1 INICIAL CONSIDERATION

The central discussion of this article refers to the use of information and communication technologies (ICTs) by county schools of Florianópolis (SC), and their relationship to the pedagogic praxis of physical education. The objectives included: a) to present a real diagnosis of the use of computer classrooms by the schools; b) to analyze the implementation process of computer classrooms; c) to verify how ICTs influence the process teaching-learning; d) to identify pedagogic proposals involving ICTs; and e) to identify possibilities for the use of ICTs for Physical Education.

Current scientific and technological advances have generated a complex scenario in both school education and in professional formation. It is the school responsibility organizing and rearranging the enormous amount of information provided by ICTs, as well as to restructure its curricula and physical spaces to face new demands. The teacher's role in this new technological reality is to work as a team and to promote interdisciplinary actions. Teacher's role as an individual is been substituted by a collective figure, that should learn and conduct his/her students. In that sense, the media-education appears as a strategy to overcome the instrumental use of ICT resources for educational processes.

Nowadays, the media-education includes three important dimensions: 1) the instrumental dimension, which assists technical issues of the technological tools; 2) the critical dimension, that proposes discussions concerning advantages and disadvantages of applied ICTs in different spheres of the human life; 3) the productive dimension, when technology is used as an instrument to develop and to improve knowledge of a given domain. That is, when it develops the mind, the sense of being beyond reproduction, capable of generating knowledge elaborate on particular subject (BELLONI, 2005).

Because of the technological scenario in education, one can emphasize the existence of a few authors (i.e. Betti, 1998; Correa and Moro, 2005; Haladzinski, 2010; Pires, 2002, and Zilber, 2007) who well-composed research groups (i.e. the Observatory of Sporting Media - UFSC, the Laboratory of Communication, Movement and Media in Physical Education - UFSM) that are studying the presence and the implications of ICTs in different contexts (sports, education, leisure, or health).

Studies of school physical education such as those of Mendes (2007) and Betti (2006) demonstrated concerns with P.E. teachers and the use of ICTs. Those studies indicated the need for training workshops and pedagogic interventions in the school to improve the relationship of those professionals with ICTs, as well as to include P.E. into the digital reality.

Proposals of digital inclusion (like "TV Escola" and "Mídias na Educação") helped the Brazilian Ministry of Education and Culture to transform in reality the use of computers in most of the Brazilian public schools. In Florianópolis, elementary and middle schools, the Escola Multi-Mídias Infantil (EMI), and the Nucleo Centro de Educação de Jovens e Adultos are already equipped with computer classrooms as early as 1997 (i.e. Escola Anísio Teixeira, Escola Acácio Garibaldi São Thiago, and Escola Beatriz de Souza Brito).

This study can be characterized as exploratory through the approach with the research object and description of the reality. Data collection was executed by: a) Survey of information from documents, reports, and the existence of computer classrooms provided by the general office of education for Florianópolis County; b) Interview with the coordinators of computer classrooms; and c) Analysis of the results and notes. Florianópolis County was divided in five sectors (north, south, east, center and continent) for sampling. In each sector, two schools were chosen for visitation, based on the number of students, and time of operation of the computer classroom. Consequently, nine elementary schools and a Elementary Education Division were selected.

2 STRUCTURE AND ORGANIZATION OF EDUCATIONAL TECHNOLOGICAL DIVISIONS AND SMART CLASSES

Presently, the Educational Technological Division supervises and coordinates the work of media-education in twenty five county schools and three mixed schools: day care (Kinder garden), and a Youth and Adult Education Division. In each educational unit there exists a teacher-coordinator that organizes the work, offering technical and pedagogic support to teachers.

In 2007, twelve schools received new computers and 2007 the additional computer classrooms are being built. In general, a computer classroom is equipped with 15 computers, 1 server, 2 printers, 1 scanner, 1 CD burner, 1 digital camera, 1 VHS player, 2 air conditioners, intra and internet. That configuration can vary according to schools, and the number of students. The EMI is equipped with 8 computers, 1 printer, 1 scanner, 1 CD burner, intra and internet, educational software, 1 TV set, 1 VHS player, and 1 digital camera.

According to information gathered at interviews, computer classrooms are used in conjunction with other classrooms. The weekly schedule is organized accordingly to teachers' activities by grade. In addition, night classes in schools attended by youths and adults use the space for research. Computer rooms are being configured for Linux software. However, because of a lack of training courses it has cause problems and some resistance by both teachers and students. New strategies are being elaborated to motivate and stimulate the use of the room, demystifying myths of the free software.

It was noticed that there exist concern in motivating teachers' continuous formation for the creative use of the technologies. To reach that aim, teachers are offered courses, workshops and events in order to prepare them for pedagogic use of ICTs. However, the study observed that participants in such training are coordinators or teachers with affinity to computer. Consequently, to facilitate access to courses by all teachers is an alternative to minimize problems related to professional formation and to enlarge work with the technologies.

It was also observed in some schools that spaces were "improvised" to receive the equipments; in other words, rooms were relatively small with a reduced number of computers, often with a computer being shared by three or four students. The infrastructure problems demonstrate that not only technological equipments are needed but also a learning atmosphere.

The SI surveyed is in the transition phase of the Windows operating system for the Linux operating system that operates through free software. This has caused problems for some schools, since the operation of the new program requires new training courses and teaching specific proposals.

As interview with a teacher who is the coordinator of SI two years ago at a school located in the northern region of Florianópolis, this change is occurring, gradually, because it has some resistance from teachers and students. In light of this change, new strategies were developed to encourage and stimulate use of the room, clearing some myths that surround free software, explaining to teachers what can be developed from this new configuration. It can be noticed that there is a concern of NTE to encourage continuous training of teachers for creative use of technology. To achieve that goal, there are courses offered regularly, workshops and events for educators to teach them awareness and prepare for pedagogical use of ICTs. However, the study found that teachers who participate in training courses run by NTE are, in most cases, coordinators of SI or those teachers who have more affinity with this specific area. What ultimately restricts other teachers is the preparation, acquire skills and feel them encouraged to propose strategies for teaching-learning through ICTs. Thus, ease of access for all teachers to the courses signals an alternative to minimize the problems...
related to vocational training and expand with the work with the technology in school. Moreover, it was observed that physical spaces in some schools were "improvised" to get the SI, which means that the rooms are relatively small and have a limited number of computers, since the number of students, creating some difficulty serve them and often a computer is divided into three or even four students.

The problems of infrastructure shows that, in addition to ensuring technological machinery and equipment, there should be a look out to technologies of learning environments that requires planned and organized to meet the interests and needs of students and teachers. These places need to be increasingly characterized as areas for expansion and improvement of learning.

3 SMART CLASSES IN THE LEARNING PROCESS OF TEACHING: FEW PAGOGY PROPOSALS AND POSSIBILITIES

Diane das profundas transformações nos campos políticos, socioeconômico, cultural, educacional e tecnológico e do aparecimento de modernas ICTs, a escola está sendo confrontada com novos desafios que intimidam seus responsáveis a revisar formas de atuação, realizar mudanças nas formas de proceder e na criação de metodologias que ultrapassem a mera reprodução dos conteúdos. Este argumento pode ser constatado durante a pesquisa, através do relato da coordenadora de SI de uma escola localizada na região central da cidade, há um ano nesta função. Segundo ela, a presença das ICTs não mudam, necessariamente, a relação pedagógica. Isso dependerá muito da atitude do professor, a quem é cobrada uma mudança de postura frente aos novos recursos. Para ela, due to political, socioeconomic, cultural, education and technological transformations, the school is being confronted with new challenges with the creation of methodologies that surpass reproduction of the contents. This argument could be verified according to the testimony of a coordinators' report:

ICTs do not substitute a teacher, but modify his/her functions: it is his/her duty to stimulate students' curiosity. It is very important that the teacher acknowledge this technology, discovering its possibilities, favoring rethinking of his/her own action of teaching. To implement the educational role of computer science does not simply mean to introduce the computer and education software in the school. The software should be used in a context and inserted in projects, seeking the student's integral development, the multiple intelligences and the creativity. (Interview 1, 2007)

The present study indicates that Physical Education is away from the use of ICTs. However, popularization of P.E. through radio, television, newspaper, magazines and internet has increased. The increase in the number of cable television signatures related to packages of sporting programs indicates there is dynamic, interactive and modern outside schools walls. However, P.E. contents repeat itself year after year with few modifications in the forms of teaching. The innovations are always because the acquisition of a new ball or a new coat of painting. It is suggested that by including ICTs, P.E. classes would connect itself with students’ language and frequency in such way that it would stimulate students' curiosity for the subject. In such condition, discussions and reflections would result to approach teaching to reality.

The students demonstrated interest in P.E. information provided by different medias. However, few pedagogic approaches were observed involving P.E. and ICTs. One observed approach was the use of resources such as photographic camera and boom box in the classes disconnected of an interdisciplinary proposal or the objective of educating medias. In this particular episode, the teacher had difficulties in relating students' preferences for P.E. classes and the space that it occupies in the media.

Recognition of the importance of educating using ICTs was recognized by the school community; ICTs represent rich and inexhaustible sources of information. However, in general interviewees mentioned their difficulties in planning activities with P.E. teachers because of their resistance and distance from ICTs.

The results of this research shows that lack of time to explore ICTs resources, as well as deficient training in ICTs are the main reasons for that resistance. It was evidenced that P.E. teachers rarely participate in continuous formation courses promoted by NTE, which widens the gap between those teachers and ICTs. If a teacher is not qualified for thinking of other ways for developing his/her class, he/she does not find ways or modes of action for the educational subject. Many teachers question how P.E. can interact with ICTs if his/her place is in the school multi sport court and lessons should involve corporal movements. This is the focus of this research.

The task of inserting ICTs in pedagogic practice of P.E. is not easy. However, it is not also impossible and some guidelines were identified in this research. One of them is to plan pedagogic interventions thinking in how to involve P.E. contents using other materials (such as the technological ones), other spaces, and new methodologies. The important is to analyze each particular case, with students’ participation in the process, and to test different strategies. This way, and through continuous adjustments ("try and error") possibilities will appear in those new learning atmospheres.

In other areas of knowledge it is possible to identify that the reality found in the ICTs is formed by outdated programs and pedagogical proposals little attractive to students. On the other hand, LAN houses attract children, youths and adults with modern software in the form of games (individual or collective) that explore learning processes and fall in the public's taste. It is fundamental to review pedagogic strategies developed by ICTs to avoid the students’ indifference and discrepancy among classes of different subjects.

The research doesn’t indicate, directly, that computer classrooms should adapt to the LAN house system, but to adopt a more realistic and innovative atmosphere of the subject. This statement is similar to Lévy (1998, apud MARQUES, 2006) to whom it is essential to adopt a new pedagogic style, that favors at the same time the personalized and the cooperative learning. In that sense, ICTs would not be spaces dedicated solely to digitization of texts, games and researches, but a complement of subjects worked at classroom and according to the teachers’ request.

This research indicated a lack of innovative and creative proposals as one of the difficulties for materialization of the media-education. This aspect is linked to the lack of an inclusive and specialized professional formation that subsidies teachers' planning and development of educational actions using a diversify of technological tools.

4 FINAL CONSIDERATIONS

This research tried to identify and to analyze the reality of the schools at Florianópolis (SC) for the use of ICTs and its relationship with the teachers' pedagogic practice. The results revealed the existence of deficiencies and gaps on teachers' formation, as well as potential advantages of that new education model.

The study showed that the process of implantation of ICTs is slow and gradual, from 1996 from a partnership between the city and Ministry of Educação/PROINFO. It also showed that the process requires not only infrastructure but also qualified professionals. Some alternatives were mentioned by interviewees to stimulate insertion of the technologies into the teaching-learning process. However, the day after day struggle to overcome lack of materials, appropriate room space, support and maintenance of the equipment severe. Several teachers make an effort to learn and to teach at computer rooms with precarious accommodations and under bad technical conditions.

The principal findings of this research are: 1) mystification on the use of ICTs; 2) lack of courses of technical and pedagogic training for P.E. teachers; 3) absence of school interdisciplinary proposals involving P.E.. There exists a belief that through resolving those drawbacks a transformation of P.E. may happen, and that "teacher" becomes to be understood as a collective figure.

Additionally, findings of this research indicated a need for amplification and improvement of ICTs role in school to improve quality of P.E. learning.
Este artigo aborda o uso das Tecnologias de Informação e Comunicação (TICs) nas salas informatizadas de escolas municipais de Florianópolis, SC, Brasil. O estudo identifica as práticas de ensino com a TICs e suas implicações pedagógicas. Foi realizado por meio de análise documental, entrevistas e revisão de bibliografia. O estudo constatou que a disciplina de Educação Física, apesar de mudanças provocadas por TICs em Educação, é limitada às mesmas metodologias. Foi identificado que a falta de capacitação adequada e a carência de propostas interdisciplinares contribuem para isso. A pesquisa-ação foi conduzida por meio de análises documentais, entrevistas com coordenadores de salas informatizadas e revisão de bibliografia. O estudo constatou que a disciplina de Educação Física, apesar das mudanças provocadas por TICs em Educação, é limitada às mesmas metodologias. Foi identificado que a falta de capacitação adequada e a carência de propostas interdisciplinares contribuem para isso. O estudo buscou contribuir para a educação física, questionando a prática pedagógica, especialmente da Educação Física. O estudo de caráter exploratório buscou algumas respostas, por meio de análises documentais, entrevistas e revisão de bibliografia.