Physical Education and Extension

We see the extension as one of the experimental laboratories at the university. It is a means to connect the university to society, by attempting to fulfill the needs of the latter. It is the real connection where one practices what one already knows in theory, and brings benefits to the daily life of those people involved in this environment.

The physical education course is one of the oldest at Feevale. It has acquired a solid reputation in regional partnerships through actions of managements, cooperation, or services. It is one of most sought-after courses in the community, both in terms of students who apply to enter the course and selection of interns.

According to the guidelines that have been followed since 1987, the course aims to generate professionals capable of planning, advising, supervising, executing, and evaluating physical education in all its instances, integrating it to the other areas of teaching, research, and extension. It is the real connection where one practices what one already knows in theory, and brings benefits to the daily life of those people involved in this environment.

The physical education programs in the course are distributed as follows:

1. 'Health in the Community' Program
   - 11 projects distributed

2. 'Senior Citizenship' Program
   - 3 projects distributed

3. 'Partnership and Cooperation' Program
   - 8 projects distributed

4. 'Community Action' Program
   - 9 projects distributed

5. 'Support to Associates' Program
   - 2 projects distributed

University extension and the Physical Education course

The extension programs of the physical education courses from 2000 to 2005 have been thus distributed:

1. Health in the Community Program - 11 projects distributed
2. Senior Citizenship Program - 3 projects distributed
3. Partnership and Cooperation Program - 8 projects distributed
4. Community Action Program - 9 projects distributed
5. Support to Associates Program - 2 projects distributed

We grant that, for some time, the projects were very often limited to a simple social exchange, a form of assistencialism, or semi-supervised internship. There did not use to be institutionally sound pattern that would be followed by the Phys Ed course or the university itself. The projects were permeated by different practices and objectives.

We knew though that it was only through the practice in the heart of the community, with the social actors involved, that the meanings and significations of this practice would be produced, agreed upon, legitimated, recreated both in the community, both in terms of students who apply to enter the course and selection of interns.

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scope of Actions in Health.

In the chart below, one can see the percentages regarding the projects that exist in the Physical Education course from the year 2000 on.

### Characterization of the study

The projects ‘Guided Walk’ and ‘Hydrogymnastics for Senior Citizens’ which are studied here are belong with the actions linked to health, that is, are in the Health Program for the Community, and take place at the campus of Feevale. The other project is carried out at Lar Santa Ana, and was not included in this study. The methodology applied was the qualitative descriptive interpretative one that used questionnaires, interviews, and observations for data collections.

The criterion for selecting participants were time -- those who have been involved in the project longer was chosen. There were 10 questionnaires about the ‘Guided walk’, and 8 about the hydrogymnastics. For the interview, we selected three participants from each project who had not answered the questionnaire and had been in the project for more than four years. The course coordinator and the coordinator of Senior Citizenship Program also participated in the research, and so have two instructors responsible for the actions in the projects.

The objective of the research was to check how these extension projects are offered to the community. The purpose was to present an analysis which are indicators (social, educational, economic, or cultural) that they created to provide programs that offered a better service. The problem that was investigated was ‘which were the indicators detected in the extension projects of the physical education course and the articulation with teaching-research-extension.

### Analysis and considerations

When one reflects about the role of the university in ‘shaping’ the teachers, it is important to get to certain consensus in relation to educational problems, because students join the extension projects as interns. The community mirrors that values and understandings that the society has, that is to say, bad habits are already there from the start. The intern is sent to the community has two alternatives: one is to keep the routine, and go on with the same projects; the other is transformation -- to search for new possibilities.

Cauduro (2000) says that individuals and institutions ought to become more and more solidary as they become differentiated. With this in mind, it is paramount to take risks, go beyond the walls of the institution, and search for new ways to learn, new challenges in the diversity that constitutes the community. To seek by through the interaction of teaching-research-extension help the construction or rescuing of citizenship. All that done to improve one’s practice, using partnerships, integration, and projects research at the places that defy one's daily praxis.

Our hope with this article is to take the first step towards the systematization of the actions carried by the institution and the physical education course. The goal is to provide subsidies to the course in matters related to extension and teaching having in mind the instruction of students.

We began by analysing the projects that were handed to the coordination of the program, and noticed that those projects did not have an institutional goal. The Hydrogymnastics project had a goal that was conceived by the instructor that was responsible for it, which was detached from the PROACOM and Senior Citizenship Program. We could not find any explicit goal in the ‘Guided Walk’ project during the period of the analysis.

Articulation between the course coordinator and the coordinator of the program was almost none. The meetings are bureaucratic and operational. The articulations between the PROACOM course coordination, coordination of the program are administrative in nature; they conform the institutional needs and administrative emergencies.

The actions of these two projects for senior citizens has not yet demonstrated an effective institutional policy of integration between teaching, research, and extension. There are the isolated actions if the institutional research groups of the higher education institution, whose investigation are in conformity with line followed by a researcher, or the subject taught by a professor.

The results of the data collection and the information detected proved that the projects ‘Guided Walk’ and ‘Hydrogymnastics that are studied here are still characterized as a mere service offered to the community.

We have also noticed that there is no systematic practice of the physical education course for sending students to the extension projects, neither as volunteers nor as interns. In 2005, when the professor in charge was away, the institution hired an intern for hydrogymnastics. The data evince a certain fear of the university in relation to labour matters, not giving priority the national curriculum lines and the institutional development project.

No action from the physical education curriculum subjects in relation to approximating the projects were evident in the study. There did not seem to be any link between the disciplines and the projects for senior citizens, be it in relation to motor development, physical activities, or proposals for better health.

The political pedagogical project (PPP) of the course and the Institutional Development Planning (IDP) are all the actions and articulations which ought to be made available and carried out by the course coordination, the extension, and faculty of the institution. There are some indicators of change; some pedagogical discourses that go towards articulating proposal, but everything is still moving too slow.

However, judging from the perception of the participants, the actions have been significant. The indicators evinced in the study are distributed the following way:

#### Indicators

- **Guided Walk**
  - Cultural: 12%
  - Social: 3%
  - Economic: 15%
  - Educational: 70%

- **Hydrogymnastics for senior citizens**
  - Cultural: 4%
  - Social: 8%
  - Economic: 8%
  - Educational: 80%

After the triangulation of the data, we selected some testimonies to strengthen the indicators that were found.
Social

"It was in a very difficult period of my life. I had lost my husband, my mother-in-law; I was very depressed, you know. It was then that a friend of mine said ‘go to Feevale and the hydrogymnastics there; it is so good, and the people there are so agreeable, you know. You will feel much better.’ And you know what? It helped a lot. For my head, it was great. For my health in general too, I suffered from arthritis, you know, walking was very difficult, to climb up and down stairs too I had to lean on something. The hydrogymnastics was very good. I changed. [Now] I can climb up and down stairs with no great effort." E1

"Oh, it helped...It gave me a lot. When I'm here, I'm happy, you know (laughs). We walk, we talk. I get up with this objective in mind - I have to come. It is something very good to me..." E4

"Friendship. Friendship is so good. When I celebrate my birthday, they come to my place, and the house gets crowded. The groups are so good."

E6

"the senior citizens are changing their very way of being. There is no such a thing as one senior citizen or an old person, but there many different old ages, and this makes them more critic, more receptive, and willing to interfere with their environment. They simply refuse to take imposition. That shows that critical thinking and reflection takes them somewhere, towards autonomy, freedom, and consequently the construction of new projects, and new ways of being in the project, finding new possibilities, new routes and all." Ep3

"Yes, for I felt more willing. I met other. It is a place where I can get together with people my age, where I feel good in participating in the physical activities...People socialize." Q5

Cultural

"Because I think...because I was the kind of people who never had the opportunity to go out. Now I'm going for walks with the group here. It's so nice, and I'm loving it, you know. To go on these walks with the group here. I really enjoy it." E1

"...Walks, sometimes, dinner parties..." Q16

Economic

"was easy for me to join in because of my...my income. I spend a lot with medication. Then I got this gratuity, so you see, if someone talks bad of Feevale, I berated them!" E2

"Feevale represents a whole for me, for I'm poor, you see, and didn't the means to go to a health club because I'd have to pay for that, you know. represent a place to me too. Then, there came this alternative for me; I thank Feevale for that. I hope it goes on with it. It's got a great future." E5

"An opportunity for those who can't afford other place. And I at 51 wanted so much to go to college to study. " Q2

Educational

The extension is a space for continuous development, which qualifies one's future performance, keeping one updated in relation to the constant evolution of knowledge. Ep4

"Besides this project, Feevale offers courses, lectures, access to new information (talks). Além do projeto a Feevale. "Q5

"Education. "Q14

"The extension is a space for continuous development, which qualifies one’s future performance, keeping one updated in relation to the constant evolution of knowledge. " Ep4

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"Education. "Q14

In concluding this paper, we can state that from the perception of the those who participate in them, the projects are very meaningful and completely fulfill their expectations. For some, it goes beyond that, as we can construct from the testimonies. They have created affective links with their colleagues and the institution. The only negative indicative pointed appeared in relation to the ‘Guided Walks’, when the participants lamented the fact that they could not have the walks when it rained for the lack of another place except outdoors. This shows how bad it is for them when it rains non-stop as is the tendency in the state of Rio Grande do Sul. They have also remarked that they participated in several studies (questionnaires), but there many different old ages, and this makes them more critic, more receptive, and willing to interfere with their environment. They simply refuse to take imposition. That shows that critical thinking and reflection takes them somewhere, towards autonomy, freedom, and consequently the construction of new projects, and new ways of being in the project, finding new possibilities, new routes and all." Ep3

These are the results about the perception of participants in the projects ‘Guided Walks’ and ‘Hydrogymnastics’ for senior citizens. The articulation between teaching, research, and extension, which was also investigated, will not be detailed because it is not the focus of this study.

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PERCEPTIONS OF THE SENIOR CITIZENS THAT PARTICIPATE IN THE EXTENSION PROGRAMS OF THE PHYSICAL EDUCATION COURSE

ABSTRACT

The present article shows the result of a research about extension project for senior citizens developed by the Physical education course at Centro Universitário Feevale in Novo Hamburgo, Brazil. The main research began in 2002, when other projects of the university were investigated. These studies about projects developed by the extension program of the physical education course aim to offer a contribution to the triad teaching-research-extension of the course, focusing specially on professional development and instruction. The study here comprehended the project “Guided Walk and Hydrogymnastics” in which instructors, the general coordinator, the coordinator of the physical education course, and 23 senior citizens in the projects for more than four years participated. The methodology applied was the qualitative, interpretative one, using as instruments for data collection interviews, a questionnaire, and field observations. The results came from the triangulation of the theoretical and methodological sources as recommended by authors such as Cauduro 2004, Molina Neto 2002, and Arnal et al. 1992, among others. Social, cultural, and economic indicators are pointed out according to the perception of the participants.

Key-words: Extension - physical education- professional development and instruction

LA PERCEPCIÓN DE LOS PARTICIPANTES DE TERCERA EDAD DANS L’EXTENSION UNIVERSITAIRE DU COURS D’ÉDUCATION PHYSIQUE

RÉSUMÉ

Cet article montre le résultat d’une recherche sur le Projet d’Extension avec le “Troisième Âge” réalisé par le Cours d’Éducation Physique du Centre Universitaire Feevale /NH/BR. La recherche principale a eu son début en 2002, à travers des investigations sur d’autres projets de cette institution, déjà divulgués. Ces études à propos des projets développés dans l’extension de l’Éducation Physique ont comme but générer une contribution pour l’enseignement-recherche-extension du cours, dirigés nottament vers la formation professionnelle. Cet étude a été orienté vers le projet Marche Orientée et Hydro-gymnastique, où ont participé les professeurs instructeurs, la coordinatrice générale, le coordonateur de l’Éducation Physique et 23 intégrants de troisième âge qui sont dans les projets il y a plus de quatre ans. La méthodologie employée a été la qualitative, interprétative, en employant comme des outils de collecte de données, l’interview, le questionnaire et des observations. On a obtenu les résultats à travers la triangulation des sources, théorique et méthodologique, comme le recommandent les auteurs comme Cauduro (2004), Molina Neto (2002) e Arnal et alii (1982) parmi d’autres. Les indicateurs sociaux, culturels, économiques et éducationaux ont été pointés à partir de la perception des participants.

Mots clefs: Extension- Éducation Physique- Formation Professionnelle- Troisième Âge

LA PERCEPCIÓN DE LOS PARTICIPANTES DE LA TERCERA EDAD (MAYORES) EN LA EXTENSIÓN DEL CURSO DE EDUCACIÓN FÍSICA.

RESUMEN

Este artículo relata los resultados de una investigación sobre el Proyecto de Extensión con la Tercera Edad realizado por el Curso de Educación Física del Centro Universitário Feevale /NH/BR. La investigación principal empezó en el año de 2002 junto con otros proyectos y sus resultados fueron publicados posteriormente. El desarrollo de sus estudios se dieron en la extensión de la Educación Física. Su propuesta es generar una contribución para la enseñanza, para la extensión del curso, a partir de la investigación con el reto de llevar a cabo una acción educativa y mejorar la formación del profesorado. El estudio se dirigió al proyecto “Caminada Orientada” y “Hidroginástica” donde participaron los maestros, el coordinador del programa, el coordinador de la Educación Física y 23 personas de la tercera edad que participaron de los proyectos durante 4 años. La metodología fue cualitativa, interpretativa. La recogida de los datos se hizo a través de entrevistas, observaciones y encuestas. La análisis de los datos se hizo a través de la triangulación de las fuentes, teórico y metodológico (Cauduro, 2004; Molina Neto 2002 y Arnal et al 1992) entre otros. Como resultado, los participantes ensenaron indicadores sociales, culturales, económicos y educativos en los proyectos como significativos para ellos.

Palabras llaves: Extensión-, Educación Física-, Formación Profesional-, Tercera Edad (Mayores)

PERCEÇÃO DOS PARTICIPANTES DA TERCEIRA IDADE NA EXTENSIÃO UNIVERSITÁRIA DO CURSO DE EDUCAÇÃO FÍSICA.

RÉSUMO
