered by teachers mark the possibilities of preparation for life outside the school environment and to evaluate in this context becomes necessary and healthy as it is a procedural instrument of education. Evaluating requires from the teacher the mastery of knowledge of appropriate techniques, the use of clear criteria and explicit objectives among the subjects involved in the teaching and learning process. (HOFFMAN, 1996).

With regard to the organization of pedagogical work, the evaluation in Physical Education classes is still a great challenge because we understand that the subjectivity of the subjects should be understood as one of the criteria for the analysis of their learning, removing the concept of a non-critical pedagogy. identifying as the criterion for evaluation only the records of tests and works.

In the case of Physical Education, aspects of integral formation are fundamental for a more humane and less plastered evaluation, that is, serving for promotion and not as an analytical form of the subject (selection of the fittest and least fit) who learns, above first and foremost, continually checking what was planned and what the student actually learned in a meaningful way.

Based on the data and linked to what the author Darido (2001) points out that it is not only the teacher responsible for the assessment process, students and pedagogical staff should also participate in the process. Students' participation in the process of defining the criteria and the course of the assessment implies joint decisions, each assuming responsibility for the process.

Thus, despite the advances, there can still be many teachers who, even using diversified instruments, presenting difficulties in not being stuck to grade records. The difficulty presented by teachers can be justified by a series of barriers that hinder their pedagogical practice, such as their initial and continuing education.

We emphasize that to evaluate in this sense is to take into consideration the social context in which this learner is and to propose specific forms of learning, with the diversification of active methodologies, where the student can be protagonist of their learning.

FINAL CONSIDERATIONS

In this research work, we sought to reflect on the pedagogical practices of the discipline of Physical Education in the assessment of learning. From the continuing education courses promoted by SEMED (Municipal Secretariat of Education), we conducted a study about the assessment of learning.

Therefore, the teachers were asked to answer a questionnaire (research instrument). What are the criteria and ways that teachers propose in municipal schools to evaluate their students. In other words, the experiences acquired by teachers in their pedagogical practices throughout their career, consciously or not, explicitly explain the attribution of a value judgment to the performance of students during their schooling periods, either in the early and / or final years of elementary school. In this sense, the research allowed to reflect on the numerous possibilities of establishing evaluation criteria with its students.

Expanding students' learning in a systemic view of learning is the responsibility of educators, since, in order to develop a body language that promotes communication, a proper posture to the world of work, the formation of an autonomous and responsible subject, critical and participative. in life in society.

Specifically, the idea that evaluating is an affective act, of caring for the student to learn well, is argued, therefore, that further studies regarding school Physical Education, which contribute to the broadening of horizons, are suggested. and support teachers in their teaching / learning and teaching practices.

The results of the continuing education of Physical Education teachers are considered satisfactory, as well as the finding of advances such as the significant improvement of learning. It is also noted that further studies of this nature will be necessary to signal the expansion of the practice, allied to the learning perspective of other research objects.

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ASSESSMENT OF PHYSICAL EDUCATION LEARNING IN REME:
UNDERSTANDING OF TEACHERS FROM CONTINUING TRAINING
ABSTRACT

The objective of the research was to identify and analyze the understanding of the teachers of the Physical Education area, in the city of Campo Grande/MS, in relation to establishing criteria aiming at the evaluation of the learning of their students. Study development: from what criteria do teachers develop learning assessment in physical education classes? The study was methodologically developed from exploratory, descriptive characteristics, with field research and subsequent qualitative analysis of the speeches of the interviewed subjects. Data collection was performed by applying a questionnaire to teachers during the continuing education process carried out by the municipal department of education in October 2017. 372 teachers were interviewed. The result of the investigation showed that most teachers evaluate their students based on criteria, involving motor, cognitive and affective partners. The study also showed that the evaluation process in Physical Education is one of the great challenges for teachers, due to its subjective character and specific ways of dealing with diversity, as well as the difficulties of objectively measuring students' learning. It is suggested that teachers can evaluate students in their classes, defining criteria in the didactic referrals, and in line with the pedagogical proposal of the school, in order to clarify procedures that approach the appropriation of competences and skills aiming at qualitative aspects and above. all the promotion of learning in its multiple dimensions.

Keywords: Physical Education, learning and assessment.

ÉVALUATION DE L'ÉDUCATION PHYSIQUE APPRENANT À RETENIR:
COMPRÉHENSION DES ENSEIGNANTS DE LA FORMATION CONTINUE
RÉSUMÉ

L'objectif de la recherche était d'identifier et d'analyser la compréhension des enseignants du secteur de l'éducation physique de la ville de Campo Grande/MS en ce qui concerne l'établissement de critères visant à évaluer l'apprentissage de leurs élèves. développement des études: à partir de quels critères les enseignants développent-ils l'évaluation des apprentissages dans les cours d'éducation physique? L'étude a été développée méthodologiquement à partir de caractéristiques descriptives exploratoires, avec des recherches sur le terrain et une analyse qualitative ultérieure des discours des sujets interrogés. La collecte de données a été réalisée en appliquant un questionnaire aux enseignants lors du processus de formation continue mené par le département municipal de l'éducation en octobre 2017. 372 enseignants ont été interviewés. Les résultats de l'enquête ont montré que la plupart des enseignants évaluent leurs élèves en fonction de critères impliquant des partenaires moteurs, cognitifs et affectifs. L'étude a également montré que le processus d'évaluation en éducation physique est l'un des grands défis des enseignants, en raison de son caractère subjectif et de ses méthodes spécifiques de gestion de la diversité, ainsi que des difficultés à mesurer objectivement les apprentissages des élèves. Il est suggéré que les enseignants puissent évaluer les élèves dans leurs classes, en définissant des critères dans les renvois didactiques et en conformité avec la proposition pédagogique de l'école, afin d'expliquer les procédures qui abordent l'appropriation des compétences et des habiletés axées sur les aspects qualitatifs et supérieurs. toute la promotion de l'apprentissage dans ses multiples dimensions.

Mots-clés: éducation physique, apprentissage et évaluation.

EVALUACIÓN DEL APRENDIZAJE DE EDUCACIÓN FÍSICA EN REME:
ENTENDIMIENTO DE LOS MAESTROS DE LA FORMACIÓN CONTINUA
RESUMEN

El objetivo de la investigación fue identificar y analizar la comprensión de los docentes del área de Educación Física, en la ciudad de Campo Grande/MS, en relación con el establecimiento de criterios para evaluar el aprendizaje de sus alumnos. desarrollo del estudio: ¿a partir de qué criterios desarrollan los maestros la evaluación del aprendizaje en las clases de educación física? El estudio fue desarrollado metodológicamente a partir de características exploratorias, descriptivas, con investigación de campo y posterior análisis cualitativo de los discursos de los sujetos entrevistados. La recopilación de datos se realizó aplicando un cuestionario a los docentes durante el proceso de educación continua llevado a cabo por el departamento municipal de educación en octubre de 2017. Se entrevistó a 372 docentes. El resultado de la investigación mostró que la mayoría de los maestros evalúan a sus estudiantes en base a criterios, que involucran a socios motores, cognitivos y afectivos. El estudio también mostró que el proceso de evaluación en Educación Física es uno de los grandes desafíos para los maestros, debido a su carácter subjetivo y formas específicas de tratar con la diversidad, así como a las dificultades para medir objetivamente el aprendizaje de los estudiantes. Se sugiere que los maestros puedan evaluar a los estudiantes en sus clases, definiendo criterios en las referencias didácticas, y en línea con la propuesta pedagógica de la escuela, con el fin de aclarar procedimientos que aborden la apropiación de competencias y habilidades con el objetivo de aspectos cualitativos y superiores. Toda la promoción del aprendizaje en sus múltiples dimensiones.

Palabras clave: Educación física, aprendizaje y evaluación.

AAVALIAÇÃO DA APRENDIZAGEM DA EDUCAÇÃO FÍSICA NA REME:
A COMPREENSÃO DOS DOCENTES A PARTIR DA FORMAÇÃO CONTINUADA
RESUMO

O objetivo da pesquisa foi identificar e analisar a compreensão dos docentes da área da Educação Física, do município de Campo Grande/MS, em relação a estabelecer critérios visando à avaliação da aprendizagem de seus alunos, levantou-se então a seguinte questão norteadora para o desenvolvimento do estudo: a partir de quais critérios, os docentes desenvolvem a avaliação da aprendizagem nas aulas de Educação Física? O estudo desenvolveu-se, metodologicamente, a partir de características exploratórias, descritivas, com pesquisa de campo e posterior análise qualitativa dos discursos dos sujeitos entrevistados. A coleta de dados foi realizada por meio da aplicação de um questionário, aos docentes, durante o processo de formação continuada realizada pela secretaria municipal de educação no mês de outubro do ano de 2017. Foram entrevistados 372 docentes. O resultado da investigação evidenciou que os docentes em sua maioria avaliam os seus alunos a partir de critérios, envolvendo aspectos motores, cognitivos e sócios afetivos. O estudo mostrou ainda que o processo de avaliação na Educação Física é um dos grandes desafios para os docentes, pelo seu caráter subjetivo e pelas formas específicas de lidar com a diversidade, bem como as dificuldades de mensurar de forma objetiva a aprendizagem dos alunos. Sugere-se que os docentes possam em suas aulas avaliar os alunos, definindo critérios nos encaminhamentos didáticos, e em consonância com a proposta pedagógica da escola, no sentido de explicitar procedimentos que se aproximem na apropriação de competências e habilidades visando aspectos qualitativos e acima de tudo a promoção da aprendizagem em suas múltiplas dimensões.

Palavras-chave: Educação Física, aprendizagem e avaliação.